



Academic and Student Affairs Committee Meeting

October 8, 2025 | 11 a.m.

Student Resource Center, Memorial Student Center



October 2025 Academic and Student Affairs Committee Meeting

AGENDA

11 a.m.

Academic and Student Affairs Committee

Kathy D'Antoni, Chair

Action Items

None

Information Items

Committee Annual Activity Calendar

3

Robert Bookwalter, Interim Provost and Senior Vice President for Academic Affairs

Provost Report

Robert Bookwalter, Interim Provost and Senior Vice President for Academic Affairs

Academic Affairs Update

Robert Bookwalter, Interim Provost and Senior Vice President for Academic Affairs

Student Affairs Update

Marcie Simms, Vice President for Student Affairs

Herd Strong. Accreditation Ready. - "Preparing for Marshall's 10-Year Re-Accreditation Review"

4

Susan Tusing, Chief University Accreditation Officer

- Supplemental Material: Higher Learning Commission Assurance Argument DRAFT

13

"The Future of Business Education" - Strategic Planning: College of Business

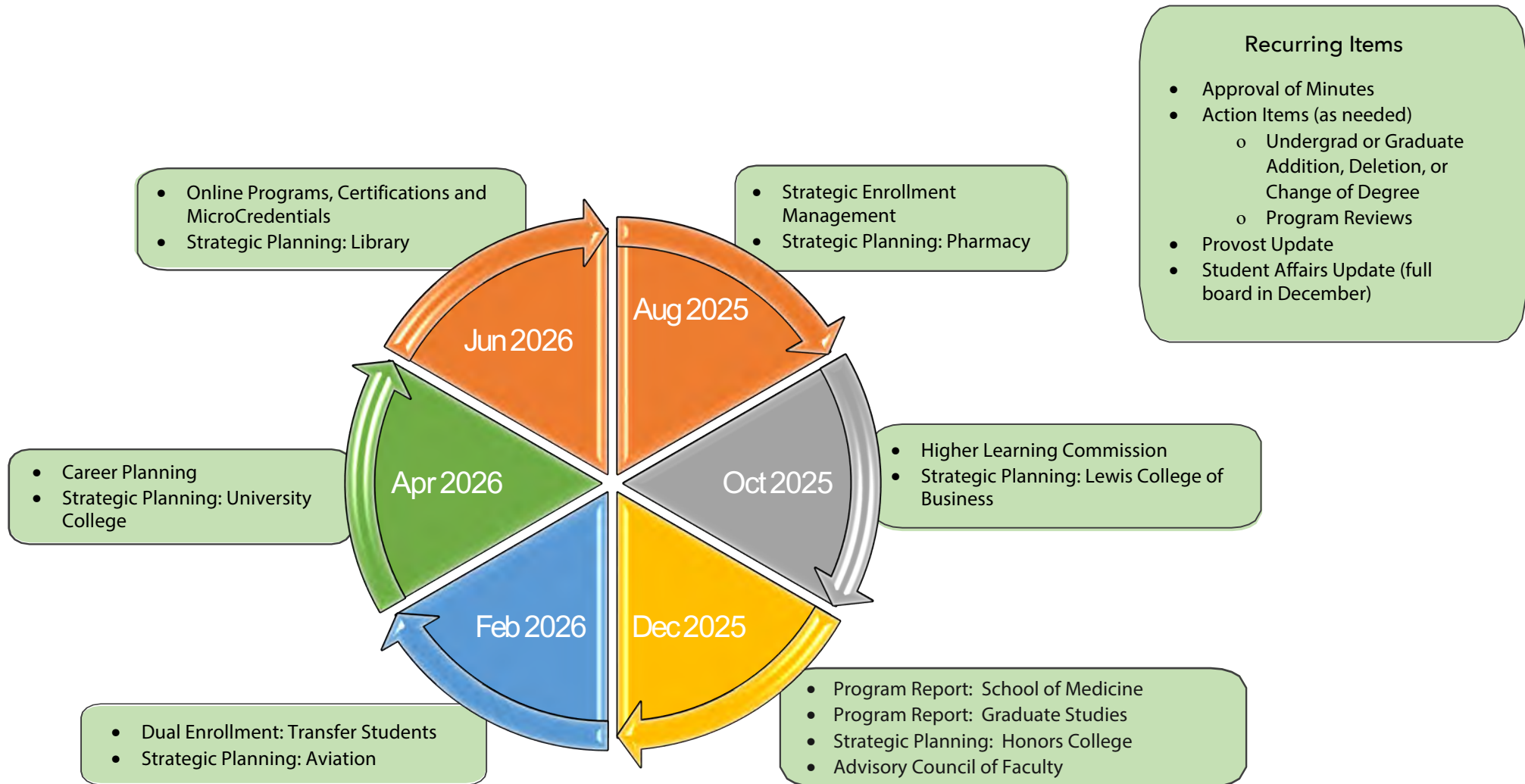
113

Rohan Christie-David, Dean of the Lewis College of Business

Lunch

Annual Activity Calendar

Academic and Student Affairs Committee





Marshall University

Office of Academic Affairs

Dr. Susan Tusing, Chief University Accreditation Officer

Herd Strong. Accreditation Ready.
Preparing for Marshall's
10-Year Re-Accreditation Review
October 8, 2025



Executive **SUMMARY**

Marshall University Mission

- **Higher Learning Commission** – Marshall’s institutional accreditor
- Accredited member since **January 1928**
- Accreditation:
 - **Standards of excellence**
 - **Enduring value of an institution’s degree**
 - **Federal financial aid eligibility**
- 10-year cycle culminating in the Comprehensive Evaluation
 - **Educational offerings, governance, operations, finances**
 - Alignment of **Marshall’s Mission** in all facets of our work
- Upcoming site visit – **January 26-27, 2026**.
- **Board of Governors** participation an important component of our Evaluation.

Marshall University is a public comprehensive university with a rich history as one of the oldest institutions of higher learning in West Virginia. Founded in 1837 and named after Chief Justice John Marshall, definer of the Constitution, Marshall University advances the public good through innovative, accredited educational programs. Marshall University’s mission, inspired by our Vision and Creed, includes a commitment to:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
- Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
- Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
- Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
- Cultivate the development of an inclusive, just, and equitable community.

Our PLAN-ON-A-PAGE

VISION



**“To inspire learning and creativity that ignites the mind,
nurtures the spirit, and fulfills the promise of a better future”**

CREED

Educational | Open | Civil | Responsible | Safe | Well | Ethical | Pluralistic | Socially Conscious | Judicious

2037 GOALS



Individual Success

100% Placement Rates for Graduates
Zero Students Graduate with Student Loan Debt



Innovative Ideas

\$150M Research, Grants, Contracts
3X Start-Ups Incubated



Economic Impact

30X Return for Every \$1 Invested
3X GDP Impact in West Virginia (\$2.3B)

STAKEHOLDER GOALS

Students

Offer an affordable education with a distinctively supportive and flexible experience to ensure lifelong prosperity

Team

Empower faculty and staff to do the best work of their lives

West Virginia

Improve the well-being of all West Virginians by creating breakthrough opportunities and solutions

Financial Stakeholders

Build a resilient and sustainable institution to outlast headwinds

STRATEGY

Marshall for All, Marshall Forever

In-Demand Curriculum • On-Demand Delivery • Distinctive Value Proposition

PRIORITIES

Increase access

- New student enrollment
- Focused student segment enrollment
- Recruitment contacts
- Conversion rates
- CRM integration

Ensure affordability

- Student debt load
- Debt-free pilot cohort launch and year/year retention
- Internships and jobs
- Fundraising campaign

Grow support programs

- First-year retention
- MARCO mentorship project launch
- E2E student experience monitoring in place

Deliver on demand

- Micro-credential course catalog
- HyFlex course pilot
- Micro-credential pilot
- Degree programs online
- Online education website

Enable lifetime achievement

- Customized training for advanced manufacturing
- Academic pathways selected
- Career Engagement participation

METRICS



Preparation **TIMELINE**

2023 – Starting the Process

- ✓ Initial collection of evidence
- ✓ Initial drafts of Assurance Argument

2023-2025 – Development of Assurance Argument

- ✓ Continuation of writing and collection of evidence
- ✓ Review and feedback by campus governing bodies

Fall 2025 – Final Preparations

- ✓ Completion of HLC Student Opinion Survey and Federal Compliance Report
- ✓ Completion and review of materials for submission to HLC in December
- ✓ “Information Campaign” to prepare campus community for site visit
- ✓ Logistical planning for site visit

Spring 2026 – Site Visit and Outcome

- ✓ Site visit by HLC Peer Reviewers **January 26-27, 2026**
- ✓ HLC Institutional Actions Council meeting (likely in May)



HLC **CRITERIA FOR ACCREDITATION**

Criterion 1. **Mission**

Criterion 2. **Integrity: Ethical and Responsible Conduct**

Criterion 3. **Teaching and Learning for Student Success**

Criterion 4. **Sustainability: Institutional Effectiveness,
Resources and Planning**

HLC's View of the Board's Role

- Preparation/training for service on the Board
- Independence, no external influence
- Ethics and transparency
- Decision-making authority
- On-the-ground understanding: academic programs, operations, finances, faculty and student issues
- Responsiveness to challenges
- Alignment of the Board's work with the University **Mission**

Resources for Site Visit Preparations

- Marshall University Mission
- Assurance Argument draft (including Criteria for Accreditation)
included in meeting packet
- Types of potential questions for Board members
appendix of Assurance Argument draft document



Executive **SUMMARY**

Marshall University Mission

- **Higher Learning Commission** – Marshall’s institutional accreditor
- Accredited member since **January 1928**
- Continuous accreditation:
 - recognizes **standards of excellence** at Marshall
 - ensures the **enduring value of a degree** from Marshall
 - provides our students ongoing eligibility for **Federal financial aid** programs
- 10-year accreditation cycle culminating in the Comprehensive Evaluation
 - **educational offerings, governance, operations, and finances**
 - alignment of **Marshall’s Mission** with all facets of our work
- Our next Evaluation culminates in a site visit on **January 26-27, 2026**.
- **Board of Governors** participation is an important component of our Evaluation.

Marshall University is a public comprehensive university with a rich history as one of the oldest institutions of higher learning in West Virginia. Founded in 1837 and named after Chief Justice John Marshall, definer of the Constitution, Marshall University advances the public good through innovative, accredited educational programs. Marshall University’s mission, inspired by our Vision and Creed, includes a commitment to:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
- Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
- Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
- Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
- Cultivate the development of an inclusive, just, and equitable community.

Questions?

Susan Tusing
tusings@marshall.edu

Higher Learning Commission
Draft Assurance Argument for January 2026 Comprehensive Evaluation
Marshall University Board of Governors, October 2025

Note: Our Assurance Argument and supporting evidence will be finalized and submitted to HLC in December. This working draft contains internal navigation links but no live links to evidence; for more information regarding supporting evidence, contact Dr. Susan Tusing, Chief University Accreditation Officer.

Contents

Criterion 1. Mission

- [1.A. Mission Alignment](#)
- [1.B. Mission and Public Good](#)
- [1.C. Mission and Diversity of Society](#)

Criterion 2. Integrity: Ethical and Responsible Conduct

- [2.A. Integrity](#)
- [2.B. Transparency](#)
- [2.C. Board Governance](#)
- [2.D. Academic Freedom and Freedom of Expression](#)
- [2.E. Knowledge Acquisition, Discovery and Application](#)

Criterion 3. Teaching and Learning for Student Success

- [3.A. Educational Programs](#)
- [3.B. Exercise of Intellectual Inquiry](#)
- [3.C. Sufficiency of Faculty and Staff](#)
- [3.D. Support for Student Learning and Resources for Teaching](#)
- [3.E. Assessment of Student Learning](#)
- [3.F. Program Review](#)
- [3.G. Student Success Outcomes](#)

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

- [4.A. Effective Administrative Structures](#)
- [4.B. Resource Base and Sustainability](#)
- [4.C. Planning for Quality Improvement](#)

APPENDIX: Types of Questions Board Members Might Expect During the Site Visit

Criterion 1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Argument

Marshall University's Mission Statement references the institution's rich history and highlights the hallmarks of who we are and what we offer as a community, both as a community of learners and scholars and as a visible and impactful presence in the larger community: robust and accessible undergraduate and graduate programs; an appreciation and celebration of cultural and scholarly diversity; support of faculty and student research and creativity; and broad-reaching contributions to the quality of life beyond the campus. These values are supported by the institution's Vision and further articulated in its Creed:

Mission Statement

Marshall University is a public comprehensive university with a rich history as one of the oldest institutions of higher learning in West Virginia. Founded in 1837 and named after Chief Justice John Marshall, definer of the Constitution, Marshall University advances the public good through innovative, accredited educational programs. Marshall University's mission, inspired by our *Vision* and *Creed*, includes a commitment to:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
- Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
- Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
- Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
- Cultivate the development of an inclusive, just, and equitable community.

Vision Statement

The vision of Marshall University: to inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.

The Marshall Creed

Inspired by the example of John Marshall, we the students, faculty, staff, and administrators of Marshall University, pledge to pursue the development of our intellects and the expansion of knowledge, and to devote ourselves to defending individual rights and exercising civic responsibility. We strive to exemplify in our own lives the core values of John Marshall's character: independence, initiative, achievement, ethical

integrity, and commitment to community through association and service. As Marshall University, we form a community that promotes educational goals and that allows individuals maximum opportunity to pursue those goals.

We are:

- **An Educational Community** in which all members work together to promote and strengthen teaching and learning;
- **An Open Community** uncompromisingly protecting freedom of thought, belief and expression;
- **A Civil Community** treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways;
- **A Responsible Community** accepting obligations and following behavioral guidelines designed to support the common good;
- **A Safe Community** respecting each other's rights, privacy and property;
- **A Well Community** respecting and promoting physical and emotional health;
- **An Ethical Community** reflecting honesty, integrity and fairness in both academic and extracurricular activities;
- **A Pluralistic Community** celebrating and learning from our diversity;
- **A Socially Conscious Community** acting as citizens of the world and seeking to contribute to the betterment of people and their environments;
- **A Judicious Community** remaining alert to the threats posed by hatred, intolerance and other injustices and ever-prepared to correct them.

Background

In April 2019, Marshall University's Board of Governors (BOG) approved our current University Mission Statement. The Mission Statement is the basis for the University's strategic vision planning, curricular planning, outreach, and budgeting priorities.

The current Mission Statement, which replaced a Mission Statement that had been in place since 2004, is the result of a months-long deliberative process representing key stakeholders and governing bodies. In June 2018, then-Provost Gayle Ormiston began the process with the formation of an [Ad Hoc Mission Statement Review Committee](#). This committee's members included a wide range of constituents: the BOG faculty representative; the two Co-Chairs of the 2018 Strategic Planning Committee; VP of Student Affairs; Executive Director of the Center for Teaching and Learning; Director of Institutional Research; Associate VP of Assessment and Quality Initiatives; the Faculty Senate Chair; and a long-term Faculty Senate member.

This Mission Committee had two co-Chairs: one who had served as Graduate Council Chair and as the co-Chair of the committee that had produced the University's Creed and Vision Statements; the second who served at the time as Coordinator of University Accreditation. The then-University President, Jerome Gilbert, and then-Provost Gayle Ormiston served as ex-officio members and provided valuable input.

It should be noted that the Provost's Mission Committee formation email not only requested participation by specific individuals, but also asked the Faculty Senate Chair "for names of three additional faculty who will be willing to serve on the committee," in keeping with Marshall's spirit of open governance and

participation.

The Committee used as a basis for review the [2004 University Mission Statement](#) as well as the University Vision and Creed to craft a current, more precise, and relevant 2019 Mission Statement.

This [Mission Committee document](#) captures and reflects the transparent and open-discussion approach used to work through multiple stages to arrive at the revised Mission Statement. The extensive and deliberative workflow was shared in the BOG [agenda item](#) seeking BOG approval.

The revised 2019 (current) Mission Statement does not materially change the fundamental purposes or scope of the university, but rather it accurately and succinctly describes Marshall's demonstrable activities and objectives.

Once crafted and approved by the [Mission Committee](#), the revised Mission Statement went before several governing bodies for their endorsement: the university [Graduate Council](#), Faculty Senate Executive Committee and full [Faculty Senate](#), and the [BOG Academic and Student Affairs Committee](#).

In accordance with [WV State Code section 18B, article 2A](#) thirteen lay persons serve on BOG, expanding constituency input for the revised Mission to include community, business, and non-academic perspectives on Marshall's oversight and governance.

The [BOG granted its final approval](#) in April 2019, thus officially adopting the revised Mission Statement.

In a June 2019 [open letter](#) to the campus community, then-President Gilbert announced the adoption of the new Mission Statement and encouraged its immediate use in appropriate documents. This [Program Review](#) conducted in 2019 for the BS in Communication Disorders demonstrates that the revised Mission was quickly disseminated and put into use by departments. As will be discussed more fully in Criterion 3.F, the five-year Program Reviews require evidence that college/program missions align with the university Mission.

The Mission continues to be displayed prominently by various means and evidenced in the work of the institution. As examples, the Mission appears:

- on the university [website](#) ([Mission, Vision and Creed \(marshall.edu\)](#))
- in the undergraduate and graduate [Catalogs](#) (under the link “About Marshall University”)
- in the university’s software used for assessment reporting (Academic program outcomes must support the program’s mission, which, in turn, must support the university’s Mission.) (The university uses Watermark’s *Planning and Self-Study* for assessment reporting, having recently migrated from Watermark’s *Taskstream*.)
 - *Taskstream* [screenshot](#) from a program assessment plan (note the template illustrating predominance of Mission)
 - [Rubric](#) for reviewing program assessments (citing support of program and university Missions)

Further, the university Creed is included in the [Student Handbook](#) (p. 46 in the 2024-2025 *Handbook*), and the Vision Statement is cited at the top of each office’s “Plan-On-A-Page.” (Over the last two years, each office, college, and department has been required to create these one-page summaries of their strategic plans, with their missions aligning with the University Mission.) Examples include:

- [University Plan-On-A-Page](#)
- [Physical Therapy Plan-On-A-Page](#)
- [Criminal Justice, Criminology, and Forensic Sciences Plan-On-A-Page](#)
- [Libraries Plan-On-A-Page](#)

The Mission is integrated into and reflects the daily work of the institution on behalf of its constituents, as evidenced in its educational programs, enrollment profile, and scope of operations.

Educational Programs

Marshall provides access to comprehensive academic offerings (undergraduate, graduate, professional, certificate) with many options to broaden the aspirations and opportunities of its students. Among these offerings are several fully [online degrees and certificates](#) as well as programs in disciplines that support needs and economic opportunities in our region; among these are [Cyber Security](#), [Aviation](#), and [Rural Health](#).

Marshall's Mission is reflected in several of the core traits of its [Baccalaureate Degree Profile](#). All undergraduate students, regardless of major, should demonstrate competencies in these areas prior to graduation:

- Communication Fluency
- Creative Thinking
- Ethical and Civic Thinking
- Information Literacy
- Inquiry Based Thinking
- Integrative Thinking
- Intercultural Thinking
- Metacognitive Thinking
- Quantitative Thinking

Development of many of these competencies begins with the undergraduate Core Curriculum. As an example, intercultural thinking and broadening of a global perspective are developed through the requirement of completing a [three-credit hour](#) course designated as having a [multicultural or international](#) focus. Students have additional opportunities for cross-cultural immersion through [Study Abroad programs](#) and other [international travel](#) opportunities. The Core Curriculum will be more fully described in Criterion 3, and details of international opportunities are found in Criterion 1.C.

Marshall faculty are engaged in a high level of research and creative activities. Faculty research and creative output are evidenced by production of published works and in conference presentations, performances, and exhibitions presented regionally, nationally, and internationally. These activities are documented annually in reports generated by *Faculty Success* (formerly *Digital Measures*) software. This [example](#) is a listing of faculty who received grants and other sponsored research awards from 2016 through early 2025. Faculty publications have been celebrated annually since 2022.

- [Faculty publication celebration 2025](#)

- [Faculty publication celebration 2022](#)

The Marshall University Research Corporation, a not-for-profit corporation chartered under the laws of the state of WV, is committed to an active, growing, and successful research enterprise. Funded research by faculty and students is showcased in MURC's research publications. In the 2023 fiscal year, faculty and students brought in \$68 million in new research funding, demonstrating an increase of 159% over 2017.

- [MURC research highlights 2022](#)
- [MURC research highlights 2020](#)

Marshall University has been ranked as a Research 2: High Spending and Doctorate Production institution since 2019. In 2024, the university received [\\$73.3 million in new funding](#) through 291 research grants.

MURC affords research support for both faculty and students. Two important competitive programs are the [John Marshall University Scholars Award](#) program, which grants faculty recipients reassigned time (fall and spring terms) or stipends (summer term) for completing approved research or creative projects, and the [Undergraduate Creative Discovery and Research Scholar](#) award program, which encourages undergraduate support with a stipend and travel allowance for students as well as a travel stipend for their sponsoring faculty member. This program was expanded to provide funding for [graduate student research](#).

Marshall students are given numerous opportunities to participate in research and creative endeavors. A highlight of the year is the [Student Research and Creativity Symposium](#) held each spring. This event is hosted by the Office of Academic Affairs and includes presentations by students across campus as well as numerous guest speakers.

Several academic units offer their own student research and creativity opportunities. In the College of Science, professors in the various [departments](#) offer regular opportunities for students to partner with them on research. Since 2000, the College of Liberal Arts has held an annual [Undergraduate Research and Creativity Conference](#). Each student presenter worked with a faculty mentor, demonstrating faculty commitment to student research and scholarship.

A [listing](#) of recent student research events, including events sponsored by various colleges and the annual Undergraduate Research Day at the Capitol, further demonstrates the importance the university places on student research opportunities. Recent campus [correspondence](#) reflects continued participation in the Research Day at the Capitol.

Enrollment Profile

[Student Data Books](#) and the ongoing use of PowerBI-generated [dashboards](#) detail Marshall's enrollment profile.

Marshall's Mission Statement states that it will "Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education" and "Contribute to the quality of life of the community, region, and beyond."

As a public university, our primary responsibility is aimed toward serving our state and immediate region. Data in the recent Student Data Books (for instance, fall 2023, p. 11) show that Marshall continues to draw heavily from WV and the surrounding counties in Kentucky and Ohio, constituting 91% of undergraduate students and 74% of graduate students. A ten-year comparison of data in the Student Data book reveals that these percentages have remained steady for several years. Additional tables in the 2023 Student Data Book (p. 7) demonstrate that eighteen percent of Marshall students are classified as non-white. Gender data (p. 8) reflect 60% female and 40% male; this ratio has remained steady over the past decade. Age data (pp. 12-13) reflect that 29% of undergraduate students are between ages 18-19 and 31% between 20-21, the next most common age category. Graduate data reflect that students aged 20-29 constitute 46% of students. The enrollment dashboards for mid-August 2025 (a few days before the beginning of the fall semester) reveal that these enrollment data rates remain steady.

- WV and Metro counties – 92% undergraduate, 75% graduate
- Male – 40.6%; Female – 59.4%
- Non-white – 26.5% (This statistic is growing, demonstrating increasing diversity in the student population.)
- First-generation students – 46% (This is also steady in recent years, indicating the regional impact that Marshall is still making.)

Financial accessibility to education is supported by availability of financial aid and publicly and privately funded scholarships. The financial aid office provides comprehensive [information](#) regarding funding opportunities and eligibility. As accessibility can also be a matter of scheduling and location, Marshall's [distance learning programs](#) extends the university's reach to students outside of its traditional "service area" and to non-traditional students. In fall 2024, 1033 students (12% of total enrollment) were enrolled in online programs.

- [Fall 2024 enrollment, online students](#)
- [Fall 2024 enrollment, total students](#)

Marshall's student-first plan, "[Marshall for All, Marshall Forever](#)," began under our current President and further emphasizes increased access and affordability of a Marshall education and availability of academic programs in sought-after disciplines. Part of this plan is a pilot initiative to help undergraduate students graduate [without student debt](#). This program will be expanded over the next decade with an eventual goal of providing the means for all students to graduate debt-free by 2037 (Marshall's bicentennial year). One hundred students participated in the pilot semester in fall 2023. Another hundred students joined the program in the fall 2024 cohort and another two hundred in fall 2025.

In addition to inaugurating the Marshall for All, Marshall Forever initiative, the university offers the [Marshall Direct](#) program, which provides automatic access to admission to Marshall for eligible students from participating counties. These students do not pay application fees. Also, in October 2024 the Board of Governors expanded the list of Ohio and Kentucky counties whose residents are eligible for Marshall's "Metro" tuition rate. (The Metro rate is a step above in-state tuition but is much more affordable than out-of-state tuition.) This expansion of the Metro region to approximately 150 miles provides greater access to Marshall University geographically and is poised to help us continue our enrollment increases over the last three years. Finally, regarding

student costs, Marshall charges a [single tuition and fee rate](#) for all distance students, regardless of residency. This rate is comparable to our in-state rate.

- [October 2024 BOG Finance, Audit and Facilities Committee agenda](#) (p. 26 ff.)
- [October 2024 BOG meeting minutes](#) (p. 5 ff.)

Scope of Operations

The centrality of Marshall’s Mission is seen throughout the primary functions of teaching, research, and service, as discussed above and throughout this Assurance Argument.

As part of the online recruiting materials provided by the Office of Admissions, the [Marshall Life](#) brochure highlights student opportunities for leadership, career preparation, and service. Likewise, the Student Affairs [Student Resources](#) brochure provides an overview of academic, social, and wellness resources to assist students in acclimating to campus life and life in the Huntington area.

Administrative support of the University’s Mission is demonstrated through initiatives such as “[Marshall for All, Marshall Forever](#)” and the [campus master plan](#), and financial support of instruction and student services is evident in university financial documents.

- [FY 2024 Financial Statement and Audit](#)
- [FY 2023 Financial Statement and Audit](#)
- [FY 2022 Financial Statement and Audit](#)

This recent [training information](#) for the Board of Governors demonstrates the priority of the Board’s work in providing affordability and accessibility for our students and supporting economic development in our region.

While the various elements of the University Mission speak through our primary operations and through our daily work, perhaps one of the most persuasive arguments that the University seeks to reflect our Mission broadly can be seen in our 2022-2025 HLC [Quality Initiative](#) (QI). The Initiative, “Building a Stronger and More Inclusive Marshall Community,” has resulted in the development of several activities to align our University Mission tenets of fostering an appreciation for cultural diversity and for developing an inclusive, just, and equitable community with our QI goals of increasing students’ readiness to live and work in diverse communities, removing barriers to success for all students, and promoting student outreach in the community. Details about the Quality Initiative are found in Criterion 1.C.

Core Component 1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Argument

Inherent throughout Marshall University's Mission is the importance that the University places on its role in supporting and enriching the public good, regionally and beyond. In support of this part of our Mission, President Smith created the position of [VP of Economic and Workforce Development](#).

Marshall's efforts to serve the public good are seen across many programs and initiatives across campus. The School of Medicine's Family Medicine program offers a track in [Rural Health](#) in which residents experience working in rural areas in the region where services are limited. The School's [Robert C. Byrd Center for Rural Health](#) offers educational and research opportunities for future health care providers and advocates interested in serving rural communities such as those in the Appalachian region. Among the Center's initiatives is a pipeline program, in operation since 2004, that reaches rural and underserved high school students to discuss careers in health care and help remove barriers to training in the health fields. A [2023-2024 pipeline report](#) represents the scope of this program. Through funding support by the West Virginia Higher Education Commission, the Center offers grant opportunities for medical students, residents, and post-doctoral fellows. Grantees are mentored by medical faculty. Annual grant listings reveal support for regional research projects in numerous medical fields.

- [2023-2024](#)
- [2022-2023](#)
- [2021-2022](#)

Marshall's [Center of Excellence for Recovery](#) works to "increase the well-being of West Virginians through behavioral health education, prevention, outreach, recovery, and applied research initiatives." Of particular importance to the center is addressing the prevalent opioid crisis in the region. Among its offerings are [training sessions](#) for the Marshall community. The center has received tens of millions in grants to support its work, including recent awards from the US Department of [Health and Human Services](#) and other [federal](#) resources.

Established in 2000, the June Harless Center for Rural Educational Research and Development, under the auspices of the College of Education and Professional Development (COEPD) provides leadership and outreach for education initiatives and innovations for West Virginia educators and students, particularly for those serving in rural or otherwise under supported districts. The Center issues regular reports that describe the scope and success of its accomplishments, from early childhood literacy to STEAM events and initiatives to cultivating and strengthening partnerships with other educational programs and agencies.

- [2025 Harless Report](#)
- [2024 Harless Report](#)
- [2023 Harless Report](#)

Changes in Marshall's campus "front-facing" footprint demonstrate the university's commitment

to innovation and area economic growth. The Brad D. Smith [Center for Business and Innovation](#) opened in January 2024. Housing the Lewis College of Business, the center is a next-generation facility with features (such as its auditorium and forum) that will have multiple uses across campus and in the community. The facility is expected to be a resource that will make the Marshall and the Huntington region an attractive option for business education, conferences, and local economic innovation.

- [Brad Smith Center dedication](#)
- [Brad Smith Center fact sheet](#)
- [iCenter news release](#)

The Cyber Training Center offers undergraduate and graduate programs in cybersecurity that will help graduates protect the greater community from cyber threats. Supported by [federal](#) and [state](#) funding, the Center is poised to become a major cyber security training facility for Appalachia and the East Coast. The [groundbreaking](#) for a new Institute for Cyber Security facility took place in May 2024, with dignitaries from across the state and the United States Cyber Command.

Marshall's Community-Based Learning (CBL) program is housed in the university's Center for Teaching and Learning. Its mission is to "combine academic theory with community engagement to enhance student learning by offering hands-on experience outside of the classroom." Faculty wanting to include community-based learning components in their courses [demonstrate](#) appropriate service-based learning outcomes and assessment and coordinate projects with approved community partners. Numerous academic programs across campus include community-based course projects. Recent community-based course projects include assistance with accounting in non-profit organizations in the region:

- [CBL faculty highlight of non-profit accounting project](#)
- [ACC 512 fall 2021 syllabus](#)

and the long-term relationship with art courses with Huntington's annual Empty Bowls event:

- [CBL faculty highlight of Empty Bowls project](#)
- [Press release for 2024 Empty Bowls event](#)

Numerous academic units provide support and enrichment for the communities through their programs.

Each spring, the Lewis College of Business hosts a Volunteer Income Tax Assistance program. Students provide free tax preparation assistance for low- and middle-income families in the region.

- [Provost's Report, February 2023 \(p. 19\)](#)

The Speech and Hearing Center, housed in the Department of Communication Disorders, provides several [evaluation](#), [clinical](#), and [support](#) services through students' clinical experiences. The Speech and Hearing Center is also a partner of the [Huntington Scottish Rite Foundation](#).

- [2024-2025 clinic report](#)
- [2023-2024 clinic report](#)
- [2022-2023 clinic report](#)
- [2021-2022 clinic report](#)

The West Virginia Autism Training Center was established in 1984 by the WV Legislature and is housed at Marshall. The Center provides services for individuals, schools, and mentors and presents community awareness [events](#). The Center's [College Program](#) was founded in 2002 and is the first of its kind in the nation and attracts students from all across the country to Marshall. The College Program gives students individualized services in the areas of academic support, social skills, and independent living skills.

The College of Arts and Media (CAM) has a long history of providing arts events to the community through student, faculty, and guest performances and exhibitions. Faculty work frequently as clinicians in area schools and bring hundreds of students to campus each year for festivals and performances.

- [School of Theatre and Dance 2024-2025 season](#)
- [Representative School of Music events \(October 2024\)](#)
- [Correspondence re 2024 Tri-State Marching Band Festival](#)
- [Correspondence re 2024 String Day](#)
- [Representative School of Art and Design events \(October 2024\)](#)

The Marshall Artists Series, housed in CAM, was founded in 1937 and brings professional [performances](#), [guest lectures](#), and [films](#) to the community. Many of the Marshall Artists Series events take place in the historic Keith-Albee Theatre in downtown Huntington (currently under renovation).

Individuals and organizations in the region can take advantage of meeting and event spaces and catering services in the [Memorial Student Center](#).

Marshall's Sustainability Department, housed in the Office of Workforce and Economic Development, was founded in 2009. The Department leads conservation and sustainability efforts across campus and in the community, including recycling, community gardens, and a campus thrift store. Educational programs of the Department include [Earth Week](#) events each year and a campus [Green Trail](#). Marshall's [composting facility](#) is the first commercial composting facility in West Virginia and began producing compost in January 2023.

- [Herd Dirt weekly sales, spring 2025](#)

Begun in 2022, the annual Community Cares Week brings students, faculty, staff, alumni, and members of the community together each spring to volunteer to clean and beautify the campus. The event draws several hundred volunteers to clean, paint, plant, and gather items for the campus [thrift store](#).

- [2025 Community Cares stats](#)
- [2024 Community Cares stats](#)
- [2023 Community Cares stats](#)

Core Component 1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Argument

Marshall's commitment to civic engagement and support of diversity and multiculturalism is an important feature of our Mission. Evidence of this commitment is seen throughout our programs, organizations, and operations.

As part of its Core Curriculum (described more fully in Criterion 3), Marshall requires all undergraduate students to complete one three-credit course with a Multicultural or International designation. Multicultural courses prepare students to explain, examine, and compare elements of multiple cultures, giving them a new perspective through which to evaluate their own. Courses with the International designation increase students' capacity to identify and evaluate the global dynamics that shape the current world. The broad [list](#) of courses with the Multicultural and International designation demonstrates the latitude afforded to students in applying cross-cultural content in their degree plans to support their personal or academic interests.

Through its Office of Study Abroad and other college-wide initiatives, Marshall provides many opportunities for international travel and study. Because many students at Marshall have not traveled beyond our region (or have even traveled by air), these experiences give truly life-changing opportunities for our students. Many of these programs provide financial support (through regular financial aid, gifts from grants, housing assistance, etc.) to make these opportunities possible despite financial obstacles. The Office of Study Abroad maintains relationships with [affiliate programs](#) and with numerous universities for [exchange](#) opportunities. Each year several faculty members lead study abroad programs through the [Kentucky Institute for International Studies](#) (KIIS), a non-profit study abroad consortium of which Marshall is a member. Faculty members have regularly offered experiences through KIIS in fields such as art and social sciences.

- [Italy – Winter 2024](#)
- [Argentina – Summer 2024](#)

Through a partnership with Dundalk Institute of Technology in Ireland, the Honors College offered a [study abroad program](#) in Ireland in 2025; another program is planned for 2026.

Academic colleges offer opportunities for civic engagement and global connection, either through the colleges themselves or through broader campus initiatives.

The College of Arts and Media's Global Horizons endowment subsidizes a portion of students' financial obligations for participation in travel abroad opportunities offered in the College. As a recent example, the School of Music's [Chamber Choir](#) completed a ten-day [performance tour in France](#) in March 2024, and the Global Horizons fund offset each student's travel expenses by \$1000.

- [Campus news – Chamber Choir France tour](#)

Among the internship opportunities in the Department of Political Science are short-term or full-term [internships](#) with the West Virginia Legislature.

The College of Health Professions provides workshops and services for the campus community, including the [Training for Change workshop](#) and the [Minority Health Fair](#).

The West Virginia Autism Training Center, housed at Marshall, offers frequent programs for community groups. The [Autism Across the Lifespan](#) workshop was held in September 2025 on campus.

N.B.: The information below regarding our Division of Intercultural and Student Affairs and its programs was gathered and written prior to 2025 inaugurations at the state and federal levels. As a response to Executive Orders relating to diversity, equity, and inclusion efforts in public institutions of education issued shortly after the inauguration, Marshall University has realigned and established a new identity for this Division and its programs. These changes are described in detail in an email to faculty. Documents that were linked to this [email](#) can be found here:

- [February 2025 letter from the USDOE Office for Civil Rights](#)
- [January 2025 West Virginia Executive Order regarding DEI initiatives](#)

We have decided to retain our original (pre-February 2025) narrative and evidence regarding the Division of Intercultural and Student Affairs and its programs both here and throughout the Assurance Argument. This decision is based on our desire to document not only our organization of student-supporting operations until 2025 but also the importance that Marshall places (as evidenced in our Mission and in operations) on contributing to a globally aware and just society. This [email](#) is one such demonstration of this commitment.

Marshall's Division of Intercultural and Student Affairs is an important campus resource that provides [support](#) for various segments of our student population and programming throughout the academic year to celebrate and promote understanding of our university's diversity. In 2022 the [Intercultural Center](#) was opened as a gathering space for work and relationship building. The Center is housed in a building previously used by Marshall's INTO program (after the University's contract with that program expired).

The Intercultural Center also houses the offices of student-support services such as the [Center for African American Students](#) and the [LGBTQ+ Office](#). These offices provide important services and events for students as well as celebrate student achievements and sponsor student organizations.

- [Society of Black Scholars](#)
- [Donning of the Kente Graduation Ceremony, December 2024](#)
- [Donning of the Kente Graduation Ceremony, April 2024](#)
- [Safe Space Training](#)
- [LGBTQ+ Alumni Mentor Program](#)
- [A-SLAY-ing Grace](#)
- [Lavender Graduation Ceremony](#)
- [SGA Food Drive](#)

The Office of International Student Services is an important resource for international students throughout their relationship with Marshall. The Office provides assistance during the admission process, including travel and immigration issues, and it provides [resources](#) to help our international students become acclimated to the academic, social, and personal aspects of [life on campus and in the community](#). The Global Engagement office provides opportunities for global exposure across the campus and community, including the Study Abroad office and the annual [International Festival](#).

The Office of Military and Veterans Affairs provides information on educational benefits and hosts a veterans lounge on campus. As part of the university's support and inclusion of our students who are active military, veterans, and military dependents, Marshall hosted a grant-supported [discussion series](#), "Testament: Recovering Identity after War," which provided a series of guided discussions of humanities texts that address themes of recovery, trauma, and war.

In keeping with the university's commitment to foster a diverse campus community, the Office of Purchasing has created the [Small and Diverse Business Program](#) to provide small and diverse businesses opportunities to be part of our university's procurement process, thus encouraging the diversity of our scope beyond the campus.

The Simon Perry Center for Constitutional Democracy sponsors an annual Amicus Curiae Lecture Series for the campus and the local community. These free lectures bring scholars from across the United States to speak on issues relating to the Constitution, politics, and government.

[Amicus Curiae 2025](#)

[Amicus Curiae 2024](#)

The [A.E. Stringer Visiting Writers Series](#) brings writers to campus that help the university recognize events such as Black History Month, Women's History Month, and Hispanic Heritage Month.

The [John Deaver Drinko Academy](#) was founded in 1994 to foster better understanding or and increased participation in our democratic government, and to create a community of highly accomplished members of the Marshall faculty. The Academy hosts numerous [events](#) annually, including the [Constitution Celebration](#). This annual celebration is part of the university's efforts to prepare students for the rights and responsibilities of citizenship. As Marshall's Constitution Celebration coincides both with the national Constitution Week and John Marshall's birthday, our celebration includes commemoration of Justice John Marshall, specifically with the annual Quoits Tournament. (Quoits is said to have been Justice Marshall's favorite game.)

- [2024 Constitution Celebration events](#)

The [Dr. Carter G. Woodson Lyceum](#) was founded in 2016 by the Drinko Academy and the W. Page Pitt School of Journalism and Mass Communications. The Lyceum hosts Marshall's annual Black History Month celebration, with a special commemoration planned for the centennial of [Negro History Week/Black History Month](#). The Lyceum also holds competitive [poster](#) and [essay](#) events for K-12 and Marshall University students.

The [Office of Access and Opportunity](#) (formerly Inclusive Excellence) was established in 2022 to lead access initiatives across campus.

Marshall's commitment to understanding and promoting diversity in all its forms on campus and in the community is well illustrated its HLC [Quality Initiative](#) for the current 10-year Open Pathway cycle. The initiative, "Building a Stronger and More Inclusive Marshall Community," had as its three goals:

1. To increase students' readiness to work and live in a global and/or otherwise diverse community by providing them opportunities to grow and learn through contact with others who come from cultures, races, or backgrounds different than their own;
2. To increase access to the university by reducing barriers that disproportionately disadvantage people from underserved communities and provide support needed for success; and
3. To promote student learning through outreach to the community and engagement in such high impact practices as community-based learning and research.

The Quality Initiative had three themes, one for each year of the program:

1. Complexities of Identity
2. Building Bridges
3. Embrace and Celebrate our Differences

The Quality Initiative included numerous activities that engaged students, faculty, staff, and the community, some co-sponsored by other organizations on campus and/or co-sponsored by external organizations such as the Truist Foundation. Of course, it is anticipated that many of features of the Quality Initiative will find ongoing success and support beyond the three years of the QI:

- Discipline-related [scholarly reading lists](#), and a [campus-wide reading](#) for study and discussion for each year of the Initiative
- Series of [lectures](#) and [panel discussions](#)
- [Intercultural dinner groups](#)
- [Diversity Living & Learning Community Student Scholarship](#)
- [Alignment with offerings of the Honors College](#)

Quality Initiative activities for the 2025-2026 academic year, and extending beyond the initial QI period, include a lecture by Javier Zamora in November 2025 (originally scheduled for spring 2025) and the continuation of the Intercultural (Diversity) Living and Learning Community.

Criterion 2 – Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Core Component 2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Argument

Marshall University strives to adhere to the standards of integrity, ethics, and fairness it has set for itself. The [MU Creed](#) states explicitly that "We Are...An Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities," while the Marshall [Statement of Ethics](#) outlines broad standards for ethical behavior.

Additionally, numerous specific policies and procedures on the state level set both high standards and specific guidance for the public higher education institutions.

The [WV Governmental Ethics Act](#) declares that holding public employment--which covers all employees of our state-funded, public institution--is a public trust and that ethical behavior is essential to a democratic government. The Ethics Act is intended to maintain confidence in the integrity and impartiality of state officials and employees by defining and establishing minimum ethical standards; eliminate conflicts of interest; provide a means to define ethical standards; provide a means of investigating and resolving ethical violations; and provide administrative and criminal penalties for specific ethics violations. The legislation also seeks and recognizes the need for balance between ethical behavior and protecting the rights of individuals.

The West Virginia Higher Education Policy Commission (HEPC), a statewide coordinating body, develops and oversees public policy for WV's four-year colleges and universities. Comprised of a ten- member board, HEPC works with institutions on accomplishing their missions and carrying out state procedures; informing the legislature and its committees about WV higher education; establishing policies for [transfer of credits](#) between institutions; and submitting appropriation requests to the legislature. Marshall's governing board, the Board of Governors (BOG), follows state mandated laws and regulations.

- [Undergraduate course transfer policy](#) (Undergraduate [Catalog](#): Academic Information)

Rules of the Marshall University Board of Governors address rulemaking, its organizational structure, and rules of order for meetings. Example:

- [Board Rule on organization](#)
- [Board Agenda reflecting organization of meetings](#)

The BOG has the [authority](#) to delegate responsibility to the President of the university to ensure institutional autonomy, and in 2019, the university administration and the BOG began a comprehensive review of all rules and policies. Many of these [reviewed and revised policies](#)

resulted in the separation of rules that should be directly overseen by the BOG from policies that should be directly overseen by the university through its shared governance processes (rather than, as had been the case previously, overseen by the BOG). This division of BOG and administrative oversight provides clearer and more efficient governance, as it is not practical nor appropriate for the BOG to monitor all operations of the university. Members of the President's Cabinet ensure adherence to University Policies appropriate to their area's function: for instance the Provost oversees Academic Affairs policies, the Chief Financial Officer oversees Financial Affairs policies, etc. This [page](#) lists BOG Rules, University Policies, and University Administrative Procedures; this list is maintained and published online at <https://www.marshall.edu/policies/>. (Examples representing the three categories include:)

- BOG Rule: [MUBOG-GA-8-Naming-Policy-for-Programs-and-Facilities](#)
- University Policy: [UPAA-4-Course-Withdrawal-2022-7-26](#)
 - (related procedures for [course withdrawals](#), from Registrar's webpage)
- University Procedure: [UPFA-2-Disposition-of-Surplus-Property-2019-10](#)

The BOG meets at least six times annually. Meeting times and dates must be made public and are subject to the WV Open Governmental Meetings Act. The following are representative agendas and meeting minutes. (Note: other BOG meeting agendas and minutes are cited in the Assurance Argument as necessary.)

- [October 11, 2023](#)
- [April 10, 2024](#)

The administration maintains integrity, fairness, and openness by adhering to policies on a number of matters:

Marshall's [Purchasing Policy](#) establishes the rules governing purchase, acquisition, and inventory management of materials, supplies, equipment, services, construction, printing, and disposal of obsolete and surplus materials and equipment. Under [WV Code 18B-5-4 \(r\)](#), Marshall is required to have a purchasing audit completed by an outside firm every three years, with the audit report submitted to the Legislature's Joint Committee on Government and Finance and the Legislative Oversight Commission on Education Accountability. The latest audit reports are here:

- [Purchasing audit 2024](#)
- [Purchasing audit 2021](#)

Marshall further practices good stewardship of its funds and finances by adhering to the [policy for investment](#) by the Marshall University Foundation, an independent non-profit organization (501.3.c) that receives, invests, administers and disburses private resources in behalf of Marshall University. The Foundation also has a clearly stated [code of ethics](#). The Foundation adheres to a spending policy to ensure good stewardship of endowment funds. Audited financial statements further demonstrate the Foundation's ethical administration of private resources.

- [MU Foundation endowment spending policy](#)
- [MU Foundation financial statement FY 2024](#)
- [MU Foundation financial statement FY 2023](#)

The University participates in regular internal and external audits to ensure transparency and proper practices regarding its financial matters. The University's Director of Audits provides an informational report at each meeting of the BOG. An example of this audit informational report is found on the last page of the June 2024 of the [agenda](#) of the BOG Finance, Audit and Facilities Planning Committee meeting. The activities of the Director of Audits are governed by the [Internal Audit Charter](#), which details the independent nature and reporting relationship to the Board.

External financial audits are conducted annually by an outside firm selected by the State of West Virginia Department of Administration. External audit reports for the past twenty years are published on the university website, and the most recent of these audits are found here:

- [FY 2024](#)
- [FY 2023](#)
- [FY 2022](#)

Regarding the University's bond rating, results of [changes in bond rating](#) are [shared](#) with the campus community. (More information about bond ratings is included in Criterion 4.B.)

External audits of student financial aid are also conducted regularly, by the West Virginia Office of Management and Budget. This audit (the Single Audit) is required for any state entity with federal award expenditures in excess of \$750,000 in a year. The objective of the Single Audit is to provide assurance to the US Federal Government that federal assistance funds are expended properly.

- [Single Audit 2024](#)
- [Single Audit 2023](#)

Marshall University Information Technology is required by the federal Gramm-Leach-Bliley Act (GLBA) to provide an annual report to the Board of Governors on the status of information security at the University. Our GLBA compliance is assessed annually during the Federal 'Single Audit' through the WV Financial Accounting and Reporting Section (FARS).

- [February 2025 BOG Finance, Audit and Facilities Planning Committee Meeting](#) (p. 31 ff.)
- [2023 WV Single Audit](#)

Concerning academics, Marshall's [The Greenbook](#) is the faculty handbook for policy, governance, and procedure, and is posted online, making this information readily available to all Marshall constituencies and the general public.

[The Greenbook](#) provides links to BOG rules and University policies, covering such topics as sabbatical leave, faculty development, salary increases, faculty workload, annual evaluation of faculty by administration, faculty course/teaching evaluations, promotion and tenure, faculty absences, faculty compensation from grants and contracts, and conflicts of interest.

Academic integrity is maintained through a policy of [five-year cycle Program Reviews](#) to ensure that academic programs are viable and current, serving the students and community, and have the resources needed to meet their missions. (Detailed information on Program Reviews will be found under Criterion 3.F.)

Marshall emphasizes an [institutional commitment](#) to teaching and provides guidance “regarding the granting of reassignment from teaching to individual faculty members engaged in administrative, research, or other non-teaching activities.” Marshall has in place policies and procedures for open selection of [department chairs](#) and [college deans](#), and a related Faculty Senate resolution, establishing ethical standards and functional expectations for the transparent evaluation of department chairs, division heads, and college deans in accordance with the respective roles and responsibilities of each administrative position. This resolution is found in [The Greenbook](#) (pp. 36-38 in the 2024-2025 *Greenbook*).

Each academic unit is required to provide guidelines for promotion and tenure. Letters of Appointment for both [tenure track probationary](#) positions and [tenured](#) positions make clear the expectations for scholarly productivity and teaching excellence, and the prospect of continuing faculty appointment to ensure equitable treatment of applicants for faculty appointments. Policies for [progression in rank](#), for [tenure](#), and [workload](#) ensure consistent and open treatment of faculty. Policies regarding [annual faculty evaluations](#) and pre-tenure reviews (p. 36 in the 2024-2025 *Greenbook*) ensure faculty investment in maintaining quality standards among the faculty and for academic programs. These policies are put into practice in the academic colleges:

- [Lewis College of Business faculty annual review](#)
- [Lewis College of Business pre-tenure review](#)
- [College of Health Professions promotion and tenure review](#)
- [College of Health Professions promotion and tenure evaluation form](#)
- [College of Science promotion and tenure guidelines](#)
- [College of Liberal Arts promotion and tenure guidelines](#)

Program discontinuation or program restructuring, including reassignment of faculty or elimination of a filled faculty position, is governed by [BOG policy](#) delineating criteria for reduction or discontinuation of academic programs. This policy reiterates Marshall’s moral and legal commitment to affirmative action. “All reasonable steps possible will be taken to maintain a faculty of racial, sexual and ethnic diversity.” Moreover, “program reduction must never be used for the sole purpose of removing an individual from a program because of job performance or personality conflicts.”

Marshall recognizes the centrality of scholarship, research, and creative activity to quality teaching and expanding the boundaries of knowledge. Marshall’s Statement on Integrity in Scientific Research ([Greenbook](#) pp. 39-41) asserts the values guiding research, scholarship, creative activity, and teaching: “The virtues of scholarship are forged from a combination of patience with eagerness, inspiration with meticulous care, and a reverence for integrity with a willingness to challenge cherished assumptions.” This statement complements BOG Policy on [Academic Dishonesty](#). Taken together, these statements provide faculty and students with a clear operational understanding and institutional expectation of “accurate, objective, valid and reliable research in the finest tradition of scholarship.”

Both [*The Greenbook*](#) (p. 42) and the [*Classified Staff Handbook*](#) (p. 50 ff.) describe the grievance process; all Marshall faculty and staff may utilize the WV Public Employees Grievance Board process as established by [WV State Code](#). The process begins at the institutional level, moves to the Grievance Board levels, and may ultimately move to the WV Supreme Court of Appeals.

Campus hiring procedures are discussed in Criterion 4.B. Hiring units prepare staff job descriptions for positions in their units. These descriptions describe official duties, responsibilities, supervisory relationships, and other information. In the case of classified positions, this information is used to assign position classifications. The Department of Human Resource Services maintains a master list of classified job specifications. While not considered to be exhaustive, these job descriptions indicate job family/function, job level, qualifications. These examples illustrate the scope of these descriptions:

- [Academic Advisor](#)
- [Lab Animal Technician](#)
- [Staff Librarian](#)

Faculty qualifications are governed by [University Policy UPAA-8](#). This policy describes degree requirements for faculty and describes how verified experience can be used to substitute for the degree requirements. This policy was passed in 2020; a revision to the policy is currently under review for final passage.

Policies regarding [staff recruiting](#) ensure that the institution implements [equal opportunity and affirmative action employment practices](#). Staff are covered under policies regarding [fair salary](#); addressing [catastrophic leave](#); and governing [work schedules](#).

Staff also have clear policies regarding [performance assessment and the classification system](#), and are given opportunities for [staff development](#). Information regarding assessing performance and the classification system for title and pay are found in the [*Classified Staff Handbook*](#), with additional details on the University website.

- [Staff evaluation procedures](#)
- [Classified pay scale](#)

Staff have several campus opportunities for development:

- [Classified Staff Council](#)
- [Non-classified Staff Council \(newly formed in 2024\)](#)
- [John Marshall Leadership Fellows program](#)
- [John Marshall Leadership Fellows 2024 cohort](#)

To ensure fairness, staff are also covered by policies regarding and defining [employee infractions](#), and the [system for four-part counseling](#) for remedying instances of inadequate performance. The [*Classified Staff Handbook*](#) details expectations, benefits, policies on overtime and leave, etc.

Regarding students, HEPC policies regarding [standards for admissions](#) ensure consistent and open treatment of students applying to and attending Marshall.

Marshall's [*Student Handbook*](#) describes policies and procedures that are designed to “balance the interests of the University community as a whole with the protection of students’ individual liberties” and explains the code of student rights and responsibilities, relevant University policies, and student academic rights and responsibilities.

The University provides information on [student complaints](#), including an online form through the Advocate program for initiating formal complaints. The website of the Office of Student Accountability and Accountability provides information about student rights and filing complaints, as well as a link to [student disciplinary procedures](#). The [*Student Handbook*](#) gives students information on initiating general complaints (p. 14) as well as complaints relating to Title IX (p. 35) or FERPA (p. 38) violations. The [Office of the Ombuds](#) was created in 2019 to provide formal dispute resolution services for faculty, staff, and students.

Marshall recognizes, protects, and is committed to the integrity and respect of individuals as evidenced in the [sexual harassment policy](#) (which includes Title IX)--providing a clear definition of sexual harassment and the guidelines for filing complaints and explaining actions taken regarding those found to have engaged in sexual harassment. The University’s Title IX Office offers [resources](#) and training regarding the reporting and procedures involving Title IX violations. In December 2022 President Brad Smith formed a Title IX Task Force, comprised of student, faculty, and staff representation, that in March 2023 released its [recommendations](#) for improvements in processes and campus culture.

- [Faculty Senate recommendation for ATIXA Title IX training](#) (page 2)
- [Email following ATIXA training](#)

Core Component 2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Argument

Marshall meets its obligation for clear and complete disclosure to multiple audiences across a variety of media.

Marshall's website is the primary information portal for external and internal audiences. The homepage features prominent quick links along the top for various audiences to seek types of information or for prospective students to apply for admission. Links for information found under these quick links can be seen here:

- [Meet Marshall](#)
- [Admissions](#)
- [Academics](#)
- [Marshall Life](#)

Under the Academic link, each type of degree program listed (undergraduate, graduate, online, professional) has a link that goes to a page that provides “at-a-glance” all of the University’s offerings of that type. This [page](#) of undergraduate programs illustrates the layout of these pages.

The website provides comprehensive information about undergraduate and graduate tuition and fees, and a page on the Student Financial Aid site provides information and tools to help students determine cost of attendance. The tuition structure is based on in-state, non-resident (out-of-state), and a third “metro” category. Given Huntington’s proximity to Ohio and Kentucky, students in a defined list of nearby counties in those states are assessed tuition at a rate that is less than that for non-resident students. The list of [metro-eligible counties](#) expanded in the fall 2025 semester.

- [2025-2026 undergraduate tuition and fees](#)
- [2025-2026 graduate tuition and fees](#)
- [2025-2026 online tuition and fees](#)

While the website is organized to provide intuitive navigation, a useful site navigation “A-Z Index” link on the homepage gives rich, alphabetically organized access to numerous offices, services, organizations, and informational pages. An annotated capture of the marshall.edu [homepage](#) illustrates these features. Webpages of offices and departments include physical locations of offices and contact information, as well as contact information for individual faculty and staff.

Marshall's [Consumer Information and Disclosures](#) page (www.marshall.edu/disclosures) is linked from the University homepage (see above) and meets the institution's regulatory compliance obligations as well as provides transparency and much needed information to students, parents, consumers, and the public. To increase awareness of and access to this website, University Communications periodically [emails](#) information about the disclosures

page to all Marshall Exchange Users (which includes all administration, faculty, staff, and students).

Information on the Consumer Information and Disclosures page is organized in the following categories:

- Notice of Availability of Institutional and Financial Aid Information
- General Institutional Information
- Student Financial Assistance
- Health and Safety
- Student-Outcomes
- Intercollegiate Athletic Program
- Voter Registration

Topics listed under each category include links to information. Examples of this information include the [Annual Security Report](#), [FERPA rights](#), and the [Net Price Calculator](#).

Information on Marshall's Board of Governors is included in on the University's website. The BOG site identifies board [members](#) along with their affiliations and credentials, and posts board meeting schedules and minutes, links to BOG policies, and BOG committee structure and membership.

Marshall's *Undergraduate* and *Graduate* [Catalogs](#), available fully online with linked options for printing, serve as widely disseminated and accessible sources of institutional information. The School of Medicine [Academic Bulletin](#) is the catalog equivalent for that school. They provide the rules, regulations, policies, and procedures of the University, its divisions, and its governing body; share detailed cost information; detail the specific requirements for all degrees and certificates; and identify by division and department the faculty along with rank and credentials. A perusal of the *Catalogs'* menu of contents (located on the right side of each *Catalog's* homepage) indicates the scope of detailed information contained in its pages.

Admissions requirements for undergraduate and graduate students are found under the "Admissions" link in the appropriate [Catalogs](#).

Academic programs with specific admission requirements (beyond the requirements for admission to the University) make information on these requirements available to prospective students in the appropriate catalog.

- [Physician Assistant, MMS](#)
- [Music, BFA](#)

Each college and department/school maintains its own website, and program-specific admission requirements can be found on these pages:

- [Pre-licensure B.S.Nursing program](#)
- [Doctor of Physical Therapy](#)
- [Music – undergraduate admissions](#)

Both the *Undergraduate* and *Graduate* catalogs identify University and program accreditations;

accreditations are also linked online on a separate [page](#) on the MU website.

The University's *Catalogs* have recently migrated to the CourseLeaf/CIM system. (This system is also now in use for curriculum committees for undergraduate and graduate proposals.) This system insures accuracy and assists in timeliness in creating catalogs, and provides transparency, as faculty and administrators can see program and course changes through the approval process. A Director of Editorial Services oversees the update of the *Catalog* each year, and prior to publication, college and [department](#) administrators are given an opportunity to proofread and submit corrections.

Many study abroad programs give students to enhance their educational experiences at Marshall. These programs were discussed in Criterion 1.C.

The University hosts [Green and White Days](#) open houses several times each year. An important feature of Green and White Day is the Academic Showcase, during which approximately 90 programs set up tables with information and manned by program faculty and administrators. Prospective students can learn the latest information on academic programs and opportunities in their areas of interest. Other campus services, including financial aid and housing, have staff available during the day's events.

[Course schedules](#) are published online each term before the early registration period begins. In addition to information regarding time and place (or online) and instructor, course listings list attributes that allow students to make more informed decisions on their courses and schedule: areas of the core curriculum that the course satisfies, use of free textbooks, and a link to the bookstore with price information for courses requiring purchase of textbooks. Lists of courses satisfying general education requirements are also found on the University's website.

- [Course schedule screenshot](#)
- [Core I courses](#)
- [Core II courses](#)
- [Core Multicultural and International courses](#)

The [Student Handbook](#) contains information regarding financial aid, student code of rights and responsibilities, University policies, and academic rights and responsibilities, as well as information about student activities, organizations, and University services.

The Student Government Association maintains a [webpage](#) that describes its work and initiatives and shares information on current SGA members and how students can get involved with campus activities. Representative minutes from recent meetings highlight some of the areas of their work.

- [SGA Senate minutes, April 15, 2025](#)
- [SGA Senate minutes, April 8, 2025](#)

The athletic program publishes a student athlete [handbook](#) that describes these students' rights and responsibilities, provides academic support information (including tutoring services), and describes the function of the Student-Athlete Advisory Committee. The Buck Harless Student-Athlete Provides [tutoring and other academic services](#) and information to our student-athletes.

Students have numerous opportunities for involvement in Greek organizations, campus-wide student organizations, and organizations in the academic departments. Criterion 1.B includes representative examples of campus service and volunteer opportunities.

- [Herdlink homepage](#)
- [Herdlink student organizations, page 1](#)
- [Lewis College of Business student organizations](#)
- [College of Science student organization event](#)

The University keeps a current searchable calendar of events on its webpage (<https://events.marshall.edu/>), to keep the campus community apprised of upcoming academic, cultural, and extracurricular events and opportunities. An example of events in November 2024 is represented [here](#). Events and other campus news is communicated with the campus community via a weekly [newsletter](#) that is emailed everyone on the University email server. Student media, particularly the Parthenon student newspaper is another valuable source of information for the campus. The Parthenon is available both online (www.marshallparthenon.com) and in [print](#).

Core Component 2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Argument

By [WV state code 18B, 2A4](#), the Board of Governors has primary oversight and fiduciary authority over the University. Its powers and duties include:

- expending and managing the public funds of the institution
- appointing and evaluating the University president
- developing a University master plan
- approving new academic programs
- managing institutional business affairs
- considering and institutional policies affecting faculty, staff, and students.

Likewise, [state code 18B 2A1](#) defines the makeup of the BOG, including eligibility and appointment of members.

- [BOG roster](#)
- [Rusty Webb appointment to BOG](#)
- [Kathy Eddy appointment to BOG](#)

A BOG [general conflict of interest policy](#) establishes guidelines in accordance with the WV Governmental Ethics Act for all employees of the Marshall BOG. In part, the policy describes guidelines for permissible solicitations of external funds on behalf of the institution, limits on the use of public office for private gain, and disclosure of interests in public contracts.

Effective June 2019, the West Virginia State Legislature exempted the state's two flagship universities, Marshall University and West Virginia University, from specific areas of oversight by the West Virginia Higher Education Policy Commission (HEPC). These exemptions give the universities' governing boards more local autonomy and control over their respective institutions.

State Code Chapter 18B, Higher Education; [Article 1B.4](#), Powers and Duties of the Higher Education Policy Commission, puts these exemptions into effect. This [highlighted version of the State Code](#) identifies more clearly all the exemptions contained therein. The term "exempted schools" refers to Marshall University and West Virginia University.

Further, this document [summarizes the changes](#) to HEPC oversight.

New BOG members receive a comprehensive [guide](#) to their roles and responsibilities as part of their orientation process. The BOG participate in an annual board retreat prior to their August meeting. Topics for recent retreats are summarized in this [document](#).

- [Training](#) for the BOG Finance, Audit and Facilities Planning Committee, April 2024

The following documents are resources for the August 5, 2024 BOG retreat and training.

- [Pre-reading for retreat](#)
- [Retreat schedule](#)

The BOG keeps records of training for individual board members.

- [2022-2023 certification of BOG training](#)
- [2022-2023 training form](#)

The BOG has created many rules that affect all aspects of the work of the university under their authority. These policies are reviewed periodically and updated as necessary. As cited above in Criterion 2.A, the BOG has recently separated policies that still require BOG oversight from those that are best executed through university administrative oversight. Of particular importance to the general work of the BOG are its policies on its organization and its rulemaking policy:

- [Organization Structure of the Board](#)
- [Policy on Rulemaking](#)

BOG policy [MUBOG-GA-1](#) establishes the board's structure, selection of committee members and officers, and rules of order for meetings to ensure its constituencies' interests are represented and considered. The BOG meets at least six times per year, and meetings are announced in advance in accordance with the WV Open Governmental Meetings Act. Each board committee (Athletics; Academic and Student Affairs; and Finance, Audit and Facilities Planning) meets prior to the meeting of the full board. These committees receive packets of material of import to their agendas, and in their meetings the committees can focus on matters in detail before the full board meeting. All BOG meetings, including committee meetings, are open to the public as provided by law, and the president of the institution, administration, faculty, classified and non-classified employees, and members of the public may be recognized to address the board. Electronic copies of all board agendas are available for viewing on the BOG webpage prior to each meeting. The documents here are from the BOG June 12, 2024 meeting (committees and full board).

- [Athletics Committee agenda](#)
- [Academic and Student Affairs Committee agenda](#)
- [Finance, Audit and Facilities Planning Committee agenda](#)
- [Board of Governors agenda](#)

Minutes from this meeting are found [here](#). Also notable in the BOG's work is the nomination and election of officers, which takes place each June.

The BOG maintains minutes of its previous meetings on the Marshall/BOG website. Example minutes from these meetings demonstrate further the Board's deliberative process regarding the university's essential functions and in the development and enrichment of the institution.

Following are representative examples (others are cited throughout the Assurance Argument):

- [April 26, 2023](#)
 - Includes report from Faculty Senate Chair, Provost, SGA President, Dean of Medical school; approval of policy to enhance enrollment through fee waivers; approval of fiscal year budget; record of requiring faculty involvement in process outlined in letter of intent
- [October 19, 2022](#)

- Includes approval of funding formula re: state appropriations and joining of Sunbelt athletic conference
- [September 20, 2022 \(special meeting\)](#)
 - Includes discussion and voting on how to align Marshall's priorities with state-mandated funding
- [August 9, 2022](#)
 - Includes discussion and approval of Academic Affairs policies, budget policies to improve enrollment

The employment and evaluation of institutional presidents is the responsibility of the Board of Governors according to [WV State Code 18B-2A-4](#) (paragraphs n and o) as well as the HEPC policy cited above. In October 2021, Brad D. Smith was selected by the BOG in Executive Session as the 38th President of Marshall. He assumed his role in January 2022. Throughout this process the BOG exercised autonomy as well as practiced best practices in shared governance. The University worked with Academic Consultants to write an advertisement, create a pool of candidates, and write a University [profile](#). Numerous constituencies were given opportunities to [contribute](#) throughout the process. This [document](#) provides insights into the search procedures, including Search Initiation and Selection of Search Firm, Engagement with Stakeholders/ Draft of Search Profile, Selection of Semi-Finalists, and Finalist Selection and Successful Candidate On-Boarding. Additional documents also provide context regarding the 2021 Presidential Search:

- [Presidential search committee \(2021\)](#)
- [Presidential search timeline](#)
- [Presidential search listening sessions](#)

The BOG evaluates the President and summarizes its findings with the campus community:

- [Presidential evaluation survey email](#)
- [Presidential third-year performance evaluation message](#)

Core Component 2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Argument

Marshall demonstrates its commitment to free expression and pursuit of truth in both statement and practice.

The [Marshall University Creed](#) affirms the core values of our namesake John Marshall that we strive to realize: promoting freedom of thought, belief, and expression; treating all individuals with consideration, decency, and respect; engaging in civil discourse; reflecting honesty and integrity in academic and extracurricular activities; celebrating diversity; and remaining alert to and prepared to respond to hatred, intolerance, and other injustices.

The Preamble of [Marshall's Faculty Constitution](#) states that "Universities striving for excellence historically and traditionally have enjoyed the autonomy and integrity necessary to accomplish their mission as institutions of higher learning committed to the search for and dissemination of knowledge and truth—and so it has been, and must continue to be, at Marshall University."

Faculty freedom in expression, research, and teaching is codified by [HEPC policy](#). The policy recognizes that academic freedom is essential to enabling Marshall to perform its societal obligations, stating that faculty and students must always remain free to inquire, discuss, study, and evaluate. Faculty are entitled to freedom in teaching and in research and publication of results. Additionally, when faculty speak or write as citizens, they are free from institutional censorship or discipline.

[Board of Governors Rule SA-1](#) guarantees students freedom of expression and assembly: Students have that right to espouse causes; inquire, discuss, listen, and evaluate; listen to any speaker invited to campus; have a free and independent student press; and to organize and associate with any group or organization for which they qualify and that meet Marshall's educational mission. This Rule is linked not only from the Board of Governors website but also from the Office of Student Advocacy and Accountability homepage and from the [Student Handbook](#). Further, the Division of Student Affairs makes available to students a [brochure](#) that describes students' rights and responsibilities regarding the exercise of free speech.

Per University policy [UPAA-1](#), students must adhere to ethical standards regarding academic honesty and integrity in order to maintain a Marshall community of teachers and learners that reflects honesty, integrity, and fairness and that assures the integrity of the curriculum through high expectations for student learning and performance.

[Board of Governors Rule AA-16](#) addresses the equally important expectations attendant with academic responsibility and academic freedom. Faculty are charged to protect, defend, and promote individual academic freedom. In teaching, faculty are responsible for speaking with accuracy while respecting the rights of others, as well as remaining current in their disciplines and competent related fields. Further, faculty have the responsibility to foster the quality,

viability, and necessity of their programs.

Marshall maintains membership in the American Library Association's (ALA) Association of College and Research Libraries and vigorously promotes the [ALA's Code of Ethics](#). The ALA Code explicitly recognizes that, "In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations."

Marshall's Libraries have helped to raise awareness around freedom of expression by sponsoring its annual Banned Books Week events. Banned Books Week "celebrates the freedom to choose and the freedom to express one's opinion even if that opinion might be considered unorthodox or unpopular, stressing the importance of ensuring the availability of those viewpoints to all who wish to read them."

- [Banned Books Week 2024](#)
- [Banned Books Week 2023](#)

Marshall's student newspaper, *The Parthenon*, began publication in 1898. Student journalists and editors learn the ethical responsibilities of news gathering and reporting. In addition to news articles, *The Parthenon* is a venue for editorials by students, faculty, and staff; letters to the editors; and editorial cartoons. *The Parthenon* is distributed in print and online.

- [Pride and Prejudice Just Do Not Mix](#)
- [Washington Wants to Dumb Us Down](#)

Marshall supports robust speakers' series. One continuing series, the *Amicus Curiae Lecture Series on Constitutional Democracy*, sponsored by Marshall's Simon Perry Center for Constitutional Democracy and supported in part by a grant from the WV Humanities Council, brings scholars from across the United States to speak on historical and contemporary issues related to the Constitution and to United States politics and government. The lectures are free and open to the public. The series [webpage](#) announces upcoming events and links to previous lectures dating back to the series' beginning in 2011.

As discussed in Criterion 1.C, both our recent HLC Quality Initiative (Building a Stronger and More Inclusive Marshall Community) and the ongoing Dr. Carter G. Woodson Lyceum serve to expanded campus conversations and academic exploration through campus readings and lectures.

Core Component 2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Argument

As described in the Marshall University [Creed](#), Marshall University is an “Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities” and a “Responsible Community accepting obligations and following behavioral guidelines designed to support the common good.”

The University’s [policy](#) on Academic Dishonesty addresses definitions of academic dishonesty, sanctions, reporting and recording policy, and the appeals process. Academic procedures related to academic dishonesty are published in the Undergraduate and Graduate [Catalogs](#); these procedures align with University policy. These procedures address reporting of incidents, sanctions, and the appeals process.

Every course syllabus is required to follow approved syllabus [templates](#); these templates included a [link to university academic policies](#) (www.marshall.edu/academic-affairs/policies/), including the policy relating to academic dishonesty.

Marshall’s Student Code of Conduct is included in the [BOG rule SA-1](#) (section 4.5) regarding students’ rights and responsibilities. This Code is linked directly from the [Student Handbook](#).

All incoming freshmen are encouraged to complete the one-credit [UNI 100](#) Freshman First Class. One of the outcomes of the course is to “recognize and practice academic responsibilities.” Among the relevant course topics related to this course outcome are the University’s academic policies and students’ rights and responsibilities. This content is assessed in the course through various in-class activities and assignments, and the UNI 100 course is part of the general education assessment conducted through the Office of Assessment and Quality Initiatives (see Criterion 3).

[The Greenbook](#) addresses academic integrity regarding faculty and athletes (p. 30 ff). Marshall policy prohibits coaches and athletic staff from contacting instructors directly on behalf of student-athletes. However, instructors are permitted to contact coaches regarding behavior or academic performance issues related to student-athletes. Further, Marshall abides by NCAA bylaws related to ethical conduct of student athletes.

Marshall's [Baccalaureate Degree Profile](#) includes *Information Literacy* among its outcomes: "Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner."

Although the *word "ethics"* is used explicitly only regarding the use of information, the *ideal* of students' ethical responsibilities is integral throughout the outcome: students must find *appropriate* research tools; integrate *relevant* information; use *reliable* sources; and *question and evaluate* the complexity of the research environment [emphasis added].

The Information Literacy outcome is first introduced and practiced in the three-credit [FYS 100](#) First Year Seminar in Critical Thinking, which is a required course in the Core Curriculum. This outcome is assessed in the course through writing assignments, the final project, and a common exam. Outcomes assessment of the FYS 100 course is part of the responsibility of the summer assessment team in the Office of Assessment. (See Criterion 3 for details on university assessment.)

Marshall University Libraries have articulated a [plan](#) to address student information literacy with the goal of aiding "our users in becoming information literate individuals who can articulate their information need, develop strategies to find that information, evaluate the information they found and use it in an effective, ethical manner."

- [Library Information Literacy assessment 2016-2020](#)

The Libraries' website also offers [research resources](#) with links to information such as evaluating sources, citation guides, and citing generative AI.

Students must complete six hours of composition courses to fulfill their General Education requirement; both ENG 101 and ENG 201 address research. Course outcomes for [ENG 201](#) include "students will apply knowledge of information literacy and ethical citation practices."

Marshall's [Writing Center](#) is another resource for students. The Writing Center partners with Marshall Research Librarians to help with the research process.

Board of Governors policy governs institutional and individual conflict of interest in research:

- [Individual Conflict](#)
- [Institutional Conflict](#)
- [General Conflict](#)

These policies and procedures "permit faculty, staff members and students to identify, evaluate, correct, remove or manage real or apparent and potential conflicts of interest." Marshall's Office of Research Integrity (ORI) administers these policies, supports the institution in ethical research, and ensures the university's compliance with regulations and accreditation standards.

ORI has an established Federal Wide Assurance (FWA #00002704) with the U.S. Department of Health and Human Service's (HHS) Office of Human Research Protections (OHRP). ORI supports a Medical Institution Research Board (IRB #1) and a Behavioral and Social Sciences Research Board (IRB #2), and it supports Marshall's Animal Care and Use Committee and Conflict of Interest in Research Committee. Marshall's policy of administration of its IRBs is covered by chapter 2 of the Human Research Protection Program (HRPP) [Standard Operating Procedures](#) (SOP). Further information on practices is provided in the HRPP [Investigator Manual](#).

[IRB members](#) and [university investigators](#) must complete the appropriate Conflict of Interest Checklist. Per [MUBOG AA-10](#), investigators must also complete the [Significant Financial Interest Disclosures](#) (SFID) form. ORI's Conflict of Interest Committee reviews both checklists

and the SFID.

ORI also [educates](#) faculty, students, and staff regarding research regulations through the Collaborative Institutional Training Initiative (CITI) program outlined in the [SOP](#). The SOP also details Marshall's policy regarding human research activities and HRPP's mission. Marshall also applies the Department of Health and Human Services' [Belmont Report](#) standards on ethics for human subject research.

ORI maintains the University's Full Accreditation for human subject research from the Association for the Accreditation of Human Research Protection Programs (AAHRPP). Marshall is the state's first academic institution to receive this prestigious accreditation.

- [AAHRPP accreditation conflicts of interest I6B](#)
- [AAHRPP accreditation conflicts of interest III1B](#)

ORI has maintained accreditation with the Association for Assessment and Accreditation of Laboratory Animal Care ([AAALAC](#)) since 1986. Marshall also is registered as a Research Facility with the United States Department of Agriculture (USDA).

The Office of Laboratory Animal Welfare, a National Institute of Health (NIH) agency, has accepted Marshall University's description of the animal care and use program as well as the animal welfare assurance statement. This assurance validates the commitment to comply with the Public Health Service Policy on Humane Care and Use of Laboratory Animals and with the NIH "[Guide for the Care and Use of Laboratory Animals](#)."

The Institutional Biosafety Committee (IBC) in the Joan C. Edwards School of Medicine was established to ensure a safe working environment for the conduct of biological and biomedical research. The IBC oversees all research and educational activities that pose a biological hazard. These activities include, but are not limited to, the safe handling and disposal of pathogenic organisms, recombinant DNA (rDNA) and infectious (biohazardous) waste. The committee's homepage contains links to its various [types of resources](#) available.

Criterion 3. Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Core Component 3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

All academic programs at Marshall define learning outcomes that are appropriate for the subject matter and for the undergraduate or graduate program level. Programs that have specific admissions requirements above those for regular admission to the university describe these requirements on departmental websites or in the appropriate *Catalog*. Examples of these requirements were cited in Criterion 2.B.

Program assessment will be discussed more fully in Criterion 3.E, but toward the point of outcomes and program level, each academic program develops appropriate learning outcomes and determines appropriate levels of attainment for various degrees levels. These outcomes and success benchmarks are maintained university-wide using Watermark's *Planning and Self-Study* software, which is the tool for reporting and evaluating effectiveness assessment in academic programs. (As mentioned in Criterion 1.A, Marshall has recently migrated to this platform from Watermark's *Taskstream*.) Taking the School of Music as an example, this [rubric](#) describes various levels of assessing one of the outcomes that is similar among the BFA, BA in Music Education, and MA in Music. The "Capstone Benchmark" represents the level of achievement expected by students completing an undergraduate degree; the "Advanced Benchmark" represents the level of achievement expected of master's level graduates. Further, the School of Music defines expected achievement in applied music (individual instruction on one's principal instrument or voice) for each level of each type of music degree (undergraduate or graduate). Under this "[Level System](#)" each performance area (piano, voice, trumpet, etc.) defines each level of achievement appropriate to the performance medium, and progress toward this important degree requirement is gauged through students' progression through these levels.

- [Classical voice levels](#)
- [Cello/String Bass levels](#)

Additional examples of program outcomes across undergraduate and graduate degrees come from the following assessment plans. Outcomes are highlighted on the pages indicated:

- [Communication Disorders, BS](#) (p. 2, 4, 6)
- [Communication Disorders, MS](#) (p. 2, 6, 12, 18, 22)
- [Humanities, BA](#) (p. 2, 3, 4)
- [Humanities, MA](#) (p. 2, 4, 5, 6, 7, 9)

Also evident in the programs' assessment plans are assessment points aligned with licensure requirements as appropriate. As examples:

- [Nursing, BA/BS to BSN](#) (HESI exams)
- [Early Childhood Education, BA](#) (field experiences, CAEP rubrics, Pre-school special needs PRAXIS)
- [Physical Therapy, DPT](#) (CPI exams)

New academic programs, majors, and courses are developed and approved through a shared governance process that begins at the department/school level and leads through college-level review to the university level. New undergraduate curricula and courses are reviewed and approved by the Faculty Senate (through its Academic Planning and [Undergraduate Curriculum](#) committees), and new graduate curricula and courses are reviewed and approved by the [Graduate Council](#) through its Academic Planning, Standards, and Policies committee and [Curriculum](#) committee (page 21). Following approval of the President, the Board of Governors has [final approval](#) of new academic programs.

At both the graduate and undergraduate levels, academic units must submit an intent to plan a new program, which must be approved by the appropriate council prior to submitting the formal new degree request and supporting materials to add curriculum. In the Faculty Senate, this is accomplished through the Academic Planning Committee; in the Graduate Council, this is accomplished through the Academic Planning, Standards, and Policies Committee. Course and program proposals, including intents to plan, are created in and funneled through the stages of approval via the CourseLeaf CIM platform. Instructions for preparing and submitting the intent to plan in CIM are published on the Academic Affairs website. This platform, effective since fall 2024, provides an efficient work flow for review and approval from intent to plan through final approval and addition to the university catalog. Among the requirements for consideration of an intent to develop new curricula is inclusion of a set of measurable program learning outcomes. The assessment website links to Bloom's taxonomy verbs as a guide for writing measurable outcomes for programs and courses.

- [Intent to plan letter – Health and Movement](#)
- [Intent to plan proposal – Health and Movement BS](#)
- [Intent to plan proposal – Health and Movement MS](#)
- [Intent to plan letter – Sonography BS](#)
- [Intent to plan proposal – Sonography BS](#)

An application for approval of any new undergraduate or graduate course is also processed through CIM; the application must include a sample course syllabus, which per [university policy](#) must include measurable learning outcomes for the course, along with a chart illustrating how each course outcome will be practiced and assessed. These sample course syllabi are reviewed during the course approval process for adherence to the appropriate university syllabus template.

- [New undergraduate course proposal via CourseLeaf CIM](#)
- [New graduate course proposal via CourseLeaf CIM](#)
- [Fall 2025 basic syllabus template](#)
- [Distance learning syllabus template](#)
- [Hyflex syllabus template](#)

As noted in the university syllabus policy above, departments or colleges may require or recommend additional information beyond that required by the university. This core curriculum course [syllabus](#) in the School of Music provides an example of the inclusion of information regarding general education outcomes.

The University Assessment Committee conducts ongoing reviews of syllabi across teaching platforms (on campus face-to-face, online, dual credit) to monitor consistency.

- [MTH 229 syllabus review \(online\)](#)
- [MTH 229 syllabus review \(face-to-face\)](#)
- [Assessment request for syllabus review](#)
- [Assessment committee minutes reflecting discussion of syllabus review](#)

Marshall's policies regarding acceptance alternative [credit options](#), such as Advanced Placement, CLEP, etc., and its policies regarding acceptance of [transfer credit](#), are found through the "Admissions" link of the [Undergraduate Catalog](#). Also, academic programs that have additional admissions requirements publish those requirements on department webpages and/or in the appropriate *Catalog*. Examples are cited in Criterion 2.B.

As part of its outreach, Marshall offers college credit for [dual credit](#) courses in partnering high schools. The admission requirements for dual credit students are found in the linked dual credit brochure as well through the "Admissions" link of the [Undergraduate Catalog](#).

- [Early admission](#)
- [Herd Academy \(dual credit program\)](#)

All dual credit courses must use approved, qualified instructors, follow Marshall's course withdrawal and grading policies, and use the Marshall textbooks and syllabus from the on-campus courses. All syllabi are required to include content in the approved template, which clearly identifies learning outcomes, outcome related learning activities, and outcome assessments. These outcomes must align with the parallel course offerings (on campus, other locations, online).

- [PSY 201 dual credit syllabus](#)
- [PSY 201 on campus syllabus](#)
- [PSY 2021 online syllabus](#)
- [CMM 103 dual credit syllabus](#)
- [CMM 103 on campus syllabus](#)
- [CMM 103 online syllabus](#)
- [ENG 101 on campus syllabus](#)
- [ENG 101 online syllabus](#)
- [ENG 101 dual credit syllabus](#)

All [distance education courses](#) (including those that are fully online or using a hybrid model) must adhere to [university policy](#) in terms of instructor approval, course development, and delivery practices and format. (The online syllabus template and examples of syllabi across face-to-face, online, and dual credit are cited above.) The policy requires online course approval by

the appropriate academic dean, and it further stipulates that online courses must undergo review every three years "to ensure that online courses remain current with changes in technology and best practices." This process was interrupted by the coronavirus pandemic (during which time all faculty were allowed to offer their courses online as an emergency response), a change in administrative personnel in online education, and the shift in our online teaching training from Quality Matters to the H.O.M.E. Framework (described below). In the fall 2025 semester, a newly-formed committee will determine the reorganization of the online course review. We anticipate beginning the new review procedures in spring 2026.

Per policy [UPAA-6](#), faculty teaching distance education courses must pass the online teaching endorsement required by the university. Traditionally, this has been accomplished through the [Quality Matters](#) program. As a replacement for Quality Matters since 2024, Marshall has recently adopted the H.O.M.E. (Humanistic Online Model for Engagement) Framework for online teaching and online course design, which aligns with established, research-based standards. Regular and Substantive Interaction (RSI) guidelines offer crucial insights into student-instructor engagement, along with strategies to aid faculty in meeting [RSI requirements](#) set forth by the Department of Education.

The H.O.M.E. Framework goes beyond structural standards in course design to include student experience standards. This Framework consists of six Essential Standards upon which courses are developed and [evaluated](#):

1. Transparent Course Design
2. Outcomes & Assessment
3. Learner Engagement
4. Learning Awareness
5. Active Learning
6. Belonging

[Training](#) in the H.O.M.E. Framework is offered in an asynchronous online setting and in monthly face-to-face training sessions.

The Online Education office produces an annual report of their outreach and outcomes.

- [Online Education Plan on a Page](#)
- [Online Education 2025 Annual Report – Marshall Online](#)
- [Online Education 2025 Annual Report – Design Center](#)
- [Online Education 2025 Annual Report – Online Student Engagement](#)
- [Online Education 2025 Annual Report – Marshall Skills Exchange](#)
- [Report of Online Education staff presentations - 2025](#)

A valuable measure for determining program currency and relevancy is external review. Nine colleges and schools house academic programs that are accredited by external agencies. Current program accreditation status can be found [here](#). All undergraduate and graduate degree programs and certificate programs must undergo a five-year Program Review, as can be seen in the [Program Review Schedule](#). The [rubric](#) for Program Reviews clearly illustrates the centrality of the program learning outcomes as well as the alignment with the University Mission. Since academic year 2022-2023, Program Reviews for academic programs without program

accreditation include a report from external reviewers in the field. The use of external reviewers for these programs assures that all academic programs at Marshall are subject to periodic external reviews. The five-year Program Review will be discussed in greater detail under Criterion 3.F.

Core Component 3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

Marshall's degree offerings and its General Education program are firmly rooted in the hallmarks of the institution's Mission:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
- Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
- Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
- Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
- Cultivate the development of an inclusive, just, and equitable community.

The emphasis on critical thinking, diversity, and civic engagement forms the foundation of the General Education curriculum required for all undergraduate degrees. The current General Education program (core curriculum) was approved and implemented in 2010. The core curriculum was subsequently [reviewed](#) in 2016, aligning with the similar practice of periodic review with the five-year Program Review and utilizing the Program Review template then in use. This review included a program description, program assessment data and analysis, recommendations for improvement, and a summary of recommendations. The WV HEPC no longer requires a five-year review of the General Education program; however, the university completes annual assessments of general education. Examples of these assessments can be found in Criterion 3.E.

Resulting from its first HLC Quality Initiative, in 2013 Marshall's Faculty Senate approved a set of core competencies known as our [Baccalaureate Degree Profile](#) (BDP). All students who complete a baccalaureate degree at Marshall University should be able to demonstrate these nine competencies, thus becoming "reflective critical, creative, and ethical thinkers who possess the knowledge and skills to be successful in global society of the 21st Century."

The competencies of the Baccalaureate Degree Profile are:

- Communication Fluency
- Creative Thinking
- Ethical and Civic Thinking
- Information Literacy
- Integrative Thinking
- Intercultural Thinking

Inquiry Based Thinking
Metacognitive Thinking
Quantitative Thinking

Marshall's general education program engages the domains of the BDP, introducing students to learning and thinking skills that cut across disciplines and that students will cultivate throughout their undergraduate programs. The BDP competencies are assessed annually. General education assessment is discussed in Criterion 3.E.

The general education program, known as our Core Curriculum, is required of all undergraduate students. The Core Curriculum is organized into three categories: Core I, Core II, and Additional University Requirements. Information about the Core Curriculum (“Core Curriculum” link in the righthand menu) is found in the undergraduate [Catalog](#).

Core I includes nine credits (three courses) focusing on critical thinking:
FYS 100 First Year Seminar in Critical Thinking
Two additional courses with the Critical Thinking (CT) designation

The [FYS courses](#) are taught by trained faculty who help students develop intentional critical thinking skills integral to lifelong learning through inquiry, discussion, interaction, discovery, problem solving, writing, research, reflection and examination of complex multicultural/global ideas and themes.

Critical Thinking (CT) courses are 100- or 200-level courses in the various disciplines that have been [approved for the CT designation](#) and that are taught by CT-certified faculty. Each CT course focuses on at least five outcomes from the BDP: Integrative Thinking and at least four others. All CT credits must be earned at Marshall University. Each term’s schedule of classes makes CT course offerings easy for students to find: a “critical thinking” attribute is attached to all CT courses.

A current list of CT courses can be found [here](#).

For a course to receive a CT designation, it must be approved by the [General Education Council](#) after receiving departmental and college approval through the regular curriculum approval process. The applicable course addition or change form must be accompanied by the [Critical Thinking Designator Form](#). Information regarding the GDP outcomes included in the course, as well as how they will be practiced and assessed, is to be included in the Critical Thinking Designator Form.

Any full- or part-time faculty who wish to teach a CT-designated course are required to complete a critical thinking [workshop](#) prior to teaching a CT course. Marshall’s Center for Teaching and Learning maintains a [roster](#) of faculty certified to teach CT courses.

Core II requires 25 credit hours of courses that provide broad disciplinary coverage. Core II courses must be completed in the following categories:

Composition: 6 hours

Communication: 3 hours
Math: 3 hours
Physical or Natural Science: 4 hours (course plus lab)
Social Science: 3 hours
Humanities: 3 hours
Fine Arts: 3 hours

Core II courses, along with their categories, are designated as such in schedules of classes. Like the CT courses, Core II courses can be filtered in the class schedule according to category. A current list of Core II courses can be found [here](#).

The “Additional University Requirements” portion of the Core Curriculum includes the following requirements:

- 6 hours of Writing Intensive credit
- 3 hours of Multicultural or International coursework
- Capstone project in the major

The Writing Intensive (WI), Multicultural (MC), and International (INTL) coursework may be completed by appropriately designated courses throughout a student’s studies, either through courses in the major or courses found in Core II. Example syllabi:

- [SOC 200](#) (Core II and WI)
- [HST 392](#) (WI)
- [JPN 240](#) (Core II and INTL)
- [MKT 371](#) (INTL)
- [MUS 200](#) (Core II and MC)
- [ENG 430](#) (MC)

Core Curriculum courses may carry multiple attributes. For instance:

- MUS 142 Music in Society carries both the Core II Fine Arts and the MC attributes
- SOC 200 Understanding Society carries three core attributes: Core II Social Sciences, CT, and MC

All courses (in the Core Curriculum or in the major) offered as WI must be approved by the Center for Teaching and Learning. Faculty who teach WI courses must become Writing Across the Curriculum (WAC) certified and recertify every three years.

- [WAC homepage](#)
- [WAC syllabus submission form](#)
- [WAC syllabus evaluation form](#)
- [WAC certification information](#)
- [WAC recertification information](#)

MC and INTL courses include content that expands student thinking beyond specific geographic or cultural limits. In MC courses, students learn to explain and examine some of the elements of multiple cultures, past and present. MC courses encourage students to compare their own cultures with other cultures, enabling them to evaluate their own. Students in INTL courses

explore fundamental cultural topics and explore major issues on a more global scope.

The General Education Council (GEC) approves MC and INTL designations for courses, and these designations must be recertified every five years. (This practice had fallen into disuse but was reinstated in 2023.)

- [GEC review of MC/INTL courses fall 2024](#)
- [GEC review of MC/INTL courses spring 2024](#)
- [GEC review of MC/INTL courses fall 2023](#)
- [April 2023 GEC minutes](#)

Criteria for MC and INTL courses can be found here:

- [Criteria for Multicultural Courses](#)
- [Criteria for International Courses](#)

The Office of Assessment and Strategic Initiatives designates a committee to assess all courses in the Core Curriculum, including Core I and II; WI, MC, and INTL courses; and the major Capstone. These assessments are discussed in Criterion 3.E.

Notes on future revision of the General Education Program

In 2023, a General Education Task Force was formed to review Marshall's general education program and recommend possible revisions. A June 2024 presentation to the Board of Governors regarding their progress and anticipated timeline can be found [here](#). Due to administrative changes, the Task Force has a new chair, and an [August 2025 update](#) indicates a new timeline with a fall 2027 launch.

Chaired by the Executive Director of the Center for Teaching and Learning (chaired previously by the Dean of the College of Liberal Arts) and including representation across all academic areas, the General Education Task Force has identified five primary competencies upon which to build a new general education program:

Communication Competence
Technological and Information Literacies
Responsible Citizenship
Design and Discovery
Marshall Mindset

These competencies, and how they will be delivered in the new general education curriculum, are being developed with attention toward emerging technologies and pedagogies, such as artificial intelligence and design thinking.

Sample syllabi for courses beyond the Core Curriculum highlight the role of different modes of thinking and inquiry throughout the curriculum:

- [History](#)
- [Nursing](#)
- [Theatre](#)
- [Biological Science](#)

- [Music Education](#)
- [Communication Disorders](#)
- [Dietetics](#)

The fine arts programs in the College of Arts and Media are an important cultural presence on campus in the Huntington region. Students in the arts are highly visible through performances and exhibits held throughout each academic year. Students have opportunities to demonstrate their creative products both as individuals and in ensemble/cast/group performances and exhibits, which are publicized on and off campus and through social media. Their experiential learning in the arts is also demonstrated through experiences with visiting artists, local arts organizations, and high school groups.

- [Art exhibitions – capstone and foundation \(lower-division\)](#)
- [Elijah performance](#)
- [Artist talk](#)
- [Dance concert](#)
- [Student exhibition](#)
- [Faculty/Guest chamber concert](#)
- [Chamber series announcement](#)

Numerous student opportunities to participate in research and creative activities are offered at Marshall, both at the university level and in the academic colleges. Many of these research opportunities were described under Criterion 1.A.

Marshall students have numerous opportunities to demonstrate advanced levels of proficiency in learning outcomes through completion of for-credit and not-for-credit internships and in the culminating capstone, thesis, dissertation, and clinical experiences required for their degree programs.

- [Career Education - Internships](#)
- [STHM 490 Internship syllabus](#)
- [JMC 490 Internship syllabus](#)
- [UNI 350 Work-Based Experience](#) (new course added in 2024)
- [UNI 450 Advanced Work-Based Experience](#) (new course added in 2024)
- [MTH 491 Senior Seminar syllabus](#)
- [Mathematics capstone examples](#)
- [College of Education and Professional Development \(COEPD\) Level I clinicals](#)
- [COEPD Level II clinicals](#)
- [COEPD Level III clinicals](#)
- [Thesis and dissertation information](#)
- [Anthropology internship opportunities](#)

Evidence of different modes of intellectual and creative inquiry as appropriate to the discipline is found in accreditation reporting to program accreditors. Evidence of current standing with program accreditors is a required component of the five-year Program Review (addressed in Criterion 3.F). Attached here are representative accreditation reaffirmation correspondences for some of our accredited programs. In some cases, additional responses are indicated.

- [BSN accreditation letter \(ACEN\)](#)
- [MSN accreditation letter \(ACEN\)](#)
- [Music programs accreditation letter \(NASM\)](#)
- [Business programs accreditation letter \(AACSB\)](#)
- [Social Work accreditation letter \(CSWE\)](#)
- [Social Work accreditation update letter \(CSWE\)](#)

In February 2019, Marshall was [informed](#) of its upgraded Carnegie classification to R2.

Carnegie [defines R2](#) as "institutions that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures (as reported through the National Science Foundation (NSF) Higher Education Research & Development Survey (HERD))." Marshall's [announcement](#) detailing its upgraded research classification celebrated and reaffirmed the University's commitment to research activity across campus.

Marshall faculty are required to engage in scholarly and creative activity. Scholarly activity is considered in faculty annual reviews, in probationary faculty pre-tenure reviews and in promotion and tenure decisions.

[University policy](#) requires annual evaluation of faculty. Per the [university policy](#) addressing the faculty workload, this includes evaluation of scholarly activity (as well as teaching and advising, and service).

Faculty [tenure](#) and [promotion](#) guidelines require faculty engagement in scholarly research and creative endeavors. BOG rules on faculty promotion and tenure also define "Research, Scholarship, and Creative Activities" as 1 of 3 major categories of faculty responsibilities and duties. Candidates for tenure and promotion must demonstrate exemplary or professional performance in Research, Scholarship, and Creative Activities as defined by their department and/or college.

All probationary faculty undergo pre-tenure review, evaluated using the same criteria used for tenure and promotion and that include scholarship. ([The Greenbook](#), p. 36)

Marshall tracks faculty productivity in research, scholarship, and creative contributions using *Faculty Success* (formerly *Digital Measures*), a web-based data repository into which faculty enter and maintain their annual activity data for annual, pre-tenure, tenure, and promotion reviews. *Faculty Success* can generate reports of activity, such as intellectual contributions and creative contributions. (A report of grants and sponsored research received by faculty was included in Criterion 1.A.)

Core Component 3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Argument

The Marshall Common Data Set (CDS) affirms that the institution employs sufficient faculty to meet the University Mission and fulfill the many roles required of faculty. The CDS format and methodology is defined by the Common Data Set Initiative, a “collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson’s, and U.S. News & World Report.” (<https://commondataset.org/>)

- [Fall 2024 CDS](#)
- [Fall 2023 CDS](#)
- [Fall 2022 CDS](#)
- [Fall 2021 CDS](#)
- [Fall 2020 CDS](#)

The fall 2024 CDS (page 23) reports the total number of 712 instructional faculty (500 full-time and 212 part-time) and their degree levels. These data also reveal that 408, or 81.6% of full-time faculty, and 57.3% of all faculty, hold the doctorate or other terminal degree in their field.

The 2024 CDS (page 24) indicates a faculty-to-student ratio of 16:1, which has remained steady in recent years. 79.7% of fall 2024 undergraduate class sections – 1583 of 1986 – consisted of 29 or fewer students, affording an environment for effective interaction between student and faculty.

- 479 sections with 2-9 students
- 565 sections with 10-19 students
- 539 sections with 20-29 students

The Graduate and Undergraduate [Catalogs](#) include a list of full-time faculty, including their rank and highest degree. Marshall also maintains an up-to-date faculty roster using *Faculty Success*, which can generate rosters and other faculty data as needed.

Faculty are involved deeply in curriculum oversight. In Section 2 of [HEPC rule](#) on faculty, faculty are charged with fostering "the quality, viability, and necessity of their programs" and they "are expected to participate in decisions concerning programs and in program-review decisions."

[The Greenbook](#) describes the faculty role in the academic calendar process (pg. 26). *The Greenbook* also grants (p. 29) "responsibility for course content, program integrity, and academic quality" to the "faculty of the department where the program is housed," with academic program changes going to through department and college curriculum approval processes to the Faculty Senate or Graduate Council.

Additionally, some departments designate specific faculty to oversee curricula. As an example, the [Department of English](#) has faculty designates including a Director Graduate Studies, and a

Coordinator of Composition (the latter to oversee the Core composition courses required of all Marshall students).

Course syllabi are posted online each semester in the university's syllabus repository. Faculty develop and articulate their expectations and assessment methods for student performance on their course syllabi. Standard course syllabus templates are published on the University Assessment webpage; as described in Criterion 3.A, these templates reflect required elements in course syllabi as delineated in University policy. These templates may change from year to year, depending on developing needs (i.e. coronavirus pandemic protocols, implementation of state campus carry laws, etc.)

- [UPAA-3 – Course Syllabus](#)

Per the course syllabus templates, faculty are expected be available to students by posting and holding regular office hours (virtual or in person) commensurate with the number of contact hours they teach per semester; the number of office hours is determined largely at the department and college level.

[Tenure](#) and [promotion](#) procedures require faculty involvement in credentialing at multiple levels. The faculty applicant declares the intention to seek tenure and/or promotion. The applicant prepares their dossier, which is reviewed by a faculty committee at the department/division level. This committee makes recommendations to the chair/division head. The chair/division head then forwards the dossier and department recommendations to the appropriate college faculty committee, whose membership must include faculty representation from each department/division within the college. The college-level faculty committee then forwards its recommendation to the appropriate dean.

Faculty data, including vitae are maintained in *Faculty Success*. Data for AY 2024 show that 68% of full-time faculty hold tenured or tenure-eligible positions, indicating they have satisfied the university's credential standards for pre-tenure and tenure review.

[University policy](#) defines faculty qualifications and employment equivalencies and the process used for faculty appointment. Applicant experience must be reviewed by the dean, the department head, and the department faculty or elected personnel committee. No related experience may be used for tenure purposes.

Faculty teaching graduate-level courses must apply for and hold the necessary credentials for Graduate Faculty Membership, which consists of three ranks: Graduate Chair, Graduate, and Associate. [University policy](#) describes the functions of each of these ranks and the processes for applying for applying for graduate faculty status and renewing one's term on the graduate faculty. The Graduate Council audits credentials on a rotating basis and maintains the Marshall University [Redbook](#), a roster of graduate faculty that includes rank and term expiration dates for graduate faculty membership. (Note that some faculty members as listed as Graduate Instructors or Doctoral faculty; these are graduate faculty ranks under previous policy, and the current Redbook does not reflect new ranks for these faculty members until they renew their status under the updated policy.)

Graduate assistants with service- or teaching-related duties sign a contract that describes the

status, duties, and levels of supervision. Graduate teaching assistants (GTA) become the Teacher of Record for their courses and therefore must follow "all university and departmental guidelines for teaching the course(s) or lab(s)." Following are example contracts for different graduate assistant roles:

- [Graduate assistants hiring memo](#)
- [Graduate assistant offer letter – School of Music \(teaching\)](#)
- [Graduate assistant offer letter - School of Music \(athletic bands\)](#)
- [Graduate assistant offer letter - School of Music \(recording services\)](#)

Marshall departments that use GTAs as the Teacher of Record have internal policies that require supervision, training, and other conditions (e.g. common syllabus or exams).

- [MUS 614](#)
- [ENG 640](#)
- [MTH 589](#)

Other departments for which graduate students have some teaching responsibilities assist the Teacher of Record.

The policy regarding instructors for Dual Credit courses is overseen by the [Herd Academy](#). Dual credit instructors must "meet the same requirements anyone seeking employment would have to meet to be an adjunct" at Marshall, and must hold a master's degree in field (or, as defined by the academic department, appropriate experience in the field). The academic unit must also certify and approve the instructor's credentials when requesting instructor approval from the unit's dean.

In fall 2023 Marshall piloted the Herd Start Early Academy dual enrollment teacher credentialing [initiative](#). This initiative (sometimes called Herd Academy Fellows) was developed to assist high school teachers in the region who do not have the required Dual Credit teaching credentials begin their Dual Credit teaching experience while working with Marshall University to gain their credentials. Teachers complete required courses and milestones under the guidance and oversight from the Herd Start Early Academy and academic departments, and the program generally lasts up to two years. This process is similar to that of a graduate teaching assistant who is teaching at the collegiate level under the supervision of a department/faculty.

- [CI 560 Staff Development: Dual Enrollment Pedagogy syllabus](#)
- [Program of study outline](#)

University course evaluations [policy](#) requires faculty to administer student course evaluations for every course taught, every semester. Course evaluations are administered online, and students receive email reminders about completing evaluations for their classes. These evaluations consist of a series of questions with ranking answers as well as an opportunity for students to provide comments. Student course evaluations play a role in tenure and promotion decisions.

- [Example course evaluation](#)

University [policy](#) UPAA-22 requires and outlines the process for annual faculty evaluation. The policy details specific faculty roles in which they may be evaluated. Faculty performance in various faculty roles is based on the faculty member's Annual Report (completed and recorded in *Faculty Success*) and is assigned one of four levels: Exemplary, Professional, Needs

Improvement, or Unacceptable. Details in practice may vary by college, but the primary elements of the annual review include a Planning Page that identifies specific roles and duties expected for the upcoming year (as negotiated with the department chair), a Self-Evaluation/detailed description of accomplishments and ratings, and a final ratings assignment by the faculty's chair. The full Annual Report then goes to the appropriate dean for review. The annual evaluation forms and planning pages are housed and archived in *Faculty Success*.

- [Faculty Success planning page template](#)
- [Faculty Success anticipated activities template](#)

The Board of Governors [rule](#) on faculty sabbatical leave addresses eligibility for sabbatical leave, the process for applying and being approved for a sabbatical, the post-sabbatical report, and the relevant responsibilities of the institution and faculty member. Individual colleges create and enforce their own policies for the content and evaluation of the post-sabbatical report. The application of the sabbatical scholarly activities to the faculty member's regular work is considered in the evaluation of the report.

- [College of Liberal Arts sabbatical policy \(including report parameters\)](#)
- [College of Health Professions post-sabbatical report policy](#)
- [Faculty sabbatical report \(College of Education and Professional Development\)](#)
- [Faculty sabbatical report \(College of Liberal Arts\)](#)

[Adjunct faculty](#) are evaluated by the department chair/division head, delegated representative, and/or dean after each course taught and must consider student evaluations. All full-time temporary (one-semester and one-year) faculty must complete the Annual Report described above, excluding the Planning Page.

Per [BOG policy AA-9](#), Section 4, new tenure-track faculty receive probationary appointments, at which time they are notified of the requirements for tenure. At the time of the Annual Evaluation, all probationary faculty must be notified annually in writing of their progress toward tenure and promotion. Notifications should identify any specific areas of improvement needed for tenure or promotion. Additionally, all probationary faculty are evaluated by the criteria used for tenure and promotion in a pre-tenure review, the date for which is stated in the initial appointment letter but typically occurring in the third year. This evaluation becomes part of the application for tenure.

Scholarly and creative activities and contributions to their academic disciplines are a measure of remaining current in discipline and are reviewed during the faculty annual evaluation and the pre-tenure, tenure, and promotion reviews. [University policy](#) UPAA-18 on Faculty Development acknowledges the essential role that faculty development opportunities and support play "in meeting the primary goals of West Virginia's...colleges and universities": "Teaching, expanding knowledge and creativity, and devoting knowledge to public service."

Colleges and department budgets and endowments provide (sometimes limited) funds to support faculty development and remain current in the discipline. At the university level, a variety of grant opportunities support faculty development. [INCO](#) individual and group grants pay tuition for continuing education courses; cover expenses for attending professional meetings, workshops, and conferences; and for organizing professional development courses and seminars. The [Quinlan Endowment](#) specifically supports faculty travel to present scholarly or creative

work at professional meetings and conferences. Summer research awards are also available to fund summer research and creative endeavors. The [John Deaver Drinko Academy](#) (also referenced in Criterion 1.C) names a distinguished research fellow each year. Considered one of the highest faculty honors at Marshall, Drinko Fellows receive a cash gift, teaching re-assigned time, and clerical assistance for two years to support their major research projects.

Marshall recognizes that effective faculty are those who remain current not only in discipline specific knowledge, but also in the scholarship and practice of effective teaching. The [Center for Teaching and Learning](#) (CTL) is a key resource for ensuring that Marshall faculty become and remain effective teachers.

The Center's mission is to promote a campus culture that values pedagogical, disciplinary, and program-based inquiry to support student learning. The Center provides numerous faculty development opportunities each year for new and experienced faculty members, both full- and part-time, and houses the Writing Across the Curriculum Program and the Community Engagement/Community Based Learning (formerly Service Learning) Program.

Included among the Center's initiatives are:

- [iPED: Inquiring Pedagogies](#), a regional teaching conference held each [spring](#)
- [Communities of Practice](#)
- events, [training](#), informational sessions, and research support for new faculty
- sessions for learning effective online teaching strategies
- [Fall 2025 faculty training and professional development opportunities](#)

As discussed in Criterion 3.B, CTL plays an essential role in supporting Marshall's general education by offering faculty development for teachers of Critical Thinking (CT designated) courses as well as training for and certification in Writing Across the Curriculum. TRACE Tuesday is held the week before the beginning of the fall semester. [TRACE](#) (Teaching, Research and Community Engagement) is a day devoted to faculty presentations and an informational session on community-based learning. TRACE is a component of new faculty orientation and is open to all faculty.

CTL administers a number of annual teaching awards that encourage and reward the best in teaching and scholarship at Marshall University:

- [Marshall & Shirley Reynolds Outstanding Teacher Award](#)
- [Pickens-Queen Teacher Award](#)
- [Dr. Charles E. Hedrick Outstanding Faculty Award](#)
- [Distinguished Artists and Scholars Award](#)

The [Hedrick Teaching Fellowship](#) is a recently developed award that gives a faculty member the opportunity to pursue a scholarship of teaching and learning project, help shape the strategic plan for campus-wide faculty development, and develop a niche area of expertise in teaching and learning.

[University policy](#) regarding staff development requires Marshall to develop and operate training and development programs for which funds are designated each year. Further requirements for

the programs are outlined in the "Marshall University: Roles and Responsibilities" section of the policy.

- [Onboarding resources - HR](#)
- [MU resources guide – HR](#)
- [Staff training opportunities - HR](#)
- [HR training survey announcement](#)

Marshall recognizes that academic advising resonates beyond the classroom and can carry implications for students' financial aid. The [Advising Office](#) provides numerous resources for students, professional advisors, and faculty advisors.

- [Undergraduate advising handbook](#)
- [Advisor portal – opportunities for advisors](#)

Requirements for individuals filling positions in academic advising and other student support areas are clearly described and used during the hiring process.

- [Academic Advisor](#)
- [Assistant Director of Case Coordination and Data Assessment \(Student Advocacy Office\)](#)
- [Director of Intercultural and International Students](#)
- [Director of Student Life](#)

Core Component 3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

Marshall University draws heavily from the surrounding Appalachian region. In fall 2024, 29% of these students were Pell Grant eligible, and 45% were first-generation college students. The university supports services for this population and others. Similarly, in fall 2025, 38.66% of students were Pell eligible, and 45.2% were first-generation college students.

The [*Student Handbook*](#) details the variety of services and resources that Marshall offers to students. These services also have dedicated pages on the Marshall website. The Handbook outlines student rights and responsibilities, including academic integrity. The university policy on academic integrity, [UPAA-1](#), defines academic integrity and outlines reporting procedures and sanctions.

Resources of note include the [Counseling Center](#), supporting students' mental and emotional health, with services for individuals and groups. This [document](#) from August 2025 summarizes the Center's campus reach, services, and outcomes.

The Office of Accessibility and Accommodations and the College of Education and Professional Development (COEPD) process documentation related to student disabilities and contact faculty regarding necessary accommodations. COEPD houses the HELP program and college autism program. Both are fee-based programs that offer added resources and services to address student needs:

- [HELP Program](#)
- [College Program for Students with Autism Spectrum Disorder](#)

The College HELP Program has a staff of 38, including 2 work-study employees and an intern. The program has partnered with MU Athletics since 2023 to help student-athletes with diagnosed learning disabilities and/or ADHD. In 2023-2024 (their latest data) showed a retention rate of 82.5% among students in the HELP program, higher than the general student population.

Numbers of students served illustrate the program's scope:

- 2021-2022 – 80 students served (8 graduate, 72 undergraduate)
- 2022-2023 – 91 students served (9 graduate, 82 undergraduate)
- 2023-2024 – 112 students served (4 graduate, 108 undergraduate)
- 2024-2025 – 115 students served (2 graduate, 113 undergraduate)
- 105 students were registered with the program in early fall 2025 semester.

The autism College Program's staff of nine (plus graduate assistants) has begun using the Equip app for supporting students and hosts fourteen social skills groups weekly. This [document](#) provides additional data on their work.

The [Speech and Hearing Center](#) provides services to students (and to the public) who face

speech, voice, fluency, or hearing challenges. This [document](#) from August 2025 summarizes the program's reach and accomplishments.

The Undergraduate [Catalog](#) identifies numerous [learning opportunities and resources dedicated](#) to student support. Services of note include the following:

In 1999, Marshall formed the [University College](#) (UC) to unite several academic and student services. UC is the official college of undecided students, conditionally admitted students, pre-nursing students, students enrolled in college courses in the high schools/early entry high school students, special admits, transient students, and exchange students.

The University College provides services such as University Studies (UNI) courses, math placement, and advising. UC plays a key role in academic advising. Undecided students are assigned a specific professional advisor. Conditionally admitted students are assigned a specific UC advisor and must meet specific requirements to remain enrolled; UC advisors guide these students to meet requirements in a timely manner. Advisors focus on developing relationships with students that foster support in and out of the classroom.

Marshall students may remain Undecided in major until they have completed 30 degree hours. While Undecided, students are guided to courses appropriate for multiple majors. The Office of Career Education administers the Self-Directed Search test to identify student strengths and match them with majors. Students may also register for UNI 103, Career Planning for the Undecided Student.

The [Writing Center](#), administered through the Department of English, provides free writing consultation. Students may drop in without an appointment for writing assistance. Students with limited access to campus or who prefer may request online tutoring. The Writing Center tutors, consisting of English graduate students and undergraduate peers from all majors, help students through the entire writing process.

Marshall University also hosts Federal [TRiO](#) programs designed to assist first-generation, low-income, and underrepresented students: Education Opportunity Center, Heart of Appalachia Talent Search, Upward Bound, and Empowering Appalachia Talent Search, and [Student Support Services](#).

The Office of Military and Veterans Affairs provides information on [educational benefits](#) and hosts a veterans lounge on campus. Marshall's chapter of Student Veterans of America received the organization's [Chapter of the Year](#) award in 2024.

Many academic programs provide specialized support for students in their programs. The [Center for Wellness in the Arts](#) (CWA) is a joint collaboration between the College of Health Professions and College of Arts and Media. The CWA provides services and information to address the physical challenges and wellness considerations of performing artists, including vocal and hearing health, injury prevention and treatment, and performance anxiety.

Undergraduate and graduate student research and creative activity are supported by programs in

the various colleges and university-wide, as described in Criterion 1.A.

Marshall admissions criteria and processes regarding transfer students admission and evaluation of transfer credits can be found under the “Admissions” link of the graduate and undergraduate [Catalog](#). ACT or SAT scores have been optional for undergraduate admission since 2020, although some academic programs require standardized test scores for program admission. A limited number who do not satisfy all requirements may be conditionally admitted to University College, where they have access to enhanced academic support, interventions, and advising suited to the individual student.

New Student [Orientation Programs](#) held during the summer help freshmen, transfer students, and parents learn more about Marshall. During Orientation, students and parents learn about campus services, extracurricular activities, and community life. Most importantly, new students meet with an academic advisor and receive class schedules for the fall semester.

[Week of Welcome](#) is held during the week preceding the first week of classes in the fall semester. It is a collaborative, introductory effort to welcome, educate, and socialize new students to Marshall's campus, academic expectations, personnel, resources, and traditions to support a successful transition into college.

[UNI 100 Freshman First Class](#) is a transitional course providing academic and social support for new students. UNI 100 begins during Week of Welcome, continues through the first seven weeks of the semester, and is facilitated by a university staff volunteer as well as peer mentors committed to mentoring and providing support to students.

Also under the “UNI” course prefix, the University College regularly offers other one-credit elective courses intended to support student success. These courses cover topics such as strategies for academic success, career planning, and preparation for graduate school.

- [UNI 102 syllabus](#)
- [UNI 103 syllabus](#)
- [UNI 400 syllabus](#)

Undergraduate advising is under the direction of a Director of Undergraduate Academic Advising. Most undergraduate advising is accomplished by professional advisors, with some academic areas utilizing faculty advisors. Advising for students with undeclared majors is provided by the University College. In each college, a primary role of the Associate Deans is to serve as the advising liaison with the colleges. The Advising Office distributes resources for advisors and students, including guidance for placement in Core [math](#) and [English](#) courses. This document is a [report](#) of advising strategies utilized by professional advisors and the scope of their work. Our professional advisors are [Certified Appreciative Advisors](#) or are being trained for certification.

The Office of Academic Affairs has created the [Herd Connect](#) program (also described in Criterion 4.C) to expand the advising and mentorship support for undergraduate students to include peer mentors, professional advisors, faculty mentors, and alumni mentors. This approach provides support for students from their earliest matriculation through their transition from

student to professional.

Graduate Studies in each academic unit housing graduate degrees coordinate advising of graduate students.

Marshall utilizes EAB's [Navigate](#) advising platform for scheduling advising appointments, conducting mass advising campaigns, and recording advising notes when meeting with students. Navigate also serves as a key resource for retention efforts for our early alert academic progress reports, course attendance reporting with automated student email notifications upon key numbers of absences, case management for withdrawal counseling, alerts and referrals to other campus services such as counseling and career education and identifying "phantom" students who are enrolled but never showed up in class.

The university has implemented [DegreeWorks](#), an electronic degree-auditing and tracking tool. Accessed by both students and advisors through the MyMU web portal, DegreeWorks can provide a detailed advising audit:

- Courses and credit hours earned that apply toward a degree program
- Marshall catalog requirements in effect when students choose their major
- All requirements necessary to satisfy a specific degree and minor (if applicable)
- Transfer credits used to satisfy degree requirements
- Courses for which a student is currently registered
- Courses that do not apply to specific degree requirements but do apply toward overall earned hours
- Cumulative GPA

The Office of Assessment and Strategic Initiatives holds annual [Assessment Day](#) events to encourage students to evaluate various offices and services and the core curriculum at Marshall. Prize drawings provide an incentive to increase participation. Services that support student success, including advising, are included in the Assessment Day surveys. Representative surveys regarding advising generally demonstrate strong feedback regarding student's advisors, including advisor response to student messages and satisfaction with assigned advisors ("Would you recommend your advisor to another student?"). These surveys also demonstrate a high value that students place on advising. (Assessment Day survey results since 2010 can be found on the webpage of the Office of Assessment and Quality Initiatives; results beyond those included here can be provided.)

- [Advising survey, 2025](#)
- [Advising survey, 2024](#)
- [Advising survey, 2023](#)
- [Advising survey, 2018](#)

The [Marshall Library System](#) offers comprehensive study and research [resources](#) and includes two main campus locations, the John Deaver Drinko Library and the James E. Morrow Library, and two off-campus libraries, the Health Sciences Library and the South Charleston Campus Library. Morrow Library houses [special collections](#) and is a federal repository with a collection of over one million items.

- [Library summary data 2025](#)

- [Library IPEDS data](#)
- [Library databases](#)
- [Library databases usage 2023-2024](#)

[Marshall Tutoring Services](#) has partnered with the Knack peer learning platform since 2023 to provide in-person and online tutoring. Knack's platform allows undergraduate students in need of tutoring to book online or in-person sessions with approved Marshall peer tutors who have previously excelled in the courses for which they are providing assistance. This [document](#) provides data from the first two years of tutoring through the Knack platform. Some math tutoring is also provided by the Math Department in the Math Lab and writing assistance is provided in the Writing Center. The College of Education and Professional Development provides assistance for students preparing to take the Praxis Exam."

- [Math tutoring](#)
- [Writing Center](#)
- [COEPD Praxis tutoring](#)

Assessment Day surveys regarding tutoring services have revealed positive feedback regarding the Knack system and high marks for the tutoring experience. Most students have indicated that they would recommend tutoring services for other students.

- [Tutoring survey, 2024](#)
- [Tutoring survey, 2023](#)
- [Tutoring survey, 2021](#)

The [Division of Information Technology](#) (IT) maintains Marshall's technology infrastructure as shown in its organization, student technology services, support for online learning, and broadband network. IT was recognized by the [Tambellini Group](#) for its campus work with [AI initiatives](#) (Marshall University information highlighted).

The Division of Student Affairs (formerly Intercultural and Student Affairs; see note in Criterion 1.C) supports a large number of student [services](#) and opportunities for [student involvement](#). The [Housing and Residence Life Office](#) provides support and opportunities for leadership and involvement for on-campus students. Student Affairs has made expansive use of the [Advocate](#) online program to streamline reporting and referral of numerous categories of student complaints and concerns.

Among Marshall's new facilities during this evaluation period are:

- Arthur Weisberg Family Applied Engineering Complex, opened in 2015
- Stephen J. Kopp Hall, home of the School of Pharmacy, opened in 2019
- Bill Noe Flight School Maier Aviation Building at Yeager Airport (CRW), founded in 2021
- Jack Cook Baseball Field, opened in 2024
- Brad D. Smith Center for Business and Innovation, open in 2024

The 2023 Campus Master Plan demonstrates Marshall's commitment to ensuring its infrastructure continues to meet the needs of its students and instructors. The Campus Master Plan is an extensive report establishing a flexible framework for development and improvement.

Important plan elements include projects, planning assumptions, a space needs analysis, and a detailed analysis of need and response. The [executive summary](#) highlights some of the key components of this plan.

As discussed in Criterion 3.C, faculty have numerous resources related to teaching, pedagogy, and student support, particularly through the Center of Teaching and Learning.

Core Component 3.E. Assessment of Student Learning

The institution improves the quality of its educational programs based on its assessment of student learning.

Argument

Marshall University's undergraduate and graduate degree and certificate programs are expected to articulate (and assess student achievement of) student learning goals (hereafter referred to as outcomes). The learning goals/outcomes of all degree and certificate programs align with Marshall's Mission.

General Education Assessment

The centerpiece of a Marshall University undergraduate education is its core curriculum. This curriculum, which was [approved](#) through the university's shared governance process in 2010, is required of all students who matriculate to Marshall as first-year undergraduate students and is outlined in the university's undergraduate [Catalog](#).

In January 2013, the Faculty Senate [approved](#) the university's Baccalaureate Degree Profile (BDP). The BDP extends nine learning goals (general areas of learning) to specific outcome statements, two to four for each of nine learning goals. The BDP outcomes are the knowledge and skills we expect students to demonstrate upon earning a baccalaureate degree, regardless of their majors. The BDP is outlined in the undergraduate [Catalog](#) and on the university's [website](#).

For more than ten years, a Summer Assessment Team, consisting of a group of interdisciplinary faculty, has worked from four to five weeks during May and June to assess student learning in the university's core curriculum. They complete two assessments – 1) [Comparison](#) of the performance of the same students on a baseline assessment of critical thinking and a similar assessment given at the end of their First Year Seminar course and 2) an assessment of student artifacts in response to faculty developed authentic assessments that align with one, or more, of the [BDP learning goals](#). As we have nine BDP learning goals*, we conduct this assessment over a three-year cycle, assessing three BDP goals each year of the cycle. For both assessments, each artifact has two independent reviewers and interrater reliability is calculated. Reports include specific recommendations for improvement in either the assessment process or in pedagogy or other practices with the goal of improving student learning. The following year, we report on progress, or lack thereof, regarding the previous year's recommendations, promoting continuous improvement across the years. In 2018, we added an assessment of senior capstone work, which follows the same protocol. The following are examples of these reports from previous years, presented to demonstrate feedback over time:

- [2025 Critical thinking and first year seminar](#)
- [2025 BDP goals assessment](#)
- [2025 Senior capstone assessment](#)
- [2024 Critical thinking and first year seminar](#)
- [2024 BDP goals assessment](#)
- [2024 Senior capstone assessment](#)

- [2023 Critical thinking and first year seminar](#)
- [2023 BDP goals assessment](#)
- [2023 Senior capstone assessment](#)
- [2022 Critical thinking and first year seminar](#)
- [2022 BDP goals assessment](#)
- [2022 Senior capstone assessment](#)

(*As part of the BDP assessment, all 100/200 level courses with the critical thinking (CT) designation are required to align an assignment to one or more of the BDP goals and to have students submit their assignment artifacts in Blackboard to allow them to become part of the population from which the university's assessment sample will be drawn. Certification of CT courses, as determined by the General Education Committee, requires alignment to BDP goals.)

Additionally, student performance on general education composition and oral communication requirements are respectively assessed annually by English and Communication Studies faculty.

- [English composition assessment, 2019-2024](#)
- [ENG 201 assessment history, 2023-2025](#)
- [Oral communication assessment, 2024](#)
- [Oral communication assessment, 2023](#)
- [Oral communication assessment, 2022](#)
- [Oral communication assessment, 2021](#)

Since the BDP outcomes state what students are expected to know and be able to do at the time of graduation, regardless of major, the BDP assessment includes assignments and artifacts from courses at both the 100/200 and 300/400 levels. The latter courses are frequently required in the students' majors and often have additional designations, such as writing intensive, multicultural, international. The Office of Assessment and Strategic Initiatives examines alignments between undergraduate degree programs' learning outcomes and those articulated in the BDP. This provides a tool to help us examine the continued appropriateness of maintaining the outcomes as they are currently written. This [table](#) maps the alignment of program outcomes with BDP outcomes for academic programs that completed the five-year Program Review in 2025. The percentages at the bottom of the table reveal the percentage of these programs that map to each of the nine BDP outcomes. This data will allow us to determine recommended updates to program outcomes to more fully reflect attention to the university's BDP outcomes.

- [BDP program alignments 2024](#)
- [BDP program alignments 2025](#)
- [BDP mapping 5-year analysis](#)

Because the current core curriculum has been in place since 2010, the university has undertaken a revision process for the core curriculum that defines the needs of current and future Marshall University graduates and that establishes goals for 21st-century general education. (This revision process was cited in Criterion 3.B.) A broad university committee, under the leadership of our Dean of the College of Liberal Arts, has been working on a revised core curriculum. (Note: effective summer 2025, the Executive Director of the Center for Teaching and Learning heads this committee.) The new curriculum, together with its assessment plan, is scheduled to take effect in the fall 2027 semester.

- [Presentation at the 2025 Chairs Retreat](#)
- [Presentation for Student Government Association, November 2024](#)
- [Presentation of revision process for Board of Governors, June 2024](#) (p. 123 ff)

Academic Program Assessment

All degree and certificate programs (both undergraduate and graduate) at Marshall University assess student learning in their programs. These assessments demonstrate building upon general education knowledge through undergraduate programs and then performing at more intellectually sophisticated levels in graduate programs.

Most programs use *Taskstream* to organize their assessment plans and to report student performance annually. Reports in *Taskstream* are organized to include standing requirements and assessment cycles. Standing requirements consist of *mission*, *learning outcomes*, and a *curriculum map*. As referenced above, we have transitioned to *Planning and Self-Study* (P&SS) for assessment reporting, effective fall 2025. In AY 25-26, a few pilot programs will use P&SS for assessment reports, while all programs undergoing Program Review will use P&SS. By Fall 2026, all programs will use P&SS for both assessment and Program Review.

The mission section includes Marshall University's Mission, the mission of the college in which the degree program resides, and the program's mission. The program also indicates how its mission supports the missions of its college and the university.

Each program determines the learning outcomes it deems necessary for its students to demonstrate upon graduation. Outcomes are written using action verbs and show higher orders of learning as students progress from one degree level to the next. Programs align these learning goals/outcomes to specific outcome statements of the BDP (discussed above) and the university Mission. This practice helps programs to thoughtfully consider how their curricula align to the university Mission, and in the case of undergraduate programs, how they build on the core curriculum. These assessments also help the university to determine which parts of the outcome statements for the nine overarching learning goals of the BDP are most often extended in the student learning experiences in undergraduate major-specific courses.

Standing requirements also include a curriculum map, where programs show in which courses students are first introduced to each of their program's student learning outcomes, in which courses students further practice these outcomes, and in which courses students are expected to have achieved the outcomes. Typically, students are introduced to the outcomes early in the curriculum; they continue to practice the knowledge and skills in intermediate courses, where their performance on the program-level student learning outcomes is assessed, and finally they show graduation level performance in courses toward the end of their plan of study.

Following the standing requirements, each program develops an assessment plan. This plan includes 1) a description of the assessment supplemented by an uploaded rubric that will be used to assess student learning demonstrated in the assessment; 2) identification of the benchmark, i.e., the minimum level of acceptable performance for the program – this is often described as the percentage of students expected to perform at a specific level on the majority of traits on the assessment rubric; however, other benchmarks are sometimes used, especially in cases where

objective examinations are given to assess student learning.

The implementation plan and timeline, as well as the persons responsible for administering the assessments and collating the data, are included. Each year, the programs report their results in the “findings” section of the report with an accompanying supporting attachment showing how the results were calculated. The report includes recommendations and reflections. The next section of the report includes the program’s action plans, which they develop based on their assessment findings. Action plans provide details about the plan and timeline for implementation. In each subsequent report, the program provides an update or “status” report for each action plan. The following report, pulled directly from the *Taskstream* platform, illustrates the information provided in the assessment report.

- [Communication Disorders assessment report 2024](#)

Academic departments submit their assessment reports for the previous academic year to the Office of Assessment by late September. Members of the University Assessment Committee review each assessment report using a [rubric](#) it has developed for that purpose. This review takes place from October to late-January. Beginning in February, the Associate Provost for Assessment and Strategic Initiatives also evaluates each report and provides feedback in the form of the completed rubric and an official letter sharing comments. These letters are intended to help the programs improve their assessment processes and to give positive feedback when they are doing a good job. These letters become part of the program’s five-year Program Review. The following examples of review rubrics and letters to the departments represent programs with varying scores for findings and feedback.

2023-2024

- [Business Administration BBA rubric](#)
- [Business Administration BBA letter](#)
- [Business Administration MBA rubric](#)
- [Business Administration MBA letter](#)
- [Business Administration DBA rubric](#)
- [Business Administration DBA letter](#)
- [Chemistry BS rubric](#)
- [Chemistry BS letter](#)
- [Criminal Justice BA rubric](#)
- [Criminal Justice BA letter](#)
- [Environmental Safety and Health MS rubric](#)
- [Environmental Safety and Health MS letter](#)
- [Nursing MSN rubric](#)
- [Nursing MSN letter](#)

2022-2023

- [Accounting BBA rubric](#)
- [Accounting BBA letter](#)
- [Chemistry BS rubric](#)
- [Chemistry BS letter](#)

- [Civil Engineering BSCE rubric](#)
- [Civil Engineering BSCE letter](#)
- [Communication Disorders MS rubric](#)
- [Communication Disorders MS letter](#)
- [Political Science BA rubric](#)
- [Political Science BA letter](#)

Academic units discuss in different settings their assessment findings and plan their responses to assessment outcomes. The Counseling Department in the College of Education and Professional Development publishes an annual Program Evaluation Report (PER), which includes these findings. The Counseling faculty votes to approve each report.

- [2023-2024 PER](#)
- [2022-2023 PER](#)

The Civil Engineering Department discusses assessment findings and their responses in their August faculty meetings.

- [2025 meeting minutes](#)
- [2024 meeting minutes](#)

This [document](#) from the School of Pharmacy provides examples from the past four years of curricular improvements informed by assessment results.

The University Assessment Committee's review of course syllabi (cited in Criterion 3.A) includes a review of program outcomes (and, where appropriate, general education outcomes) as set forth in the university's course syllabus policy [UPAA-3-Course Syllabus Policy](#). During the review period, we have examined syllabi from the Colleges of Business, Liberal Arts, Science, Engineering and Computer Sciences, Arts and Media, Education and Professional Development, Health Professions. Reports of syllabus reviews are sent to the colleges.

- [Syllabus Evaluation Report - 2024](#)
- [Syllabus assessment – COLA – 2022](#)

Each academic year the Office of Assessment and Strategic Initiatives publishes on its webpage a university assessment report that summarizes program assessments, general education assessments, five-year program reviews, assessment day assessments, and syllabus evaluations completed that year.

- [University assessment report 2024-2025](#)
- [University assessment report 2023-2024](#)
- [University assessment report 2022-2023](#)
- [University assessment report 2021-2022](#)
- [University assessment report 2020-2021](#)
- [University assessment report 2019-2020](#)

Indirect Assessments

From the inception of the core curriculum, we supplemented direct assessment of student learning with indirect assessment, primarily through administration of three internal surveys – the first a graduation survey sent to all students scheduled to complete degrees or certificates

during the semester in which they apply for graduation; the second a survey regarding learning in the core curriculum, sent to first-year and sophomore undergraduate students each spring semester; and the third a survey to all undergraduate students regarding their learning in courses with multicultural and international designations during each spring semester.

- [2023 graduation survey – COLA](#)
- [2023 graduation survey – COEPD](#)
- [2023 undergraduate graduation survey - university](#)
- [2023 graduate and professional graduation survey](#)
- [Core curriculum learning survey](#)
- [Core curriculum learning survey results](#)
- [Multicultural/international learning survey](#)
- [Multicultural/international survey results](#)

Until 2023, the graduate surveys were administered through the Office of Assessment and Strategic Initiatives. Since the fall semester 2023, the Office of Career Education has been administering these surveys:

- [2024 graduate graduation survey – university](#)
- [2024 graduate graduation survey – Lewis College of Business](#)
- [2024 undergraduate graduation survey – university](#)
- [2024 undergraduate graduation survey – College of Health Professions](#)

While the latter two surveys focus on student learning in the curriculum, the internal graduation survey focuses on student learning during their time at Marshall, which may include both curricular and co-curricular learning. Additionally, we have administered the nationally normed *National Survey of Student Engagement (NSSE)*, starting with an annual administration in 2008 and moving to biannual administration beginning in 2016. The responses students provide on *NSSE* allows us to evaluate their learning in both curricular and co-curricular areas, with an emphasis of four themes, which are further divided into ten engagement indicators as outlined below.

Theme	Engagement Indicator
Academic Challenge	Reflective and Integrative Thinking
	Higher Order Learning
	Learning Strategies
	Quantitative Reasoning
Experience with Faculty	Student/Faculty Interaction
	Effective Teaching Practices
Learning with Peers	Collaborative Learning
	Discussion with Diverse Others
Campus Environment	Quality of Interactions
	Supportive Environment

NSSE data show that, following the launch of the core curriculum, our first-year students' responses to items aligning to *Academic Challenge* improved as compared to the top 50% of

NSSE institutions. We have continued to see this pattern, which extended to seniors starting in 2014.

- [NSSE Engagement Indicators 2024](#)
- [NSSE Engagement Indicators 2022](#)
- [NSSE Engagement Indicators 2020](#)

Assessment of co-curricular programs is reported to the Assistant Dean of Student Life (Office of Intercultural and Student Affairs), and ultimately to the Office of Assessment and Strategic Initiatives. Programs and initiatives are assessed using this [template](#). Responses include use of data for informing next steps for the programs.

- [Bystander Intervention](#)
- [Entrance/Exit Surveys](#)
- [Excused Absences](#)
- [Veterans Benefits Workshop](#)
- [Student Affairs Webpage](#)

Core Component 3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

West Virginia State Code [18B-1B-4](#) establishes the powers and duties of the West Virginia Higher Education Policy Commission (HEPC), including its periodic review of academic programs (paragraph 32). Under HEPC [procedural rule](#), Series 10: Policy Regarding Program Review and Planning, each university's academic program undergoes a multistage Program Review process on a five-year cycle.

Marshall maintains a current degree [inventory](#), with approval dates, with the HEPC. Currently, Marshall has 125 approved degree programs (3 associate, 54 baccalaureate, 54 master, 4 educational specialist, 5 professional doctoral, and 5 other doctoral).

Marshall's Program Review process requires that each degree and certificate program conduct a self-study, using a template created in Watermark *Planning and Self-Study*, at least once every five years. As part of this process, each degree program is required to demonstrate the extent to which it aligns with the Mission of Marshall University; its overall quality, especially in terms of its curriculum, student learning and success, and quality of its faculty; external demand for the program, as measured by local, regional, national, and global demand for the knowledge and skills of its completers and student demand for the program, as measured by the number of applicants, accepted students, and annual yield, program enrollments, retention, and completers; internal demand for the program, as measured by the program's service to non-majors and to other aspects of the university; cost of the program's instructional delivery, as measured by tuition and fees paid for instruction and average salaries/benefits of faculty teaching the required courses; and plans for program improvement.

- [Rotation of programs for five-year Program Reviews](#)

This last section of the report begins with a report of improvements made based on the program's last review and concludes with the program's plan to improve, with the objective of providing cutting edge instruction, during the next five-year period.

Examples of program self-studies for the Program Review:

- [Humanities BA](#)
- [Appalachian Studies – graduate certificate](#)
- [Biological Sciences - MS](#)

In cooperation with the Office of Institutional Research, the Office of Assessment and Strategic Initiatives completes several data driven elements of the reports, e.g. charts with program and course enrollments, persistence, and graduation trend lines, and a chart outlining the program's plan for assessment of student learning. Programs use these data to tell their stories in the narrative sections of the report. Each program completes its review in September of the academic year when it will be reviewed and requests one of these recommendations; 1) continue at current level, 2) develop or expand the program due to demand, 3) improve the program

through advancements in efficiency, quality, productivity, and focus, 4) consolidate the program with another existing program, or 5) discontinue the program after all enrolled students have completed it.

The program sends this document to its academic dean, who writes a letter either endorsing the program's recommendation or making a different recommendation. All program self-studies (with the dean's letter and recommendation) are due to the Office of Academic Affairs by October 15. From there they are made available to internal reviewers from the Academic Planning Committee (a Standing Committee of the University's Faculty Senate) for undergraduate reviews) or from the Graduate Council (for graduate reviews). Programs revise the documents based on reviewer feedback. When the review documents meet the review committees' approval, the respective bodies vote on their recommendations for each program which may (or may not) agree with those requested by the programs and their deans.

In tandem with internal reviews, each program without specialized accreditation is assigned two external peer reviewers. These external reviewers (who are chosen from a list of at least six potential reviewers provided by the programs being reviewed) are faculty members in the program's discipline from higher education institutions similar to Marshall. Our preference is for external reviewers to have experience in leadership roles within their respective universities, e.g., have served as department chairs, program directors, or deans. The external peer review team first meets virtually with the Provost and Associate Provost for Assessment and Strategic Initiatives to review the process and their specific roles. Following this meeting, we make electronic copies of the reviews available to them. Reviewers then meet virtually on a schedule of their choosing to prepare for a visit to campus.

The campus visit consists of one day to travel to campus, a welcome dinner with the department chair and Associate Provost for Assessment and Strategic Initiatives the evening of arrival; one full day on campus meeting with various program constituencies, including the faculty, students, alumni, employers, community partners, the department chair, the college dean, and the Provost; and a return travel day. A sample schedule for the external review can be found [here](#).

Following their visit, the visitors work together to prepare a SWOT report (strengths, weaknesses, opportunities, and threats) that includes specific recommendations for improvement, which they share with the department. This report becomes an official part of the Program Review document, and the program is expected to follow up on suggestions for improvement as appropriate.

- [External reviewers' SWOT report – Sociology and Anthropology, 2024](#)
- [External reviewers' SWOT report – Foreign Languages, 2024](#)

Programs with specialized accreditation are required to include the name of their accreditor, the date of their most recent accreditation self-study and site visit, and their current accreditation status in their Program Review report, and they upload the PDF of their most recent self-study, a PDF of their most recent accreditation action letter, and a PDF of their most recent annual report and the accreditor's response.

- [Program Review – Social Work, BSW](#) (accreditation information p. 7)
- [BSW self-study](#)

- [BSW reaffirmation letter](#)
- [Program Review – Nursing, MSN](#) (accreditation information, p. 11)
- [MSN reaffirmation letter](#)
- [MSN 2023 annual report](#)

Next, the self-study documents are made available to the University’s Provost for review. The Provost and Associate Provost for Assessment and Strategic Initiatives [meet](#) with the dean and chair of each program under review in February or early March. This allows the Provost to ask specific questions and the chair and dean to clarify any issues or further explain their enrollments, curriculum, assessment of student learning, faculty needs, etc. The Provost also discusses his recommendation for the program.

Following these meetings, the Provost meets with the university President and together they determine the official university recommendations for each program. At its April meeting, the Marshall University Board of Governors votes to approve (or not) the official recommendations for each program.

- [BOG meeting agenda, April 2025](#) (p.10 ff.)
- [BOG minutes, April 2025](#) (approval of Program Review recommendations, p. 5 ff.)
- [Program Review Recommendations for the BOG, April 2024](#)
- [BOG minutes reflecting approval of Program Review recommendations](#) (p, 3 ff.)

Routing forms document approvals and the progression through the review process:

- [Program Review Evaluation Rubric \(dynamic form\)](#)
- [Program Review Routing Form \(dynamic form\)](#)

Program Review approval forms (routing)

- [Humanities BA](#)
- [Appalachian Studies – graduate certificate](#)
- [Biological Sciences - MS](#)

After approval, the Associate Provost for Assessment and Strategic Initiatives writes letters to the departments reporting on the final outcome of the Program Reviews:

- [Bioinformatics](#)
- [Foreign Languages](#)
- [History](#)
- [Pharmacy](#)

Following Board approval of these recommendations, the Associate Provost for Assessment and Strategic Initiatives submits a report of Program Reviews to the WV HEPC by May 31. Since the 2020-2021 academic year, we have used the following reporting categories for each degree program (final recommendation approved by the governing board; year of last review; documentation of continuing need; assessment information related to expected student learning outcomes and the achievement of the program’s objectives; plans for program improvement; five-year trend data on enrollment and degrees awarded). Prior to May 2021 we used these categories: Significant Findings; Plans for program improvement; Identification of weaknesses

or deficiencies from the previous Program Review and the status of improvements implemented or accomplished; five-year trend data on graduates and majors enrolled; summary of assessment model and how results are used for program improvement; data on students' placement; final recommendation approved by the BOG.

- [2025 Program Review report to the HEPC](#)
- [2025 letter accompanying Program Review report](#)
- [2024 Program Review report to the HEPC](#)
- [2024 letter accompanying Program Review report](#)
- [2023 Program Review report to the HEPC](#)
- [2023 letter accompanying Program Review report](#)
- [2022 Program Review report to the HEPC](#)
- [2022 letter accompanying Program Review report](#)
- [2021 Program Review report to the HEPC](#)
- [2021 letter accompanying Program Review report](#)

Programs with recommendations of corrective action must submit follow-up reports the following academic year to report (through the committees and to the Board) their efforts to correct deficiencies. The Office of Academic Affairs maintains tracking data for Program Reviews. The following are the ten most recent tracking sheets:

- [2024-2025](#)
- [2023-2024](#)
- [2022-2023](#)
- [2021-2022](#)
- [2020-2021](#)
- [2019-2020](#)
- [2018-2019](#)
- [2017-2018](#)
- [2016-2017](#)
- [2015-2016](#)

Examples of significant changes based on recent Program Reviews are summarized in this [document](#).

Core Component 3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

Marshall measures student success through metrics such as enrollment (benchmark set at 10% growth of new students annually), fall to fall retention (benchmark set at 80% by 2025-2026), persistence to graduation (6-year; set at 60% by spring 2026), post-graduation outcomes, and indirect assessment of students' learning and experiences at Marshall University. A view of our retention and graduation [statistics](#) compared to our R2 and HEPC peers reveals our recent levels.

Marshall University focuses on student success and uses input from the campus community and other forms of assessment data to inform its benchmarks and strategies. For example, its current *Strategic Roadmap to Future Prosperity* outlines an ambitious plan to take the university to new heights by focusing on "understanding challenges and embracing opportunities." The plan came about as the result of campus feedback in the form of a "[100 day listening tour](#)" conducted by newly appointed President, Brad D. Smith in spring 2022. During the tour, President Smith received feedback from individuals from academic units, alumni, board of governors, business leaders, the President's cabinet, the classified staff, community leaders, the faculty, health professionals, and students. Feedback was received from 1,000+ participants, 1,200+ captured responses. The top two themes (critical needs) that emerged were the need for 1) increased enrollment and 2) targeted focus on the student experience.

To address Marshall's enrollment challenge, the *Roadmap to Future Prosperity* challenged the university community to expand the pool of prospects both geographically and to non-traditional populations, and to investigate new methods of recruiting, marketing and outreach. It further noted the importance of improving retention of current students.

Marshall has focused on enrollment/recruitment to reverse a [trend](#) of declining enrollment. Total university student headcount of 13,654 in fall 2016 declined each year through fall 2022, which saw a total student headcount of 10,835. Fall 2023 enrollment saw the beginning of a reversal of this trend, and as of September 16, 2025, fall 2025 enrollment stands at 12,743. To address this issue, Marshall has expanded the pool of prospects geographically (most notably through expansion of its metro area), and as part of [Academic Affairs Strategic Priorities](#) it has identified ten student segments to target. In addition to first-time full-time freshmen, these segments include transfer students, veterans, international students, students who reside in states other than WV, students who wish to pursue degrees or certificates that are offered completely online, students who live in the parts of states contiguous to West Virginia that are part of our metro area, readmitted returning students, non-traditional students, and graduate students. The metro area has expanded to include more counties in Kentucky and Ohio than were previously included. Students who reside in the following Kentucky counties (Bath, Bourbon, Boyd, Breathitt, Carter, Clark, Clay, Elliott, Estill, Fleming, Floyd, Greenup, Harrison, Johnson, Knott, Lawrence, Lee, Leslie, Letcher, Lewis, Magoffin, Martin, Mason, Menifee, Montgomery, Morgan, Nicholas, Owsley, Pendleton, Perry, Pike, Powell, Robertson, Rowan, and Wolfe) and

the following Ohio counties (Adams, Athens, Brown, Clermont, Clinton, Fairfield, Fayette, Gallia, Highland, Hocking, Jackson, Lawrence, Meigs, Morgan, Muskingum, Noble, Perry, Pickaway, Pike, Ross, Scioto, Vinton, and Washington) are now able to attend Marshall for significantly lower tuition rates than the cost for other “out-of-state” students.

Additionally, the Offices of Recruitment, Admissions, and Financial Aid now report to a Chief Enrollment Officer and Vice President of Enrollment Management, who coordinates the efforts of these offices to not only bring students to Marshall, but to ensure that once here, students have the support they need to progress to graduation and positive post-graduation outcomes. The VP for Enrollment Management serves as a member of the University President’s cabinet. In spring 2023 Marshall also partnered with Anthology to assist with our recruiting efforts. Marshall saw its first student headcount increase of 4% from 10,834 in fall 2022 to 11,269 in fall 2023, ending a seven-year enrollment decline. An analysis of enrollment patterns (as demonstrated on enrollment [dashboards](#) maintained by Institutional Research) in our ten targeted student segments were increases in enrollment of students studying completely online (steady increases from 821 in fall 2019 to 1,366 in fall 2023 for a five year trend increase of +13.6%); students coming from Marshall’s metro area (a rise from 895 in fall 2019 to 1,054 in fall 2023 for a +4.2% five year trend); and first-time transfer students (a rise from 501 in fall 2019 to 539 in fall 2023 for a +1.8% five year trend). While still showing negative five-year trends, fall 2023 enrollments increased over fall 2022 for all segments except out-of-state students. We speculate the drop here was due to the expansion of our metro area.

As noted previously, once students enroll at Marshall University, it is important to support them on their journeys to earning a degree or other credential. This support addresses the second theme of employing strategies to support and enhance the student experience.

While many faculty, staff, and students work tirelessly to support students in their Marshall journeys, the key office coordinating these efforts is the [Center for Student Success](#). The center is staffed by a director, associate and assistant directors, administrative and graduate assistants. The Center oversees the Herd Ready program, supplemental instruction, partnership with First2, alternative suspension, textbook support, total withdrawal counseling, student success coaching, Friend at Marshall (FAM) peer mentoring, sophomore programming, total comeback, and the learning hub.

The Center for Student Success is located in [East Hall](#), which also houses the Intercultural Center and the English Language Institute. This is a safe, open, and welcoming space for all students to do homework, study, print, or participate in online or virtual classes. Within East Hall, the Learning Hub is a space where students can study alone or in groups. The hub provides free printing for students and is a great place for commuter students to find a quiet place to study. In spring 2023, 394 individual students signed in to the Learning Hub 2070 times. The website also provides specific information for students having difficulty with academics, facing suspension, having advising or general academic issues, needing financial assistance, needing a tutor for class, looking for assistance with campus activities and life outside of academics, mental health issues, needing assistance due to a disability, needing assistance with any area. Videos that provide advice for students to be successful are also available on the website under “success tips.” (An update on the programs housed in East Hall, as a response to 2025 executive orders, is

found in this [email](#) and referenced under Criterion 1.C.)

Three programs offered by the Center for Student Success include:

Friend at Marshall (FAM). Started in fall 2019, the FAM program is designed to match each matriculating freshman student with an upper-class student who can help them and answer their questions. These FAM peer mentors represent a wide range of students, including students who are part of the LGBTQ+ community, students who come from foster care, students who are neurodivergent, and students who are parents of young children. Since its inception, the FAM program has expanded to include FAMs for new freshmen, for sophomores, for online students, and for transfer students. FAMs reach out to their mentees several times each semester. [Friend at Marshall University](#)

Supplemental Instruction – supplemental instruction integrates “what to learn” with “how to learn.” It consists of regularly scheduled; voluntary, out-of-class group study sessions driven by students’ needs. Supplemental instruction is implemented in high-risk courses and facilitated by trained peer leaders. Fall 2024 SI classes included BSC 120, BSC 227, CHM 205, CHM 211, CHM 212, MTH 127, and ENGR 213. [Supplemental Instruction](#)

The Supplemental Instruction program is working toward applying in spring 2026 for accreditation by the International Center for Supplemental Instruction (<https://info.umkc.edu/si/>). The university won an international [award](#) in 2024.

Alternative Suspension – this program offers students a unique opportunity to make progress in their chosen degree program and maintain a close connection to campus during their academic suspension. Students who participate in Alternative Suspension enroll for a maximum of 13-14 credit hours, including UNI 104: Advanced Strategies for Academic Success. By remaining enrolled in degree-applicable credits, students in ASP have a much higher chance of succeeding in their major and graduating from college.

- [Student Success Champions](#)
- [Alternative Suspension](#)
- [Alternative Suspension contract](#)
- [Alternative Suspension Curriculum](#)

Additional initiatives include textbook support, total withdrawal counseling, and Total Comeback. During the 2023-2024 academic year 97 students received \$281 each to assist with purchase of textbooks. The Center connects students who are considering total withdrawal with an appropriate Total Withdrawal Counselor. There are 31 Total Withdrawal Counselors at Marshall. Finally, [Total Comeback](#) is a 12-week program that supports students returning from a total withdrawal. This program provides strategies for success, including time management, academic strategies, and managing stress.

The Center for Student Success also provides information regarding the [First2 Network Summer Research Opportunity](#). This allows interested high school seniors or nontraditional students who are preparing to begin college. First generation and underrepresented minority students are especially encouraged to apply.

Finally, the Center for Student Success worked with Academic Affairs to sponsor Intercultural Dinner Groups for interested matriculating freshmen during the fall semesters 2022, 2023, and 2024. The goal of this program, as part of Marshall's HLC Quality Initiative, was for students to share a meal with someone from another part of the world or otherwise different background. Students were placed in their groups based on a survey of their interests, and the resulting groups were naturally diverse in terms of race/ethnicity, nationality, religious affiliation, LGBTQ+ identities, age, socio-economic backgrounds, and other categories. Dinners were based on a particular world region or US tradition. At each dinner, students were given conversation prompts and were asked to answer a simple survey. Comments were overwhelmingly positive, and retention rates (while a small subset of freshmen) were impressive from fall to spring. For instance, of the 55 students to participated in the dinners in fall 2024, 52 (95%) enrolled in Marshall in spring 2025.

- [Survey example \(2024\)](#)
- [Example of conversation prompts \(2024\)](#)
- [Intercultural Dinner Groups flyer \(2024\)](#)
- [Example of conversation prompts \(2023\)](#)

A document published by the Center for Student Success describes its mission, programs, and partners. An indexed data book that demonstrates the scope of CSS programs is published each fall. This information was also provided to the President's Cabinet in a February 2023 presentation.

- [CSS overview](#)
- [CSS fall 2024 data book](#)
- [CSS fall 2023 data book](#)
- [CSS presentation to President's Cabinet](#)

[University College](#) provides advising for undecided, pre-major, conditionally admitted students, some pre-nursing students, as well as students enrolled in college courses in the high schools/early entry high school students, special admits, transient students, and international transient students. They administer math placement (ACCUPLACER Next-Generation, Advanced Algebra and Functions (AAF) exams for students who wish to challenge their Math ACT or SAT scores. They offer courses designed to assist students with specific transitions during their college experiences.

As measured by fall-to-fall persistence of first-time full-time 4-year degree seeking freshmen, Marshall's persistence has risen steadily (from 70.8% for the fall 2020 cohort to 78.8% for the fall 2022 cohort). A retention [plan](#) created by the Center for Student Success has been instituted to increase this retention rate to 80%.

Regarding advising, Marshall's results of undergraduate graduation surveys have indicated that only 63 to 69% of graduating seniors indicate that they are satisfied with the advising they have received at Marshall. To delve into this more deeply, Marshall administered the *National Survey of Student Engagement (NSSE)*'s updated topical survey on [academic advising](#) in 2020 and 2022:

Out of a total of 27 items, Marshall's first-year students scored at levels commensurate with students from other NSSE institutions that participated in the survey on 11 (41%) items, higher on 13 (48%) items, and lower on 3 (11%) items in either 2020, 2022, or both. Marshall's seniors scored at levels commensurate with students from other NSSE institutions that participated in the survey on 5 (19%) items, higher on 11 (41%) items, and lower on 11 (41%) items in either 2020, 2022, or both. Areas of strength for first-year students included discussing academic interests, etc. with academic advisors or faculty not assigned to advise. The latter was a strength of seniors in 2022. Strengths for both first-year and senior students also included being notified of important policies and deadlines, being told about their academic progress and performance, and having someone follow up with them about something they recommended. Freshmen indicated that advisors talked to them about their goals and future plans and about how their majors related to those goals. First-year students indicated that advisors discussed resources for their wellbeing and seniors indicated participating in co-curricular activities. First-year students indicated that the following officials had helped them develop their academic goals and future plans – academic advisors, faculty, online advising system, friends, and family members. Weaknesses for first-year students were discussing academic interests with a success or academic coach or peer advisor or mentor, or having special opportunities such as study abroad.

Marshall tracks the outcomes of our graduates through a combination of graduation and alumni surveys. The latter are sent to students six to twelve months past graduation. Undergraduate alumni surveys have been administered annually starting with the 2015-2016 cohort and graduate starting with the 2017-2018 cohort. Response rates for undergraduate surveys have grown from 25% for the 2015-2016 graduates to 40% for 2021-2022 graduates and for graduate surveys from 15% for 2017-2018 graduates to 43% for 2021-2022 graduates. In 2021-2022 65.3% of undergraduate respondents indicated being employed, with 55% earning more than \$40,000 annually (31% earning more than \$50,000 annually). An additional 28% of respondents reported being enrolled in further education. In 2021-2022, 89% of graduate and professional program completers reported being employed with 62% of respondents reporting salaries of between \$45,001 and \$100,000, with an additional 10% reporting salaries of more than \$100,000. Beginning with 2022-2023 graduates, the Office of Career Education surveys graduates using the First Destination Survey. More examples of recent surveys are found under Criterion 3.E.

- [2022-2023 Graduate Survey](#)
- [2021-2022 Graduate Survey](#)

Those academic programs whose graduates must pass certification and/or licensure exams for eligibility for employment in their fields maintain records of pass rates of these exams. These programs include:

- K-12 Teaching*
 - [CAEP Self Study](#) (Praxis information on pp. 4-5 and p. 42 ff)
 - [Praxis II evaluation](#)
 - [Praxis II and capstone evaluation](#)
 (*With changes in WV Department of Education and alternate paths to certification, these data are inconsistent in recent years.)
- [Counseling](#)
- [Doctor of Psychology](#) (p. 7)

- [Athletic Training](#)
- [Communication Disorders](#)
- [Medicine](#)
 - [2024 Medical licensing step 1](#)
 - [2023-2024 Medical licensing step 2](#)
 - [2023 Medical licensing step 1](#)
 - [2022-2023 Medical licensing step 2](#)
 - [2022 Medical licensing step 1](#)
 - [2021-2022 Medical licensing step 2](#)
 - [2021 Medical licensing step 1](#)
- [Physician Assistant](#)
- [Pharmacy](#)
 - [NAPLEX data 2023-2024](#)
 - [NAPLEX data 2022-2023](#)
 - [NAPLEX data 2021](#)
 - [NAPLEX data 2018-2020](#)
- [College of Health Professions](#)
 - Nursing – BSN
 - Medical Lab Technology
 - Medical Lab Sciences
 - Dietetics
 - Medical Imaging
 - Respiratory Care
 - Social Work (BSW)
 - Physical Therapy

According to Marshall’s website, [Marshall for All](#) “signals a desire to be an inclusive prosperity platform to accelerate the success of any individual with the aspiration and determination to try.” Marshall Forever “recognizes learning is a lifelong pursuit.” As outlined in Marshall’s “[Plan on a Page](#),” Marshall’s goal is for 2037 is 100% placement rates for graduates and zero students who graduate with student loan debt. To ensure this, Marshall will offer in-demand curriculum, on-demand delivery, and a distinctive value proposition. We will increase access, ensure affordability, grow support programs, deliver on demand, and enable lifetime achievement. The chart below indicates these priorities and the measures of their success.

Priorities and Measures of Success					
Priorities	Increase Access	Ensure Affordability	Grow Support Programs	Deliver on Demand	Enable Lifetime Achievement
Measures of Success	New student enrollment	Student debt load	First-year retention	Micro-credential course catalog	Customized training for advanced manufacturing
	Focused student segment enrollment	Debt-free pilot cohort launch and year/year retention	MARCO mentorship project launch	HyFlex course pilot	Academic pathways selected

	Recruitment contacts	Internships and jobs	E2E student experience monitoring in place	Micro-credential pilot	Career engagement participation
	Conversion rates	Fundraising campaign		Degree programs online	
	CRM integration			Online education website	

Criterion 4. Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Core Component 4.A. Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Argument

Shared governance at Marshall University is illustrated in an organizational chart published on the university's shared governance [website](#). (Further details regarding shared governance will be discussed below.) Administrative units of the university and other campus offices illustrate their organization through similar charts and/or in their units' governance documents or websites (faculty committee structures, etc.).

- [Shared governance organizational chart](#)
- [University administration organizational chart](#)
- [Academic Affairs organizational charts](#)
- [Faculty governance flow chart](#)
- [School of Medicine Office of the Dean organizational chart](#)
- [Information Technology organizational chart](#)
- [Finance organizational chart](#)
- [College of Liberal Arts faculty governance](#)
- [University Libraries organizational chart](#)

Board of Governors

The Marshall University Board of Governors (BOG) is a statutory body established in [WV Code §18B-2A-1](#). (This Code was revised by the state legislature in 2025.) The code acknowledges explicitly that West Virginia is best served when board membership includes the following:

- The academic and institutional expertise of faculty members and a student
- The technical or professional expertise and institutional experience of a classified or non-classified employee
- An awareness and understanding of the issues facing the institution
- The diverse perspectives that arise from a membership that is balanced and representative of West Virginia and its citizens

BOG membership consists of thirteen lay persons from the Marshall community appointed by the Governor, with consideration of institutional mission; a faculty representative (non-voting); student representative (non-voting); and classified or non-classified university staff representative (non-voting). The 2025 revision of the WV Code cited above changed faculty and staff Board representation from voting to non-voting, advisory members. In response to this state code revision, the Board passed Rule GA-10 (Policy on Non-Voting, Advisory Members) at its August 2025 meeting. This Rule acknowledges

the value of the insights of faculty, staff, and student representation to the Board's work and delineates the contributions of the advisory (non-voting) members of the Board.

- [August 2025 BOG meeting agenda](#) (page 26-28)
- August 2025 BOG meeting minutes
- [Campus representatives email opposing HB 3279](#)
- [BOG chair email opposing HB 3279](#)

Lay Board members are appointed to four-year terms and may serve two consecutive terms. Faculty and staff representatives are elected by their peers for two-year terms and may serve up to four consecutive years. The student representative is elected to a term of one year. The length of terms in conjunction with the term limits balance long-term association with and knowledge of the institution with the regular addition of fresh and varied perspectives.

The BOG has legal powers and fiduciary duties as specified in [WV Code § 18B-2A-4](#), powers and duties of governing boards. To ensure institutional autonomy, the [BOG has delegated](#) several of its powers and duties to Marshall's President. Beginning in 2019, the university has undertaken a broad revision of policies, keeping many rules under the purview of the BOG and delegating ultimate authority for other policies to university administration. This [chart](#) lists the updated policies, including those moved from BOG oversight. The online listing of BOG Rules and University Policies and Procedures includes effective dates, demonstrating the extent of updates since 2019.

- [Rules Policies Procedures page](#) (July 15, 2025)

There are several powers and duties that the BOG cannot delegate to institutional control. Among these, for example, is its charge to develop a campus master plan and to "review, at least every five years, all academic programs under its jurisdiction." Master planning (4.C) and Program Reviews (3.F) are covered in the Assurance Argument.

- [WV Code § 18B-2A-4](#), p. 2, paragraph g

As mentioned above, Marshall faculty, staff, and students have BOG representation and, through this representation, a voice and advisory input in all BOG matters. While not directly represented on the BOG, the university's senior leadership team (Cabinet) meets bi-weekly to provide institutional administrative operational oversight. Members of the leadership team prepare and present most items on the BOG agenda, and therefore also participate in university governance at the Board level. Every Board meeting agenda includes academic updates (from the Provost, the SGA, and the School of Medicine), finance and budget updates, and athletic updates. The [Faculty Senate](#) chair and [Classified Staff Council chair](#) report to the BOG annually.

BOG committee agendas for the June 2024 BOG meeting reflect university leadership presentation of action items and informational items to the BOG. (Similarly, other BOG agendas referenced throughout the Assurance Argument reflect the broad scope of actions and information originating from university leadership.)

- [June-2024-Academic-and-Student-Affairs-Committee-Meeting](#)
- [June-2024-Athletics-Committee-Meeting](#)
- [June-2024-Finance-Audit-and-Facilities-Planning-Committee-Meeting](#)

Administrative Leadership

The administration of Marshall University is led by President Brad D. Smith, who has served in this role since January 2022. The President's [Cabinet](#) provides a high level of expertise and experience to advise the President and to lead the academic and other major [functions](#) of the university.

In an important example of engaging in all university constituencies, when President Smith joined the university he engaged in a 100-day listening tour that involved 38 sessions with constituencies representing the Board of Governors, the administration, faculty, students, and staff. Findings from President Smith's listening tour were [shared](#) at a general faculty meeting. These findings led to the development of Marshall's current strategic plan, [Marshall for All, Marshall Forever: A Strategic Roadmap to Future Prosperity](#). The plan was created with input provided by consulting firms including [McKinsey and Company](#) and the [Boston Consulting Group](#) in addition to feedback from faculty, staff, alumni, students, and community members. The strategic plan is also discussed in Criterion 4.C.

Among the early initiatives resulting from the listening tour was a [reevaluation](#) of shared governance itself. This process of reevaluating shared governance had representation throughout the university. A The [Shared Governance Committee](#) was formed in 2022 with representation from board members, administration, faculty, staff, and students. This committee reviews and monitors campus satisfaction with these governance structures. A [form](#) on the Shared Governance website provides an ongoing channel for the campus community to offer feedback or report concerns regarding shared governance functions. Two concrete recommendations to date have come out of this reevaluation of shared governance:

- Because the non-classified staff did not have representation in shared governance, a [new council](#) was formed in 2024 to represent their interests.
- *A [Shared Governance Charter](#) was created on campus and approved by the BOG in February 2025.
 - [ADMIN-20 Procedure](#) regarding approval of rules, policies, and procedures
 - [ITP-1 Procedure](#) shared governance process regarding IT
 - [February 2025 BOG Academic and Student Affairs Committee agenda](#) (Shared Governance Charter and resolution, p. 3 ff.)
 - [February 2025 BOG meeting agenda](#) (charter and resolution, p. 57 ff.)
 - [February 2025 BOG meeting minutes](#)

*The Shared Governance Charter describes the governing structures and decision-making responsibilities for the various constituencies on campus—student, faculty, classified and non-classified staff, and administration and established review processes for new policies and procedures that involve numerous constituencies. Further, it established a formal role for staff in shared governance. The Charter established the University Advisory Council, which meets regularly with the President to receive timely updates; the University Advisory Council can be convened in situations of emergency or pressing issues that need shared governance input.

Marshall's [Budget Model Redesign Steering Committee](#) is one example of the many university-level committees with broad university constituency representation, input and review. As the university moved from a centralized to an incentivized budget model, the steering committee

itself included representatives from many university constituencies, including the Faculty Senate, Classified Staff Council, Non-Classified Staff, the Council of Chairs, Deans, the Office of the Provost, and Athletics. (Budgets and budget processes, including the new budget model and its development, are discussed in more detail in Criterion 4.B.)

University leadership demonstrated its deftness in responding to crises during the coronavirus pandemic. The university relied on the [Office of Health and Safety](#) and the data collected at the university level, the county, and the state to ensure that the administration stayed informed about the latest developments related to the pandemic, including infection rates, health guidelines, vaccination data, and any emerging trends. By staying up to date on COVID-19 data, the administration was able to make timely decisions to protect the health and safety of the campus community. The university published timely data on campus infections and organized efforts several times during the crisis to offer testing and vaccines. The Physical Plant and IT worked throughout the campus to provide safe working and teaching environments.

Marshall University's administration employs various data sources and tools to make informed decisions in the best interests of the institution and its constituents. As an example, the administration relies on enrollment comparison data to understand enrollment trends over the past [five years](#). This data is generated primarily from dashboards generated through Microsoft PowerBI. By analyzing this data, the administration can identify patterns, changes in student demographics, and potential challenges related to recruitment and retention. This information enables the administration to make informed decisions regarding resource allocation, program development, and student support initiatives to enhance enrollment and student success. Many of these dashboards are intended for internal use, but several are available for the campus community and the public on Marshall's Institutional Research and Planning website. Faculty and Staff also have access to the Banner Extraction and Reporting Tool (MU-BERT) Dashboard, a series of reports generated from Banner that provides valuable insights into academic performance, course offerings, and faculty workload. The menu of data sets available to faculty and staff is dependent upon an individual's work functions. MU-BERT was created in 2004 by our now Vice President for Institutional Research and Planning, and it remains an important and much-used tool for the university.

- [Dashboard – graduate credit hours](#)
- [Dashboard – aggregate credit hours](#)
- [BERT dashboard](#)

In the discussions in Criterion 4.C regarding Marshall's strategic and master plans, it is evident that institution-wide planning and decision-making is chiefly dependent on the use of internal and external data. As a further example of the use of internal data to inform decision making, in October 2024 the Faculty Senate considered and approved a resolution to place a two-year moratorium on academic suspensions of first-time full-time students. This moratorium addressed an unusually high suspension rate (largely due to academic deficits often experienced by students in this post-quarantine period) and a desire to use existing Student Support mechanisms to keep these students enrolled and, ultimately, successful at Marshall, thus supporting the university's retention goals.

- [SR 24-25-04 proposal](#) (pp. 10-11)
- [SR 24-25-04 approved by Faculty Senate](#) (p. 2)

Faculty and Staff

Faculty and staff elect or appoint representatives to serve on university committees that address concerns of their constituencies and draft policies and procedures in support of their work and their students. As a result, the constituencies participate in shared representative governance through these bodies.

Academic requirements, policy, and processes—including curricular changes and the promotion and tenure process—are addressed through faculty-based, collaborative organizational structures, such as the Faculty Senate, Faculty Senate standing committees, and the Graduate Council. These governing bodies receive input from corresponding committees in the departments and colleges, thus ensuring shared faculty governance from all academic levels.

The [Faculty Senate](#) meets monthly during the academic year and oversees most academic policy changes, approval of new undergraduate courses and degree programs, and evaluation of existing undergraduate degree programs. Each academic unit elects its representatives to the Faculty Senate on a proportional basis; the Faculty Senate [Executive Committee](#) also includes the Chair of the Graduate Council, the Chair of the Council of Chairs, the Faculty Representative to the Board of Governors, and the President of the Student Government Association. Many of the [proposals](#) that are considered by the Faculty Senate regarding academic requirements, policies, and processes are first proposed in faculty-led standing committees. Minutes and meeting documents (agenda, minutes from previous meeting, proposed resolutions) from a 2024 meeting are representative of the work of the Faculty Senate, in which academic proposals included an intent to plan, Program Reviews, and program changes, and other agenda items included catalog standardization, upcoming commencement exercises, and upcoming Dean searches. Faculty Senate minutes are archived on the Faculty Senate website and in Marshall Digital Scholar (the university's online repository of university documents and faculty and student scholarly and creative work).

- [Faculty Senate meeting, 11/21/2024 minutes](#)
- [Faculty Senate meeting, 11/21/2024 meeting documents](#)

Generally, university faculty standing committees are composed of a voting liaison from the Faculty Senate itself, a faculty member from each academic unit, and two students (one undergraduate and one graduate) appointed by the Student Government Association, with some exceptions. The [Faculty Personnel Committee](#) has a membership comprised exclusively of faculty. The [Student Conduct and Welfare Committee](#) voting membership includes six total undergraduate and two graduate students. The committees include ex-officio representatives from the administration and staff as appropriate regarding the committee's nature and function.

- [Faculty Senate standing committees](#)
- [Budget and Academic Policy](#)
- [Faculty Technology](#)

The [Graduate Council](#) meets monthly during the academic year and oversees issues related to graduate education. As referenced above ([faculty governance chart](#)), the Graduate Council has representation on the Faculty Senate. The Council's responsibilities include the recommendation and approval of new graduate courses and degree programs, the evaluation of existing graduate

programs, the recommendation of graduate faculty status, and other academic policies related to graduate education. Graduate Council voting [membership](#) includes faculty from each academic unit offering graduate degrees, a member of the library faculty, the Faculty Senate Chair; and a graduate student representative. Ex-officio, non-voting members include members of the administration, including the Provost, the Vice President of Research, and the Assistant Provost for Graduate Education. Representative meeting minutes reflect numerous informational items and action on proposals related to graduate faculty status, program changes, and graduate transfer credits.

- [Graduate Council meeting minutes, April 2025](#)
- [Graduate Council meeting minutes, March 2025](#)
- [Graduate Council meeting minutes, March 2024](#)

All Faculty Senate and Graduate Council recommendations go to the President for approval. Major policies, as well as new academic programs, then go to the Board of Governors for approval. An example of this is the recent updating of our [Academic Dishonesty](#) policy. It was proposed by the Budget and Academic Policy Committee (BAPC) in the Faculty Senate, signed by the President, and approved by the Board of Governors. Policy approval history appears on university policy documents.

As discussed in Criterion 3, additional university-wide committees are housed in the Office of Academic Affairs and provide specific oversight related to academic programs. The University Assessment Committee reviews academic assessment plans and reports as well as course syllabi, which it reviews for required elements and for commonality among course sections taught in different modalities or locations. The General Education Council's work includes approving and recertifying specific categories of courses to be included in the core curriculum. Both committees have representatives from across academic units, and the Assessment Committee includes representation from Student Affairs and Housing.

The Classified Staff Council was established to promote a positive work environment and open communication among staff and across campus. The Council's monthly meetings feature the business of body and its committees, as well as information from the university President and cabinet members.

- [Classified Staff Council Mission Statement](#)
- [Classified Staff Council Constitution and By-Laws](#)
- [March 20, 2025 minutes](#)
- [July 18, 2024 minutes](#)

The Non-Classified Staff Council (NCSC), referenced above as being formed in 2024 the result of the Ad Hoc Shared Governance Committee, represents the interests of the non-classified staff members at Marshall.

- [Non-Classified Staff Council initial election guidelines](#)
- [Non-Classified Council initial membership](#)
- [NCSC Bylaws draft](#)
- [NCSC meeting agenda, July 2025](#)
- [NCSC meeting agenda, June 2025](#)
- [NCSC meeting minutes, June 2025](#)

A relatively recent example of cross-campus governance collaboration involves the creation of the academic calendar. The [process](#) itself was passed by the Faculty Senate via its Budget and Academic Policy Standing Committee (BAPC) in Spring 2019. (This process is also found in the faculty [Greenbook](#), p. 26.) This process was first put into place during the 2022-23 school year for the [creation of the 2024-28 academic calendar \(rationale for changing the calendar described in document\)](#). The academic calendar committee, which has representation from the Faculty Senate (BAPC), Graduate Council, Student Government, Registrar, Staff Council, Housing and Residential Life, and the Associate Provost, created a proposed calendar. Once the committee finalized its proposal, the approval process went through a dual-track approval process—to the Faculty Senate (via the BAPC) and through the Student Government Association. Once both groups approved, it went to the President’s signature for approval.

- [3/23/23 Faculty Senate minutes](#) (citation regarding calendar on pages 5 and 10)
- [2/23/23 Faculty Senate minutes](#) (citation regarding calendar on page 3)

In a similar process in October 2024, the new calendar was amended to address unanticipated consequences with the timing of the summer term. The process to amend the calendar was the result of attention to feedback relating to Student Success, financial aid, and the arrival of international students. These documents include the Faculty Senate proposal and approval.

- [SR 24-25-05 proposal](#) (pp. 13-18)
- [SR 24-25-05 approved by Faculty Senate](#) (p. 2)

Students

The Student Government Association (SGA) is a self-governing body that represents the interests of and provides leadership development opportunities for students.

- [SGA Constitution](#)
- [SGA By-Laws](#)
- [SGA First Year Apprenticeship Program](#)

Beyond the SGA itself, students have opportunities to serve on several university-wide committees, either as voting members or in a non-voting advisory capacity.

- [Faculty Senate](#) (Constitution, p. 3)
- [Graduate Council](#) (By-Laws, p. 3)
- [University Assessment Committee](#)
- Board of Governors ([WV Code §18B-2A-1](#), as cited above)

Student roles in university governance are described in Marshall’s [Shared Governance Charter](#).

External Engagement

As described in Criterion 1.B, engagement in the community is core to Marshall’s Mission and identity, and the university is a vital resource and partner in Huntington and the Tri-State region. Marshall’s cooperative work with and support of local organizations is further demonstrated here:

- Marshall’s Office of Public Safety [keeps city and county law enforcement apprised](#) of all arrests and serious crimes on campus. Crimes occurring close to campus but under the jurisdiction of local law enforcement are reported to the campus community through [MU](#)

[Alert](#), Marshall's emergency messaging system.

- The region's public transportation system, Tri-State Transit Authority (TTA) has several bus routes that run by campus. They operate a dedicated Marshall shuttle, called the Green Machine, that offers service with stops at several campus locations throughout the day six days a week. This shuttle is available to Marshall students free of charge.
 - [TTA Marshall shuttle weekday schedule](#)
 - [TTA Marshall shuttle Saturday schedule](#)
- Marshall University's President and the Dean of the College of Arts and Media serve as ex-officio members of the Board of Trustees of the Huntington Museum of Art, the largest art museum in West Virginia and home to the only plant conservatory in the state. The museum's annual fundraising ball is presented each year by the Marshall Health Network.
 - [Huntington Museum of Art Board of Trustees](#)
 - [HMA Ball announcement 2025](#)
 - [HMA Ball announcement 2024](#)

Core Component 4.B. Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Argument

Personnel Resources – Staffing, Evaluation, and Development

The Office of Institutional Research and Planning monitors financial and personnel resources and publishes numerous datasets regarding students, faculty, and staff, including demographic data, degrees awarded, and credit hours generated. This information includes the following reports, which are currently published from 2018-2025.

- Student Data Book – student enrollment, degrees conferred, and student demographics ([most current report](#))
- Common Data Set – a standardized report used by higher education institutions across the United States (commondataset.org) ([most recent report](#))
- Bluebook – historic trends for enrollment, degree, and faculty data. ([most recent report](#))
- Standard Answers to Survey Questions – student, faculty, and staff survey reports ([most recent report](#))

In recent years the university has moved to using dashboards to illustrate these various data sets. Concerning faculty and staff resources, the dashboards provide numbers of various types of employees, as well as the total number of institutional employees. This data can be presented in aggregate or by category. A semester credit hour dashboard presents this data sliced by college, level, college, modality, and faculty status.

- [Faculty/staff demographics \(aggregate\)](#)
- [Faculty/staff demographics \(School of Medicine\)](#)
- [Faculty/staff demographics \(tenured faculty\)](#)
- [Semester credit hours dashboard \(aggregate\)](#)
- [Semester credit hours dashboard \(distance learning\)](#)
- [Semester credit hours dashboard \(graduate courses\)](#)

The Human Resource Services staff provides services to employees and applicants for employment at Marshall University and the Marshall University Research Corporation. The Human Resources office processes ensure that staff in all areas are qualified and well-trained. These process areas are discussed in the paragraphs that follow:

- Position Development and Description
- Recruitment and Hiring
- Performance Evaluation
- Professional Development

In 2017, the West Virginia legislature passed [WV Code §18B-9B-1](#), which gives Marshall and other institutions the ability to supersede the state employee classification procedure. Using this authority, Marshall implemented a set of compensation guidelines, [HRS-2](#), in 2022 to put our

employment procedures into effect. The [classification and compensation system](#) includes a set of Master Job Classification Specifications that outline the qualifications and descriptions of each job title for classified employees. This procedure ensures that staff employment and compensation practices are consistent, equitable, based on objective criteria, documented, and reviewed periodically. Administrative Procedure [PER-02](#) further describes guidelines for compensation matters.

Marshall advertises all positions: classified staff (exempt and non-exempt), non-classified staff, and faculty. Marshall uses the PeopleAdmin platform to manage the search and hiring process.

- [Representative positions advertised August 2025](#)
- [LCOB position advertisement August 2025](#)
- [Facilities and Operations position advertisement August 2025](#)

For each open position, a search committee is created; its members include subject matter experts and experienced individuals whose assignment is to interview and recommend candidates for hire.

After the departmental “hiring authority” has received permission to hire, the Office of Human Resource Services begins the on-boarding process, which includes but is not limited to a background check, reference checks, I-9 and E-Verify process, benefits enrollment, and orientation. This model is used for all position types to ensure the correct talent is hired.

- [Job Description Review Request](#)
- [Search Process](#)
- [PeopleAdmin training](#)

Faculty performance evaluations occur annually for all faculty appointments. Tenure-track and tenured faculty are reviewed annually through policies governing the annual report, and, as appropriate, at the time of pre-tenure review, tenure review, and promotion review. Non-tenure track appointments are reviewed through the reappointment process. (See Criterion 3.C.)

The process for faculty annual evaluations is laid out in University policy AA-22. This is a multi-layer process involving the faculty member, the direct supervisor (usually Department Chair), the Dean, and the Chief Academic Officer. An appeal process is available, terminating with the Provost. As with all Marshall employees, faculty may also file grievances with the West Virginia Public Employees Grievance Board. The evaluation for each faculty member is based on the member’s workload under Marshall’s Faculty Workload Policy.

- [UPAA-22 Annual Evaluation of Faculty](#)
- [UPAA-20 Faculty Workload](#)
- [WV Grievance Timeline](#)

All non-faculty staff are evaluated on a common schedule set by HR and accomplished through the PeopleAdmin platform. The purpose of the annual performance assessment is to identify areas of employee performance that may need to be improved, to assist with professional development, and to document performance. The evaluation calendar, general performance criteria, and procedures for this evaluation are outlined on the HR [website](#).

- [Supervisor guide for evaluating exempt employees](#)

- [Supervisor guide for evaluating non-exempt employees](#)
- [Supervisor and employee guide for creating progress notes](#)

Marshall provides a number of ongoing training and professional development programs for faculty and staff.

- The Center for Teaching and Learning provides numerous professional development events for faculty. The CTL also runs a New Faculty Orientation that runs through the first academic year at Marshall as well as training related to general education initiatives such as Critical Thinking classes, Writing Across the Curriculum, and Service Learning. All faculty teaching courses with these general education aspects are required to complete the corresponding certification. (CTL is discussed further in Criteria 3.C.)
 - [New Faculty Workshops, 2025-2026](#)
 - [New Faculty Orientation, fall 2025](#)
 - [Critical Thinking Workshop, fall 2025](#)
- The [Marshall University Research Corporation](#) (MURC) provides grant-writing training and also provides training on research ethics (IRB) and other research-related topics. All faculty directly involved with grants are required to complete the [CITI](#) training, a national-standard training on research ethics.
 - [MURC trainings, fall 2025](#)
- Marshall faculty members have several resources available for individual professional development pursuits. Colleges and departments have limited funding available; these funds are generally in support of faculty on the tenure track and those presenting at academic conferences. The Faculty Senate, through its Faculty Development Committee, awards competitive grants through the INCO Foundation to support faculty development activities. The Faculty Senate's Research Committee awards funding for travel for scholarly presentations at conferences through the Quinlan Endowment.
 - [INCO information for faculty](#)
 - [Quinlan information for faculty](#)
- Human Resources provides [training](#) on key business and HR functions (finance and budget, Banner, IT use, hiring) as well as [Title IX, Clery Act](#), and Student Conduct training.
 - [Title IX Taskforce](#)
 - [Title IX Investigator Training](#)
- Marshall provides [tuition assistance](#) for all full-time employees pursuing Marshall academic degrees.

The University has organized a [John Marshall Leadership Fellows Program](#) annually since 2019. This program includes approximately 10 faculty and 10 staff selected from across all colleges and organizational units. Members meet weekly and are provided with release time from teaching or staff duties as appropriate. The goals of the [program](#) are to:

- Identify faculty, staff, and administrators who have leadership potential.

- Provide information, training, and development activities related to institutional processes, policies, and decision-making pathways.
- Build participants' competence through leadership theory and research; and
- Apply leadership principles to a timely problem-solving project, addressing an issue of significance to the university.

Beginning in 2022, the university has also sponsored a [Department Chair Leadership Academy](#). This is a one-semester program in which 12-15 department chairs are selected. In weekly meetings, the participants hear from:

- Leaders—university presidents, provosts, deans—who know from experience what a department chair faces, and can speak about the “big picture” of academia; and
- Colleagues from Marshall University and beyond—whose expertise in data analytics, research, and diversity can guide the participants in making decisions for their specific departments.

Reviewing Programmatic Resources

One key element for realistic planning is to understand the situation “on the ground” with faculty and staff and with academic programs, to identify key strengths and challenges and to provide a picture of the timeline and resources needed to accomplish particular goals. The strategic planning [process](#) for Marshall’s Strategic Vision (2023) included 38 listening sessions and over 1,200 captured responses from Marshall along with external assessments from 18 university presidents and 6 campus visits.

To complement internal expertise, Marshall is increasingly relying on external benchmarks and reviews to ensure that our goals and actions are realistic for our institution. These external reviews provide neutral, third-party viewpoints that can help identify internal blind spots and determine the limits of realistic goals and priorities.

- The University has engaged with a number of industry-leading consulting firms, including [McKinsey](#) and the [Boston Consulting Group](#) (BCG), to review our Mission statement and our short- and medium-term goals. We worked recently with the Huron Consulting Group to shape our updated incentive-based budget model described below.
- Beginning in 2022, we have relied on external assessments of program demand and viability for new program proposals. (We are currently using the Hanover Consulting Group to provide these. Evidence below.) These external assessments provide a neutral and experienced opinion about potential new programs early in the program creation process, to ensure that our programs additions are realistic for the institution and have the external demand needed.
 - [BOG agenda 4/10/24](#) - Approval of new degrees citing Hanover research, p. 5
 - [BOG minutes 4/10/24](#) – Approval of Degree Additions
 - [Hanover assessment for Bachelor’s in Pharmaceutical Sciences](#)
- Beginning in Fall 2022, as part of Program Review (discussed in Criterion 3.F), each program that does not have programmatic accreditation is reviewed by an external panel of disciplinary experts. Marshall recruits these panels from peer institutions and provides them with full program information and a campus visit. The panels provide a written report that goes to the Provost and Board along with the internal Program Review

report.

- [History BA – program review](#) (external panel report linked on page 8)
- [History BA – external review for program review](#)

Financial Resources

Marshall's Finance division supports Marshall University by providing university financial services directly to students and the campus community through its accounting, accounts payable, budget, bursar, payroll and finance IT offices. The division is committed to sound fiscal policies, stewardship of assets, and the integrity of our processes. The Finance website publishes externally audited financial statements dating back to 2002. An internal audit charter is published on the Finance website; at meetings of the Board, the university's Senior Vice President of Finance and Chief Financial Officer includes an internal audit update.

- [FY 2024 external audit](#)
- [FY 2023 external audit](#)
- [FY 2022 external audit](#)
- [Internal Audit Charter](#)
- [April 2025 BOG meeting, internal audit update p. 134](#)
- [December 2024 BOG meeting, internal audit update p. 218](#)

In 2023, Marshall embarked upon a redesign of its budget structure to move to an Incentivized Budget Model (IBM). The primary goals of creating this model were to decentralize the budget and create incentives for campus leaders and programs and to increase transparency regarding financial resources and decision-making. The university worked with a team from the Huron Consulting Group to develop the IBM. A presentation from the [April 2023 kick-off meeting](#) details the development plan; slides 4 and 5 of this presentation demonstrate the shared governance apparent in the groups developing this new model. This [document](#) is a presentation for academic deans given in August 2023 to help roll out the development of the IBM and next steps. The development committees (outlined in the kick-off document) met regularly through the 2023-2024 development phase. Because each college is a revenue unit under the IBM model, each dean plays an important role in its functioning. In early 2025 the President, CFO, Provost, and other staff met with the deans and budget managers of every college, allowing them to share their concerns and offer feedback with the President.

- [CAM budget email 2/4/25](#)
- [CAM budget email 11/22/24](#)
- [Email re Deans' feedback](#)

The university's budget development process used the IBM for the first time for the FY2026 budget.

This model management [document](#) describes the committee structure for managing the IBM. The Budget Advisory Committee (BAC) receives budget requests from campus units and makes recommendations to the units. The BAC membership includes:

- CFO
- Provost
- Budget Director

- Finance Director
- an Assistant Provost (appointed by Provost)
- Business Operations Manager
- two Cabinet members (other than CFO)
- three academic deans
- Chairs or designees of Faculty Senate, Classified Staff Council, Non-Classified Staff Council, Student Government Association
- Athletics representative

The [invitation](#) to the first meeting of the BAC shows the membership and agenda. This committee met regularly through the budget development cycle for FY 2026. Meeting details from two subsequent meetings reveal the scope of the committee’s work during its first year.

- [BAC meeting #6](#) (meeting slide deck)
- [BAC meeting #3](#) (email)

The BAC makes final budget recommendations to the Executive Budget Committee (EBC) for approval. The EBC membership includes:

- President
- Provost
- CFO
- Chief of Staff
- Budget Director
- Institutional Research representative

Budgets approved by the EBC are submitted to the Board of Governors for final approval. University budgets are approved by the BOG once a year (discussed below).

The management structure of the new IBM demonstrates the university’s commitment to effective shared governance. This structure is explained fully in the university’s shared governance [charter](#) (page 8), and a flow chart diagrams the roles and functions of the IBM model (Shared Governance charter, Appendix 2, p. 14). Transparency is maintained by publishing the annual budget on the website of the Division of Finance. The annual budget and supporting documents submitted to the BOG for approval are included in the agendas of the BOG and the BOG’s Finance, Audit and Facilities Planning Committee. These agendas are made public before each Board meeting on the Board website, and minutes of these meetings are maintained there as well. Board approval of the annual operating budget takes place at its meeting in April. Meeting documents for these meetings include a detailed presentation of the budget regarding the assumptions and strategic choices utilized. Annual budgets reflect prioritized allocations in support of the University’s Mission, and documents provided to the BOG regarding the budget are presented in context of the Enduring Financial Principles of the university’s strategic plan.

- [BOG Finance, Audit and Facilities Planning Committee agenda, April 2025](#)
- [BOG April 2025 agenda](#) (annual budget proposal p. 87 ff.)
- [BOG April 2025 minutes](#) (annual budget approved p. 10 ff.)
- [BOG April 2024 agenda](#) (annual budget proposal p. 134 ff.)
- [BOG April 2024 minutes](#) (annual budget approved p. 5)

Representative meeting agendas and minutes provide a snapshot of the scope of financial information beyond the annual budget shared with and approved by the BOG.

- Internal audit updates (provided at each meeting)
 - [December 2024 BOG agenda](#) (p. 218)
 - [April 2025 BOG agenda](#) (p. 134)
- External audit reports; financial statements and budget projections
 - [December 2024 BOG agenda](#) (audit report p. 64 ff.; financial statements and projections p. 200 ff.)
- Tuition and fees (approved during April meetings)
 - [April 2025 BOG agenda](#) (p. 90 ff.)
- Deferred maintenance
 - [October 2024 Finance, Audit and Facilities Planning agenda](#) (p. 3 ff.)
 - [October 2024 BOG meeting minutes](#) (p. 5)
- Expansion of counties with Metro tuition rate
 - [October 2024 Finance, Audit and Facilities Planning agenda](#) (p. 26 ff.)
 - [October 2024 BOG meeting minutes](#) (p. 5)

The university [reports](#) its budgets to the WV Higher Education Policy Commission (HEPC) each year.

- [FY 2026 operating budget report to the HEPC](#)
- [FY 2026 capital budget report to the HEPC](#)
- [FY 2025 operating budget report to the HEPC](#)
- [FY 2025 capital budget report to the HEPC](#)
- [FY 2024 budget report to the HEPC](#)

The most recent [Composite Financial Index](#) published by HEPC reflects data through FY24. Marshall's Primary Reserve Ratio has remained stable since 2020 and ranks second among universities in West Virginia. Our Return on Net Position Ratio has improved in three of the past four years. While our Viability Ratio is below 1.0, it has remained stable for several years; Marshall has had no issues meeting debt obligations and has no plans to incur significant new debt. Our current CFI score of 2.89 reflects positively and continues a trend of years in positive territory despite regional demographic and affordability challenges.

In 2024, [Moody's](#) downgraded Marshall University's credit rating from A2 to A3, while revising the outlook to "stable" from "negative." The university has no current plans for incurring additional debt. Also in 2024 [Fitch Ratings](#) announced that Marshall University's financial picture was stable and made no changes to our A+ rating. Fitch's outlook characterized the university's financial future as improving due to increased enrollment, ongoing expense management and overall financial flexibility. As discussed in Criterion 4.C, the university has made improvements to our overall financial picture and remains on track to move out of a budget deficit by FY 2027.

The Budget Office monitors and forecasts to ensure resources are properly allocated to support and sustain the university's financial health while promoting new and existing academic program growth. This is accomplished through two primary methods:

- Every week on Monday, all financial transactions from the previous week are downloaded, categorized, analyzed, and incorporated into the ongoing [Cash Flow Forecast](#) model that projects weekly cash flow needs for the current year, as well as a projection for the next three years, based upon by-category assumptions of growth/decline.
- The Office of Institutional Research and Planning has created a suite of reports within PowerBI that are directly linked to the university's comprehensive systems, such as registration, bursar, and financial. These online and easily accessible tools enable real-time analysis of a host of university metrics in both data and visual form. Furthermore, the tools enable leaders at all levels of the university to see performance at the university level, as well as the ability to drill down into the details of their specific areas of responsibility.
 - [Budget model dashboard – student credit hours](#)
 - [Budget model dashboard – square footage](#)
 - [Income statement dashboard](#)

The Budget Office regularly hosts [training](#) for new and existing employees to help faculty and staff understand these processes and interpret financial data. Training sessions are generally offered monthly in person or remotely, and several are self-guided.

- [Banner Budget Training-Finance](#)
- [Accounts Payable training](#)

It is often necessary and appropriate for the University to make investments in new opportunities and to meet the demands of existing programs. The University has an extensive [approval process](#) in place to address needs that exceed a division's base allocation. Requests are reviewed and prioritized to ensure investments align with the University's Mission and strategic direction. Requests under \$2000 are typically reviewed by the Budget Office, and requests over \$2000 are reviewed by the finance leadership team.

The current university Strategic Plan and Master Plan are discussed in Criterion 4.C. Beyond the projects outlined in the Campus Master Plan, the university has a multi-year capital improvement plan within the overall operating budget that will maintain and improve facilities in line with strategic objectives.

- [FA-5 Capital Project Management. MUBOG. 2020-08](#)
- [MUBOG Operations Presentation. Operations.6.21.23](#)

Examples from FY 2023 deferred maintenance projects include:

- Boiler Replacement: Smith Hall, Welcome Center.
- Elevator Modernization: Smith Hall, Memorial Student Center.
- Concrete Repairs: Henderson Center, Morrow Library.

This [document](#) lists more recent deferred maintenance projects.

The state awarded Marshall \$21.8 million in deferred maintenance reimbursement beginning in FY 2024, with a requirement that all projects be completed by November 2025. Despite challenges with the timing of reimbursements and available cash on hand to pay for projects

before reimbursement (a challenge faced by other universities in the state awarded these deferred maintenance reimbursements), the university has been able to complete several projects under the program.

- [Projects for state-reimbursed deferred maintenance \(“Shock and Awe”\)](#)
- [Actual “Shock and Awe” expenditures as of August 2025](#)

The Marshall University Foundation provides oversight in the acquisition, investment, and disbursement of private resources for the university. (The Foundation’s recent financial statements and endowment spending policy are also cited in Criterion 2.A.) Endowment data can be found beginning at note 20 in the FY 2024 Foundation audit (pp. 28 ff.). Per the endowment spending policy (also summarized on page 33 of the FY 2024 [audit](#)), annual spending allocations are based on the 12-quarter moving average of the market value of the endowments measured at September 30 for the following academic year. The 12-quarter moving average is then multiplied by 4% for the year’s spending allocation. As an example, the allocation determined on September 30, 2024 was applied to current use funds for the FY 2026 fiscal year (2025-2026 academic year).

- [FY 2024 MU Foundation financial audit](#)
- [FY 2023 MU Foundation financial audit](#)
- [Endowment spending policy](#)
- [2024 Foundation Impact Report](#)
- [2023 Foundation Impact Report](#)
- [2022 Foundation Impact Report](#)

In 2021 the Foundation completed its Marshall Rises campaign, which exceeded its \$150 million goal to raise \$176 million over 41,000 gifts. The campaign was closely aligned with academic programs and strategic priorities.

- [Marshall Rises brochure](#)
- [Marshall Rises viewbook](#)
- [Marshall Rises case statement](#)
- [Marshall Rises letter requesting input](#)
- [Marshall Rises timeline](#)
- [Marshall Rises donor thank you letter](#)
- [Marshall Rises success press release](#)

Core Component 4.C. Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment

Argument

Strategic Plan

Marshall's strategic plan, [Marshall for All, Marshall Forever](#), is the result of President Smith's [100-day listening tour](#) that he completed early in his tenure. The scope of this listening tour emphasized President Smith's support of shared governance, which was later codified in the university's shared governance [charter](#) finalized in February 2025. The university's strategic plan is expressed by the presentation linked above, as well as by a "[Plan-on-a-Page](#)." As cited in Criterion 1.A, each department and college has also created their own plans-on-a-page.

- [Strategic plan homepage](#)
- [Strategic plan focus areas](#)

As part of our strategic planning process, Marshall has adopted four "Enduring Financial Principles" to [shape budgetary decisions](#) in alignment with our Mission and Creed:

1. *Grow Students, Not Fees* – Minimize tuition and fee increases. Institutional success is measured by our accessibility, affordability and lifetime value for the students we serve.
2. *Invest In Our Team* – Align employee compensation with market. Incentivize for performance and living the Marshall University Creed.
3. *Take Care of The House* – Investments in facilities are essential to the university Mission. Invest in innovative technologies to meet modern challenges.
4. *Manage our Strategic Resources* – Build key reserves for fiscal and operational resiliency. Invest available resources in new market-driven opportunities.

The Enduring Financial Principles inform university budget planning, and budget presentations to the Board of Governors are given in context of these principles. (Additional examples of BOR presentations are cited in Criterion 4.B.)

- [BOG-April 2024 FAFP Committee agenda](#) (pp. 3 ff., p. 27 ff.)
- [BOG-April 2024 meeting minutes](#) (p. 6)
- [BOG-April 2023 Finance, Audit and Facilities Planning Committee agenda](#) (pp. 49 ff.)
- [BOG-April 2023 meeting minutes](#) (p. 8)

The evolving needs and aspirations of prospective families and students are acknowledged as the focus of the strategic plan. The "Challenges and Opportunities" section of the [strategic plan](#) (beginning on slide 10) highlights data relating to student enrollment and enrollment costs; information from this research helped shape the strategic plan, which has a focus on the student perspective as a driver of goals of the plan. Central to the plan is the understanding that the right credentials, affordability, a sense of belonging, flexibility, online learning options, and an assurance of career readiness is important for our student body. Among the ambitious goals of the [plan](#) (p. 21) for 2037 are:

- Ensuring 100% placement rates for graduates.
- Amplifying research productivity to \$150 million.
- Guaranteeing 30X return on investments made to Marshall.

The strategic plan culminates in five student-first priorities to help reach these goals (slide 24):

- Increase access
- Ensure affordability
- Grow support programs
- Deliver on demand
- Enable lifetime achievement

Action items and metrics are highlighted beginning on page 25 of the strategic plan.

Implementation of many action items and favorable metrics are already evident in several areas.

- Increase Access
 - A new Vice President of Enrollment Management was hired in 2023.
 - [Enrollment of new students](#) continues to increase since 2023.
 - An implementation of the strategic enrollment plan is underway with new leadership.
- Ensure Affordability
 - The first cohort of 100 Marshall for All students enrolled in fall 2023.
 - Additional cohorts of students enrolled in fall 2024 (100 students) and fall 2025 (200 students).
 - Fall 2023 to 2024 retention of Marshall for All students was 79% in comparison to 76% for all first-time full-time freshmen; the comparison for fall 2024-2025 is 83% to 76.68%.
- Support Programs
 - [Herd Connect](#) (referred to as MARCO in the strategic plan) is a robust mentorship program connecting students with peer, faculty, professional, and alumni mentors.
 - First-year retention increased from 72% in fall 2023 to 76 in fall 2024 to 76.68 in fall 2024.
- On-Demand Delivery
 - The [Marshall Skills Exchange](#), linked through our robust Marshall Online website, provides a catalog of micro-credential course offerings.
 - In the 2023-2024 academic year Marshall launched 9 online degree programs (6 graduate, 3 undergraduate) and 2 online graduate certificate programs.
 - In the 2024-2025 academic year, Marshall launched 12 online degree programs (8 graduate, 4 undergraduate) and 3 online graduate certificate programs.
 - Enrollment of online students increased from 1366 in fall 2023 to 1860 in fall 2025.
 - [Online enrollment fall 2025](#)
 - [Online enrollment fall 2024](#)
 - [Online enrollment fall 2023](#)
- Lifetime Achievement
 - A new Vice President of Economic and Workforce Development was hired in 2023.

- The Office of Career Education offers many support programs for students, including connection to [employment and internship opportunities](#) and resources for [micro-internships and remote work](#).

Campus Master Plan

The Board of Governors approved the current University Campus Master Plan in June 2023. The Master Plan outlines the long-term vision and goals for the university's facilities and operations and serves as a strategic guideline, informing capital budget requests and driving decisions related to new building construction, additions, renovations, maintenance, landscaping, parking, vehicular and pedestrian circulation, demolition of campus facilities, acquisitions, and more. The Master Plan focuses on five key areas: space optimization, safe circulation, landscape activation, enhancements to each distinct campus zone, and building renewal.

- [2023 Master Plan](#)
- [2023 Master Plan Executive Summary](#)

The Campus Master Plan considers the current and future needs of the entire institution and considers the perspectives of various constituent groups, including students, faculty, staff, and the local community. Page 6 of the [Executive Summary](#) explains the use of various data points to inform focus areas of the Master Plan. The plan also derived from input from different internal stakeholders, including academic department needs and administrative units, ensuring a holistic approach to campus development.

- [2023 Master Plan Steering Committee](#)
- [2023 Master Plan Open Sessions](#)
- [2023 Master Plan Feedback Form](#)

The Campus Master Plan has a ten-year target of the completion of the following projects:

- Smith Hall, Smith Music Hall, and Smith Communications Building.
- Science Building, Gullickson Hall, and Henderson Center.
- Demolition of Laidley Hall and Holderby Hall due to deferred maintenance needs surpassing their value and investment potential.
- Implementation of Stormwater Interventions.
- Campus-wide classroom renovations.
- Landscape Activation projects in Core, So. Charleston, and Health Sciences campus.

Resource Planning

In 2022, at the beginning of Brad Smith's tenure as Marshall's President, the university had a forecasted deficit of \$28 million, which was expected to head toward \$35 million. The strategic plan that developed after President Smith's listening tour and campus feedback, was created to begin moving us away from a budget deficit toward a balanced budget, which is expected by 2027. In President Smith's report to the Board of Governors in April 2025, he included progress toward meeting goals in the strategic plan, which are in turn resulted in moving the budget closer to a balance. At the time of the April 2025 BOG meeting, the budget deficit had been reduced to \$14.5 million. This [document](#), extracted from the BOG presentation, presents progress to date and projections toward moving out of deficit by 2027.

To ensure that resources are allocated in line with its Mission and priorities, Marshall has recently switched from a zero-based “sources and uses” centralized budget model to a decentralized, incentivized budget model. The developmental stages of this [new budget model](#), which was fully implemented in FY 2026, was discussed at length in Criterion 4.B.

- [Incentivized budget allocations](#)
- [Incentivized budget methodology](#)

The goals of this project are to:

1. Encourage transparency and predictability.
2. Enhance accountability while empowering units to make decisions
3. Eliminate the need for negotiation by relying on established metrics that are, in turn, based on the University's Mission and priorities.
4. Improve planning processes by making the fiscal consequences of each potential strategic decision more transparent.

One early step in this direction was the elimination of the university's “hiring freeze” committee. Formerly, this committee reviewed all hires, including faculty and staff replacements. The “hiring freeze” committee was replaced by the Strategic Hiring Committee (SHC) after the appointment of our current President. The new committee’s charge is not to freeze positions but rather to evaluate approval based on budget and future incentive-based models. Positions are evaluated through the lens of programs, infrastructure, campus safety, and strategic goals, including enrollment, demand, cost, and capacity. Most replacement positions are approved instantly, while newly created positions are analyzed more closely. Position proposals (replacement, new, modified) are entered in PeopleAdmin, the hiring software used by the university, and are reviewed by the SHC electronically. Regarding faculty, each Dean has a target headcount for faculty and staff in the unit and can hire with only a “lightweight” approval process by the SHC, as long as the faculty/staff count remains within the target. The SHC meets monthly, and its membership includes the following:

- Senior Vice President for Operations
- Chief Human Resources Officer
- Associate Provost
- Provost
- General Council and Chief Legal Officer
- Chief Financial Officer
- Ex Officio Staff (currently four positions)

The Division of Information Technology annually reviews technology services to ensure positive operational and student outcomes. MUIT incorporates findings from these annual reviews in the technology strategy. Their annual work is detailed in a one-page “Activity Wheel” that illustrates system updates and an annual calendar that takes academic and enrollment management needs into consideration. This cashflow [snapshot](#) provides a broad look at spending on facilities and technology (FY 2022 through present, and projections for FY 2027). Income statements for FY 2023-2025 show more detail of IT expenditures relating to teaching and learning and to classrooms.

- [MUIT Plan-on-a-Page](#)
- [MUIT activity wheel 2025-2026](#)

- [AY 2024-2025 technology services survey report](#)
- [MUIT Income Statements FY 2023-2025](#)

As Marshall has been increasing its research profile since receiving designation as an R2 research university, there is increasing demand for high-quality research space. In 2022, Marshall created a Research Space Allocation Committee to review requests for research laboratory space through a committee involving the Provost, CFO, and the Deans. The purpose of this committee is to ensure appropriate space allocation and stewardship of University resources.

- [ADMIN-17 Procedure](#)
- [Research and Laboratory Space request information](#) (webpage)

Enrollment Management

In spring 2022 University administration developed and launched a comprehensive student enrollment management (SEM) plan that addresses current trends and lays out strategies for improving enrollment and retention.

- [SEM overview](#)
- [SEM presentation to BOG](#)
- [SEM template](#)

Marshall University diligently addressed national enrollment projections, indicating a significant 15% decline in high school graduates starting in 2025. More pressing is the anticipated 21% decline in West Virginia high school graduates. Such projections are not just numbers on a page but signify potential shifts in the demographics and aspirations of our incoming student body. Ten target student populations are highlighted in the SEM plan ([SEM presentation](#), page 7); each population has particular needs and requires specific approaches in communication, recruiting materials, and retention strategies.

- First Year
- Transfer
- Graduate/Professional
- Distance
- International
- Adult/Non-Traditional
- Military Connected
- Non-Degree/Dual Enrollment/Professional Development
- Metro
- Non-Resident

The [students-first decision principles](#) (p. 7) that guided the creation of the 2023 Campus Master Plan support the institution's strategic enrollment plan, thus demonstrating reciprocal support among components of Marshall's overall planning: strategic roadmap, enrollment projections, and fiscal realities. Student-first decision principles:

1. "One Marshall" in the Community ... a singular, integrated, and holistic plan that incorporates the needs of all areas of the university and its communities.

2. Safety and Security ... a plan and design that optimizes for people and resources.
3. Research, Teaching, and Learning Innovation ... encompass a larger, more- varied student base.
4. Sense of Belonging ... inclusivity and accessibility, ensuring every student is successful.
5. Stewardship ... maximizes the strategic use of existing and new assets in a data-driven and sustainable way.

As required by HEPC, Marshall participates annually in the WV Higher Education Report Card process, which provides comparison to all other state institutions. The latest HEPC Enrollment report can be found [here](#). Marshall regularly reviews these reports and formulates responses when needed. For example, HEPC reports state-wide retention data; Marshall has developed a plan for improving retention (included in the Strategic Enrollment Management [plan](#) described above).

These charts illustrate Marshall's recent retention and graduation rates in comparison with peer institutions.

- [2023-2024 HEPC peers](#)
- [2017-2023 HEPC and R2 peers](#)

The university has established several programs to help improve retention and graduation rates.

- The Center for Student Success (CSS) has been described in detail in Criteria 3.G, and its work includes a peer mentoring program.
- The CSS has also initiated a retention [plan](#) to increase freshman-to-sophomore retention to 80%.
- The College of Liberal Arts established the Herd Humanities interdisciplinary program in 2023. Supported by a grant by the [Teagle Foundation](#), Herd Humanities provides students with an opportunity to develop skills in composition, communication, and critical thinking vital to success in all majors and careers. Students in the [program](#) complete [two designated courses](#) (SCLA 101 and SCLA 102), which fulfil specific requirements in the university Core Curriculum. The program was piloted in spring 2024 with two sections of each course; the fall 2025 class schedule included an offering of five (SCLA 101) and eight sections (SCLA 102). A review of retention data since implementation of this program reveals above average rates among Herd Humanities participants.
- The Office of Academic Affairs has recently established [Herd Connect](#), a four-pronged mentorship program that supports students throughout their undergraduate career at Marshall. Freshmen are assigned professional advisors and peer mentors. When they reach their third year, their peer mentors are replaced by faculty mentors in their programs of study. Students in their fourth year are assigned alumni mentors to help guide them professionally in the transition from student to graduate. (The university is still in the process of identifying alumni mentors for upcoming fourth-year cohorts.) This approach to mentorship is intended to provide support from the time students are adjusting to college life to focusing on their major program of study to preparing for life after graduation. A dashboard was created to monitor mentor assignments at all levels.
 - [Screenshot of fall 2025 Herd Connect assignment numbers](#)
 - [Screenshot of spring 2025 Herd Connect assignments](#) (student identities redacted)

Recent policy and procedural changes have been made in an effort to aid in student success:

- [Academic Forgiveness Policy](#): simplified for easier application, quicker review, and greater accessibility
- [Withdrawal Policies](#): individual course withdrawals and total withdrawals separated and given different deadlines; all undergraduate students complete Total Withdrawal Counseling (in CSS) before withdrawing completely from the university
- D/F Repeat Rule: the credit hour limit for D/F repeats increased from 60 to 90 hours, allowing students to take advantage of this option through the completion of their junior year ([Academic Affairs policies](#) page online, pp. 15-16).

All of these policies are reflected in the appropriate [Catalogs](#):

- Undergraduate Catalog (under *Academic Information* link)
- Graduate Catalog (under *Academic Requirements and Regulations* link)
- [School of Medicine Bulletin](#) (Policy links begin on page 122.)

The Office of Student Affairs conducts regular surveys of its programs. Here are representative survey results.

- [Week of Welcome, 2024](#)
- [Herd Service Day, 2024](#)
- [Women and Gender, 2024](#) (first offering of survey and only one respondent)
- [Campus Food Pantry, 2023](#)

Data-Driven Decision Making

Marshall's strategic plan and master campus plan were the result of extensive research as well as campus-wide input, and as discussed in Criterion 4.A, the university makes extensive use of data, using tools such as Microsoft PowerBI, to inform planning and decisions. Overall, the utilization of these data sources and tools empowers the administration of Marshall University to make evidence-based decisions that benefit the institution and its constituents. By combining strategic planning, health and safety updates, enrollment analysis, and academic performance data, the administration can ensure that their actions align with the University's Mission and contribute to its continued prosperity and success. The Vice President for Institutional Research and Planning & Chief Data Officer continues to develop the university's data infrastructure, and immediate plans are to identify a key group of campus constituents to discuss best practices on data management and develop a campus culture regarding data use and governance, with the goal of establishing an ongoing data governance council.

The Chief Data Officer has created several opportunities to encourage greater data literacy on campus. He has created a blog on the university website that highlights developments in Marshall's use of data, and he periodically offers workshops to increase knowledge of using data for planning and decision-making.

- [CDO blog – list of articles](#)
- [CDO blog – 2025 update](#)
- [CDO blog – 20 years of MU-BERT](#)
- [CDO blog – Behind the Scenes](#)

- [Facts Decoded II workshop slide deck](#)

Shared Governance and Campus Planning

As referenced in Criterion 4.A, the Board of Governors plays a fiduciary role in guiding the university's overall direction and decision-making. The Board of Governors includes [individuals](#) with diverse backgrounds and expertise, and they actively participate in the university's decision-making process. The Board members bring different perspectives to the table, ensuring that the institution's planning process considers a wide range of viewpoints and interests. Regular meetings of the Board provide a platform for discussions on various strategic matters. Meeting agendas are shared on the Board's [website](#), and meetings are open to the public as well as available through live-streaming on the university website. Thus, the University promotes transparency and allows all stakeholders to be aware of topics discussed by the Board and provides an opportunity for offering input and feedback through appropriate channels.

Campus governing bodies such as the [Faculty Senate](#) play a key role in [shared governance](#) at the university. Through their representation, faculty and staff members contribute to decision-making processes. Their involvement ensures that academic considerations and faculty and staff perspectives are integrated into the planning and decision-making procedures.

Further, feedback from the campus is used for ongoing decision making. As an example, the university conducts annual satisfaction surveys with faculty and staff.

- [2024 satisfaction survey summary](#)
- [Message from President Smith regarding 2024 survey](#)
- [2023 satisfaction survey summary](#)
- [Message from President Smith regarding 2023 survey](#)

The President's Cabinet uses a [timeline](#) to create an action plan to respond to challenges and opportunities discovered in the survey results.

By incorporating these various channels for input, feedback, and representation, Marshall University ensures that its planning processes are inclusive, comprehensive, and reflective of the diverse perspectives of its internal and external constituent groups. Marshall University's comprehensive campus development planning is both forward-looking and responsive. Recognizing broader demographic and societal trends, the University has grounded its strategies in deep-seated research as well as an understanding of our unique community. This approach, based both in collaboration and research, helps the university make well-informed decisions that align with its Mission and Values, ultimately benefiting the entire institution and its stakeholders.

Types of Questions Board Members Might Expect During the Site Visit

Governance & Oversight

- How does the board ensure it operates independently and in the best interests of the institution?
- What is the board's role in setting institutional mission, vision, and strategic priorities?
- How does the board monitor institutional performance and outcomes?
- How are board members selected, trained, and evaluated?

Strategic Planning & Financial Stewardship

- Can you describe the institution's current strategic plan and how the board contributes to it?
- How does the board ensure financial sustainability and responsible budgeting?
- What mechanisms are in place for risk management and long-term financial planning?
- How does the board evaluate the effectiveness of institutional investments?

Academic Quality & Student Success

- How does the board stay informed about academic programs and student learning outcomes?
- What role does the board play in supporting student success initiatives?
- How does the board ensure that academic freedom and integrity are upheld?

Leadership & Institutional Integrity

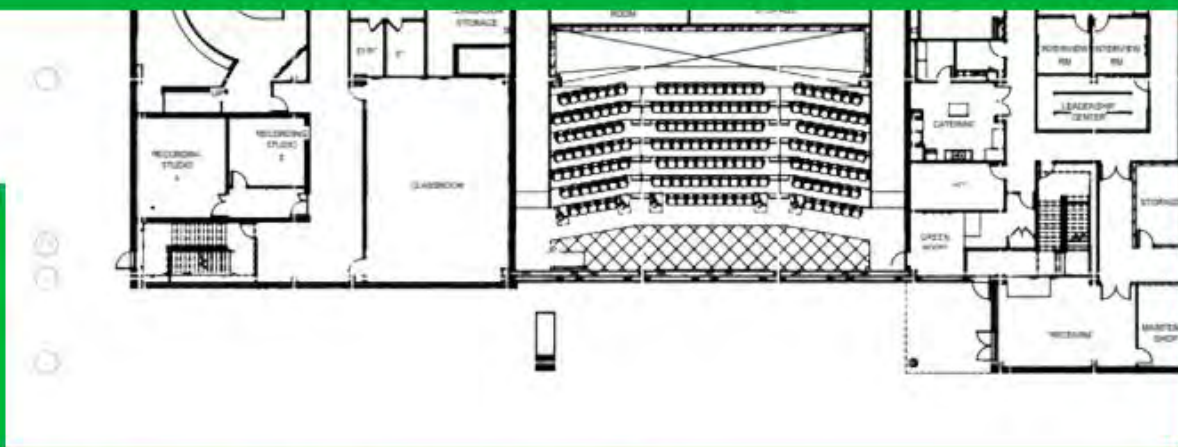
- How does the board evaluate the performance of the president?
- What is the board's role in succession planning for senior leadership?
- How does the board ensure ethical conduct and transparency across the institution?
- Are there policies in place to prevent conflicts of interest?

Mission, Vision, and Community Engagement

- How does the board ensure the institution's mission is reflected in its operations and decisions?
- What steps does the board take to engage with external stakeholders and the broader community?
- How does the institution serve its region or target population, and how is this evaluated?

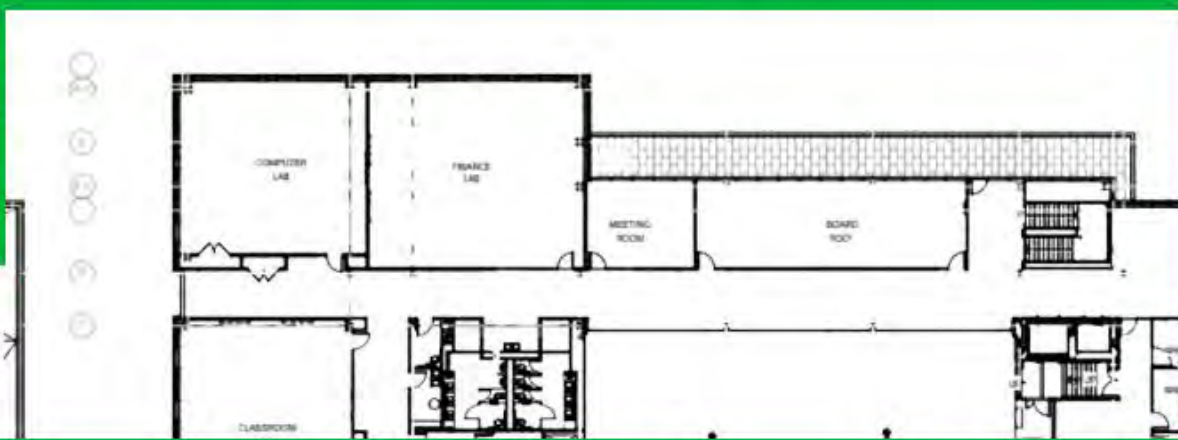
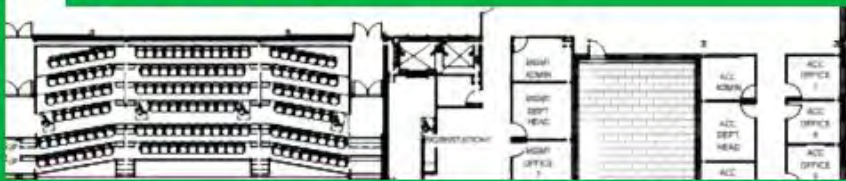
Accreditation Awareness & Assurance Argument

- How familiar are you with the HLC Criteria for Accreditation?
- What role did the board play in preparing for this site visit and the Assurance Argument?
- How does the board monitor compliance with accreditation standards?



The Future of Business Education

At The Lewis College of Business & Brad D. Smith Schools of Business





Executive Summary

Aspire to be a leading business school in the region and beyond.

-  Graduate students with skills valued by industry and society.
-  Engage in research that impacts business and community practice.
-  Serve the University, the City of Huntington, the State of West Virginia, the region, and beyond.

Our PLAN-ON-A-PAGE

VISION	 “To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future”				
CREED	Educational Open Civil Responsible Safe Well Ethical Pluralistic Socially Conscious Judicious				
2037 GOALS	 Individual Success 100% Placement Rates for Graduates Zero Students Graduate with Student Loan Debt		 Innovative Ideas \$150M Research, Grants, Contracts 3X Start-Ups Incubated		 Economic Impact 30X Return for Every \$1 Invested 3X GDP Impact in West Virginia (\$2.3B)
STAKEHOLDER GOALS	Students Offer an affordable education with a distinctively supportive and flexible experience to ensure lifelong prosperity	Team Empower faculty and staff to do the best work of their lives	West Virginia Improve the well-being of all West Virginians by creating breakthrough opportunities and solutions	Financial Stakeholders Build a resilient and sustainable institution to outlast headwinds	
STRATEGY	Marshall for All, Marshall Forever In-Demand Curriculum • On-Demand Delivery • Distinctive Value Proposition				
PRIORITIES	Increase access	Ensure affordability	Grow support programs	Deliver on demand	Enable lifetime achievement
METRICS	- New student enrollment - Focused student segment enrollment - Recruitment contacts - Conversion rates - CRM integration	- Student debt load - Debt-free pilot cohort launch and year/year retention - Internships and jobs - Fundraising campaign	- First-year retention - MARCO mentorship project launch - E2E student experience monitoring in place	- Micro-credential course catalog - HyFlex course pilot - Micro-credential pilot - Degree programs online - Online education website	- Customized training for advanced manufacturing - Academic pathways selected - Career Engagement participation

Page 115 of 136

LCOB Plan-On-A-Page

Vision	 To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future				
Mission	To create and share business knowledge that brings prosperity to our students, West Virginia, and beyond.				
Values	HOW WE DECIDE Our Students Are Our North Star College Over Territorialism & Ego		HOW WE COLLABORATE Communicate Openly with a Long-Term Mindset Honor Experience, Embrace Innovation		
Stakeholder Goals	Students Offer affordable education that equips all business students with in-demand career skills through experiential learning, supportive systems, and flexible delivery options.	Team Empower faculty and staff to excel in their roles via growth opportunities, professional development, recognition, and a supportive culture.	Research Academy Generate breakthrough business knowledge that makes an applied mission-aligned impact by boosting research time, funding, and collaboration.	West Virginia Improve the economic well-being of West Virginians by creating solutions and opportunities for community businesses, cultivating a skilled workforce of business leaders, and fostering entrepreneurship.	Financial Stakeholders Create a resilient, sustainable College by innovating for students, expanding into new markets, securing grants, partnering with donors, and optimizing our resources.
Priorities	Design Innovative & Experiential Curricula	Leverage our new building as a vibrant hub for business and business education	Grant-Based Research Focused on MU's 6 Areas	Cultivate Thriving Student Organizations via External Engagement	Increase Effectiveness Trust, & Speed of Internal Processes
Key Metrics	Student Metrics - Enrollment, Retention, Graduation - AoL Outcomes - Scholarship & Emergency Funding \$ - Internship Placement % - Job Placement %	Team Metrics - Employee Engagement - Prof. Development \$ - Promotion Pathways - Faculty/Staff Salaries - Faculty Teaching Loads	Research Metrics - ABDC Journal Hits - Mission-Aligned Journal Hits - Citations or Media Mentions - Conference Presentation to Publication %	WV Metrics - ROI for Every \$1 State Invests - WV Economic Impact Reports - WV Employers Partnerships - Entrepreneurs Created	Financial Metrics - Tuition \$ - Grant \$ - Donor \$ - Margin After Total Costs

Undergraduate Programs

Bachelor's Degree Programs in:

- Accounting
- Aviation Management
- Economics
- Entrepreneurship
- Finance
- Health Care Management
- International Business
- Management
- Management Information Systems
- Marketing
- Online General Business
- Sports Business
- Sustainability Management and Technology

Minor Programs of Study in:

- Accounting
- Economics
- Entrepreneurship
- Esports Business
- Finance
- General Business
- Health Care Management
- Hospitality and Tourism
- Human Resource Management
- International Business
- Legal Environment
- Management
- Management Information Systems
- Marketing
- Sports Business
- Supply Chain Management
- Sustainability and Technology Management

Graduate Programs

Masters Programs in:

- Master of Business Administration
- Master of Business Administration Online
- Master of Science in Accountancy
- Master of Science in Health Care Administration
- Master of Science in Health Informatics
- Master of Science in Human Resource Management
- Master of Science in Information Systems
- Master of Science in Sport Administration

A Doctoral Program in:

- Doctor of Business Administration

With concentrations in:

- Accounting
- Health Care Management
- Management and Entrepreneurship

Factors that Influence the Enrollment Decision



- Faculty Credentials
- Campus Location
- Campus Culture



- Tuition Costs
- Job Placements
- Alumni Achievements



Why the LCOB?

- *WE ARE* Resourceful
- *WE ARE* Student-Driven
- *WE ARE* Established
- *WE ARE* Accredited
- *WE ARE* Affordable
- *WE ARE* Innovative
- *WE ARE* State-of-the-art

Critical Factors to the LCOB's Success



Course Design



Marketing &
Branding



Statistics



International
Trips



Admissions
Concierge



Pricing &
Internships



Recruiting

[illegible][illegible]

What do employers seek in young professionals?



How can we provide these skills?

Curriculum

Workshops

Experiential Learning

Internships and Job Shadowing

Professional Development Modules

Simulating Real World Work Environments



5 Year Action Plan

Year 1



Y1

Y2

Y3

Y4

Y5

Reconfigure 5 Graduate Programs:

- Sports Administration
- Management Information Systems
- Human Resource Management
- Health Care Administration
- Health Informatics

- Set up Full-Time MBA
- Rework online MBA

- Prepare for AACSB

5 Year Action Plan

Year 2



Continued Objectives:

- Launch 5 Restructured Graduate Programs
- Finalize Full-Time MBA, Complete Restructure of Online MBA
- Prepare for AACSB and Submit Report

New Objectives:

- Implement New Research Standards
- Undertake Complete Review of Undergraduate Curriculums
- Restructure and Expand DBA Offerings
- Coordinate Collaboration with Foreign Feeder Universities
- Integrate Recruiters in Domestic and International Circuits

5 Year Action Plan

Year 3



Continued Objectives

- Launch Full-Time MBA, Launch Restructured Online MBA
- AACSB Visit
- Implement Changes of Undergraduate Curriculum
- Coordinate Collaboration with Foreign Feeder Universities
- Integrate Recruiters on Domestic and International Circuits

New Objectives:

- Set up Bachelor and Master Programs in Business Analytics and AI

5 Year Action Plan

Year 4



Continued Objectives:

- Continue Structuring of Bachelor and Master Programs in Business Analytics and AI

5 Year Action Plan

Year 5



Continued Objectives:

- Launch Bachelor and Master Programs in Business Analytics and AI

Marketing and Branding

Airport Ads

Billboards

Social Media

Campus Ads

Recruiting



Questions



Sources - Slides 7 & 11

Tuition / Cost

Delaney, T. (2023). “The Cost of Public Higher Education and College Enrollment.”

Rises in in-state tuition causally reduce enrollment at public 2- and 4-year colleges. [ERIC](#)

Hemelt, S. & Marcotte, D. (2011). “The impact of tuition increases on enrollment at public colleges and universities.” *Educational Evaluation and Policy Analysis*.

Across U.S. publics, higher sticker prices depress enrollment; estimates quantify tuition elasticities. (Working-paper overview that compiles this literature.) [IZA Docs](#)

Heller, D. (1999). “The effects of tuition and state financial aid on public college enrollment.” *The Review of Higher Education*.

Seminal evidence that tuition and aid levels materially shape who enrolls and where.

Campus Location

Acton, R. K., et al. (2025). “Distance to Degrees: How College Proximity Shapes Postsecondary Choices and Success.” NBER Working Paper 33337.

Students are sensitive to driving time/miles to nearby colleges; distance measurably alters enrollment choices, with heterogeneous effects by sector and demographics. [IDEAS/RePEc2](#).

Inside Higher Ed (2024) round-up of two new proximity studies.

Summarizes recent empirical work showing students farther from a college (e.g., >25 miles/30 minutes) are less likely to enroll—especially for low-income and underrepresented groups. (Useful synthesis pointing to the underlying studies.) [Inside Higher Ed](#)

Campus Culture

Swanson, E., et al. (2021). “An Evaluation of the Educational Impact of College Campus Visits: A Randomized Experiment.” *AERA Open*.

Randomized campus-visit exposure increased college knowledge and intentions—evidence that experiential campus culture cues affect subsequent enrollment behaviors. [SAGE Journals+2ERIC+2](#)

Secore, S. (2019/2018). “The Impact of Campus Environments on College Choice and Persistence.” *Journal of Marketing for Higher Education* (ERIC indexed).

Argues—and documents with student data—that perceived campus environment (belonging, sociability, aesthetics) is central to college choice decisions. [ERIC+1](#)

Erkan, I., et al. (2023). “What affects university image and students’ supportive attitudes?” *Journal of Marketing for Higher Education*.

Finds university image (a proxy for perceived culture/brand) significantly shapes student attitudes that precede choice and enrollment. [Taylor & Francis Online](#)

McClure, J. L. (2020). “Examining the Influences of University Image and Campus Visits.” Doctoral study (University of Mississippi).

Empirical analysis linking campus image and visit experience to college choice among incoming students. [eGrove](#)

continued

Job Placement Reputation and University Reputation

MacLeod, W. B., Riehl, E., Saavedra, J. E., & Urquiola, M. (2017). “The Big Sort: College Reputation and Labor Market Outcomes.” *American Economic Journal: Applied Economics* 9(3): 223–261.

This paper presents a model linking **college reputation** (measured via average applicant test scores) to labor market outcomes and then to student sorting. They document that institutions with higher reputation tend to yield higher earnings growth for graduates, and argue that reputation plays a role in student choice under signaling (i.e. students may prefer institutions that give them better access to favorable employment outcomes). [American Economic Association+2evanriehl.github.io+2](#)They label this “the Big Sort” — students sort into institutions partly based on reputation because that reputation affects labor market matching. [evanriehl.github.io+2American Economic Association+2](#)

MacLeod, W. B. & others (2015). “College Reputation and Labor Market Outcomes” (NBER Working Paper).

In a related working paper version, they explicitly model how employer wage decisions incorporate a college’s reputation signal, which in turn incentivizes students to choose colleges with strong reputations. [NBER+1](#)The working paper is often cited in literature linking reputation to student decision making because it helps bridge student expectations and labor outcomes. [NBER+1](#)

Meritocracy or reputation? The role of rankings in international student recruitment.” Soysal, Y. N. (2024).

This article examines how **university reputation (via rankings)** drives international student decisions. It finds that reputation (as mediated by rankings) is a key determinant of recruitment across borders, arguably because students expect better placement or prestige outcomes from higher-ranked institutions. [Taylor & Francis Online](#)

“Impact of University Reputation and Academic Quality on University Selection Among Vietnamese Postgraduate Students” (Amoozegar et al., 2025).

This is a more recent empirical study in the context of Vietnam. It finds that **university reputation** has a significant positive effect on students’ decisions to enroll (even more than academic quality in many cases). [MDPI](#) While it’s for postgraduate enrollment decisions in Vietnam, it helps validate that reputation plays a strong role in institution choice. [MDPI](#). While not exclusively focused on employment, the logic is that reputation signals superior outcomes (including job outcomes) to prospective students. [Taylor & Francis](#)

Alumni Achievements

Volkwein, J. F. “Assessing Alumni Outcomes.”

This is a conceptual and empirical piece which argues that alumni outcomes—such as graduate degrees earned, occupational status and income, leadership, awards, career satisfaction—are an important dimension of institutional performance that feed into reputation and marketing to students. [Gallaudet University](#)

Although it does not always test the direct causal effect of alumni success on enrollment, it frames the logic and metrics by which alumni outcomes become a value proposition for prospective students.

Secore, S. (2019). “The Impact of Campus Environments on College Choice and Persistence.” *Journal of Marketing for Higher Education*.

While this article is broader (focusing on campus environment), it includes discussion and evidence showing that student perceptions of institutional prestige and success (which often include alumni achievement) play into choice decisions.

This helps bridge the mechanism by which alumni success can influence prospective students (via perceived prestige). (Note: you may need to combine with other works to get a direct effect on enrollment.

continued

Reputation in Higher Education: A Systematic Review.” (Mateus & Acosta, 2022).

This review article synthesizes empirical and conceptual research on institutional reputation. Among the many components it discusses is how alumni achievements (as part of the institution’s brand or reputation capital) influence student perceptions, decisions, and external ranking metrics. [PMC+1](#)

The strength of this article is that it connects how alumni outcomes are often operationalized in reputation models, and how that reputation is empirically tied to student enrollment and demand in the literature.

Faculty Credentials

NCES (U.S. Dept. of Education), “Factors That Influence Student College Choice” (2019)

National survey showing **academic quality/reputation** among the very top “very important” factors in college choice. Faculty credentials are a core component of perceived academic quality. [National Center for Education Statistics2.](#)

Harahap, Amanah, Gunarto & Purwanto (2023), “The Importance Factors That Students Consider in Choosing a University,” *Migration Letters*

Empirical study (n≈388) finding that **quality of lecturers (faculty)** and university image significantly and positively influence the decision to choose a university. [migrationletters.com](#)

Posselt, Rodgers, Eaton & Foster (2012/2014), “Understanding Admitted Doctoral Students’ Institutional Choice,” *Journal of Higher Education* (Univ. of Chicago Press)

For graduate enrollments, admitted students place substantial weight on **faculty-related factors** (faculty quality, fit, and diversity) when deciding where to enroll. [Chicago Journals](#)

Good Communicators

Global employability skills in the 21st century workplace” (Tushar et al., PMC / NCBI, 2023)

This review and synthesis across multiple national and regional studies finds that communication (oral and written) consistently ranks among the top employability skills desired by employers globally. [PMC](#)

Employers’ Preference on Employability Skills of Business Management and Accounting Graduates” (Briones, Apat, Lorica, Valenzuela)

In a survey of public and private organizations, the authors find that **communication skills** (alongside leadership and interpersonal skills) are among the most preferred attributes in graduates. [ResearchGate](#)

Problem Solvers

Global employability skills in the 21st century workplace” (Tushar et al., 2023)

This literature review synthesizes research across countries and time periods. It finds that **problem-solving** consistently appears as one of the top employability skills expected by employers—often ranked alongside teamwork, communication, and critical thinking. [PMC](#)

The Attributes Employers Look for on New Grad Resumes ...” — NACE, Job Outlook Survey (2025)

In this employer survey, nearly **90 %** of recruiters indicated they look for evidence of **a new graduate’s ability to solve problems** when reviewing resumes. [Default](#)

continued

Team Players

Global employability skills in the 21st century workplace” (Tushar et al., 2023)

This semi-systematic literature review examines decades of studies across many countries. It finds that **teamwork** (along with communication, problem solving, adaptability) consistently ranks among the top employability skills sought by employers. [PMC](#)

NACE “Attributes Employers Look for on New Grad Resumes” (Job Outlook survey, 2025)

According to the NACE survey, **more than 80% of employers** are looking for teamwork skills when reviewing new graduate resumes. [Default+2The EDU Ledger+2](#)

What do employers want from today’s graduates? Insights from the 2022 QS Global Employer Survey” (QS Employer Survey Report, 2022)*

In this large employer survey (26,742 respondents globally), collaboration and teamwork are among the top skills employers say they seek in graduates. [QS Insights](#)

Team Players: How Social Skills Improve Team Performance” (Weidmann et al., 2020)

In this paper, the authors estimate a “team player” effect controlling for various individual traits. They report an effect size (in their setting) of ~ **0.192** after controlling for a Theory of Mind / RMET measure—that is, being more of a team player is associated with a ~ 0.19 standard deviation improvement in team performance (or related outcome) when controlling for other traits. [Harvard Scholar](#)

Leaders and Leadership Skills

Leadership Skills and Wages” (Kuhn, 2002 / IZA Discussion Paper 482; also published in *Journal of Labor Economics*)

Leadership Experiences, Labor Market Entry, and Early Career Wages” (Lundin, 2021, *Journal of Human Resources*)

Ethical Traits

Hussey, A. (2011). “The effect of ethics on labor market success.”

This article empirically investigates the link between self-reported ethical behavior (integrity) and earnings outcomes in a longitudinal panel data set. It provides evidence that individuals who report higher ethical traits tend to have better labor market success (higher wages) controlling for other factors. [ScienceDirect](#)

While not exactly measuring hiring probability, it supports the idea that ethical traits are rewarded in the labor market.

Cheang, M. et al. (2023). “Employers’ Expectations of University Graduates as They Enter the Workplace.”

In this survey-based study, employers emphasize the importance of hiring and retaining employees with strong **work ethic**—which includes integrity, honesty, reliability, responsibility—and cite these as critical nontechnical attributes. [ERIC](#)

The study provides qualitative and quantitative employer perspectives showing that ethical attributes are part of what distinguishes desirable hires.

“The effect of soft skills, ethics, and value on the willingness of employers to continue recruiting UMT graduates.”

This study (focusing on graduates from Universiti Malaysia Terengganu, UMT) tests how **soft skills + ethics / values** influence employers' *willingness to continue recruiting* graduates from that university. It thus links ethical traits (as perceived) with employer demand / selection preferences. [ResearchGate](#)

Coachability

Employee Coachability: New Insights to Increase Employee Performance (Weiss, J. A., et al.)

This study shows that “highly coachable employees” are associated with better **job performance**, **adaptability**, and **promotability**, because they are more likely to seek, receive, and implement feedback. [Radar](#)

Its implication: since coachability correlates with outcomes employers care about, employers may favor coachable candidates (even if the study is not about **hiring decisions** per se).

An Examination of Employee Coachability and Managerial Relationships (Dissertation by J. A. Weiss)

This work explores individual differences (e.g. humility) underlying coachability. The author argues that coachable employees are preferred in organizational contexts, and suggests using behavioral interview questions to identify coachability in hiring. [Digital Commons@DePaul](#)

Exploring Coachability (Institute for Employment Studies, IES)

This is more of a review / practice paper. It examines what makes someone “coachable” in organizational settings—what traits, behaviors, and conditions support being coachable. [Institute for Employment Studies \(IES\)](#)