

Marshall University Classified Staff Council Minutes June 16th, 2022, Virtual Meeting via Microsoft Teams

Members Present: Clay Arens, Nina Barrett, David Childers, Timothy Cline, Beretta Coleman, Andrea Gray, Jennifer Griffith, Chris Hodge, Carol Hurula, Dena Laton, Becky Lusher, Nick Martin, Teresa Meddings, Amy Saxton-Young, Kelly Sowards, Crystal Stewart, Terri Thompson, Tony Waugh, Rob Williamson

Members Absent: Rachel Amos,

Members Absent (Excused): Lacie Bittinger, Carleen O’Neill, Eric Wallace,

Guests: Pam Adkins, Ari Aganus, John Apel, Michaela Arthur, Jean Ann Bevans, Billy Biggs, Beverly Boggs, Sharon Booth, John Bowen, Johnny Bradley, Monica Brooks, Butch Burriss, Karena Burriss, Pat Campbell, Eric Casto, Mary Chapman, Judy Clark, Ella Curry, Meg Cyrus, Jeb Dickerson, Laura Drake, Rebekah Duke, Cicero Fain, Bruce Felder, Karen Fisher, Cadyn Fraley, Trish Gallagher, Isabella Griffiths, Joyce Harrah, Justin Hawthorne, Lisa Henry, Sam Holiskey, Jillian Hovatter, Darlene Howell, AJ Hubbard, Chris Key, Simone Kompanek, Leonard Lovely, Karen McComas, Carissa McDonald, Michael McGuffey, Char McKenna, Rebecca Meek, Nathan Miller, Avi Mukherjee, Katherine Murphy, Becky Neace, Lisa Ransbottom, Jessica Rhodes, Scott Rhudy, Alice Roberts, Mark Robinson, Angie Rose, Emily Roush, Shawn Schulenberg, Kay Scott, Kylie Seaton, Tracy Smith, Allen Taylor, Erica Thomas, Tracy Christofero, Mary Waller, Lance West, Caitlin White, Amy Marie Workman

Chair Tony Waugh called the meeting to order. Parliamentarian Becky Lusher verified there was a quorum.

Dr. Mukherjee – Provost

- **Enrollment**
 - First year, full-time student applications are up 11% from this time last year.
 - Admissions are up 14%.
 - Deposits are up 2%.
 - Transfer applications are up 12.5% from this time last year.
 - Admissions are up 4.3%.
 - Deposits are up 8.5%.
 - Graduate student applications are up 11% from this time last year.
 - Fully online distance programs are up 7.3% from this time last year.
- **Recruitment**
 - Went to High Schools, talk about programs and do enrollment initiatives.
 - Green and white days were able to take place this year.
- **Strategic Enrollment Plan**
 - A campus-wide effort to increase recruitment and retention involving several departments, all colleges across campus, and some academic offices. Results from this initiative will hopefully be seen in Fall 2023.

- **New Talent**
 - Dr. Marcy Simms takes the position of Vice President of Intercultural and Student Affairs beginning July 5th. She replaces Maurice Cooley, who will still be involved with a few projects.
 - Dr. Simms is a Marshall Alum who recently finished her doctorate in education from the College of Education, and has been serving as the Dean of Students at Shawnee State.
 - Dr. Simms will report to Academic Affairs, but will also have a place on the President's Cabinet.
- **Accreditations**
 - The Pitt School of Journalism and Mass Communications has been reaccredited in their Undergraduate Program in Journalism by the national accrediting body: The Accrediting Council of Education in Journalism and Mass Communications.
 - The next accreditation for the school will be in the 2027-2028 academic year.
- **Grow Your Own Initiative**
 - Initiative being handled by the Department of Education in conjunction with various others including the county school boards, universities, community colleges, etc.
 - The public school systems will partner with higher education to encourage high school seniors to pursue a path towards teacher education.
 - It is a dual enrollment plan in which high school students will start getting college credit and pursue a path towards teacher education through our Colleges of Education.
 - Marshall's College of Education and Professional Development is working with several school systems and counties including Cabell, Wayne, Putnam, Greenbrier, Summers, Mingo and Mason counties.
- **Brad D. Smith Center for Business and Innovation Building**
 - Groundbreaking has taken place and construction is ongoing.
 - The target completion date is Fall 2023 and the College of Business can hopefully expect to move classes into the building in Spring 2024.
 - Project Donors include:
 - Brad and Alys Smith with a large donation to get the project started
 - State Electric with a sponsorship for the online video lab
 - Service Wire with a sponsorship for the sales center
 - Ohio Valley Bank with a sponsorship of a large classroom
 - Dutch Miller Automotive Group with a sponsorship for the building foyer
 - Cobra Insurance with a sponsorship for the auditorium
 - John Rahall with a sponsorship for a center for stakeholder engagement
 - Chuck Oldaker with a sponsorship for the accounting department head office
 - Ohio Valley Physicians, Steel Dynamics, and others have donated also.
 - 50% of the space has already found donors and the other 50% we will continue to look for donors for.

Mark Robison – CFO

- **Budget**
 - Preparing to upload the FY23 budget, which will be more difficult than the last two fiscal years, in which we were supported by COVID funds.
 - Preparing for the FY22 audit.

Bruce Felder – Human Resources

- **Juneteenth**
 - The governor issued a proclamation to allow the Juneteenth holiday to be observed in Higher Education.
 - Bruce welcomed everyone to attend the event being hosted that day on Harless Field beginning at 2:30pm.
 - The holiday will be observed as a day off on Friday, June 17th.
 - Any essential functions or operations that require employees to work on the holiday will be compensated using the holiday policy.
- **West Virginia Day**
 - June 20th is West Virginia Day, but the University will observe the holiday as part of our December holiday break.
- **Employee Pay**
 - July is a three payday month, so the last payday will be a benefits holiday.
 - AEI will be received in July.
 - Pay raises will go into effect on July 2nd and appear on the July 29th paycheck.
- **General Counsel**
 - Tony Stroud will be replacing Layton Cottrell as the University's General Counsel, although Layton will continue to stay on a few hours a week to help with the transition.
- **Inflation, Gas Prices, and Alternative Work Schedules**
 - In response to rising costs, employees are welcome to talk to their supervisors and department heads about alternative work schedules including a four day workweek and remote work.
 - If department heads can figure out a plan that is fair and equitable to the whole department, not just one individual, they can submit their plans to their Vice President, who Bruce said he will work with.

Tracy Smith – Director of Safety

- **COVID**
 - Hospitalizations and local cases have slowly decreased, but it is too soon to predict whether we will move back to a “yellow” campus designation, in which masks are optional.
 - Funding for the community-wide testing established quite some time ago in Cabell County is ending on June 30th.

- Going forward, the general management of testing in the State will be home testing and clinical testing from local physicians' offices.
- Marshall will continue to do COVID testing until tests run out. At last count we still at 3700 tests left.
- **Fall Semester**
 - No surveillance testing.
 - No move-in testing.

Approval of Minutes

- May 19th, 2022 minutes approved as written.

Teresa Meddings – ACCE

- **May Meeting**
 - ACCE met at Bluefield State College, and heard from Dr. Ted Lewis, Provost and Vice President for Academic Affairs and Student Affairs, who gave a brief history of Bluefield State College. The college is in the process of moving into university status.
 - The college was a historically black college.
 - They will be offering two more masters programs next year, and hope to offer their first doctoral program within five years.
 - Spoke to the importance of schools responding quickly and effectively to academic and workforce needs. They have made a request for exemption status as they cannot be as responsive with current processes, HEPC oversight, etc.
 - BSC employees have received an average of \$3000 in pay increases over the past year, and they plan to continue raising salaries as long as the school continues to thrive and grow.
 - Some of their financial gains were due to COVID funds, but they also had a 10% increase in enrollment last year.
 - Matt Turner from the HEPC sent information to the ACCE Chair dealing with series language.
 - Reviewed outstanding minutes.
 - Discussed ACCE positions that are vacant because institutions have no classified staff to fill them.
 - Discussed WV Net.
 - There are two job openings.
 - They are holding an IT Conference in July at WV Net Morgantown.
 - Discussed a legislative audit performed on WV Net.
 - Hinted at a possibility of WV Net moving under a different part of state government and out of Morgantown.
- **June Meeting**
 - ACCE met at Fairmont State University, and heard from Diana Phillips, who is their Provost and Interim President.

- Fairmont State's BOG Representative and Staff Council Chair also attended and spoke some about their orientation, practices for new and onboarding staff, and Staff Council's involvement.
- Discussed what other institutions do to share information about Staff Council to new employees.
- Trish Humphries could not attend, but send a communication stating that there is a draft RFP that has been written for the market study and funding is promising.
- A program called Savi Savings for higher education is being worked on in conjunction with TIAA. The program would help navigate federal student loan forgiveness programs.
- HEPC is working on a system wide option for institutions to provide an employee assistance program, and a committee will start meeting next month for that.
- Two-day ACCE Retreat will take place July 25th and 26th, in which they will have some classes and possibly another Zoom session to share with other institutions.

Carol Hurula – Board of Governors

BOG Representative – Carol Hurula

**Disclaimer: This is my interpretation of each meeting and presentation and are not verbatim conversations. Any questions or clarification, please notify me.*

BOG Meeting on June 16, 2022

- Approval of minutes for April 22, 2022.

Academic & Student Affairs Committee:

- Approved updated BOG Policy GA-1 Discrimination, Harassment, Sexual Harassment, and Domestic Misconduct, Stalking and Retaliation Policy including Title IX and SA-1 Student Rights and Responsibilities, and AA-15 Course withdrawal.
- Approved degree change for Bachelor of Arts from College of Health Professions to College of Business to better align for student progression and market of degree.
- Approved the Intent to Plan – Master of Science Natural Resources & the Environment.

Provosts Report:

- 2,120 degrees awarded during the academic year.
- Thanked faculty & staff who helped them achieve this success.
- *Detailed highlights on attached handout relating to each college.

School of Medicine:

- Update was provided by Dr. Bobby Miller, Interim Dean, as noted in earlier university communication, Dr. Joe Shapiro will be stepping down after serving as dean for the past 10 years, he will focus his energies on research, teaching, and clinical practice.
- *Detailed highlights in handout on accomplishments of the School of Medicine.

Student Government Report:

- Working with orientation events and Week of Welcome.
- Finished off a successful year.

Athletic Committee:

- Update on FY22 budget vs actual. -1.9 million mainly having to do with change of conference and lost bowl revenue.
- Compliance report update.
- Athletic team update.

Finance, Audit, and Facilities:

- Approved investment earnings update of -2.2% YTD as of April 2022. Still above benchmark. - 2.2% not bad, reflective of the current market.
- Approved nine months ending March 31, 2022 budget.
- As stated in FA-11 and Title 133 of HEPC. Approved Capital Project List – 5-year project list. Submitted to HEPC per Title 133. If funding becomes available, this would be the priority list. o Advancing the commitment and practices of principle-based decision-making, FY23-28 list adheres to the Financial Principle: Taking Care of the House, specifically in four categories.
 - Building System Stabilization
 - Health & Safety
 - Ensuring an Equitable Environment / Title IX
 - Invest to Accelerate Growth

Operations overall update presented by Brandi Jones (detailed handout) of completed, ongoing, and planned upgrades.

Audit Report: Presented by Perry Chaffin (detailed handout) of activities since last meeting, personal developments, and planned activities before next BOG meeting.

Presidents Report:

- Reflection upon ending of his first academic semester.
- Commencement experience – looking out into a sea of faces, talented men & women, many of whom are first gen, many with red, blue & white cords representing their commitment to serving our country.
- Focus grounded on current reality while charting course for next reality.
- Team – dream bigger, deliver faster, and define excellence...
- When he began his appointment there were many interim or open positions. Goal to fill with world class talent.
- To date has hired four that will fill roles and serve on the cabinet o dynamic hires:
 - Christian Spears – Athletic Director
 - Avi Mukherjee – Provost & Sr. VP for Academic Affairs

- Marcie Simms – VP Intercultural & Student Affairs (daughter of Marshall)
- Tony Stroud – General Counsel to oversee Legal and Governmental Affairs (son of Marshall)
- Active search for Chief Marketing Officer, Chief Financial Officer, and Chief Information Officer. Timeline of appointing these positions Mid-September.
- Announced the first Chief Talent and Diversity, Equity, and Inclusion Officer –naming Bruce Felder to this role, and he serves on the cabinet.
- Future searches will include Workforce and Economic Development.
- Launched a strategic enrollment management plan to reverse student enrollment decline.
- Hired BCG “Consulting Group” to review tuition & fee pricing - **Accessible & Affordable for students.**
- Take Care of the House.
 - Grow students not fees
 - Invest in faculty & staff (synergize)
 - Invest in facilities & technology
 - Manage strategic resources of the house
 - June 20-25th is Community Cares Week (carnival like atmosphere)
 - Before students return in the fall, **Shine up the house before thy show up.**

Nominating Committee brought forth nominees for officers for July 1, 2022 – June 30, 2023

Chair: Patrick Farrell

VC: Bill Smith

Secretary: Chris Miller

Entered into Executive Session:

- Return from executive session, motion and approval as follows:
- Approved proposed financial commitment naming opportunities per foundation donors for the College of Business.
- Discussed construction of baseball facility and will have special meeting next week to discuss a capital program statement.

Chairman’s Report

- Appreciates the collective efforts of university employees over past year.
- Many retirements, truly a privilege to serve with these dedicated staff.
- Thanked outgoing board members for their service. Tony Stroud and Alyssa Parks.

Future Meeting Dates

August 8th – 9th (offsite retreat)

October 19th

December 14th

February 22nd

April 19th
June 21st

Meeting adjourned 12:32p.m.

Committee Reports

Election Committee – Nina Barrett – No report.

Legislative Committee – Carol Hurula – No report.

Personnel/Finance Committee – Teresa Meddings – No report.

Physical Environment Committee – Becky Lusher – No report.

Service/Staff Development Committee – Eric Wallace – No report.

Announcements and Additional Information

Minutes taken and prepared by: _____
Katie M. Counts, Program Assistant, Classified Staff Council

Minutes approved by: _____
Tony Waugh, Chair, Classified Staff Council

Minutes read by: _____
Brad D. Smith, University President



Athletics Compliance Overview – June 2021- Present

Violations:

- Filed & Completed –7
- In Process – 4

Interpretations:

- Internal Interpretations – 162
- Conference Interpretations – 6
- NCAA Staff Interpretations – 17

Waivers (NCAA):

- Filed –19
- Approved –15
- In Process – 16
- Withdrawal - 1
- Denied – 3

Student-Athlete Reinstatement Request (NCAA):

- Filed – 0
- SAR Previously Approved Requests – 2

Rules Education:

- Head Coach Control – Women’s Golf – 06.21.21
- Head Coach Control – Volleyball – 06.21.21
- Head Coach Control – Women’s Track – 06.21.21
- Head Coach Control – Women’s Swimming & Diving - 06.22.21
- Head Coach Control – Women’s Basketball - 06.22.21
- ARMS Training – Women’s Basketball – 07.19.21
- NIL Rules Education – Men’s Basketball – 08.02.21
- Beginning of the Year Student-Athletes Education– Women’s Soccer – 08.02.21
- Women’s Basketball – CARA – 08.03.21
- Beginning of the Year Student-Athletes Education– Football – 08.04.21
- Beginning of the Year Student-Athletes Education– Women’s Volleyball – 08.08.21
- Beginning of the Year Student-Athletes Education– Men’s Soccer – 08.09.21
- Beginning of the Year Student-Athletes Education– Men’s/Women’s Cross Country – 08.17.21
- Noncoaching Staff Duties – Women’s Basketball – 08.18.21
- Beginning of the Year Student-Athletes Education– All Sports – 08.26.21

- Beginning of the Year Student-Athletes Education– All Sports – 08.27.21
- Official Visits/Game day education – Football – 09.02.21
- All Sports Coaches Rules Education – 09.07.21
- All Sports Coaches Rules Education – 09.08.21
- NLI & Eligibility Center Education – Women’s Soccer Recruits – 09.13.21
- Football Weekly Rules Education – 09.16.21
- New Hire Compliance Orientation – Big Green – 09.17.21
- NCAA Rules Education with Marshall Health – 09.22.21
- Football Weekly Rules Education – 09.23.21
- Football Weekly Rules Education – 09.30.21
- Football Weekly Rules Education – 10.07.21
- All Sports Coaches Rules Education – 10.12.21
- All Sports Coaches Rules Education – 10.13.21
- New Hire Compliance Orientation – Buck Harless Student-Athlete Program – 10.13.21
- Football Weekly Rules Education – 10.27.21
- Football Weekly Rules Education – 11.11.21
- All Sports Coaches Rules Education – 11.16.21
- All Sports Coaches Rules Education – 11.17.21
- Football Weekly Rules Education – 11.18.21
- All Sports Coaches Rules Education – 12.13.21
- All Sports Coaches Rules Education – 12.14.21
- All Sports Coaches Rules Education – 01.18.22
- All Sports Coaches Rules Education – 01.19.22
- Football Weekly Rules Education – 2.3.22
- Football Weekly Rules Education – 2.17.22
- Football Weekly Rules Education – 3.3.22
- All Sports Coaches Rules Education – 03.8.22
- All Sports Coaches Rules Education – 03.9.22
- Football Weekly Rules Education – 3.10.22
- Football Weekly Rules Education – 3.24.22
- Football Weekly Rules Education – 3.31.22
- Football Weekly Rules Education – 4.6.22
- All Sports Coaches Rules Education – 04.12.22
- All Sports Coaches Rules Education – 04.13.22
- Football Weekly Rules Education – 4.14.22
- All Sports Coaches Rules Education – 05.17.22
- All Sports Coaches Rules Education – 05.18.22
- All Herd Meeting – 5.24.22
- Football Weekly Rules Education – 6.02.22
- Football Weekly Rules Education – 6.09.22

Recruiting Examinations:

- Football Coaches & Staff Recruiting Exam – 6.24.21
- New Hires Recruiting Exam – 07.06.21
- All Sports - Recruiting Exam – 07.07.21
- All Sports – Make up Exam – 07.27.21
- All Sports – Additional Make Up Exam – 08.03.21
- Men’s Basketball Make Up Exam – 08.18.21
- New Baseball Hire Exam - 8.31.21
- New Tennis Hire Exam – 09.15.21
- Women’s Track Make Up Exam – 09.22.21
- New Women’s Track Hire Exam – 11.18.21
- New Football Hire Exam – 3.8.22
- Men’s Soccer Volunteer Coach Exam – 4.15.22
- Men’s Basketball Coach Exam – 4.19.22
- Football GA Exam – 4.25.22
- Baseball Volunteer Coach Exam – 6.1.22

Eligibility Certifications:

- Women’s Soccer – 08.09.21
- Men’s Soccer -08.10.21
- Football – 08.19.21
- Women’s Volleyball – 08.26.21
- Women’s Tennis – 08.26.21
- Men’s Cross Country – 08.30.21
- Women’s Cross Country – 08.30.21
- Men’s Golf – 08.31.21
- Women’s Swimming & Diving – 09.01.21 & 09.08.21
- Softball – 09.02.21
- Baseball – 09.02.21
- Women’s Golf - 09.03.21
- Women’s Track – 09.09.21
- Men’s Basketball – 09.14.21
- Women’s Basketball – 09.14.21
- Football Bowl Certification – 12.15.21
- Women’s Swimming & Diving – 01.6.22
- Men’s Basketball – 01.11.22
- Women’s Basketball – 01.11.22
- Women’s Tennis – 01.13.22
- Men’s Cross Country – 01.14.22
- Women’s Cross Country – 01.14.22
- Women’s Track – 01.14.22
- Men’s Golf – 01.21.22

- Women's Golf – 01.21.22
- Softball – 01.27.22
- Baseball – 02.02.22
- Women's Soccer – 2.23.22
- Men's Soccer – 3.3.22
- Volleyball – 3.9.22
- Football – 4.7.22

MU Internal Audit

BOG Informational Report

June 16, 2022

1 ACTIVITIES SINCE LAST MEETING

- A. Advisory Services –Review of 2023 Fringe Benefit Rate Proposal, Big Green Conversion assistance, year-end closing preparation.
- B. Audit Projects –Assistance with completion and filing of the 2021 Annual Report of activity in Federal Awards to MU under the COVID relief (CARES/CRRSAA/ARP) Acts.
- C. Other – Miscellaneous tax and accounting research.

2 ACTIVITIES PLANNED BEFORE NEXT MEETING

- A. Preparation and assistance for year-end closing and annual external audits.
- B. Compilation and filing of the 2nd Quarter 2022 reporting of activity in Federal Awards to MU under the COVID relief (CARES/CRRSAA/ARP) Acts.
- C. Adhere to planned activities in the approved Audit Plan, and Continued Monitoring of other Institutional Activities.
- D. Other Audit and Consulting projects as requested.

3 PROFESSIONAL DEVELOPMENT ACTIVITIES

- A. ACUA – Cleary Act Fundamentals.

Marshall Athletics - Planned vs Actual Report for FY 2022 – as of 04/30/2022

Through 10 months - revenues \$27,084,351 – expenses 30,514,680 net (\$3,430,330)

Projecting a deficit of approximately \$1,900,000 at 6/30/22

Estimated Budget Variances

C-USA Revenue Share	\$1,400,000
Football Ticket Sales	\$200,000
Bowl Net	\$200,000
Relocation Expenses	\$75,000
Staff Travel/Interviews	<u>\$25,000</u>
Total	\$1,900,000

MARSHALL ATHLETICS
Athletic Committee BOG Budget Report FY 2022
For the Ten Months Ending Saturday April 30, 2022

	Budget	YTD Actual 4/30	Budget Remaining	Actual as % of Budget
Revenue				
ADMINISTRATIVE STAFFING	\$3,948,381	\$3,164,279	\$784,102	80%
WAIVERS - E&G & CAPITAL FEES	\$4,185,503	\$3,949,568	\$235,935	94%
STUDENT AUXILIARY FEE ALLOCATION	\$6,775,000	\$5,966,423	\$808,577	88%
INSTITUTIONAL SUPPORT	\$4,240,175	\$4,173,292	\$66,883	98%
LICENSING	\$200,000	\$200,000	\$0	100%
OTHER/INTEREST	\$35,488	\$13,205	\$22,283	37%
CONCESSIONS	\$250,000	\$196,602	\$53,398	79%
SPORTS MARKETING - RIGHTS FEES/OTHER	\$1,600,000	\$794,423	\$805,577	50%
STADIUM STORE COMMISSIONS	\$6,800	\$5,503	\$1,297	81%
DANCE TEAM	\$19,000	\$8,527	\$10,473	45%
OLYMPIC SPORTS TICKET SALES	\$9,000	\$57,953	(\$48,953)	644%
OLYMPIC SPORT PASSES	\$4,000	\$1,075	\$2,925	27%
TRACK ENTRY FEES	\$15,000	\$6,960	\$8,040	46%
WOMEN'S BASKETBALL TICKET SALES	\$8,000	\$6,707	\$1,293	84%
WOMEN'S BASKETBALL GUARANTEES	\$0	\$42,000	(\$42,000)	
SUITE LEASES	\$771,000	\$749,778	\$21,222	97%
SEAT BACK RENTAL	\$35,000	\$35,678	(\$678)	102%
CHAIRBACK/EAST SIDE ASSESSMENTS	\$300,000	\$274,800	\$25,200	92%
FOOTBALL TICKET SALES	\$1,700,000	\$1,501,794	\$198,206	88%
FOOTBALL GUARANTEES	\$350,000	\$350,000	\$0	100%
FOOTBALL PARKING	\$185,000	\$183,080	\$1,920	99%
MEN'S BASKETBALL TICKET SALES	\$625,000	\$587,590	\$37,410	94%
MEN'S BASKETBALL GUARANTEES	\$150,000	\$90,000	\$60,000	60%
MEN'S BASKETBALL PARKING	\$60,000	\$60,532	(\$532)	101%
BASEBALL TICKET SALES/GUARANTEES	\$5,000	\$0	\$5,000	0%
C-USA SHARE	\$1,400,000	\$0	\$1,400,000	0%
NCAA STUDENT ASSISTANCE FUND	\$83,760	\$83,760	\$0	100%
NCAA REVENUE	\$900,000	\$232,160	\$667,840	26%
NCAA - COA SUPPLEMENTAL QUASI	\$19,000	\$26,270	(\$7,270)	138%
BIG GREEN - Net	\$1,850,000	\$1,300,000	\$550,000	70%
BIG GREEN BOOSTER - Net	\$400,000	\$408,606	(\$8,606)	102%
BIG GREEN HERD ATHLETIC FUND - Net	\$100,000	\$100,000	\$0	100%
BIG GREEN HERD ATHLETIC FUND FBALL- Net	\$353,898	\$265,424	\$88,475	75%
FACILITY RENTALS	\$25,000	\$5,805	\$19,195	23%
TICKET OFFICE FEES	\$125,000	\$75,466	\$49,534	60%
SPORTS MEDICINE - INSURANCE REVENUE	\$0	\$32,077	(\$32,077)	
NCAA HOSTED TOURNAMENT- MEN'S SOCCER	\$0	\$8,212	(\$8,212)	
BOWL GAME	\$0	\$70,746	(\$70,746)	
FACILITY ENHANCEMENT FEES	\$700,000	\$672,794	\$27,206	96%
COVID RECOVERY	\$2,786,522	\$1,383,261	\$1,383,261	50%
TOTAL OPERATING REVENUES	\$34,200,527	\$27,084,351	\$7,116,176	79%
Expenses				
SALARIES AND FRINGE BENEFITS	\$12,101,828	\$9,702,095	\$2,399,733	80%
SCHOLARSHIPS/COA	\$8,503,347	\$8,002,383	\$500,964	94%
RECRUITING	\$882,619	\$670,382	\$212,237	76%
OFFICE SUPPLIES AND EXPENSES	\$65,364	\$32,901	\$32,463	50%
PRINTING/PHOTOGRAPHY	\$91,240	\$54,619	\$36,621	60%
TELEPHONE/POSTAGE	\$104,390	\$85,910	\$18,480	82%
MU IT CHARGES	\$128,808	\$97,076	\$31,732	75%
DUES	\$55,085	\$35,780	\$19,305	65%
C-USA DUES	\$365,000	\$360,000	\$5,000	99%
ATHLETIC EQUIP/SUPPLIES/AWARDS	\$1,279,271	\$1,230,292	\$48,979	96%
TEAM TRAVEL/MEALS/SUPPLEMENTS	\$4,076,306	\$3,750,664	\$325,642	92%
HOME GAME EXPENSE	\$1,378,120	\$1,184,268	\$193,852	86%
FOOTBALL GUARANTEES	\$625,000	\$625,000	\$0	100%
MEN'S BASKETBALL GUARANTEES	\$232,000	\$234,300	(\$2,300)	101%
OTHER SPORTS GUARANTEES	\$83,500	\$37,000	\$46,500	44%
INDIRECTS	\$200,000	\$200,000	\$0	100%
VIDEO	\$159,698	\$146,690	\$13,008	92%
STAFF TRAVEL/RELOCATION/INTERVIEW	\$141,815	\$122,119	\$19,696	86%
INSURANCE - UNIVERSITY ALLOCATION	\$128,250	\$52,345	\$75,905	41%
PROFESSIONAL SERVICES/SOFTWARE	\$282,750	\$275,302	\$7,448	97%
PROMOTIONS/ADVERTISING	\$225,470	\$179,452	\$46,018	80%
EQUIPMENT PURCHASES/RENTAL/MAINT.	\$443,980	\$389,146	\$54,834	88%
SPORTS MEDICINE SUPPLIES/INSURANCE	\$974,760	\$801,735	\$173,025	82%
SPORTS MEDICINE - INSURANCE COMMISSION	\$12,000	\$8,000	\$4,000	67%
FACILITIES REPAIR AND MAINTENANCE	\$389,195	\$459,785	(\$70,590)	118%
PRE/POST /HOLIDAY MEALS/HOUSING	\$492,161	\$424,246	\$67,915	86%
OTHER	\$5,570	\$10,053	(\$4,483)	180%
CC FEES/PACIOLAN/E-VENUE	\$123,000	\$141,206	(\$18,206)	115%
NCAA HOSTED TOURNAMENT - MEN'S SOCCER	\$0	\$6,531	(\$6,531)	
BOWL GAME	\$0	\$631,098	(\$631,098)	
FACILITY ENHANCEMENT DEBT/EXPENSE	\$650,000	\$564,302	\$85,698	87%
TOTAL OPERATING EXPENSES	\$34,200,527	\$30,514,680	\$3,685,847	89%
REVENUE OVER (UNDER) EXPENSES		(\$3,430,330)		

MU Internal Audit

BOG Informational Report

June 16, 2022

1 ACTIVITIES SINCE LAST MEETING

- A. Advisory Services –Review of 2023 Fringe Benefit Rate Proposal, Big Green Conversion assistance, year-end closing preparation.
- B. Audit Projects –Assistance with completion and filing of the 2021 Annual Report of activity in Federal Awards to MU under the COVID relief (CARES/CRRSAA/ARP) Acts.
- C. Other – Miscellaneous tax and accounting research.

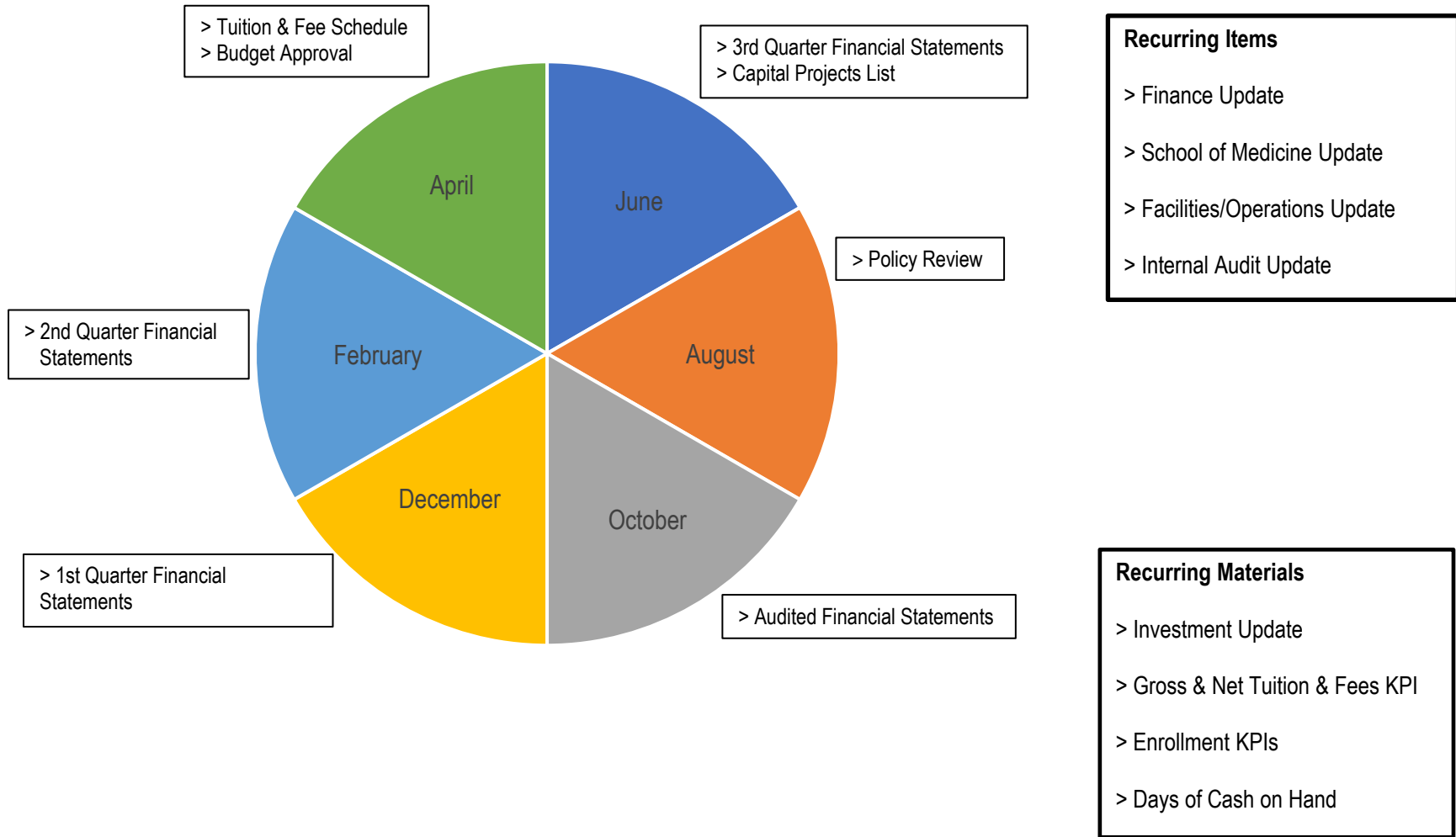
2 ACTIVITIES PLANNED BEFORE NEXT MEETING

- A. Preparation and assistance for year-end closing and annual external audits.
- B. Compilation and filing of the 2nd Quarter 2022 reporting of activity in Federal Awards to MU under the COVID relief (CARES/CRRSAA/ARP) Acts.
- C. Adhere to planned activities in the approved Audit Plan, and Continued Monitoring of other Institutional Activities.
- D. Other Audit and Consulting projects as requested.

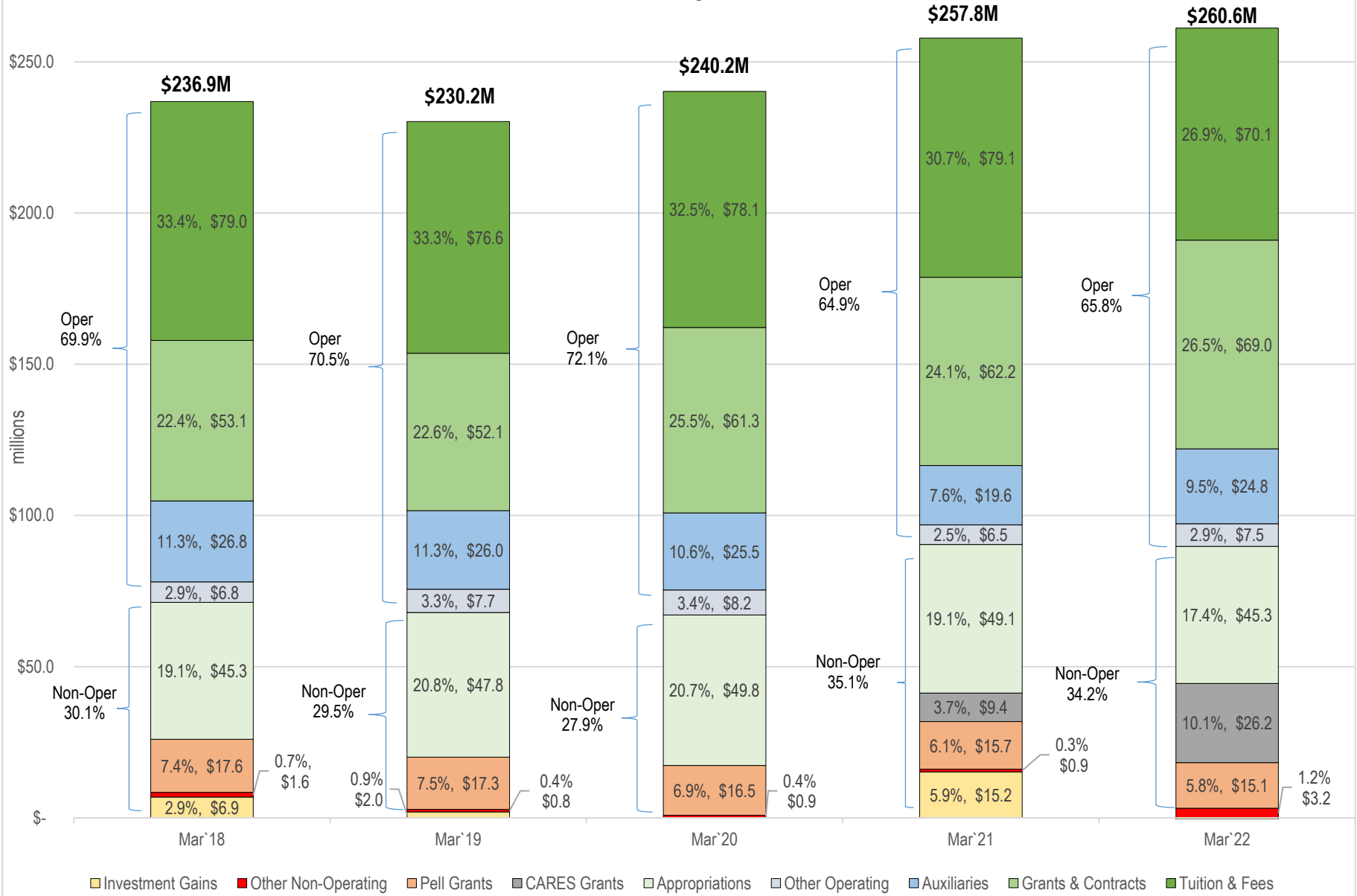
3 PROFESSIONAL DEVELOPMENT ACTIVITIES

- A. ACUA – Cleary Act Fundamentals.

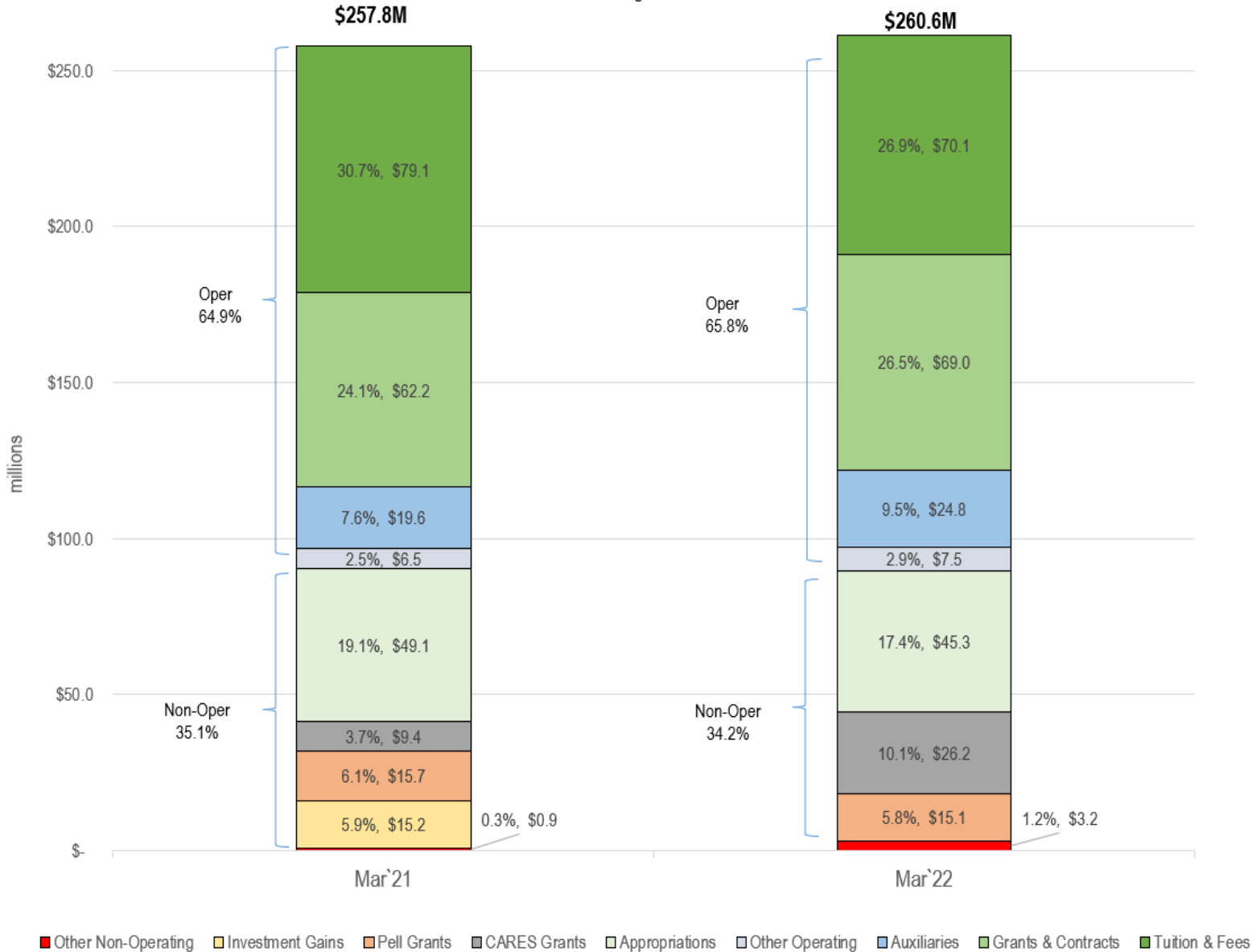
Finance, Facilities, and Audit Committee: Annual Activity Calendar



5-year Revenue Trend 9 months ending March 31

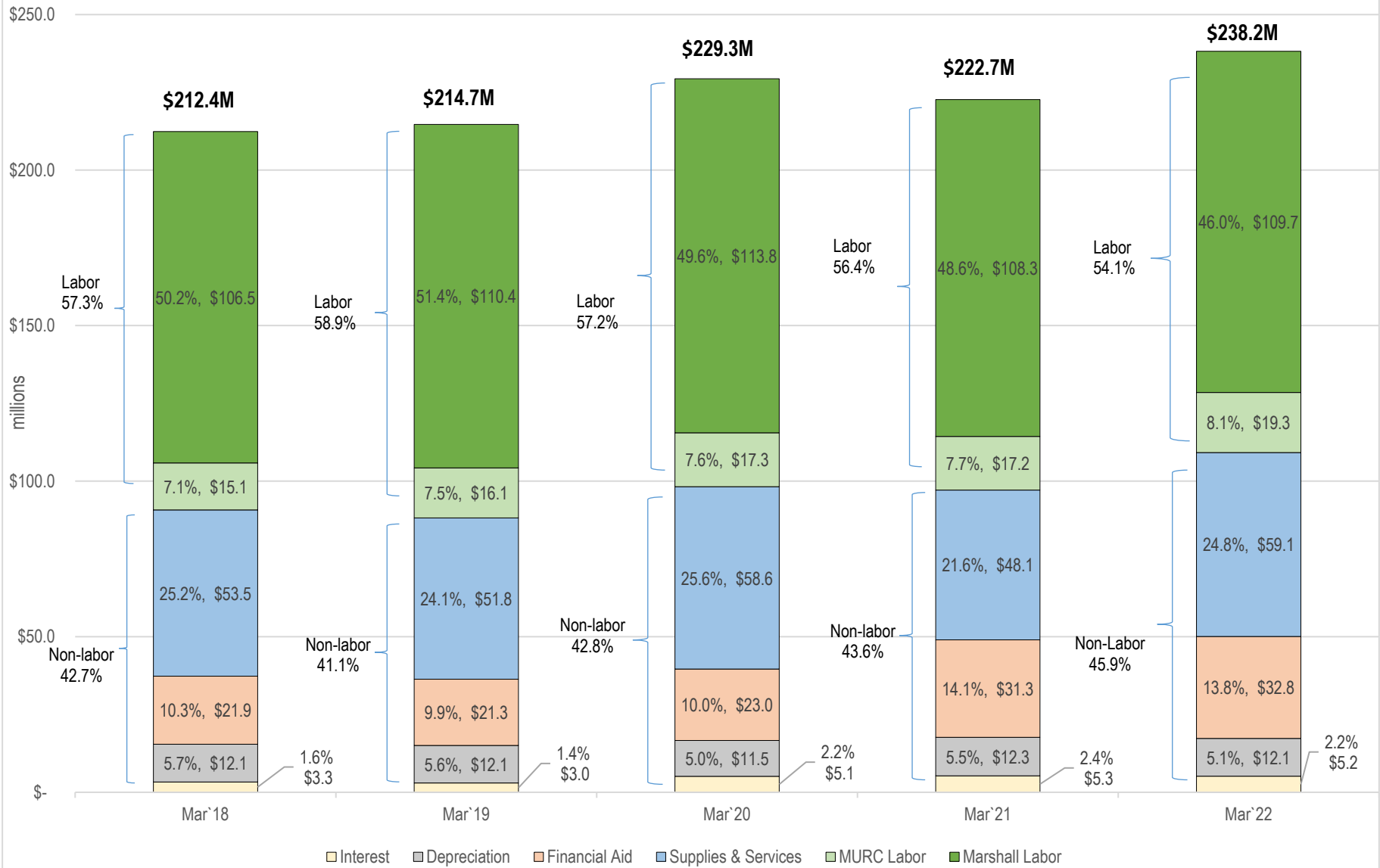


Revenue Year-to-Year 9 months ending March 31

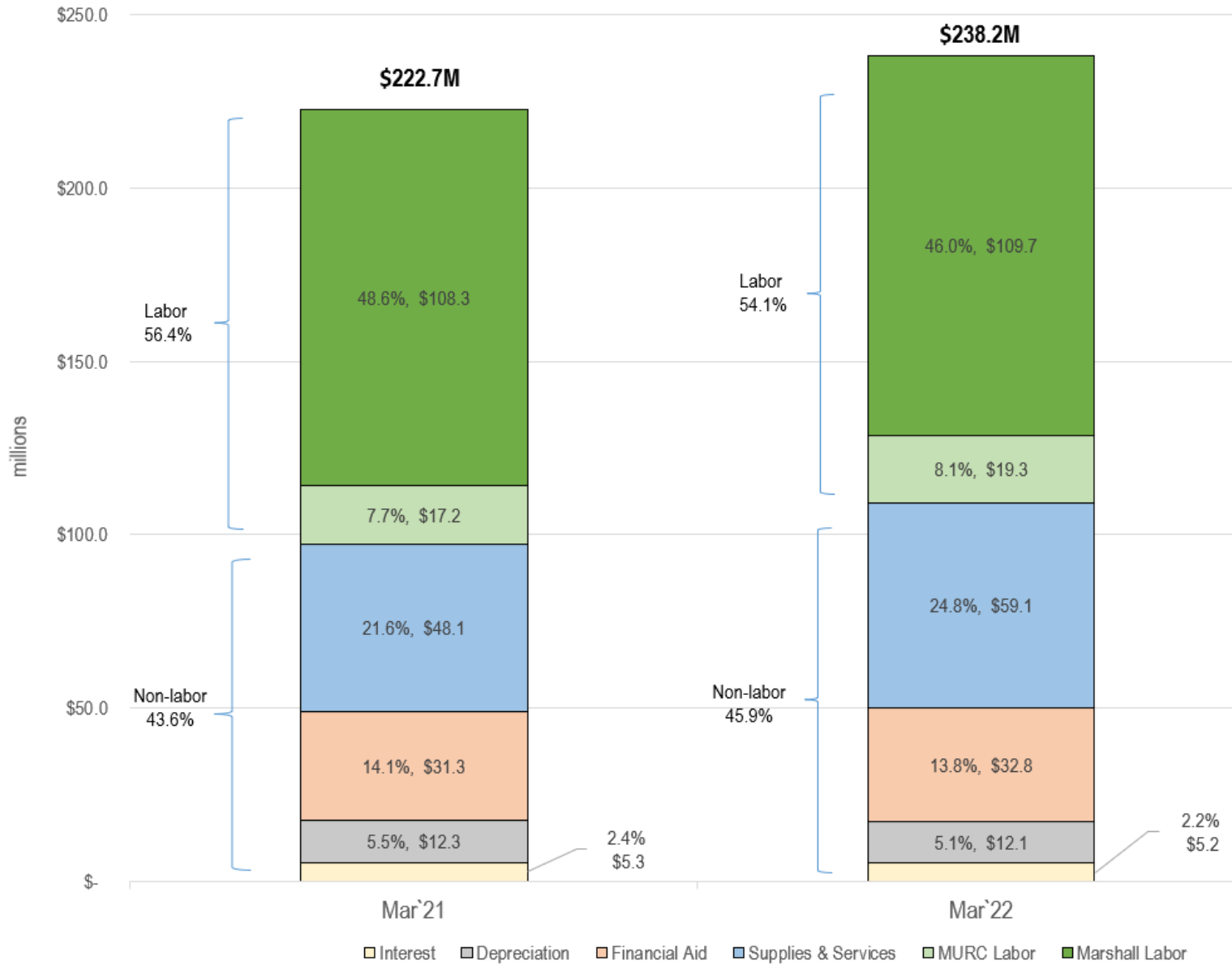


- > Decrease Tuition & Fee (\$9M):
 - Undergraduate Tuition - **\$3.8M** decrease
 - Graduate Tuition - **\$4.8M** decrease
 - Other Fees - **\$1.0M** decrease
 - Distance - **\$1.0M** increase
 - Graduate \$700K
 - Undergraduate \$300K
- > Auxiliary Revenue increase (\$5.1M):
 - Housing - **\$3.5M** Increase
 - Athletics - **\$2.0M** Increase
 - Other Auxiliary Revenue - **\$200K** decrease
- > Appropriations impacted by FY2022 pre-payment - **\$3.8M** decrease
- > Grant Revenue, Primarily MURC Research - **\$6.8M** increase
- > Investment Gains (\$514K):
 - MU - **\$425K** increase
 - SOM - **\$255K** increase
 - MURC - **\$1.19M** decrease
- > Other Non-Operating **\$2.6M** MURC PPP Forgiveness
- > CARES-Related Revenue - **\$16.8M** Increase

5-year Expense Trend 9 months ending March 31



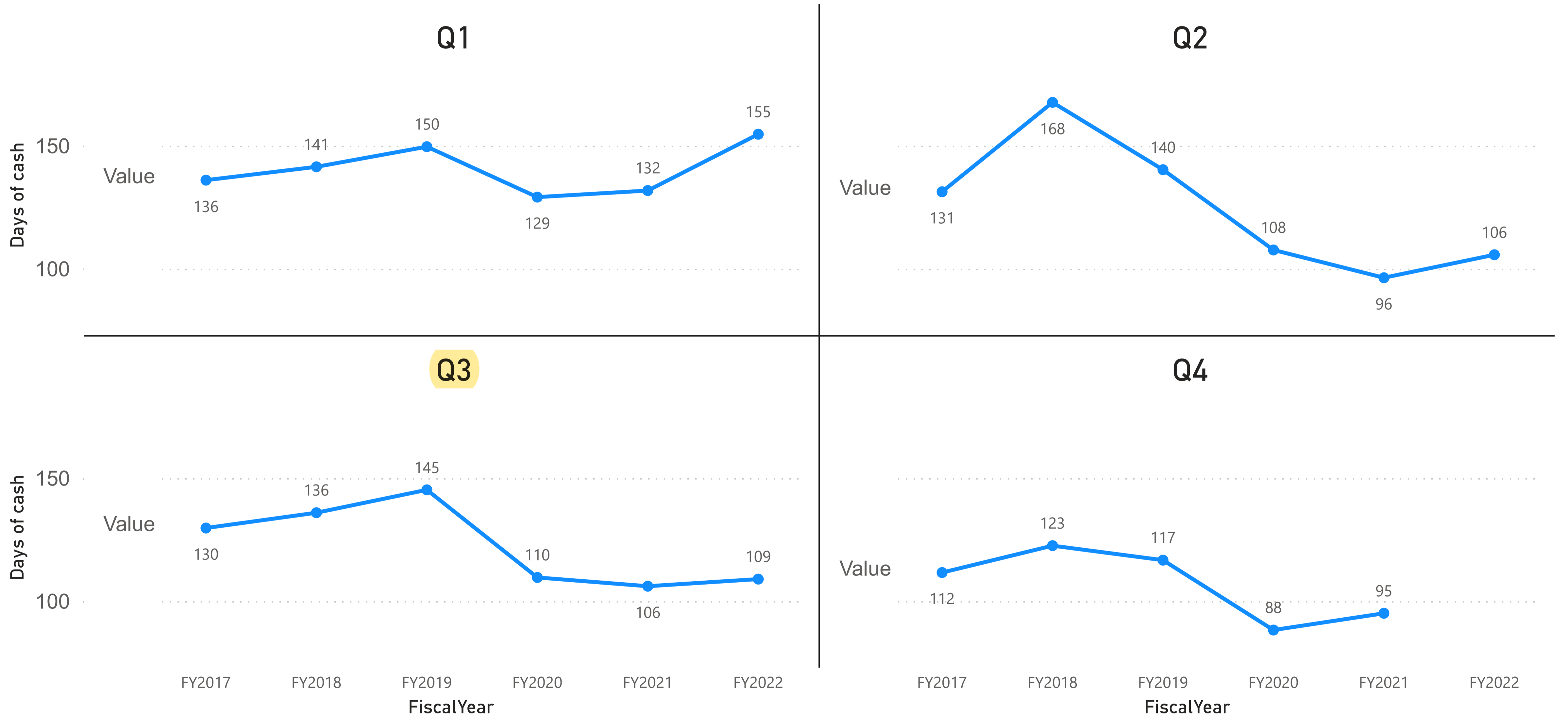
Expense Year-to-Year 9 months ending March 31



- > Labor - \$3.8M increase:
 - MU - **\$1.4M** FY21 COVID reductions
 - MURC - **\$2.4M** research related
- > Supplies and Other Services - \$11.0M Increase:
 - Athletics - **\$5.0M** Increase
 - Additional Food Service - **\$2.2M** Increase
 - MURC Research-Related - **\$1.6M** Increase
 - SOM - **\$1.0M** Increase
 - Utilities - **\$700K** Increase
- > Financial Aid - \$1.4M Increase:
 - CARES Grants - **\$5.8M** Increase
 - Institutional Scholarships - **\$4.4M** Decrease

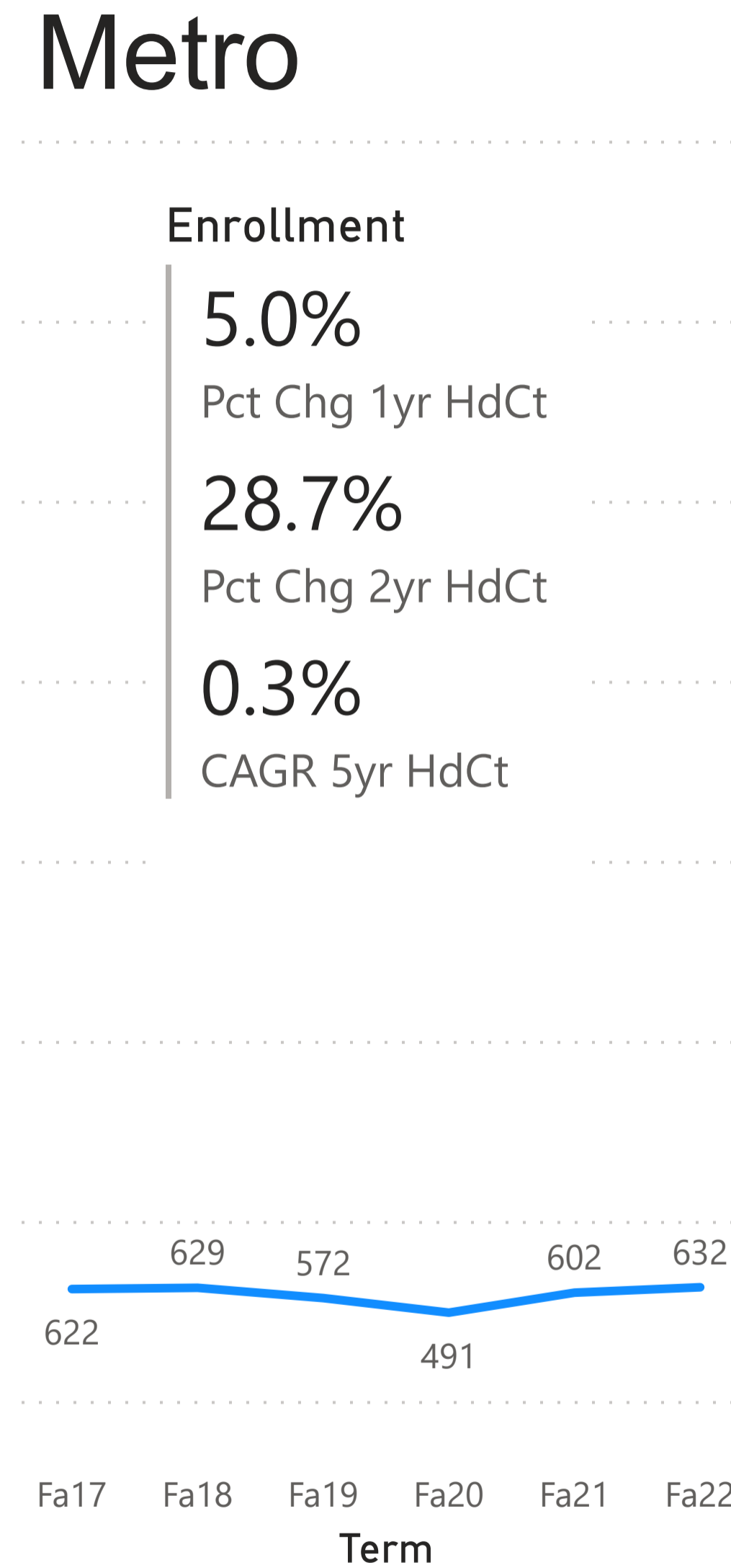
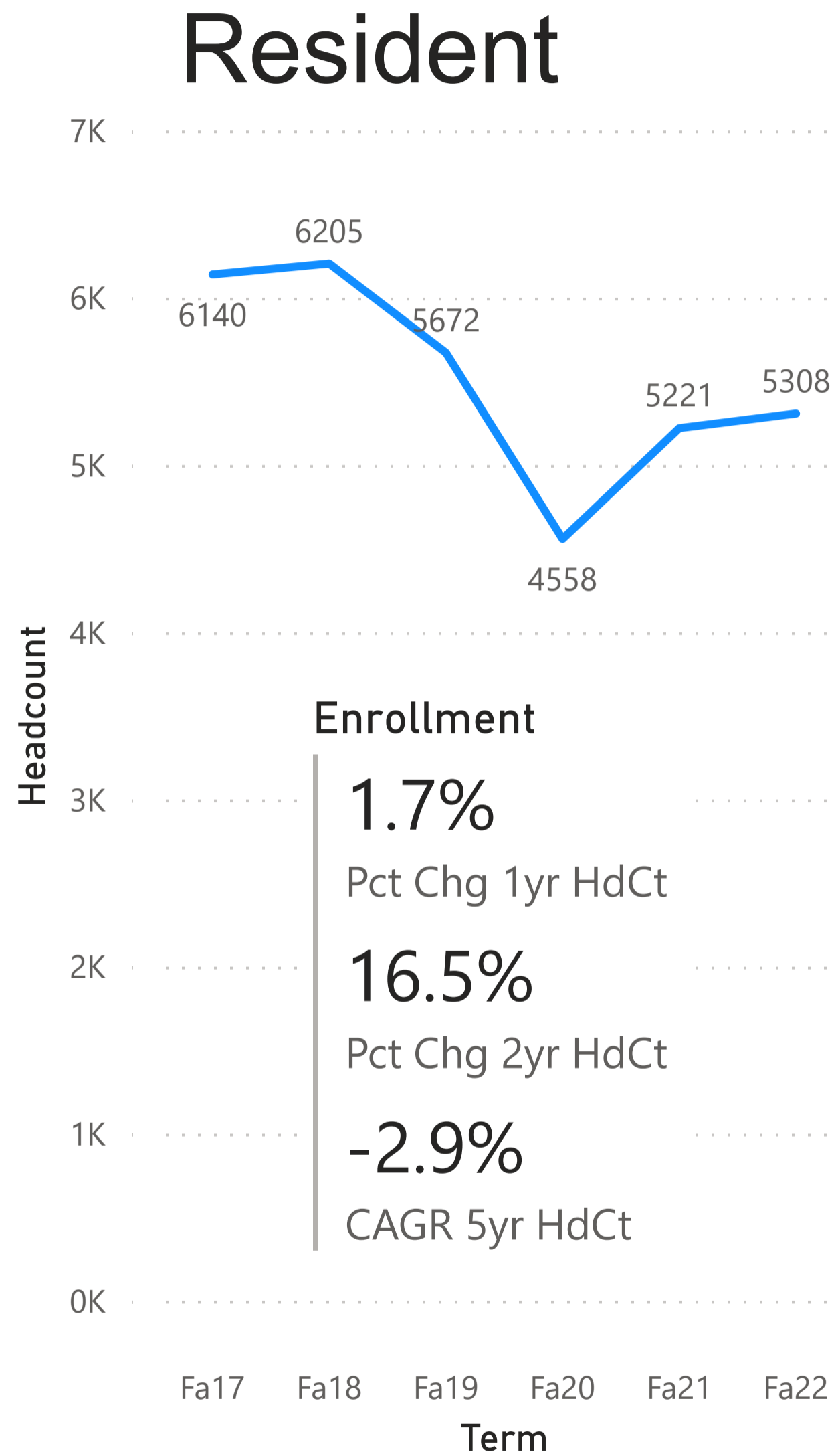
Financial Indicators - Days of Cash by Quarter

Days of Cash on Hand by Quarter



Moody's # days cash for MU bond rating A1 – 170 / Foundation Investments \$49M not included

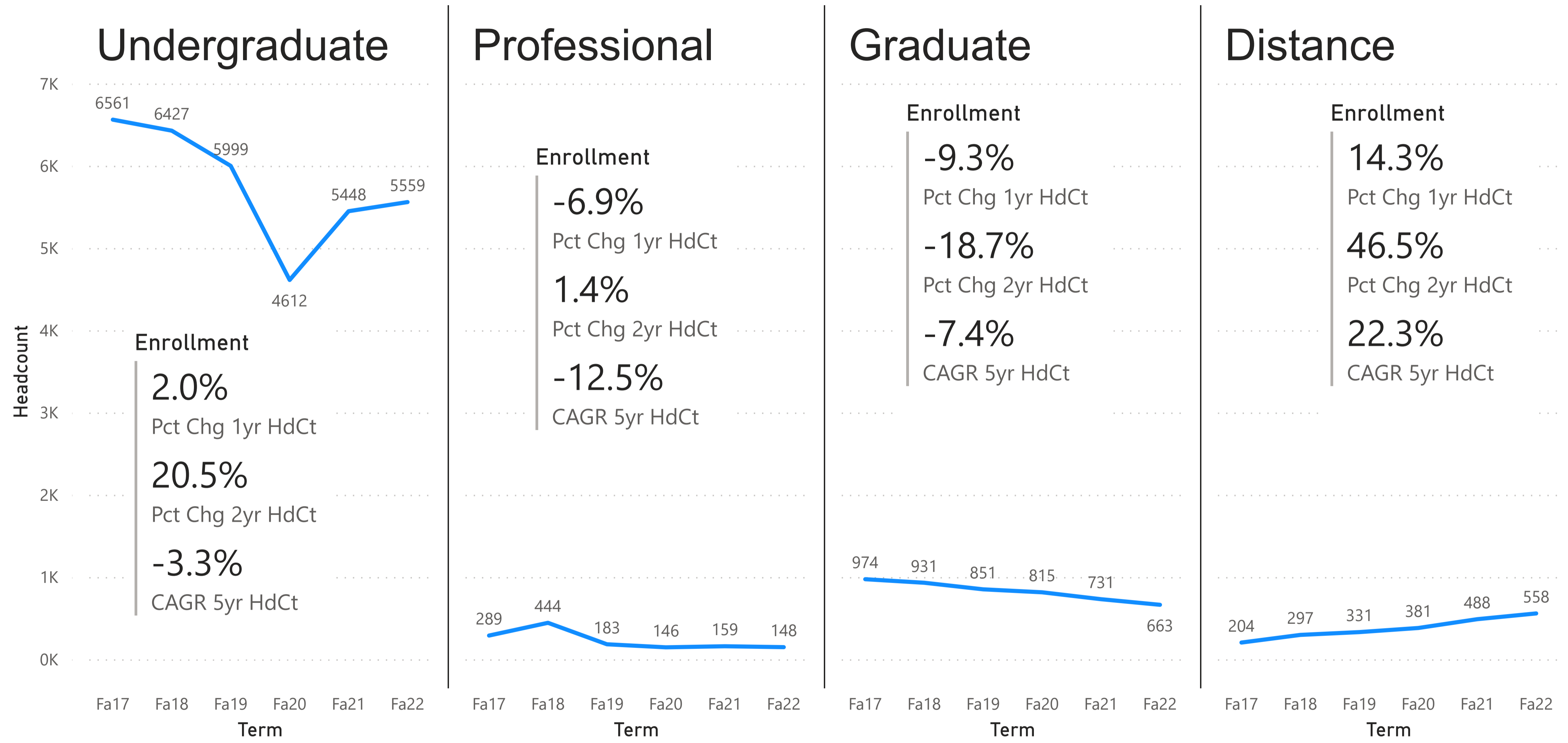
F
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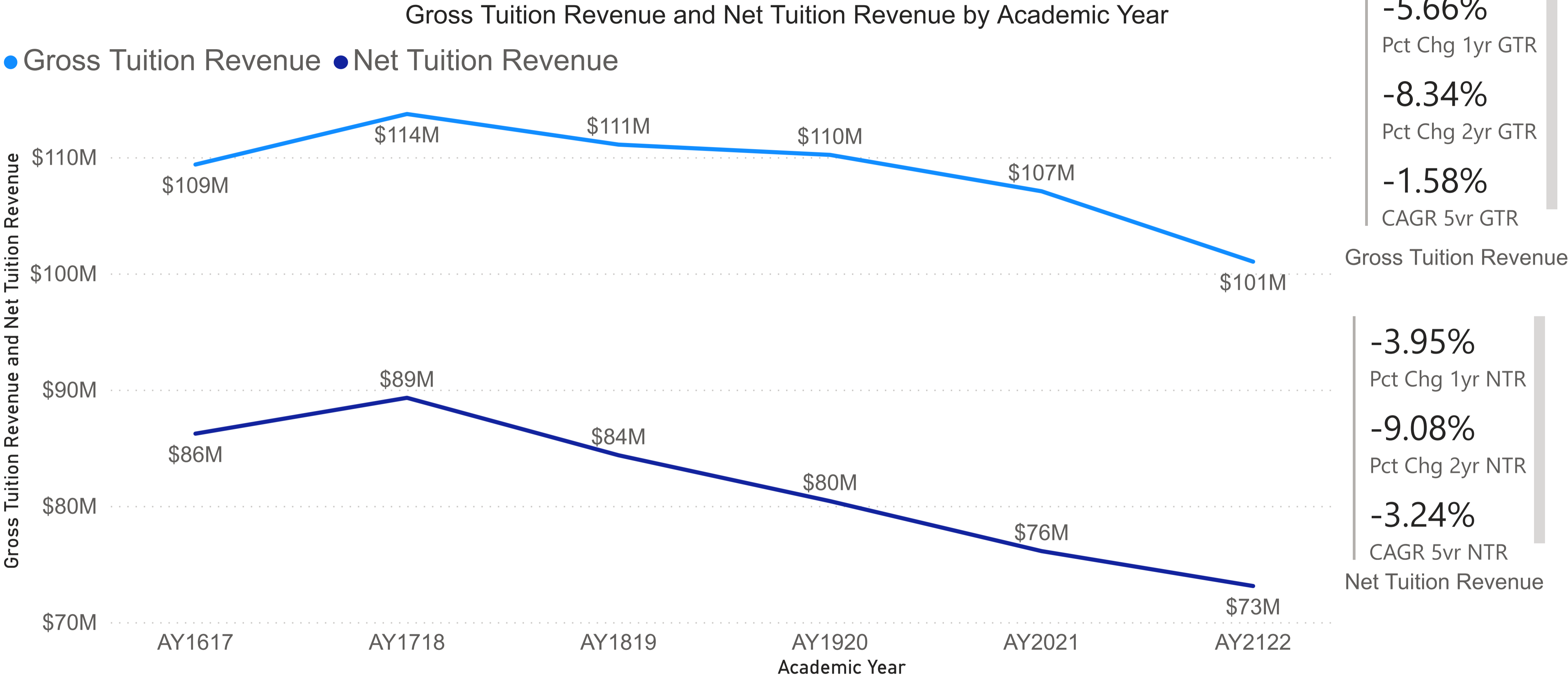
International enrollment has decreased due to canceling the INTO agreement, but had reducing enrollment before that.

F
A
L
L

Headcount by Term and Level (and Distance)



Distance enrollment has consistently increased over the past years but had a slight visible uptick fro...



Revenue decreases due to decrease in revenue generating students

Marshall University
Small and Diverse Business Program
White Paper

BACKGROUND:

Marshall University kicked off its Small and Diverse Business efforts in October 2018, with the Office of Purchasing spearheading the program. By the end of December 2018, the University had hired a supplier diversity consultant to establish and grow the program in its initial startup phase.

In January 2019, the University introduced the program to key University stakeholders. A Supplier Diversity Launch event was sponsored and held by the Office of Purchasing in May 2019. This event was followed by a Supplier Diversity Supply Chain Matchmaker in November 2019.

Phase II of the Program commenced on February 23, 2021, when the Marshall University's Board of Governors passed Policy No. FA-13 Small and Diverse Business Program which became effective July 1, 2021.

The formal establishment of this program is the University's commitment to facilitating the maximum, practical opportunity for small and diverse businesses to participate in providing goods and services to maintain and strengthen the regional economy.

HOW TO DETERMINE IF YOU ARE A SMALL OR DIVERSE BUSINESS

The policy recognizes diverse suppliers as an individual or business that can be associated with an under-represented or underserved group. The University follows the State of West Virginia's Purchasing Division's five (5) classifications of diverse suppliers which include the following:

- “Minority-Owned Business Enterprise (MBE)” means a for-profit organization regardless of size, is at least fifty-one percent owned by one or more minority-group members or, in the case of any publicly owned business, not less than fifty-one percent of the stock of which is owned by one or more minority-group members; and whose management and daily business operations are controlled by one or more minority-group members. The term "minority-group members" shall mean U.S. citizens who are African American, Asian, Hispanic, or Native American.
- “Veteran-Owned Business (VOB)” means a for-profit organization regardless of size, is at least fifty-one percent owned by one or more veterans, as defined at 38 U.S.C. 101(2), or, in the case of any publicly owned business, not less than fifty-one percent of the stock of which is owned by one or more veterans; and the management and daily business operations of which are controlled by one or more veterans, or in the case of a service disabled veteran with permanent and severe disability, the spouse or permanent caregiver of such veteran.
- “Women-Owned Business (WBE)” means a for-profit organization regardless of size, is at least fifty-one percent owned by one or more women, or, in the case of any publicly owned business, at least fifty-one percent of the stock of which is owned by one or more women,

Marshall University
Small and Diverse Business Program
White Paper

and whose management and daily business operations are controlled by one or more women.

- “Small Business” means a for-profit organization whose size is determined by NAICS Code. Please refer to the SBA's website at www.sba.gov/size.
- “Disability-Owned Business Enterprise (DBE)” means a for-profit organization regardless of size that is at least fifty-one percent owned, operated, managed, and controlled by an individual with a disability or service-disabled veteran who is a U.S. citizen or a lawful permanent resident. Exercises independence from any non-disabled business enterprise. They formed business as a legal entity in the United States. Its principal place of business (headquarters) is in the United States.

PROGRAM GOALS:

Beginning July 1, 2021, the Small and Diverse Business Program Advisory Council has established a goal of five (5) percent of all items purchased University-wide be awarded to Small and Diverse Businesses. That goal will increase to twenty-three (23) percent by July 1, 2023.

All University purchasers will be required to report on their Good Faith Effort to the Office of Purchasing quarterly beginning January 1, 2022. A listing of small and diverse businesses will be hosted on the Office of Purchasing website for easy accessibility for those bidding out items. To ensure you or your business are included, please register as outlined below.

REGISTRATION

If you as an individual or business qualify as a small and diverse business, please register with the Office of Purchasing at:

<https://dynamicforms.ngwebsolutions.com/Submit/Start/126875e1-a136-40ad-9ab0-f2c61e0f2612?SSO=N>

You may also register under supplier commodity codes:

<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=cade935a-cfad-4410-b039-e0d18d946b0d&targetURL=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f3b833fae-0d42-446a-ba7e-2f0fe7b68b65>

FOR ADDITIONAL INFORMATION:

Marshall University
Small and Diverse Business Program
White Paper

Please visit the Office of Purchasing website at: <https://www.marshall.edu/purchasing/small-and-diverse-business-program/> or contact Michelle Wheeler via email at michelle.wheeler@marshall.edu or by telephone, 304-696-2727.

FILED

2015 MAR 25 A 10:39

OFFICE WEST VIRGINIA
SECRETARY OF STATE

WEST VIRGINIA LEGISLATURE

FIRST REGULAR SESSION, 2015



ENROLLED

House Bill No. 2632

(By Delegate(s) Westfall, Pasdon, Hamrick,
Ambler, Cooper, Upson, Statler, Kurcaba, Duke,
Rohrbach and Espinosa)



Passed March 11, 2015

In effect from passage.

HB 2632

FILED

2015 MAR 25 A 10: 39

E N R O L L E D

OFFICE WEST VIRGINIA
SECRETARY OF STATE

H. B. 2632

(BY DELEGATE(S) WESTFALL, PASDON, HAMRICK,
AMBLER, COOPER, UPSON, STATLER, KURCABA, DUKE,
ROHRBACH AND ESPINOSA)

[Passed March 11, 2015;
in effect from passage.]

AN ACT to amend and reenact §5A-3-1 of the Code of West Virginia, 1931, as amended; to amend and reenact §5A-3-3 of said code; to amend and reenact §18-2E-7 of said code; and to amend and reenact §18-9A-10 of said code, all relating to purchasing guidelines; exempting the West Virginia State Police Forensics Laboratory and the West Virginia Office of Laboratory Services from state purchasing guidelines; exempting procurement of instructional materials, digital content resources, instructional technology, hardware, software, telecommunications and technical services for use in and in support of public schools; exempting procurement of these items from division of purchasing requirements; removing outdated language and updating name of state technology plan; requiring the State Board of Education to define “equitable distribution”; requiring certain technology tools to adhere to state contract prices; adding personalized learning as

potential student use for technology; providing for technology system specialists; and removing expired transitional funding language and references to the twenty-first century.

Be it enacted by the Legislature of West Virginia:

That §5A-3-1 of the Code of West Virginia, 1931, as amended, be amended and reenacted; that §5A-3-3 of said code be amended and reenacted; that §18-2E-7 of said code be amended and reenacted; and that §18-9A-10 of said code be amended and reenacted, all to read as follows:

CHAPTER 5A. DEPARTMENT OF ADMINISTRATION.

ARTICLE 3. PURCHASING DIVISION.

§5A-3-1. Division created; purpose; director; applicability of article; continuation.

1 (a) The Purchasing Division within the Department of
2 Administration is continued. The underlying purposes and
3 policies of the Purchasing Division are:

4 (1) To establish centralized offices to provide purchasing
5 and travel services to the various state agencies;

6 (2) To simplify, clarify and modernize the law governing
7 procurement by this state;

8 (3) To permit the continued development of procurement
9 policies and practices;

10 (4) To make as consistent as possible the procurement rules
11 and practices among the various spending units;

12 (5) To provide for increased public confidence in the
13 procedures followed in public procurement;

14 (6) To ensure the fair and equitable treatment of all persons
15 who deal with the procurement system of this state;

16 (7) To provide increased economy in procurement activities
17 and to maximize to the fullest extent practicable the purchasing
18 value of public funds;

19 (8) To foster effective broad-based competition within the
20 free enterprise system;

21 (9) To provide safeguards for the maintenance of a
22 procurement system of quality and integrity; and

23 (10) To obtain in a cost-effective and responsive manner the
24 commodities and services required by spending units in order for
25 those spending units to better serve this state's businesses and
26 residents.

27 (b) The Director of the Purchasing Division shall, at the time
28 of appointment:

29 (1) Be a graduate of an accredited college or university; and

30 (2) Have spent a minimum of ten of the fifteen years
31 immediately preceding his or her appointment employed in an
32 executive capacity in purchasing for any unit of government or
33 for any business, commercial or industrial enterprise.

34 (c) The provisions of this article apply to all of the spending
35 units of state government, except as otherwise provided by this
36 article or by law.

37 (d) The provisions of this article do not apply to the judicial
38 branch, the West Virginia State Police Forensics Laboratory, the
39 West Virginia Office of Laboratory Services, the legislative
40 branch, to purchases of stock made by the Alcohol Beverage
41 Control Commissioner and to purchases of textbooks,

42 instructional materials, digital content resources, instructional
43 technology, hardware, software, telecommunications and
44 technical services by the State Board of Education for use in and
45 in support of the public schools.

46 (e) The provisions of this article apply to every expenditure
47 of public funds by a spending unit for commodities and services
48 irrespective of the source of the funds.

§5A-3-3. Powers and duties of Director of Purchasing.

1 The director, under the direction and supervision of the
2 secretary, shall be the executive officer of the Purchasing
3 Division and shall have the power and duty to:

4 (1) Direct the activities and employees of the Purchasing
5 Division;

6 (2) Ensure that the purchase of or contract for commodities
7 and services shall be based, whenever possible, on competitive
8 bid;

9 (3) Purchase or contract for, in the name of the state, the
10 commodities, services and printing required by the spending
11 units of the state government;

12 (4) Apply and enforce standard specifications established in
13 accordance with section five of this article as hereinafter
14 provided;

15 (5) Transfer to or between spending units or sell
16 commodities that are surplus, obsolete or unused as hereinafter
17 provided;

18 (6) Have charge of central storerooms for the supply of
19 spending units, as the director deems advisable;

20 (7) Establish and maintain a laboratory for the testing of
21 commodities and make use of existing facilities in state
22 institutions for that purpose as hereinafter provided, as the
23 director deems advisable;

24 (8) Suspend the right and privilege of a vendor to bid on
25 state purchases when the director has evidence that such vendor
26 has violated any of the provisions of the purchasing law or the
27 rules and regulations of the director;

28 (9) Examine the provisions and terms of every contract
29 entered into for and on behalf of the State of West Virginia that
30 impose any obligation upon the state to pay any sums of money
31 for commodities or services and approve each such contract as
32 to such provisions and terms; and the duty of examination and
33 approval herein set forth does not supersede the responsibility
34 and duty of the Attorney General to approve such contracts as to
35 form: *Provided*, That the provisions of this subdivision do not
36 apply in any respect whatever to construction or repair contracts
37 entered into by the Division of Highways of the Department of
38 Transportation: *Provided, however*, That the provisions of this
39 subdivision do not apply in any respect whatever to contracts
40 entered into by the University of West Virginia Board of
41 Trustees or by the Board of Directors of the State College
42 System, except to the extent that such boards request the
43 facilities and services of the director under the provisions of this
44 subdivision: *Provided further*, That the provisions of this
45 subdivision do not apply to the West Virginia State Police
46 Forensic Laboratory and the West Virginia Office of Laboratory
47 Services;

48 (10) Assure that the specifications and descriptions in all
49 solicitations are prepared so as to provide all potential
50 suppliers-vendors who can meet the requirements of the state an
51 opportunity to bid and to assure that the specifications and
52 descriptions do not favor a particular brand or vendor. If the

53 director determines that any such specifications or descriptions
54 as written favor a particular brand or vendor or if it is decided,
55 either before or after the bids are opened, that a commodity or
56 service having different specifications or quality or in different
57 quantity can be bought, the director may rewrite the solicitation
58 and the matter shall be rebid; and

59 (11) Issue a notice to cease and desist to a spending unit
60 when the director has credible evidence that a spending unit has
61 violated competitive bidding or other requirements established
62 by this article and the rules promulgated hereunder. Failure to
63 abide by such notice may result in penalties set forth in section
64 seventeen of this article.

CHAPTER 18. EDUCATION.

ARTICLE 2E. HIGH QUALITY EDUCATIONAL PROGRAMS.

§18-2E-7. Providing for instruction and learning in all public schools.

1 (a) The Legislature finds that:

2 (1) The knowledge and skills children need to succeed are
3 changing dramatically and that West Virginia students must
4 develop proficiency in the subject matter content, technology
5 tools and learning skills to succeed and prosper in life, in school
6 and on the job;

7 (2) Students must be equipped to live in a multitasking,
8 multifaceted, technology-driven world;

9 (3) The provision technologies and software resources in
10 grades prekindergarten through twelve is necessary to meet the
11 goal that high school graduates will be prepared fully for college,
12 other post-secondary education or gainful employment;

13 (4) This goal reflects a fundamental belief that the youth of
14 the state exit the system equipped with the skills, competencies
15 and attributes necessary to succeed, to continue learning
16 throughout their lifetimes and to attain self-sufficiency;

17 (5) To promote learning, teachers must be competent in
18 content and learning skills and must be equipped to fully
19 integrate technology to transform instructional practice and to
20 support skills acquisition;

21 (6) For students to learn technology skills, students and
22 teachers must have equitable access to high quality, technology
23 tools and resources;

24 (7) When aligned with standards and curriculum,
25 technology-based assessments can be a powerful tool for
26 teachers; and

27 (8) Teachers must understand how to use technology to
28 create classroom assessments for accurate, timely measurements
29 of student proficiency in attainment of academic content.

30 (b) The state board shall ensure that the resources to be used
31 to provide technology services to students in grades
32 prekindergarten through twelve are included in a West Virginia
33 Strategic Technology Learning Plan to be developed by the
34 Department of Education as an integral component of the county
35 electronic strategic improvement plan required in section five of
36 this article. The provision of technologies and services to
37 students and teachers shall be based on a county technology plan
38 developed by a team that includes school building-level
39 professional educators and is aligned with the goals and
40 objectives of the West Virginia Strategic Technology Learning
41 Plan. This plan shall be an integral component of the county
42 electronic strategic improvement plan as required in section five
43 of this article. Funds shall be allocated equitably to county

44 school systems following peer review of the plans that includes
45 providing necessary technical assistance prior to submission and
46 allows timely review and approval by the West Virginia
47 Department of Education. Equitable allocation shall be defined
48 by the state board and may include per school-site equity for
49 technologies requiring a site license or other per school
50 application. Technology tools purchased from appropriations for
51 this section shall adhere to state contract prices: *Provided*, That
52 contingent upon approval of the county technology plan,
53 counties that identify, within that plan, specific software or
54 peripheral equipment not listed on the state contract, but
55 necessary to support implementation, may request the West
56 Virginia Department of Education to secure state purchasing
57 prices for those identified items. Total expenditure to purchase
58 these additional items may not exceed ten percent of the annual
59 county allocation. To the extent practicable, the technology shall
60 be used:

61 (1) To maximize student access to learning tools and
62 resources at all times including during regular school hours,
63 before and after school or class, in the evenings, on weekends
64 and holidays and for public education, noninstructional days and
65 during vacations; and

66 (2) For student use for homework, remedial work,
67 personalized learning, independent learning, career planning and
68 adult basic education.

69 (c) The implementation of this section should provide a
70 technology infrastructure capable of supporting multiple
71 technology-based learning strategies designed to enable students
72 to achieve at higher academic levels. The technology
73 infrastructure should facilitate student development by
74 addressing the following areas:

75 (1) Mastery of rigorous core academic subjects in grades
76 prekindergarten through eight by providing software, other
77 technology resources or both aligned with state standards in
78 reading, mathematics, writing, science, social studies and
79 learning tools;

80 (2) Mastery of rigorous core academic subjects in grades
81 nine through twelve by providing appropriate technology tools
82 aligned with state standards for learning skills and technology
83 tools;

84 (3) Attainment of skill outcomes for all students in the use
85 of technology tools and learning skills;

86 (4) Proficiency in new, emerging content;

87 (5) Participation in relevant, contextual instruction that uses
88 dynamic, real-world contexts that are engaging and meaningful
89 for students, making learning relevant to life outside of school
90 and bridging the gap between how students live and how they
91 learn in school;

92 (6) Ability to use digital and emerging technologies to
93 manage information, communicate effectively, think critically,
94 solve problems, work productively as an individual and
95 collaboratively as part of a team and demonstrate personal
96 accountability and other self-directional skills;

97 (7) Providing students with information on post-secondary
98 educational opportunities, financial aid and the skills and
99 credentials required in various occupations that will help them
100 better prepare for a successful transition following high school;

101 (8) Providing greater access to advanced and other curricular
102 offerings than could be provided efficiently through traditional
103 on-site delivery formats, including increasing student access to

104 quality distance learning curricula and online distance education
105 tools;

106 (9) Providing resources for teachers in differentiated
107 instructional strategies, technology integration, sample lesson
108 plans, curriculum resources and online staff development that
109 enhance student achievement; and

110 (10) Providing resources to support basic skills acquisition
111 and improvement at the above mastery and distinguished levels.

112 (d) Developed with input from appropriate stakeholder
113 groups, the West Virginia Strategic Technology Learning Plan
114 shall be an integral component of the electronic strategic county
115 improvement plan as required in section five of this article. The
116 West Virginia Strategic Technology Learning Plan shall be
117 comprehensive and shall address, but not necessarily be limited
118 to, the following provisions:

119 (1) Allocation of adequate resources to provide students with
120 equitable access to technology tools, including instructional
121 offerings and appropriate curriculum, assessment and technology
122 integration resources aligned to both the content and rigor of
123 state content standards as well as to learning skills and
124 technology tools;

125 (2) Providing students and staff with equitable access to a
126 technology infrastructure that supports the acquisition of skills
127 in the use of technology, including the ability to access
128 information, solve problems, communicate clearly, make
129 informed decisions, acquire new knowledge, construct products,
130 reports and systems and access online assessment systems;

131 (3) Inclusion of various technologies that enable and
132 enhance the attainment of the skills outcomes for all students;

133 (4) Collaboration with various partners, including parents,
134 community organization, higher education, schools of education
135 in colleges and universities, employers and content providers;

136 (5) Seeking of applicable federal government funds,
137 philanthropic funds, other partnership funds or any combination
138 of those types of funds to augment state appropriations and
139 encouraging the pursuit of funding through grants, gifts,
140 donations or any other sources for uses related to education
141 technology;

142 (6) Sufficient bandwidth to support teaching and learning
143 and to provide satisfactorily for instructional management needs;

144 (7) Protection of the integrity and security of the network, as
145 well as student and administrative workstations;

146 (8) Flexibility to adjust the plan based on developing
147 technology, federal and state requirements and changing local
148 school and county needs;

149 (9) Incorporation of findings based upon validation from
150 research-based evaluation findings from previous West
151 Virginia-based evaluation projects;

152 (10) Continuing study of emerging technologies for
153 application in a learning environment and inclusion in the
154 technology plan, as appropriate;

155 (11) An evaluation component to determine the effectiveness
156 of the program and make recommendations for ongoing
157 implementation;

158 (12) A program of embedded, sustained professional
159 development for teachers that is strategically developed to
160 support a thorough and efficient education for all students and
161 that aligns with state standards for technology, integrates

162 technology skills into educational practice and supports the
163 implementation of software, technology and assessment
164 resources in the classroom;

165 (13) Providing for uniformity in technological hardware and
166 software standards and procedures;

167 (14) The strategy for ensuring that the capabilities and
168 capacities of the technology infrastructure is adequate for
169 acceptable performance of the technology being implemented in
170 the public schools;

171 (15) Providing for a comprehensive, statewide uniform,
172 integrated education management and information system for
173 data collection and reporting to the Department of Education and
174 the public;

175 (16) Providing for an effective model for the distance
176 delivery, virtual delivery or both types of delivery of instruction
177 in subjects where there exists low student enrollment or a
178 shortage of certified teachers or where the delivery method
179 substantially improves the quality of an instructional program
180 such as the West Virginia Virtual School;

181 (17) Providing a strategy to implement, support and maintain
182 technology in the public schools;

183 (18) Providing a strategy to provide ongoing support and
184 assistance to teachers in integrating technology into instruction
185 such as with technology integration specialists and technology
186 system specialists;

187 (19) A method of allowing public education to take
188 advantage of appropriate bulk purchasing abilities and to
189 purchase from competitively bid contracts initiated through the
190 southern regional education board educational technology
191 cooperative and the America TelEdCommunications Alliance;

192 (20) Compliance with United States Department of
193 Education regulations and Federal Communications Commission
194 requirements for federal E-rate discounts; and

195 (21) Other provisions as considered appropriate, necessary
196 or both to align with applicable guidelines, policies, rules,
197 regulations and requirements of the West Virginia Legislature,
198 the Board of Education and the Department of Education.

199 (e) Any state code and budget references to the Basic
200 Skills/Computer Education Program and the SUCCESS Initiative
201 will be understood to refer to the statewide technology initiative
202 referenced in this section, commonly referred to as the 21st
203 Century Tools for 21st Century Schools Technology Initiative.

ARTICLE 9A. PUBLIC SCHOOL SUPPORT.

§18-9A-10. Foundation allowance to improve instructional programs.

1 (a) The total allowance to improve instructional programs
2 shall be the sum of the following:

3 (1) For instructional improvement, in accordance with
4 county and school electronic strategic improvement plans
5 required by section five, article two-e of this chapter, an amount
6 equal to ten percent of the increase in the local share amount for
7 the next school year above any required allocation pursuant to
8 section six-b of this article shall be added to the amount of the
9 appropriation for this purpose for the immediately preceding
10 school year. The sum of these amounts shall be distributed to the
11 counties as follows:

12 (A) One hundred fifty thousand dollars shall be allocated to
13 each county; and

14 (B) Distribution to the counties of the remainder of these
15 funds shall be made proportional to the average of each county's

16 average daily attendance for the preceding year and the county's
17 second month net enrollment.

18 Moneys allocated by provision of this subdivision shall be
19 used to improve instructional programs according to the county
20 and school strategic improvement plans required by section five,
21 article two-e of this chapter and approved by the state board:
22 *Provided*, That notwithstanding any other provision of this code
23 to the contrary, moneys allocated by provision of this section
24 also may be used in the implementation and maintenance of the
25 uniform integrated regional computer information system.

26 Up to twenty-five percent of this allocation may be used to
27 employ professional educators and service personnel in counties
28 after all applicable provisions of sections four and five of this
29 article have been fully utilized.

30 Prior to the use of any funds from this subdivision for
31 personnel costs, the county board must receive authorization
32 from the state superintendent. The state superintendent shall
33 require the county board to demonstrate: (1) The need for the
34 allocation; (2) efficiency and fiscal responsibility in staffing; (3)
35 sharing of services with adjoining counties and the regional
36 educational service agency for that county in the use of the total
37 local district board budget; and (4) employment of technology
38 integration specialists to meet the needs for implementation of
39 the West Virginia Strategic Technology Learning Plan. County
40 boards shall make application for the use of funds for personnel
41 for the next fiscal year by May 1 of each year. On or before June
42 1, the state superintendent shall review all applications and
43 notify applying county boards of the approval or disapproval of
44 the use of funds for personnel during the fiscal year appropriate.
45 The state superintendent shall require the county board to
46 demonstrate the need for an allocation for personnel based upon
47 the county's inability to meet the requirements of state law or
48 state board policy.

49 The provisions relating to the use of any funds from this
50 subdivision for personnel costs are subject to the following: (1)
51 The funds available for personnel under this subsection may not
52 be used to increase the total number of professional
53 noninstructional personnel in the central office beyond four; and
54 (2) For the school year beginning July 1, 2013, and thereafter,
55 any funds available to a county for use for personnel under this
56 subsection above the amount available for the 2012-2013 school
57 year, only may be used for technology systems specialists until
58 the state superintendent determines that the county has sufficient
59 technology systems specialists to serve the needs of the county.

60 The plan shall be made available for distribution to the
61 public at the office of each affected county board; plus

62 (2) For the purposes of improving instructional technology,
63 an amount equal to twenty percent of the increase in the local
64 share amount for the next school year above any required
65 allocation pursuant to section six-b of this article shall be added
66 to the amount of the appropriation for this purpose for the
67 immediately preceding school year. The sum of these amounts
68 shall be distributed to the counties as follows:

69 (A) Thirty thousand dollars shall be allocated to each county;
70 and

71 (B) Distribution to the counties of the remainder of these
72 funds shall be made proportional to the average of each county's
73 average daily attendance for the preceding year and the county's
74 second month net enrollment.

75 Effective July 1, 2014, moneys allocated by provision of this
76 subdivision shall be used to improve instructional technology
77 programs according to the county and school strategic
78 improvement plans; plus

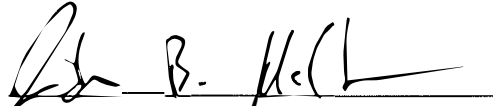
79 (3) One percent of the state average per pupil state aid
80 multiplied by the number of students enrolled in dual credit,
81 advanced placement and international baccalaureate courses, as
82 defined by the state board, distributed to the counties
83 proportionate to enrollment in these courses in each county; plus


84 (4) An amount not less than the amount required to meet
85 debt service requirements on any revenue bonds issued prior to
86 January 1, 1994, and the debt service requirements on any
87 revenue bonds issued for the purpose of refunding revenue bonds
88 issued prior to January 1, 1994, shall be paid into the School
89 Building Capital Improvements Fund created by section six,
90 article nine-d of this chapter and shall be used solely for the
91 purposes of that article. The School Building Capital
92 Improvements Fund shall not be utilized to meet the debt
93 services requirement on any revenue bonds or revenue refunding
94 bonds for which moneys contained within the School Building
95 Debt Service Fund have been pledged for repayment pursuant to
96 that section.

97 (b) When the school improvement bonds secured by funds
98 from the School Building Capital Improvements Fund mature,
99 the state Board of Education shall annually deposit an amount
100 equal to \$24,000,000 from the funds allocated in this section into
101 the School Construction Fund created pursuant to the provisions
102 of section six, article nine-d of this chapter to continue funding
103 school facility construction and improvements.

104 (c) Any project funded by the School Building Authority
105 shall be in accordance with a comprehensive educational facility
106 plan which must be approved by the state board and the School
107 Building Authority.

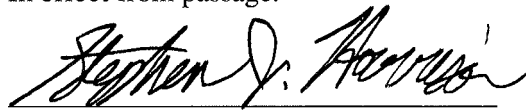
That Joint Committee on Enrolled Bills hereby certifies that the foregoing bill is correctly enrolled.

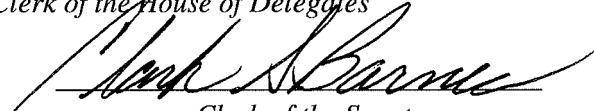

Chairman, House Committee


Chairman, Senate Committee

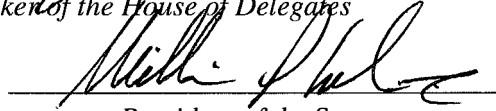
Originating in the House.

In effect from passage.


Clerk of the House of Delegates


Clerk of the Senate


Speaker of the House of Delegates


President of the Senate

The within ~~is approved~~ this the 25th
day of March, 2015.


Governor

PRESENTED TO THE GOVERNOR

MAR 16 2015

Time 3:24 PM



Facilities and Operations Update June 16, 2022

Facilities and Planning Projects

Byrd Biotech Cage Washer

Vendor: TBD

Amount paid/ encumbered to date: \$0; MU Health

Percent of project completed: 0%

Target date of completion: July 022

Note: In design

Football Stadium Turf Replacement

Vendor: Astro Turf

Estimated Expense of Project: \$700,000 approx.

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: July 2022

Note: Turf delivered June 6, 2022; installation occurring

Horizontal Mine Shaft

Vendor: TBD

Estimated Expense of Project: \$1M approx.

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: October 2022

Note: Project rebid, opening June 8, 2022

MU Health Chiller

Vendor: General Heating and Air

Estimated Expense of Project: \$350,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: TBD

Note: Equipment delays, work anticipated to begin October 2022

Smith Hall Cooling Towers

Vendor: Dougherty Construction

Estimated Expense of Project: \$800,000 approx.

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: TBD

Note: Equipment delays, work anticipated to begin July 2022

Smith Hall Elevator Replacement

Vendor: Otis Elevator

Estimated Expense of Project: \$800,000 approx.

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: September 2023

Tri-State Airport (H13) School

Vendor: SQP

Estimated Expense of Project: \$2,000,000

Amount paid/ encumbered to date:
\$1,200,000

Percent of project completed: 50%

Target date of completion: orig. May 2022

Upcoming Projects

Expression of Interests:

- Drinko Library and Science Building Cooling Tower Replacement, in design ZMM
- Fine Arts and Prichard Hall Roof Replacement, in design Pickering Associates



PROVOST REPORT

ACADEMIC AFFAIRS

JUNE 16, 2022



A Message from Academic Affairs

Greetings!

It has been challenging the past two years to focus on anything but the pandemic. As we close out the spring semester, let's shift our focus to the following:

- Fall 2021 738 degrees awarded
- Spring 2022 1382 degrees awarded

There are now 1,460 new Marshall alums out in the world! Congratulations to them and to every member of the faculty and staff of Marshall University who helped them cross the finish line.

A last look at the advancements and achievements of our academic programs, faculty, staff and students reveals the following highlights:

1. The School of Art and Design in the **College of Arts and Media** held the 18th annual Empty Bowls on Friday, April 30 at the Pullman Square gazebo and raised over \$12,000 for the Facing Hunger Foodbank. The School of Art and Design partnered with The Pottery Place whose owner and Marshall alumna, **Jessica Stone**, also made the bowls available on her company website.
2. The **College of Engineering and Computer Science** has received several new scholarship gifts resulting in the award of \$156,550 in scholarships for students next year.
3. The **College of Education and Professional Development** is proud to welcome our recent EdD Graduate, **Dr. Marcie Simms**, as MU's next Vice President for Intercultural and Student Affairs!
4. The Department of Communication Disorders, in the **College of Health Professions**, admitted their inaugural cohorts into their new Speech Language Pathology – Assistant (SLPA) program and the new Early Assurance Program.
5. Students and faculty from the Department of Sociology in the **College of Liberal Arts** planned and hosted the annual Oxfam Hunger Banquet on April 21, 2022. The student-led event, open to the campus and the local community, focuses attention on issues of global hunger and inequality while collecting donations for the Marshall Food Pantry.
6. Dr. Derrick Kolling, professor and chair of the Department of Chemistry in the **College of Science** received a grant of \$366,624 from the National Science Foundation to more closely examine tardigrades, a phylum of eight-legged segmented micro-animals. The findings from this research affect everything from how to protect humans during space travel to how to store drugs and vaccines at room temperature.

7. The **Division of Aviation** reported that on May 5, **Joshua Lucas** of Charleston, became the first student to earn a Private Pilot License at the Bill Noe Flight School. The license requires both ground training and flight training, a written knowledge exam, and a practical exam from an FAA approved examiner. The Private Pilot License is the first of several FAA certifications that students earn in the flight program.
8. Students and organizations of the **Lewis College of Business** earned five awards at the Marshall Leadership and Service Awards Breakfast held April 27:
 - a. Organization Advisor of the Year: **Glen Midkiff**, Director of the Rahal Center for Student Engagement
 - b. Outstanding New Member: **Zach Kincaid**, MBA Student
 - c. Organization of the Year: Society for the Advancement of Management
 - d. Sophomore Leadership Award: **Jamison Lewis**, BBA Student
 - e. Graduate Student Leadership Award: **Ashlee Smith**, MSA Student
9. **Prof. Larry Sheret and Dr. Monica Brooks** of the **Libraries** were both recognized by the WV Higher Education Policy Commission with collaboration and leadership awards respectively for their work with Open Educational Resources (OER) initiatives at the campus and state levels at the first annual conference held in Charleston in April.
10. The **School of Pharmacy** reported that 53 members of the MUSOP Class of 2022 received their PharmD degrees at commencement on April 28th. Additionally, two M.B.A. degrees were also awarded to graduates in the PharmD/MBA dual degree program.

On behalf of the administration and staff of Academic Affairs, we invite you to share our pride and celebrate the scholarly and creative works of our faculty, along with the successes of our students and our alumni.

Sincerely,

Avinandan "Avi" Mukherjee, Ph.D.
Sr. Vice President for Academic Affairs &
Provost

Karen McComas, Ed.D.
Interim Associate Vice President for Academic
Affairs & Associate Provost

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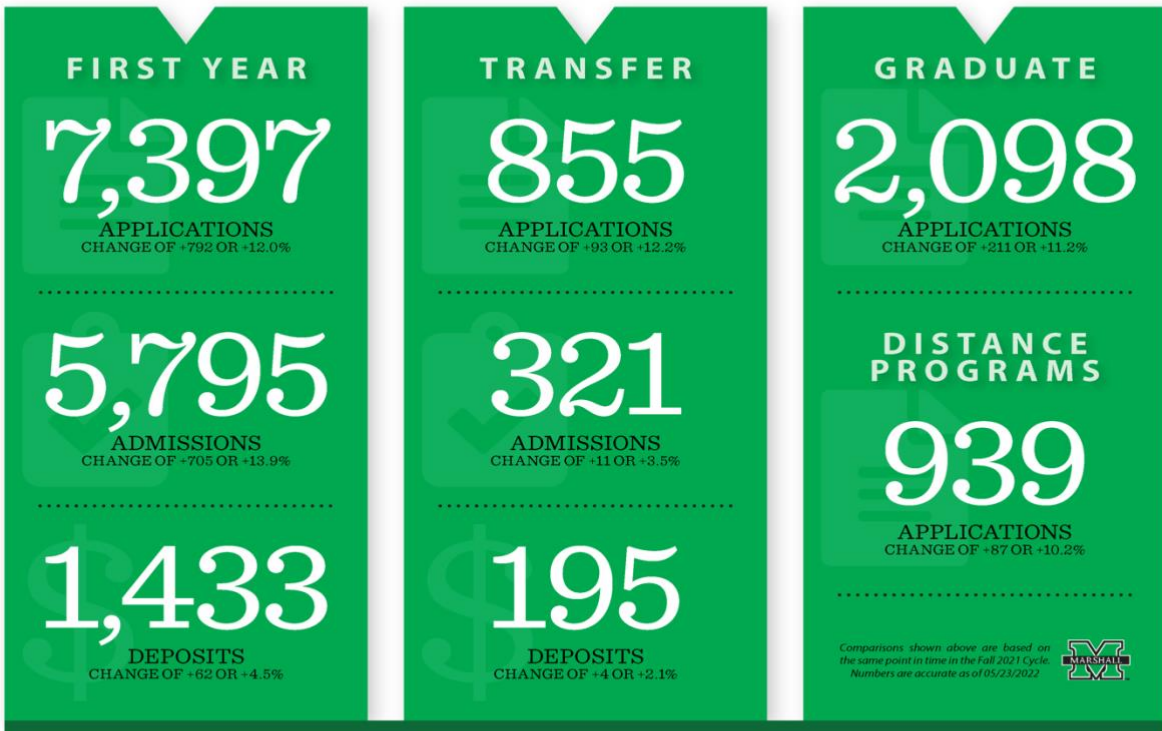
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ADMISSIONS AND ENROLLMENT SERVICES (DEAN: DR. TAMMY JOHNSON)

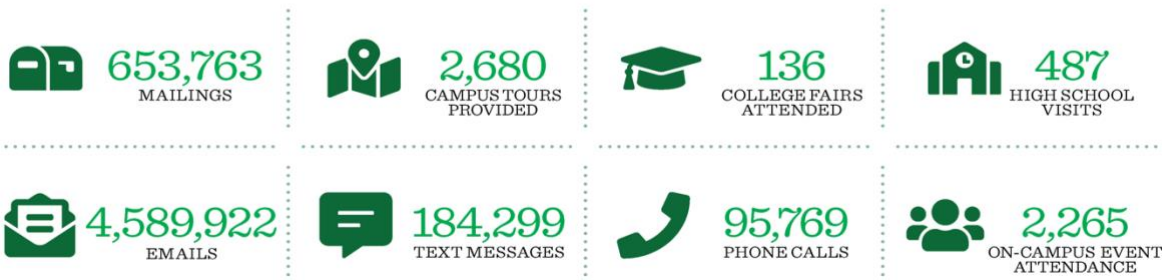
PROGRAM HIGHLIGHTS

FALL 2022

ENROLLMENT CYCLE UPDATE



RECRUITMENT EFFORTS TO DATE FOR FALL 2022



COLLEGE OF ARTS AND MEDIA (INTERIM DEAN: DR. WENDELL DOBBS)

FACULTY & STAFF ACHIEVEMENTS

Professors Ian Hagarty and Danny Kaufmann exhibited their visual art project Shared Reverence – Commemorating the New River Gorge at the 6th edition of the European Cultural Centre’s (ECC) international art exhibition entitled Personal Structures during the 59th La Biennale di Venezia in Venice, Italy, which started April 23 and will continue through November 27, 2022. Hagarty and Kaufmann traveled to Venice to be on hand for the opening of the exhibition. Participation in this world-renowned exhibition was made possible through the generosity of Pete and Barbara Chiericozzi, former BOG member Christie Kinsey, the Marshall University Research Corporation (MURC), the Marshall University Foundation, the College of Arts and Media, and the School of Art and Design.

The School of Art and Design welcomes highly regarded graphic designer **Kyle Dyer** to the full-time faculty as Assistant Professor of Art. Dyer is a Marshall alumnus (Print Journalism) and holds a masters from the Savannah College of Art and Design. He brings a wealth of professional experience to the program. In addition to his teaching duties, he will coordinate the placement of graphic design students in apprenticeships with businesses.

Professor **Sandra Reed’s** solo exhibition entitled *Selvage*, is on display now through June 30 in the Library Gallery on Marshall University’s South Charleston campus. It features works she has created since relocating to West Virginia in 2014. Professor Reed is Marshall’s 26th John Deaver Drinko Academy Fellow. The Drinko Academy along with the College of Arts and Media provided support for the exhibition along with the West Virginia Department of Arts, Culture, and History and the National Endowment for the Arts, with approval from the West Virginia Commission on the Arts.

Assistant Professor **Tijah Bumgarner** received the Charleston Creative Connections Placemaking Mini Grant to complete her documentary “Picture Proof.”

Alexander Lee performed for Opera America in New York City, NY on March 13, gave a masterclass to Indiana University of Pennsylvania on March 11 and another masterclass to Grove City College on March 14 and performed a faculty recital in Smith Recital Hall on March 20.

Carline Waugh performed three concerts in Columbia and Saint Louis, MO and gave a masterclass at Columbia College April 18 – 22.

Julio Alves and guest **Bernard di Gregorio** presented "Echoes and Facades: A Guest and Faculty Recital" at 7:30 p.m. Wednesday, April 13, in Smith Recital Hall.

Stephen Lawson and student **Alexander Hummel** attended the Southeast Horn Workshop in Greensboro, NC March 11-13.

Edwin Bingham is attending a bassoon camp in Little Switzerland, NC starting May 30 as part of faculty development.

STUDENT & ALUMNI ACHIEVEMENTS

Two successful capstone exhibitions were held in the Carroll Gallery in the Visual Arts Center featuring the work of eight graduates: **Alyssa Carney, Emily Fuller, Angel Gandee, Raigan Hagerman, Kaitlyn Hall, Danika Spencer, Alyssa Lott, and Danny Marks.**

Representatives from Bristol Broadcasting in Charleston presented students with scholarships May 16. **Nick Matawa**, senior Media Production major, **David Adkins**, senior Media Production major, and **Makaylah Wheeler**, Broadcast Journalism major, were each presented with a scholarship by Wade Hill and Kris "Jr." Woody. Wade Hill is the program director and afternoon on-air host for Electric 102.7 FM in Charleston. Kris "Jr." Woody is the morning on-air host for WQBE-FM 97.5 in Charleston.

WMUL-FM student broadcasters have won 99 awards during the 2021-2022 academic year. The students' grand total 99 awards this year includes 30 first place awards, 34 second place awards, 7 third place award and 28 honorable mention awards.

Tyler Kennett, senior Sports Journalism major, earned a first-place award for Radio News Reporting from Society of Professional Journalists Mark of Excellence Awards Region 4 for his story "Campus Pro Choice." The story was broadcast during the "5:00 p.m. Edition of Newscenter 88," Monday, September 20, 2021. The first-place award winner will now be entered into the national awards contest along with the other eleven regional first place winners. The national award winner will be announced Saturday, October 29, 2022, at the National Awards Ceremony during the MediaFest22 Convention in Washington, D. C.

Students from Marshall University's public radio station, WMUL-FM, received four grand prize awards and five honorable mention awards during the National Broadcasting Society/ Alpha Epsilon Rho (NBS/AERho) 31st Annual National Student Audio/Video Scriptwriting and 59th Annual Audio/Video Production Awards Competition virtual ceremony that took place Wednesday, March 30, 2022. The grand prize award winning entries in production were: Audio Promos by **Zane Bowles**, a December 2022 graduate, Audio Documentary Program "Revitalization of Huntington" written and produced by **Grant Goodrich**, a May 2021 graduate, Audio Sports Segment "Vitor Dias, CUSA Soccer Player of the Week" written and produced by **Christian Palmer**, a Sports Journalism major and Audio Sports Program "Inside Conference USA" with hosts **Andrew Rogers**, a Sports Journalism major, and **Justin Zimmer**, a Sports Journalism major and produced by **Ben Cower**, a Sports Journalism major.

There were many degree recitals during the months of March and April, as well as several final concerts for our ensembles - 48 performances altogether.

Jackson Hall, winner of the Jackson/Balshaw soloist competition, performed his recital on April 17.

Several of our best graduates and undergraduates performed and presented for the first Student Research and Creativity Symposium, April 19 & 20. Presenters included: **James Hendricks, Natalya Smith, Emily Cloer, Karen Jarvis, and Sean Link.**

Jazz I was invited to participate in a "Battle of the Bands" at Morehead State University.

PROGRAM HIGHLIGHTS

The 18th annual Empty Bowls was held on Friday, April 30 at the Pullman Square gazebo and raised over \$12,000 for the Facing Hunger Foodbank. The School of Art and Design partnered with The Pottery Place whose owner and Marshall alumna **Jessica Stone** also made the bowls available on her company website.

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) met April 29 and voted 12-3, with one abstention and one recusal, that the undergraduate program in the W. Page Pitt School of Journalism and Mass Communications receive reaccreditation. **Sandy York**, interim director, attended the meeting. The next visit for the school is scheduled for the 2027-28 academic year.

Dr. Terry Hapney's spring 2022 Public Relations Campaign Management class completed a campaign for Habitat for Humanity and presented their Research-Planning-Implementation-Evaluation (RPIE) phases of the integrated strategic communications campaign during the Student Research & Creativity Symposium, April 19, 2022, in the Weisberg Applied Engineering Complex. This is the 24th ISC campaign carried out for nonprofit organizations throughout the Tri-State in Dr. Hapney's 14 years at Marshall. Students who participated are **Zane Adkins, Olivia Bird, Mary Chapman, Mariah Clay, Chloe Cook, Abby Hanlon, Tabitha Hensley, Cassandra Hunt, Tyler Spence, and Ben Wheeler.**

New Commercial Music major and Entrepreneurship minor were passed by the university curriculum committee and faculty senate near the end of the spring semester.

The first year of the MA in Music Education online degree is complete.

Bob Noone, a leading adoption attorney in West Virginia, is teaming up with his longtime friend, America's Got Talent winner Landau Eugene Murphy Jr. to celebrate National Foster Care Month by funding multiple scholarships for foster and adopted students to attend the Marshall University Summer Jazz Camp June 12th-17th. In addition, the Foundation for the Tri-State Community, Inc. has provided scholarship funding for the camp.

Martin Saunders graduated from the inaugural Chairs Leadership Academy on April 28.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE (INTERIM DEAN: DR. DAVID DAMPIER)

FACULTY & STAFF ACHIEVEMENTS

CECS Faculty Awards, 2022:

Academy of Distinguished Teachers

- **Dr. Arka Chattopadhyay**, Civil Engineering
- **Dr. Yousef Sardahi**, Mechanical Engineering
- **Dr. Sungmin Youn**, Civil Engineering
- **Dr. Bill Pearson** (Posthumously), Civil Engineering

Weisberg Service Award

- **Dr. Husnu Narman**, Computer Sciences and Electrical Engineering

Weisberg Research Awards

- Junior Award: **Dr. Sanghoon Lee**, Computer Sciences and Electrical Engineering
- Senior Award: **Dr. Haroon Malik**, Computer Sciences and Electrical Engineering

Awarded EPSCOR Grant for \$20,000

- **Dr. Simon Shim**, Biomedical Engineering
- **Dr. Yousef Sardahi**, Mechanical Engineering

Awarded GenCyber Grant for Teacher Camp, 2022

- **Dr. Wook-Sung Yoo**, Computer Science and Engineering

Dr. Richard Begley, Civil Engineering Awarded Emeritus Status upon his retirement

Dr. Wael Zatar, Civil Engineering Awarded Professor of the Year for 2022, PPCI Central Region

STUDENT ACHIEVEMENTS

This year, we have received several new scholarship gifts that will result in the award of significant scholarship resources for students. The following scholarships are being awarded for the upcoming year:

Project Work Studio

1st Cohort (2nd Year):

- **Chloe Duckworth**, BS Biomedical Engineering \$7500
- **Cameron Green**, BS Computer Science \$7500
- **Alexa Hoffman**, BS Electrical Engineering \$7500
- **Muna Lentison**, BS Computer Science \$7500
- **Neil Loftus**, BS Computer Science \$7500
- **Brooke Marshall**, BS Electrical Engineering \$7500
- **Olivia Maynor**, BS Civil Engineering \$7500
- **Hadden Mick**, BS Computer Science \$7500
- **Jada Stutts**, BS Biomedical Engineering \$7500

2nd Cohort (1st Year):

- **Kayla Clatterbuck**, BS Biomedical Engineering \$7500
- **Emily Kisor**, BS Pre-Computer Science \$7500
- **Sarah Lambert**, BS Computer Info Security \$7500
- **Amelia McGinty**, BS Computer Science \$7500
- **Cade Parlato**, BS Computer Science \$7500
- **Miranda Simpson**, BS Computer Info Tech \$7500
- **Audrey Sprout**, BS Computer Science \$7500
- **Kimberly Sturm**, BS Pre-Engineering \$7500
- **Devin Turley**, BS Mechanical Engineering \$7500

Mary Hodges Scholarship for Engineering and Computer Sciences:

- **Brooke Marshall**, BS Electrical Engineering \$2000

The Dewey and Judy Bocook Scholarship for Engineering

- **Jacob Trogdon**, BS Civil Engineering \$6000

Richard Erwin McCoy, Jr. P.E. Scholarship

- **Autumn Cook**, BS Mechanical Engineering \$1000

The Engineers Club of Huntington Endowed Scholarship

- **Cameron T. Nichols**, BS Electrical Engineering \$1750

Dr. William and Mrs. Mary Lind Zitter Scholarship

- **Harry G. Marcum**, BS Electrical Engineering \$ 800

Professor Thomas Olson Scholarship

- **Logan R. Evans**, BS Biomedical engineering \$2000

Richard Jarrel Hodges Memorial Scholarship

- **Hope E. Bramlett**, BS Computer Science \$3000
- **Christian L. Cantrell**, BS Mechanical Engineering \$3000

American Industrial Hygiene Foundation Scholarship

- **Danielle Berry**, MS Environmental Safety & Health \$2000

The following two students are recognized for their achievements.

- **K.C. Hoard**, BS Mechanical Engineering, May 2022 Passed Fundamentals of Engineering Exam
- **Ian McKnight**, BS Biomedical Engineering, May 2022 NSF Graduate Research Fellowship

COMMUNITY ENGAGEMENT

College of Engineering and Computer Sciences through the civil engineering department continues to support the Bethel Cemetery Rehabilitation in Huntington. **Dr. James Bryce** has led this effort.

PROGRAM HIGHLIGHTS

BSE General Engineering and Industrial and Systems Engineering approved for new students beginning in August 2022.

MS In Environment Safety and Health set to admit first students in August 2022.

COLLEGE OF EDUCATION AND PROFESSIONAL DEVELOPMENT

(DEAN: DR. TERESA EAGLE)

FACULTY & STAFF ACHIEVEMENTS

Dr. Kim McFall was selected for the Marshall University Diversity Award for faculty. These awards recognize students, staff, and faculty who have helped to cultivate an inclusive campus environment by celebrating, supporting, or enhancing diversity on or off-campus.

Dr. Tina Cartwright presented for the Faces of Physics Speaker Series. Titled Career Trajectories and Pluto, Dr. Cartwright talked about her early interest in Science and the path she took through her career.

This spring **Dr. Barbara O'Byrne** directed the Central WV Writing Project's Young Writers Contest. This activity has honored outstanding writing by students in grades 1-12 from every county in the state of West Virginia for over thirty-five years. It culminates in Young Writers Day, an event hosted on the campus of the University of Charleston on May 13 recognizing and celebrating winners. Winning writings in each category were published in the May 14 Charleston Gazette Mail.

College faculty awards, instituted by alumni and selected by the current faculty were presented to:

- **Dr. Kimberly McFall** – Guyer Award for Excellence in Service
- **Dr. Eugenia Lambert** – Barnett Award for Excellence in Research
- **Dr. Kathy Seelinger** – Hicks Award for Excellence in Teaching

Dr. Barbara Guyer was honored as our distinguished alumna. Dr. Guyer was the creator and founder of the Center for Higher Education Learning Problems (H.E.L.P.)

STUDENT & ALUMNI ACHIEVEMENTS

We are proud to welcome our recent EdD Graduate, **Dr. Marcie Simms**, as MU's next Vice President for Intercultural and Student Affairs!

Jackson Hussell-Davis was selected by the Committee on Scholarly Works and Creative Activities as a recipient of a Creative Discovery and Research Award for Summer 2022.

Fifteen students were inducted into the Marshall Chapter of Chi Sigma Iota. CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. New members of the chapter are: **Benita Rodrigues, Erin May-Spenser, Christopher Koska, Madison Pidliskey, Serena Cosmo, Lisa Ball, Keira Lee Ann Cale, Kendra Pullen, Jacob Hock, Whitney Roberts, John Gdula, Michelle Burgess, Brandi Dunn, Angel Fry, and Kaitlyn McClure.**

Dr. Jenny Nash, a COEPD alumna and former staff member, was featured in April's Authority Magazine in an article titled: *Inspirational Women in STEM and Tech*. Dr. Jenny Nash serves as the Head of Education Impact for LEGO Education in the United States, where she provides direction and leadership in delivering meaningful education opportunities for students. LEGO Education works with teachers and educational specialists to deliver playful learning experiences that bring subjects to life in the classroom and make learning fun and impactful. Its solutions for teaching and hands-on learning inspire interest in Science, Technology, Engineering, Arts and Math (STEAM), targeted at preschool, elementary and middle school.

Alumnus and WV Teacher of the Year **Brian Casto**, spoke to our graduating seniors.

COEPD had five Undergraduate Elementary Education Students present at the Inaugural Student Research and Creativity Symposium: **Brandon Duncan, Jennifer Ferrell, Kylie Metz and Hannah O'Brien**. **Andrew Prostor**, Secondary Education Physics major presented a poster, "Herd Hours: What makes it successful and how it was affected by COVID." A poster presentation "Measuring Success by the Seed's We Plant: One Institution's Experience with Alumni Tracking" featured work by doctoral students and staff members **Amanda Preece and Kandice Rowe**.

Our exceptional graduates and new teachers include the following award winners:

- **Grace McClure** – Resident of the Year
- **Carson McKinney** – Secondary Student Teacher of the Year
- **Neeley Jeffery** – Related Arts Student Teacher of the Year
- **Haylie Hockenberry** – Overall Student Teacher of the Year
- **Ashley Lawrence** – Cooperating Teacher of the Year
-

Eli Williamson, Secondary Education Physics major and Treasurer of the MU Society of Physics Students helped host a talk with Dr. Natasha Grace Holmes from Cornell University called "The Trouble with Traditional Physics Labs."

Savanna Davis, Secondary Education General Science major was selected to serve as a Judge at the WV State Science Fair.

Savannah Wheeler, Secondary Education Wellness major was named to the Preseason All-Conference USA Team.

PROGRAM HIGHLIGHTS

The "Grow Your Own" initiative from the WVDE will begin this fall, with the opportunity for Public School systems to partner with higher education to encourage high school juniors to pursue a path toward teacher education. County superintendents were allowed to designate the university with which

they would prefer to partner. As a result, the COEPD is working to launch the program in the following school systems: Cabell, Wayne, Putnam, Greenbrier, Summers, Mingo, and Mason. Providing this program is a collaboration between County Boards, Dual Credit, several CTCs as well as other IHEs.

COMMUNITY ENGAGEMENT

The June C. Harless Center inducted new members to its Hall of Fame:

- First Lady Cathy Justice – for her work engaging connecting communities and schools.
- Dolly Parton – for her Imagination Library, which is now available in all WV counties.
- Drs. Stan and Barbara Maynard – for their service to many years of service in the Harless initiatives.
- Mr. Jim Denova - recently retired from the Benedum Foundation, a valuable connection for funding and innovative ideas.

The COEPD participated in National Teacher Appreciation Week by:

- Gifting 15 cooperating teachers with \$25 local gift cards
- Recognizing teachers via social media
- Providing breakfast to Wayne Middle School

COLLEGE OF HEALTH PROFESSIONS (DEAN: DR. MICHAEL PREWITT)

STUDENT ACHIEVEMENTS

Karlie LaFauci, a senior Exercise Science student, has received summer 2022 MU creative discovery and research award (\$5000) for investigating the morphology of the rats' hearts that are treated with radiation and methamphetamine. This study is the continuous research of the health issues among methamphetamine users on the hearts. She hopes her findings will increase the awareness of the methamphetamine risks beyond the acute overdose.

PROGRAM ACHIEVEMENTS

Communication Disorders officially admitted five students to the Speech Language Pathology – Assistant (SLPA) program. They will be starting summer 2022. Also, we have accepted three high school students to the Early Assurance Program. Both programs are new, and these students are the inaugural cohorts.

The SOPT just matriculated the Class of 2025. They have 43 students in this cohort representing eight states, China and Canada with 37% of the class coming from West Virginia. All twenty-three students in the Class of 2022 who took the National Physical Therapy Exam (NPTE Board Exam) had a 100% pass rate compared the 89.9% national pass rate. The remainder of the class will sit for the exam in July.

COMMUNITY ENGAGEMENT

On March 30, 2022 the SOK programs of Athletic Training, Biomechanics & Exercise Science hosted a group of 40 students from Webster County School district. They experienced all three programs in an interactive immersive event. Early feedback from the students & educators with them was appreciative and very positive.

COLLEGE OF LIBERAL ARTS (DEAN: DR. ROBERT BOOKWALTER)

FACULTY & STAFF ACHIEVEMENTS

Dr. Shawn Schulenberg, professor of Political Science, has been elected **chair of the Faculty Senate** for a two-year term. Shawn served as Parliamentarian this past year and is well prepared for the role of Faculty Senate Chair. **Dr. Damien Arthur** will assume the chair's role in the Department of Political Science.

Dr. Jana Tigchelaar, associate professor of English was the faculty honoree in the annual **Women of Marshall awards**. Dr. Tigchelaar was recognized for her scholarship focused on women writers and her advocacy for research-based treatment options for breast cancer survivors.

Dr. Stefan Schoeberlein, assistant professor of English, was awarded a **WV Humanities Council Fellowship** to complete a translation of Huntington native Tom Kromer's "Waiting for Nothing" (1935) into German. The translation will appear in spring 2023 with *Das Kulturelle Gedachtnis* (Berlin).

Dr. Laura Michele Diener, associate professor of History, is the 2022 winner of the **Hazel Rowley Prize**, awarded annually to a first-time biographer. Dr. Diener is composing the first English language biography of Sigrid Undset, a Norwegian-Danish writer who won the Nobel Prize in Literature in 1928.

STUDENT & ALUMNI ACHIEVEMENTS

The College of Liberal Arts is proud to celebrate the **graduation of 94 undergraduate students** in Spring 2022. Fifty-six COLA graduates (60 percent) finished their degrees with honors – 21 graduated Cum Laude, 12 graduated Magna Cum Laude, and 23 graduated Summa Cum Laude. Six of our spring graduates completed their degrees with perfect 4.0 GPAs.

Thirty-three students from the College of Liberal Arts were recognized in eighteen award categories at the annual **Elizabeth Gibson Drinko Honor's Convocation** on April 22, 2022. The keynote speaker for the convocation was **Dr. Cicero Fain, III**, former faculty member in Marshall's History department, and currently the Visiting Diversity Scholar at Marshall.

Stacey Bowen, 2009 Communication Studies BA & 2012 EMBA from University of Charleston, has a **new book**, *Things I Wish I Knew: A Manual for Future You*, targeted at young professionals making their way in business. Her book draws on her decade of experience in social services, retail, and business. Shortly after graduation, Stacey was a domestic violence advocate for the Charleston YWCA and an Operations Manager for Abercrombie & Fitch Partners. In the decade since earning her EMBA, she has worked as an office manager and executive assistant for several businesses in the San Francisco bay area, including Dropcam, Institutional Venture Partners, PIT Partners, and Capital Group.

Mckenzie Cooley, 2014 Communication Studies BA, has been promoted to Associate Counsel, Employment Law at Paramount in New York City. She has worked on projects related to religious accommodations under the Covid 19 policy, the NY Hero Act, EEO reporting, and Vets 100. Mckenzie graduated from West Virginia University and worked for Farrell, White & Legg PLLC prior to joining Paramount.

Christine Lavery Wenz, Communication Studies BA 2011 & MA 2013, has a new position as Brand & Enterprise Content Manager for Ally. She was formerly Marketing Manager and Strategist for Command Partners (2015-16), Enventys Partners (2017-20), and Shopgate Inc (2020). Most recently, Christine was Brand Content Writer & SEO Strategist for CPI Security in Charlotte, NC.

PROGRAM HIGHLIGHTS

English Language Institute has been approved for a **fully online program option** beginning in Fall 2022 to attract international students who will complete our program while living abroad. The Institute welcomes a group of students from Kansai Gaidai University in Japan this summer for a short English Language program. Post-pandemic, the program seeks to recruit both on-campus and distant students for language study.

Students and faculty from the Department of Sociology planned and hosted the annual **Oxfam Hunger Banquet** on April 21, 2022. The student-led event, open to the campus and the local community, focuses attention on issues of global hunger and inequality while collecting donations for the Marshall Food Pantry.

The **English Department and Humanities Department** jointly hosted the 50th annual **William J. Maier Writing Awards** were presented in a ceremony on April 26, 2022. Students from across the university, from first-year students to graduate students, compete for cash prizes in 10 categories. In all, 30 writing awards were presented, totaling over \$15,000 for our students. The ceremony also recognizes winners of the **Maier Latin Awards**, which provides cash prizes to 14 students studying Latin at regional high schools and a scholarship to the outstanding Latin major at Marshall University.

COMMUNITY ENGAGEMENT

Students in the Digital Humanities Program have created an online archive to preserve and highlight the work of Appalachian author Tom Kromer. Kromer was a Huntington native and former Marshall student whose work was strongly inspired by his experience with homelessness during the Great Depression. The archive at kromerarchive.org holds a copy of Kromer's 1935 novel, *Waiting for Nothing*, along with an annotated version, an audiobook, and a German translation of the work, along with many other documents related to Kromer's life and work.

Dr. Jill Underhill, associate professor of Communication Studies, and **Dr. Steve Underhill**, professor of Communication Studies have made significant contributions to local agencies serving families with

autism. Jill is a board member for Community Autism Resources and Education Systems and a member of the Mountaineer Autism Project. She works on fundraising and community outreach, as well as promoting early intervention and effective services for families with young children with autism. Steve is a grant writer and board member for both Camp Appalachia and Community Autism Resources & Education Systems (CARES).

COLLEGE OF SCIENCE (DEAN: DR. CHARLES SOMERVILLE)

PROGRAM HIGHLIGHTS

Students from Marshall University went to Morgantown last month and participated in the world’s largest international cyber defense exercise, run virtually by the NATO Cooperative Cyber Defense Centre of Excellence in Tallinn, Estonia.

This year, 24 “Blue Teams” from countries throughout the world competed in the “Locked Shields” exercise and competition April 19-21. West Virginia led the United States’ Blue Team, which included mission assurance specialists from the West Virginia National Guard’s Army Interagency Training and Education Center’s Critical Infrastructure Protection Battalion, as well as the National Guard’s legal specialists, cyber threat analysts, and public affairs experts to receive and resolve various injects of the simulated environment. Students from Marshall, as well as West Virginia University and West Virginia Tech, partnered with the U.S. Blue Team in taking on the role of a national cyber rapid reaction team deployed to assist the country in handling a large-scale cyber incident with all its implications.

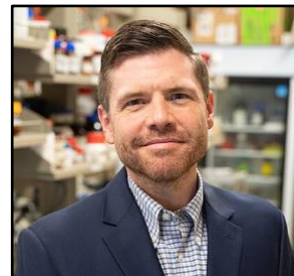
The West Virginia-led U.S. team finished 15th overall. The six Marshall students who participated included four from Marshall’s Cyber Forensics and Security program in the College of Science – **Alisha Joseph, John McFee, Ethan Endes and A.J. Clark** – and two students from the Computer and Information Security program in the College of Engineering and Computer Sciences – **Zander Lambert and Austin Woodrum**.



Photo: Marshall students **Austin Woodrum (left) and John McFee** participate in the Locked Shields international cybersecurity exercise in April 2022 in Morgantown.

FACULTY AND STAFF ACHIEVEMENTS

Dr. Derrick Kolling (pictured), professor and chair of the Department of Chemistry in the College of Science, received a grant of \$366,624 from the National Science Foundation to more closely examine tardigrades, a phylum of eight-legged segmented micro-animals. The findings from this research affect everything from how to protect humans during space travel to how to store drugs and vaccines at room temperature.



Dr. Margaret “Peggy” Phipps Brown, Professor of Criminal Justice and Criminology, retired from teaching at the end of the Spring 2022 semester after forty years of dedicated service to Marshall University. She taught legal studies here since first joining the faculty as a one-year, temporary employee in 1982. The College of Science thanks Dr. Brown for her many years of dedicated and distinguished service to the sons and daughters of Marshall. Her presence on campus will be missed.



Dr. Catherine Rushton will be stepping down from the position of Director of the MS Program in Forensic Science on 30 June 2022. Dr. Rushton took on the directorship of the nationally-prominent program in 2017 after the retirement of its founding director, Dr. Terry Fenger. Many thanks to Dr. Catherine Rushton! Her boundless energy and dedication to MSFS have been very much appreciated. She will always be part of the Marshall family.



STUDENT ACHIEVEMENTS

Four Student Senators from the College of Science organized a mental health awareness event for COS students, staff, and faculty. **Walker Tatum** is a Junior majoring in Biological Sciences with Minors in Chemistry, Pre-Professional Healthcare Studies, General Business, and Psychology. **Makena Rauch** is a Senior double majoring in Criminal Justice and Criminology, with a concentration in Legal Studies, and Political Science. Makena also plays on the MU Women’s Golf Team. **Maddy Scott** is a Senior Biological Sciences major, with minors in Chemistry, Physics, Pre-Professional Healthcare Studies, and General Business. **Dylan Ellison** is a Junior, majoring in Biochemistry with a minor in Biological Sciences. The event was held in the John Marshall Room of the Marshall University Memorial Student Center on Wednesday, 9 March 2022.

DIVISION OF AVIATION (ACTING HEAD: DR. CARL MUMMERT)

STUDENT ACHIEVEMENTS

On May 5, **Joshua Lucas** of Charleston became the first student to earn a Private Pilot License at the Bill Noe Flight School. The license requires both ground training and flight training, a written knowledge exam, and a practical exam from an FAA approved examiner. The Private Pilot License is the first of several FAA certifications that students earn in the flight program.

Fourteen BNFS students, including Joshua, have completed their first solo flight.

For the 24 current students at the BNFS, the median GPA is 3.13 and 75% have a GPA of 3.0 or greater.

Ten BNFS students are on the Dean's List for Spring 2022.

PROGRAM HIGHLIGHTS

The BNFS hired an additional Certified Flight Instructor, **Tyler Warner**, who is expected to start on June 6. Tyler is coming here from Southern Utah University, where he was a student flight instructor. He has also served in the Army and the Army National Guard. The flight school plans to hire additional flight instructors for Fall 2022.

The AMT department hired a fourth AMT instructor, **Sam Butcher**, who started in May. He comes to us with 22 years of experience in the Coast Guard, including maintenance of rotary and fixed-wing aircraft. Sam served as Chief Aviation Maintenance Technician for four years and has a Bachelor's degree from Liberty University. The AMT program is now fully staffed for Fall 2022.

The AMT department is preparing for our Fall 2022 opening. The FAA has sent back a list of minor change requests for our application, which is an anticipated part of the review process. We expect our program to receive FAA certification in June 2022. Regular meetings with MCTC and Marshall stakeholders are being held to plan for the opening in August. As of May 20, the AMT program has 19 preliminary applications at MCTC, of whom 7 are women.

Renovations at the Tri-State Airport are ongoing. A new gate is being installed to allow aircraft to move between the secured Powerplant hangar and the non-secured Airframe hangar. The Powerplant hangar renovations are expected to complete in June. HVAC and boiler upgrades to the Airframe hangar are ongoing.

COMMUNITY ENGAGEMENT

On April 28, the Division Head as well as two BOG members attended a session on Advanced Air Mobility led by **Charlotte Weber** from RCBI and by Vertx Partners. Numerous external partners and agencies were present to discuss possible projects for uncrewed and autonomous aviation in West Virginia. The Division is excited for the possible roles we can play in these projects.

The AMT department had representatives at the Women in Aviation International conference in March 2022 and the MRO “Aviation Week” conference in April 2022. These are industry-wide conferences in which the department was able to speak with the FAA as well as numerous potential industry partners.

The AMT department and other Marshall representatives met with GE Aviation in May to discuss possible partnerships. GE representatives visited Huntington on May 18 and toured our AMT facilities.

The BNFS was approached by the FAA about renting space in June for a stakeholder meeting about the Yeager Airport. The school has developed procedures and is eager to find ways for partners to use our facilities. The BNFS also anticipates continued events from the MU Foundation at the flight school.

LEWIS COLLEGE OF BUSINESS (INTERIM DEAN: DR. JEFFREY ARCHAMBAULT)

FACULTY & STAFF ACHIEVEMENTS

The Lewis College of Business announced the following faculty awards at the Hooding Ceremony:

- Faculty Teaching Award: **Dr. Nabaneeta Biswas**, Assistant Professor of Economics
- Faculty Research Award: **Dr. Mohammad Uddin**, Assistant Professor of Finance
- Faculty Service Award: **Dr. Monisha Gupta**, Assistant Professor of Marketing

Dr. Deepak Subedi completed the Department Chair Leadership Academy. **Dr. Ralph McKinney and Dr. Monisha Gupta** were John Marshall Leadership Fellows. **Dr. Ben Eng** led the Design Thinking campus problem-solving project of the cohort.

STUDENT ACHIEVEMENTS

The Lewis College of Business presented the following awards to graduate students at the Hooding Ceremony held April 29:

- Calvin A. Kent Outstanding Leader Award 2022: **Kathryn (Kelly) Leonard**, MBA Student
- Outstanding Graduate Assistant 2022: **Paige Leonard**, MBA Student

PROGRAM HIGHLIGHTS

Students and organizations of the Lewis College of Business earned five awards at the Marshall Leadership and Service Awards Breakfast held April 27:

- Organization Advisor of the Year: **Glen Midkiff**, Director of the Rahal Center for Student Engagement
- Outstanding New Member: **Zach Kincaid**, MBA Student
- Organization of the Year: Society for the Advancement of Management
- Sophomore Leadership Award: **Jamison Lewis**, BBA Student
- Graduate Student Leadership Award: **Ashlee Smith**, MSA Student

LIBRARIES AND ONLINE LEARNING (DEAN: DR. MONICA BROOKS)

FACULTY & STAFF ACHIEVEMENTS

Prof. Eryn Roles, Research & Instruction Librarian, was promoted to full Professor this spring. She is currently on sabbatical studying options for a multi-department collaboration hub on Drinko Library's second floor for research, writing, maker-space, web/podcasting, statistics, tutoring (and more) services for students.

Prof. Sarah Mollette, Online Learning Librarian, received a Summer Research Award (\$2,000) to study, survey, and visit regional academic libraries to determine current trends in research help desk staffing models.

Prof. Angela Strait, Budget and Collection Development Librarian, is the incoming President of the WV Library Association and will preside over the annual conference in Canaan Valley this fall. As of this spring, she also became a featured contributor to *Against the Grain* (ISSN: 1043-2094), the book trade industry's key to the latest news about libraries, publishers, book jobbers, and subscription agents.

The Instructional Designers in Online Learning presented the following sessions and panels in the May 2022 Center for Teaching and Learning iPED virtual conference:

- Assessment in the Online Platform, presented by **Chase Lucas**
- Encouraging Student Engagement in Distance Education, presented by **Diana Adams**
- Hybrid Headaches? Crack the Codes to Distance Delivery, presented by **Dr. Chris Sochor, with co-authors, Dr. Marty Laubach, Jody Perry, and Dr. Mindy Allenger-Prewitt.**

Prof. Larry Sheret, OER Librarian, and **Dr. Monica Brooks**, Assoc. VP for Online Learning & Dean of Libraries, were both recognized by the WV Higher Education Policy Commission with collaboration and leadership awards respectively for their work with Open Educational Resources (OER) initiatives at the campus and state levels at the first annual conference held in Charleston in April.

Dr. Kelli Johnson, Head of Library Research and Instruction, will be collaborating on a forthcoming book on librarians of color for MIT Press. She was also recently appointed to the Coalfield Development Corporation board and awarded the prestigious Sarah Denman Faces of Appalachia Fellowship at the spring faculty meeting. Dr. Johnson will present her research findings in the spring of 2023.

Dr. Monica Brooks presented, Copyright Best Practices for the F2F and Online Classroom, an interactive workshop for the Fairmont State University faculty on May 4, 2022.

STUDENT ACHIEVEMENTS

Dr. Christopher Sochor, Lead Instructional Designer in Online Learning, just completed his doctorate and was hooded during the May commencement exercises. His dissertation entitled, Student Perspectives on the Presence and Usefulness of Navigational Course Elements in Distance Education Courses, is a significant contribution to the online learning literature pertaining to improving course quality.

Meghan Sexton-Harness, Graduate Assistant in the Drinko Library, successfully launched a new book club for students, staff, faculty, and the MU community called, Well-Read and Undead, that will continue through the summer via MS Teams online.

PROGRAM HIGHLIGHTS

Prof. Larry Sheret, OER Librarian, collaborated with Dr. Victor Fet and several other MU colleagues to establish a recurring session on Fridays at 3 p.m. entitled, [Russia's War in Ukraine: Weekly Friday Update and Panel Discussion](#). To date, the program has been viewed by thousands globally and cited by other institutions for providing a positive outlet for discourse and action for expats, students, and concerned colleagues.

Dr. Margaret Sullivan, Scholarly Communications Specialist, and **Dr. Monica Brooks** presented the plenary session, Don't Get Cancelled: On Assessing and Using open Educational Resources, for the first annual WV Higher Education Policy Commission OER conference in Charleston on April 8, 2022.

The University Library collaborated with Academic Affairs, and the Drinko Academy to support the first annual celebration of MU Faculty authors in the Drinko Library with a special faculty reception during finals week. Close to 80 faculty publications were on display with over 25 authors in attendance for a group photo. Faculty works will continue to be purchased and added to the library collection in both print and electronic format when available.

The Government Documents move from Morrow Library to the Drinko Library is almost completed with most resources already residing on the second floor of Drinko. Scheduled for completion in May, Federal Documents will be more accessible to users in this new location. Librarians and staff can assist users in obtaining Government Documents needed for research purposes in the meantime. A grand opening for the collection will be held in the fall.

On May 6, the faculty and staff in Libraries and Online Learning were recognized during a staff luncheon for their tireless work during the previous pandemic year. Provost Mukherjee and Glen Midkiff were our special guests on behalf of Academic Affairs.

Prof. Stephen Tipler, Web Services Librarian, conducted a project this spring to completely revise the library's website that dramatically improved our ability to serve users through our web-based resources and interfaces in the spring in conjunction with **Prof. Sarah Mollette** and **Prof. Kacy Lovelace**. He also was a major contributor to the university's electronic P&T process by providing support for the dynamic

forms and electronic interface in MS Teams. He also managed the library's promotion process this year thus fully automating this task from start to finish!

COMMUNITY ENGAGEMENT

HerdCon, the University Library's annual pop culture convention, took place on March 4 and 5 on Marshall's campus with the help of many MU student groups and volunteers. HerdCon included a Song-Along event Friday evening and comic book and collectible vendors, cosplay contest, gaming, artists, speakers, MU department tables, food trucks, demos, live bands, and WMUL-hosted music all day Saturday. An estimated 1,500 people attended the library's first in-person event to take place since before the pandemic. While still adhering to social distance requirements, this year's HerdCon was still bigger than ever enjoying several features in local news outlets and beyond. Despite Covid, it was a safely run success!

The University Library was proud to help support the 2021-2022 American Printing House Huntington Speaker Series Session, From Helen Keller and her Contemporaries, on March 29, 2022. A display of technology for the sight impaired and blind was provided by the museum and an interesting presentation was held by the Hellen Keller archivist about Ms. Keller's life, work, and luminaries she encountered in her personal and professional life.

Earlier in the term **Dr. Monica Brooks** presented Exploring Historic Huntington: A Layperson's Experience, which highlighted the recently acquired Huntington Herald-Dispatch Newspaper and photo archive from Special Collections for the Lifelong Learning program at Marshall.

SCHOOL OF PHARMACY (INTERIM DEAN: DR. ERIC BLOUGH)

FACULTY & STAFF ACHIEVEMENTS

- **Dr. Brittany Riley** was a co-investigator on a project funded by an AACP SOTL grant. Doing a qualitative study on key roles in professional identity formation from practicing pharmacists to better characterize the process of professional identity formation in pharmacy professionals. They hope to use results to help MU students develop their professional identity. This is part of a team from Canada, AZ, IL, NC, and WV.
- Bridwell MR, Bajaj S, Gress TW, **Hambuchen MD**, Clay TB. Impact of MRSA polymerase chain reaction (PCR) wound swabs on antibiotic de-escalation in skin and soft tissue infections. *Diagnostic Microbiology and Infectious Disease*. 2022 May 4:115722.
- **Kimble C.** Develop Standardized Concentrations and Overcome Barriers: Simplifying Reduces Errors in Compounding, IV Pump Programming and Physician Order Entry. *Pharmacy Times-Health System Edition*. May 2022. 11(3):13-14. <https://www.pharmacytimes.com/view/develop-standardized-concentrations-and-overcome-barriers> .
- IPED Conference Presentations:
 - Mindfulness in the Classroom: Considerations for Faculty and Students Brittany Canady Associate Professor, Psychology Co-author: **Elaine Cruse** Virtual
 - Use of Vertical and Horizontal Curricular Integration to Promote Reflection and Growth **Brittany Riley** Associate Professor, Pharmacy Practice Co-authors: **Lisa Nord, Charles "CK" Babcock, Jessica Saunders** HyFlex
- **Preceptor of the year awards:**
 - At the 2022 awards day, preceptors who facilitate real-world training experiences, were recognized for outstanding contributions to student education. Each received a Blenko glass medicine jar etched with their name, the award received and the Marshall logo. The following Preceptors of the Year were selected by students:
 - Community Pharmacy Preceptors of the Year IPPE: **Laura Jo Miller, Pharm.D.** -- Kroger #16- 664, Wheelersburg, Ohio
 - APPE: **Jennie Cummings**, Pharm.D. – The Pharmacy at HIMG, Huntington, West Virginia
 - Health System Pharmacy Preceptor of the Year IPPE: **Darren Kirk**, Pharm.D. – Thomas Memorial Hospital, South Charleston, West Virginia
 - APPE: **Derek Evans**, Pharm.D. – Cabell Huntington Hospital, Huntington, West Virginia
 - Innovative Practice Preceptor of the Year IPPE: **T.J. Parnell**, Pharm.D. – Sam’s Club Pharmacy, South Point, Ohio
 - APPE: **Jennifer Orders**, Pharm.D. – Marshall Pharmacy at PROACT, Huntington, West Virginia
 - Shared-Faculty or Faculty Preceptor of the Year **Charles "CK" Babcock**, Pharm.D. – Marshall University School of Pharmacy; Cabell Huntington Health Department, Huntington, West Virginia
- **Dr. Gayle Brazeau** presented the following seminars
 - “Advancing and Publishing Your Scholarly Achievements”, Keck Graduate Institute, Occupational Therapy Doctorate Program, Claremont, CA May 9, 2022.

- “A Brief Primer on Tips for Success in Academic Pharmacy Publishing”, Western University of Health Sciences, College of Pharmacy, Pomona, CA May 4, 2022.

STUDENT / ALUMNI ACHIEVEMENTS

53 members of the MUSOP Class of 2022 received their PharmD degrees at commencement on April 28th. Additionally, two M.B.A. degrees were also awarded to graduates in the PharmD/MBA dual degree program.

MUSOP welcomes **Jordan Browning**, PharmD who will be joining the faculty after completing a PGY-1 pharmacy practice residency at the Woody Williams VAMC. He will be a joint funded shared position with St. Mary’s Medical Center as his practice site in Internal Medicine and will precept experiential students there.

COMMUNITY ENGAGEMENT

The Office for Diversity and Inclusion will host the Health Care Pathway Initiative again this summer from June 5 – 30th. This program gives high school students from West Virginia, Ohio, and Kentucky a glimpse into the care setting and structure of STEM workplaces, including those in science, research, health care, pharmacy, nursing health informatics and engineering. HCPI is funded by the Army Educational Outreach Program (UNITE), a Walgreens Diversity Grant, Marshall Health and the Schools of Medicine and Pharmacy.



MARSHALL UNIVERSITY
JOAN C. EDWARDS SCHOOL OF MEDICINE
BOARD OF GOVERNORS REPORT

June 16, 2022

1. Dean Shapiro steps down after decade of service

After leading the medical school for nearly a decade, Dean Joseph Shapiro, MD, announced last week that he will step down from his position June 30 and assume a tenured faculty position with the school. During his tenure, grant awards more than tripled, new academic programs were started, including a master's degree in clinical and translational science, a physician assistant program and BS to MD and BS to PhD programs; residency and fellowship training programs more than doubled; and the online *Marshall Journal of Medicine* was launched. Bobby Miller, MD, vice dean of medical education, will serve as interim dean beginning July 1, while a national search is conducted to identify Dr. Shapiro's successor.

2. School of Medicine researchers awarded DOD grant to study Alzheimer's disease

Researchers at the School of Medicine received a \$1.3 million grant from the U.S. Army Medical Research & Development Command to study the role of obesity and oxidative stress in Alzheimer's disease. Led by Co-Principal Investigators Thomas Nelson, PhD, Komal Sodhi, MD, and Joseph Shapiro, MD, the study will build on Dr. Nelson's previous research on inflammation in Alzheimer's disease and Drs. Sodhi and Shapiro's previous research on oxidative stress in obesity. This three-year grant was the only Research Partnership Award in the DOD's Peer-Reviewed Alzheimer's Research Program for fiscal year 2021 and is the first DOD grant awarded to the School of Medicine since 2010.

3. School of Medicine signs affiliation agreements with Highland Hospital

The School of Medicine signed two clinical training agreements with Highland Hospital in May. The first agreement gives fourth-year medical students at Marshall the opportunity to complete at least one elective psychiatry rotation at Highland Hospital's behavioral health facility in Charleston. Throughout the course of their rotation at Highland, the students will provide care to psychiatric patients admitted to the facility under the supervision of a trained and board-certified psychiatrist for two to four weeks. In addition, physician assistant students at Marshall may now choose to complete a clinical rotation at Highland Hospital. One four-week psychiatry rotation is a requirement of the program.

4. Nation's first rural surgery residency earns initial accreditation

The new rural surgery residency program at the School of Medicine and Logan Regional Medical Center earned initial accreditation from the Accreditation Council for Graduate Medical Education (ACGME), making it the nation's first officially designated, separately accredited rural residency training track program. The rural surgery program, sponsored by the Marshall Community Health Consortium, pioneers a training model designed to address specific benchmarks unique to surgeons practicing in a rural setting.

5. School of Medicine leaders recognized by West Virginia publications:

- Assistant Professor of Pediatrics Andrea M. Lauffer, MD, was named to *The State Journal's* Generation Next: 40 Under 40 for 2022. Dr. Lauffer also serves as chief health officer for Cabell County Schools.
- Marshall Health CEO Beth L. Hammers, MBA, was recognized by *West Virginia Executive* magazine as a 2022 Sharp Shooter. Hammers is one of 10 changemakers selected to receive the honor this year.

6. Residents, fellows complete their graduate medical education training on June 30

Sixty-seven resident physicians and fellows will complete their training at the School of Medicine later this month. More than 41% of the graduates will go on to pursue advanced training; 58% will enter into private practice and/or academic medicine.

7. New initiative helps meet dental care needs for individuals in recovery

A new outreach program in the Departments of Dentistry, Oral & Maxillofacial Surgery and Family & Community Health provides dental care and oral health education to individuals in recovery. Recovery with a Smile works with local recovery centers to provide much-needed oral health services. The two-year pilot, made possible through grants from the Pallottine Foundation of Huntington WV and State Opioid Response with a matching grant from the Highmark West Virginia Foundation, integrates comprehensive oral health into an existing substance use disorder treatment program to address oral cavity damage.

8. Marshall Health teams with OVP HEALTH CARE to open new dental office in downtown Huntington

OVP HEALTH CARE recently opened a new clinic in affiliation with Marshall Health at 1423 Third Avenue in downtown Huntington. Dentists and hygienists from Marshall Health provide all of the dental care at the clinic, which is owned and administered by OVP HEALTH CARE. The clinic offers basic adult and pediatric dental services, including examinations, uncomplicated extractions, fillings, and teeth cleaning for underserved and underinsured patients. The clinic refers patients in need of more complex care and treatment to other dental professionals at Marshall Health.

AGENDA for **Committee Meeting** Page 1
Marshall University Board of Governors
Thursday, June 16, 2022

Committee Meetings

**Athletic Committee – Microsoft Teams Meeting/livestream, 9:00 a.m.
Shawkey Room in MSC**

Information Items:

Updated FY22 Budget
Compliance Reports
Athletics Team Updates

**Academic and Student Affairs Committee 9:45 a.m. to 10:30 a.m.– Microsoft
Teams Meeting/livestream, and Student Resource Center in MSC**

Action Items:

- A) Approval of updated Policy No. GA-1, Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking and Retaliation Policy – including Title IX.....Page 1
- B) Approval of updated Policy No. SA-1, Student Rights and ResponsibilitiesPage 17
- C) Change of Degree – Bachelor of Arts in Sport ManagementPage 37
- D) Intent to Plan – Master of Science in Natural Resources & the Environment ...Page 39
- E) Review and Approval of the following Academic Affairs Policy:
MUBOG AA-15; Course WithdrawalPage 78

Information Items:

Provost's Update
*Academic Affairs and College Updates
End to End Student Experience
Student Affairs/Mental Health*

AGENDA for **Committee Meeting** Page 2
Marshall University Board of Governors
Thursday, June 16, 2022
Committee Meetings

**Finance, Audit and Facilities Planning Committee 9:45 a.m. to 10:30 a.m.–
Microsoft Teams Meeting/livestream and Shawkey Room in MSC**

Action Items:

- A) Investment Earnings UpdatePage 83
- B) Nine months ending March 31, 2022, Financial/Budget Report.....Page 118
- C) FY 2023-28 Capital Project ListPage 130

Information Items:

- Finance Update
- Operations Update
 - Small and Diverse Business Program*
- Internal Audit Update

AGENDA for **Board Meeting** Page 1 of 3
Marshall University Board of Governors
Thursday, June 16, 2022
**Board Meeting – Microsoft Teams Meeting/Livestream and
in person in Shawkey Room**
10:45 a.m.

- I. **Call to Order**
- II. **Approval of prior minutes: Minutes for the meeting on April 21, 2022**
- III. **Committee Meeting Reports**

Academic and Student Affairs Committee

Action Items:

- A) Approval of updated Policy No. GA-1, Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking and Retaliation Policy – including Title IX.....Page 1
- B) Approval of updated Policy No. SA-1, Student Rights and ResponsibilitiesPage 17
- C) Change of Degree – Bachelor of Arts in Sport ManagementPage 37
- D) Intent to Plan – Master of Science in Natural Resources & the Environment ...Page 39
- E) Review and Approval of the following Academic Affairs Policy: MUBOG AA-15; Course WithdrawalPage 78

Information Items:

Provost's Update
Student Government Update –Alyssa Parks
School of Medicine Update

AGENDA for **Board Meeting** Page 2 of 3
Marshall University Board of Governors
Thursday, June 16, 2022
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in person in Shawkey Room**
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Athletic Committee

Information Items:

- A) Updated FY22 Budget
- B) Compliance Reports
- C) Athletics Team Updates

Finance, Audit and Facilities Planning Committee

Action Items:

- A) Investment Earnings UpdatePage 83
- B) Nine months ending March 31, 2022, Financial/Budget ReportPage 118
- C) Capital Project ListPage 130

Information Items:

- Finance Update
- Operations Update
- Internal Audit Update

IV. President’s Report

V. Nominating Committee, Toney Stroud, Chair

- VI. Executive Session under the authority of WV Code §6-9A-4**
Naming Opportunities – College of Business
Construction Update

AGENDA for **Board Meeting** Page 3 of 3
Marshall University Board of Governors
Thursday, June 16, 2022
**Board Meeting – Microsoft Teams Meeting/Livestream and
in person in Shawkey Room**
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VII. **Chairman’s Report**

VIII. **Announcements**

IX. **Adjournment**

**A “Box” Lunch will be brought in immediately
following the meeting; you are welcome to eat in the room
or you may take it with you as you leave.**

FUTURE MEETING DATES:

New DATES:

August 8-9th (offsite retreat)

Oct 19th, 2022

Dec 14th, 2022

Feb 22nd, 2023

Apr 19th, 2023

Jun 21st, 2023

**Marshall University Board of Governors
Meeting of June 16, 2022**

ITEM: Approval of updated Policy No. GA-1, Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking and Retaliation Policy - Including Title IX

COMMITTEE: **Academic and Student Affairs Committee**

RECOMMENDED ACTION: *Resolved*, That the Marshall University Board of Governors does hereby approve Policy No. GA-1, Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation Policy – Including Title IX to be effective August 1, 2022

Further Resolved, That the policy is approved as final at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBERS: Jendonnae L. Houdyschell, Associate General Counsel

BACKGROUND:

These changes incorporate the recommendations based upon the recent review of the Student Conduct and related policies and procedures.

Upon approval of this resolution, a comment period will open and remain open until 10:00am on Tuesday, July 26, 2022. If substantive comments are received, a final policy will be presented to the Board for approval at a subsequent meeting. The policy changes for any individual policy are approved as final at the conclusion of the comment period if no substantive comments are received for that policy. This policy will become effective August 1, 2022.

Comments should be sent via paper mail only (USPS mail or campus mail) to:

*Michael McGuffey
Office of the President
Marshall University
Huntington, WV 25755*

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. GA-1

DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT, SEXUAL & DOMESTIC MISCONDUCT, STALKING, AND RETALIATION POLICY – INCLUDING TITLE IX

Section 1: General.

- 1.1 Scope & Purpose: Marshall University (“University”) is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, intercultural and intercommunity outreach. Accordingly, the University does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment. This Policy sets forth how discrimination, harassment, sexual harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation will be addressed by Marshall University.
- 1.2 Authority: W. Va. Code §§ 18B-1-6, 18B-2A-4; Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e to 2000e-17; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681; the West Virginia Human Rights Act, W. Va. Code §§ 5-11-1 to -20; the Campus Sexual Violence Elimination Act (“Clery Act”), 20 U.S.C. §1092, and the Violence Against Women Act (“VAWA”) of 1994, 42 U.S.C. §13925.
- 1.3 Effective Date: August 1, 2022~~August 14, 2020, November 18, 2020.~~
- 1.4 Revision History: Originally replaced Board of Trustees Series No. 9 which was transferred by the Higher Education Policy Commission to the institutional boards of governors. This policy was previously numbered as MUBOG Policy No. 5,” amended again on April 27, 2016, and title changed to “Policy Regarding Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, and Retaliation,” which was amended effective February 22, 2017. Due to changes in the federal guidelines this policy was originally became effective on August 14, 2020, by Marshall University Executive Order of the President. Thereafter, it was passed at the August 27, 2020, meeting of the MUBOG, and became effective November 18, 2020. Additional updates were made to comply with federal law those changes became effective August 1, 2022.

Section 2: General Definitions.

- 2.1 “Actual Knowledge” means notice of sexual harassment or other prohibited conduct or allegations of sexual harassment or other prohibited conduct to the University’s Title IX

Coordinator or any official of the University who has authority to institute corrective measures on behalf of the University. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the University with actual knowledge is the Respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the University. “Notice” as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.

- 2.2 “Complainant” means, for purposes of this Policy, an individual who is alleged to be the victim of conduct that could constitute sexual harassment (under Title IX) or other prohibited conduct that is reported to the University. ~~or, where appropriate, the University when proceeding on a complaint when the alleged victim is unavailable or unwilling to participate.~~ Provided that, ~~Where~~ the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or otherwise a party under this part or under Grievance Procedures.
- 2.3 “Reporter” means, for purposes of this Policy, any individual that makes or files a complaint about prohibited conduct under this Policy. The Reporter may be the Complainant, any other person, or the University.
- 2.4 “Respondent” means, for purposes of this Policy, an individual who has been reported to be the perpetrator of conduct prohibited by Section 3. Any “individual” can be a Respondent, whether such individual is a student, faculty member, another employee of the University, or other person with or without any affiliation with the University.
- 2.5 “Member of the University Community,” for purposes of this Policy only, means an individual engaged in any University activity or program, whether on or off campus, or any individual lawfully on University property, including, but not limited to, any person who is a student, staff, faculty member, other University official, or a visitor.
- 2.6 “Student” means, for purposes of this Policy, an individual subject to the Marshall University Board of Governors Policy SA-3, The Code of Student Rights and Responsibilities.
- 2.7 “Consensual Relationship” means a mutually acceptable romantic, dating, or sexual relationship between individuals.
- 2.8 “Education Program or Activity” includes, for purposes of this Policy, locations, events, or circumstances over which the University exercised substantial control over both Respondent and the Complainant and the context in which the prohibited conduct occurs, and also included any building owned or controlled by a student organization that is officially recognized by a postsecondary institution.

Section 3: Defining and Recognizing Prohibited Conduct.

- 3.1. General. The University prohibits Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, and Retaliation as defined in this Policy (collectively referred to as “prohibited conduct”) by or against any member of the University community.

3.1.1 Jurisdiction.

3.1.1.1 – Jurisdiction for Title IX Complaints.

The University will address prohibited “Sexual Harassment” in its programs and activities, including locations, events or circumstances over which the University exercises substantial control over both the Respondent and the Complainant and the context in which the alleged sexual harassment occurs. Locations include buildings owned or controlled by officially recognized student organizations.

Jurisdiction for Title IX Complaints does not apply if:

- (1) the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy, even if proved;
- (2) the conduct alleged did not occur in the University’s education program or activity; or
- (3) the conduct alleged did not occur against a person in the United States.

If any of the above do not apply, the University must dismiss the formal complaint with regard to that conduct for the purposes of sexual harassment under Title IX; however, such dismissal does not preclude action under another provision of the University’s policies or procedures. Off-campus conduct at private residences, businesses, events, or other locations outside of the University’s substantial control do not fall under the University’s jurisdiction for Title IX Complaints.

3.1.1.2 – Jurisdiction for Non-Title IX Complaints.

This prohibition applies to other conduct for which jurisdiction under Title IX does not apply that occurs on University premises or in connection with a University education program or activity; off-campus conduct that unreasonably interferes with the educational or orderly operation of the University community, its mission, or its objectives as determined by a reasonable person; any off campus conduct that, in light of all of the facts and circumstances, would endanger the health and safety of the University community. As a result, any individual found to have committed these acts against another is subject to appropriate disciplinary action.

3.2 Discrimination.

- 3.2.1 “Discrimination” means conduct that is based upon an individual’s race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression and excludes an individual from participation, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual’s employment, education, living environment or participation in a University program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities. It does not, however, include programs or activities specifically exempt by law. *See, e.g., 20 U.S.C. § 1681(a) (2015).*

3.3 Harassment and Sexual Harassment.

- 3.3.1 “Harassment” means conduct that creates a hostile environment, as defined below, and is based upon an individual’s race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression. Harassment may take various forms, including, but not limited to, name-calling, graphic or written statements (including the use of social media, text messages, e-mail, or other similar forms), or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not necessarily have to include intent to harm, be directed at a specific target, or involve repeated incidents.
- 3.3.2 “Hostile Environment” means a situation where an individual is subjected to any conduct based on the reasons set forth in Section 3.3.1 and that conduct is sufficiently severe or pervasive, or so objectively offensive, so as to unreasonably interfere with an individual’s educational experience, work or academic performance or deny or limit the individual’s ability to participate in or benefit from the University’s programs, services, opportunities, or activities.

A hostile environment can be created by anyone involved in a University program or activity (e.g., administrators, faculty members, students, and even campus guests). Mere offensiveness is not enough to create a hostile environment. Although repeated incidents increase the likelihood that harassment has created a hostile environment, a serious incident, even if isolated, can be sufficient to create a hostile environment.

In determining whether harassment has created a hostile environment, consideration will be made not only as to whether the conduct was unwelcomed to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as sufficiently severe or pervasive, or objectively offensive. Also, the following factors will be considered:

3.3.2.1 The degree to which the conduct affected one or more students' education or individual's employment;

3.3.2.2 The nature, scope, frequency, duration, and location of incident or incidents;

3.3.2.3 The identity, number, and relationships of persons involved; and

3.3.2.4 The nature of higher education.

3.3.3 In addition to hostile environment harassment, sex-based harassment includes sexual harassment and non-sexual harassment based on stereotypical notions of what is female/feminine versus male/masculine behavior or nonconformity with gender stereotypes.

3.3.4 "Title IX Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

3.3.4.1 An employee of the University conditioning the provision of aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*); or

3.3.4.2 Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or

3.3.4.3 "Sexual assault" as defined in the Clery Act – 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in VAWA 34 U.S.C. 12291(a)(8), or "stalking" as defined in VAWA 34 U.S.C. 1229(a)(30).

3.3.5 Comments or communications may be verbal, written, or electronic. Behavior does not need to be directed at or to a specific individual in order to constitute sexual harassment but may consist of generalized unwelcome and inappropriate comments based on sex or gender stereotypes.

3.3.6 Determination of whether alleged conduct constitutes sexual harassment requires consideration of all the circumstances, including the context in which the alleged incidents occurred.

3.4 Sexual Misconduct.

3.4.1 "Sexual Misconduct" means any act of a sexual nature perpetrated against an individual without effective consent or when an individual is unable to freely give consent. Effective consent is defined in 3.4.4 of this Policy. Sexual misconduct includes, but it not limited to:

- 3.4.1.1 Attempted or completed intercourse or penetration (anal, oral or vaginal), however slight, with any body part or any object, by one person upon another person, without effective Consent. This includes vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; and oral copulation (mouth to genital contact or genital to mouth contact).
- 3.4.1.2 Sexual touching (including disrobing or exposure), however slight, with any body part or any object, by one person upon another person, without effective consent. Sexual touching includes any contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts, when such touching would be reasonably and objectively offensive.
- 3.4.2 “Sexual Assault” means an offense that meets the definition of rape, sodomy, sexual assault with an object, fondling, incest, or statutory rape as used in the FBI’s Uniform Crime Reporting system. A sex offense is any act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
- 3.4.2.1 “Rape” means the carnal knowledge of a person means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is unable to give consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- 3.4.2.1.1 Rape happens regardless of the age of the victim if the victim did not consent or if the victim was incapable of giving consent. If the victim consented, the offender did not force or threaten the victim, and the victim was under the statutory age of consent, then it is statutory rape.
- 3.4.2.1.2 Carnal knowledge is defined as the act of an individual having sexual bodily connections, however slight, with another.
- 3.4.2.1.3 In cases where several offenders rape one person, each offender will be investigated, and information will be reported for each offender.
- 3.4.2.2 “Sodomy” means oral or anal intercourse with another person, without the consent of the victim, including instances where the victim is unable to give consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
- 3.4.2.3 “Sexual Assault with An Object” means using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is unable to give consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

3.4.2.3.1 An “object” or “instrument” is anything used by the offender other than the offender’s genitalia, e.g., a finger, bottle, handgun, stick.

3.4.2.4 “Fondling” means the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is ~~unable to give~~incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

3.4.2.43.4.2.5 “Incest” means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law in West Virginia.

3.4.2.53.4.2.6 “Statutory Rape” means sexual intercourse with a person who is under the statutory age of consent in West Virginia (Age 16).

3.4.3 “Sexual Intimidation” means threatening to commit a sexual act upon another person, stalking, cyber-stalking, or engaging in indecent exposure

3.4.4 “Consent” or “Effective Consent” means informed, freely and actively given, mutually understandable words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. In the absence of mutually understandable words or actions it is the responsibility of the initiator, that is, the person who wants to engage in the specific sexual activity, to make sure that they have consent from their partner(s). Consent is mutually understandable when a reasonable person would consider the words or actions of the parties to have manifested a mutually understandable agreement between them to do the same act, in the same way, at the same time, with each other. Relying solely upon non-verbal communication can lead to miscommunication. It is important not to make assumptions. If confusion or ambiguity on the issue of consent arises anytime during the sexual interaction, it is important the initiator stop and verbally clarify the other individual’s willingness to continue.

3.4.4.1 Consent may not be inferred from silence, passivity, or lack of active resistance alone.

3.4.4.2 A current or previous dating or sexual relationship (or the existence of such a relationship with anyone else) may not, in itself, be taken to imply consent.

3.4.4.3 Consent cannot be implied or inferred by attire, or from purchases made such as, the buying of dinner or the spending of money on a date.

3.4.4.4 Consent to one type of sexual act may not, in itself, be taken to imply consent to another type of sexual act.

3.4.4.5 Consent expires. Consent lasts for a reasonable time, depending on the circumstances.

- 3.4.4.6 Consent to sexual activity may be withdrawn at any time, as long as the withdrawal is communicated clearly; upon clear communication, all sexual activity must cease.
- 3.4.4.7 Consent which is obtained by use of deception, fraud or force, whether that force is physical force, threats, intimidation, or coercion, is ineffective consent. Intimidation or coercion is determined by reference to the reasonable perception of a person found in the same or similar circumstances.
- 3.4.4.8 Consent may never be given by:
- 3.4.4.8.1 Minors under the age of 16
 - 3.4.4.8.2 Mentally disabled persons
 - 3.4.4.8.3 Persons who are incapacitated as a result of alcohol or other drugs or who are unconscious or otherwise physically helpless. Incapacitation means being in a state where a person lacks the capacity to appreciate the nature of given consent to participate in sexual activity.
- 3.4.4.9 One may not engage in sexual activity with another whom one knows, or should reasonably have known, is incapacitated as a result of alcohol or other drugs.
- 3.4.4.10 The use of alcohol or other drugs can have unintended consequences. Alcohol or other drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and effectively given. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of the use of alcohol or drugs on another's ability to give consent. Being intoxicated or high does not diminish one's responsibility to obtain consent and is never an excuse for sexual misconduct.
- 3.4.5 "Forcible Compulsion" means (a) physical force that overcomes such earnest resistance as might reasonably be expected under the circumstances; or (b) threat or intimidation, expressed or implied, placing a person in fear of immediate death or bodily injury to oneself or another person or in fear that oneself or another person will be kidnapped.
- 3.4.6 "Sexual Exploitation" means taking non-consensual, unjust or abusive sexual advantage of another, for one's own advantage or benefit; or to benefit or advantage anyone other than the one being exploited. Sexual exploitation encompasses a wide range of behaviors which may include, but are not limited to:
- 3.4.6.1 Inducing incapacitation with the intent to rape or sexually assault a student or other individual;
 - 3.4.6.2 Non-consensual video or audio-recording of sexual activity;
 - 3.4.6.3 Allowing others to observe a personal act of consensual sex without knowledge or consent of the partner;
 - 3.4.6.4 Engaging in voyeurism;
 - 3.4.6.5 Knowingly transmitting a sexually transmitted disease, including HIV, to a student or other individual;
 - 3.4.6.6 Prostituting a student or other individual (e.g. -personally gaining money, privilege, or power from the sexual activities of another individual)

3.5 Domestic Misconduct.

3.5.1. “Domestic Misconduct” means “Domestic Violence” and “Dating Violence” as defined below.

3.5.2 “Domestic Violence” means a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the alleged victim, by a person with whom the alleged victim shares a child in common, by a person who is cohabitating with or who has cohabitated with the alleged victim as a spouse, by a person similarly situated to a spouse of the alleged victim under the domestic or family laws of the State of West Virginia, by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the State of West Virginia. The term spouse or intimate partner of the victim includes a person who is or has been in a social relationship of a romantic or intimate nature with the victim, as determined by the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

“Domestic Violence” under the laws of the State of West Virginia, which is also prohibited by this Policy, means: (i) unlawfully and intentionally making physical contact of an insulting or provoking nature with one’s family or household member(s); (ii) unlawfully and intentionally causing physical harm to one’s family or household member(s); (iii) unlawfully attempting to commit a violent injury against one’s family or household member(s); or (iv) unlawfully committing an act which places one’s family or household member(s) in reasonable apprehension of immediately receiving a violent injury.

For purposes of this subsection, “family or household members” means persons who: (1) are or were married to each other; (2) are or were living together as spouses; (3) are or were sexual or intimate partners; (4) are or were dating: provided, that a casual acquaintance or ordinary fraternization between persons in a business or social context does not establish a dating relationship; (5) are or were residing together in the same household; (6) have a child in common regardless of whether they have ever married or lived together; or (7) have the relationships described in W. Va. Code § 48-27-204.

3.5.3 ~~3.5.3~~—“Dating Violence” means violence committed by a person:

3.5.3.1 who is or has been in a social relationship of a romantic or intimate nature with the victim; and

3.5.3.2 where the existence of such a relationship shall be determined based on a consideration of the following factors:

3.5.3.2.1 the length of the relationship;

3.5.3.2.2 the type of relationship; and

3.5.3.2.3 the frequency of interaction between the persons involved in the relationship.

- 3.5.3.3 The view of the Complainant shall generally be controlling in determining whether such a relationship existed. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence, for purposes of this Policy, does not include emotional abuse.
- 3.6 “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- 3.6.1 Fear for the person’s safety or the safety of others; or
- 3.6.2 Suffer substantial emotional distress.
- 3.6.3 For the purposes of this definition:
- 3.6.3.1 “Course of conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
- 3.6.3.2 “Reasonable person” means a reasonable person under similar circumstances and with similar identities to the victim.
- 3.6.3.3 “Substantial emotional distress” means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- 3.7 Consequences & Corrective Action.

Violators of this Policy are subject to appropriate disciplinary action that may include sanctions such as warning, suspension, or discharge of an employee, suspension, or expulsion of a student in accord with the Student Code of Conduct, or other action depending on the particular circumstances. In addition, prohibited conduct that constitutes a criminal law violation will be referred to the appropriate authorities for prosecution.

Furthermore, although conduct may not violate this Policy, it may still be prohibited by the University under a different policy or standard of behavior. Accordingly, in such cases, the University reserves the ability to take any necessary action.

3.8 Consensual Relationships.

Although consensual relationships are within the purview of individual privacy, those engaging in such relationships that occur between persons in inherently unequal and closely related positions at the University or employees within the same reporting line, including those between supervisors and supervisees, must remain aware that such relationships could lead to circumstances that result in harassment or sexual or domestic misconduct.

In these specific cases of consensual relationships, the individuals shall notify their immediate supervisor or other appropriate administrator. The supervisor or administrator shall be responsible for making arrangements to eliminate or to mitigate any conflict of interest or other legitimate occupational interest related to employment, the consequences of which might prove detrimental to the University or to either party in the relationship. In

some instances, if no suitable way to eliminate or mitigate the conflict is reasonably feasible, one or both individuals may be separated from employment at the University.

It is important to note that these types of consensual relationships also may result in a hostile or offensive environment affecting other employees or students. For example, others may perceive a person involved in the consensual relationship as receiving favorable treatment in employment or educational decisions and actions.

3.9 Prohibited Relationships with Students.

Staff Members, Faculty Members, Instructors, Coaches, or other employees are prohibited from engaging in a consensual relationship with a student whom one may instruct, evaluate, supervise, instruct, advise, or coach.

Where there is a pre-existing consensual relationship, the staff, faculty, instructor, or coach shall forthwith notify one's immediate supervisor or other appropriate administrator. The supervisor or other appropriate administrator shall be responsible for making arrangements to eliminate or to mitigate any conflict, the consequences of which might prove detrimental to the University or to either party in the relationship.

Although Marshall University cannot prohibit consensual relationships between employees and students, whom they do not instruct, evaluate, supervise, advise, or coach,

-the University strongly discourages such relationships. In addition, nothing contained in this Policy would otherwise prohibit a complaint being made by either.

3.10 Disability Complaint Procedures

Marshall University does not discriminate or permit discrimination on the basis of disability in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. The Director of Disability Services has been designated as the Section 504 Coordinator and coordinates compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and applicable federal and state regulations.

Marshall University adopts MUBOG Policy No. GA-1 as its ADA/Section 504 complaint procedures to provide prompt, equitable and impartial resolution of complaints alleging any action prohibited by the ADA or Section 504. This policy applies to complaints of discrimination or harassment on the basis of disability by staff, faculty, students, or applicants for both University employment and academic admission, vendors, contractors, and third parties.

These rules will be construed to protect the substantive rights of interested persons, meet appropriate due process standards, and assure that Marshall University complies with the ADA, Section 504, and their implementing regulations.

The Office of Disability Services will maintain the files and records relating to complaints filed under this policy and other procedures.

Marshall University Office of Disability Services

Stephanie Ballou, Director

Prichard Hall, Room 117

Phone: 304-696-2467

Fax: 304-696-2288

wyant2@marshall.edu

Section 4: Reports of Misconduct and Complaints.

4.1 Coordinator.

The President or the President's designee shall appoint an administrator to act as the University's Coordinator to handle all reports of prohibited conduct and complaints under this Policy, including acting as the University's Title IX Coordinator. The Coordinator will oversee all complaints filed under this Policy generally and identify and address any patterns or systemic problems that arise during the review of such complaints. The Coordinator is further responsible for coordination of training, education, communications, and administration of complaint procedures for faculty, staff, students, and other members of the University community. The Coordinator may also appoint deputy coordinators to assist the University in furthering this policy.

4.2 Reporting.

Any member of the University community who believes someone has been subject to any of the prohibited conduct set forth in Section 3, or they have witnessed or is aware of such prohibited conduct, is encouraged to report this information.

4.2.1 All Campus Security Authorities must report incidents of prohibited conduct to the University's Title IX Coordinator at:

Title IX Coordinator
Office of Equity Programs
Old Main 324
One John Marshall Drive
Huntington, WV 25755
Phone: 304-696-2597 | Fax: 304-696-6844
Email: titleIX@marshall.edu
<http://www.marshall.edu/eoaa/>

4.2.2 "Campus Security Authority" means an official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student

housing, student discipline, and campus judicial proceedings. For example, a dean of students who oversees student housing, a student center, or student extra-curricular activities, has significant responsibility for student and campus activities. Similarly, a director of athletics, team coach, and faculty advisor to a student group also have significant responsibility for student and campus activities. A single teaching faculty member is unlikely to have significant responsibility for student and campus activities, except when serving as an advisor to a student group. A physician in a campus health center or a counselor in a counseling center whose only responsibility is to provide care to students are unlikely to have significant responsibility for student and campus activities. Also, clerical staff are unlikely to have significant responsibility for student and campus activities.

- 4.2.3 Confidential resources are available for members of the University community who have been subject to prohibited conduct. For a more detailed list of confidential resources available to members of the University community, please see:

Marshall University Office of Equity Programs/Title IX Staff
 Marshall University Counseling Center Staff
 Marshall University Women's & Gender Center Staff
 Marshall University Violence Prevention and Response Program Staff
 Marshall University Psychology Clinic Staff

- 4.2.4 The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistant. A Complainant may choose to make a report to the OCR at any time by contacting:

Philadelphia Office
Office of Civil Rights, U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323

Telephone: 215-656-8541
FAX: 215-656-8605; TDD: 800-877-8339
Email: OCR.Philadelphia@ed.gov
<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

- 4.3 Filing a Complaint.

Any member of the University community who believes one has been subject to, has witnessed, or is aware of any of the prohibited conduct set forth in Section 3 may file a complaint in any manner set forth in the applicable procedure.

- 4.4 Procedure for Responding to Complaints.

The President or the President's designee(s) shall formulate a complaint procedure to investigate and respond to all complaints regarding alleged misconduct in violation of this Policy. In all cases, complaints will be handled in such a manner to achieve a prompt and equitable resolution. Further, the University will take the appropriate steps to end the misconduct, prevent any further misconduct or retaliation, remedy the effects of misconduct, and eliminate any hostile environment that has been created.

Any investigation resulting from a complaint will be separate from and in addition to any criminal investigation that may result.

4.5 Disclosure and Confidentiality.

The University respects the privacy of those reporting prohibited conduct and will endeavor to respect requests for confidentiality to the extent permissible by law. However, the University has certain legal obligations to address this conduct and to prevent its recurrence and, as a result, cannot guarantee confidentiality to a complainant in all cases. In determining whether, an individual's request for confidentiality that could preclude a meaningful investigation or potential discipline of the alleged perpetrator, the University may consider a range of factors, including: whether there have been other sexual violence complaints about the same alleged perpetrator; whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence; whether the alleged perpetrator threatened further sexual violence or other violence against the complainant or others; whether the sexual violence was committed by multiple perpetrators; whether the complainant's report or allegation reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group; whether the sexual violence was perpetrated with a weapon; the age of the complainant subject to the sexual violence; and whether the University possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence). Pursuant to Title IX Regulations, the University must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. That said, as set forth in Section 4.2.3., there are places where a victim can receive confidential services and the complaint procedure must identify clearly additional resources, if any, where a victim can go to receive such services without having to risk confidentiality.

4.6 Dishonest or Frivolous Complaints.

If a party is found to have intentionally or maliciously been dishonest, reckless, or frivolous in making allegations of a violation under this Policy, that party shall be subject to appropriate disciplinary action.

Section 5: Retaliation Prohibited.

- 5.1 The University or other person may not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this part, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulation~~this part~~, constitutes retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination.
- 5.2. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under paragraph 5.1 of this section.
- 5.3 Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under paragraph 5.1, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**Marshall University Board of Governors
Meeting of June 16, 2022**

ITEM: Approval of updated Policy No. SA-1, Student Rights and Responsibilities

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: *Resolved*, That the Marshall University Board of Governors does hereby approve Policy No. SA-1, Student Rights and Responsibilities to be effective August 1, 2022.

Further Resolved, That the policy is approved as final at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBERS: Jendonnae L. Houdyschell, Associate General Counsel

BACKGROUND:

These changes incorporate the recommendations based upon the recent review of the Student Conduct and related policies and procedures.

Upon approval of this resolution, a comment period will open and remain open until 10:00am on Tuesday, July 26, 2022. If substantive comments are received, a final policy will be presented to the Board for approval at a subsequent meeting. The policy changes for any individual policy are approved as final at the conclusion of the comment period if no substantive comments are received for that policy. This policy will become effective August 1, 2022.

Comments should be sent via paper mail only (USPS mail or campus mail) to:

*Michael McGuffey
Office of the President
Marshall University
Huntington, WV 25755*

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. SA-1

STUDENT RIGHTS AND RESPONSIBILITIES

General.

- 1.1. Scope: Policies, rules and regulations regarding student rights, responsibilities and conduct at Marshall University.
- 1.2. Statutory References:
- 1.3. Passage Date: ~~June 25, 2020~~ June 16, 2022
- 1.4. Effective Date: August 1, 2022 ~~Upon passage~~
- 1.5. Background: Replaces Board of Trustees Series No. 57 which was transferred by the Higher Education Policy Commission to the University boards of governors. This policy was previously numbered as MUBOG Policy No. 14. This policy was completely revised to combine SA-1 and SA-3 into one policy. The policy is being amended to require mandatory reporting of certain Student Conduct violations and clarifies other conduct issues which became effective August 1, 2022

Commented [RJ1]: This will need to have a new date.

Purpose.

- 2.1. Purpose - The purpose of these policies, rules and regulations includes, but is not limited to, the following:
 - 2.1.1 To establish a general policy on student life, including a statement on student rights and responsibilities, at Marshall University.
 - 2.1.2 To identify behavioral expectations of students and certain prohibited acts by students at Marshall University.
 - 2.1.3 To prescribe penalties and sanctions for such prohibited conduct
 - 2.1.4 To define generally the powers, authority and duties to be exercised under the control of the Board of Governors, by the president and officials of Marshall University in applying these policies, rules and regulations.
 - 2.1.5 To prescribe disciplinary actions and proceedings to be taken in cases of the violations of these policies, rules and regulations.

Definitions.

- 3.1. Activity - All or any operations conducted, sponsored, promoted, operated or otherwise engaged in by the University, including, by way of illustration and not as limitation of the foregoing, classroom and course activities, recreational and cultural programs, maintenance or building programs,

- committee or other business activity, registration, advising, teaching, admissions, placement, disciplinary or routine office activity, research or service.
- 3.2. Advisor. Any person intended to assist the Respondent during the disciplinary process, including but not limited to, a Student Advisor, faculty member, attorney or other person. Unless otherwise indicated by the Respondent, in writing, the Advisor shall be provided a copy of all materials provided to the Respondent.
 - 3.3. Board of Governors - The Marshall University Board of Governors.
 - 3.4. Campus - All the property and facilities of any institution serving as the locus in quo of any activity of the University.
 - 3.5. Faculty - Those employees of Marshall University who are assigned to teaching or research or service functions at the University, and who hold academic rank.
 - 3.6. President - The chief executive officer of the University, whatever the title, whether responsible directly to the Board of Governors or through some other officer to the Board of Governors and shall include all those acting for or on behalf of such chief executive officer, at or by his discretion, or at or by the direction of the Board of Governors.
 - 3.7. Staff - Those employees of Marshall University who are assigned to teaching or research or service functions at the University, and who are not members of the faculty.
 - 3.8. Student - Any persons taking courses at or from Marshall University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend educational institutions other than Marshall University and who reside in Marshall University residence halls or utilize Marshall University facilities or services for the purpose of pursuing studies at those institutions. For the purposes of this policy, persons who have been admitted to Marshall University, but are not officially registered for a particular term, and/or who have a right to, or expectation of, a continuing or future student relationship with Marshall University are considered "students." A person shall be considered a student during any break or holiday period that occurs during a term in which that person is registered or between terms for which that person registers. A person shall be considered a student while suspended from the institution, or while the person is attending or participating in any activity preparatory to the beginning of a term, including, but not limited to, athletic training, orientation, placement testing, and residence hall check-in. A person is considered a student after the awarding of a degree or certificate for the purposes of addressing any conduct alleged to have occurred during any of the times set forth in this definition.

- 3.9. Student Organizations- Any group of persons who have complied with formal requirements for provisional or full recognition as a student organization at Marshall University, including social fraternities and sororities, and organizations whose recognition has been suspended.
- 3.10. University - Any or all of the branches or divisions thereof, over which the Board of Governors shall have authority, responsibility or control.
- 3.11. University Property - All the land, buildings, facilities, and other property including intellectual and virtual property, owned, used, leased or controlled by Marshall University, including adjacent streets and sidewalks. This includes all University campuses and facilities. University property also includes computers and network systems owned, maintained or controlled by the University or funded by University budgets or designated by the campus as subject to these policies.

Policies Regarding Student Rights and Responsibilities.

- 4.1. The submission of an application for admission to the University represents an optional and voluntary decision on the part of the prospective student to partake of the program and privileges offered by the University pursuant to the policies, rules and regulations of the Board of Governors and the University. Institutional approval of that application, in turn, represents the extension of a right or privilege to join the University community and to remain a part of it so long as the student fulfills the academic and the behavioral expectations that are set forth in the policies, rules and regulations of the Board of Governors and the University.
- 4.2. Freedom of expression and assembly - The student enjoys the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms, the student has certain rights and responsibilities, including, but not limited to, the following:
 - 4.2.1 To have access to campus resources and facilities;
 - 4.2.2 To espouse causes;
 - 4.2.3 To inquire, discuss, listen to and evaluate;
 - 4.2.4 To listen to any person through the invitation of organizations recognized by the University;
 - 4.2.5 To have a free and independent student press which adheres to the canons of responsible journalism;
 - 4.2.6 To not violate the rights of others in matters of expressions and assembly; and

- 4.2.7 To abide by policies, rules and regulations of the Board of Governors and the University and federal, state, and local statutes and ordinances pertaining to freedom of expression and assembly.
- 4.3. Freedom of association - Students may organize whatever associations they deem desirable and are entitled to affiliate with any group or organization for which they meet membership qualifications. However, institutional recognition of student organizations shall be limited to those whose purposes comport with the educational mission of the University.
- 4.4. Right to privacy – Students are generally entitled to the same safe-guards of the rights and freedoms of citizenship as are afforded those outside the academic community, including, but not limited to, the following:
- 4.4.1 Respect for privacy, including freedom from unreasonable and unauthorized searches of student living quarters;
- 4.4.2 Confidentiality of academic and disciplinary records; and
- 4.4.3 Legitimate evaluations made from student records.
- 4.5. Responsibilities of citizenship - A student is expected, as are all citizens, to respect, and abide by, local ordinances and state and federal statutes, both on and off the campus. As a member of the University community, a student is expected to abide by the University's code of student conduct which clarifies those behavioral standards considered essential to its educational mission.
- 4.6. Disciplinary proceedings - Disciplinary proceedings for students accused of committing offenses must be consistent with such constitutional provisions guaranteeing due process of law as are applicable to them. In all disciplinary proceedings, the student shall be considered not responsible until proven responsible.
- 4.7. The President or his designee shall have authority to promulgate rules and regulations, consistent with the policies of the Board of Governors.
- 4.8. The Code of Student Rights and Responsibilities and the Student Conduct System are subject to change and amendment. Marshall University's student-based system gives students maximum opportunities to participate in the formulation of policies concerning student conduct and in the adjudication of cases arising under conduct policies. Maintenance of discipline and preservation of community standards are the concerns of all students, faculty, staff, and administration. All members of the University community will be provided with appropriate opportunities for representation and involvement in the development, revision, and maintenance of the Code of Student Rights and Responsibilities. All changes made shall take effect immediately following

approval by the Student Conduct and Welfare Committee, the Faculty Senate, and the President of the University.

Student Code of Conduct

5.1. Conduct required in general - All students at the University are subject to, and are required to comply with, observe, and obey the following:

- 5.1.1 The laws of the United States;
- 5.1.2 The laws of the State of West Virginia;
- 5.1.3 Local city, county and municipal ordinances;
- 5.1.4 The policies, rules and regulations of the Higher Education Policy Commission, the Board of Governors and the University; and
- 5.1.5 The directions and orders of the officers, faculty and staff of the University who are charged with the administration of University affairs on campus.

5.2. Expectations for Student Conduct -- The following standards and sanctions express the University's expectations for student conduct and are essential to the University's educational mission. Participation by students in activities that violate the standards, including the prescribed behaviors listed under each standard, may result in referral to the Office of Student Conduct or to another University office responsible for examining and upholding standards of conduct, in accordance with the due process guarantees and procedures defined in this Policy and in the Administrative Procedures associated with this Policy. Additionally, all employees of Marshall University must report alleged violations involving direct threats of physical harm, any type of physical injury, hazing, drugs and/or alcohol, weapons, or acts of discrimination or harassment to the Office of Student Conduct or to another University office responsible for examining and upholding standards of conduct.

- 5.2.1 **Standard 1:** Marshall University students and student groups observe the highest principles of honesty and integrity and support a campus environment conducive to trust and scholarship disciplinary action for academic misconduct will, in most cases, be the responsibility of the academic unit in which the misconduct occurred. Should a student be unsure whether their action(s) constitute academic misconduct, it is that student's responsibility to consult with the instructor or other University official to clarify any ambiguities. Violations of this standard include but are not limited to:
 - 5.2.1.1 Unauthorized taking or possession of academic records, University documents, academic documents, or the academic work of others.
 - 5.2.1.2 Unauthorized alteration of academic records, University documents, academic documents, or the academic work of others.

- 5.2.1.3 Furnishing false information to the University by forgery, alteration, or misuse of documents with the intent to deceive.
 - 5.2.1.4 Furnishing to a University office or official a written or oral statement known to be false.
 - 5.2.1.5 Falsification, distortion, or misrepresentation of information before a University judicial officer, hearing panel, or grievance board.
 - 5.2.1.6 Plagiarism: use or close imitation of the ideas, data, language, or thoughts of another without appropriate acknowledgment done with the intent to deceive or with disregard for proper scholarly practice.
 - 5.2.1.7 Cheating: seeking to gain unfair advantage by using or attempting to use unauthorized assistance, material, or time in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or time.
 - 5.2.1.8 Complicity with others in violation of any of these standards.
- 5.2.2 **Standard 2:** Marshall University students and student groups respect and promote the health safety, welfare of all persons, including themselves. Students are expected to exhibit responsible behavior regardless of time or place. Violations of these standards include but are not limited to:
- 5.2.2.1 Physical or emotional/psychological abuse including restraint which threatens or endangers the health or safety of any person including himself/herself, whether such conduct occurs on or off University property.
 - 5.2.2.2 Threats of physical violence against self or another person, including restraint.
 - 5.2.2.3 Sexual assault, abuse, stalking or misconduct, including any sexual acts committed without the affirmative consent of the victim and any other violations of University policies regarding sexual harassment as defined in and governed by the Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking, And Retaliation, Board of Governors Policy, GA-1.
 - 5.2.2.4 Relationship Violence which causes physical harm or abuse, and threats of physical harm, restraint or abuse, arising out of a relationship as defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-1.
 - 5.2.2.5 Brandishing of weapons.
 - 5.2.2.6 Possession or storage, while on University Property or at a University sponsored or supervised activity(ies), of any weapons, dangerous devices such as, but not limited to, any firearm, pellet gun, sling shot, fireworks, firecrackers or explosive devices, rifles, shotguns, ammunition, handguns, air guns, air rifles or air pistols, paint guns and BB guns, brass knuckles, , realistic looking toy firearms, knives, or swords, and knives with a blade longer than four inches, other than ones used as kitchen tools. Provided that, nothing herein shall be construed as a violation of W.Va. Code § 61-7-14 which permits firearms to be locked or locked in a motor vehicle if the firearm is out of view.

- 5.2.2.7 Possession or storage, while on University Property or at a University sponsored or supervised activity(ies), of any dangerous substances/chemicals such as gasoline or other combustible materials in an unauthorized container and/or area.
- 5.2.2.8 Fighting.
- 5.2.2.9 Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.
- 5.2.2.10 Intentionally initiating or causing to be initiated any false report, warning, or threat of impending fire, explosion, or any emergency.
- 5.2.2.11 Intentionally causing the evacuation of a University building for reasons known to be false.
- 5.2.2.12 Tampering with, misusing, abusing, or altering any safety equipment or devices, including but not limited to, fire extinguishers, elevators, emergency telephones, elevators, etc.
- 5.2.2.13 Hazing- means to cause any action or situation which recklessly or intentionally endangers the mental or physical health or safety of another person or persons or causes another person or persons to destroy or remove public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education. The term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, or any other forced physical activity which could adversely affect the physical health and safety of the individual or individuals, and includes any activity which would subject the individual or individuals to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual or individuals, or any willful destruction or removal of public or private property: Further, the implied or expressed consent or willingness of a person or persons to hazing shall not be a defense..
- 5.2.2.14 Intimidation: committing, conspiring to commit, or causing to be committed any act which would compel or deter another's actions through the threatened or actual use of force, coercion, or blackmail or engaging in an intentional course of behavior directed at a specific person, which frightens, or harasses.
- 5.2.2.15 Retaliation or Intimidation against any person who files a complaint or testifies in a University Conduct or other case or proceeding.
- 5.2.2.16 Operating a motor vehicle while under the influence of alcohol or any drugs.
- 5.2.2.17 Negligent Bodily Harm: Failure to exercise reasonable care, thereby causing bodily harm.
- 5.2.2.18 Throwing objects from or causing objects to fall from University buildings.
- 5.2.2.19 Interference with Emergency Services and procedures. This includes obstructing or hindering the maintenance, provision, or function of such emergency services as fire department, police department, security, first aid, or rescue; and obstructing or hindering emergency or practice evacuation or similar procedures announced for any building or facility.

5.2.2.20 Violation of University policies regarding smoking and tobacco use on University Property. See Policy No. GA-8 Tobacco Policy.

5.2.2.21 Violation of or failure to comply with any required safety measures or public health guidelines, directives, or laws, as promulgated or mandated by the University, city, state or federal officials, including but not limited to, the following requirements.

5.2.2.21.1. Failure to use Personal Protective Equipment (PPE), such as face masks and/or gloves as directed or required.

5.2.2.21.2. Failure to comply with social distancing directives and practices.

5.2.2.21.3. Failure to adhere to guidelines related to groups.

5.2.2.21.4. Failure to comply with residence and dining hall directives and practices.

5.2.2.21.5. Failure to comply with any safety directives or mandates.

5.2.2.22 Complicity with others in violation of this standard.

5.2.3 **Standard 3:** Marshall University students and student groups respect and honor the human rights, and dignity of other persons, groups, and organizations. Violations of this standard include but are not limited to:

5.2.3.1. Harassment/Bullying: Any action or behavior directed towards another person, including but not limited to, physical force or conduct, intimidation, stalking, hazing, or degradation that results in the intent or actuality to physically or mentally harm another person, which threatens or violates an individual's personal safety and/or well-being.

5.2.3.2. Cyber bullying/Harassment, includes any language that can serve as a hindrance, interfere with another student's educational activity, or potentially result in another student feeling tormented, threatened, harassed, or humiliated, ~~embarrassed~~ that is generated from the internet, interactive and digital technology, mobile phones or personal electronic devices regardless of origin network.

~~5.2.3.2.~~ 5.2.3.3. Nonconsensual disclosure of private intimate images, includes publishing, publicly displaying, distributing, delivering, circulating, or disseminating by any means, including, but not limited to, electronic transmission of private photograph, videotape, motion picture film, digital recording or any product of any mechanical or electronic recording process or device that can preserve, for later viewing, a visual image to one or more persons other than those persons whom the person depicted understood would view the image at the time it was captured of private intimate images of a person's genitalia, pubic area, anus or female post-pubescent breasts. See W.Va. Code §61-8-28A.

~~5.2.3.3.~~ 5.2.3.4. Discrimination on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.

~~5.2.3.4.~~ 5.2.3.5. Commitment of any other violation in this code for the purposes of harassing and/or discriminating on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.

~~5.2.3.5~~ ~~5.2.3.6~~. Complicity with others in violation of this standard.

- 5.2.4 **Standard 4:** Marshall University students and student groups uphold the mission of the University by protecting and preserving a campus environment consistent with the University's educational and academic goals. Violations of this standard include, but are not limited to:
- 5.2.4.1 Unauthorized possession or use of drugs or narcotics. This includes any drug for which the required prescription has not been validly obtained.
 - 5.2.4.2 Unauthorized possession or use of alcoholic beverages or beer, as defined by policies established by the University and its governing body.
 - 5.2.4.3 Behavior that evinces underage consumption of alcohol.
 - 5.2.4.4 Actual, attempted, or intended manufacture, cultivation, distribution and/or sale of drugs, narcotics or marijuana or other controlled substances.
 - 5.2.4.5 Misbehavior at Sports Events, Concerts, or Social/Cultural Events. This includes, but is not limited to:
 - 5.2.4.6.1. Throwing of any article into a crowd or onto a playing field, court or stage.
 - 5.2.4.6.2. Bringing prohibited items onto University property or to any University sponsored events unless permitted by the appropriate University officials.
 - 5.2.4.6.3. Displaying at any sports or cultural event any unauthorized or obscene, offensive, or obstructive banner or sign.
 - 5.2.4.6.4. Inappropriate yelling at or harassment of performers, athletes, spectators or event staff.
 - 5.2.4.6.5. Violations of the Conference USA rules and regulations governing spectator conduct.
 - 5.2.4.6 Unauthorized animals on campus or other violation of the University's Animal Policy.
 - 5.2.4.7 Disruptive or disorderly conduct; public intoxication or under the influence of controlled substances; disturbing the peace through noise, rowdiness, or pranks.
 - 5.2.4.8 Obstructing or interfering with the orderly conduct of University affairs including teaching, research, administrative and disciplinary procedures, University sponsored elections, or any University-sponsored activity.
 - 5.2.4.9 Obstructing the free flow of vehicular or pedestrian traffic on University Property.
 - 5.2.4.10 Failure to comply with the lawful direction of University or other law enforcement officers, or University officials in the proper performance of their duties.
 - 5.2.4.11 Complicity with others in violation of this standard.
- 5.2.5 **Standard 5:** Marshall University students and student groups respect the property of others, and the property, facilities, equipment, and resources of the University. Violations of this standard include, but are not limited to:

- 5.2.5.1. Defacement, damage, destruction, or interference with any property, property right, or service belonging to other persons, groups, or organizations.
- 5.2.5.2. Theft or unauthorized possession of, or misuse of property belonging to other persons, groups, or organizations. This includes possessing, receiving, storing, using, moving, giving away, or selling of property known to have been wrongfully taken from the University or from any person or group.
- 5.2.5.3. Theft or unauthorized use of, misuse of, or interference with services provided by or for other persons, groups, or organizations. This includes, but is not limited to, telephone services, credit services, mail services, tutoring services, photocopying services, and internet services.
- 5.2.5.4. Attempted theft or unauthorized possession or use of, or misuse of, or interference with property or services provided by or for other persons, groups, or organizations.
- 5.2.5.5. Negligent Destruction or Impairment of Property or Services: Failure to exercise reasonable care, thereby causing damage, defacement, destruction, interference, theft, or loss of property belonging to the University or any person, group, or organization.
- 5.2.5.6. Negligent Risk of Destruction or Impairment of Property or Services: Failure to exercise reasonable care, thereby creating a risk of damage, defacement, destruction, interference, theft, or loss of property belonging to the University or any person, group or organization.
- 5.2.5.7. Misuse of University Keys: The unauthorized duplication, attempted duplication, use, loan, possession, giving away, or selling of any key to any building, room, property, or facility owned or controlled by the University.
- 5.2.5.8. Forcibly breaking into and/or entering, or attempting to break into, any building, room, property, locker, vehicle, or other facility.
- 5.2.5.9. Misuse of computing networks, services, systems, or equipment, unauthorized accessing of accounts, all other provisions of the University's abuse policies for its information technology environment. This includes using a computer service to violate or aid in violation of any other provision of this code.
- 5.2.5.10. Misuse of the internet, including viewing pornographic materials in a public location or on a university computer.
- 5.2.5.11. Unauthorized presence or improper use of the University buildings or facilities or trespassing at the University.
- 5.2.5.12. Using the Marshall University telephone system in an improper manner.
- 5.2.6 **Standard 6:** Marshall University students and student groups uphold the mission of the University by being responsible citizens. Marshall University students and student groups comply with the policies, procedures, and programs of the University, and obey all Federal, State, and local laws. Violations of this standard include but are not limited to:

- 5.2.6.1 Gambling including but not limited to participation in chain letters, games of chance, betting pools, and unauthorized raffles or lotteries.
- 5.2.6.2 Scalping: selling tickets to University functions for any price higher than the price shown on the ticket or higher than the original price of the ticket.
- 5.2.6.3 Violation of or failure to follow the policies or procedures for University fundraising, sales and/or solicitation.
- 5.2.6.4 Violation of or failure to follow the policies or procedures for demonstrations and mass gatherings.
- 5.2.6.5 Violations of Student Center, Facilities Scheduling, and Food Services policies and procedures as approved by the Student Conduct and Welfare Committee and / or the Student Center Governing Board.
- 5.2.6.6 Passing worthless checks or failing to promptly redeem a worthless check submitted to any unit within the University.
- 5.2.6.7 Violation of Federal, State, local, city, county, or municipal laws or ordinances.
- 5.2.6.8 Violation of Board of Governors Policies not covered in this Code.
- 5.2.6.9 Repeated or Multiple Violations, Violations of Probation, Medical Amnesty or Mediation Agreements.
- 5.2.6.10 Failure to comply with a directive or request issued by a duly constituted campus student conduct official or hearing body.
- 5.2.6.11 Failure to report to University officials a known or suspected violation of University policies.
- 5.2.6.12 Complicity with others in violation of this standard.
- 5.2.6.13 Failure to report a change of address to the Registrar.

5.2.7 Standard 7: Marshall University students and student groups uphold the mission of the University by protecting and preserving the educational environment of virtual classrooms consistent with the University's educational and academic goals. Violations of this standard include, but are not limited to:

5.2.7.1 Antagonistic, harassing, or discriminatory language of any kind with regard to race, color, religion, sex, gender, intelligence, age, orientation, disability, socioeconomic status, or any other legally protected characteristic or activity;

5.2.7.2 Bullying and/or cyberbullying;

5.2.7.3 Use of obscene, degrading, or profane language (written, verbal, pictures, drawings, audio, video);

5.2.7.4 Displaying pornography, nudity, or images of nudity

5.2.7.5 Committing lewd or sexual acts

5.2.7.6 Handling or displaying weapons, including toy or facsimile weapons

5.2.7.7. Any criminal or other illegal activity encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs or alcohol;

5.2.7.8 Illegal posting, distribution, upload or download of copyrights work of any kind;

5.2.7.9 Sharing assignments, questions/answers, or any other action that would violation any expectations or rules relative to academic honesty;

5.2.7.10 Posting personally identifiable information in any format other than via private message;

5.2.7.11 Indecent dress or disrobing;

5.2.7.12 Interference with the instructional audio or video; or

5.2.7.13 Use or display of illegal drugs, tobacco or tobacco products, or vaping devices.

5.2.7.14 Conduct in the virtual classroom related to the display or handling of weapons or drugs, or other conduct that raises legitimate concerns about the safety and welfare of a student, must be reported immediately to Student Conduct in order to assess whether the matter must be reported to local law enforcement.

6.1 Violations of Housing and Residence Life policies as follows:

- 6.1.1. The Department of Housing and Residence Life, in conjunction with the Office of Student Conduct regulates the policies and procedures necessary to maintain the orderly function of campus residence halls.
- 6.1.2. By signing the “Residence Hall Contract,” the student agrees to respect and adhere to all policies and procedures pertaining to University housing and dining services as outlined in the “Residence Hall Contract” and “The Residence Hall Guide.”
- 6.1.3. Any university students that visit residence halls on campus are required to abide by the Department of Housing and Residence Life’s policies and procedures. Any university student or guest who violates policies and procedures may be subject to loss or restriction of residence hall visitation privileges as well as related financial restitution.
- 6.1.4. The Department of Housing and Residence Life’s policies are specific to the operation of residence halls and will be adjudicated within the Department with violations resulting in residence hall based sanctions. Provided that, residence hall incidents that involve suspected use or possession of drugs or alcohol, or any actions that could, under the Student Code of Conduct, result in suspension or expulsion, will be referred to the Office of Student Conduct for adjudication with violations resulting in University based sanctions. In addition, residence hall incidents whose violations are defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-1 will be adjudicated in accordance with that policy.
- 6.1.5. If a report of a violation also implicates any other violation(s) of the University’s Code of Student Conduct, the Director of Student Conduct (Director) will evaluate all reported allegations to determine whether the allegation(s) and the alleged Code of Student Conduct violation(s) may be appropriately investigated together without unduly delaying the resolution of the violations. Where the Director determines that a single investigation is appropriate, the determination of responsibility for the

violation of University policy will be evaluated under the applicable policy (i.e., the Housing and Residence Life Policy or the Student Code of Conduct), but the investigation and resolution will be conducted in accordance with the Student Disciplinary Procedures for violation of the Student Code of Conduct.

- 6.1.6. If a report of Prohibited Conduct, as defined in and governed by the University Discrimination, Harassment, Sexual Harassment, Sexual & Domestic Misconduct, Stalking And Retaliation Board of Governors Policy, GA-1 also implicates any other violation(s) of the University's Code of Student Conduct and/or Housing and Residence Life's policies, the Title IX Coordinator will evaluate all reported allegations to determine whether the alleged Prohibited Conduct and the alleged Code of Student Conduct violation(s) and/or Housing and Residence Life's policies may be appropriately investigated together without unduly delaying the resolution of the report of Prohibited Conduct. Where the Title IX Coordinator determines that a single investigation is appropriate, the determination of responsibility for the violation of University policy will be evaluated under the applicable policy (i.e., the Policy or the Student Code of Conduct and/or Housing and Residence Life's policies), but the investigation and resolution will be conducted in accordance with Appendix B of the Student Disciplinary Procedures.
- 6.1.7. In circumstances where other departments adjudicate violations involving the residence halls, the Department of Housing and Residence Life will be notified of the final outcome of those disciplinary actions.
- 6.1.8. Policies and procedures specific to the operation of campus residence halls are more particularly defined in "The Residence Hall Guide."

7.1 Sanctions

The purpose of a sanction, in addition to protecting others, is primarily to educate an individual by increasing his/her awareness of the importance of responsibility to the University community for one's actions.

- 7.1.1. The imposition of sanctions and the associated disciplinary procedures are set forth in the Administrative Procedures associated with this Policy.
- 7.1.2. A student may be temporarily suspended pending final action on the charges when the student's continued presence on campus would constitute a potential for serious harm to himself/herself or to the safety of other members of the University community.
- 7.1.3. Sanctions in disciplinary action - The following sanctions may be imposed upon students as a result of disciplinary actions by the University:

- 7.1.4 Non-Reportable. The following formal sanctions are not recorded on the academic transcript or released to others without a legitimate educational interest.
- 7.1.4.1. Formal Warning. A Formal Warning is an official communication that a student's behavior is inappropriate for a member of the academic community. A Formal Warning is maintained in the student's disciplinary file until the student graduates and would serve as a basis for further sanctioning should subsequent violations occur. A Formal Warning will not appear on the academic transcript.
 - 7.1.4.2. Conduct Probation. Conduct Probation is a strong communication that a student is no longer in good disciplinary standing with the academic community. Any subsequent violations of the Student Code of Conduct will be evaluated in the context of the student's probationary status. The Office of Student Conduct will notify the dean of the student's college and a Social Obligation Hold will be placed on the student's record. The Social Obligation Hold will remain on the student's record until the obligation is fulfilled. The record of Conduct Probation is maintained in the Student Conduct office for seven years. Conduct Probation may include one or more of the following:
 - 7.1.4.2.1 Loss of Participation: The student may not represent the University in any extracurricular activities such as, but not limited to, intercollegiate athletics, debate teams, University Theater, band, or other similar activities however, the student may participate in informal activities of a recreational nature sponsored by the University.
 - 7.1.4.2.2 Self-Improvement: A program of self-development will be planned in conjunction with a faculty or staff person assigned to assist in a counseling/guidance capacity. Numerous resources may be used to assist the student in identifying and clarifying experiences, goals, educational and career choices, and other personal objectives.
 - 7.1.4.2.3 Surrender of Student Activity Privileges: A student required under this section to relinquish Student Activity privileges may not participate in, or attend, events that provide a discount or privilege for students through payment of their tuition and fees. Exceptions may be granted by the Student Conduct Office in those instances where attendance at such events is required by academic courses or programs.

- 7.1.4.2.4 Loss of Privilege of Participation in Advanced Registration: The student will relinquish their advanced registration privileges during their sanction obligation. During this time, the student will register by filling out a scheduled adjustment form instead of the online process. Exceptions may be granted by the Office of Student Conduct.
- 7.1.5 Reportable. The following formal sanctions are recorded on the academic transcript.
- 7.1.5.1 Probationary Suspension. Suspension is withheld pending careful evaluation of a student's behavior during a probationary period, not to exceed one year. If the student is involved in any further offense, or if otherwise warranted, this suspension of disciplinary action may be revoked by the Vice President of Student Affairs or his/her designee and the full sanction of suspension enforced subject to appeal to the Hearing Board. While a student is on Probationary Suspension, any of the conditions under probation may be imposed.
- 7.1.5.2 Suspension. Suspension shall be imposed upon a student when it is determined by the Director that the student's relationship with the university must be suspended from the university for a definite period of time. A suspended student may apply for re-admission to the University through the Office of Student Conduct and the Office of Admissions at the end of the suspension period specified by the conduct action. Suspension records are maintained indefinitely. Any suspension imposed shall be recorded on the student's transcript during the suspension period and until the student matriculates for the following academic term. Should a student remain out of the university during an academic term following a suspension, he/she must apply for readmission as would a student who had withdrawn from the university. The Office of Student Conduct may deny readmission in those instances where the suspended student fails to demonstrate a positive change in behavior which indicates that the suspended student is prepared to again become a responsible member of the University community. Numerous resources may be used to assist the student in identifying and clarifying experiences, goals, educational and career choices, and other personal objectives. At the end of a suspension period, the

- student is placed on Conduct Probation until graduation, unless mitigating circumstances warrant a different sanction.
- 7.1.5.3 Expulsion. Expulsion shall be imposed upon a student when the Director determines that the student's relationship with the University must be terminated. This sanction includes termination of all student status, including any remaining right and/or privilege to receive any benefits, recognition or certification. When Expulsion is imposed upon a student, he/she may petition the Vice President of Student Affairs for readmission to the University after the specified time. A copy of the notice will be forwarded to the Dean of the Student's College and to the Registrar for a notation on the transcript. Expulsion records are maintained indefinitely. Expulsion shall be noted on the student's transcript until such time as the student is readmitted to the University or successfully petitions for the removal of the notation. Permission for readmission by the Vice President of Student Affairs does not abrogate the right of any dean or director to deny readmission on the basis of scholarship. At such time as a student is readmitted to the University, the student is placed on Conduct Probation until graduation, unless mitigating circumstances warrant a different sanction. During the expulsion, the person is barred from coming onto or using University property and facilities. The action will appear on the student's official transcript until such time as an appeal is made to and granted by the Vice President of Student Affairs to terminate the expulsion.
- 7.1.5.4 Deferred Suspension. In rare cases, the Student Conduct Hearing Board may determine that a certain sanction is the appropriate formal sanction, but strong mitigating circumstances warrant holding the formal sanction in abeyance. The student may continue enrollment under restrictions and conditions. Formal sanctions may only be held in abeyance by the Student Conduct Hearing Board or the Vice President of Student Affairs. A student found to have violated the conditions or restrictions of a formal sanction held in abeyance will minimally have the formal sanction imposed. A copy of the notice will be forwarded to the Dean of the Student's College and to the Registrar for a notation on the transcript. The notation remains until either the end of the formal sanction held in abeyance period or graduation unless a petition for early removal is approved. Formal sanctions held in abeyance shall be terminated automatically upon graduation. This is a suspension which becomes effective at a specified future date. It is normally

used near the end of a semester to avoid the financial penalty of immediate suspension. During this period of deferred suspension, probationary status as described in Probationary Suspension above will exist.

7.1.6 Other Conditions or Restrictions

Deferral of the degree. The Student Conduct Hearing Board, or the Vice President of Student Affairs may withhold the conferral of the degree until the disciplinary process has been resolved.

- 7.1.6.1 Withholding of the degree. In cases in which a student has not been awarded the degree but has completed all requirements for the degree, the Student Conduct Hearing Board or the Vice President of Student Affairs may direct that the degree be withheld for a period not to exceed one year from the date the condition or restriction is imposed.
- 7.1.6.2 A degree awarded by the institution may be revoked for fraud, misrepresentation, or other violation of the university standards in obtaining a degree.
- 7.1.6.3 The Vice President of Student Affairs may authorize any other sanctions he/she deems to be just and appropriate.

7.1.7 Consequences of Inappropriate Online Conduct

Students must be aware that conduct that is unacceptable and disruptive in the regular classroom is, typically, unacceptable in the virtual classroom.

7.1.7.1. Student conduct violations that occur in the virtual classroom may be subject to progressive discipline which, depending on the seriousness of the conduct at issue, will include an initial verbal warning and consultation with the student prior to any formal disciplinary action.

7.1.7.2 The seriousness of the conduct at issue will dictate the actions of administrators and the nature of the penalty ultimately imposed. A student may be subject to a severe penalty, even for a first offense, depending on the seriousness of the conduct at issue.

7.1.7.3 Some factors that will be taken into account in determining the penalty to be imposed, if any, for conduct that occurs in the virtual classroom will include: 1) whether the conduct disrupted learning in the virtual classroom; 2) whether the conduct was violent or threatening in any way; 3) whether the conduct was illegal; 4) whether the conduct interfered with the rights of educators and/or students to work and learn in a safe and orderly environment free from inappropriate images, messages, language

or behavior; 5) whether the student has committed prohibited conduct in the past; or 6) whether the student has received prior warnings or discipline for similar conduct.

7.1.7.4. If students are found in violation of virtual classroom standards, they will be assigned one or more sanctions. Sanctions may be punitive in nature, but whenever possible, they are intended to create an educational outcome.

7.1.7.5 Possible sanctions are the following: 1) a fine, which is a requirement to pay a financial penalty for his/her violation and payable in cash or check payable to "Marshall University" and delivered to the Office of Student Conduct; 2) a warning for violation; 3) community restitution, which is a task that benefits the individual, campus, or community (such as a service-related activity) is assigned to the student; 4) educational project or paper, which is a requirement to write an essay or a paper on a given topic, or to complete a project of benefit to his or her community, such as creating educational flyers or bulletin boards, or organizing an educational program; or 5) assessment, which is a requirement to complete a behavioral assessment, and to discuss it with an appropriate University official.

7.2 **Disciplinary Action; Proceedings.**

- 7.2.1 Application to students -Any person who is a student as defined in these policies, rules and regulations shall be subject to disciplinary action by the University if that person is involved in any of the actions or conduct prohibited by these policies, rules and regulations, notwithstanding the fact that at the time the student is also an employee of Marshall University. In taking disciplinary action against a student, as defined herein, the University may act to remove any status of such a person or to revoke or remove any right or privilege of such person as a student, or to withhold, remove, or cancel any benefit, recognition or certification, including the rescinding of admission or the conferring of a degree, which such a person might yet not have received from the University.
- 7.2.2 A sanction of suspension or expulsion imposed by a college or university under the jurisdiction of the West Virginia state higher education system shall also be effective at Marshall University. A student who is expelled from one (1) institution in the West Virginia state higher education system may not be considered for admission to Marshall University until one (1) year has elapsed after the student has been expelled.
- 7.2.3 When a sanction is scheduled for a particular semester and the time lapse during an appeal process makes enforcement in the designated semester impossible, then the sanction shall be applied to the semester in progress at the time of completion of the appeal. In the event that sanction cannot be implemented during that semester, then it shall be applied during the next

regular semester, except that if the student has completed the course of study during the pendency of the appeal, the sanctions, where possible, shall be carried out retroactively to affect the grades and records of that student during the semester designated in the original sanction. In any event, the accused student may not be graduated during the process of appeal.

- 7.2.4 The requirements for disciplinary action are found in the Administrative Procedures associated with this Policy.

Meeting of June 16, 2022

ITEM: Change of Degree
Bachelor of Arts in Sport Management

COMMITTEE: **Academic and Student Affairs**

RECOMMENDATION: *Resolved*, that the Marshall University Board of Governors approve the Degree Addition for BA in Sport Management

STAFF MEMBER: Avinandan Mukherjee, Ph.D.
Provost and Sr. Vice President, Academic Affairs

DEPARTMENT/DIVISION: **Marketing**
Lewis College of Business

Background:

The BA in Sport Management degree program is being moved from the College of Health Professions (COHP) to the Lewis College of Business. No new students will be admitted to the degree in the COHP; current students will be allowed to complete their degree. Once all current students have left the COHP program, the degree program will be deleted from the College of Health Professions to avoid duplication.

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Addition, Deletion, or Change of a Degree Program

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Registrar, and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair.
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair.

College: Lewis College of Business Department/Division: MKT/MIS/ENT
 Contact Person: Nancy Lankton Phone: 6-2656

ACTION REQUESTED:

Check action requested: Addition Deletion Change **39**
 Name of Degree program (provide code if this is an existing program): HP 30 BA Sport Management
 If this request is for a Degree Program addition, please indicate if the Board of Governors has approved the Intent to Plan for this program? Yes No N/A
 Enter date of approval

RATIONALE:

The BA Sport Management degree program is being added to the Lewis College of Business with enrollments suspended until the current students graduate. Once all current students graduate, this degree program will be deleted.

CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document.

No changes in curriculum from the degree program in the College of Health Professions.

NOTIFICATION REQUIREMENTS:

Attach a copy of written notification regarding this curriculum request to the following:

1. **Statement of Non-Duplication:** If this degree program will be similar in title or content to an existing degree program at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.
3. Send a copy of this completed form to the Marshall University Catalog Editor.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>1-24-2022</u>
Registrar: <u>[Signature]</u> 310.504	Date: <u>1-21-2022</u>
College Dean: <u>[Signature]</u>	Date: <u>1-24-2022</u>
College Curriculum Chair: <u>[Signature]</u>	Date: <u>1-27-2022</u>
University Curriculum Committee Chair: <u>[Signature]</u>	Date: <u>2.22.22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>5/10/22</u>
VP Academic Affairs/VP Health Science: <u>[Signature]</u>	Date: <u>5/11/22</u>

Meeting of June 16, 2022

ITEM:	Intent to Plan Master of Science in Natural Resources & the Environment
COMMITTEE:	Academic and Student Affairs
RECOMMENDATION:	<i>Resolved</i> , that the Marshall University Board of Governors approve the Intent to Plan for MS in Natural Resources & the Environment
STAFF MEMBER:	Avinandan Mukherjee, Ph.D. Provost and Sr. Vice President, Academic Affairs
DEPARTMENT/DIVISION:	Natural Resources & the Environment College of Science

Background:

The creation of a degree program in Natural Resources & the Environment (NRE) will best serve Marshall students who wish to pursue a career in NRE. Currently, students with those interests can pursue the Master of Science in Biological Sciences (MSBSC) in the College of Science (COS) or the Master of Science in Environmental Science (MSES) in the College of Engineering and Computer Science (CECS). There are limitations associated with both of those choices.

The MSES has recently combined with the MS program in Safety to create an Environmental Health & Safety (MSEHS) degree program. NRE faculty are unlikely to recruit or mentor students who wish to major in environmental health and safety as it is not a good fit for them. There is a population of potential graduate students who are interested in environmental science topics that are not well represented in the BSC program. A degree program in NRE will complement the MSBSC program by offering coursework and research experiences for those students.

Chair: Tracy Christofero

GC#3: Intent to Plan

Graduate Intent to Plan--Major or Degree

NOTE: This "Intent to Plan" form must be submitted and go through the approval process BEFORE you submit the form titled, "Request for Graduate Addition, Deletion or Change of a Major or Degree." For detailed information on new programs please see: <http://wvhepcdoc.wvnet.edu/resources/133-11.pdf>.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair. If attachments are included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: College of Science

Dept/Division: Department of Natural Resources and the Environment

Contact Person: Dr. Mindy Armstead

Phone: 304-696-2923

New Degree Program Master of Science in Natural Resources and the Environment

Effective Term/Year Fall 20 22 Spring 20 Summer 20

Information on the following pages must be completed before signatures are obtained.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>11-30-21</u>
College Curriculum Chair <u>Wendy Perkins</u>	Date <u>11/30/21</u>
College Dean 	Date <u>2 DEC 2021</u>
Graduate Council Chair _____	Date _____
Provost/VP Academic Affairs _____	Date _____
Presidential Approval _____	Date _____
Board of Governors Approval _____	Date _____

Graduate Intent to Plan--Major or Degree-Page 2

Please provide a rationale for new degree program: (May attach separate page if needed)

Please See Attached

1. ADDITIONAL RESOURCE REQUIREMENTS: If your new program requires additional faculty, equipment or specialized materials, attach an estimate of the time and money required to secure these items.

NOTE: Approval of this form does not imply approval for additional resources. Enter NONE if not applicable.

2. NON-DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the request and any response received from them. Enter NONE if not applicable.

Please See Attached

For catalog changes as a result of the above actions, please fill in the following pages.

Graduate Intent to Plan--Major or Degree-Page 3

5. **New Catalog Description**

Insert a 'clean' copy of your proposed description, i.e., no strikethroughs or highlighting included. This should be what you are proposing for the new description. (May attach separate page if needed)

Please See Attached

Graduate Intent to Plan--Major or Degree-Page 4

Please insert in the text box below your summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

New Major or Degree:

Credit Hours:

Rationale:

Department: Natural Resources and the Environment

New Major or Degree: Master of Science in Natural Resources and the Environment

Credit Hours: 32

Rationale: A graduate program is proposed to support expanding research opportunities in the multi-disciplinary area of natural resources management. The program will fill the increased demand for solving complex issues surrounding resource allocation and expand the research potential of the growing NRE department.

Request for Addition of a Graduate Degree Program

Department of Natural Resources and the Environment

Master of Science in Natural Resources and the Environment

Rationale

NRE is a relatively new department having been formed in 2016 during the partitioning of the Integrated Science and Technology (IST) department into smaller, more compatible programs. **We retain our shared emphasis on the application of multi-disciplinary approaches to problem solving and the application of science to real world issues.** NRE now includes majors in Environmental Science, Natural Resource and Recreation Management and Specialty Agriculture and has grown consistently since establishment. While IST has served a primarily “workforce development” role with no graduate program, NRE embraces Marshall University’s mission to improve quality of life through **applied research** in addition to preparing students to think, learn, work and live in an evolving global society. The nexus between science and implementation provides our students a broader perspective on how science is applied in regulatory and management venues, and defines our program.

Our faculty and instructors are research active and are hindered by lack of access to a communal graduate program. While we have individually utilized access to in-place graduate programs in College of Engineering and Computer Science, Biology, and Physics, none of these programs encompass the breadth of our subject areas or support the multi-disciplinary aspects of our integrated program.

Two factors which have directly led to the pressing need for the MS program include the expansion of the natural resource programs and majors into research-oriented venues and the impending merger of the College of Information Technology and Engineering’s Environmental Science Program which was heavily utilized by NRE faculty for supporting graduate students. While NRE faculty are already engaged in active research programs, receive external funding, and mentor graduate students, we have done so by mentoring our students through existing programs with variable suitability. An MS program, such as CITE’s ES or Biology, may be able to accommodate some students but does not expand to encompass all aspects of our department, nor do they meet all program requirements our faculty value for our students. In short, some of our faculty have made it work but it has not been optimal. For some faculty expertise, there are no supportive existing programs, such as in the human dimension of natural resource management. The need for graduates with expertise in this field is demonstrated by our previous success. Throughout the region and the nation, previous students from our undergraduate program, and graduate collaborations, are employed at state and federal agencies, consulting companies, utilities and non-profit organizations. Dr. Tom Jones, our current NRE chair, has mentored more than 30 graduate students moving them through Physics, Biology, or CITE’s ES masters programs. Dr. Mindy Armstead has mentored a dozen graduate students since joining

the faculty in 2011, primarily utilizing CITE's ES program. Lack of access to a graduate program to host graduate students is a significant roadblock hindering our faculty's ability to grow individually and as a program. As stated, the reasons that graduate program development is critical at this time include: 1) the merger of CITE's ES program with the MS in Health and Safety which removes access to this option for supporting NRE's environmental science-focused graduate students; 2) lack of access to a graduate program for our faculty who are engaged in research pertaining to the application of science to regulatory and management venues including the human dimension of natural resources and sustainability; and 3) lack of access to a graduate program which recognizes the integrated and collaborative nature of natural resource and environmental programs.

The need for specialists in conservation, sustainability, natural resources and environmental issues is growing globally, nationally and locally. The US Bureau of Labor Statistics indicates all sectors covered in NRE are growing including resource conservationists, projected to increase by 7%; agriculture and food scientists, projected to increase by 9%; environmental technicians, expected to increase by 11%; and environmental specialists, expected to increase by 8% over the next 10 years. Locally, our region is transitioning from an economy based on resource extraction to one balancing continued resource extraction with tourism and an appreciation of natural resource use. This transition is coupled with poverty and determination that much of our region is considered a "food desert" with lack of suitable nutrition for our citizens. These challenges are just the issues NRE students will be prepared to step into upon completion of our program. This is an important time in global environmental awareness and opportunity and not a time to hinder a flourishing program.

Management of finite terrestrial and aquatic resources, balancing human uses versus resource protection, solving complex environmental issues, and developing sustainable strategies are the focus of the MS in NRE. Students in NRE must integrate aspects of multiple disciplines and employ sound scientific principles and research methodology to solve real-world problems facing modern society. Any one of the incorporated disciplines (sociology, biology, chemistry, geography, computer science) is ill-equipped to support the multi-disciplinary nature of modern natural resource and environmental issues. However, utilization of sound scientific principles to formulate, implement and analyze data for solving complex problems will underlie the foundation of students from diverse backgrounds and interests in our program.

1.0 Additional Resource Requirements: None

2.0 Non-Duplication

Although overlap exists between NRE's MS program and other university departments, this program is not duplicative of any program offering at Marshall University. The integrated nature of complex environmental problems and resource management decisions make courses from many disciplines useful in our student-centered program, but it is the multi-disciplinary nature of the program and our application of science to implementation that makes our

program unique and marketable. Stated another way, our application of integrated science defines us as different from any specific discipline. For example, our research focus and academic curriculum emphasize developing water quality criteria for meeting Clean Water Act goals. This is the direct application of chemistry and biological principles for regulatory implementation. Student research projects based on our curriculum include the development of off-road trails that minimize environmental impacts. This project and instructional area illustrates a direct application of water chemistry, plant biology and hydrology to natural resource management. This nexus between science and implementation provides our students a broader perspective on how science is used in regulatory and management venues and defines the unique characteristics of our program.

5. New Catalog Description

The Department of Natural Resources and Environment offers an M.S. in Natural Resources and the Environment (NRE) designed to provide specialized and professional knowledge in the area of sustainable natural resource management and protection. The focus of the program is on the application of scientific theory and principles to complex environmental issues such as development and implementation of environmental regulations, sustainable resource use and management, and human interaction with the environment. This student-centered degree integrates multiple disciplines and diverse backgrounds to prepare students for employment or advanced degrees in broad topics spanning assessment, management, and protection of aquatic and terrestrial resources considering the ecosystem, organismal, and human dimensions of resources. Utilization of sound scientific principles to formulate, implement and analyze data for solving complex problems underlies the foundation of student's diverse backgrounds and interests in the program. Graduates from the program will demonstrate the ability to conduct independent research regarding natural resources and management of problems essential to sustainable development. The M.S. in NRE challenges students to bridge the distance between science and application, focusing not only on firm understanding of social and natural sciences, but on research methods, technology, and the regulatory structure overarching natural resource management and environmental decision making. Students may focus on areas of specialization including aspects of environmental science and management, the human dimension of natural resources, and sustainability. This program provides students with the tools and skillset to emerge as problem solvers and leaders in natural resource management, protection and sustainability.

Admission Requirements

Applicants for the MS in NRE should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. All admission materials must be sent directly to the Graduate Admissions Office. Applicants must also submit a letter of recommendation from an academic or professional reference, and a written statement of educational and professional goals.

Applicants must have a minimum undergraduate GPA of 2.9. Applicants demonstrating potential but not meeting the admission criteria may be admitted to the M.S. program with permission from the NRE faculty.

Degree Requirements

M.S. candidates must meet the general requirements for the Graduate College and complete a thesis with a minimum of 32 total credits. Of the 32 credits hours required for the MS, at least 16 credits must be at the 600-level and at least 21 credits must be NRE courses as described below. Electives from other departments may be taken to complement the NRE course requirements, with permission of the NRE graduate advisor.

Students will be required to submit a Plan of Study form signed by an advisor and two additional faculty members (Thesis committee) to the Graduate College after their first semester. Students must hold one Thesis committee meeting in their first year and each semester thereafter. All other requirements such as “master thesis” and “final oral presentation” will follow the guidelines by the Marshall University Graduate College and the MS NRE program.

Each student’s plan of study in NRE will include core classes from the department supplemented with additional course work from supporting areas. Generally, the required 32 hours for completion will include thesis (8 hours) and a seminar series (4 hours). The additional course work will include 3 core classes for the discipline (9 hours). Each program of study will include a management/regulation course (3 hours), an applied research methods or instrumentation course (3 hours, may have lab hours) and an appropriate statistics course (3 hours). In this way, students and advisors may choose from the options available to tailor the student’s program toward their individual interests while still covering the basic elements required. Examples of core courses are given herein but students may substitute courses from other departments with faculty approval. Management/regulation courses would include Water Policy and Regulation, which is currently taught as ES 582 but will be added as an NRE course, ES 665 Water Policy and Management, Fisheries Management (taught as a special topics course in Spring 2021 and being added) and NRRM 530 Environmental Interpretation. Core courses for research methods or instrumentation requirements include NRE 431 Aquatic Toxicology, NRE 435 Biomonitoring, and approved upper division remote sensing courses. An appropriate statistics course will include a discipline specific upper division statistics course from those listed in Table 2. The remaining course elective hours can be filled using NRE/NRRM courses or from those listed in Table 2 with instructor approval.

Faculty from the department have been offering graduate courses in other departments and in NRE as electives for other departments. Table 1 includes available courses within NRE, or taught by departmental faculty, which could be used to meet NRE MS requirements.

Necessary Course Additions

Courses currently offered as NRE 400 level and ES or IST 500 level which will be added as NRE graduate courses. These courses will not increase teaching load as they are currently taught as 400/500 level courses.

Water Policy and Regulation
Advanced Aquatic Invertebrates
Fisheries Management
Biomonitoring

The following list of courses will be added to support the proposed program:

NRE 5XX Seminar 1 (1 hours) – Introduction to graduate research and individual topics, development of literature research skills, reading and discussion of keystone papers, support for research project prospectus development and beginning the literature portfolio for the thesis.

NRE 5XX Seminar 2 (1 hour) – read and discuss significant literature on major topics, develop critical evaluation skills, interact with faculty and students on individual research projects, present projects.

NRE 6XX Seminar 3 (1 hour) – Critical review of relevant literature including evaluation of data presentation, journal selection, statistical methods selection, interpretation of data.

NRE 6XX Seminar 4 (1 hour) - Individual research presentation in appropriate formats for oral and written presentations.

NRE 6XX Thesis (8 hours) – Individual research project supervised by NRE faculty and meeting the Graduate College requirements.

Table 1. Courses currently taught in NRE or by NRE faculty, which are available to support the NRE MS curriculum	
NRE 531 Aquatic Toxicology	NRRM 502 Assess & Eval Rec Service
ES 554 Watershed Protection and restoration	NRRM 510 Rec Area Facility Maint
*Water Policy and Regulation	NRRM 511 Rec Areas & Facilities
ES 646 Dynamics of Ecosystems	NRRM 521 Rec Special Populations
ES 665 water resource management	NRRM 542 Op Mgt OHV Trail Systems
*Fisheries Management	NRRM 551 Plan Design OHV Trails
*Biomonitoring	NRRM 552 Construction of OHV Trails
*Advanced invertebrates	NRRM 553 Op Mgt OHV Trail Systems
BSC 501 Ichthyology	NRRM 522 Therapeutic Recreation in Institutional Settings
BSC 521 Phycology	NRRM 530 Environmental Interpretation
NRRM 500 Leisure & Aging	NRRM 531 Forest Recreation Plan
NRRM 501 Admin Parks & Recreation	NRRM 550 Intro OHV Recreation

*Indicates courses currently offered as 400/500 level courses with 500 level special topics designation. Courses will be added as NRE 500 level course.

Table 2. Demonstration of broad university resources which may be of interest to NRE MS students. NRE students could request permission to enroll in relevant external courses on a case by case basis. Inclusion on this table does not indicate departmental collaboration, endorsement, or permission. It is an example of the multi-disciplinary interest of our program and available university resources.			
ES614	Environmental Risk Assessment	CHM550	Industrial Chemistry
ES614a	Risk assessment applied to air pollutants	CS559	Computer Simulation and Modeling
ENVE 615	Environmental Chemistry	ENV615	Environmental Chemistry
ENGR 610	Applied Statistics	ENV617	Physiochemical Treatment of Water and Wastewater
ES604	Air Pollution	ENV618	Pollution Prevention.
EM 660	Project Management	ENV663	Environmental Permitting
ES 620	Environmental Management Systems	ENV680	Air Pollutant Dispersion and Meteorological Modeling
ES665	Water Resources Management	ENV682	Environmental Remediation Technologies
BSC. 560	Conservation Forest Soil Wildlife	ENV683	Environmental Geotechnology
BSC531	Limnology	GLY525	Geochemistry
IST 435	Biomonitoring	GLY527	Fossil Fuels

CHM523	Environmental Analytical Chemistry	GLY556	Environmental Geology
ENV611	Air Pollution Design I: Control of Gaseous Emissions	GLY557	Engineering Geology
ENV612	Air Pollution Design II: Control of Particulate Emissions	PLS530	Environmental Interpretation
CHM565	Advanced Organic Chemistry I	PLS531	Forest Recreation Planning
CHM566	Advanced Organic Chemistry II	PLS551	Planning, Design, and Construction of Off-Highway Vehicle Trail
CHM548	Advanced Inorganic Chemistry I	PH660	Environmental Public Health
CHM549	Advanced Inorganic Chemistry II	SFT454	Industrial Environmental Protection (and lab)
GLY551	Principles of Geomorphology	IS 645	Geographic Information Systems
GLY555	Hydrogeology	GEO 526	Principles of GIS
ES 660	Environmental Law I	BSC 510/PS 510	Remote Sensing/GIS Applications
ES 603	Seminar in Current Environmental Issues	BSC 511/PS 511	Digital Image Processing/GIS Model
ES 640	Groundwater principles and monitoring	ES 626	Remote Sensing and Map Use
ES645	Applied hydrogeology	GEO 529	Intermediate GIS – Vector Analysis
ES 646	Dynamics of Ecosystems	GEO 530	Intermediate GIS – Raster Analysis
ES 654	Environmental Microbiology	GEO 531	Analysis of Digital Airborne and Space-Based Imagery
ES 662	Environmental Policy	GEO 631	Applied GIS Projects
ES661	Environmental Regulations	IS645	Geographic Information Systems
ES 655	Environmental Ethics	PS510	Physical Principles of Remote Sensing with Applications
ENVE 670	Hydrology and Drainage Control	PS511	Digital Image Processing and Computer Simulation Modeling
ES605	Analytical Principles of Environment Sampling	EDF517	Statistics
ES 610	Environmental Sampling Practice	SOC606	Statistics
ES 630	Environmental Site Assessment	CJ656	Statistics
CHM511	Modern Instrumental Methods in Chemistry and Biochemistry	MGT500	Statistics
CHM522	Spectrophotometric Methods of Analysis	PSC604	Statistics
GEO 616	Geographical Research	BSC. 517	Biostatistics
GEO516	Environmental Issues in Planning	BMS 617	Statistical Techniques for the Biomedical Sciences
GEO522	Climatology	MTH518	Biostatistics
BSC 501	Ichthyology	MTH545	Probability and Statistics
BSC 505	Economic Botany	MTH661	Advanced Mathematical Statistics
BSC 506	Herpetology	MTH662	Multivariate Mathematical Statistics
BSC 508	Ornithology	MTH663	Time Series Forecasting
BSC. 516	Plant Taxonomy	MSF525	Statistics/Biostatistics
BSC. 525	Biosystematics	PSY517	Intermediate Behavioral Statistics
BSC. 530	Plant Ecology	PSY651	Advanced Nonparametric Statistics
BSC512	Biogeography	PSY652	Advanced Regression Techniques
BSC521	Phycology	GEO 615	Geographic Thought and Methods
BSC631	Animal Ecology		

Graduate Intent to Plan
Master of Science in Natural Resources and the Environment
College of Science
Marshall University
Proposed Implementation Date: Fall 2022

Contact Persons:

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November 3, 2021

Intent to Plan a New Master

Degree: Master of Science in Natural Resources and the Environment

Department of Natural Resources and the Environment

College of Science

Brief Summary of Program

This is an Intent to Plan for a Master of Science (MS) in Natural Resources and the Environment (NRE) by the Department of Natural Resources and the Environment in the College of Science. Our multi-disciplinary, student-centered program focuses on managing finite terrestrial and aquatic resources, balancing human uses versus resource protection, and developing sustainable strategies for a growing global population. As described below, scientists prepared to support conservation and protection of local, regional and national environmental interests are in high demand in today's society. The Department has research active faculty already engaged in mentoring these scientists and would like to expand our contributions to include natural resource management and protection by offering a MS encompassing our multi-disciplinary, integrated program. Recent emphasis on research growth at the University aligns with our departmental goal of growth. The addition of this MS in NRE will allow us to offer a high quality, affordable, and accessible graduate education to our growing number of undergraduate majors and those recruited from other undergraduate programs while simultaneously supporting our research objectives.

Program Description

NRE is a relatively new department formed in 2016 during the partitioning of the Integrated Science and Technology (IST) department into smaller, more compatible programs. **We retain our shared emphasis on the application of multi-disciplinary approaches to problem-solving and the application of science to real-world issues.** NRE now includes majors in Environmental Science, Natural Resource and Recreation Management and Specialty Agriculture and has grown consistently since establishment. While IST has served a primarily "workforce development" role with no graduate program, NRE embraces Marshall University's mission to improve quality of life through **applied research** in addition to preparing students to think, learn, work and live in an evolving global society. This nexus between science and implementation that provides our students a broader perspective on how science is applied in regulatory and management venues, that defines our program. Our faculty and instructors are research active and are hindered by lack of access to a collaborative graduate program. While we have individually utilized access to in-place graduate programs in College of Engineering and Computer Science, Biology, and Physics, none of these programs encompass the breadth of our subject areas or support the multi-disciplinary aspects of our integrated program.

Two factors that have directly led to the pressing need for the MS program include the expansion of the natural resource programs and majors into research-oriented venues and the impending merger of the College of Information Technology and Engineering's Environmental Science Program which was heavily utilized by NRE faculty for supporting graduate students. While NRE faculty are already engaged in active research programs, receive external funding, and mentor graduate students, we have done so by mentoring our students through existing programs with variable suitability. An MS program, such as CITE's ES or Biology, may accommodate some students but does not expand to encompass all aspects of our department, nor do they meet all program requirements our faculty value for our students. In short, some of our faculty have made it work but it has not been optimal. For some faculty expertise, there are no existing supporting programs, such as in the human dimension of natural resource management and our Specialty Agriculture major. The need for graduates with expertise in this field is demonstrated by our previous success. Throughout the region and the nation, previous students from our undergraduate program, and graduate collaborations, are employed at state and federal agencies, consulting companies,

utilities and non-profit organizations. Dr. Tom Jones, our current NRE chair, has mentored more than 30 graduate students moving them through Physics, Biology or CITE's ES masters programs. Dr. Mindy Armstead has mentored a dozen graduate students since joining the faculty in 2011, primarily utilizing CITE's ES program. Lack of access to a graduate program to host graduate students is a significant roadblock hindering our faculty's ability to grow individually and as an integrative program. As stated, the reasons that graduate program development is critical at this time include: 1) the merger of CITE's ES program with the MS in Health and Safety which removes access to this option for supporting NRE's environmental science-focused graduate students; 2) lack of access to a graduate program for our faculty who are engaged in research pertaining to the human dimension of natural resources and sustainability; and 3) lack of access to a graduate program which recognizes the integrated and collaborative nature of natural resource and environmental programs.

The need for specialists in conservation, sustainability, natural resources and environmental issues is growing globally, nationally and locally. The US Bureau of Labor Statistics indicates all sectors covered in NRE are growing including resource conservationists, projected to increase by 7%; agriculture and food scientists, projected to increase by 9%; environmental technicians, expected to increase by 11%; and environmental specialists, expected to increase by 8% over the next 10 years. Locally, our region is transitioning from an economy based on resource extraction to one balancing continued resource extraction with tourism and an appreciation of natural resource use. This transition is coupled with poverty and determination that much of our region is considered a "food desert" with lack of suitable nutrition for our citizens. These challenges are just the issues NRE students will be prepared to step into upon completion of our program. This is a critical time in global environmental awareness and opportunity and not a time to hinder a flourishing program.

The application of science for managing finite terrestrial and aquatic resources, balancing human uses versus resource protection, and developing sustainable strategies are the focus of the MS in NRE. Students in NRE must integrate aspects of multiple disciplines and employ sound scientific principles and research methodology to solve real-world problems facing modern society. Any one of the incorporated disciplines (sociology, biology, chemistry, geography, computer science) do not individually provide the comprehensive curriculum to support the multi-disciplinary nature of modern natural resource and environmental issues. However, utilization of sound scientific principles to formulate, implement and analyze data for solving complex problems will underlie the foundation of students from diverse backgrounds and interests in our program.

Program Mission

It is the mission of NRE to provide students opportunities to learn and practice knowledge in the complex areas of environmental science, and natural resource protection and management. We strive to provide student-centered undergraduate and graduate education and research opportunities to develop positive environmental and natural resource outcomes for abiotic, biotic and human components of our local, national and global ecosystems. We focus on the nexus of scientific theories and principles for regulation, protection, management, and sustainable decision-making for natural resources. We support each student's attainment of their highest potential while preparing them for work or advanced degrees in their chosen field of study. This program supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible graduate programs that prepare to students to think, learn, work and live in an evolving global society. Our department's applied and integrated teaching/learning philosophy facilitates critical thinking skills and translation of academic experiences to real-world applications directly supporting the College of Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. Our department is of a growth mindset and on a growth trajectory. We are positioned to serve the university and the community with expansion

of our offerings into areas of timely importance. We are pleased to collaborate with partners, both internal and external to the university, to grow our footprint and expand environmental awareness, improve resource management, grow tourism, improve agriculture and small business outcomes, and advance the principles of sustainability on an individual, university and community basis.

Program Features

Program Catalog Description

The Department of Natural Resources and the Environment offers an MS in Natural Resources and the Environment (NRE) designed to provide specialized and professional knowledge in the area of sustainable natural resource management and protection. The focus of the program is on the application of scientific theory and principles to complex environmental issues such as development and implementation of environmental regulations, sustainable resource use and management, and human interaction with the environment. This student-centered degree integrates multiple disciplines and diverse backgrounds to prepare students for employment or advanced degrees in broad topics spanning assessment, management, and protection of aquatic and terrestrial resources considering the ecosystem, organismal, and human dimensions of resources. Utilization of sound scientific principles to formulate, implement and analyze data for solving complex problems underlies the foundation of student's diverse backgrounds and interests in the program. Graduates from the program will demonstrate the ability to conduct independent research regarding natural resources and management of problems essential to sustainable development. The M.S. in NRE challenges students to bridge the gap between science and application, focusing not only on firm understanding of social and natural sciences, but on research methods, technology, and the regulatory structure overarching natural resource management and environmental decision making. Students may focus on areas of specialization including aspects of environmental science and management, the human dimensions of natural resources, and sustainability. This program provides students with the tools and skillset to emerge as problem solvers and leaders in natural resource management, protection and sustainability.

Program Learning Outcomes

Consistent with NRE's learning objectives, NRE's MS learning targets are developed broadly to incorporate discipline specific activities as shown in Table 1. The learning objectives will be initially assessed in the first seminar course and the thesis prospectus. The secondary assessments for NRE Learning Outcomes will be evaluated upon program completion by the thesis written and oral presentation. Specific measurement goals and expectations are defined in Table 1 with the expectation that 80% of students will meet "Advanced" status upon completion of the program.

Additional Program Outcomes

In addition to student learning and development, NRE faculty expect to increase our potential for obtaining external funding, conducting research, and production of peer-reviewed journal articles through development of individual and a collective graduate program. As indicated above, the transition of our undergraduate programs from workforce development into a research focus has coincided with recent emphasis on research growth at the University. The addition of an MS in NRE will allow us to offer a high quality, affordable, and accessible graduate education to our growing number of undergraduate majors and those recruited from other undergraduate programs while supporting our own research objectives and aligning with the University goals.

Admission Requirements

Applicants for the MS in NRE should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. All admission materials must be sent directly to the Graduate Admissions Office. Applicants must also submit a letter of recommendation from an academic or professional reference, and a written statement of educational and professional goals.

Applicants must have a minimum undergraduate GPA of 2.9. Applicants demonstrating potential but not meeting the admission criteria may be admitted to the M.S. program with permission from the NRE faculty.

Program Requirements

MS candidates must meet the general requirements for the Graduate College and complete a thesis with a minimum of 32 total credits. Of the 32 credits hours required for the MS, at least 16 must be at the 600-level and at least 21 must be NRE/ES/NRRM courses. Electives from other departments may be taken to complement the NRE course requirements, with permission of the NRE graduate advisor and course instructor.

Students will be required to submit a Plan of Study form signed by an advisor and two additional faculty members (Thesis committee) to the Graduate College after their first semester. Students must hold one Thesis committee meeting in their first year and each semester thereafter. All other requirements such as “master thesis” and “final oral presentation” will follow the guidelines by the Marshall University Graduate College and the MS NRE program.

Curriculum

Each student’s plan of study in NRE will include core classes from the department supplemented with additional course work from supporting areas. Generally, the required 32 hours for completion will include thesis (8 hours) and a seminar series (4 hours). The additional course work will include 3 core classes for the discipline (9 hours). Each program of study will include a management/regulation course (3 hours), an applied research methods or instrumentation course (3 hours, may have lab hours) and an appropriate statistics course (3 hours). In this way, students and advisors may choose from the options available to tailor the student’s program toward their individual interests while still covering the essential elements required. Examples of core courses are given herein but students may substitute courses from other departments with faculty approval. Management/regulation courses would include Water Policy and Regulation, which is currently taught as ES 582 but will be added as an NRE course, ES 665 Water Policy and Management, Fisheries Management (taught as a special topics course in Spring 2021 and being added) and NRRM 530 Environmental Interpretation. Core courses for research methods or instrumentation requirements include NRE 431 Aquatic Toxicology, NRE 435 Biomonitoring, and approved upper division remote sensing courses. An appropriate statistics course will include a discipline specific upper division statistics course from those included in Table 2. The remaining course elective hours can be filled using NRE/NRRM other courses included in Table 2 with instructor approval.

Faculty from the department have been offering graduate courses in other departments and in NRE as electives for other departments. Table 3 includes available courses within NRE, or taught by departmental faculty, which could be used to meet NRE MS requirements.

Necessary Course Additions

Courses currently offered as NRE 400 level and ES or IST 500 level will be added as NRE graduate courses. These courses will not increase teaching load as they are currently taught as 400/500 level courses.

Water Policy and Regulation
Advanced Aquatic Invertebrates
Fisheries Management
Biomonitoring

The following list of courses will be added to support the proposed program:

NRE 5XX Seminar 1 (1 hours) – Introduction to graduate research and individual topics, development of literature research skills, reading and discussion of keystone papers, support for research project prospectus development and beginning the literature portfolio for the thesis.

NRE 5XX Seminar 2 (1 hour) – read and discuss significant literature on major topics, develop critical evaluation skills, interact with faculty and students on individual research projects, present projects.

NRE 6XX Seminar 3 (1 hour) – Critical review of relevant literature including evaluation of data presentation, journal selection, statistical methods selection, interpretation of data.

NRE 6XX Seminar 4 (1 hour) - Individual research presentation in appropriate formats for oral and written presentations.

NRE 6XX Thesis (8 hours) – Individual research project supervised by NRE faculty and meeting the Graduate College requirements.

Other available courses

With NRE's multi-disciplinary nature and the need for integrated approaches to complex issues, we routinely collaborate with peers in other departments. Likewise, our students gain benefit from high-level course offerings in other departments and may seek out external options when offered to round out the curriculum. With a goal to effectively utilize university resources, courses shown in Table 2 are examples of in-place resources NRE students may utilize with instructor permission. Inclusion on this table does not indicate departmental collaboration, endorsement, or permission. It is an example of the multi-disciplinary interest of our program and available university resources.

Program Delivery

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and field experiences at onsite and offsite locations. Instruction will take place on campus in College of Science classrooms and laboratory space including: Science Building and Greenhouse, Weisburg Applied Engineering Complex, Smith Hall, Harris Hall, Morrow Library or other buildings as assigned.

Program Need and Justification.

Introduction of a NRE MS program is directly responsive to Marshall University's Mission to contribute to the quality of life in the community, region and beyond through applied research, economic development, healthcare and cultural enrichment, and the College of Science mission to provide scientifically and technologically trained students essential to our nation's health and prosperity. Drs. Jones and Armstead have exemplified these goals through previous graduate students who are now active in state and federal agencies, utilities, and the private sector. Similarly, NRE's undergraduate students demonstrate our

contribution to these missions and the potential for contribution by an MS program. As West Virginia transitions from a resource extraction-based economy and seeks to reclaim and protect natural resources, and expand tourism and economic opportunities, the necessity for individuals with these expertise is clear. Similarly, a growing population and resource demand nationally and globally, support the need for individuals with expertise in natural resource protection and management.

Both NRE undergraduate and proposed graduate learning outcomes specifically align with the learning outcomes advanced by Marshall University's Baccalaureate Degree Profile as described in Table 3 which shows the relationship of each university Learning Objectives to those of the NRE MS program.

Marshall University's Strategic Vision includes 5 Pillars, each of which is directly supported by the development of a Master of Science Program in NRE as follows:

- I. Rethink Student Success Guiding Principles – Provide for students the structures and experiences to achieve their highest levels of success by identifying our students' needs, preparedness, and demographics.

The MS in NRE will bring our students to their highest level of success by providing student-centered curriculum supporting goals for advancing knowledge and scientific expertise, and preparing for real-world challenges. This will allow students from our growing undergraduate program, and other programs at Marshall University, the opportunity for advanced pursuits in resource protection, management and sustainable development.

- II. Identify and Address Enrollment Realities Guiding Principles - Base decisions on the most recent, reliable data-driven trends and forecasts. Identify and adapt structures and processes to quickly respond to evolving challenges and opportunities in enrollment demographics.

The growing global awareness of resource limitations and increasing demands on our natural resources are driving interest in resource management and sustainable development. This is apparent locally with development of outdoor recreational activities and indicated by the US Bureau of Labor statistics previously cited. Also, the success and utilization of Drs. Jones and Armstead's graduate endeavors and our 30% growth in undergraduate students, indicate that we are on track for growth and targeting the appropriate demographics.

- III. Optimize Institutional Success Guiding Principles - Evaluate internal organizational units on the extent to which they work outside of their silos and hierarchies to promote the success of organizational units across the university. Ensure that each organizational unit promotes the success of students in attaining their intended goals. Fulfill expectations established by our Mission and Creed; by governing bodies and the University; and by federal, state, and accrediting agencies. Exercise responsible, creative, data-driven resource management.

The Department of NRE and the proposed MS program fully integrates available resources at Marshall University by utilizing available coursework in multiple departments, promoting collaboration across departments, and embracing student-centered program development. The proposed MS Program is launched from previous collaborations with College of Information Technology and Engineering's Environmental Science Program, the Biology Department, and other collaborations between NRE's faculty and internal and external collaborators. To the extent possible, we share resources, such as lab space, greenhouse space, equipment and courses with other university programs to maximize university resources. We emphasize non-duplicative faculty resources by populating upper division courses from other departments where possible. We also support graduate and undergraduate research with external funding whenever possible. These strategies have allowed us to support our individual graduate agendas and now allows for NRE program development with minimal expense and added resources.

- IV. Advance Civic and Economic Progress Guiding Principles - Progressively leverage the full breadth of University structures to provide transformational change in the health, economy, and well-being of the community, state, region, and beyond. Strive to inspire the community through enhanced collaboration that promotes and offers a disciplinary and multidisciplinary pool of expertise. Promote the community and University relationship through a sense of collaboration, pride, and partnership.

The NRE MS program will specifically advance transformational change in the economy and well-being of the community, state, region, and beyond by increasing workforce availability knowledgeable of the region and complex regional environmental and socioeconomic issues ready to face the challenge of protecting and managing resources while promoting economic development. Our multi-disciplinary faculty are well prepared to aid students in this endeavor.

- V. Invigorate Creative and Applied Scholarship Guiding Principles - Invest in targeted creative and applied scholarship that promotes and focuses on student success. Identify and develop both traditional and non-traditional opportunities for scholarship by promoting scholarly partnerships across the full breadth of University structures. Encourage grant and/or externally funded research that specifically impacts our community and population and that also leads to greater movement nationally.

NRE is already working in collaboration with university and local partners, such as our own Sustainability Department, CITE faculty, Coalfield Development's West Edge Factory, University of Kentucky, University of Tennessee, and others to seek grants and external funding in support of research in our individual laboratories. Currently, Dr. Armstead has received funding in collaboration with researchers from University of Kentucky from the National Science Foundation's program entitled Improving Undergraduate STEM Education: GEOPATHS for improving opportunities for undergraduate students to pursue advanced degrees and workforce preparedness. We plan to continue to broaden these efforts as the program is launched to promote these partnerships and advance opportunities for students.

Existing Programs

We are unaware of existing multi-disciplinary programs integrating environmental protection and natural resource management with sustainable development such as recreation management and specialty agriculture. However, programs offering Master of Science opportunities in individual aspects of our program exist at West Virginia University and Ohio University. We are specifically seeking to serve the region and Marshall University through an integrated experiential program. Additionally, access to a graduate program for our faculty and growing undergraduate program is essential for our continued progress.

Program Planning and Development

Discussions on an integrated MS program for NRE were underway before the breakup of IST in 2016 and the preparation of this document includes notes from that timeframe. Replacement of an NRRM faculty and then COVID-19 slowed progress toward that goal. The impetus for development was not fully realized while opportunities for graduate student mentoring were available through CITE's ES program. Loss of the ES option, and our current faculty's expertise in the human dimensions of natural resources and soil chemistry, two specialties without access to graduate programs, have prompted submission of this proposal at this time.

Having had no graduate program within our department but mentoring graduate students over the last 10+ years, we have acquired many resources to support experiential learning and research through external funds. This will allow us to launch the proposed program with virtually no additional resource needs.

Clientele and Need

The target demographic for the MS Program will be recent graduates from NRE and other programs at Marshall and surrounding universities. Current and recent graduate students in Dr. Armstead's laboratory have been recruited from University of Kentucky, University of Cincinnati and West Virginia State University, as well as from within Marshall. This is our likely target area as research of the faculty in NRE focuses on the Ohio River, local watersheds, southern West Virginia resources and programs. The academic backgrounds of students in our program will be diverse, ranging from the social sciences to more traditional pursuits like chemistry, geography and biology. For this reason, faculty will work with students individually to develop a program of study that firmly roots each student in experimental design, data collection and analysis, and data interpretation and application.

The need for specialists in conservation, sustainability, natural resources and environmental issues is growing globally, nationally and locally. The US Bureau of Labor Statistics indicates all sectors covered in NRE are growing including resource conservationists, projected to increase by 7%; agriculture and food scientists, projected to increase by 9%; Environmental technicians, expected to increase by 11%; and environmental specialists, expected to increase by 8% over the next 10 years. Locally, our region is transitioning from an economy based on resource extraction to one balancing continued resource extraction with tourism and an appreciation of natural resource use. This transition is coupled with poverty and determination that much of our region is considered a "food desert" with lack of suitable nutrition for our citizens. These challenges are just the issues NRE students will be prepared to step into upon completion of our program. This is an important time in global environmental awareness and opportunity and not a time hinder a flourishing program.

Employment Opportunities

The need for graduates with expertise in this field is indicated above and demonstrated by the previous success of our graduate and undergraduate students. Throughout the region and the nation, previous students from our undergraduate program, and graduate collaborations, are employed at state and federal agencies, consulting companies, utilities, and non-profit organizations. For example, we have two recent graduates from our 4-year program who were immediately hired into stormwater management roles at an Amazon facility in Arizona and a municipality outside of Nashville. We have numerous students in consulting companies in West Virginia, Kentucky and Ohio and three recent graduates at the Corps of Engineers Huntington District. Also indicating the range of employment opportunities for graduates from an NRE MS program is the breadth and success of our undergraduate internship program with summer placements from the Naval Marine Mammal Research Facility in San Diego, California, to assisting in wildfire recovery through western states, to local parks. We are integrally involved with the job market and know what students need to be successful. Potential job placements include positions in parks and protected areas, municipal and county park systems, non-profit environmental organizations, and federal and state land management agencies such as the U.S. Forest Service, the National Park Service, the U.S. Fish and Wildlife Service and the U.S. Army Corps of Engineers. Additional opportunities are available in state and federal regulatory agencies such as the U.S. Environmental Protection Agency, West Virginia Department of Natural Resources, Ohio Environmental Protection and other state agencies. Private sector jobs, utilities and consulting services are also potential opportunities while some students may elect to pursue higher education.

Faculty Instructional Requirements

There are 5 full-time faculty available to support the proposed program who are already involved in teaching, research, and grant development. Three of the faculty have already engaged in graduate student mentoring.

- Dr. Tom Jones, Chair, Associate Professor, 20 years' experience and is already engaged in graduate student instruction and mentoring. Dr. Jones has mentored nearly 40 students through graduate programs in CITE, Biology and Physics. No additional resources will be required to support program involvement.
- Dr. Mindy Armstead, Professor, 11 years' full-time experience and engaged in graduation student instruction and mentoring since 1996. Dr. Armstead has 25 years' experience in the private sector engaged in solving complex environmental issues. No additional resources will be required to support program involvement.
- Dr. Min Kook Kim, Associate Professor, 11 years' experience and active in teaching graduate courses. New program will require 1 overload for Dr. Kim every other year.
- Dr. Rick Gage, Assistant Professor, 8 years full-time teaching experience with 3 years as Program Director. New program will require 1 overload for Dr. Gage every other year.
- Dr. Autumn Starcher, Instructor, 3 years teaching experience, No additional resources will be required to support program involvement.

Our department is supported by Mr. Sam Colvin who has 35 years of public service with 23 years of teaching experience at Marshall University. Mr. Colvin has experience in solid waste disposal and agricultural extension services. He supports experiential and community-based learning endeavors in our department.

The required additional seminar courses (1 credit hour per semester) can be rotated through faculty and taught in-load.

Library Resources and Instructional Materials

Existing library resources and instructional materials are adequate to support the proposed program.

Facilities, equipment and support services.

The department has research laboratories in WAEC and Morrow Library, space in the COS greenhouse, and collaborations with the Sustainability Department at University Heights. Additionally, we utilize individual faculty and shared computer resources for data analysis and geographic information system projects. Graduate students will be integrated into existing faculty research space and no additional facilities are required. Our extensive equipment resources include field and laboratory equipment for sampling, monitoring and analysis of terrestrial and aquatic systems which have primarily been developed from external funding sources. No additional support for equipment is requested.

The new program will not impact space utilization requirements of the department.

Program Impact

The NRE MS Program will positively impact in-place university programs by offering higher education opportunities for the growing number of NRE 4-year graduates, which is up 30% from our inception in 2016. Graduate students in the program will support NRE's service course for the university. NRE offers 9 sections of a CORE II Natural/Physical Science course serving a maximum of 180 students (720 student hours) per semester with the 9 laboratory sections taught by graduate students. For the last 5 years, these students were graduate students of Drs. Armstead and Jones working through MS programs in other departments. The program will also provide specialized personnel available for volunteerism

at the university and in the local community such as greenhouse, community garden and University Heights. Our multi-disciplinary program will also increase enrollment and utilization of upper division courses in multiple departments where most departments welcome increasing participation. Most significantly, the NRE MS will provide opportunity for students to maximize their potential and provide an opportunity for NRE faculty to engage in research, improving external funding potential and productivity for Marshall University.

Cooperative Arrangements

NRE has multiple internal and external cooperative arrangements. Through the development of the Specialty Agriculture major and USDA grants, collaboration opportunities have been identified with the Sustainability Department and the Robert C. Byrd Institute in-house, and external collaboration opportunities have been identified at Coalfield Development's Refresh Appalachia which operates within Huntington's West Edge Factory. Specifically, we have investigated the opportunity for student internships, personnel exchanges and resource sharing among the parties. Collaborative research and funding relationships are established between Dr. Armstead and University of Kentucky, Eastern Kentucky University, Murray State and West Virginia State University researchers. Dr. Armstead currently has a NSF IUSE:Geopaths grant to support recruiting and mentoring undergraduates to graduate opportunities. All faculty have cooperative relationships with multiple sources of internships and employment opportunities benefitting undergraduate and graduate opportunities. In short, the program is well established and poised to support the NRE MS program at full capacity upon initiation.

Alternatives to Program Development

The alternatives to NRE MS development have been fully vetted over the previous 10 years and have been found to be inadequate. NRE fully embraces the integrated nature of our department and believe the complexity of natural resource protection and management require multi-disciplinary approaches. Any one of the incorporated disciplines (sociology, biology, chemistry, geography, computer science) do not individually provide the comprehensive curriculum to support the multi-disciplinary nature of modern natural resource and environmental issues. As such, no single established program supports the range of expertise necessary to fully educate students on diverse environmental and resource management issues or would appropriately support the diversity of our students. For example, CITE's ES program was suitable for some graduate students mentored by Dr. Armstead but students focused on the human dimension of natural resource management did not have the chemistry background for entry into the program. Our proposed student-centered degree integrates multiple disciplines and diverse backgrounds to prepare students for employment or advanced degrees in broad topics spanning assessment, management, and protection of aquatic and terrestrial resources considering the ecosystem, organismal, and human dimensions of resources. Within our department, we are grounded in the foundational principle of using sound scientific practices to formulate, implement and analyze data for solving complex problems pertaining to protection and management of natural resources essential for sustainable development.

Program Implementation and Projected Resource Requirements.

Program Administration

The program will be housed in the Department of NRE and managed by the Chair of the Department under the supervision of the Dean of the College of Science. No changes will be required by the institutional administrative organization to support program implementation.

Program Projections

Program projections are based on previous years graduate student participation and expected activity of faculty in the department gaining access to graduate programs. It is expected that the NRE MS will support 7 to 13 full-time graduate students per year being mentored by our faculty. Our courses will also be open to undergraduates from our own and other programs at the 400/500 level and graduate students from other programs at the 600 level.

Support Service Requirements

Laboratories, computer facilities, and in-place equipment in NRE and College of Science will be utilized to house the proposed program. With students transitioning to personal computing equipment, no specific expansions are envisioned for the program.

Facilities Requirements

No new facilities or space are required to initiate the program as we have already been mentoring graduate students and participating in graduate courses with in-place resources and through our own funding efforts. The program will continue to support and participate in attempts to secure funding for future program development.

Operating Resource Requirements

As previously indicated, the NRE department has already been supporting graduate instruction and research through external funding. One additional 600 level course will need to be taught annually which will require one faculty overload per year. No additional new resources are required to implement the requested MS in NRE. Graduate students, paid student internships and hourly labor working in the program will be supported by grants and private funding obtained by the program with the exception of the three departmental graduate students teaching our service course labs. No additional hourly employees are foreseen.

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

(Form I)

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
Number of Students Served through Course					
Offerings of the Program:					
Headcount	18	25	25	25	25
FTE	10	14	16	16	16
Number of student credit hours generated by courses within the program (entire academic year):	80	112	128	128	128
Number of Majors:					
Headcount	7	10	13	13	13
FTE majors	7	10	13	13	13
Number of student credit hours generated by majors in the program (entire academic year):	126	180	260	260	260
Number of degrees to be granted (annual total):		5	10	10	10

Estimates for the number of students served are based on faculty experience with in-place classes.

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS*
(FORM 2)**

	First Year FY(2022)	Second Year FY(2023)	Third Year FY(2024)	Fourth Year FY(2025)	Fifth Year FY(2026)
A. FTE POSITIONS					
1. Administrators	_____				
2. Full-time Faculty	_____				
3. Adjunct Faculty	0.25	0.25	0.25	0.25	0.25
4. Graduate Assistants	_____				
5. Other Personnel:					
a. Clerical Workers	_____				
b. Professionals	_____				

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:	
a. Administrators	_____
b. Full-time Faculty	_____
c. Adjunct Faculty	_____
d. Graduate Assistants	_____
e. Non-Academic Personnel:	
Clerical Workers	_____
Professionals	_____

Total Salaries

One faculty overload per year will be required to offer 1 additional 600 level course. No additional resources are required to support the programs.

**FORM 2-
Continued**

**FIVE-YEAR PROJECTION
OF
TOTAL OPERATING RESOURCES
REQUIREMENTS***

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2024)	Fifth Year (2025)
2. Current Expenses	_____				
3. Repairs and Alterations	_____				
4. Equipment:					
Educational Equip.	_____				
Library Books	_____				
5. Nonrecurring Expense (specify)					
Total Costs					

C. SOURCES

1. General Fund Appropriations

As indicated throughout, NRE contributed to graduate programs throughout the university and has in-place resources supporting the proposed program. No new additional resources are requested.

Table 1. Proposed NRE MS Learning Outcome Assessment Rubrics for the Master of Science Program.

PLOs	Traits	Performance Levels		
		Advanced	Capstone	Unsatisfactory
<p>PLO #1: In the development of a discipline specific project, students will scientifically analyze data, evaluate and incorporate relevant research, and describe potential implications.</p>	<p>Interpretation and Analysis Skills (1A)</p>	<p><i>Evaluates</i> and <i>synthesizes</i> evidence thoroughly to reveal insightful patterns, differences, or similarities related to topic area or uses a quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</p>	<p><i>Evaluates</i> and <i>synthesizes</i> most evidence thoroughly to reveal important patterns, differences, or similarities related to topic area or uses a quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</p>	<p><i>Examines</i> and <i>relates</i> some evidence, but it is not effective in revealing important patterns, differences, or similarities or uses a quantitative analysis of data as the basis for semi-supported judgments, drawing plausible conclusions from this work.</p>
	<p>Critical Evaluation of Information and its Sources (1B)</p>	<p>Systematically and methodologically <i>analyzes</i> the research literature and others' assumptions and carefully evaluates the relevance of its context.</p>	<p>Systematically and methodologically <i>analyzes</i> most of the relevant research literature and others' assumptions and carefully evaluates the relevance of its context.</p>	<p>Systematically and methodologically <i>interprets</i> some of the relevant research literature and others' assumptions and carefully evaluates the relevance of its context.</p>
	<p>Recognition and Understanding of Limitations and Implications (1C)</p>	<p><i>Explains</i> in detail all relevant and supported limitations and potential or real implications.</p>	<p><i>Generates</i> nearly all relevant and supported limitations and potential or real implications.</p>	<p><i>Describes</i> some relevant and supported limitations and potential implications.</p>

PLOs	Traits	Performance Levels		
		Advanced	Capstone	Unsatisfactory
<p>PLO #2: Students will effectively communicate in relating findings and recommendations resulting from projects to an audience of discipline specific peers.</p>	<p>Organization Skills (2A)</p>	<p><i>Generates</i> a highly structured written product or oral presentation for a discipline specific audience (i.e., contains a specific introduction and conclusion, sequenced material within the body, and transitions).</p>	<p><i>Models</i> a well-structured written product or oral presentation for a discipline specific audience that is mostly organized (i.e., contains a specific introduction and conclusion, sequenced material within the body, and transitions).</p>	<p><i>Produces</i> a semi-structured written product or oral presentation that may contain some organization flaws (i.e., specific introduction and conclusion, sequenced material within the body, and transitions).</p>
	<p>Use of Language, Mechanics, & Delivery (2B)</p>	<p><i>Chooses</i> language that is compelling, appropriate, and enhances the effectiveness of the written product or oral presentation. For written products, clarity and fluency are evident with no spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</p>	<p><i>Chooses</i> language that is thoughtful, appropriate, and generally supports the effectiveness of the written product or oral presentation. For written products, clarity and fluency are evident with a few minor spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and the speaker appears comfortable.</p>	<p><i>Chooses</i> language that is mundane and commonplace and partially supports the effectiveness of the written product or oral presentation. For written products, clarity and fluency are evident with some spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gestures, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</p>
	<p>Use of Supporting Material (2C)</p>	<p><i>Uses</i> a variety of high quality supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from scholarly sources); information significantly supports the presentation or written product.</p>	<p><i>Uses</i> most supporting materials from respected venues (explanations, examples, illustrations, statistics, analogies, quotations from scholarly sources); information generally supports the presentation or written product.</p>	<p><i>Uses</i> some supporting materials from both respected and unscholarly venues (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities); information partially supports the presentation or written product.</p>

PLOs	Traits	Performance Levels		
		Advanced	Capstone	Milestone
PLO #3: Students will demonstrate proficiency in the utilization of discipline specific contemporary technologies or tools to solve real-world problems.	Technology and Information Aptitude (1A)	<i>Demonstrates</i> a high level of fluency in the use of tools, technologies and methods in the field and its application (i.e., navigates menus and functions with spreadsheets, database applications, software programs, or other forms of technology, etc.).	<i>Demonstrates</i> a proficient level of fluency in the use of tools, technologies, and methods in the field and its application (i.e., navigates menus and functions with spreadsheets, database applications, software programs, or other forms of technology, etc.)	<i>Demonstrates</i> some fluency in the use of tools, technologies, and methods in the field, but struggles in much of its application.
	Problem-Solving and Decision Making Skills (1B)	<i>Evaluates</i> and <i>develops</i> two or more reliable strategies (using data analysis, spreadsheets, models, simulations, software development, etc.) that can be used to solve a specific problem or reach a decision.	<i>Develops</i> and <i>identifies</i> two reliable strategies (using data analysis, spreadsheets, models, simulations, software development, etc.) that can be used to solve a specific problem or reach a decision.	<i>Employs</i> one or two somewhat reliable strategies (using data analysis, spreadsheets, models, simulations, software development, etc.) that can be used to nearly solve a specific problem or reach a decision.

Table 2. Demonstration of broad university resources which may be of interest to NRE MS students. NRE students could request permission to enroll in relevant external courses on a case-by-case basis. Inclusion on this table does not indicate departmental collaboration, endorsement, or permission. It is an example of the multi-disciplinary interest of our program and available university resources.

ES614	Environmental Risk Assessment	CHM550	Industrial Chemistry
ES614a	Risk assessment applied to air pollutants	CS559	Computer Simulation and Modeling
ENVE 615	Environmental Chemistry	ENV615	Environmental Chemistry
ENGR 610	Applied Statistics	ENV617	Physiochemical Treatment of Water and Wastewater
ES604	Air Pollution	ENV618	Pollution Prevention.
EM 660	Project Management	ENV663	Environmental Permitting
ES 620	Environmental Management Systems	ENV680	Air Pollutant Dispersion and Meteorological Modeling
ES665	Water Resources Management	ENV682	Environmental Remediation Technologies
BSC. 560	Conservation Forest Soil Wildlife	ENV683	Environmental Geotechnology
BSC531	Limnology	GLY525	Geochemistry
IST 435	Biomonitoring	GLY527	Fossil Fuels
CHM523	Environmental Analytical Chemistry	GLY556	Environmental Geology
ENV611	Air Pollution Design I: Control of Gaseous Emissions	GLY557	Engineering Geology
ENV612	Air Pollution Design II: Control of Particulate Emissions	PLS530	Environmental Interpretation
CHM565	Advanced Organic Chemistry I	PLS531	Forest Recreation Planning
CHM566	Advanced Organic Chemistry II	PLS551	Planning, Design, and Construction of Off-Highway Vehicle Trail
CHM548	Advanced Inorganic Chemistry I	PH660	Environmental Public Health
CHM549	Advanced Inorganic Chemistry II	SFT454	Industrial Environmental Protection (and lab)
GLY551	Principles of Geomorphology	IS 645	Geographic Information Systems
GLY555	Hydrogeology	GEO 526	Principles of GIS
ES 660	Environmental Law I	BSC 510/PS 510	Remote Sensing/GIS Applications
ES 603	Seminar in Current Environmental Issues	BSC 511/PS 511	Digital Image Processing/GIS Model
ES 640	Groundwater principles and monitoring	ES 626	Remote Sensing and Map Use
ES645	Applied hydrogeology	GEO 529	Intermediate GIS – Vector Analysis
ES 646	Dynamics of Ecosystems	GEO 530	Intermediate GIS – Raster Analysis
ES 654	Environmental Microbiology	GEO 531	Analysis of Digital Airborne and Space-Based Imagery
ES 662	Environmental Policy	GEO 631	Applied GIS Projects
ES661	Environmental Regulations	IS645	Geographic Information Systems
ES 655	Environmental Ethics	PS510	Physical Principles of Remote Sensing with Applications
ENVE 670	Hydrology and Drainage Control	PS511	Digital Image Processing and Computer Simulation Modeling
ES605	Analytical Principles of Environment Sampling	EDF517	Statistics
ES 610	Environmental Sampling Practice	SOC606	Statistics

ES 630	Environmental Site Assessment	CJ656	Statistics
CHM511	Modern Instrumental Methods in Chemistry and Biochemistry	MGT500	Statistics
CHM522	Spectrophotometric Methods of Analysis	PSC604	Statistics
GEO 616	Geographical Research	BSC. 517	Biostatistics
GEO516	Environmental Issues in Planning	BMS 617	Statistical Techniques for the Biomedical Sciences
GEO522	Climatology	MTH518	Biostatistics
BSC 501	Ichthyology	MTH545	Probability and Statistics
BSC 505	Economic Botany	MTH661	Advanced Mathematical Statistics
BSC 506	Herpetology	MTH662	Multivariate Mathematical Statistics
BSC 508	Ornithology	MTH663	Time Series Forecasting
BSC. 516	Plant Taxonomy	MSF525	Statistics/Biostastics
BSC. 525	Biosystematics	PSY517	Intermediate Behavioral Statistics
BSC. 530	Plant Ecology	PSY651	Advanced Nonparametric Statistics
BSC512	Biogeography	PSY652	Advanced Regression Techniques
BSC521	Phycology	GEO 615	Geographic Thought and Methods
BSC631	Animal Ecology		


Table 3. Courses currently taught in NRE or by NRE faculty, which are available to support the NRE MS curriculum	
NRE 531 Aquatic Toxicology	NRRM 502 Assess & Eval Rec Service
ES 554 Watershed Protection and restoration	NRRM 510 Rec Area Facility Maint
*Water Policy and Regulation	NRRM 511 Rec Areas & Facilities
ES 646 Dynamics of Ecosystems	NRRM 521 Rec Special Populations
ES 665 water resource management	NRRM 542 Op Mgt OHV Trail Systems
*Fisheries Management	NRRM 551 Plan Design OHV Trails
*Biomonitoring	NRRM 552 Construction of OHV Trails
*Advanced invertebrates	NRRM 553 Op Mgt OHV Trail Systems
BSC 501 Ichthyology	NRRM 522 Therapeutic Recreation in Institutional Settings
BSC 521 Phycology	NRRM 530 Environmental Interpretation
NRRM 500 Leisure & Aging	NRRM 531 Forest Recreation Plan
NRRM 501 Admin Parks & Recreation	NRRM 550 Intro OHV Recreation

Table 4. Marshall University's Baccalaureate Degree Profile Learning Objectives alignment with NRE's MS Learning Objectives.		
Baccalaureate Degree Learning Outcome	NRE Learning Outcome	How otherwise addressed
Communication Fluency	PLO #2, Trait A and B	
Creative Thinking	PLO#3, Trait B	
Ethical and Civic Thinking		Topics covered in Seminar courses and through experiential learning with faculty.
Information Literacy	PLO #1 Trait B PLO #2 Trait C	
Inquiry Based Thinking	PLO #1 Trait A PLO#3, Trait B	
Integrative Thinking	PLO #1 Trait A PLO#3, Trait A	NRE is a multidisciplinary department focused on integrated applied science delivered via experiential learning opportunities. All aspects of the program will be consistent with this philosophy.
Intercultural Thinking		Practiced in multiple courses particularly pertaining to sustainability and the allocation of limited resources.
Metacognitive thinking	PLO #1 Trait C	
Quantitative thinking	PLO #1 Trait A PLO#3, Trait B	



Memorandum

To: Marshall University Graduate Council

From: Dr. Charles Somerville
Dean, College of Science 

Date: 1 March 2022

Re: Intent to Plan – MS Program in Natural Resources & the Environment

I am writing to support the Intent to Plan (ITP) in Natural Resources & the Environment (NRE) submitted by Dr. Mindy Armstead and Dr. Min Kook Kim. The most similar programs at Marshall include the Master of Science in Biological Sciences (MSBSC) in the College of Science (COS) and the Master of Science in Environmental Science (MSES) in the College of Engineering and Computer Science (CECS).

The MSES has recently been combined with the MS program in Safety to create an Environmental Health & Safety (MSEHS) degree program. Although faculty in NRE have mentored students majoring in the MSES program, the focus of the new program is not a good fit for NRE students or NRE faculty expertise. NRE faculty are unlikely to recruit or mentor students who wish to major in environmental health and safety.

The MSBSC program is a good fit for some of the graduate students who work with, or would be recruited by, NRE faculty. Those students will continue to major in the MSBSC program. There is, however, another population of potential graduate students who are interested in environmental science topics that are not well represented in the BSC program. The MSNRE is intended to complement the MSBSC program by offering coursework and research experiences for those students. As an example, students who are interested in environmental assessment or environmental regulation would find a better fit in the proposed MSNRE program. In

Marshall University
College of Science
Office of the Dean

One John Marshall Drive
Huntington, WV 25755-2500
Tel: 304-696-2372 | Fax: 304-696-3243
marshall.edu/cos

BE PROUD.
BE A SON OR DAUGHTER OF MARSHALL.

TOTAL MAJORS	F16	F17	F18	F19	F20	F21	Pct Change
Total University	13652	13255	13211	12859	11968	11135	-18.4%
Total COS	1702	1749	1662	1545	1484	1368	-19.6%
Biology	652	670	625	631	604	566	-13.2%
Chemistry	267	286	255	202	185	163	-39.0%
Computer & IT	115	120	135	114	109	90	-21.7%
Criminal Justice	278	277	259	234	241	210	-24.5%
Cyber Forensics & Security	84	97	116	100	106	102	21.4%
Geology	31	25	33	29	29	20	-35.5%
Forensic Science	33	34	30	29	28	18	-45.5%
Mathematics/Statistics	71	81	69	66	54	45	-36.6%
Natural Resources & Environ.	88	93	88	90	93	115	30.7%
Physics/Physical Science	25	20	23	24	13	11	-56.0%
Undecided/Pre-Science/PostBac	38	33	27	24	21	28	-26.3%
Other (Biotechnology)	20	13	2	2	1	0	-100.0%

TOTAL SCHs	16/17	17/18	18/19	19/20	20/21	21/22	Pct Change
Total University	329254	321518	310744	320475	307171	278026	-15.6%
Total COS	64266	64556	62959	65808	60797	55278	-14.0%
Biology	17021	17554	16561	17568	15547	14874	-12.6%
Chemistry	9897	9611	9027	9672	9035	8138	-17.8%
Computer & IT	3195	2784	2708	3252	2536	2340	-26.8%
Criminal Justice	4351	4239	4944	4773	4486	3750	-13.8%
Cyber Forensics & Security	1071	1595	1548	1294	1959	1698	58.5%
Geology	1421	1191	1259	1368	1563	1536	8.1%
Forensic Science	1060	1093	898	956	919	562	-47.0%
Mathematics/Statistics	19950	19498	19254	19666	17765	16516	-17.2%
Natural Resources & Environ.	1955	2899	3235	3376	3057	3070	57.0%
Physics/Physical Science	3715	3939	3522	3883	3930	2794	-24.8%
Other (Biotechnology)	630	153	3	0	0	0	-100.0%

MS NRE Example Plan of Study - Environmental Science Focus

Semester	Course No.	Course Name	Credit HRS		Attributes
			500-level 600-level	Other Applicable HRS NRE/ES/NRRM HRS	
FALL 1	NRE 5XX	Seminar 1	1	1	
	NRE 531	Aquatic Toxicology	4	4	
	NRE 525	Water Policy & Regulation	3	3	Required management/regulation course
SPRING 1	NRE 5XY	Seminar 2	1	1	
	NRE 535	Biomonitoring	4	4	Required instrumentation course
	ES 646	Dynamics of Ecosystems	3	3	
FALL 2	NRE 6XX	Seminar 3	1	1	
	NRE 6YY	Thesis	4	4	
	ES 665	Water Resource Management	3	3	
SPRING 2	NRE 6XY	Seminar 4	1	1	
	NRE 6YY	Thesis	4	4	
	CJ 656	Statistics	3	3	Required statistics course
TOTAL hours (minimum 32 required)			32		
600-level hours (minimum 16 required)			19		
NRE/ES/NRRM hours (21 required)			29		

MS NRE Example Plan of Study - Natural Resource & Recreation Management Focus

Semester	Course No.	Course Name	Credit HRS		Attributes
			500-level	600-level	Other Applicable HRS NRE/ES/NRRM HRS
FALL 1	NRE 5XX	Seminar 1		1	1
	NRRM 501	Admin Parks & Recreation		3	3 Required management/regulation course
	NRRM 502	Assess & Eval Rec Service		3	3
	NRRM 530	Forest Recreation Plan		3	3
SPRING 1	NRE 5XY	Seminar 2		1	1
	NRRM 551	Plan Design OHV Trails		3	3
	NRRM 521	Rec Special Populations		3	3
FALL 2	NRE 6XX	Seminar 3		1	1
	NRE 6YY	Thesis		4	4
	CJ 656	Statistics		3	3 required statistics course
SPRING 2	NRE 6XY	Seminar 4		1	1
	NRE 6YY	Thesis		4	4
	GEO 615	Geographic Thought & Methods		3	3 required instrumentation course
TOTAL hours (minimum 32 required)				33	
600-level hours (minimum 16 required)				16	
NRE/ES/NRRM hours (21 required)				27	



College of Science
Department of Biological Sciences

February 23, 2022

From: Dr. Brian Antonsen, Chair, BSC and Director, SBES
To: Dr. Tom Jones, Chair, Department of Natural Resources and the Environment
Re: Proposed NRE Graduate Program

I am writing in support of the proposed graduate program in the Department of Natural Resources and the Environment. NRE and the Department of Biological Sciences are housed within the School of Biological and Environmental Sciences, of which I am Director. The two departments met several times as this new program was formulated, and while there is potential for overlap between BSC and NRE the goal was to center on aspects of the NRE program that are not a major focus for BSC.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brian Antonsen'.

Brian Antonsen, PhD
Chair, Department of Biological Sciences
and Director, School of Biological and Environmental Sciences
Marshall University
304-696-6496
antonsenb@marshall.edu

Subject: RE: NRE graduate program

Date: Tuesday, March 1, 2022 at 1:16:44 PM Eastern Standard Time

From: Dampier, David

To: Somerville, Chuck

Dean Somerville,

Thank you for letting me know about this. I am aware that our changing the nature of the MSES degree plan would potentially cause a problem for others. I have no objection to the creation of the MS NRE program. Good luck with that.

Dave Dampier

David A. Dampier, Ph.D.

Dean

College of Engineering and Computer Sciences

Marshall University

1676 Third Avenue

Huntington, WV 25755

From: Somerville, Chuck <somervil@marshall.edu>

Sent: Tuesday, March 1, 2022 12:42 PM

To: Dampier, David <dampierd@marshall.edu>

Subject: NRE graduate program

Dave,

Mindy Armstead has submitted an Intent to Plan to the Graduate Council for an MS program in Natural Resources and the Environment. Mindy had previously mentored students in Scott Simonton's program, but since the merger of MSES with Safety, she, and other faculty in NRE, want to have a graduate program that is tailored to their interests.

The program will primarily focus on environmental assessment, toxicology, human interactions with the environment, etc.

The Graduate Council has asked us to provide a letter/email from you indicating that the MS NRE does not conflict with your programs.

Do you have any objection to the MS NRE proposal? If not, would you mind giving me a statement to that effect?

Thanks,

Chuck

**Marshall University Board of Governors
Meeting of June 16, 2022**

ITEM: **Review and Approval of the following Academic Affairs Policy:**

MUBOG AA-15 Course Withdrawal 06/25/20

COMMITTEE: Academic and Student Affairs

RECOMMENDED ACTION: *Resolved*, That the Marshall University Board of Governors does hereby take the following action as it relates to MUBOG Policy AA-15. We recommend amendments that streamline the process and update the timeline for course withdrawal. Further Resolved, That the policy is approved as final at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER: Avinandan Mukherjee
Provost & Senior Vice President for Academic Affairs

BACKGROUND: Marshall University's Faculty Senate approved these changes at its meeting on March 24, 2022.

MUBOG AA-15 **Course Withdrawal** 06/25/20
See attached. We recommend these changes, approved by the university's faculty senate, to streamline the process and update the timeline for course withdrawal.

Fiscal Note: There are no anticipated costs associated with these changes. The Budget and Academic Policy Committee presented the following rationale for the proposed changes to the full Faculty Senate:

"The current University practice requires that students who wish to withdraw from daytime courses obtain the signature of their instructor; however, if the course meets at 4:00pm or later or online, an instructor signature is not required. While the original intent of the practice was to ensure that the student speak to the instructor prior to withdrawing, this requirement was not equitably practiced. The proposal suggests that the student, if desired, meets with their academic advisor or designated college official to discuss the overall implications of a course withdrawal. If the student chooses not to speak with an advisor, the student will be required to acknowledge possible implications of course withdrawal such as financial aid satisfactory progress, progress toward degree completion, and others. The electronic process also eliminates the possibility for fraudulent signatures.

To give students additional time to consider dropping a single class from their regular semester schedule, it is proposed to change the last day to drop an individual course from the 10th Friday in a regular term to two weeks prior to the end of the term. As an example, in Spring 2020, the last day to drop an individual course would have been March 19th until that date was noted a state holiday. This change in policy would have made the last day to drop an individual course April 16th. This change would be more in line with other university's policies as well as give students an additional period of time to receive a better picture on where they stand academically within a course before making the decision to drop. We also want to include language that is inclusive of all semesters and terms including first and second 8-week terms and summer terms."

Upon approval of this resolution, a comment period will open and remain open until 10:00am on Tuesday, July 26, 2022. If substantive comments are received, a final policy will be presented to the Board for approval at a subsequent meeting. The policy changes for any individual policy are approved as final at the conclusion of the comment period if no substantive comments are received for that policy.

Comments should be sent via paper mail only (USPS mail or campus mail) to:

*Michael McGuffey
Office of the President
Marshall University
Huntington, WV 25755*

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. AA-15
COURSE WITHDRAWAL

1 General Information.

- 1.1 Scope: Academic policy regarding students dropping courses, high demand courses, and withdrawing from the institution.
- 1.2 Authority: W. Va. Code §18B-1-6
- 1.3 Passage Date: June 25, 2020
- 1.4 Effective Date: June 25, 2020
- 1.5 Controlling over: Marshall University
- 1.6 History: SR 90-91(144)296(ASCR), SR 92-93(127)273(ASCR), SR 96-97(4)70R(BAPC), SR 96-97(17)82(BAPC/SCWC), SR 96-97(53)119B(BAPC); Revised: 2/20/2020 and 6/25/2020

Black Text = Original text

Red Text = Text proposed to be eliminated from the original text

Green Text = Proposed revised text.

2 Policy

2.1. Dropping of Courses

- 2.1.1 A student who wishes to withdraw from an individual course after the schedule adjustment period must ~~first secure the instructor's signature and then~~ present the request to the Registrar **via an electronic submission outlined in the Marshall University Undergraduate Catalog.** ~~-in person, by email, or by mail. Students on academic probation must have approval from the student's academic associate dean in order to drop a course. If the request is made in person, a drop form bearing the signature of the instructor or the department chair must be submitted to the Registrar's Office. Requests by email must be sent from the student's MU email account. For mailed requests, the postmark will be the official date of withdrawal. In cases where the student is unable to secure the instructor's physical signature, instructor permission may be obtained via email. The instructor's Department Chair may sign in lieu of the course instructor.~~

2.2 High Demand Course Withdrawal Policy

- 2.2.1 Any student who withdraws during the "W" period from a course identified as a "high demand" course shall not be allowed to pre-register for the course for the following semester **during advance registration.** ~~until a week prior to the first day of class.~~ Updated listings of high demand courses are available from the Office of the Registrar.

2.3 Total Withdrawal from the University

- 2.3.1 Total Withdrawal from the University is defined as dropping all classes for which a student is registered. A student who wishes to totally withdraw from the university must first secure the 2 Policy AA-5

signature of the Director of Student Success and then present the request to the Registrar in person, by email, or by mail. If the request is made in person, a drop form bearing the signature of the Director of Student Success must be submitted to the Registrar's Office. Requests by email must be sent from the student's MU email account. For mailed requests, the postmark will be the official date of withdrawal. In cases where the student is unable to secure the physical signature of the Director of Student Success, permission may be obtained via email.

2.4 Grades Assigned in Cases of Dropping Courses or Total Withdrawal from the University

2.4.1 In all cases of dropping courses or total withdrawal from the university the instructors will report grades as follows:

2.4.1.1 A student dropping courses or totally withdrawing from the university on or before ~~the tenth Friday after the first class day of the regular semester~~ 5 instructional days prior to the last class day in any semester or term will receive a grade of "W". ~~For eight-week courses, summer sessions and other courses of varying lengths, the "W" period ends on the Friday immediately following the two-thirds point in the course.~~ Exact "W" dates are identified in the annual university Academic Calendar.

2.4.2 A "W" grade (withdrew) will have no bearing on the student's grade point average but may affect a student's Satisfactory Academic Progress (SAP) for purposes of financial aid.

2.4.3 Students who drop courses without approval, or who do not follow regulations provided in the preceding paragraphs, receive a grade of "F" at the end of the semester.

2.4.4 Students who are enrolled in a first 8-weeks course(s) and totally withdraw from the University after the last day of the first 8-week term will still earn grades for the first 8-week term.

2.5 Final Date for Dropping an Individual Course or Totally Withdrawing from the University

2.5.1 The final date for dropping an individual class in any semester or term is 5 instructional days prior to the last class day as defined in the academic calendar for each term. ~~the tenth Friday in a regular term.~~ The last date for complete withdrawal from the university is the last class day as defined in the academic calendar for each term. In both cases, "W" grades are assigned.

2.6 Military Service

2.6.1 Men and women called to active duty in the armed services of the United States are granted full refund of fees, but no credit, if the call comes before the end of the first three-fourths of the semester or term; and full credit, but no refund of fees, is granted if the call comes thereafter. Credit, as described above, will be granted only in those courses in which the student is maintaining a passing mark at the time of departure to military service. The term "called to active duty" is herein defined as being called to active duty as the result of the federal activation of a total reserve component, National Guard unit, or any portion thereof which involves a particular student or an individual who is a bona fide member of the reserve component or a National Guard unit. The final grades, both passing and failing, for three fourths of a semester or more are to be shown on the student's permanent record card.

2.6.2 NOTE: It is extremely important to direct students with questions regarding military activation to the Registrar's Office, which certifies students for educational benefits. The Registrar's Office is required to

notify the Veteran's Administration when students receiving educational benefits are activated for military service.

2.7 Illegal Dropping of Classes

~~2.7.1 When a single class is dropped and the withdrawal form contains a fraudulent instructor signature, the action is nullified, and the instructor will assign an appropriate final grade. In those instances where a drop date appears on an instructor's grade sheet and the instructor's records do not indicate that a drop slip was signed, the instructor may question the validity of the drop in the Registrar's Office at the time grades are submitted. Then it can be determined whether the signature is valid or not, and the instructor can supply the grade that is appropriate for the situation.~~

~~2.7.2 In cases where a fraudulent instructor signature is submitted on a course withdrawal form, an Academic Dishonesty form should be submitted to Academic Affairs by the instructor, chair, dean, or appropriate university official.~~

2.8 Medical or Emergency Withdrawal

- 2.8.1 In cases when students withdraw from the university for medical reasons, their request for total withdrawal must be supported by certification from the attending physician. In order to be readmitted after this total withdrawal, the student must provide a letter and supporting documentation from the attending physician indicating that the student is able to return. Confidentiality will be maintained at all times except on a need-to-know basis.
- 2.8.2 In cases when students withdraw from the university for emergency reasons, their request for total withdrawal must be supported by appropriate documentation related to a catastrophic situation. In order to be readmitted after this total withdrawal, the student must provide supporting documentation indicating that the student is able to return. Confidentiality will be maintained at all times except on a need-to-know basis.
- 2.8.3 Requests for medical or emergency total withdrawals from the university or from an individual class will be handled on a case-by-case basis through the Assistant Dean of Students for Advocacy. Students who receive a medical or emergency total withdrawal shall receive a grade of "W."

2.9 Backdated Withdrawal Procedures

- 2.9.1 In those rare instances when a backdated withdrawal from a class (or classes) is justified, the following guidelines must be followed:
- 2.9.2 For undergraduate and graduate students, the applicable dean is the academic college dean. ~~For graduate students, the applicable dean is the Dean of the Graduate College.~~ Before determining a date of withdrawal, the applicable dean will consult with the Financial Aid Office. If a student has received a loan or other financial aid (federal, state, or institutional) predicated upon full or parttime enrollment, the student may have to repay the university before he/she can be backdated out of the class. Establishing the appropriate withdrawal date is important in terms of institutional policy.

**Marshall University Board of Governors
Meeting of June 16, 2022**

ITEM: Investment Earnings Update

COMMITTEE: Finance, Audit and Facilities Planning Committee

RECOMMENDED ACTION: *Resolved*, that the Marshall University Board of Governors receives the Investment Report ending April 30, 2022

STAFF MEMBER: Mark A. Robinson
Senior Vice President for Finance

BACKGROUND:

The attached information is an update on invested funds for period ending April 30, 2022.

Marshall University Investments	30-Apr-22
--	------------------

		BOG	SOM	TOTAL
FY 2020	Beginning	49,888,383	23,441,522	73,329,905
	Gain/(Loss)	121,147	57,954	179,101
	Ending	50,009,530	23,441,522	73,509,006
	FY 2020 % Chg	0.24%	0.25%	0.24%
FY 2021	Beginning	50,009,530	23,499,479	73,509,009
	Gain/(Loss)	8,518,571	4,471,598	12,990,169
	Withdrawals	(8,000,000)	-	(8,000,000)
	Ending	50,528,101	27,971,077	78,499,178
	FY 2021 % Chg	1.04%	19.03%	17.67%

FY2022	July-21	Beginning	50,528,101	27,971,077	78,499,178
		Gain/(Loss)	365,255	184,332	549,587
		Ending	50,893,356	28,155,409	79,048,765
		% change	0.72%	0.66%	0.70%
August-21	August-21	Beginning	50,893,356	28,155,409	79,048,765
		Gain/(Loss)	316,745	158,754	475,499
		Ending	51,210,101	28,314,163	79,524,264
		% change	0.62%	0.56%	0.60%
September-21	September-21	Beginning	51,210,101	28,314,163	79,524,264
		Gain/(Loss)	(1,034,037)	(525,093)	(1,559,130)
		Ending	50,176,064	27,789,070	77,965,134
		% change	-2.02%	-1.85%	-1.96%
October-21	October-21	Beginning	50,176,064	27,789,070	77,965,134
		Gain/(Loss)	1,575,753	861,587	2,437,340
		Ending	51,751,817	28,650,657	80,402,474
		% change	3.14%	3.10%	3.13%
November-21	November-21	Beginning	51,751,817	28,650,657	80,402,474
		Gain/(Loss)	(1,201,176)	(653,890)	(1,855,066)
		Ending	50,550,641	27,996,767	78,547,408
		% change	-2.32%	-2.28%	-2.31%
December-21	December-21	Beginning	50,550,641	27,996,767	78,547,408
		Gain/(Loss)	1,152,938	613,718	1,766,656
		Ending	51,703,579	28,610,485	80,314,064
		% change	2.28%	2.19%	2.25%
January-22	January-22	Beginning	51,703,579	28,610,485	80,314,064
		Gain/(Loss)	(1,132,619)	(613,786)	(1,746,405)
		Ending	50,570,960	27,996,699	78,567,659
		% change	-2.19%	-2.15%	-2.17%
February-22	February-22	Beginning	50,570,960	27,996,699	78,567,659
		Gain/(Loss)	(575,103)	(314,733)	(889,836)
		Ending	49,995,857	27,681,966	77,677,823
		% change	-1.14%	-1.12%	-1.13%
March-22	March-22	Beginning	49,995,857	27,681,966	77,677,823
		Gain/(Loss)	948,539	542,877	1,491,416
		Ending	50,944,396	28,224,843	79,169,239
		% change	1.90%	1.96%	1.92%
April-22	April-22	Beginning	50,944,396	28,224,843	79,169,239
		Gain/(Loss)	(1,536,314)	(839,134)	(2,375,448)
		Ending	49,408,082	27,385,709	76,793,791
		% change	-3.02%	-2.97%	-3.00%
2022 FYTD	2022 FYTD	Gain/(Loss)	(1,120,019)	(585,368)	(1,705,387)
		% Change	-2.22%	-2.1%	-2.2%

Marshall University

Performance Reviews
April 30, 2022

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1. Performance Reviews as of April 30, 2022
 - Board of Governors
 - Joan C. Edwards School of Medicine
2. Appendices
 - Disclaimer, Glossary, and Notes

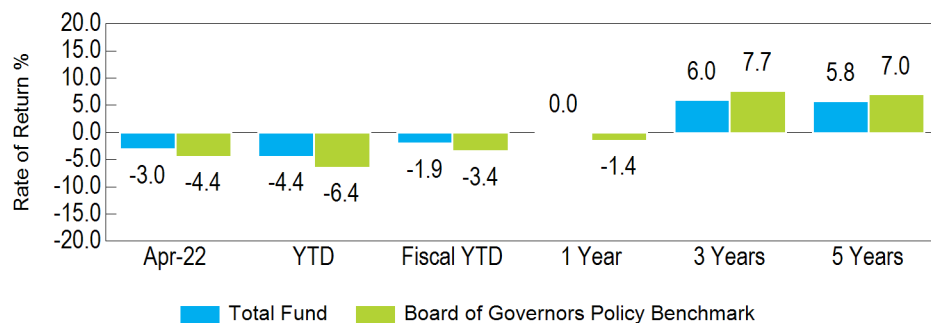
**Performance Reviews
As of April 30, 2022**

Board of Governors

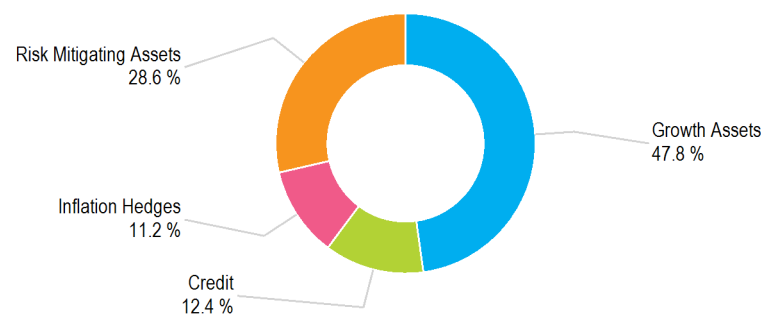
Portfolio Objective

The long-term aspirational objective of the Board of Governors' portfolio is to achieve real growth in assets net of spending needs while protecting the value of assets from undue volatility or risk of loss.

Return Summary Ending April 30, 2022



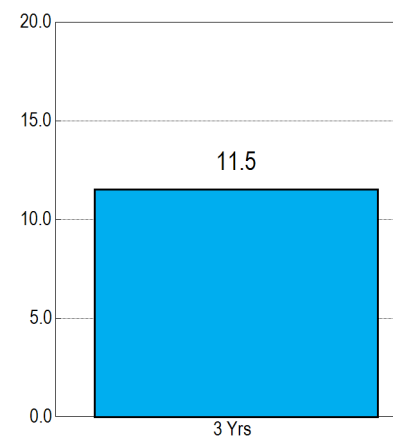
Current Allocation



	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)
Total Fund	-3.0	-4.4	-1.9	0.0	6.0	5.8	6.4
<i>Board of Governors Policy Benchmark</i>	-4.4	-6.4	-3.4	-1.4	7.7	7.0	7.4
Excess Return	1.4	2.0	1.5	1.4	-1.7	-1.2	-1.0
<i>60% MSCI ACWI / 40% Barclays Global Aggregate</i>	-7.0	-12.2	-9.8	-8.3	5.4	6.0	6.5

Annualized Standard Deviation

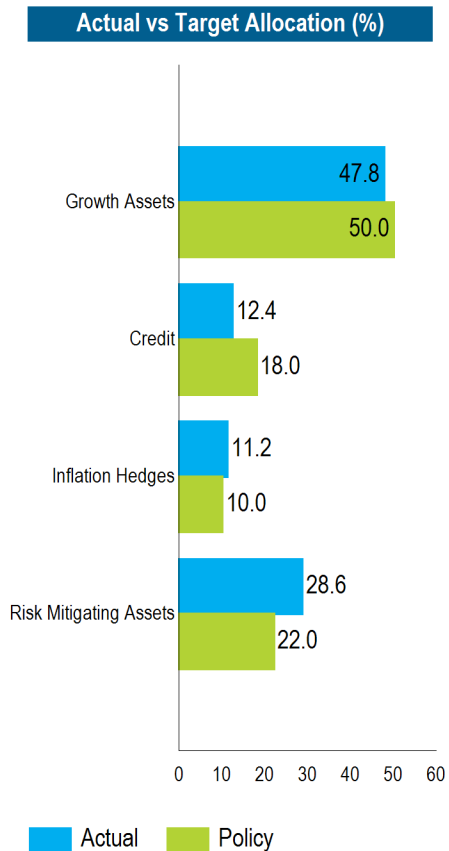
Total Fund



Summary of Cash Flows

	Last Month	Fiscal Year-To-Date
Beginning Market Value	\$50,944,396	\$50,528,101
Net Cash Flow	-\$10,268	-\$122,207
Net Investment Change	-\$1,526,045	-\$997,812
Ending Market Value	\$49,408,082	\$49,408,082

Fiscal Year begins July 1. Please see benchmark history page for benchmark detail.



Allocation vs. Targets and Policy						
	Current Balance	Current Allocation	Policy	Difference	Policy Range	Within IPS Range?
Growth Assets	\$23,612,778	47.8%	50.0%	-2.2%	40.0% - 60.0%	Yes
Global Equity	\$23,612,778	47.8%	50.0%	-2.2%		
Credit	\$6,132,437	12.4%	18.0%	-5.6%	8.0% - 28.0%	Yes
High Yield Bonds	\$2,486,763	5.0%	6.0%	-1.0%		
Bank Loans	\$2,413,020	4.9%	6.0%	-1.1%		
Emerging Market Debt	\$1,232,654	2.5%	6.0%	-3.5%		
Inflation Hedges	\$5,522,174	11.2%	10.0%	1.2%	0.0% - 20.0%	Yes
TIPS	\$2,902,908	5.9%	5.0%	0.9%		
Real Estate (Public)	\$1,191,772	2.4%	2.5%	-0.1%		
Natural Resources (Public)	\$1,427,495	2.9%	2.5%	0.4%		
Risk Mitigating Assets	\$14,140,692	28.6%	22.0%	6.6%	12.0% - 32.0%	Yes
Investment- Grade Bonds	\$2,519,760	5.1%	2.0%	3.1%		
Hedge Funds (Defensive)	\$11,273,075	22.8%	20.0%	2.8%		
Cash	\$347,857	0.7%	0.0%	0.7%		
Total	\$49,408,082	100.0%	100.0%			

Totals may not add up to 100% due to rounding.

Trailing Net Performance										
	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Total Fund	49,408,082	100.0	-3.0	-4.4	-1.9	0.0	6.0	5.8	6.4	Apr-16
<i>Board of Governors Policy Benchmark</i>			<i>-4.4</i>	<i>-6.4</i>	<i>-3.4</i>	<i>-1.4</i>	<i>7.7</i>	<i>7.0</i>	<i>7.4</i>	<i>Apr-16</i>
<i>60% MSCI ACWI / 40% Barclays Global Aggregate</i>			<i>-7.0</i>	<i>-12.2</i>	<i>-9.8</i>	<i>-8.3</i>	<i>5.4</i>	<i>6.0</i>	<i>6.5</i>	<i>Apr-16</i>
Growth Assets	23,612,778	47.8	-7.1	-12.2	-8.7	-5.7	--	--	9.3	Aug-20
Global Equity	23,612,778	47.8	-7.1	-12.2	-8.7	-5.7	6.8	8.0	9.3	Apr-16
<i>MSCI ACWI IMI Net USD</i>			<i>-7.9</i>	<i>-13.0</i>	<i>-8.7</i>	<i>-6.2</i>	<i>9.2</i>	<i>9.2</i>	<i>10.3</i>	<i>Apr-16</i>
Credit	6,132,437	12.4	-2.7	-6.2	-5.3	-4.0	--	--	1.8	Aug-20
High Yield Bonds	2,486,763	5.0	-3.7	-7.8	-6.4	-4.8	--	--	3.4	Aug-20
<i>Bloomberg US High Yield TR</i>			<i>-3.6</i>	<i>-8.2</i>	<i>-6.8</i>	<i>-5.2</i>	<i>--</i>	<i>--</i>	<i>1.6</i>	<i>Aug-20</i>
Bank Loans	2,413,020	4.9	-0.2	-0.2	1.5	2.6	--	--	5.0	Aug-20
<i>Credit Suisse Leveraged Loans</i>			<i>0.2</i>	<i>0.1</i>	<i>1.9</i>	<i>2.9</i>	<i>--</i>	<i>--</i>	<i>6.5</i>	<i>Aug-20</i>
Emerging Market Debt	1,232,654	2.5	-5.3	-13.4	-15.1	-13.6	--	--	-5.9	Aug-20
<i>50% JPM EMBI GD / 50% JPM GBI-EM</i>			<i>-5.8</i>	<i>-13.6</i>	<i>-16.5</i>	<i>-15.2</i>	<i>--</i>	<i>--</i>	<i>-7.9</i>	<i>Aug-20</i>
Inflation Hedges	5,522,174	11.2	-2.1	1.8	9.1	10.8	--	--	16.4	Aug-20
TIPS	2,902,908	5.9	0.0	-0.3	2.1	3.0	--	--	4.1	Aug-20
<i>Bloomberg US TIPS TR</i>			<i>-2.0</i>	<i>-5.0</i>	<i>-1.1</i>	<i>0.7</i>	<i>--</i>	<i>--</i>	<i>1.7</i>	<i>Aug-20</i>
Natural Resources	1,427,495	2.9	-4.0	10.9	16.2	17.5	--	--	30.9	Aug-20
<i>S&P Global LargeMidCap Commodity and Resources NR USD</i>			<i>-4.6</i>	<i>15.2</i>	<i>23.3</i>	<i>25.4</i>	<i>--</i>	<i>--</i>	<i>35.7</i>	<i>Aug-20</i>
Real Estate	1,191,772	2.4	-4.6	-8.2	10.3	13.8	--	--	25.7	Aug-20
<i>DJ US Select REIT TR USD</i>			<i>-4.6</i>	<i>-8.2</i>	<i>9.0</i>	<i>12.5</i>	<i>--</i>	<i>--</i>	<i>24.9</i>	<i>Aug-20</i>
Risk Mitigating Assets	14,140,692	28.6	4.1	9.9	7.9	7.5	--	--	3.4	Aug-20
Investment-Grade Bonds	2,519,760	5.1	-3.8	-8.7	-8.9	-8.1	--	--	-6.3	Aug-20
<i>Bloomberg US Aggregate TR</i>			<i>-3.8</i>	<i>-9.5</i>	<i>-9.4</i>	<i>-8.5</i>	<i>--</i>	<i>--</i>	<i>-6.5</i>	<i>Aug-20</i>
Hedge Funds (Defensive)	11,273,075	22.8	6.2	15.5	12.3	10.6	--	--	7.0	Aug-20
<i>HFRI Macro (Total) Index</i>			<i>2.8</i>	<i>9.7</i>	<i>9.1</i>	<i>10.7</i>	<i>--</i>	<i>--</i>	<i>12.0</i>	<i>Aug-20</i>
Cash	347,857	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Apr-16

Trailing Net Performance										
	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Total Fund	49,408,082	100.0	-3.0	-4.4	-1.9	0.0	6.0	5.8	6.4	Apr-16
<i>Board of Governors Policy Benchmark</i>			<i>-4.4</i>	<i>-6.4</i>	<i>-3.4</i>	<i>-1.4</i>	<i>7.7</i>	<i>7.0</i>	<i>7.4</i>	<i>Apr-16</i>
<i>60% MSCI ACWI / 40% Barclays Global Aggregate</i>			<i>-7.0</i>	<i>-12.2</i>	<i>-9.8</i>	<i>-8.3</i>	<i>5.4</i>	<i>6.0</i>	<i>6.5</i>	<i>Apr-16</i>
Growth Assets	23,612,778	47.8	-7.1	-12.2	-8.7	-5.7	--	--	9.3	Aug-20
Global Equity	23,612,778	47.8	-7.1	-12.2	-8.7	-5.7	6.8	8.0	9.3	Apr-16
<i>MSCI ACWI IMI Net USD</i>			<i>-7.9</i>	<i>-13.0</i>	<i>-8.7</i>	<i>-6.2</i>	<i>9.2</i>	<i>9.2</i>	<i>10.3</i>	<i>Apr-16</i>
SSgA Russell 1000 Value Index	1,878,667	3.8	-5.7	-6.4	0.1	1.3	--	--	14.4	Jan-21
<i>Russell 1000 Value</i>			<i>-5.6</i>	<i>-6.3</i>	<i>0.2</i>	<i>1.3</i>	<i>--</i>	<i>--</i>	<i>14.4</i>	<i>Jan-21</i>
SSgA Russell 3000 Index	5,254,106	10.6	-9.0	-13.7	-5.7	-2.9	--	--	15.4	Aug-20
<i>Russell 3000</i>			<i>-9.0</i>	<i>-13.8</i>	<i>-5.9</i>	<i>-3.1</i>	<i>--</i>	<i>--</i>	<i>15.4</i>	<i>Aug-20</i>
SSgA MSCI EAFE	3,875,476	7.8	-6.5	-12.0	-10.1	-8.2	--	--	9.0	Aug-20
<i>MSCI EAFE</i>			<i>-6.5</i>	<i>-12.0</i>	<i>-10.0</i>	<i>-8.1</i>	<i>--</i>	<i>--</i>	<i>9.0</i>	<i>Aug-20</i>
SSgA MSCI Emerging Markets Index Fund	2,321,147	4.7	-5.6	-12.2	-20.4	-18.5	--	--	1.6	Aug-20
<i>MSCI Emerging Markets</i>			<i>-5.6</i>	<i>-12.1</i>	<i>-20.3</i>	<i>-18.3</i>	<i>--</i>	<i>--</i>	<i>1.7</i>	<i>Aug-20</i>
First Eagle Global Value	3,782,415	7.7	-5.3	-5.0	-3.1	-1.0	--	--	10.9	Aug-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>11.8</i>	<i>Aug-20</i>
<i>MSCI ACWI Value NR USD</i>			<i>-5.0</i>	<i>-6.0</i>	<i>-1.4</i>	<i>0.3</i>	<i>--</i>	<i>--</i>	<i>17.4</i>	<i>Aug-20</i>
WCM Focused Global Growth	2,093,467	4.2	-10.1	-25.0	-19.9	-17.1	--	--	2.2	Aug-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>11.8</i>	<i>Aug-20</i>
<i>MSCI ACWI Growth NR USD</i>			<i>-11.2</i>	<i>-19.8</i>	<i>-14.9</i>	<i>-11.5</i>	<i>--</i>	<i>--</i>	<i>6.0</i>	<i>Aug-20</i>
Alliance Bernstein Global Core Equity	2,683,830	5.4	-8.5	-15.8	-13.3	-11.1	--	--	8.8	Sep-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>11.2</i>	<i>Sep-20</i>
Kopernik Global All-Cap Offshore Fund	1,723,669	3.5	-3.9	-3.7	-4.4	0.8	--	--	24.1	Nov-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>13.7</i>	<i>Nov-20</i>

	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Credit	6,132,437	12.4	-2.7	-6.2	-5.3	-4.0	--	--	1.8	Aug-20
High Yield Bonds	2,486,763	5.0	-3.7	-7.8	-6.4	-4.8	--	--	3.4	Aug-20
<i>Bloomberg US High Yield TR</i>			<i>-3.6</i>	<i>-8.2</i>	<i>-6.8</i>	<i>-5.2</i>	--	--	<i>1.6</i>	<i>Aug-20</i>
Nomura High Yield	2,486,763	5.0	-3.7	-7.7	-6.4	-4.8	--	--	3.4	Aug-20
<i>Bloomberg US High Yield TR</i>			<i>-3.6</i>	<i>-8.2</i>	<i>-6.8</i>	<i>-5.2</i>	--	--	<i>1.6</i>	<i>Aug-20</i>
Bank Loans	2,413,020	4.9	-0.2	-0.2	1.5	2.6	--	--	5.0	Aug-20
<i>Credit Suisse Leveraged Loans</i>			<i>0.2</i>	<i>0.1</i>	<i>1.9</i>	<i>2.9</i>	--	--	<i>6.5</i>	<i>Aug-20</i>
Pacific Floating Rate Income Fund	2,413,020	4.9	-0.2	-0.2	1.5	2.6	--	--	5.0	Aug-20
<i>Credit Suisse Leveraged Loans</i>			<i>0.2</i>	<i>0.1</i>	<i>1.9</i>	<i>2.9</i>	--	--	<i>6.5</i>	<i>Aug-20</i>
Emerging Market Debt	1,232,654	2.5	-5.3	-13.4	-15.1	-13.6	--	--	-5.9	Aug-20
<i>50% JPM EMBI GD / 50% JPM GBI-EM</i>			<i>-5.8</i>	<i>-13.6</i>	<i>-16.5</i>	<i>-15.2</i>	--	--	<i>-7.9</i>	<i>Aug-20</i>
Payden Emerging Markets Debt	1,232,654	2.5	-5.3	-13.4	-15.1	-13.6	--	--	-5.8	Aug-20
<i>JP Morgan EMBI Global Diversified</i>			<i>-5.6</i>	<i>-15.1</i>	<i>-16.0</i>	<i>-14.5</i>	--	--	<i>-7.6</i>	<i>Aug-20</i>
Inflation Hedges	5,522,174	11.2	-2.1	1.8	9.1	10.8	--	--	16.4	Aug-20
TIPS	2,902,908	5.9	0.0	-0.3	2.1	3.0	--	--	4.1	Aug-20
<i>Bloomberg US TIPS TR</i>			<i>-2.0</i>	<i>-5.0</i>	<i>-1.1</i>	<i>0.7</i>	--	--	<i>1.7</i>	<i>Aug-20</i>
Vanguard Short-Term TIPS	2,902,908	5.9	0.0	-0.3	2.1	3.0	--	--	4.1	Aug-20
<i>Bloomberg US Treasury TIPS 0-5 Yr TR</i>			<i>0.0</i>	<i>-0.3</i>	<i>2.2</i>	<i>3.0</i>	--	--	<i>4.2</i>	<i>Aug-20</i>
Natural Resources	1,427,495	2.9	-4.0	10.9	16.2	17.5	--	--	30.9	Aug-20
<i>S&P Global LargeMidCap Commodity and Resources NR USD</i>			<i>-4.6</i>	<i>15.2</i>	<i>23.3</i>	<i>25.4</i>	--	--	<i>35.7</i>	<i>Aug-20</i>
First Eagle Institutional Gold Fund, LP	700,941	1.4	-4.1	4.4	3.5	3.2	--	--	7.4	Apr-21
<i>60% Gold (Spot)/ 40% FTSE Gold Mines</i>			<i>-4.5</i>	<i>5.6</i>	<i>6.5</i>	<i>5.4</i>	--	--	<i>9.2</i>	<i>Apr-21</i>
SSgA S&P Global LargeMid Cap Natural Resources	726,553	1.5	-4.6	15.1	23.2	25.3	--	--	35.6	Aug-20
<i>S&P Global LargeMidCap Commodity and Resources NR USD</i>			<i>-4.6</i>	<i>15.2</i>	<i>23.3</i>	<i>25.4</i>	--	--	<i>35.7</i>	<i>Aug-20</i>



Marshall University Board of Governors

Total Fund | As of April 30, 2022

	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Real Estate	1,191,772	2.4	-4.6	-8.2	10.3	13.8	--	--	25.7	Aug-20
<i>DJ US Select REIT TR USD</i>			<i>-4.6</i>	<i>-8.2</i>	<i>9.0</i>	<i>12.5</i>	--	--	<i>24.9</i>	<i>Aug-20</i>
SSgA US REIT	1,191,772	2.4	-4.6	-8.2	8.9	12.4	--	--	24.8	Aug-20
<i>DJ US Select REIT TR USD</i>			<i>-4.6</i>	<i>-8.2</i>	<i>9.0</i>	<i>12.5</i>	--	--	<i>24.9</i>	<i>Aug-20</i>
Risk Mitigating Assets	14,140,692	28.6	4.1	9.9	7.9	7.5	--	--	3.4	Aug-20
Investment-Grade Bonds	2,519,760	5.1	-3.8	-8.7	-8.9	-8.1	--	--	-6.3	Aug-20
<i>Bloomberg US Aggregate TR</i>			<i>-3.8</i>	<i>-9.5</i>	<i>-9.4</i>	<i>-8.5</i>	--	--	<i>-6.5</i>	<i>Aug-20</i>
SSgA US Aggregate Bond	2,519,760	5.1	-3.8	-9.5	-9.5	-8.5	--	--	-6.5	Aug-20
<i>Bloomberg US Aggregate TR</i>			<i>-3.8</i>	<i>-9.5</i>	<i>-9.4</i>	<i>-8.5</i>	--	--	<i>-6.5</i>	<i>Aug-20</i>
Hedge Funds (Defensive)	11,273,075	22.8	6.2	15.5	12.3	10.6	--	--	7.0	Aug-20
<i>HFRI Macro (Total) Index</i>			<i>2.8</i>	<i>9.7</i>	<i>9.1</i>	<i>10.7</i>	--	--	<i>12.0</i>	<i>Aug-20</i>
36 South Kohinoor Series (Cayman)	3,355,710	6.8	6.0	10.6	6.7	5.1	--	--	-3.3	Aug-20
<i>CBOE Eurekahedge Long Volatility Hedge Fund Index</i>			<i>4.9</i>	<i>8.3</i>	<i>4.8</i>	<i>3.3</i>	--	--	<i>-3.7</i>	<i>Aug-20</i>
BH-DG Systematic Trading Master Fund	4,155,664	8.4	8.7	30.5	30.9	28.7	--	--	28.2	Aug-20
<i>Barclay CTA Index</i>			<i>2.4</i>	<i>7.1</i>	<i>7.8</i>	<i>8.4</i>	--	--	<i>8.7</i>	<i>Aug-20</i>
Alpstone Global Macro	3,222,259	6.5	4.2	6.6	1.2	-0.1	--	--	-0.7	Mar-21
<i>HFRI Macro (Total) Index</i>			<i>2.8</i>	<i>9.7</i>	<i>9.1</i>	<i>10.7</i>	--	--	<i>12.4</i>	<i>Mar-21</i>
Lombard Odier Bear Convexity Fund	539,442	1.1	0.8	4.0	--	--	--	--	2.8	Dec-21
<i>CBOE Eurekahedge Long Volatility Hedge Fund Index</i>			<i>4.9</i>	<i>8.3</i>	--	--	--	--	<i>5.7</i>	<i>Dec-21</i>
Cash	347,857	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Apr-16
Cash	347,857	0.7	0.0	0.0	0.0	0.0	--	--	0.0	Jul-20
<i>91 Day T-Bills</i>			<i>0.0</i>	<i>0.1</i>	<i>0.1</i>	<i>0.1</i>	--	--	<i>0.1</i>	<i>Jul-20</i>

Statistics Summary

3 Years Ending April 30, 2022

	Anlzd Return	Anlzd Standard Deviation	Information Ratio	Beta	Sharpe Ratio	Tracking Error
Total Fund	6.00%	11.49%	Not Meaningful	0.96	0.47	2.85%
Board of Governors Policy Benchmark	7.68%	11.66%	--	1.00	0.61	0.00%

Statistics Summary

5 Years Ending April 30, 2022

	Anlzd Return	Anlzd Standard Deviation	Information Ratio	Beta	Sharpe Ratio	Tracking Error
Total Fund	5.79%	10.04%	Not Meaningful	0.97	0.47	2.29%
Board of Governors Policy Benchmark	7.02%	10.07%	--	1.00	0.59	0.00%

Performance Summary

As of April 30, 2022

	Market Value (\$)	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	Since 8/1/20 (%)	S.I. (%)	S.I. Date
Marshall University Board of Governors	49,408,082	-3.0	-4.4	-1.9	0.0	6.0	9.4	6.4	Apr-16
<i>Board of Governors Policy Benchmark</i>		-4.4	-6.4	-3.4	-1.4	7.7	9.4	7.4	Apr-16

Meketa performance inception date is August 1, 2020.

Benchmark History
As of April 30, 2022

Total Fund

10/1/2021	Present	50% MSCI ACWI IMI Net USD / 6% Bloomberg US High Yield TR / 6% Credit Suisse Leveraged Loans / 6% 50% JPM EMBI GD / 50% JPM GBI-EM / 5% Bloomberg US TIPS TR / 2.5% S&P Global LargeMidCap Commodity and Resources NR USD / 2.5% DJ US Select REIT TR USD / 2% Bloomberg US Aggregate TR / 20% HFRI Macro (Total) Index
4/1/2016	9/30/2021	50% MSCI ACWI / 20% Bloomberg Global Aggregate TR / 20% Custom Absolute Return Benchmark / 10% Custom Real Assets Benchmark BOG



Marshall University Board of Governors

Total Fund | As of April 30, 2022

Investment Vehicle Information							
Name	Vehicle Type	Identifier	Liquidity Schedule	Market Value	Estimated Fee	Estimated Fee Value	% of Portfolio
Growth Assets				\$23,612,778			47.8%
Global Equity				\$23,612,778			47.8%
SSgA Russell 1000 Value Index	Commingled Fund		Daily	\$1,878,667	0.02%	\$376	3.8%
SSgA Russell 3000 Index	Commingled Fund		Daily	\$5,254,106	0.02%	\$1,051	10.6%
SSgA MSCI EAFE	Commingled Fund		Daily	\$3,875,476	0.04%	\$1,550	7.8%
SSgA MSCI Emerging Markets Index Fund	Commingled Fund		Daily	\$2,321,147	0.08%	\$1,857	4.7%
First Eagle Global Value	Mutual Fund	SGIIX	Daily	\$3,782,415	0.86%	\$32,529	7.7%
WCM Focused Global Growth	Commingled Fund		Monthly	\$2,093,467	0.70%	\$14,654	4.2%
Alliance Bernstein Global Core Equity	Commingled Fund		Weekly	\$2,683,830	0.33%	\$8,722	5.4%
Kopernik Global All-Cap Offshore Fund	Commingled Fund		Monthly	\$1,723,669	0.75%	\$12,928	3.5%
Credit				\$6,132,437			12.4%
High Yield Bonds				\$2,486,763			5.0%
Nomura High Yield	Mutual Fund	NPHIX	Daily	\$2,486,763	0.59%	\$14,672	5.0%
Bank Loans				\$2,413,020			4.9%
Pacific Floating Rate Income Fund	Mutual Fund	PLFRX	Daily	\$2,413,020	0.72%	\$17,374	4.9%
Emerging Market Debt				\$1,232,654			2.5%
Payden Emerging Markets Debt	Mutual Fund	PYEIX	Daily	\$1,232,654	0.69%	\$8,505	2.5%
Inflation Hedges				\$5,522,174			11.2%
TIPS				\$2,902,908			5.9%
Vanguard Short-Term TIPS	Mutual Fund	VTSPX	Daily	\$2,902,908	0.06%	\$1,742	5.9%
Natural Resources				\$1,427,495			2.9%
First Eagle Institutional Gold Fund, LP	Commingled Fund		Monthly	\$700,941	0.45%	\$3,154	1.4%
SSgA S&P Global LargeMid Cap Natural Resources	Commingled Fund		Daily	\$726,553	0.10%	\$727	1.5%
Real Estate				\$1,191,772			2.4%
SSgA US REIT	Commingled Fund		Daily	\$1,191,772	0.08%	\$953	2.4%



Marshall University Board of Governors

Total Fund | As of April 30, 2022

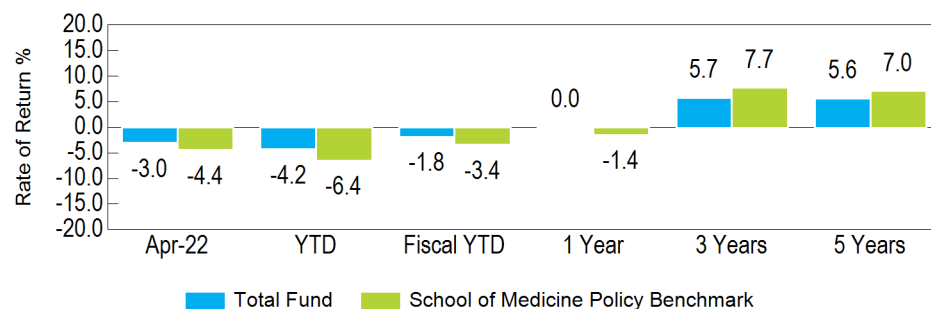
Name	Vehicle Type	Identifier	Liquidity Schedule	Market Value	Estimated Fee	Estimated Fee Value	% of Portfolio
Risk Mitigating Assets				\$14,140,692			28.6%
Investment-Grade Bonds				\$2,519,760			5.1%
SSgA US Aggregate Bond	Commingled Fund		Daily	\$2,519,760	0.03%	\$630	5.1%
Hedge Funds (Defensive)				\$11,273,075			22.8%
36 South Kohinoor Series (Cayman)	Hedge Fund		Monthly	\$3,355,710	2.20%	\$73,693	6.8%
BH-DG Systematic Trading Master Fund	Hedge Fund		Daily	\$4,155,664	0.93%	\$38,648	8.4%
Alpstone Global Macro	Hedge Fund		Monthly	\$3,222,259	2.18%	\$70,303	6.5%
Lombard Odier Bear Convexity Fund	Hedge Fund		Monthly	\$539,442	0.98%	\$5,304	1.1%
Cash				\$347,857			0.7%
Cash	Mutual Fund	FOCXX	Daily	\$347,857	0.00%	\$0	0.7%
Total				\$49,408,082	0.63%	\$309,371	100.0%

Joan C. Edwards School of Medicine

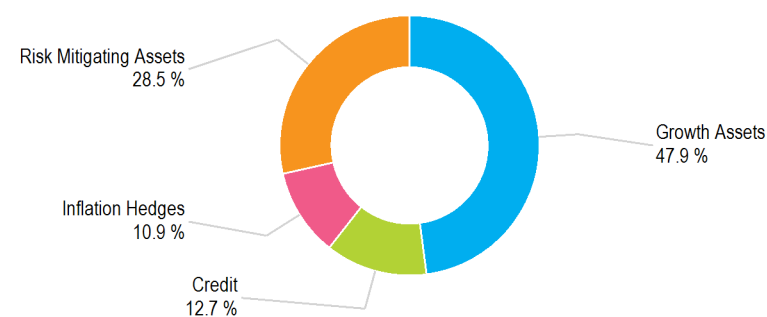
Portfolio Objective

The long-term aspirational objective of the Joan C. Edwards School of Medicine portfolio is to achieve real growth in assets net of spending needs while protecting the value of assets from undue volatility or risk of loss.

Return Summary Ending April 30, 2022



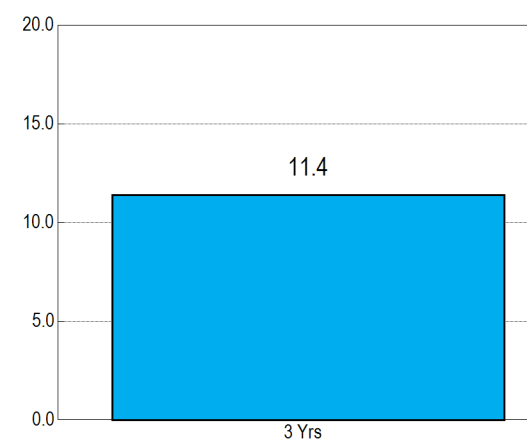
Current Allocation



	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)
Total Fund	-3.0	-4.2	-1.8	0.0	5.7	5.6	6.2
<i>School of Medicine Policy Benchmark</i>	-4.4	-6.4	-3.4	-1.4	7.7	7.0	7.2
Excess Return	1.4	2.2	1.6	1.4	-2.0	-1.4	-1.0
<i>60% MSCI ACWI / 40% Barclays Global Aggregate</i>	-7.0	-12.2	-9.8	-8.3	5.4	6.0	6.3

Annualized Standard Deviation

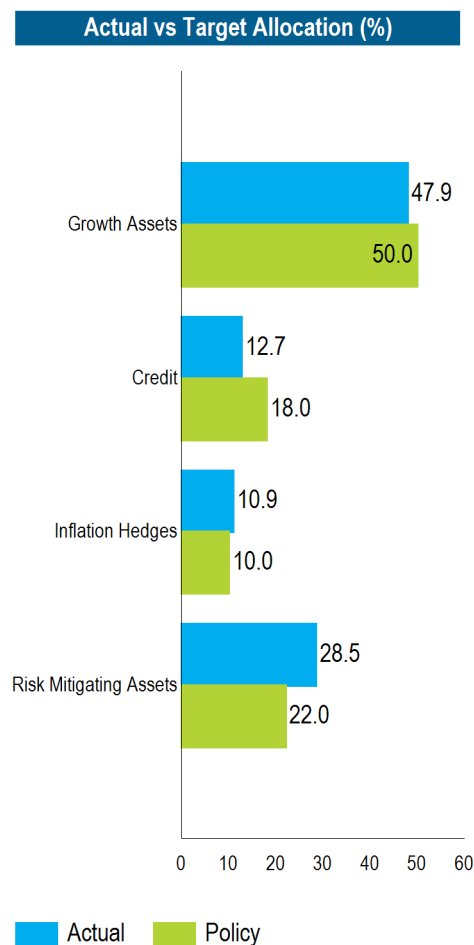
Total Fund



Summary of Cash Flows

	Last Month	Fiscal Year-To-Date
Beginning Market Value	\$28,224,843	\$27,971,077
Net Cash Flow	-\$5,861	-\$64,411
Net Investment Change	-\$833,273	-\$520,957
Ending Market Value	\$27,385,709	\$27,385,709

Fiscal Year begins July 1. See benchmark history page for benchmark detail.



Allocation vs. Targets and Policy						
	Current Balance	Current Allocation	Policy	Difference	Policy Range	Within IPS Range?
Growth Assets	\$13,121,336	47.9%	50.0%	-2.1%	40.0% - 60.0%	Yes
Global Equity	\$13,121,336	47.9%	50.0%	-2.1%		
Credit	\$3,485,519	12.7%	18.0%	-5.3%	8.0% - 28.0%	Yes
High Yield Bonds	\$1,433,496	5.2%	6.0%	-0.8%		
Bank Loans	\$1,313,666	4.8%	6.0%	-1.2%		
Emerging Market Debt	\$738,357	2.7%	6.0%	-3.3%		
Inflation Hedges	\$2,984,524	10.9%	10.0%	0.9%	0.0% - 20.0%	Yes
TIPS	\$1,562,579	5.7%	5.0%	0.7%		
Real Estate (Public)	\$662,095	2.4%	2.5%	-0.1%		
Natural Resources (Public)	\$759,850	2.8%	2.5%	0.3%		
Risk Mitigating Assets	\$7,794,330	28.5%	22.0%	6.5%	12.0% - 32.0%	Yes
Investment- Grade Bonds	\$1,100,289	4.0%	2.0%	2.0%		
Hedge Funds (Defensive)	\$6,219,737	22.7%	20.0%	2.7%		
Cash	\$474,304	1.7%	0.0%	1.7%		
Total	\$27,385,709	100.0%	100.0%			

Totals may not add up to 100% due to rounding.



Marshall University Joan C. Edwards School of Medicine

Total Fund | As of April 30, 2022

Trailing Net Performance										
	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Total Fund	27,385,709	100.0	-3.0	-4.2	-1.8	0.0	5.7	5.6	6.2	May-16
<i>School of Medicine Policy Benchmark</i>			<i>-4.4</i>	<i>-6.4</i>	<i>-3.4</i>	<i>-1.4</i>	<i>7.7</i>	<i>7.0</i>	<i>7.2</i>	<i>May-16</i>
<i>60% MSCI ACWI / 40% Barclays Global Aggregate</i>			<i>-7.0</i>	<i>-12.2</i>	<i>-9.8</i>	<i>-8.3</i>	<i>5.4</i>	<i>6.0</i>	<i>6.3</i>	<i>May-16</i>
Growth Assets	13,121,336	47.9	-7.0	-12.0	-8.4	-5.6	--	--	9.7	Aug-20
Global Equity	13,121,336	47.9	-7.0	-12.0	-8.4	-5.6	6.8	8.0	9.4	Jun-16
<i>MSCI ACWI IMI Net USD</i>			<i>-7.9</i>	<i>-13.0</i>	<i>-8.7</i>	<i>-6.2</i>	<i>9.2</i>	<i>9.2</i>	<i>10.3</i>	<i>Jun-16</i>
Credit	3,485,519	12.7	-2.7	-6.3	-5.5	-4.1	--	--	2.5	Aug-20
High Yield Bonds	1,433,496	5.2	-3.6	-7.7	-6.4	-4.8	--	--	3.4	Aug-20
<i>Bloomberg US High Yield TR</i>			<i>-3.6</i>	<i>-8.2</i>	<i>-6.8</i>	<i>-5.2</i>	<i>--</i>	<i>--</i>	<i>1.6</i>	<i>Aug-20</i>
Bank Loans	1,313,666	4.8	-0.2	-0.2	1.5	2.6	--	--	5.0	Aug-20
<i>Credit Suisse Leveraged Loans</i>			<i>0.2</i>	<i>0.1</i>	<i>1.9</i>	<i>2.9</i>	<i>--</i>	<i>--</i>	<i>6.5</i>	<i>Aug-20</i>
Emerging Market Debt	738,357	2.7	-5.3	-13.4	-15.1	-13.6	--	--	-13.6	May-21
<i>50% JPM EMBI GD / 50% JPM GBI-EM</i>			<i>-5.8</i>	<i>-13.6</i>	<i>-16.5</i>	<i>-15.2</i>	<i>--</i>	<i>--</i>	<i>-15.2</i>	<i>May-21</i>
Inflation Hedges	2,984,524	10.9	-2.1	1.6	9.0	10.8	--	--	11.6	Aug-20
TIPS	1,562,579	5.7	0.0	-0.3	2.1	3.0	--	--	4.1	Aug-20
<i>Bloomberg US TIPS TR</i>			<i>-2.0</i>	<i>-5.0</i>	<i>-1.1</i>	<i>0.7</i>	<i>--</i>	<i>--</i>	<i>1.7</i>	<i>Aug-20</i>
Real Estate	662,095	2.4	-4.6	-8.2	10.3	13.8	--	--	25.7	Aug-20
<i>DJ US Select REIT TR USD</i>			<i>-4.6</i>	<i>-8.2</i>	<i>9.0</i>	<i>12.5</i>	<i>--</i>	<i>--</i>	<i>24.9</i>	<i>Aug-20</i>
Natural Resources	759,850	2.8	-4.0	11.1	16.6	18.4	--	--	18.8	Apr-21
<i>S&P Global LargeMidCap Commodity and Resources NR USD</i>			<i>-4.6</i>	<i>15.2</i>	<i>23.3</i>	<i>25.4</i>	<i>--</i>	<i>--</i>	<i>27.2</i>	<i>Apr-21</i>
Risk Mitigating Assets	7,794,330	28.5	4.3	9.6	7.8	7.3	--	--	1.5	Aug-20
Investment-Grade Bonds	1,100,289	4.0	-3.9	-8.6	-8.8	-8.1	--	--	-6.4	Aug-20
<i>Bloomberg US Aggregate TR</i>			<i>-3.8</i>	<i>-9.5</i>	<i>-9.4</i>	<i>-8.5</i>	<i>--</i>	<i>--</i>	<i>-6.5</i>	<i>Aug-20</i>
Hedge Funds (Defensive)	6,219,737	22.7	6.2	15.6	12.6	10.9	--	--	0.7	Aug-20
<i>HFRI Macro (Total) Index</i>			<i>2.8</i>	<i>9.7</i>	<i>9.1</i>	<i>10.7</i>	<i>--</i>	<i>--</i>	<i>12.0</i>	<i>Aug-20</i>
Cash	474,304	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	May-16

Trailing Net Performance										
	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Total Fund	27,385,709	100.0	-3.0	-4.2	-1.8	0.0	5.7	5.6	6.2	May-16
<i>School of Medicine Policy Benchmark</i>			<i>-4.4</i>	<i>-6.4</i>	<i>-3.4</i>	<i>-1.4</i>	<i>7.7</i>	<i>7.0</i>	<i>7.2</i>	<i>May-16</i>
<i>60% MSCI ACWI / 40% Barclays Global Aggregate</i>			<i>-7.0</i>	<i>-12.2</i>	<i>-9.8</i>	<i>-8.3</i>	<i>5.4</i>	<i>6.0</i>	<i>6.3</i>	<i>May-16</i>
Growth Assets	13,121,336	47.9	-7.0	-12.0	-8.4	-5.6	--	--	9.7	Aug-20
Global Equity	13,121,336	47.9	-7.0	-12.0	-8.4	-5.6	6.8	8.0	9.4	Jun-16
<i>MSCI ACWI IMI Net USD</i>			<i>-7.9</i>	<i>-13.0</i>	<i>-8.7</i>	<i>-6.2</i>	<i>9.2</i>	<i>9.2</i>	<i>10.3</i>	<i>Jun-16</i>
SSgA Russell 1000 Value Index	1,723,690	6.3	-5.7	-6.4	0.1	1.3	--	--	14.4	Feb-21
<i>Russell 1000 Value</i>			<i>-5.6</i>	<i>-6.3</i>	<i>0.2</i>	<i>1.3</i>	<i>--</i>	<i>--</i>	<i>14.4</i>	<i>Feb-21</i>
SSgA Russell 3000 Index	2,921,109	10.7	-9.0	-13.7	-5.7	-2.9	--	--	15.4	Aug-20
<i>Russell 3000</i>			<i>-9.0</i>	<i>-13.8</i>	<i>-5.9</i>	<i>-3.1</i>	<i>--</i>	<i>--</i>	<i>15.4</i>	<i>Aug-20</i>
SSgA MSCI EAFE Index	1,747,227	6.4	-6.5	-12.0	-10.1	-8.2	--	--	9.0	Aug-20
<i>MSCI EAFE</i>			<i>-6.5</i>	<i>-12.0</i>	<i>-10.0</i>	<i>-8.1</i>	<i>--</i>	<i>--</i>	<i>9.0</i>	<i>Aug-20</i>
SSgA MSCI Emerging Markets Index	1,129,424	4.1	-5.6	-12.2	-20.4	-18.5	--	--	1.6	Aug-20
<i>MSCI Emerging Markets</i>			<i>-5.6</i>	<i>-12.1</i>	<i>-20.3</i>	<i>-18.3</i>	<i>--</i>	<i>--</i>	<i>1.7</i>	<i>Aug-20</i>
First Eagle Global Value	1,551,500	5.7	-5.3	-5.0	-3.1	-1.0	--	--	10.9	Aug-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>11.8</i>	<i>Aug-20</i>
<i>MSCI ACWI Value NR USD</i>			<i>-5.0</i>	<i>-6.0</i>	<i>-1.4</i>	<i>0.3</i>	<i>--</i>	<i>--</i>	<i>17.4</i>	<i>Aug-20</i>
WCM Focused Global Growth	1,275,859	4.7	-10.1	-25.0	-19.9	-17.1	--	--	2.2	Aug-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>11.8</i>	<i>Aug-20</i>
<i>MSCI ACWI Growth NR USD</i>			<i>-11.2</i>	<i>-19.8</i>	<i>-14.9</i>	<i>-11.5</i>	<i>--</i>	<i>--</i>	<i>6.0</i>	<i>Aug-20</i>
Alliance Bernstein Global Core Equity	1,304,394	4.8	-8.5	-15.8	-13.3	-11.1	--	--	8.9	Sep-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>11.2</i>	<i>Sep-20</i>
Kopernik Global All-Cap Offshore Fund	1,468,132	5.4	-3.9	-3.7	-4.4	0.8	--	--	24.1	Nov-20
<i>MSCI ACWI</i>			<i>-8.0</i>	<i>-12.9</i>	<i>-8.1</i>	<i>-5.4</i>	<i>--</i>	<i>--</i>	<i>13.7</i>	<i>Nov-20</i>



Marshall University Joan C. Edwards School of Medicine

Total Fund | As of April 30, 2022

	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Credit	3,485,519	12.7	-2.7	-6.3	-5.5	-4.1	--	--	2.5	Aug-20
High Yield Bonds	1,433,496	5.2	-3.6	-7.7	-6.4	-4.8	--	--	3.4	Aug-20
<i>Bloomberg US High Yield TR</i>			<i>-3.6</i>	<i>-8.2</i>	<i>-6.8</i>	<i>-5.2</i>	--	--	<i>1.6</i>	<i>Aug-20</i>
Nomura High Yield	1,433,496	5.2	-3.7	-7.7	-6.4	-4.8	--	--	3.4	Aug-20
<i>Bloomberg US High Yield TR</i>			<i>-3.6</i>	<i>-8.2</i>	<i>-6.8</i>	<i>-5.2</i>	--	--	<i>1.6</i>	<i>Aug-20</i>
Bank Loans	1,313,666	4.8	-0.2	-0.2	1.5	2.6	--	--	5.0	Aug-20
<i>Credit Suisse Leveraged Loans</i>			<i>0.2</i>	<i>0.1</i>	<i>1.9</i>	<i>2.9</i>	--	--	<i>6.5</i>	<i>Aug-20</i>
Pacific Floating Rate Income Fund	1,313,666	4.8	-0.2	-0.2	1.5	2.6	--	--	5.0	Aug-20
<i>Credit Suisse Leveraged Loans</i>			<i>0.2</i>	<i>0.1</i>	<i>1.9</i>	<i>2.9</i>	--	--	<i>6.5</i>	<i>Aug-20</i>
Emerging Market Debt	738,357	2.7	-5.3	-13.4	-15.1	-13.6	--	--	-13.6	May-21
<i>50% JPM EMBI GD / 50% JPM GBI-EM</i>			<i>-5.8</i>	<i>-13.6</i>	<i>-16.5</i>	<i>-15.2</i>	--	--	<i>-15.2</i>	<i>May-21</i>
Payden Emerging Market Debt	738,357	2.7	-5.3	-13.4	-15.1	-13.6	--	--	-12.2	Apr-21
<i>JP Morgan EMBI Global Diversified</i>			<i>-5.6</i>	<i>-15.1</i>	<i>-16.0</i>	<i>-14.5</i>	--	--	<i>-11.7</i>	<i>Apr-21</i>
Inflation Hedges	2,984,524	10.9	-2.1	1.6	9.0	10.8	--	--	11.6	Aug-20
TIPS	1,562,579	5.7	0.0	-0.3	2.1	3.0	--	--	4.1	Aug-20
<i>Bloomberg US TIPS TR</i>			<i>-2.0</i>	<i>-5.0</i>	<i>-1.1</i>	<i>0.7</i>	--	--	<i>1.7</i>	<i>Aug-20</i>
Vanguard Short-Term TIPS	1,562,579	5.7	0.0	-0.3	2.1	3.0	--	--	4.1	Aug-20
<i>Bloomberg US Treasury TIPS 0-5 Yr TR</i>			<i>0.0</i>	<i>-0.3</i>	<i>2.2</i>	<i>3.0</i>	--	--	<i>4.2</i>	<i>Aug-20</i>
Real Estate	662,095	2.4	-4.6	-8.2	10.3	13.8	--	--	25.7	Aug-20
<i>DJ US Select REIT TR USD</i>			<i>-4.6</i>	<i>-8.2</i>	<i>9.0</i>	<i>12.5</i>	--	--	<i>24.9</i>	<i>Aug-20</i>
SSgA US REIT	662,095	2.4	-4.6	-8.2	8.9	12.4	--	--	24.8	Aug-20
<i>DJ US Select REIT TR USD</i>			<i>-4.6</i>	<i>-8.2</i>	<i>9.0</i>	<i>12.5</i>	--	--	<i>24.9</i>	<i>Aug-20</i>
Natural Resources	759,850	2.8	-4.0	11.1	16.6	18.4	--	--	18.8	Apr-21
<i>S&P Global LargeMidCap Commodity and Resources NR USD</i>			<i>-4.6</i>	<i>15.2</i>	<i>23.3</i>	<i>25.4</i>	--	--	<i>27.2</i>	<i>Apr-21</i>
First Eagle Institutional Gold Fund, LP	374,433	1.4	-4.1	4.4	3.5	3.2	--	--	7.4	Apr-21
<i>60% Gold (Spot)/ 40% FTSE Gold Mines</i>			<i>-4.5</i>	<i>5.6</i>	<i>6.5</i>	<i>5.4</i>	--	--	<i>9.2</i>	<i>Apr-21</i>
SSgA S&P Global LargeMid Cap Natural Resources	385,417	1.4	-4.6	15.1	23.2	25.4	--	--	25.4	May-21
<i>S&P Global LargeMidCap Commodity and Resources NR USD</i>			<i>-4.6</i>	<i>15.2</i>	<i>23.3</i>	<i>25.4</i>	--	--	<i>25.4</i>	<i>May-21</i>



Marshall University Joan C. Edwards School of Medicine

Total Fund | As of April 30, 2022

	Market Value (\$)	% of Portfolio	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	S.I. (%)	S.I. Date
Risk Mitigating Assets	7,794,330	28.5	4.3	9.6	7.8	7.3	--	--	1.5	Aug-20
Investment-Grade Bonds	1,100,289	4.0	-3.9	-8.6	-8.8	-8.1	--	--	-6.4	Aug-20
<i>Bloomberg US Aggregate TR</i>			<i>-3.8</i>	<i>-9.5</i>	<i>-9.4</i>	<i>-8.5</i>	--	--	<i>-6.5</i>	<i>Aug-20</i>
SSgA US Aggregate Bond	1,100,289	4.0	-3.8	-9.5	-9.5	-8.5	--	--	-6.5	Aug-20
<i>Bloomberg US Aggregate TR</i>			<i>-3.8</i>	<i>-9.5</i>	<i>-9.4</i>	<i>-8.5</i>	--	--	<i>-6.5</i>	<i>Aug-20</i>
Hedge Funds (Defensive)	6,219,737	22.7	6.2	15.6	12.6	10.9	--	--	0.7	Aug-20
<i>HFRI Macro (Total) Index</i>			<i>2.8</i>	<i>9.7</i>	<i>9.1</i>	<i>10.7</i>	--	--	<i>12.0</i>	<i>Aug-20</i>
36 South Kohinoor Series (Cayman)	1,808,434	6.6	6.0	10.6	6.8	5.2	--	--	-3.3	Aug-20
<i>CBOE Eurekahedge Long Volatility Hedge Fund Index</i>			<i>4.9</i>	<i>8.3</i>	<i>4.8</i>	<i>3.3</i>	--	--	<i>-3.7</i>	<i>Aug-20</i>
BH-DG Systematic Trading Master Fund	2,323,843	8.5	8.7	30.5	30.9	28.7	--	--	26.5	Mar-21
<i>Barclay CTA Index</i>			<i>2.4</i>	<i>7.1</i>	<i>7.8</i>	<i>8.4</i>	--	--	<i>8.8</i>	<i>Mar-21</i>
Alpstone Global Macro	1,804,895	6.6	4.2	6.7	1.3	-0.1	--	--	-0.7	Mar-21
<i>HFRI Macro (Total) Index</i>			<i>2.8</i>	<i>9.7</i>	<i>9.1</i>	<i>10.7</i>	--	--	<i>12.4</i>	<i>Mar-21</i>
Lombard Odier Bear Convexity Fund	282,565	1.0	0.8	4.0	--	--	--	--	2.8	Dec-21
<i>CBOE Eurekahedge Long Volatility Hedge Fund Index</i>			<i>4.9</i>	<i>8.3</i>	--	--	--	--	<i>5.7</i>	<i>Dec-21</i>
Cash	474,304	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	May-16
Cash	474,304	1.7	0.0	0.0	0.0	0.0	--	--	0.0	Jul-20

Statistics Summary

3 Years Ending April 30, 2022

	Anlzd Return	Anlzd Standard Deviation	Information Ratio	Beta	Sharpe Ratio	Tracking Error
Total Fund	5.74%	11.37%	Not Meaningful	0.94	0.45	2.98%
School of Medicine Policy Benchmark	7.68%	11.66%	--	1.00	0.61	0.00%

Statistics Summary

5 Years Ending April 30, 2022

	Anlzd Return	Anlzd Standard Deviation	Information Ratio	Beta	Sharpe Ratio	Tracking Error
Total Fund	5.63%	9.95%	Not Meaningful	0.96	0.46	2.39%
School of Medicine Policy Benchmark	7.02%	10.07%	--	1.00	0.59	0.00%



Marshall University Joan C. Edwards School of Medicine

Total Fund | As of April 30, 2022

Performance Summary

As of April 30, 2022

	Market Value (\$)	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	Since 8/1/20 (%)	S.I. (%)	S.I. Date
Marshall University Joan C. Edwards School of Medicine	27,385,709	-3.0	-4.2	-1.8	0.0	5.7	8.9	6.2	May-16
<i>School of Medicine Policy Benchmark</i>		-4.4	-6.4	-3.4	-1.4	7.7	9.4	7.2	May-16

Meketa performance inception date is August 1, 2020.



Benchmark History
As of April 30, 2022

Total Fund

10/1/2021	Present	50% MSCI ACWI IMI Net USD / 6% Bloomberg US High Yield TR / 6% Credit Suisse Leveraged Loans / 6% 50% JPM EMBI GD / 50% JPM GBI-EM / 5% Bloomberg US TIPS TR / 2.5% S&P Global LargeMidCap Commodity and Resources NR USD / 2.5% DJ US Select REIT TR USD / 2% Bloomberg US Aggregate TR / 20% HFRI Macro (Total) Index
5/1/2016	9/30/2021	50% MSCI ACWI / 20% Bloomberg Global Aggregate TR / 20% Custom Absolute Return Benchmark / 10% Real Assets Custom Benchmark



Marshall University Joan C. Edwards School of Medicine

Total Fund | As of April 30, 2022

Investment Vehicle Information							
Name	Vehicle Type	Identifier	Liquidity Schedule	Market Value	Estimated Fee	Estimated Fee Value	% of Portfolio
Growth Assets				\$13,121,336			47.9%
Global Equity				\$13,121,336			47.9%
SSgA Russell 1000 Value Index	Commingled Fund		Daily	\$1,723,690	0.02%	\$345	6.3%
SSgA Russell 3000 Index	Commingled Fund		Daily	\$2,921,109	0.02%	\$584	10.7%
SSgA MSCI EAFE Index	Commingled Fund		Daily	\$1,747,227	0.04%	\$699	6.4%
SSgA MSCI Emerging Markets Index	Commingled Fund		Daily	\$1,129,424	0.08%	\$904	4.1%
First Eagle Global Value	Mutual Fund	SGIIX	Daily	\$1,551,500	0.86%	\$13,343	5.7%
WCM Focused Global Growth	Commingled Fund		Monthly	\$1,275,859	0.70%	\$8,931	4.7%
Alliance Bernstein Global Core Equity	Commingled Fund		Weekly	\$1,304,394	0.33%	\$4,239	4.8%
Kopernik Global All-Cap Offshore Fund	Commingled Fund		Monthly	\$1,468,132	0.75%	\$11,011	5.4%
Credit				\$3,485,519			12.7%
High Yield Bonds				\$1,433,496			5.2%
Nomura High Yield	Mutual Fund	NPHIX	Daily	\$1,433,496	0.59%	\$8,458	5.2%
Bank Loans				\$1,313,666			4.8%
Pacific Floating Rate Income Fund	Mutual Fund	PLFRX	Daily	\$1,313,666	0.72%	\$9,458	4.8%
Emerging Market Debt				\$738,357			2.7%
Payden Emerging Market Debt	Mutual Fund		Daily	\$738,357	0.69%	\$5,095	2.7%
Inflation Hedges				\$2,984,524			10.9%
TIPS				\$1,562,579			5.7%
Vanguard Short-Term TIPS	Mutual Fund	VTSPX	Daily	\$1,562,579	0.04%	\$625	5.7%
Real Estate				\$662,095			2.4%
SSgA US REIT	Commingled Fund		Daily	\$662,095	0.08%	\$530	2.4%
Natural Resources				\$759,850			2.8%
First Eagle Institutional Gold Fund, LP	Commingled Fund		Monthly	\$374,433	0.45%	\$1,685	1.4%
SSgA S&P Global LargeMid Cap Natural Resources	Commingled Fund		Daily	\$385,417	0.10%	\$385	1.4%



Marshall University Joan C. Edwards School of Medicine

Total Fund | As of April 30, 2022

Name	Vehicle Type	Identifier	Liquidity Schedule	Market Value	Estimated Fee	Estimated Fee Value	% of Portfolio
Risk Mitigating Assets				\$7,794,330			28.5%
Investment-Grade Bonds				\$1,100,289			4.0%
SSgA US Aggregate Bond	Commingled Fund		Daily	\$1,100,289	0.03%	\$275	4.0%
Hedge Funds (Defensive)				\$6,219,737			22.7%
36 South Kohinoor Series (Cayman)	Hedge Fund		Monthly	\$1,808,434	2.20%	\$39,853	6.6%
BH-DG Systematic Trading Master Fund	Hedge Fund		Daily	\$2,323,843	0.93%	\$21,612	8.5%
Alpstone Global Macro	Hedge Fund		Monthly	\$1,804,895	2.19%	\$39,455	6.6%
Lombard Odier Bear Convexity Fund	Hedge Fund		Monthly	\$282,565	0.98%	\$2,778	1.0%
Cash				\$474,304			1.7%
Cash	Mutual Fund	FOCXX	Daily	\$474,304	0.00%	\$0	1.7%
Total				\$27,385,709	0.62%	\$170,264	100.0%

Appendices

Disclaimer, Glossary, and Notes

WE HAVE PREPARED THIS REPORT (THIS "REPORT") FOR THE SOLE BENEFIT OF THE INTENDED RECIPIENT (THE "RECIPIENT").

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PERFORMANCE DATA CONTAINED HEREIN REPRESENT PAST PERFORMANCE. PAST PERFORMANCE IS NO GUARANTEE OF FUTURE RESULTS.

Credit Risk: Refers to the risk that the issuer of a fixed income security may default (i.e., the issuer will be unable to make timely principal and/or interest payments on the security).

Duration: Measure of the sensitivity of the price of a bond to a change in its yield to maturity. Duration summarizes, in a single number, the characteristics that cause bond prices to change in response to a change in interest rates. For example, the price of a bond with a duration of three years will rise by approximately 3% for each 1% decrease in its yield to maturity. Conversely, the price will decrease 3% for each 1% increase in the bond's yield. Price changes for two different bonds can be compared using duration. A bond with a duration of six years will exhibit twice the percentage price change of a bond with a three-year duration. The actual calculation of a bond's duration is somewhat complicated, but the idea behind the calculation is straightforward. The first step is to measure the time interval until receipt for each cash flow (coupon and principal payments) from a bond. The second step is to compute a weighted average of these time intervals. Each time interval is measured by the present value of that cash flow. This weighted average is the duration of the bond measured in years.

Information Ratio: This statistic is a measure of the consistency of a portfolio's performance relative to a benchmark. It is calculated by subtracting the benchmark return from the portfolio return (excess return), and dividing the resulting excess return by the standard deviation (volatility) of this excess return. A positive information ratio indicates outperformance versus the benchmark, and the higher the information ratio, the more consistent the outperformance.

Jensen's Alpha: A measure of the average return of a portfolio or investment in excess of what is predicted by its beta or "market" risk. $\text{Portfolio Return} - [\text{Risk Free Rate} + \text{Beta} * (\text{market return} - \text{Risk Free Rate})]$.

Market Capitalization: For a firm, market capitalization is the total market value of outstanding common stock. For a portfolio, market capitalization is the sum of the capitalization of each company weighted by the ratio of holdings in that company to total portfolio holdings; thus it is a weighted-average capitalization. Meketa Investment Group considers the largest 65% of the broad domestic equity market as large capitalization, the next 25% of the market as medium capitalization, and the smallest 10% of stocks as small capitalization.

Market Weighted: Stocks in many indices are weighted based on the total market capitalization of the issue. Thus, the individual returns of higher market-capitalization issues will more heavily influence an index's return than the returns of the smaller market-capitalization issues in the index.

Maturity: The date on which a loan, bond, mortgage, or other debt/security becomes due and is to be paid off.

Prepayment Risk: The risk that prepayments will increase (homeowners will prepay all or part of their mortgage) when mortgage interest rates decline; hence, investors' monies will be returned to them in a lower interest rate environment. Also, the risk that prepayments will slow down when mortgage interest rates rise; hence, investors will not have as much money as previously anticipated in a higher interest rate environment. A prepayment is any payment in excess of the scheduled mortgage payment.

Price-Book Value (P/B) Ratio: The current market price of a stock divided by its book value per share. Meketa Investment Group calculates P/B as the current price divided by Compustat's quarterly common equity. Common equity includes common stock, capital surplus, retained earnings, and treasury stock adjusted for both common and nonredeemable preferred stock. Similar to high P/E stocks, stocks with high P/B's tend to be riskier investments.

Price-Earnings (P/E) Ratio: A stock's market price divided by its current or estimated future earnings. Lower P/E ratios often characterize stocks in low growth or mature industries, stocks in groups that have fallen out of favor, or stocks of established blue chip companies with long records of stable earnings and regular dividends. Sometimes a company that has good fundamentals may be viewed unfavorably by the market if it is an industry that is temporarily out of favor. Or a business may have experienced financial problems causing investors to be skeptical about its future. Either of these situations would result in lower relative P/E ratios. Some stocks exhibit above-average sales and earnings growth or expectations for above average growth. Consequently, investors are willing to pay more for these companies' earnings, which results in elevated P/E ratios. In other words, investors will pay more for shares of companies whose profits, in their opinion, are expected to increase faster than average. Because future events are in no way assured, high P/E stocks tend to be riskier and more volatile investments. Meketa Investment Group calculates P/E as the current price divided by the I/B/E/S consensus of twelve-month forecast earnings per share.

Quality Rating: The rank assigned a security by such rating services as Fitch, Moody's, and Standard & Poor's. The rating may be determined by such factors as (1) the likelihood of fulfillment of dividend, income, and principal payment of obligations; (2) the nature and provisions of the issue; and (3) the security's relative position in the event of liquidation of the company. Bonds assigned the top four grades (AAA, AA, A, BBB) are considered investment grade because they are eligible bank investments as determined by the controller of the currency.

Sharpe Ratio: A commonly used measure of risk-adjusted return. It is calculated by subtracting the risk free return (usually three-month Treasury bill) from the portfolio return and dividing the resulting excess return by the portfolio's total risk level (standard deviation). The result is a measure of return per unit of total risk taken. The higher the Sharpe ratio, the better the fund's historical risk adjusted performance.

STIF Account: Short-term investment fund at a custodian bank that invests in cash-equivalent instruments. It is generally used to safely invest the excess cash held by portfolio managers.

Standard Deviation: A measure of the total risk of an asset or a portfolio. Standard deviation measures the dispersion of a set of numbers around a central point (e.g., the average return). If the standard deviation is small, the distribution is concentrated within a narrow range of values. For a normal distribution, about two thirds of the observations will fall within one standard deviation of the mean, and 95% of the observations will fall within two standard deviations of the mean.

Style: The description of the type of approach and strategy utilized by an investment manager to manage funds. For example, the style for equities is determined by portfolio characteristics such as price-to-book value, price-to-earnings ratio, and dividend yield. Equity styles include growth, value, and core.

Tracking Error: A divergence between the price behavior of a position or a portfolio and the price behavior of a benchmark, as defined by the difference in standard deviation.

Yield to Maturity: The yield, or return, provided by a bond to its maturity date; determined by a mathematical process, usually requiring the use of a “basis book.” For example, a 5% bond pays \$5 a year interest on each \$100 par value. To figure its current yield, divide \$5 by \$95—the market price of the bond—and you get 5.26%. Assume that the same bond is due to mature in five years. On the maturity date, the issuer is pledged to pay \$100 for the bond that can be bought now for \$95. In other words, the bond is selling at a discount of 5% below par value. To figure yield to maturity, a simple and approximate method is to divide 5% by the five years to maturity, which equals 1% pro rata yearly. Add that 1% to the 5.26% current yield, and the yield to maturity is roughly 6.26%.

$$\frac{5\% \text{ (discount)}}{5 \text{ (yrs. to maturity)}} = 1\% \text{ pro rata, plus } 5.26\% \text{ (current yield)} = 6.26\% \text{ (yield to maturity)}$$

Yield to Worst: The lowest potential yield that can be received on a bond without the issuer actually defaulting. The yield to worst is calculated by making worst-case scenario assumptions on the issue by calculating the returns that would be received if provisions, including prepayment, call, or sinking fund, are used by the issuer.

NCREIF Property Index (NPI): Measures unleveraged investment performance of a very large pool of individual commercial real estate properties acquired in the private market by tax-exempt institutional investors for investment purposes only. The NPI index is capitalization-weighted for a quarterly time series composite total rate of return.

NCREIF Fund Index - Open End Diversified Core Equity (NFI-ODCE): Measures the investment performance of 28 open-end commingled funds pursuing a core investment strategy that reflects funds' leverage and cash positions. The NFI-ODCE index is equal-weighted and is reported gross and net of fees for a quarterly time series composite total rate of return.

Sources: [Investment Terminology](#), International Foundation of Employee Benefit Plans, 1999.

[The Handbook of Fixed Income Securities](#), Fabozzi, Frank J., 1991

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Throughout this report, numbers may not sum due to rounding.

Returns for periods greater than one year are annualized throughout this report.

Values shown are in millions of dollars, unless noted otherwise.

**Marshall University Board of Governors
Meeting of June 16, 2022**

ITEM: Nine months ending March 31, 2022
Financial/Budget Report

COMMITTEE: Finance, Audit and Facilities Planning Committee

RECOMMENDED ACTION: *Resolved*, that the Board of Governors receives the Financial/Budget Report for the nine months ending March 31, 2022.

STAFF MEMBER: Mark A. Robinson
Senior Vice President for Finance

BACKGROUND:

Senate Bill 603 requires the administration to provide financial statements certified by the Chief Financial Officer of the institution. The report for the nine-month period ending March 31, 2022 is attached.



FINANCIAL/BUDGET REPORT

FOR THE NINE MONTHS ENDING
March 31, 2022

Mark Robinson
Senior Vice President for Finance

June 16, 2022

MARSHALL UNIVERSITY

Financial/Budget Report

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CERTIFICATION OF CHIEF FINANCIAL OFFICER

To the best of my knowledge, the combined Statement of Net Position (SNP) and Statement of Revenues, Expenditures, and Changes in Net Position (SRECNP) as of and for the nine months ending March 31, 2022 present fairly the financial position and results of operations of Marshall University and its component units.

These statements have been prepared utilizing the modified cash basis of accounting. This presentation differs from the full accrual basis, as presented in the Institution's annual audit reports, in that all timing accruals and cutoffs have not been included. Reasonable efforts have been made to include all amounts necessary for fair presentation and we are not aware of any material modifications that should be made to these statements in order for them to be in conformity with the modified cash basis of accounting.

These reports are intended solely for the information and use of the Marshall University Board of Governors and the management of Marshall University.



Mark A. Robinson
Senior Vice President for Finance

Marshall University
Actual to Budget Comparison Report
As of March 31, 2022
In Dollars

	MU (excluding SOM and MURC)			SOM Only			MURC Only		
	Actual YTD 03-31-22	Annual Audit Basis Budget	% Annual Budget	Actual YTD 03-31-22	Annual Audit Basis Budget	% Annual Budget	Actual YTD 03-31-22	Annual Audit Basis Budget	% Annual Budget
Operating revenues:									
Student Tuition and Fees (net)	\$ 60,103,800	\$ 65,871,845	91.2%	\$ 10,036,068	\$ 10,550,744	95.1%	\$ -	\$ -	0.0%
Federal Grants and Contracts	1,353,577	3,487,430	38.8%	-	-	0.0%	26,096,805	25,000,000	104.4%
State Grants and Contracts	15,950,378	16,038,600	99.4%	1,484,570	5,575,818	26.6%	6,205,990	11,000,000	56.4%
Local Grants and Contracts	754,405	1,376,986	54.8%	-	-	0.0%	-	-	0.0%
Private Grants and Contracts	2,789,215	3,952,855	70.6%	12,630,156	15,440,323	81.8%	1,735,936	5,000,000	34.7%
Sales-Services Educational Activities	338,041	152,500	221.7%	-	-	0.0%	-	-	0.0%
Auxiliary Enterprise Revenue	24,763,517	24,183,647	102.4%	-	-	0.0%	-	-	0.0%
Other Operating Revenues	1,558,620	2,313,506	67.4%	1,189,158	1,816,000	65.5%	4,402,329	4,750,000	92.7%
Source Transfers	500,000	250,000	200.0%	(500,000)	(250,000)	200.0%	-	-	0.0%
Total Operating Revenues	\$ 108,111,553	\$ 117,627,369	91.9%	\$ 24,839,952	\$ 33,132,885	75.0%	\$ 38,441,060	\$ 45,750,000	84.0%
Nonoperating Revenues									
State appropriations	\$ 32,060,039	\$ 48,982,632	65.5%	13,249,836.00	\$ 18,035,569	73.5%	\$ -	\$ -	0.0%
Federal Pell Grants	15,071,915	17,500,000	86.1%	-	-	0.0%	-	-	0.0%
Federal CARES Grants	26,196,096	9,957,473	263.1%	-	-	0.0%	-	-	0.0%
State Awarded CARES Grants	-	-	0.0%	-	-	0.0%	-	-	0.0%
Gifts	711,413	487,534	145.9%	540.00	-	0.0%	-	-	0.0%
Investment Income	425,285	2,221,750	19.1%	255,329.00	250,000	102.1%	(1,194,459)	2,500,000	-47.8%
Other nonoperating revenues	-	-	0.0%	-	-	0.0%	2,492,421	-	0.0%
Total Nonoperating Revenues	\$ 74,464,748	\$ 79,149,389	94.1%	\$ 13,505,705	\$ 18,285,569	73.9%	\$ 1,297,962	\$ 2,500,000	51.9%
Total Revenues	\$ 182,576,301	\$ 196,776,758	92.8%	\$ 38,345,657	\$ 51,418,454	74.6%	\$ 39,739,022	\$ 48,250,000	82.4%
Operating expenses:									
Salaries and wages	70,428,762	\$ 97,228,971	72.4%	\$ 16,897,868	\$ 25,536,661	66.2%	\$ 15,487,426	\$ 19,918,500	77.8%
Benefits	17,215,457	28,668,082	60.1%	5,135,736	7,108,110	72.3%	3,799,583	4,981,500	76.3%
Supplies and other services	31,209,683	40,542,785	77.0%	8,121,273	14,701,819	55.2%	12,937,642	16,705,000	77.4%
Utilities	6,227,884	7,832,633	79.5%	548,294	1,300,000	42.2%	102,657	169,500	60.6%
Scholarships and Fellowships	31,007,827	19,441,668	159.5%	689,825	915,568	75.3%	1,081,983	990,000	109.3%
Depreciation	9,332,227	12,500,000	74.7%	1,754,950	2,500,000	70.2%	1,043,184	1,200,000	86.9%
Other Operating Expense	-	100,000	0.0%	-	100,000	0.0%	-	-	0.0%
Total Operating expenses	\$ 165,421,840	\$ 206,314,139	80.2%	\$ 33,147,946	\$ 52,162,158	63.5%	\$ 34,452,475	\$ 43,964,500	78.4%
Nonoperating expenses									
Interest on indebtedness	4,765,997	5,853,069	81.4%	210	-	0.0%	22,333	-	0.0%
Fees retained by Commission (nonop)	265,512	181,905	146.0%	111,490	111,490	100.0%	-	-	0.0%
Other nonoperating expenses	7,320	-	0.0%	-	-	0.0%	-	500,000	0.0%
Transfers for component reporting	-	-	0.0%	-	-	0.0%	-	-	0.0%
Total Nonoperating expenses	\$ 5,038,829	\$ 6,034,974	83.5%	\$ 111,700	\$ 111,490	100.2%	\$ 22,333	\$ 500,000	0.0%
Total Expenses	\$ 170,460,669	\$ 212,349,113	80.3%	\$ 33,259,646	\$ 52,273,648	63.6%	\$ 34,474,808	\$ 44,464,500	77.5%
Increase/Decrease in Net Assets Before other items	\$ 12,115,632	\$ (15,572,355)		\$ 5,086,011	\$ (855,194)		\$ 5,264,214	\$ 3,785,500	

Marshall University
Current Year Actual as a percentage of Prior Year Actual Report
As of March 31, 2022

	MU (excluding SOM and MURC)			SOM Only			MURC Only		
	Actual YTD 03-31-22	Actual YTD 03-31-21	% of Prior Year	Actual YTD 03-31-22	Actual YTD 03-31-21	% of Prior Year	Actual YTD 03-31-22	Actual YTD 03-31-21	% of Prior Year
Operating revenues:									
Student Tuition and Fees (net)	\$ 60,103,800	\$ 69,722,533	86.20%	\$ 10,036,068	\$ 9,361,131	107.21%	\$ -	\$ -	0.00%
Federal Grants and Contracts	1,353,577	1,736,668	77.94%	-	-	0.00%	26,096,805	21,067,315	123.87%
State Grants and Contracts	15,950,378	15,186,108	105.03%	1,484,570	3,585,268	41.41%	6,205,990	4,455,841	139.28%
Local Grants and Contracts	754,405	900,264	83.80%	-	-	0.00%	-	-	0.00%
Private Grants and Contracts	2,789,215	3,274,651	85.18%	12,630,156	10,110,962	124.92%	1,735,936	1,916,920	90.56%
Sales-Services Educational Activities	338,041	64,717	522.34%	-	-	0.00%	-	-	0.00%
Auxiliary Enterprise Revenue	24,763,517	19,639,262	126.09%	-	-	0.00%	-	-	0.00%
Other Operating Revenues	1,558,620	1,261,186	123.58%	1,189,158	1,101,682	107.94%	4,402,329	4,068,849	108.20%
Source Transfers	500,000	(283,717)	0.00%	(500,000)	283,717	0.00%	-	-	0.00%
Total Operating Revenues	\$ 108,111,553	\$ 111,501,672	96.96%	\$ 24,839,952	\$ 24,442,760	101.62%	\$ 38,441,060	\$ 31,508,925	122.00%
Nonoperating Revenues									
State appropriations	32,060,039	\$ 37,132,539	86.34%	13,249,836	\$ 12,002,818	110.39%	-	\$ -	0.00%
Federal Pell Grants	15,071,915	15,733,106	95.80%	-	-	0.00%	-	-	0.00%
Federal CARES Grants	26,196,096	7,410,673	353.49%	-	-	0.00%	-	-	0.00%
State Awarded CARES Grants	-	2,000,000	0.00%	-	-	0.00%	-	-	0.00%
Gifts	711,413	926,322	76.80%	540	-	0.00%	-	-	0.00%
Investment Income	425,285	6,042,920	7.04%	255,329	3,171,315	8.05%	(1,194,459)	5,978,043	-19.98%
Other nonoperating revenues	-	-	0.00%	-	-	0.00%	2,492,421	-	0.00%
Total Nonoperating Revenues	\$ 74,464,748	\$ 69,245,560	107.54%	\$ 13,505,705	\$ 15,174,133	89.00%	\$ 1,297,962	\$ 5,978,043	21.71%
Total Revenues	\$ 182,576,301	\$ 180,747,232	101.01%	\$ 38,345,657	\$ 39,616,893	96.79%	\$ 39,739,022	\$ 37,486,968	106.01%
Operating expenses:									
Salaries and wages	70,428,762	\$ 68,609,734	102.65%	16,897,868	\$ 16,998,327	99.41%	15,487,426	\$ 14,075,723	110.03%
Benefits	17,215,457	18,015,048	95.56%	5,135,736	4,681,912	109.69%	3,799,583	3,165,680	120.02%
Supplies and other services	31,209,683	23,558,052	132.48%	8,121,273	7,099,203	114.40%	12,937,642	11,327,931	114.21%
Utilities	6,227,884	5,568,156	111.85%	548,294	450,896	121.60%	102,657	129,737	79.13%
Scholarships and Fellowships	31,007,827	30,162,011	102.80%	689,825	344,068	200.49%	1,081,983	832,563	129.96%
Depreciation	9,332,227	9,509,369	98.14%	1,754,950	1,820,485	96.40%	1,043,184	1,018,921	102.38%
Other Operating Expense	-	-	0.00%	-	-	0.00%	-	-	0.00%
Total Operating expenses	\$ 165,421,840	\$ 155,422,370	106.43%	\$ 33,147,946	\$ 31,394,891	105.58%	\$ 34,452,475	\$ 30,550,555	112.77%
Interest on indebtedness	4,765,997	4,802,736	99.24%	210	127	165.35%	22,333	27,576	80.99%
Fees retained by Commission (nonop)	265,512	295,750	89.78%	111,490	130,000	85.76%	-	-	0.00%
Other nonoperating expenses	7,320	-	0.00%	-	4,750	0.00%	-	55,958	0.00%
Transfers for component reporting	-	-	0.00%	-	-	0.00%	-	-	0.00%
Total Nonoperating expenses	\$ 5,038,829	\$ 5,098,486	98.83%	\$ 111,700	\$ 134,877	82.82%	\$ 22,333	\$ 83,534	26.74%
Total Expenses	\$ 170,460,669	\$ 160,520,856	106.19%	\$ 33,259,646	\$ 31,529,768	105.49%	\$ 34,474,808	\$ 30,634,089	112.54%
Increase/Decrease in Net Assets									
Before other items	\$ 12,115,632	\$ 20,226,376		\$ 5,086,011	\$ 8,087,125		\$ 5,264,214	\$ 6,852,879	

MARSHALL UNIVERSITY
COMBINED STATEMENTS OF NET POSITION
March 31, 2022

	In Dollars			
	MU	SOM	MURC	Total
ASSETS AND DEFERRED OUTFLOWS				
CURRENT ASSETS:				
Cash and cash equivalents	\$ 44,082,714	\$ 32,327,807	\$ 4,702,057	\$ 81,112,578
Accounts receivable - net	9,973,308	546,125	17,482,793	28,002,226
Loans receivable	427,321	296,237	-	723,558
Due from (to) other funds	-	-	-	-
Inventories	694,640	-	-	694,640
Other current assets	105,250	-	284,745	389,995
Total current assets	\$ 55,283,233	\$ 33,170,169	\$ 22,469,595	\$ 110,922,997
NONCURRENT ASSETS:				
Cash and cash equivalents	\$ 24,604,906	\$ 963,855	\$ -	\$ 25,568,761
Investments	50,944,396	28,224,843	33,748,774	112,918,013
Accounts receivable	807,112	11,816,077	-	12,623,189
Loans receivable - net of allowance	1,841,430	1,996,796	-	3,838,226
Other assets	-	-	-	-
Capital assets - net	407,979,224	38,327,599	10,427,313	456,734,136
Total noncurrent assets	\$ 486,177,068	\$ 81,329,170	\$ 44,176,087	\$ 611,682,325
DEFERRED OUTFLOWS OF RESOURCES	\$ 7,726,249	\$ 926,785	\$ -	\$ 8,653,034
TOTAL	\$ 549,186,550	\$ 115,426,124	\$ 66,645,682	\$ 731,258,356
LIABILITIES, DEFERRED INFLOWS, AND NET POSITION				
CURRENT LIABILITIES:				
Accounts payable	\$ 986,926	\$ 29,232	\$ 669,885	\$ 1,686,043
Accrued liabilities	6,024,741	292,156	1,254,548	7,571,445
Accrued interest	1,421,027	-	-	1,421,027
Unearned revenue	286,863	-	12,423,799	12,710,662
Deposits	840,740	-	-	840,740
Notes payable - current portion	-	-	161,018	161,018
Compensated absences	6,722,217	4,024,633	1,018,269	11,765,119
Debt obligation to Commission-current portion	516,785	525,121	-	1,041,906
Capital lease obligations - current portion	760,711	1,906	-	762,617
Bonds payable - current portion	2,135,000	-	-	2,135,000
Due to MURC	250,000	-	-	250,000
Total current liabilities	\$ 19,945,010	\$ 4,873,048	\$ 15,527,519	\$ 40,345,577
NONCURRENT LIABILITIES:				
Notes payable	\$ -	\$ -	\$ 966,108	\$ 966,108
Advances from federal sponsors	3,706,896	-	-	3,706,896
Other Noncurrent Liabilities	-	8,916,532	347,935	9,264,467
Accrued SCA Liability	925,846	-	-	925,846
Other Post Employment Benefits (OPEB)	4,602,415	3,518,727	-	8,121,142
Net Pension Liability	1,756,847	435,228	-	2,192,075
Debt obligation to Commission	2,292,674	1,135,655	-	3,428,329
Capital lease obligations	57,144,860	2,206	-	57,147,066
Bonds payable	98,952,286	-	-	98,952,286
Total noncurrent liabilities	\$ 169,381,824	\$ 14,008,348	\$ 1,314,043	\$ 184,704,215
DEFERRED INFLOWS OF RESOURCES	\$ 25,150,039	\$ 4,262,336	\$ -	\$ 29,412,375
TOTAL	\$ 214,476,873	\$ 23,143,732	\$ 16,841,562	\$ 254,462,167
NET POSITION:				
Net investment in capital assets	\$ 269,343,580	\$ 36,662,712	\$ 9,286,398	\$ 315,292,690
Restricted for:				
Nonexpendable	176,000	-	15,000,000	15,176,000
Expendable:				
Scholarships	249,578	-	-	249,578
Sponsored projects	1,136,253	4,096,011	19,072,183	24,304,447
Loans	(1,396,617)	3,186,272	-	1,789,655
Capital projects	1,448,665	-	-	1,448,665
Debt service	41	-	-	41
Total restricted expendable	\$ 1,613,920	\$ 7,282,283	\$ 19,072,183	\$ 27,792,386
Unrestricted	\$ 63,752,177	\$ 48,337,398	\$ 6,445,539	\$ 118,535,114
Total net position	\$ 334,709,677	\$ 92,282,393	\$ 49,804,120	\$ 476,796,190
TOTAL	\$ 549,186,550	\$ 115,426,125	\$ 66,645,682	\$ 731,258,357

MARSHALL UNIVERSITY
COMBINED SRECNP - Natural Expense Categories
For the nine months ending March 31, 2022
In Dollars

	<u>MU</u>	<u>SOM</u>	<u>MURC</u>	<u>Total</u>
OPERATING REVENUES:				
Student tuition and fees - net of scholarship allowance	\$ 60,103,800	\$ 10,036,068	\$ -	\$ 70,139,868
Contracts and grants:				
Federal	1,353,577	-	26,096,805	27,450,382
State	15,950,378	1,484,570	6,205,990	23,640,938
Local	754,405	-	-	754,405
Private	2,789,215	12,630,156	1,735,936	17,155,307
Sales and services of educational activities	338,041	-	-	338,041
Auxiliary enterprise revenue - net scholarship allowance	24,763,517	-	-	24,763,517
Other operating revenues	1,558,620	1,189,158	4,402,329	7,150,107
Source Transfers	500,000	(500,000)	-	-
	<u>\$ 108,111,553</u>	<u>\$ 24,839,952</u>	<u>\$ 38,441,060</u>	<u>\$ 171,392,565</u>
OPERATING EXPENSES:				
Salaries and wages	70,428,762	16,897,868	15,487,426	\$ 102,814,056
Benefits	17,215,457	5,135,736	3,799,583	26,150,776
Supplies and other services	31,209,683	8,121,273	12,937,642	52,268,598
Utilities	6,227,884	548,294	102,657	6,878,835
Student financial aid-scholarships and fellowships	31,007,827	689,825	1,081,983	32,779,635
Depreciation	9,332,227	1,754,950	1,043,184	12,130,361
Other operating expenses	-	-	-	-
	<u>\$ 165,421,840</u>	<u>\$ 33,147,946</u>	<u>\$ 34,452,475</u>	<u>\$ 233,022,261</u>
OPERATING INCOME/(LOSS)	\$ (57,310,287)	\$ (8,307,994)	\$ 3,988,585	\$ (61,629,696)
NONOPERATING REVENUES (EXPENSES)				
State appropriations	\$ 32,060,039	\$ 13,249,836	\$ -	\$ 45,309,875
Federal Pell Grants	15,071,915	-	-	15,071,915
Federal CARES Grants	26,196,096	-	-	26,196,096
State Awarded CARES Grants	-	-	-	-
Gifts	711,413	540	-	711,953
Investment income	425,285	255,329	(1,194,459)	(513,845)
Interest on indebtedness	(4,765,997)	(210)	(22,333)	(4,788,540)
Fees assessed by the Commission for debt service	(265,512)	(111,490)	-	(377,002)
Other nonoperating revenues (expenses) - net	(7,320)	-	2,492,421	2,485,101
Transfers for component reporting	-	-	-	-
	<u>\$ 69,425,919</u>	<u>\$ 13,394,005</u>	<u>\$ 1,275,629</u>	<u>\$ 84,095,553</u>
INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	\$ 12,115,632	\$ 5,086,011	\$ 5,264,214	\$ 22,465,857
CAPITAL GRANTS AND GIFTS	\$ 2,161,121	\$ -	\$ -	\$ 2,161,121
TRANSFER CAPITAL ASSET/LIABILITY	\$ 160,543	\$ (160,543)	\$ -	\$ -
CAPITAL PROJECTS AND BOND PROCEEDS FROM THE COMMISSION		<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
INCREASE IN NET ASSETS	\$ 14,437,296	\$ 4,925,468	\$ 5,264,214	\$ 24,626,978
NET ASSETS - Beginning of year	<u>320,272,381</u>	<u>87,356,925</u>	<u>44,539,906</u>	<u>\$ 452,169,212</u>
NET ASSETS - End of period	<u>\$ 334,709,677</u>	<u>\$ 92,282,393</u>	<u>\$ 49,804,120</u>	<u>\$ 476,796,190</u>

MARSHALL UNIVERSITY
COMBINED SRECNP - Functional Expense Categories
For the nine months ending March 31, 2022
In Dollars

	<u>MU</u>	<u>SOM</u>	<u>MURC</u>	<u>Total</u>
OPERATING REVENUES:				
Student tuition and fees - net of scholarship allowance	\$ 60,103,800	\$ 10,036,068	\$ -	\$ 70,139,868
Contracts and grants:				
Federal	1,353,577	-	26,096,805	27,450,382
State	15,950,378	1,484,570	6,205,990	23,640,938
Local	754,405	-	-	754,405
Private	2,789,215	12,630,156	1,735,936	17,155,307
Sales and services of educational activities	338,041	-	-	338,041
Auxiliary enterprise revenue - net scholarship allowance	24,763,517	-	-	24,763,517
Other operating revenues	1,558,620	1,189,158	4,402,329	7,150,107
Source Transfers	500,000	(500,000)	-	-
	<u>\$ 108,111,553</u>	<u>\$ 24,839,952</u>	<u>\$ 38,441,060</u>	<u>\$ 171,392,565</u>
OPERATING EXPENSES:				
Instruction	\$ 45,688,137	\$ 23,816,437	\$ 3,895,181	\$ 73,399,755
Research	1,052,310	1,414,642	10,596,104	13,063,056
Public service	2,240,083	727,138	13,078,052	16,045,273
Academic support	16,331,935	1,072,604	118,009	17,522,548
Student services	9,122,780	278,002	703,254	10,104,036
General institutional support	10,831,074	2,363,959	5,018,691	18,213,724
Operation and maintenance of plant	10,584,555	1,169,400	-	11,753,955
Student financial aid	29,866,686	589,809	-	30,456,495
Auxiliary enterprises	30,372,977	-	-	30,372,977
Depreciation	9,332,227	1,754,950	1,043,184	12,130,361
Other	(924)	(38,995)	-	(39,919)
	<u>\$ 165,421,840</u>	<u>\$ 33,147,946</u>	<u>\$ 34,452,475</u>	<u>\$ 233,022,261</u>
OPERATING INCOME/(LOSS)	\$ (57,310,287)	\$ (8,307,994)	\$ 3,988,585	\$ (61,629,696)
NONOPERATING REVENUES (EXPENSES)				
State appropriations	\$ 32,060,039	\$ 13,249,836	\$ -	\$ 45,309,875
Federal Pell Grants	15,071,915	-	-	15,071,915
Federal CARES Grants	26,196,096	-	-	26,196,096
State Awarded CARES Grants	-	-	-	-
Gifts	711,413	540	-	711,953
Investment income	425,285	255,329	(1,194,459)	(513,845)
Interest on indebtedness	(4,765,997)	(210)	(22,333)	(4,788,540)
Fees assessed by the Commission for debt service	(265,512)	(111,490)	-	(377,002)
Other nonoperating revenues (expenses) - net	(7,320)	-	2,492,421	2,485,101
Transfers for component reporting	-	-	-	-
	<u>\$ 69,425,919</u>	<u>\$ 13,394,005</u>	<u>\$ 1,275,629</u>	<u>\$ 84,095,553</u>
INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	\$ 12,115,632	\$ 5,086,011	\$ 5,264,214	\$ 22,465,857
CAPITAL GRANTS AND GIFTS	\$ 2,161,121	\$ -	\$ -	\$ 2,161,121
TRANSFER CAPITAL ASSET	\$ 160,543	\$ (160,543)	\$ -	\$ -
CAPITAL PROJECTS AND BOND PROCEEDS FROM THE COMMISSION	\$ -	\$ -	\$ -	\$ -
INCREASE IN NET ASSETS	\$ 14,437,296	\$ 4,925,468	\$ 5,264,214	\$ 24,626,978
NET ASSETS - Beginning of year	\$ 320,272,381	\$ 87,356,925	\$ 44,539,906	\$ 452,169,212
NET ASSETS - End of period	\$ 334,709,677	\$ 92,282,393	\$ 49,804,120	\$ 476,796,190

MARSHALL UNIVERSITY excluding SOM and MURC

SRECNP - Functional Expense Categories
For 3rd Quarter of 5 years ending March 31
In Dollars

	March 31, 2022	March 31, 2021	March 31, 2020
Student tuition and fees - net of scholarship allowance	\$ 60,103,800	\$ 69,722,533	\$ 68,319,840
Contracts and grants:			
Federal	1,353,577	1,736,668	1,215,628
State	15,950,378	15,186,108	17,175,259
Local	754,405	900,264	1,140,694
Private	2,789,215	3,274,651	2,812,947
Sales and services of educational activities	338,041	64,717	204,909
Auxiliary enterprise revenue - net scholarship allowance	24,763,517	19,639,262	25,502,330
Other operating revenues	1,558,620	1,261,186	2,729,528
Source Transfers	500,000	(283,717)	187,000
Total operating revenues	<u>\$ 108,111,553</u>	<u>\$ 111,501,672</u>	<u>\$ 119,288,135</u>
OPERATING EXPENSES:			
Instruction	\$ 45,688,137	\$ 42,224,475	\$ 48,058,201
Research	1,052,310	1,308,085	1,722,520
Public service	2,240,083	2,154,941	2,664,701
Academic support	16,331,935	14,872,680	17,618,477
Student services	9,122,780	8,532,925	10,644,255
General institutional support	10,831,074	11,586,234	11,614,292
Operation and maintenance of plant	10,584,555	10,981,737	11,071,250
Student financial aid	29,866,686	30,581,658	19,931,167
Auxiliary enterprises	30,372,977	23,670,266	28,788,019
Depreciation	9,332,227	9,509,369	8,488,277
Other	(924)	-	(31,095)
Total operating expenses	<u>\$ 165,421,840</u>	<u>\$ 155,422,370</u>	<u>\$ 160,570,064</u>
OPERATING INCOME/(LOSS)	\$ (57,310,287)	\$ (43,920,698)	\$ (41,281,929)
NONOPERATING REVENUES (EXPENSES)			
State appropriations	\$ 32,060,039	\$ 37,132,539	\$ 37,095,039
Federal Pell Grants	15,071,915	15,733,106	16,478,642
Federal CARES Grants	26,196,096	7,410,673	-
State Awarded CARES Grants	-	2,000,000	-
Gifts	711,413	926,322	883,743
Investment income	425,285	6,042,920	(5,336,908)
Interest on indebtedness	(4,765,997)	(4,802,736)	(4,559,354)
Fees assessed by the Commission for debt service	(265,512)	(295,750)	(316,252)
Other nonoperating revenues (expenses) - net	(7,320)	-	-
Net nonoperating revenues	<u>\$ 69,425,919</u>	<u>\$ 64,147,074</u>	<u>\$ 44,244,910</u>
INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	\$ 12,115,632	\$ 20,226,376	\$ 2,962,981
CAPITAL GRANTS AND GIFTS	\$ 2,161,121	\$ -	\$ 3,264,899
TRANSFER CAPITAL ASSET	\$ 160,543	\$ 1,034,190	\$ (151,498)
CAPITAL PROJECTS AND BOND PROCEEDS FROM THE COMMISSION	\$ -	\$ 76,241	\$ 1,135,466
INCREASE IN NET ASSETS	\$ 14,437,296	\$ 21,336,807	\$ 7,211,848
NET ASSETS - Beginning of year	\$ 320,272,381	\$ 294,797,267	\$ 310,164,658
NET ASSETS - End of period	\$ 334,709,677	\$ 316,134,074	\$ 317,376,506

MARSHALL UNIVERSITY SCHOOL OF MEDICINE

SRECNP - Functional Expense Categories
For 3rd Quarter of 5 years ending March 31
In Dollars

	March 31, 2022	March 31, 2021	March 31, 2020
OPERATING REVENUES:			
Student tuition and fees - net of scholarship allowance	\$ 10,036,068	\$ 9,361,131	\$ 9,759,085
Contracts and grants:			
Federal	-	-	-
State	1,484,570	3,585,268	1,855,947
Local	-	-	-
Private	12,630,156	10,110,962	10,922,398
Sales and services of educational activities	-	-	-
Auxiliary enterprise revenue - net scholarship allowance	-	-	-
Other operating revenues	1,189,158	1,101,682	1,225,397
Source Transfers	(500,000)	283,717	(187,000)
Total operating revenues	<u>\$ 24,839,952</u>	<u>\$ 24,442,760</u>	<u>\$ 23,575,827</u>
OPERATING EXPENSES:			
Instruction	\$ 23,816,437	\$ 22,668,299	\$ 20,491,927
Research	1,414,642	1,638,210	1,281,638
Public service	727,138	610,637	666,330
Academic support	1,072,604	995,326	1,367,916
Student services	278,002	277,036	373,858
General institutional support	2,363,959	1,720,267	2,792,615
Operation and maintenance of plant	1,169,400	1,073,547	1,421,415
Student financial aid	589,809	591,084	1,055,925
Auxiliary enterprises	-	-	-
Depreciation	1,754,950	1,820,485	1,805,100
Other	(38,995)	-	538
Total operating expenses	<u>\$ 33,147,946</u>	<u>\$ 31,394,891</u>	<u>\$ 31,257,262</u>
OPERATING INCOME/(LOSS)	<u>\$ (8,307,994)</u>	<u>\$ (6,952,131)</u>	<u>\$ (7,681,435)</u>
NONOPERATING REVENUES (EXPENSES)			
State appropriations	\$ 13,249,836	\$ 12,002,818	\$ 12,672,208
Federal Pell Grants	-	-	-
Gifts	540	-	-
Investment income	255,329	3,171,315	(2,483,656)
Interest on indebtedness	(210)	(127)	-
Fees assessed by the Commission for debt service	(111,490)	(130,000)	(146,841)
Other nonoperating revenues (expenses) - net	-	(4,750)	-
Net nonoperating revenues	<u>\$ 13,394,005</u>	<u>\$ 15,039,256</u>	<u>\$ 10,041,711</u>
INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	<u>\$ 5,086,011</u>	<u>\$ 8,087,125</u>	<u>\$ 2,360,276</u>
CAPITAL GRANTS AND GIFTS	\$ -	\$ -	\$ -
TRANSFER CAPITAL ASSET	\$ (160,543)	\$ (1,034,190)	\$ 151,498
CAPITAL PROJECTS AND BOND PROCEEDS FROM THE COMMISSION	\$ -	\$ -	\$ -
INCREASE IN NET ASSETS	<u>\$ 4,925,468</u>	<u>\$ 7,052,935</u>	<u>\$ 2,511,774</u>
NET ASSETS - Beginning of year	\$ 87,356,925	\$ 80,319,423	\$ 77,883,738
NET ASSETS - End of period	<u>\$ 92,282,393</u>	<u>\$ 87,372,358</u>	<u>\$ 80,395,512</u>

MARSHALL UNIVERSITY RESEARCH CORPORATION

SRECNP - Functional Expense Categories
For 3rd Quarter of 5 years ending March 31
In Dollars

	March 31, 2022	March 31, 2021	March 31, 2020
OPERATING REVENUES:			
Student tuition and fees - net of scholarship allowance	\$ -	\$ -	\$ -
Contracts and grants:			
Federal	26,096,805	21,067,315	17,287,290
State	6,205,990	4,455,841	6,280,485
Local	-	-	-
Private	1,735,936	1,916,920	2,607,400
Sales and services of educational activities	-	-	-
Auxiliary enterprise revenue - net scholarship allowance	-	-	-
Other operating revenues	4,402,329	4,068,849	4,075,767
Source Transfers	-	-	-
Total operating revenues	<u>\$ 38,441,060</u>	<u>\$ 31,508,925</u>	<u>\$ 30,250,942</u>
OPERATING EXPENSES:			
Instruction	\$ 3,895,181	\$ 2,300,604	\$ 3,422,987
Research	10,596,104	7,553,982	8,724,989
Public service	13,078,052	14,828,976	13,414,895
Academic support	118,009	118,844	92,967
Student services	703,254	487,598	603,833
General institutional support	5,018,691	4,241,630	4,931,899
Operation and maintenance of plant	-	-	-
Student financial aid	-	-	-
Auxiliary enterprises	-	-	-
Depreciation	1,043,184	1,018,921	1,221,432
Other	-	-	-
Total operating expenses	<u>\$ 34,452,475</u>	<u>\$ 30,550,555</u>	<u>\$ 32,413,002</u>
OPERATING INCOME/(LOSS)	\$ 3,988,585	\$ 958,370	\$ (2,162,060)
NONOPERATING REVENUES (EXPENSES)			
State appropriations	\$ -	\$ -	\$ -
Federal Pell Grants	-	-	-
Gifts	-	-	-
Investment income	(1,194,459)	5,978,043	(2,254,716)
Interest on indebtedness	(22,333)	(27,576)	(31,022)
Fees assessed by the Commission for debt service	-	-	-
Other nonoperating revenues (expenses) - net	2,492,421	(55,958)	(81,970)
Net nonoperating revenues	<u>\$ 1,275,629</u>	<u>\$ 5,894,509</u>	<u>\$ (2,367,708)</u>
INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	\$ 5,264,214	\$ 6,852,879	\$ (4,529,768)
CAPITAL GRANTS AND GIFTS	\$ -	\$ -	\$ -
TRANSFER CAPITAL ASSET	\$ -	\$ -	\$ -
CAPITAL PROJECTS AND BOND PROCEEDS FROM THE COMMISSION	\$ -	\$ -	\$ -
INCREASE IN NET ASSETS	\$ 5,264,214	\$ 6,852,879	\$ (4,529,768)
NET ASSETS - Beginning of year	\$ 44,539,906	\$ 38,305,295	\$ 41,604,793
NET ASSETS - End of period	<u>\$ 49,804,120</u>	<u>\$ 45,158,174</u>	<u>\$ 37,075,025</u>

**MARSHALL UNIVERSITY BOARD OF GOVERNORS
MEETING OF JUNE 16, 2022**

ITEM: FY 2023-28 Capital Budget Request

COMMITTEE: Finance, Audit, and Facilities Planning Committee

RECOMMENDED ACTION: *Resolved*, that the Marshall University Board of Governors approve the attached FY 2023-28 Capital Project List

STAFF MEMBER: Brandi D. Jacobs-Jones,
Senior Vice President for Operations

BACKGROUND:

The annual fiscal year FY 2023-28 Capital Project Budget Request forwarded to Marshall University by The Higher Education Policy Commission requires each spending unit to submit a listing of capital projects. The capital expenditure projects list for FY 2023-28 appropriation requests will be forwarded, as required, for submission to the West Virginia Budget Office.

	A	B	C	D	E
1	MARSHALL UNIVERSITY				
2	Capital Expenditure Projects FY 23-28				
3	Draft--May 31				
4					
5					
6					
7					
8	BUILDING/SYSTEM STABILIZATION				
9	FY 22	FY23	Description	Total Cost	Project Timeline
10					
11	NEW	1	DRINKO LIBRARY CHILLER REPLACEMENT	\$ 1,450,000	Project Tenure: August 2023 to November,2023
12	NEW	2	SMITH HALL COOLING TOWER REPLACEMENT	\$ 2,175,000	Project Tenure: January 2024 to April,2024
13	NEW	3	SCIENCE BUILDING AIR HANDLER UNITS	\$ 1,015,000	Project Tenure: January 2024 to April,2024
14	11	4	ERMA BYRD CLINICAL CENTER ROOF REPLACEMENT	\$ 551,000	Project Tenure: July 2023 to July 2024
15	63	5	ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACEMENT	\$ 616,250	Project Tenure: July 2022 to December 2022
16	71	6	DRINKO LIBRARY ROOF REPLACEMENT	\$ 870,000	Project Tenure: July 2023 to October 2023
17	75	7	SCIENCE HALL ROOF REPLACEMENT	\$ 899,000	Project Tenure: July 2023 to November 2023
18	28	8	GULLICKSON HALL ROOF REPLACEMENT	\$ 884,500	Project Tenure: April 2023 to July 2023
19	80	9	FORENSIC SCIENCE CENTER MECHANICAL UPDATES	\$ 725,000	Project Tenure: January 2024 to June 2024
20	NEW	10	ROBERT C BYRD INSTITUE AIR HANDLER UNITS REPLACEMENT	\$ 725,000	Project Tenure: August 2023 to November 2023
21	78	11	COON MEDICAL EDUCATION BUILDING CHILLER REPLACEMENT	\$ 652,500	Project Tenure: July 2023 to November 2023
22	NEW	12	HORIZONTAL NETWORK CABLING REPLACEMENT	\$ 250,000	Project Tenure: July 2023 to July 2024
23	NEW	13	INTERBUILDING FIBER ENHANCEMENT ON CAMPUS	\$ 950,000	Project Tenure: July 2023 to July 2024
24	NEW	14	OFF CAMPUS FIBER	\$ 200,000	Project Tenure: July, 2023 to July 2024
25	NEW	15	UPGRADE TELEHEALTH FIBER RING	\$ 300,000	Project Tenure: July, 2023 to July 2024
26	35	16	IT INFRASTRUCTURE UPGRADES	\$ 1,200,000	Project Tenure: July 2023 to June,2026
27	34	17	CAMPUSWIDE WIRELESS BUILD OUT	\$ 2,175,000	Project Tenure: July 2023 to June 2025
28	NEW	18	MARSHALL MEDICAL CENTER FIBER OPTIC NETWORK CONNECTION	\$ 500,000	Project Tenure: July 2022 to June 2023
29	NEW	19	MARSHALL MEDICAL CENTER NETWORK FIREWALL DEVICES	\$ 500,000	Project Tenure: July 2022 to June 2023
30	NEW	20	TELEPHONE HANDSETS REPLACEMENT- SOM	\$ 680,000	Project Tenure: July 2022 to June, 2023
31	NEW	21	MARSHALL MEDICAL CENTER ROOF REPLACEMENT	\$ 825,000	Project Tenure: July 2023 to July 2025
32	NEW	22	MARSHALL MEDICAL CENTER HVAC & BOILER REPLACEMENT	\$ 642,000	Project Tenure: July 2023 July 2024
33			Subtotal	\$ 18,785,250	
34					
35	HEALTH AND SAFETY				
36	FY 22	FY23	Description	Total Cost	Project Timeline
37	24	1	EMERGENCY GENERATORS/SAFETY - Phase I	\$ 536,500	Project Tenure: July 2022 to January 2023
38		2	EMERGENCY GENERATORS/SAFETY - Phase II	\$ 522,000	Project Tenure: July 2023 to January 2024
39		3	EMERGENCY GENERATORS/SAFETY - Phase III	\$ 449,500	Project Tenure: July 2024 to January 2025
40	65	4	CAMPUS BUILDINGS FIRE ALARM SYSTEM UPGRADES	\$ 362,500	Project Tenure: July 2024 to December 2024
41	84	5	MARSHALL MEDICAL CENTER ELEVATORS UPGRADE	\$ 2,175,000	Project Tenure: July 2023 to June 2025
42	79	6	MARSHALL MEDICAL CENTER RENOVATIONS	\$ 1,087,500	Project Tenure: July 2023 to June 2024
43	10	7	PRICHARD HALL ADA/RENOVATIONS	\$ 10,904,000	Project Tenure: May 2023 to February 2024
44	17	8	ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	\$ 725,000	Project Tenure: July 2022 to December 2022
45	74	9	MORROW LIBRARY ADA UPDATES	\$ 1,123,750	Project Tenure: July 2024 to June 2025
46	82	10	BRYD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	\$ 507,500	Project Tenure: July 2024 to November 2024
47	39	11	CHURCH DEMOLITION/PARKING EXPANSION - 5TH AVE & 21ST ST	\$ 600,000	Project Tenure: January 2023 to April, 2023
48	50	12	ELEVATOR MODERNIZATION	\$ 2,900,000	Project Tenure: July 2023 to June 2025
49	23	13	OLD MAIN INTERIOR STRUCTURE REPAIRS	\$ 6,525,000	Project Tenure: July 2024 to December 2025
50	33	14	STORMWATER IMPROVEMENTS PHASE I	\$ 565,500	Project Tenure: July 2024 to June 2025
51			Subtotal	\$ 28,983,750	
52					
53	INVEST TO ACCELERATE GROWTH				
54	FY 22	FY23	Description	Total Cost	Project Timeline
55	13	1	TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	\$ 3,190,000	Project Tenure: July 2023 to August 2026
56	5	2	CORBLY HALL RENOVATIONS-PHASE I	\$ 6,017,500	Project Tenure: July 2023 to July 2024
57	6	3	CORBLY HALL RENOVATIONS-PHASE II	\$ 3,915,000	Project Tenure: July 2024 to December 2024
58	7	4	CORBLY HALL RENOVATIONS-PHASE III	\$ 4,640,000	Project Tenure: December 2024 to August 2025
59	38	5	DRINKO LIBRARY RENOVATIONS	\$ 1,450,000	Project Tenure: July 2023 to June 2025
60	60	6	FINE ARTS RENOVATIONS	\$ 1,450,000	Project Tenure: July 2023 to July 2024
61	12	7	CLASSROOM RENOVATIONS CAMPUS WIDE	\$ 3,190,000	Project Tenure: July 2023 to August 2026
62	8	8	ENHANCED TOXICOLOGY SRVC, MEDICAL EDU, & RESERCH IN WV	\$ 22,200,000	Project Tenure: January 2023 to January 2025
63	20	9	HIGH TECHNOLOGY/ACADEMIC INSTRUCTIONAL FACILITY	\$ 43,137,500	Project Tenure: July 2024 to December,2025
64	9	10	INNOVATION AND DISCOVERY COMPLEX	\$ 29,000,000	Project Tenure: July 2024 to June 2025
65	25	11	RURAL HEALTH & RESIDENCY EDUCATION CENTER	\$ 2,327,250	Project Tenure: July 2023 to July 2024
66	18	12	OBESITY RESEARCH CENTER	\$ 7,250,000	Project Tenure: July 2023 to June 2025
67	22	13	FORENSIC SCIENCE CENTER ANNEX BUILDOUT	\$ 1,885,000	Project Tenure: July 2024 to June 2025
68	32	14	COON MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	\$ 5,075,000	Project Tenure: July 2023 to January 2026
69	36	15	STUDENT CAREER CENTER	\$ 9,425,000	Project Tenure: July 2024 to August 2025
70	21	16	SCIENCE BUILDING AND ANNEX RENOVATION PROJECT	\$ 23,925,000	Project Tenure: July 2024 to February 2026
71	37	17	CENTER FOR MUSIC/MUSIC EDUCATION	\$ 48,360,000	Project Tenure: July 2025 to June 2027
72	49	18	TEAYS CENTER	\$ 10,512,500	Project Tenure: July 2025 to June 2026
73	69	19	OLD MAIN INTERIOR RENOVATIONS	\$ 1,087,500	Project Tenure: January 2024 to January 2025
74	85	20	FORMER STRAYER BUILDING	\$ 1,740,000	Project Tenure: September 2022 to June 2023
75	NEW	21	MARSHALL UNIVERSITY CENTER OF EXCELLENCE FOR RECOVERY	\$ 5,000,000	Project Tenure: July 2022 to June 2026
76			Subtotal	\$ 234,777,250	
77					
78	MISC				
79	FY 22	FY23	Description	Total Cost	Project Timeline
80	66	1	WAYFINDING	\$ 725,000	Project Tenure: July 2022 to June 2023
81	44	2	MEMORIAL GARDEN	\$ 761,250	Project Tenure: September 2024 to November 2024
82	70	3	DOUGLASS CENTRE RENOVATION	\$ 2,755,000	Project Tenure: July 2023 to June 2024
83			Subtotal	\$ 4,241,250	
84					
85			Total Non-Auxiliary	\$ 286,787,500	
86					
87	PROJECTS IN PROGRESS				
88	FY 22	FY23	Description	Total Cost	Project Timeline
89	1		COLLEGE OF BUSINESS BUILDING	\$ 40,000,000	Project Tenure: July 2021 to November,2023
90	2		SMITH HALL ELEVATORS	\$ 1,600,000	Project Tenure: November 2022 to June,2024
91	15		SMITH HALL COOLING TOWER REPLACEMENT	\$ 552,000	Project Tenure: November 2022 to January 2023
92	57		PRICHARD HALL ROOF REPLACEMENT	\$ 300,000	Project Tenure: July 2022 to November 2022
93			Projects in Progress Total	\$ 42,452,000	
94					
95					
96	REMOVED FROM LIST				
97	76		INTRAMURAL FIELD TURF REPLACEMENT	\$ 400,000	Project Tenure: July 2022 to September 2022
98	3		AVIATION PROGRAM-TRISTATE AIRPORT RENOVATIONS	\$ 3,000,000	Project Tenure: September 2020 to May 2022

	A	B	C	D	G
1	MARSHALL UNIVERSITY				
2	Capital Expenditure Projects FY 23-28				
3	Draft--May 31				
4					
5					
6					
7	BUILDING/SYSTEM STABILIZATION				
8	FY 22	FY23	Description	Total Cost	Project Timeline
9	86	1	HENDERSON CENTER SOUTHSIDE ROOF	\$ 362,500	Project Tenure: July 2022 to October 2022
10	NEW	2	SHEWEY ATHLETIC BUILDING AIR HANDLER UNITS	\$ 906,250	Project Tenure: August 2024 to November 2024
11	62	3	SHEWEY ATHLETIC BUILDING ROOF REPLACEMENT	\$ 797,500	Project Tenure: August 2023 to November 2023
12	27	4	HENDERSON CENTER/GULLICKSON HALL HVAC	\$ 12,100,000	Project Tenure: April,2023 to April 2024
13	28	5	GULLICKSON HALL ROOF REPLACEMENT	\$ 884,500	Project Tenure: April 2023 to July 2023
14			Subtotal	\$ 15,050,750	
15					
16	ENSURING AND EQUITABLE ENVIORNMENT - TITLE IX				
17	FY 22	FY23	Description	Total Cost	Project Timeline
18	55	1	LOCKER ROOM RENOVATION-CROSS COUNTRY, M/W GOLF	\$ 725,000	Project Tenure: August 2023 to January 2024
19	54	2	SWIMMING LOCKER ROOM RENOVATIONS	\$ 181,250	Project Tenure: April 2024 to August 2024
20	42	3	TENNIS COURTS SUB-SURFACE AND REPLACEMENT	\$ 2,400,000	Project Tenure: April 2024 to August 2024
21	26	4	GULLICKSON HALL GYM RENOVATIONS	\$ 5,075,000	Project Tenure: July 2023 to June 2024
22	64	5	TENNIS COMPLEX INDOOR COURTS	\$ 8,400,000	Project Tenure: August 2024 to August 2025
23	16	6	INTRAMURAL FIELD SPACE	\$ 1,305,000	Project Tenure: July 2023 to June 2024
24	56	7	AUX. SWIMMING LOCKER ROOMS RENOVATIONS	\$ 362,500	Project Tenure: August 2024 to January,2025
25			Subtotal	\$ 18,448,750	
26					
27	INVEST TO ACCELERATE GROWTH				
28	FY 22	FY23	Description	Total Cost	Project Timeline
29	4	1	BASEBALL FIELD	\$ 30,450,000	Project Tenure: August,2020 to February,2024
30	NEW	2	ATHLETIC VIDEO BOARD ENHANCEMENTS	\$ 8,000,000	Project Tenure: July 2023 to September 2023
31	45	3	JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	\$ 8,946,500	Project Tenure: December 2023-August 2024
32	31	4	TWIN TOWERS BATHROOM RENOVATIONS	\$ 15,000,000	Project Tenure: August 2023 to June,2025
33	14	5	MEMORIAL STUDENT CENTER RENOVATIONS	\$ 36,250,000	Project Tenure: May,2023 to June,2026
34	51	6	HOLDERBY HALL DEMOLITION	\$ 1,087,500	Project Tenure: May,2025 to September,2025
35	61	7	HENDERSON CENTER CONCESSIONS RENOVATIONS	\$ 870,000	Project Tenure: July 2024 to October 2024
36	72	8	HENDERSON CENTER FIBERGLASS WALL REPLACEMENT	\$ 2,320,000	Project Tenure: April 2024 to June 2024
37	77	9	JOAN C. EDWARDS STADIUM CONCOURSE GATES EXPANSION	\$ 4,350,000	Project Tenure: February,2024 to August, 2025
38	81	10	JOAN C. EDWARDS STADIUM CONCESSIONS RENOVATION	\$ 2,030,000	Project Tenure: January 2024 to July 2024
39	83	11	HENDERSON CENTER EXTERIOR REPAIRS	\$ 2,175,000	Project Tenure: July 2023 to October 2023
40	73	12	MEMORIAL STUDENT CENTER ADDITION OF NEW ELEVATOR	\$ 1,160,000	Project Tenure: February 2025 to December 2026
41	40	13	LAIDLEY HALL DEMOLITION	\$ 507,500	Project Tenure: July 2023 to August 2023
42	29	14	SHEWEY ATHLETIC BUILDING RENOVATIONS PHASE 2	\$ 797,500	Project Tenure: April 2022 to August 2022
43	30	15	SHEWEY ATHLETIC BUILDING RENOVATIONS PHASE 3	\$ 797,500	Project Tenure: April 2023 to August 2023
44	47	16	OUTDOOR TRACK FACILITY	\$ 8,700,000	Project Tenure: August 2024 to June 2025
45	48	17	SHOP STORAGE OF ATHLETIC & BUILDINGS AND GROUNDS EQUIP	\$ 507,500	Project Tenure: July,2023 to December 2023
46	41	18	LAND PURCHASE/DEMOLITION	\$ 2,900,000	Project Tenure: July, 2023 to June,2025
47	46	19	BASKETBALL PRACTICE FACILITY	\$ 20,300,000	Project Tenure: August 2025 to August 2026
48	52	20	RESIDENCE HALL 1A	\$ 13,050,000	Project Tenure: July 2024 to June 2025
49	53	21	RESIDENCE HALL 1B	\$ 33,350,000	Project Tenure: July 2025 to December 2026
50	NEW	22	MEN'S AND WOMEN'S GOLF PRACTICE FACILITY	\$ 19,000,000	Project Tenure: January 2024 to July 2024
51			Subtotal	\$ 212,549,000	
52					
53					
54				\$ 246,048,500	
55					
56	REMOVED FROM LIST				
57	FY 22	FY23	Description	Total Cost	Project Timeline
58	43		JOAN C. EDWARD FOOTBALL STADIUM EXPANSION	\$ 25,000,000	Project Tenure: January 2024 to August,2025
59	67		REPLACE GULLICKSON HALL GYM FLOOR	\$ 400,000	Project Tenure: July 2021 to August ,2021
60	19		GULLICKSON HALL GYMNASIUM HVAC	\$ 1,450,000	Project Tenure: July 2023 to July,2024
61	68		BASEBALL LOCKER ROOM RENOVATIONS	\$ 507,500	Project Tenure: March 2025 to June 2025
62					

Project Description (Alphabetical Order)

Athletic Video Board Enhancements

Current videoboards at stadium have exhausted their life expectancy. The manufacturer will no longer produce or repair the technology that supports the boards. Per Sun Belt Conference requirements, in regards to streaming and production, we need to install videoboards at both the soccer and softball

Aux. Swimming Locker Rooms Renovations

Locker Rooms are in dire need of repaired/replaced; plumbing and aesthetics upgrade. Improves functionality as well as recruiting of potential student athletes. Renovations would allow enough locker room space to host large swimming events such as the WV State High School Swim meet and additional

Baseball Field

The project will provide a new facility to meet NCAA and Sunbelt Conference standards.

Baseball Locker Room Renovation

Locker room is in dire need of repaired / replaced plumbing and aesthetics upgrade. Showers and restroom facilities do not function properly, thus creating potential health and sanitary issues. Improves functionality and aesthetics; improves recruiting of potential student athletes. Once the new stadium is

Basketball Practice Facility

Basketball Practice Facility would house a practice venue for the men's and women's basketball program. This facility would eliminate scheduling conflicts due to academic and competition schedules. This

Byrd Biotech Science Center Mechanical Updates

This building is over 13 years old and highly used. It will be in need of some mechanical upgrades.

o

Campus Buildings Fire Alarm System Upgrades

Fire Alarm system upgrades need to be made in various buildings to ensure the safety of our students and

Campus-Wide Wireless Build-Out

Pervasive Wi-Fi for the campus to include a total of 2,500 access points (covering 2,000 sq./ ft. each) to support all office/classroom buildings, Henderson building and other large venue spaces. Most Core buildings were completed in FY17. Non-core, residence halls, athletics facilities, School of Medicine and

CDC Building Architectural Renovations

The Child Development Center was constructed in 1999 and deeded to Marshall University in July 2004. The Center was built using residential grade materials instead of commercial grade. There are security issues on lock-set, doors/windows are in need of upgrades and replacement, roof replacement, and

CDC Building Mechanical Renovations

The Child Development Center was constructed in 1999 and deeded to Marshall University in July 2004. The Center was built using residential grade materials instead of commercial grade. The HVAC

Center for Music/Music Education

The Center for music will provide instruction and performance with studio, recording, rehearsal, and performance space. The Center will be located on the east side of the Joan C. Edwards Performing Arts Center. While Smith Music Hall offers adequate instructional and performance space, it does not allow for growth and requires extensive soundproofing and technical upgrades to meet the future needs for

Church Demolition/Parking Expansion-5th Ave and 21st St

The Church at 2044 5th Avenue was purchase in August 2007. Renovations would be extremely costly. Demolition would allow for parking expansion.

Classroom Renovations (Campus-wide)

Renovations would consist of new flooring, painting, ceiling tiles, classroom furnishings, chalk/white boards, and electrical upgrades for IT initiatives. These renovations will make classrooms more

College of Business Building

The project will include a multiple story 80,000 sq. ft. building that will include Academic and Administrative space for the College of Business and general education requirement courses. The space

Coon Medical Education Building Chiller Replacement

The Coon Education Building is in need of replacing one of its existing chillers as the current equipment is at the end of useful life. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. No additional operating expense will be incurred and the resulting upgrade may have a small benefit to operating expenses due to being energy efficient and

Coon Medical Education Building Renovation (Phase 3)

Phase 2 was part of Academic Buildings Renovations/Repairs covered by EAST Bonds. Phase 3 is for additional renovations and retrofitting of building and upgrade energy efficiency projects to allow for additional use of space for the School of Medicine. The project will complete the renewal of a thirty year old facility provided by the VA Medical Center at no charge to the State as part of the federal-state partnership which created the School of Medicine (SOM) and permit its continued use in support of the

Corbly Hall Renovations Phase I

Corbly Hall is an Academic building that was opened in 1980. Except for the restroom renovations in 2019, the building has not had any major renovations. Once the College of Business moves into the new College of Business Building, space in Corbly Hall will be reallocated. Proposed renovations will be in three phases. Phase I will address structural issues in the building, replacement of windows and doors,

Corbly Hall Renovations Phase II

Corbly Hall is an Academic building that was opened in 1980. Proposed renovations are being addressed in three phases. After the completion of Phase I renovations, additional improvements and renovations will be needed to improve the function and aesthetics of the building. Phase II will focus on Floors 3 and 4 with classroom renovations, furniture, ceiling, and floor replacements. Renovations and upgrades to

Corbly Hall Renovations Phase III

Corbly Hall is an Academic building that was opened in 1980. Proposed renovations are being addressed in three phases. After the completion of Phase II renovations, additional improvements and renovations will be needed to improve the function and aesthetics of the building. Phase III will focus on Floors 1 and 2 with classroom and lobby renovations, furniture, ceiling and floor replacements. Renovations and

Douglass Centre Renovation

This project includes the creation of a community meeting space open to organizations, support groups and the like and restoration of the 550-seat auditorium into an ADA-compliant large gathering space that would be the first of its kind in this minority-dominant community. The renovation of these spaces would complete prior grant-funded work on the property by previous owners and give function to currently unusable spaces. The 1985 designation request to the National Register cited that “restoring Douglass to its former place of prominence would be of incalculable value to the entire area.” Marshall Health continues to honor that commitment and goal by giving renewed purpose to a historical landmark that

Drinko Library Chiller Replacement

The building was constructed in 1998. The current chillers are original to the building and in need of replacement. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. The resulting upgrade may have a small benefit to operating expenses due to being energy efficient and existing costs related to repair and maintenance. Continue to provide a

Drinko Library Roof Replacement

Existing roof system is 19 years old, life span for this type of roof system is 20 years. Various leaks in building during 2016. Roof needs to be replaced.

Drinko Library Renovations

The building was constructed in 1998. The carpet has been replaced in the highest traffic areas but remains a safety hazard and in need of replacement in many public areas throughout the building. Completion of Drinko Learning Commons as well as renovations on first, second, and third floors. Replace aging furniture in public areas and in DL402. Acquisition of equipment & technology to

Elevator Modernization

In an effort to keep equipment safe and reliable, Elevator Modernization is needed on the following elevators: Corbly Hall Elevators 1 and 2, Fine Arts Elevators 1 and 2, Harris Hall Elevator 1, Old Main Elevator 1, Prichard Hall Elevators 1 and 2, and Science Building Elevators 1 and 2. All of these elevators have surpassed their life expectancy, code, safety, and ADA requirements have changed, parts

Emergency Generators/Safety - Phase I

The installation of Campus-wide emergency generators are needed to maintain administrative and academic facilities. These generators will maintain work flow and the academic mission as well as savings on lost equipment due to outages. These generators will be installed in three phases. Phase I:

Emergency Generators/Safety - Phase II

The installation of Campus-wide emergency generators are needed to maintain administrative and academic facilities. These generators will maintain work flow and the academic mission as well as savings on lost equipment due to outages. These generators will be installed in three phases. Phase II:

Emergency Generators/Safety - Phase III

The installation of Campus-wide emergency generators are needed to maintain administrative and academic facilities. These generators will maintain work flow and the academic mission as well as savings on lost equipment due to outages. These generators will be installed in three phases. Phase III: The Erma Byrd building is in need of replacing one of its existing chillers as the current equipment is at the end of useful life. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. No additional operating expense will be incurred and the resulting upgrade may have a small benefit to operating expenses due to being energy efficient and

Enhanced Toxicology Srvc, Medical Edu, & Research in WV

The Joan C. Edwards School of Medicine (SOM), its clinical practice arm Marshall Health, and its hospital partners within Mountain Health Network are requesting support to greatly enhance the toxicology resources available to West Virginia. Funding is requested to renovate and equip a facility in Putnam County or the surrounding area for the development of a Medical Toxicology Center. This multifaceted center will provide a range of services and resources necessary to maintain the health of West Virginia's workforce. The Center will work closely with employers throughout West Virginia and leverage the community's existing job placement programs to perform necessary drug screens for new employees, as well as maintenance screens for individuals with SUD. In addition, environmental testing will allow employers to ensure their facilities are operating safely and efficiently and enable them to address problems before they start. This facility will also be home to an academic Division of Medical Toxicology to provide medical, physician assistant, forensic science, and pharmacy students with important instruction and experience in toxicology, including its effects on overall health. The goal of these resources will eventually help the SOM create an academic department of Medical Toxicology as

Erma Ora Byrd Clinical Center Chiller Replacement

The Erma Byrd building is in need of replacing one of its existing chillers as the current equipment is at the end of useful life. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. No additional operating expense will be incurred and the resulting upgrade may have a small benefit to operating expenses due to being energy efficient and

Erma Ora Byrd Clinical Center Roof Replacement

The roof is not adhering to its membrane and coming up on its life expectancy. The capital expense will include engineering, demolition and construction. Expected time frame will be needed within the following three years. This is a facilities sustainment resource requirement and includes regular roof replacement that are expected to occur periodically throughout the life cycle of facilities and should be

Erma Ora Byrd Clinical Center Skills Equipment

Clinical skills simulation equipment systems and software for enhanced medical student and resident

Fine Arts Renovations

Carpet, lock-sets, and windows need replacement. The carpet is cosmetic and is faded due to windows leaking water on second floor. Humidity issues need to be addressed with new controls in building.

Forensic Science Center Annex Build-Out

Construction of the 16,000 square foot Forensic Science Annex was completed in August 2009 utilizing local bonds funds, a federal grant through HADCO and institutional resources. Due to budget constraints three incubator research laboratories on the second floor and five research and service labs on the third floor were left unfinished. Funds requested herein will permit the completion of these labs and facilitate expanded federal, state, and private research and enhance DNA-based service activities to local, regional, and national law enforcement entities. The project will continue the development of Marshall's DNA-based Forensic Science Center technologies and their application to criminal justice agencies throughout

Forensic Science Mechanical Updates

Predominantly it is HVAC updates. The units are getting to the point of needing to be replaced.

Former Strayer Building

The Former Strayer Building was purchased for future growth of Marshall University Medical Center to not only expand clinical operations but to also enhance medical student education through their clinical years. In order to properly renovate this space for clinical/academics, it would require adding restroom facilities prior to opening. This would also be a great opportunity to add a clinical skills lab which would

Gullickson Hall Gym Renovation

Gullickson Hall Gym has not been fully renovated since the building opened in 1959. The wooden court surface must be replaced. Painting, and new basketball goals are needed. A section of the non-supportive

Gullickson Hall Roof Replacement

The ballasted rubber roof is in poor condition. The roof is coming up on its life expectancy. The capital expense will include engineering, demolishing, and construction.

Henderson Center Concessions Renovations

Concessions stand are outdated and need to be renovated for improved functionality and service to fans.

Henderson Center Exterior Repairs

The Henderson Center was constructed in 1981. With the aging of the building, the exterior of the building is in need of some repairs to the concrete and drain system, the north side ramp, drain system on the south side, and the concrete steps, landing, and patio south side needs replaced. With the settling of

Henderson Center Fiber Glass Wall Replacement

The fiber glass wall at the Henderson Center is in need of replacement. It is part of the original 1981 design. The fiber glass is beginning to become more brittle and the frequency of leaks is increasing. It is difficult to replace panels that match due to the availability and age of the panels.

Henderson Center/Gullickson Hall HVAC

Henderson Center Arena is not Air Conditioned. This area is under utilized. If an appropriate HVAC system is installed, this facility could become a venue for special events well beyond it's utility for basketball and volleyball. Currently there is no heating, ventilation, or air conditioning in the Gullickson Hall Gymnasium. Space temperatures will drop into the 50 degree range during the winter months and in the 90 degree range during the summer. A climate controlled space would increase the utilization of the space. Safety concerns for physical activity in extreme high temperatures during the summer months and

Henderson Center Southside Roof

The Henderson Center was constructed in 1981. This section of the roof has not been replaced and is deteriorating. The roof has exceeded its life expectancy.

High Tech Academic Facility Instructional Facility

This building is envisioned as highly flexible and space-adaptive array of state-of-the-art, technology-enhanced learning environments. Walls that retract into the ceilings will permit rearrangement of seating capacities & arrangements to adapt to the differing pedagogy approaches of today's and tomorrow's faculty. The new facility would aid in recruitment and retention and expanded high technology

Holderby Hall Demolition

Holderby Hall is a high-rise residence housing constructed in 1963. The building has common bathrooms and most of the bathrooms have not been upgraded and do not meet current ADA guidelines. Rooms do not have air conditioning. All windows need to be replaced. Tile in rooms and corridors need to be replaced. A comprehensive abatement of hazardous materials has not been completed. Given the

Horizontal Network Cabling Replacement

Replace old network cabling in remaining builds. Most of the cabling in a few remaining buildings is old Category 3 and doesn't meet modern standards for speed and power-over-ethernet.

Innovation and Discovery Complex

This new facility would be used for instructional classrooms, research and teaching laboratories, and faculty and administrative office space. It will consist of approximately 55,000 square feet. The facility

Intramural Field Space

Building of a new recreational field on or near the main campus. The number of students who participate in intramural sports has vastly increased over the past years. The current multi-purpose field is in such

IT Infrastructure Upgrades

generator power and UPS conditioning to all MU buildings to support network equipment. Priorities: The Old Main Building and Police Station.

Interbuilding Fiber Enhancement on Campus

Add to the fiber backbone and interbuilding fibers to buildings on campus. Includes new conduit as the existing cor

Joan C. Edwards Stadium Concessions Renovations

Concessions stands are outdated and need to be renovated for improved functionality and service to fans.

Joan C. Edwards Stadium Restroom Renovations

The Stadium restrooms are in dire need of renovations. Steel urinals and wash basins need to be replaced. Walls, ceilings, and doors need to be painted. Light fixtures need to be replaced with high efficiency fixtures. Project will improve functionality and aesthetics and improves spectator amenities.

Joan C Edward Stadium Concourse Gates Expansion

Stadium Concourse areas need to be expanded to allow more space for spectator and help with emergency egress. Improves functionality and aesthetics and improves spectator amenities.

Laidley Hall Demolition

Built in 1937, Laidley Hall is not a cost effective building and not a candidate for remodel. It has been closed down and proposed to be razed and converted to green space

Land Purchase/Demolition

The purchase of land is necessary for the expansion of the University. With this growth, the need for

Locker Room Renovation-Cross Country, M/W Golf

Locker Rooms for Cross Country and Men's and Women's Golf teams are in need of modernization of the areas and repair plumbing and update lighting. Improves functionality and aesthetics; improves

Marshall Medical Center HVAC & Boiler Replacement

Marshall University School of Medicine (**MUSOM**) facility located at Marshall University Medical Center (**MUMC**) at Cabell Huntington Hospital had Capital Expenditure in 2019 to replace one of two existing Chiller's and one of two existing Boiler's. **MUSOM** still has a pressing need to upgrade the older chiller and boiler as both older units are nearing the end of its life span. The Physical degradation of these components (Old Chiller & Boiler) are due to normal aging and as condition deteriorates, reliability likewise decreases. Their excessive age has previously cause complications with repairs issues that have affect their performance and the readiness of this facility to meet its service needs. These issues, such as failing to meet current mission needs and energy efficiency requirements, are typically addressed through the effectively management of building requirements at a component level for improved condition and

Marshall University Medical Center Renovations

The Marshall University Medical Center is in need of replacing flooring and casework within its clinical exam areas. Work would occur over a two year time period to replace existing flooring and fixtures in all bathrooms, exam rooms, and casework. Estimated costs included associated with demolition and install. Continue to provide a high quality environment for faculty, staff, students, and patients. The MUMC was built and began serving the community in 1998 and due to the age of the flooring, casework and fixtures (all which are original) it is now necessary to upgrade these items to enhance the look as well as functionality of these components. Updating of our aging buildings is a critical component of ensuring

Marshall Medical Center Roof Replacement

MUSOM proposes to proceed with the roof replacement of the MUMC Building on the CHH campus. This project will involve removing the existing roof down to the decking and replacing it with new insulation and a fully adhered membrane roof, complete with all necessary flashings. Fall protection and access ladders will be installed as well as new overflow roof drains. The total roofing area for the building is approximately 42,000 square feet. This is a facilities sustainment resource requirement and includes regular roof replacement that are expected to occur periodically throughout the life cycle of

Marshall Medical Center Life Cycle Replacement Fiber Optic Network Connection

The fiber optic network connection that linking the School of Medicine facilities to the network of the Marshall University Huntington campus, and beyond that to the Internet and Internet2, is at maximum capacity (24 strands) and is due for life cycle replacement of materials. This funding will replace that

Marshall Medical Center Life Cycle Replacement for EOL Network Firewall Devices

The network firewall devices that provide firewall protection to School of Medicine network resources from potential threats on the Marshall University Huntington Campus and the general Internet beyond have reached manufacturer's end-of-life and are due for lifecycle replacement. Two devices at an

Marshall University Medical Center Elevator Upgrade

The Marshall University Medical Center is in need of upgrading of three elevators. These are the original elevators at the Medical Center which were installed in 1998. These elevators are vital to carry on the

Marshall University Center of Excellence for Recovery

The Marshall University Center of Excellence for Recovery strives to increase well-being and recovery through the development and implementation of research-based approaches to improve education and access to effective prevention, early intervention, treatment, and recovery services and supports. The Center is positioned to take a leading role in this development. The literature on evidence-based practice in behavioral health often relies on models that are resource-intensive and reliant on professionals with specialized behavioral health training that are often unsustainable in rural, underserved areas where educational attainment and income are low, as well as areas that are also understaffed and classified as mental health shortage areas. This demonstration project will focus on using continuous quality improvement methods to collect local data that can be used to develop, improve, and sustain hub-and-

Memorial Garden

Landscaping of space integrating Marshall's history through sculpture or memorials.

Memorial Student Center Renovations

The current building is over 50 years old and is in need of renovation and expansion. As the student population has grown over the years so has the need for social space, meeting space, space for new support venues, and retail space. This building currently houses one large meeting facility to support Orientation, Academic Sessions, large Institutional events, and student organization events. Phase one of the project was completed over the summer and fall of 2019. The work consisted of relocation of the existing lobby stairs and opening access to the lower level, renovations to lobby floor, ceiling, lighting, main elevator modernization, and furniture. The next phases would be expansion and renovation of the lower and upper level of common space. These phases would aid in the recruitment of new students and provide additional space to support our student meetings, events, and support space. Renovations and

Men's and Women's Golf Practice Facility

Facility would include indoor and outdoor practice areas for full shots and short game practice, covered hitting bays, and putting greens. Facility would include coaches offices, locker rooms and video

Memorial Student Center Addition of New Elevator

The Memorial Student Center is one of the most used buildings on campus. Not only is it a gathering place for students but it is used by the employees and the community for functions and events. Currently there is only one public elevator. The addition of a second public elevator would be beneficial for large

Morrow Library ADA Upgrades

Existing elevator does not meet ADA code. Currently using a wheelchair lift system on the south side of the building. Upgrades would accommodate and allow better access to all levels of the library.

Obesity Research Center

Obesity and metabolic syndrome have earned the name “the silent disease” because their adverse effects are insidious. In the absence of symptoms, an individual gains weight without apparent health problems but undergoes undetected damage to various organs including the liver, heart, kidney and brain. It is clear that the development of improved therapeutic approaches, founded on additional biomedical research, is necessary. This epidemic of obesity and metabolic syndrome in West Virginia is best addressed by an Institute for the Prevention & Treatment of Obesity & Metabolic Syndrome. To address these needs in the absence of funding, Marshall hired several world-class scientists in 2013 to begin building the school’s reputation in this area of research. However, in order to establish an internationally recognized center of excellence that addresses the primary health care scourge affecting this region, the organic accumulation of translational scientists is too slow a process. Marshall envisions an approach that couples a new research facility with the addition of faculty researchers to spearhead the project.

Off Campus Fiber

Hall and the Erma Byrd Medical Center and on to the Byrd Center at the Hospital. This project will use new conduit being installed as part of the city’s Hal Greer Avenue Update project, which will have an open trench. In a joint project with other agencies, Marshall University is taking advantage of the open trench to place fiber conduit and pull boxes along the route.

Old Main Interior Renovations

Old Main is the oldest building on campus and houses most of the University student services as well as administrative offices. With the relocation of the Autism Center, the space on the third floor of Old Main will be available for reallocation. This area is in great need of renovating. The 3rd floor Auditorium is still raw space and in need of renovation. The first and second floor hallways were renovated in 2006.

Old Main Interior Structure Repairs

Old Main is the oldest building on campus and houses most of the University student services as well as administrative offices. There is a need for additional HVAC, plumbing, sewer, and electrical systems upgraded as well as ADA upgrade requirements. Switch gear upgrade is needed. These upgrades will

Outdoor Track Facility

There is currently no outdoor track for the women's track and field team. The track is needed for practice

Prichard Hall ADA/Renovations

Prichard Hall was constructed in 1954 as a residence hall. Currently the facility houses the Nursing Program, Student Support Services, Counseling, Upward Bound, IT infrastructure, and various other offices. The building is in need of ADA upgrades, new windows, doors, elevator, HVAC replacement,

Prichard Hall Roof Replacement

The roof was last replaced in 1995. Minor repairs have prolonged the life span but there is deterioration on the roof and it has met its life expectancy.

Residence Hall 1A

With the recommendation of Holderby Hall demolition, potential enrollment growth, and the changing student demographic, there will be a need for additional residence halls. A low-rise 12,000 GSF

Residence Hall 1B

With the recommendation of Holderby Hall demolition, potential enrollment growth, and the changing student demographic, there will be a need for additional residence halls. A low-rise 22,000 GSF

Robert C Byrd Institute Air Handler Units Replacement

The building was constructed in 1964. The main air handler units are original to the building and in need of replacement. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. The resulting upgrade may have a small benefit to operating expenses due to being energy efficient and existing costs related to repair and maintenance. Continue to provide a

Rural Health & Residency Education Center(s)

Funds are requested to enhance the availability of care at the Robert C. Byrd Center for Rural Health in Chapmanville, West Virginia. This 10,000 square foot facility (approximately 5,000 square feet of finished space and 5,000 of shell space) has been vital in providing innovative, much-needed primary and ancillary care in rural West Virginia. Since opening in 2009, the Center has met a critical need with primary care regardless of the patients' ability to pay. However, in spite of this success there continues to be a need for specialty and subspecialty care in the region. Boone County, where the center is located, and each of its surrounding counties have all been designated as a Health Professional Shortage Area for primary care, dental, and mental health. As a result, these communities are often forced to rely on emergency room or hospital visits for care or travel significant distances to nearby metropolitan areas, all of which incur additional costs to the patient.

In order to meet this need, the Joan C. Edwards School of Medicine (JCESOM) at Marshall University, in partnership with Coalfield Health Center, is seeking funding to complete buildout to the facility's second floor. These renovations will complete the building and add 5,000 additional square feet of patient care capacity to the facility, including 8 exam rooms and one procedure room along with a community resource area for patient education. As a result of these renovations, the JCESOM and its clinical practice plan, Marshall Health, will provide a rotating schedule of specialty and subspecialty providers for the region including but not limited to urology, cardiology, pulmonology, diabetes care and pediatrics. In order to further leverage federal support, Marshall Health is prepared to provide up to \$600,000 in renovation costs as well as ongoing operational support.

The need for these services is clear and their benefits will be both profound and quantifiable. Access to specialty care improves patient outcomes and the overall quality of life within the community. The

Science Building Air Handler Units

The Science Building and Annex is four-story scientific research and instructional building. There are 14 Air Handler Units that are 40 years old and need to be replaced. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. The resulting upgrade may have a small benefit to operating expenses due to being energy efficient and existing costs

Science Building and Annex Renovation Project

The Science Building and Annex is four-story scientific research and instructional building containing classrooms, laboratories, and houses several academic divisions for College of Science. Proposed project is to expand existing building by modernizing, repairing, & renovating for 21st century scientific research and training infrastructure. Renovations are needed for boiler, greenhouse, ceiling tile replacement,

Science Building Roof Replacement

Existing slate roof is in poor condition. The sections of slate should be replaced using an up to date slate

Smith Hall Chiller Replacement

Smith Hall is a eight story academic building. The chillers were installed in 1992 and are in need of replacing because they at the end of useful life. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. No additional operating expense will be incurred and the resulting upgrade may have a small benefit to operating expenses due to

Shewey Athletic Building Air Handler Units

There are five air handler units that will be need replacement. Total capital dollars include cost engineering, architectural planning and contract services needed to complete the project. The resulting upgrade may have a small benefit to operating expenses due to being energy efficient and existing costs

Shewey Athletic Building Renovations Phase 2

Shewey Athletic Building Phase 2 will be to remodel and upgrade the 2nd floor of the Shewey Building. General construction such as floor tile, HVAC, Office upgrades, etc. to bring a new, cleaner updated

Shewey Athletic Building Renovations Phase 3

Shewey Building Phase 3 will be the final phase and will look to upgrade and replace any older equipment or remodel any remaining office areas along with some exterior upgrades.

Shewey Athletic Building Roof Replacement

Roof is 27 years old and needs to be replaced.

Shop - Storage of Athletic & B&G Equipment

The Athletic Department is in need of storage space for all sports venues; Buildings and ground equipment. Proper storage of equipment is necessary and can extend the useful life of this equipment.

Smith Hall Elevators

Four elevators located in Smith Hall are in need of replacement. The one south side original elevator (1967) was upgraded in 1988. It is currently inoperable and does not meet all current ADA guidelines. The three north side elevators were constructed in 1988. These elevators are beginning to have mechanical issues. All four elevators have high usage and service eight floors. The replacement would

Smith Hall Cooling Tower Replacement

The three cooling towers have exceeded their life expectancy, have severe mechanical problems, and are unrepairable. These towers need to be replaced for efficient and proper cooling of the building complex. Failure to correct may result in loss of water and additional personnel hours to maintain the units.

Stormwater Improvements Phase I

Improve Stormwater management strategies. Implement a drainage infrastructure plan/upgrades. A progressive campus drainage plan will require sustainable storm water management strategies be built

Student Career Services Center

The current Career Center does not support the Administrative Area and Student Services Area needed for this growing region. The facility will provide student support and recruiter support for the growing

Swimming Locker Room Renovation

Locker room is in dire need of repaired / replaced plumbing and aesthetics upgrade. Showers and restroom facilities do not function properly, thus creating potential health and sanitary issues. Improves

Teays Center

The Teays Center's proposed site would be near the Hurricane exit of Interstate 46 and would provide a teaching facility needed for Putnam County and the surrounding area. The new facility would consist of 16,000-20,000 square foot, wired to accommodate expanded education through distance learning and

Technology Enhanced Classroom Initiative

Project would deploy and expand Technology Enhanced Classrooms with full multimedia capabilities of hosting distance education courses and web conferencing services to meet current demand for remote attendance and participation, multimedia instruction, and lecture capture of audio/video/data for lecture archival. The cost per classroom averages at \$15,000 with a target of adding additional 100 classrooms

Telephone Handsets Replacement - SOM (1,700 @ \$400 EA)

The existing Avaya VOIP telephone system PBX that provides voice service to the School of Medicine is beyond end-of-life and only on limited annual maintenance support. As part of the university's conversion to Microsoft Teams Voice, the SOM will need to replace approximately 1,700 telephone

Tennis Complex - Indoor Courts

The indoor facility is required for practice and matches due to the climate. The current facility being used is rented and is located 10 miles from campus. The future availability of the current indoor facility

Tennis Courts Sub-Surface and Replacement

Safety Concern-Tennis court surface currently has numerous cracks and low areas. The courts are unsafe and not to the standards for NCAA Division I tennis. Improvements installation of bleacher on the north

Twin Towers Bathroom Renovations

Renovation would consist of demolition of the current community-style bathrooms and upgrading to separate private bathrooms per floor. The renovation will provide upgraded facilities and student privacy. This project will enhance the living environment in the residence hall and encourage retention

Upgrade Telehealth Fiber Ring

capacity with nearly all fiber strands in use. This project would place a bundle of 96 fiber strands aerially on the existing fiber ring path using existing pole rights.

Wayfinding

Existing campus exterior signage is currently weathered, outdated, and is not user friendly. Standardized signage will be developed that will welcome visitors, clearly define the environment, and provide