

## Marshall University Classified Staff Council Minutes

June 20<sup>th</sup>, 2024, Virtual Meeting via Microsoft Teams

**Members Present:** Jesse Baldwin, Nina Barrett, Mark Brumfield, Tim Cline, Maegan Gruber-Basenback, Samantha Holiskey, Carol Hurula, Dena Laton, Heather Lowe, Becky Lusher, Nick Martin, Anita Mathis, Larry Morris, Lisa Ransbottom, Terri Thompson, Justin Tyler, Amy Weaver,

**Members Absent:** Beretta Coleman, Anna Evans, Lisa Maynard,

**Members Absent (Excused):** Lacie Bittinger, Tony Waugh,

**Guests:** Michaela Arthur, Christopher Atkins, Hailey Bibbee, Michelle Biggs, Jim Booth, Sharon Booth, John Bowen, Pat Campbell, Kelly Carothers, Perry Chafin, Mary Chapman, Latrenda Clay, Kassandra Contreras, Jon Cutler, Meg Cyrus, Amy Marie Davis, Kaleigh Decker, Bob Dorado, Laura Drake, Travis Edmonds, Katrina Eskins, Amy Ethel, Bruce Felder, Cadyn Fraley, Melanie Gallaher, Grace Gooding, Justin Hawthorne, Lisa Henry, Michael Hill, Linda Holmes, Darlene Howell, Drew Hutchinson, Brandi Jacobs-Jones, Paige Kennedy, Chris Key, Jonathan Langer, Leeann Lemon, Sybil Lockard, Kelly Marcum, Michael McGuffey, Char McKenna, Teresa McSweeney, Teresa Meddings, Rebecca Meek, Carrie Mendoza, Larry Metcalf, Nathan Miller, Amad Mirzakhani, Brian Morgan, Carl Mummert, Katherine Murphy, Robbie Nance, Becky Neace, Rebecca Pack, Dicky Parker, Jodie Penrod, Kelli Price, Tabby Puckett, Jessica Rhodes, Angie Rose, Kandice Rowe, Rodney Sanders, Amy Saunders, Patricia Saunders, Tyler Sharp, Elizabeth Sheets, Marcie Simms, Lindsay Smith, Tracy Smith, Wes Spradlin, Sharon Stackpole, Crystal Stewart, James Taylor, Robin Taylor, Jim Terry, Erica Thomas, Kim Thomas, Matt Tidd, Mary Waller, Cora Westmoreland, Jodi Zimmerman

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

### **Avi Mukherjee – Provost**

- **Fall Enrollment**
  - **Enrollment Growth**
    - 6.8% total enrollment growth compared to last year at this time.
    - 7.2% undergraduate enrollment growth compared to last year at this time.
    - 4.8% graduate enrollment growth compared to last year at this time.
  - **First-Time Freshmen**
    - Enrollment for the fall is looking very good.
    - We currently have a growth of 8.6% in enrolled students.
    - 9322 applications as of today.
      - 20% more than this time last year.
    - There are currently 1783 fall enrolled undergraduate first-time-freshmen.
      - Growth of 8.6% over last year's day-on-day.
  - **Overall Enrollment**
    - Overall enrollment is up 6.8% compared to Fall 2023 as of that day.
      - Fall 2023 enrollment showed 3.5% growth compared to Fall 2022.

- 8446 students are enrolled across all student types, including graduate and doctoral students.
- We ended the Fall 2023 semester with 11,269 students.
- **Retention**
  - First year to second year retention currently stands at 71.2%.
    - Last fall we finished with a retention rate of 78.8%. We very likely won't get our retention rate this high for Fall 2024.
    - **Fall 2024 Retention by Gender**
      - 74.2% are returning females.
      - 66.9% are returning males.
    - **Fall 2024 Retentions by Pell Students**
      - 78% of non-Pell students are returning.
      - 64% of Pell students returning.
    - **Fall 2024 Retention by First Generation**
      - 74% of non-first-generation students are returning.
      - 67% of first-generation students are returning.
  - We are admitting a lot of students from various backgrounds and preparedness, which makes student success more of a challenge.
- **Cybersecurity**
  - Our new building had a groundbreaking ceremony, which solidified our position as a leader in cybersecurity education in the country.
  - Upon completion, this center will become the second National Center of Excellence in Cyber Security and Critical Infrastructure, which is going to make us a major national destination to combat cyber threats.
  - Dr. Henry Collier has been named the inaugural Executive Director for the Institute for Cybersecurity.
  - A group of professors from the College of Engineering and Computer Science; Dr. Haroon Malik, Dr. Pingping Zhu, and Dr. Wook-Sung Yoo have been awarded a grant of \$1.25 million by DARPA, which is the Department of Defense Advanced Research Projects Agency for their project on cybersecurity and artificial intelligence.
    - This is a collective grant of \$4.5 million that has been allocated to Marshall, WVU, and Florida International University over two years.
  - Our Cybersecurity students and faculty in the College of Science recently participated in the Locked Shields 2024 Competition, which is the world's largest cyber defense exercise.
- **Aviation**
  - Celebrated the arrival of the inaugural H125 helicopter, which is a collaboration with Airbus Helicopters and Loft Dynamics.
- **Center for Student Success**
  - Held our first Student Success Champions Awards Ceremony led by Katarina Schray.
  - The Center recognized 20 individuals for their significant contributions to student success.

**Matt Tidd – CFO**

<b>Q3 Financial Statements vs Prior Year</b>				
Marshall University				
	3/31/2024	3/31/2023	\$ Var	
Student Tuition and Fees (net)	\$ 68.4	\$ 67.9	\$ 0.5	
Grants and Contracts	\$ 77.4	\$ 70.0	\$ 7.4	
Auxiliary Revenue	\$ 30.8	\$ 29.0	\$ 1.8	
Other Revenue	\$ 7.4	\$ 13.2	\$ (5.8)	
<b>Total Operating Revenue</b>	<b>\$ 184.0</b>	<b>\$ 180.1</b>	<b>\$ 4.0</b>	
State Appropriations	\$ 53.6	\$ 50.6	\$ 3.0	
Pell Grants	\$ 18.0	\$ 15.0	\$ 3.0	
CARES	\$ -	\$ 1.9	\$ (1.9)	
Gifts	\$ 1.0	\$ 1.0	\$ (0.0)	
Investment Income	\$ 10.2	\$ 7.3	\$ 2.9	
Other Non-Operating Revenue	\$ -	\$ -	\$ -	
<b>Total Non-Operating Revenue</b>	<b>\$ 82.9</b>	<b>\$ 75.8</b>	<b>\$ 7.1</b>	
<b>TOTAL REVENUES</b>	<b>\$ 266.9</b>	<b>\$ 255.9</b>	<b>\$ 11.0</b>	
Salaries and Wages	\$ 120.4	\$ 111.7	\$ 8.7	
Benefits	\$ 32.4	\$ 28.0	\$ 4.4	
Supplies and Other Services	\$ 65.0	\$ 65.3	\$ (0.3)	
Utilities	\$ 7.7	\$ 7.5	\$ 0.2	
Scholarships and Fellowships	\$ 25.4	\$ 22.2	\$ 3.2	
Depreciation	\$ 12.2	\$ 11.5	\$ 0.8	
Other Operating	\$ -	\$ (0.2)	\$ 0.2	
<b>Total Operating Expenses</b>	<b>\$ 263.1</b>	<b>\$ 246.0</b>	<b>\$ 17.1</b>	
Interest and Fees	\$ 5.0	\$ 5.4	\$ (0.4)	
Other Non-Operating	\$ 0.0	\$ 0.1	\$ (0.0)	
<b>Total Non-Operating Expenses</b>	<b>\$ 5.0</b>	<b>\$ 5.4</b>	<b>\$ (0.4)</b>	
<b>TOTAL EXPENSES</b>	<b>\$ 268.1</b>	<b>\$ 251.4</b>	<b>\$ 16.7</b>	
Increase/Decrease in Net Assets	\$ (1.2)	\$ 4.4	\$ (5.7)	

**ANALYSIS****Operating Revenue (+\$4.0m)**

- **Grants and Contracts (+\$7.4m):** Due to increased grant activity and timing of grants at MURC (+\$7.8m) and increased Promise and WV Higher Education Grants at the General University (+\$2.7m) offset by decreases at the School of Medicine due to timing (-\$3.0m)
- **Auxiliary Revenue (+\$1.8m):** Due to housing occupancy increases and pricing increases.
- **Tuition and Fees (+\$0.5m):** Due to enrollment gains in Fall 2023. Summer Revenue still to be recognized.
- **Other Revenue (-\$5.8m):** Due to one time support received in FY23 for the purchase of the ProAct building by the School of Medicine.

**Non-Operating Revenues (+\$7.1m)**

- **State Appropriations (+\$3.0m):** Increased appropriations in FY24 to support pay raise program.
- **Pell Grants (+\$3.0m):** Due to increase in Pell student enrollment in FY24.
- **Investment Income (+\$2.9m):** Due to Meketa portfolio performance year over year.
- **CARES (-\$1.9m):** Final CARES funding was received and expended in FY23.

**Operating Expenses (+\$17.1m)**

- **Salaries and Benefits (+\$13.1m):** Due to increased headcount (\$5.7m), FY24 raise program funded by the State (\$3.0m), and increased benefits due to increased headcount and increases in PEIA employer premiums.
- **Scholarships (+\$3.2m):** Due to increased enrollment in FY24 and increases in funded scholarships including Pell, Promise, and WV Higher Education Grants. Institutionally funded scholarships decreased year over year.
- **Supplies & Other Services (-\$0.3m):** Due to slow down in spending the 2<sup>nd</sup> half of FY24 combined with one-time catchup payments made in FY23 by the SOM.
- **Misc. Other (+\$1.2m):** Due to increases in Depreciation and Utilities.

**Non-Operating Expenses (-\$0.4m)**

- Interest (-\$0.4m)



- **Q3 Financial Statements** – includes general University, the School of Medicine, and our Research Corporation. Overall, we are looking at a decrease of \$5.7 million
  - **Revenues**
    - Our revenues are up \$11 million compared to the year prior.
      - Largely due to grants and contracts and state appropriations.
      - Increases in Pell Grants
      - Increases in tuition and fees
      - We received one-time revenue in FY23 for the purchase of the PROACT Building, which wasn't received in FY24, making it look much less.
  - **Operating Expenses Increases**
    - Salaries, Wages and Benefits
      - We're up \$13 million in people costs, which are around 55-60% of our total expenses.
        - \$8.7 million increase in salaries and wages.
        - \$4.4 million increase in benefits.
    - Increases in the number of employees.
    - Funded increases at the Research Corporation.
    - Decreases at the School of Medicine.
    - Pay raise program, which was funded by the State.
    - HEPC gave Marshall approximately \$5.3 million to help cover cost of increasing employer premiums.

- Stabilizing Supplies and Other Expenses
  - Decreased by half a million dollars.
- Scholarships
  - Increased by \$3.2 million year-over-year.
  - Institutionally funded scholarships, cash the University gives to bring students in, has remained steady.

FY24 Projection vs Budget				
	FY24 Budget	FY24 Projection	\$ Var	
Student Tuition and Fees (net)	\$ 69.7	\$ 71.2	\$ 1.5	
Grants and Contracts	\$ 106.4	\$ 103.9	\$ (2.5)	
Auxiliary Revenue	\$ 34.2	\$ 35.4	\$ 1.3	
Other Revenue	\$ 10.0	\$ 16.2	\$ 6.2	
<b>Total Operating Revenue</b>	<b>\$ 220.3</b>	<b>\$ 226.7</b>	<b>\$ 6.4</b>	
State Appropriations	\$ <sup>I</sup> 72.2	\$ 72.2	\$ (0.0)	
Pell Grants	\$ 15.6	\$ 18.8	\$ 3.2	
CARES	\$ -	\$ -	\$ -	
Gifts	\$ 1.7	\$ 1.6	\$ (0.1)	
Investment Income	\$ 4.0	\$ 9.0	\$ 5.0	
Other Non-Operating Revenue	\$ -	\$ -	\$ -	
<b>Total Non-Operating Revenue</b>	<b>\$ 93.5</b>	<b>\$ 101.6</b>	<b>\$ 8.1</b>	
<b>TOTAL REVENUES</b>	<b>\$ 313.8</b>	<b>\$ 328.3</b>	<b>\$ 14.5</b>	
Salaries and Wages	\$ 157.7	\$ 160.0	\$ 2.3	
Benefits	\$ 37.3	\$ 37.8	\$ 0.5	
Supplies and Other Services	\$ 92.0	\$ 88.2	\$ (3.7)	
Utilities	\$ 9.8	\$ 10.6	\$ 0.8	
Scholarships and Fellowships	\$ 21.4	\$ 26.5	\$ 5.1	
Depreciation	\$ 16.5	\$ 18.4	\$ 1.9	
Other Operating	\$ -	\$ -	\$ -	
<b>Total Operating Expenses</b>	<b>\$ 334.6</b>	<b>\$ 341.6</b>	<b>\$ 6.9</b>	
Interest and Fees	\$ 6.8	\$ 7.2	\$ 0.4	
Other Non-Operating	\$ 0.1	\$ -	\$ (0.1)	
<b>Total Non-Operating Expenses</b>	<b>\$ 6.9</b>	<b>\$ 7.2</b>	<b>\$ 0.3</b>	
<b>TOTAL EXPENSES</b>	<b>\$ 341.5</b>	<b>\$ 348.8</b>	<b>\$ 7.2</b>	

**ANALYSIS**

➤ **Operating Revenue (+\$6.4m)**

- **Other Revenue (+\$6.2m):** Primarily due to one time supplemental operating cash from the WVHEPC for PEIA/BRIM Insurance premium increases (\$5.3m).
- **Tuition and Fees (+\$1.5m):** Due to enrollment gains and price increases in Fall 2023.
- **Auxiliary Revenue (+\$1.3m):** Due to housing occupancy increases and pricing increases.
- **Grants and Contracts (-\$2.5m):** Due to decreases at the School of Medicine due to timing

➤ **Non-Operating Revenues (+\$8.1m)**

- **State Appropriations (Flat):** State Appropriations are in line with Budget.
- **Pell Grants (+\$3.2m):** Due to increase in Pell student enrollment in FY24.
- **Investment Income (+\$5.0m):** Due to Meketa portfolio performance year over year.

➤ **Operating Expenses (+6.9m)**

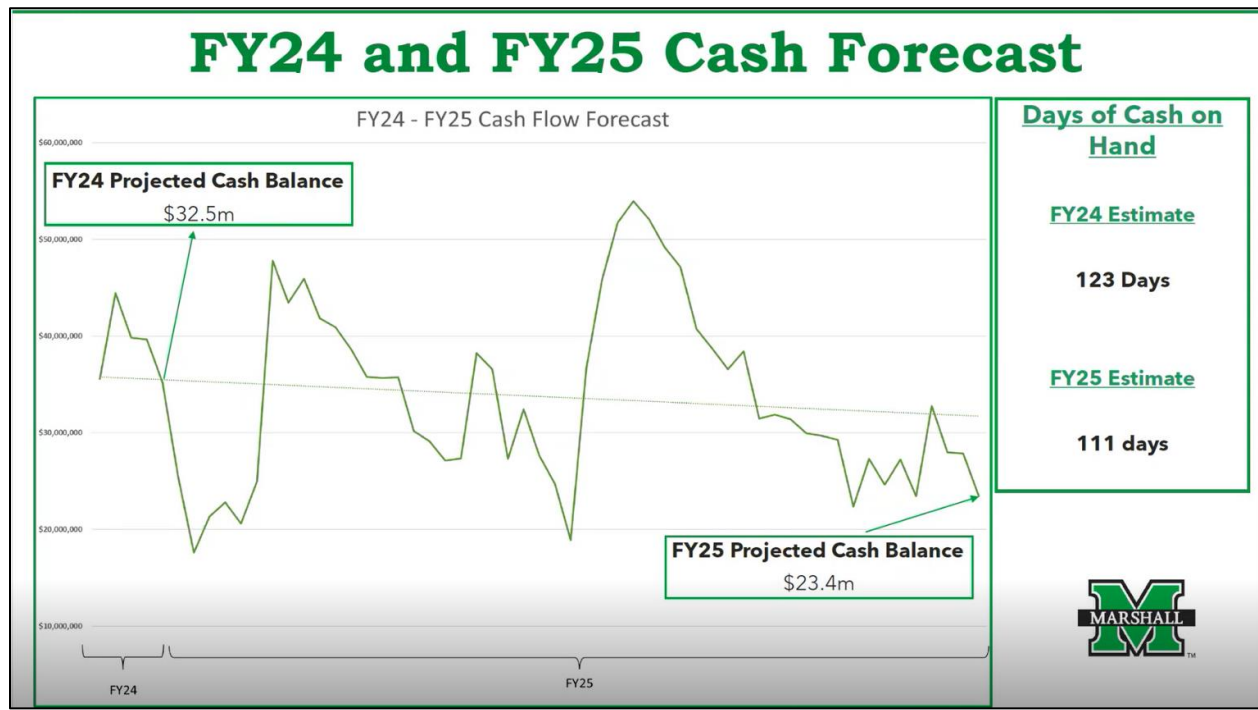
- **Salaries and Benefits (+\$2.8m):** Due to increased headcount as compared to budget and increased benefits due to increased headcount and increases in PEIA employer premiums.
- **Scholarships (+\$5.1m):** Due to increased enrollment in FY24 and increases in funded scholarships including Pell, Promise, and WV Higher Education Grants. Institutionally funded scholarships decreased year over year.
- **Supplies & Other Services (-\$0.3m):** Due to slow down in spending the 2<sup>nd</sup> half of FY24 combined with one-time catchup payments made in FY23 by the SOM.
- **Misc. Other (+\$1.2m):** Due to increases in Depreciation and Utilities.

➤ **Non-Operating Expenses (+\$0.3m)**

- Interest (\$0.4m)

• **FY24 Projection vs. Budget**

- Deficit
  - FY24 had a \$28 million deficit, which has been reduced by \$7.3 million, although \$5.3 million is from the State of West Virginia for our PEIA.
- Investment Portfolios
  - Succeeding with the market and up \$5 million versus our budget.
  - Non-cash that is sitting in our investment portfolio.
- Salaries and Wages
  - We are over budget by almost \$3 million.
- Supplies and Other Services
  - We're doing a good job controlling.
  - Projecting to be around \$3.5 million down versus our budget.



- **Cash Forecast**
  - We have the cash that we use for everyday things and payroll.
  - We have been tracking everything coming in and out.
  - We are projected to end the year at about \$32.5 million in cash.
    - In FY24, we have had to divest \$37 million from our savings account into cash accounts. Otherwise, we would be in a cash deficit and unable to meet daily expenses.
  - We are projected to end FY25 with another decrease in cash in the amount of \$10 million.
    - Cash will hopefully start to grow after FY25.
- **Cash on Hand**
  - The West Virginia Higher Education policy has a calculation that they that they publish annually on all institutions in the state.
  - Our current cash on hand estimate, including cash balance and investment balances, we have about 123 days of cash on hand.
    - This means that if we stopped business today and no more revenue comes in, we would be able to continue operations for 123 days.
    - Ideally we should be around 150-160 days of cash on hand.

## Upcoming Key Finance Items

- **Moody's Credit Rating**
- **PEIA / BRIM Supplemental Appropriation**
  - \$5.3m Operating Cash from WVHEPC
  - Recognized as Other Revenue and Cash for Fiscal Year 24
- **Year-End Audit**
  - Preliminary field work to begin in July
  - Full audit field work to begin in September
  - Financial Statements delivered on October 15, 2024
- **Purchasing Audit**
  - Performance Audit to begin in June
  - Required by State of West Virginia every 3 years
- **Incentivized Budget Model**
  - Governance Structure has been established; Kick-off meetings this summer
  - Late October begins the FY26 Budget cycle under the new model



- **Moody's Credit Rating Agency**
  - Our rating has been downgraded again.
  - Last year we were downgraded from an A1.
  - This year we have been downgraded from an A2.
  - They gave us a stable position moving forward, which is an increase from last year's negative outlook.
  - Fitch Credit Agency looked at nearly the same information a few months prior and maintained our position and gave us a positive outlook.
  - There is no immediate financial impact to the University unless we chose to borrow money, which we won't be doing.
- **Q:** How does our cash-on-hand compare to other institutions?
  - **A:** We are very much favorable compared to others in the State, mainly because of our investment portfolio.

### **Bruce Felder – Human Resources**

- **Fair Labor Standards Act**
  - FLSA is moving the standard pay for employees who work over 40 hours a week and must get either overtime or a higher base salary.
  - This will result in changes made to some employees, in which they will either have their salary raised to the new minimum or become hourly employees and be required to clock in and out going forward.
  - <http://www.marshall.edu/human-resources/flsa/>
- **Performance Evaluations**

- One result of the employee engagement survey the previous year was for there to be more accountability.
- Training on our new performance evaluation system is underway.
- We have been training several managers and supervisors.
- We also want to provide managers and leaders with web based training.
- <https://www.marshall.edu/human-resources/performance-management/>
- **Juneteenth Celebration**
  - The annual Juneteenth Celebration was held on Tuesday, which celebrates the date in history when Union Soldiers marched to Texas to share that slavery had ended 2.5 years prior.
- **Q:** Is the upcoming \$1000 raise a one-lump sum, or spread out?
  - **A:** It will be added to your base salary and spread out over the 26 pay periods.
- **Q:** Will the FLSA changes affect the employees who receive stipends or grants since hourly employees are not allowed to receive those?
  - There are two rules to make a position exempt from overtime, called the duties test and the salary test, in which a position can be exempt from overtime according to the FLSA.
    - Test One: Employee must make a minimum salary, which will increase to \$43,888 on January 1<sup>st</sup>, 2024, and will increase again to \$58,656 on January 1<sup>st</sup>, 2025.
    - Test Two: Duties Test. Does the position that is referred to as an administrative, professional or executive exemption status. These rules are spelled out on the DOL's website. The position must be a policymaking position or do work that affects everyone in the organization.
    - Employees must meet both in order to be exempt from overtime. These two duties tests will be all that is considered when determining if a position is considered exempt or non-exempt.
    - When we have hourly employees who are doing extra work, we can pay them with a temporary adjustment to their salary. This is one way we can potentially work through that.

## **Approval of Minutes**

- The May 16<sup>th</sup>, 2024 minutes were approved as written.

## **Board of Governors – Carol Hurula**

- The June 12th, 2024 committee meeting reports are attached.

## **Committee Reports**

**Election Committee – Nina Barrett** – We will have an election at the end of July or August for vacancies.

**Legislative Committee – Carol Hurula** – No report.

**Personnel/Finance Committee** – No report.

**Physical Environment Committee – Becky Lusher** – There is a rollout of a new program in receiving in which everything is computerized and you no longer have to sign the pages.

**Service/Staff Development Committee** – No report.

## **Announcements**

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



# Academic and Student Affairs Committee Meeting

June 12, 2024 | 11 a.m.

Conference Center, Brad D. Smith Foundation Hall



## June 2024 Academic and Student Affairs Committee Meeting

### AGENDA

11 a.m.

#### Academic and Student Affairs Committee

*Kathy D'Antoni, Chair*

##### Action Items

- |  |    |
|--|----|
| Approval of Updated Board of Governors<br>Rule No. SA-1 - Student Rights and<br>Responsibilities<br><i>H. Toney Stroud, Chief Legal Officer / Vice President for<br/>Strategic Initiatives and Corporate Relations</i> | 4  |
| Approval of Degree Addition: Bachelor of<br>Science in Specialty Agriculture<br><i>Avi Mukherjee, Provost and Senior Vice President for<br/>Academic Affairs</i>   | 25 |
| Approval of Degree Addition: Bachelor of<br>Science in Political Science<br><i>Avi Mukherjee, Provost and Senior Vice President for<br/>Academic Affairs</i>   | 66 |

##### Information Items

- |  |     |
|--|-----|
| Committee Annual Activity Calendar<br><i>Avi Mukherjee, Provost and Senior Vice President for<br/>Academic Affairs</i>   | 71  |
| Provost Report<br><i>Avi Mukherjee, Provost and Senior Vice President for<br/>Academic Affairs</i>   |     |
| Academic Affairs Update<br><i>Avi Mukherjee, Provost and Senior Vice President<br/>for Academic Affairs</i>  |     |
| Intercultural and Student Affairs Update<br><i>Marcie Simms, Vice President for Intercultural and<br/>Student Affairs</i>  |     |
| Annual Institutional Review of Graduate<br>Medical Education<br><i>Paulette Wehner, Vice Dean for Graduate Medical<br/>Education and Designated Institutional Official</i> | 72  |
| Beyond the Classroom: Unlocking the<br>Power of Co-Curricular Transcripts<br><i>Tiffany Hartman, Assistant Dean of Student Life</i>  | 111 |
| General Education Task Force: Progress   | 123 |

**Report**  
*Robert Bookwalter, Dean of the College of Liberal  
Arts*

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**Lunch**

Lunch will be provided from Noon to 1 p.m.

**Marshall University Board of Governors  
Meeting of June 12, 2024**

**ITEM:** Approval of Updated Board of Governors Rule No. SA-1 - Student Rights and Responsibilities

**COMMITTEE:** Academic and Student Affairs Committee

**RECOMMENDED RESOLUTION:** *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the updated Board of Governors Rule No. SA-1 – Student Rights and Responsibilities, to include a research misconduct policy and to update the weapons policy.

**STAFF MEMBER:** H. Toney Stroud  
Chief Legal Officer / Vice President for Strategic Initiatives and Corporate Relations

**BACKGROUND:**

This rule establishes the policies, rules and regulations regarding student rights, responsibilities and conduct at Marshall University.

The rule is being amended to include the addition of a research misconduct policy and to update the weapons policy to reflect the Campus Carry legislation.

Upon approval of this resolution, this Rule will be posted at <https://www.marshall.edu/policies/> and a comment period will open and remain open until 5:00pm on July 24, 2024. If substantive comments are received, a final policy will be presented to the Board for approval at a subsequent meeting. If no substantive comments are received, the policy will be considered approved in its current form with an effective date of the end of the comment period.

Comments should be sent via email to: [commentstorpap@marshall.edu](mailto:commentstorpap@marshall.edu).

# **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: TBD
- 1.4. Effective Date: TBD
- 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.

#### **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 Research Misconduct: Non-compliance with all applicable laws, regulations, and contracts related to the conduct of research and sponsored program activities conducted at and/or approved by the University.
- 5.2.1.9 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, and 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 any attempt to cause injury or inflict pain; or causing injury or inflicting pain. Also causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. It is not a defense that the person, group, or organization against whom the physical abuse was directed consented to, or acquiesced to, the physical abuse.
- 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. Please refer to section 8.1.1. for more information regarding amnesty related to sexual misconduct.

- 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 Possession, use, brandishing, 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 § 18B-4-5b which permits those with a valid license to carry a concealed weapon in designated areas on the Marshall University campus as defined in University Policy, UPGA-12. and W.Va. Code § 61-7-14, 6a, which permits firearms to be locked or locked in a motor vehicle if the firearm is out of view
- 5.2.2.6 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.
- 5.2.2.7 Fighting.
- 5.2.2.8 Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.
- 5.2.2.9 Intentionally initiating or causing to be initiated any false report, warning, or threat of impending fire, explosion, or any emergency.
- 5.2.2.10 Intentionally causing the evacuation of a University building for reasons known to be false.
- 5.2.2.11 Tampering with, misusing, abusing, or altering any safety equipment or devices, including but not limited to, fire extinguishers, elevators, emergency telephones, elevators, etc.
- 5.2.2.12 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..

- 5.2.2.13 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.
- 5.2.2.14 Retaliation: means any adverse action taken against a person for making a good faith report of a violation of university policies, university rules, student rules, and/or the law, or for participating in any proceeding related to the investigation or resolution of such report. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in activity protected under this policy. Retaliation may be present even where there is a decision of "unsubstantiated," "insufficient information to substantiate," "not responsible," and/or "not guilty" on the allegations. Retaliation does not include good faith actions lawfully pursued in response to a report. Violation of an interim, remedial, or protective measure will be considered retaliation.
- 5.2.2.15 Operating a motor vehicle while under the influence of alcohol or any drugs.
- 5.2.2.16 Negligent Bodily Harm: Failure to exercise reasonable care, thereby causing bodily harm.
- 5.2.2.17 Throwing objects from or causing objects to fall from University buildings.
- 5.2.2.18 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.
- 5.2.2.19 Violation of University policies regarding smoking and tobacco use on University Property. *See* Policy No. UPGA-5 Tobacco Policy.
- 5.2.2.20 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.
- 5.2.2.21 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, that is generated from the internet, interactive and digital technology, mobile phones or personal electronic devices regardless of origin network.
- 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 devise 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.
- 5.2.3.4. Discrimination on the basis of race, sex, gender, color, national origin, religion, political affiliation, disability, age, or sexual orientation.
- 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.
- 5.2.3.6. 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:
  - 5.2.4.5.1. Throwing of any article into a crowd or onto a playing field, court or stage.
  - 5.2.4.5.2. Bringing prohibited items onto University property or to any University sponsored events unless permitted by the appropriate University officials.
  - 5.2.4.5.3. Displaying at any sports or cultural event any unauthorized or obscene, offensive, or obstructive banner or sign.
  - 5.2.4.5.4. Inappropriate yelling at or harassment of performers, athletes, spectators or event staff.
  - 5.2.4.5.5. Violations of ~~the Conference USA~~ athletic conference 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 Intentionally fleeing from a University official or law enforcement officer when the person knows or reasonably should have known the University official or law enforcement officer is attempting to confront, arrest, or detain.
- 5.2.4.12 Failure to provide identification upon the request of a University official in the proper performance of their duties. A person identifies themselves by giving their name and complete address, substantiated by a current driver's license, voter registration card, or other official

documentation, and by stating truthfully whether or not they are a student or employee of the University.

5.2.4.13 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, order, or request issued by a duly constituted campus student conduct official, Title IX 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 Failure to report a change of address to the Registrar.
  - 5.2.6.13 Complicity with others in violation of this standard.
  
- 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.
- 5.2.7.15 Complicity with others in violation of this standard.

## **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) or their designee 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 their 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 themselves 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 Intercultural and Student Affairs or their 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 or the Student Conduct Hearing Board/Title IX Review Panel 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, they 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 or the Student Conduct Hearing Board/Title IX Review Panel 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, they may petition the Vice President of Intercultural and Student Affairs or their designee 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 Intercultural and Student Affairs or their designee 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 Intercultural and Student Affairs or their designee 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 Intercultural and Student Affairs or their designee. 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

7.1.6.1 Deferral of the degree. The Student Conduct Hearing Board/Title IX Review Panel, or the Vice President of Intercultural and Student Affairs or their designee may withhold the conferral of the degree until the disciplinary process has been resolved.

7.1.6.2 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/Title IX Review Panel or the Vice President of Intercultural and Student Affairs or their designee may direct that the degree be withheld for a period not to exceed one year from the date the condition or restriction is imposed.

7.1.6.3 A degree awarded by the institution may be revoked for fraud, misrepresentation, or other violation of the university standards in obtaining a degree by Student Conduct Hearing Board/Title IX Review Panel or the Vice President of Intercultural and Student Affairs or their designee.

7.1.6.4 The Vice President of Intercultural and Student Affairs or their designee/Title IX Review Panel may authorize any other sanctions they deem 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 their 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.

## **8.1 Amnesty**

8.1.1 Amnesty relating to sexual misconduct. To encourage reporting of alleged violations of sexual misconduct and to support candid communication of information, students participating in the grievance process (Complainants, Respondents, and Witnesses) will not be charged with alcohol or drug-related violations if they engaged in unlawful or prohibited personal use of alcohol or drugs during the incident when the alleged violation occurred. Amnesty applies only to the personal use of alcohol or drugs during the incident in question and does not extend to other potential violations. Amnesty does not apply to the Respondent if drugs or alcohol were allegedly used to facilitate a violation of this policy.

8.1.2 Amnesty relating to alcohol and other drugs. Any student who, in good faith and in a timely manner, seeks emergency medical assistance for a person who reasonably appears to be experiencing an overdose from alcohol or drugs may not be held responsible for a violation of prohibited alcohol or drug related conduct only, as defined in the Code, if the student does all the following:

- i) Remains with the person who reasonably appears to be in need of emergency medical assistance due to an overdose until such assistance is provided;
- ii) Identifies themselves, if requested by emergency medical assistance personnel, law enforcement officers, or University officials;
- iii) Cooperates with and provides any relevant information requested by emergency medical assistance personnel, law-enforcement officers, or University officials needed to treat the person reasonably believed to be experiencing an overdose; and
- iv) If the person who reasonably appears to be experiencing an overdose from alcohol or drugs is also a student, they will not be held responsible for a violation of prohibited alcohol or drug related conduct, as defined in this Code, but may be required to complete additional conditions imposed by the Director to receive amnesty.

Medical Amnesty only applies to the Marshall University Student Code of Conduct policies. This policy does not prohibit or preclude law enforcement agencies from enforcing any applicable laws including the filing of criminal charges against the student(s) involved.

**Marshall University Board of Governors  
Meeting of June 12, 2024**

**ITEM:** Approval of Degree Addition: Bachelor of Science in Specialty Agriculture

**COMMITTEE:** Academic and Student Affairs Committee

**RECOMMENDED RESOLUTION:** *Resolved*, that the Academic and Student Affairs Committee does hereby recommend that the Marshall University Board of Governors approve the Degree Addition: Bachelor of Science in Specialty Agriculture

**STAFF MEMBER:** Avi Mukherjee  
Provost and Senior Vice President for Academic Affairs

**BACKGROUND:**

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University and have an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. Within this radius are low college completion rates and a high number of small farms. The program specializes in teaching low-area, high-yield agricultural practices, agribusiness and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for the smaller farms characteristic of the region. The program will add to Marshall University's enrollment and provide potential students with a high-quality education that will enhance their success in a variety of career paths.

The program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristics of the region.

**Program Mission**

The mission of the Specialty Agriculture program is to expand educational opportunities in agricultural and management techniques based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. This program directly supports Marshall University's mission to offer a wide range of high-quality, affordable, and accessible undergraduate programs that prepare students to think, learn, work and live in an evolving global society. The department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world application 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. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

## 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: Science Department/Division: Natural Resources and Environmental Sciences

Contact Person: Dr Mindy Yeager-Armstead Phone: 3046962923

### ACTION REQUESTED:

Check action requested: ☒ Addition ☐ Deletion ☐ Change

Name of Degree program (provide code if this is an existing program): Specialty Agriculture

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 2022.10.31 Enter date of approval ☐ No ☐ N/A

### RATIONALE:

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

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

Please see the attached documentation.

### 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: Mindy Yeager-Armstead

Date: 2/23/2024

Registrar: [Signature]

Date: \_\_\_\_\_

College Dean: [Signature]

Date: 2.25.2024

College Curriculum Chair: [Signature]

Date: 2.28.2024

University Curriculum Committee Chair: Jonathan Kozar

Date: 03/20/24

Faculty Senate Chair: [Signature]

Date: 4/24/2024

VP Academic Affairs/VP Health Science: A. Muckheper

Date: \_\_\_\_\_

**ACADEMIC PLANNING COMMITTEE  
RECOMMENDATION**

**SR 22-23-10 APC**

Recommends the approval of the intent to plan a Bachelor of Science in Specialty Agriculture at Marshall University.


**RATIONALE:**

The Intent to Plan document proposing a Bachelor of Science in Specialty Agriculture to be offered by the College of Science at Marshall University was approved by the Academic Planning Committee (APC). APC members believe that the proposed program has the potential to increase academic/employment opportunities for Marshall University students.

The creation of the new undergraduate program is the result of assigning a specific CIP code to an existing major and offering it as a Bachelor of Science degree in the Department of Natural Resources and Environment. The new degree maximizes the use of existing resources at Marshall University. No start-up funds will be required as the major is already offered. Ultimately 1 full-time faculty and 1 adjunct will be required.

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University. The program specializes in teaching low-area high-yield agricultural practices, agribusiness, and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. The APC feels that the program will add to Marshall University's enrollment and provide potential students with a high-quality, education that will enhance their success in a variety of career paths.

**FACULTY SENATE CHAIR:**

APPROVED BY THE  
FACULTY SENATE:  DATE: 10/20/2022

DISAPPROVED BY THE  
FACULTY SENATE: \_\_\_\_\_ DATE: \_\_\_\_\_

**UNIVERSITY PRESIDENT:**

APPROVED:  DATE: 10/31/22

DISAPPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

Undergraduate Intent to Plan

Bachelor of Science in Specialty Agriculture

Department of Natural Resources and Environment

College of Science

Marshall University

Proposed Implementation Date: Fall 2023

Contact Persons:

Dr. Autumn Starcher  
[starcher29@marshall.edu](mailto:starcher29@marshall.edu)

Dr. Mindy Armstead  
[m.armstead@marshall.edu](mailto:m.armstead@marshall.edu)

September 17, 2022

## **Undergraduate Intent to Plan:** **Bachelor of Science in Specialty Agriculture**

### **Brief Summary of Program**

- This Intent to Plan is submitted subsequent to the establishment of a Specialty Agriculture major in the Department of Natural Resources and the Environment in the Fall 2021. Upon realization that the Classification of Instructional Program Code (CIP) for Natural Resources and Agricultures were sufficiently different and may impact marketing, a more specific stand-alone program within the Department of Natural Resources and Environment is requested with the **CIP code 01.9999 Agriculture, Agriculture Operations, and Related Sciences, Other**.
- This Intent to Plan seeks to establish an undergraduate degree program in Specialty Agriculture to provide educational opportunities in agriculture, agribusiness, and natural resource management to students from the economically distressed Appalachian region.
- This program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region.
- The program capitalizes on in-place resources at Marshall University and the global trend toward utilization of sustainable agricultural practices to fulfill our university mission offering high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region.
- Our program, focused on sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas, will target students from the distressed rural region. The area within 100-mile radius from Marshall University has both low college completion rates as and a high number of small farms. The introduction of technological advances in farming and food production with entrepreneurial and business principles can improve individual and regional economic potential with cascading benefits.
- The attached Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.

### **Program Description**

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

Advances in urban agriculture, hydroponics, high-yield production, year-round production and other aspects of technology in food production have not been widely introduced in the rural areas of the Appalachian region. This area, traditionally undereducated, poor and unwilling or unable to travel great distances for educational opportunities, offers a unique educational challenge. Through the development of the Specialty Agriculture baccalaureate degree program focusing on the unique challenges of the region with respect to agriculture and agribusiness, we can lead the region to a more prosperous future while also contributing to the development of a

healthy, sustainable food supply for the region. Globally, small farms are being transformed into powerhouses as the world is turning to sustainable farming practices. This combination of events offers a unique opportunity for the region to transition to sustainable economic development in specialty agriculture. As the limitations of large farms and “big agriculture” become more apparent, this model for education in sustainable regional agriculture can be more broadly applied for educating a diverse and qualified workforce in other regions as well. This is the rationale for introducing the Specialty Agriculture Program at Marshall University. As described below, the specifics of such a program are complementary to in-place university programs and facilities, and a Specialty Agriculture major has already moved through the university approval process. This major was launched in Fall 2021 semester with 7 students entering the major despite our inability to market the launch as planned due to Covid-19.

Having already surveyed the faculty expertise and courses offered, we find that much of the expertise and curriculum for a specialty agriculture baccalaureate degree is already in place at Marshall University. All of the core academic requirements are in place including the sciences such as biology, geology, chemistry, and physics necessary for building a STEM program such as agriculture. Closely tied with agriculture and including sustainability, our Department of Natural Resources and the Environment includes courses on resource management, terrestrial systems, technology foundations, instrumentation, statistics and natural resource management. Our Biology Department offers supporting courses in plant physiology, ecology and taxonomy, as well as general ecology, conservation, and genetics. The Departments of Economics, Management and Marketing offer expertise in small business management, human resources, entrepreneurship, leadership and many aspects of sustainability. Prior to the major’s approval in summer 2020, faculty and course offerings needed to only be complemented with a few agriculture courses to meet the needs of the program. Examples of new courses developed include introduction to agriculture, soil science, horticulture, agricultural entomology, animal production, and sustainable agriculture. Additional specialty topics will be developed to meet the educational and career needs of the students as university facilities and resources, as well as regional partnerships, grow. Specific course additions are described in the “Curriculum” section below. Additionally, collaborations with referenced departments and permissions for course inclusions in the specialty agriculture curriculum were developed and approved previously when the major was added.

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but who were unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these individuals in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm. The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

#### **Program Mission:**

The mission of the Specialty Agriculture Program is to expand educational opportunities in agricultural and management techniques, based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. The purpose of this program directly supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible undergraduate programs that prepares 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 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. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

### **Program Features**

### **Program Catalog Description and Curriculum**

Specialty Agriculture in this context refers to sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas. The Bachelor of Science in Specialty Agriculture provides educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. New and emerging technologies for high yield and specialty agriculture are emphasized, as they will improve agribusiness outcomes for smaller farms that are characteristic of the region. Focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.

### **Program Learning Outcomes**

Consistent with NRE's learning objectives, Specialty Agriculture's learning targets are developed from both general and discipline specific activities as shown in Table 1. The approved departmental learning objectives are initially assessed in the required critical thinking course NRE 120 Discussions in Environmental Science by project evaluation consistent with the department's experiential learning focus. A Specialty Agriculture's discipline specific learning objective will be assessed in NRE 200 Introduction to Agriculture utilizing course assignments and exams. The secondary assessments for NRE Learning Outcomes are evaluated upon program completion in the capstone courses NRE 470 and NRE 490 utilizing in-class assignments, journal entries, and the final project and presentation. The secondary assessment endpoint for the Specialty Agriculture program will be evaluated in NRE 402 Sustainable Agriculture and in the required culminating internship experience. Evaluation will be made through a project which demonstrates both traits of Technology and Information Aptitude and Problem-Solving and Decision-Making Skills. Specific measurement goals and expectations are defined in Table 1 with the expectation that 70% of students will meet Capstone status upon completion of the program.

**Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.**

Marshall University received Non-Land Grant College of Agriculture certification through National Institute for Food and Agriculture (NIFA) in October 2020 through the addition of the Specialty Agriculture major earlier in the year. This certification opens up additional funding opportunities to the university through NIFA capacity building grants specifically for NLGCA institutions. This funding can be utilized for educational, research, and outreach opportunities. NRE has already leveraged this status to apply for an NLGCA grant with community partners including the MU Sustainability Department, Robert C. Byrd Institute, Coalfield Development's Refresh Appalachia, and Southern WV Community and Technical College.

Outreach and experiential learning are key components of the program as well. Several of the new courses developed specifically for the major require service experiences at local and regional agricultural enterprises and organizations. With the leadership of community partner Unlimited Futures, Inc., NRE and the MU Sustainability Department have also secured funding for training and certification in composting for three faculty/staff within these organizations. Their training can be used to provide educational opportunities for students at the new compost facility at University Heights and outreach opportunities for students within the Fairfield community's newly developed urban gardening programs.

### Admissions and Performance Standards

Students must meet university and College of Science admission standards; there are no additional requirements for the major. Students may be enrolled full-time or part-time for completion of degree requirements. Upon admission to the program, it is expected that students will meet Introductory performance levels.

### Program Requirements

Curriculum of the Specialty Agriculture Program is shown below. Specific features of the program include the diversity of specification available to students utilizing in-place resources at Marshall University. This strategy maximizes course delivery efficiency and student learning potential. Courses specific to the program are indicated with an asterisks. They have already been approved by the University Curriculum Committee and developed per the adoption of the Specialty Agriculture major which is being transitioned to a program.

### Curriculum

General Education.....	30 hours
Core I	
FYS 100 – First Year Seminar (3)	
Critical Thinking (6) – Requirement is met by NRE Core Courses NRE 120 – Discussion in Environmental Science and NRE 220 – Human Dimensions of Natural Resources.	
Core II	
ENG 101 – Beginning Composition (3)	
ENG 201 – Advanced Composition (3)	
CMM 103 – Fundamentals of Speech Communication (3)	
Core II Math (3 hours) – Requirement is met by NRE Core Course MTH 140 – Applied Calculus or MTH 229 – Calculus with Analytic Geometry I	
Core II Humanities (3 hours)	
Core II Social Science (3 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet this requirement.	
Core II Fine Arts (3 hours)	
Core II Physical/Natural Science (3 hours) – Requirement is met by major-specific requirement BSC 120 – Principles of Biology I.	
Additional University Requirements	
Writing Intensive (6 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet 3 hours of this requirement.	
Multicultural or International (3 hours) – Students are recommended to take GEO 222 –Global Environmental Issues to meet this requirement.	
Department Requirements.....	22-24 hours
IST 150 – Spreadsheet and Database Principles (3)	
MTH 140 – Applied Calculus (3) or MTH 229 – Calculus with Analytic Geometry I (5)	
NRE 120 – Discussion in Environmental Science (3)	

- NRE 220 – Human Dimensions of Natural Resources (3)
- NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)
- NRE 470 – Environmental Science Internship (3) or NRE 491 – Environmental Science Senior Capstone (3)
- NRRM 200 – Analytical Methods: Statistics (4)

Major-Specific Requirements.....54 hours

- BSC 120 – Principles of Biology I (4)
- BSC 121 – Principles of Biology II (4)
- CHM 211 – Principles of Chemistry I (3)
- CHM 212 – Principles of Chemistry II (3)
- CHM 217 – Principles of Chemistry I Lab (2)
- CHM 218 – Principles of Chemistry II Lab (2)
- ENT 360 – Introduction to Entrepreneurship (3)
- MGT 320 – Principles in Management (3)
- NRE 322 – Assessment I: Terrestrial Ecosystems (4)
- NRE 323 – Assessment II: Aquatic Ecosystems (4)
- NRE 200 - Introduction to Agriculture (3)
- NRE 300 - Principles of Soil Science (3)
- NRE 301 - Principles of Soil Science Lab (2)
- NRE 302 - Animal Production (3)
- NRE 401 - Horticulture (4)
- NRE 402 - Sustainable Agriculture (3)
- NRE 403 - Agricultural Entomology (4)

Major-Specific Electives.....12-14 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students to apply for the following fields or professional credentials: nutrient management certification, outreach and education, agritourism, agribusiness, soil science professional, soil health, food security, animal production, and crop production. The student will select these electives in consultation with NRE/COS advisors to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

*Nutrient Management*

- GEO 101 – Physical Geography (4)
- GEO 222 – Global and Environmental Issues (3)
- GLY 455 – Hydrogeology (3)
- NRE 423 – GIS and Data Systems (3)
- NRE 425 – Water Policy and Regulation (3)
- NRE 400 - Soil Fertility/Plant Nutrition (4)

*Soil Health / Soil Science*

- BSC 320 – Principles of Ecology (4)
- BSC 445 – Microbial Ecology (3)
- BSC 446 – Microbial Ecology Lab (2)
- GEO 101 – Physical Geography (4)
- GLY 200 – Physical Geology (3)
- GLY 314 – Mineralogy (4)
- GLY 455 – Hydrogeology (3)

NRE 423 – GIS and Data Systems (3)  
NRE 400 - Soil Fertility/Plant Nutrition (4)

*Food Security*

DTS 202 – Introduction to Foods (4)  
DTS 210 – Nutrition (3)  
DTS 301 – Foodservice Safety and Systems Management I (4)  
DTS 302 – Foodservice Safety and Systems Management II (4)  
DTS 410 – Cross-Cultural Foods (3)  
GEO 222 – Global and Environmental Issues (3)  
HST 390 – Food in World History (3)  
HST 392 – Food Markets and Modernity (3)

*Animal Production*

BSC 301 – Vertebrate Embryology (4)  
BSC 302 – Principles of Microbiology (3)  
BSC 320 – Principles of Ecology (4)  
BSC 322 – Principles of Cell Biology (4)  
BSC 324 – Principles of Genetics (4)  
BSC 401 – Ichthyology (4)  
BSC 408 – Ornithology (4)  
BSC 409 – Mammalogy (4)  
BSC 422 – Animal Physiology (4)  
BSC 424 – Animal Parasitology (4)  
GEO 222 – Global and Environmental Issues (3)  
HST 392 – Food Markets and Modernity (3)  
NRE 425 – Water Policy and Regulation (3)

*Crop Production*

BSC 302 – Principles of Microbiology (3)  
BSC 320 – Principles of Ecology (4)  
BSC 322 – Principles of Cell Biology (4)  
BSC 324 – Principles of Genetics (4)  
BSC 416 – Plant Taxonomy (4)  
BSC 420 – Plant Physiology (3)  
BSC 430 – Plant Ecology (4)  
GEO 222 – Global and Environmental Issues (3)  
HST 392 – Food Markets and Modernity (3)  
NRE 425 – Water Policy and Regulation (3)  
NRE 400 - Soil Fertility/Plant Nutrition (4)

*Agritourism*

ENT 220 – Creativity and Innovation (3)  
MGT 231 – Principles of Selling (3)  
MGT 340 – Marketing Concepts and Applications (3)  
NRRM 360 – Tourism Planning and Management (3)  
NRRM 362 – Ecotourism and Sustainable Development (3)

*Education and Outreach*

CI 248 – Introduction to Science for Elementary Educators (3)  
EDF 201 – Educational Psychology and the Developing Learner (3)  
GEO 222 – Global and Environmental Issues (3)  
NRRM 231 – Nature Study (3)  
NRRM 310 - Environmental Interpretation (3)  
NRRM 311 – Introduction to Environmental Education (3)

*Agribusiness*

DTS 202 – Introduction to Foods (4)

HST 390 – Food Markets and Modernity (3)  
MGT 231 – Principles of Selling (3)  
MGT 340 – Marketing Concepts and Applications (3)

Courses added specifically for the Specialty Agriculture major include NRE 200 Introduction to Agriculture, NRE 300 Principles of Soil Science, NRE 301 Principles of Soil Science Lab, NRE 302 Animal Production, NRE 400 Soil Fertility/Plant Nutrition, NRE 401 Horticulture, NRE 402 Sustainable Agriculture, and NRE 403 Agricultural Entomology.

### **Program Delivery**

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and internship/field experiences at campus greenhouses, University Heights facilities, and off-site with local and regional agricultural partners. 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. Additional experiential learning opportunities will be completed at Marshall University's University Heights facility located on Route 60 East approximately 4.5 miles from the main campus. An internship is required for completion of the program. The internship can be completed on-site at MU's University Heights facility or with external facilities, such as West Edge Factory/Coalfield Development facility or other approved facilities.

### **Program Need and Justification.**

Introduction of a Specialty Agriculture 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. The impoverished region surrounding our university has been identified as a food desert by the USDA which is a region that lacks access to fresh fruit and vegetables and other healthy nutritional alternatives. Education is needed to support agriculture and agribusiness to provide food and economic opportunity for this region.

Both the Specialty Agriculture Program and the NRE department's learning outcomes specifically align with the learning outcomes advanced by Marshall University's Baccalaureate Degree Profile as described in Table 2 which shows the relationship of each university Learning Objectives to those of the department and the program. Marshall University's Strategic Vision includes 5 Pillars, each of which is directly supported by the incorporation of a Specialty Agriculture Program 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 Specialty Agriculture Program will bring the target demographic to their highest level of success by providing improvements in knowledge and skillsets regarding advanced agricultural practices and entrepreneurship. Through experiential learning and practice, students will improve outcomes individually and collectively in the region which will have benefits economically and for general health of the region.

- 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 national trend toward specialty agriculture including specialty crop, farm-to-table, hydroponic and other high-yield agriculture for small farms, which are typical of our region, identifies an unserved demographic in the impoverished Appalachian region which is a recognized food desert. The target audience for this degree is

students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are approximately 5300 FFA members in WV high schools with 115 at Cabell Midland and over 100 at Wayne County High School when we investigate in 2020. Our proposed program is responsive to the needs of this underserved population.

- 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 Natural Resources and the Environment and the proposed Specialty Agriculture program fully integrates available resources at Marshall University by utilizing available course work in multiple departments, promoting collaboration across departments, and embracing student-centered program development. The proposed program utilizes courses from dietetics, nutrition, economics, marketing, entrepreneurship, biology, chemistry and others to provide broad coverage serving students' individual interests and maximizing cost-effective presentation of materials. This strategy, in addition to use of in-place resources such as the greenhouse and collaboration with the Sustainability Department, allows for 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 Specialty Agriculture program will specifically advance transformational change in the health, economy and well-being of the community, state, region, and beyond by increasing both available food alternatives in the defined food desert and economic opportunity in the impoverished region through increasing agricultural yield in the region.

- 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 Program and West Edge Factory/Coalfield Development to seek grants and external funding in support of Specialty Agriculture programs and projects. We plan to continue to broaden these efforts as the program is launched to promote these partnerships and advance opportunities for students.

Introduction of a Specialty Agriculture program will support the paramount goal of the Higher Education Policy Commissions statewide master plan by solidifying higher education as a means to success for West Virginians and an economic catalyst for the state by improving agricultural outcomes in the impoverished region. It will provide access to post-secondary education for traditional and non-traditional aged West Virginians from our target demographic, within 100-miles of Marshall University, and improve the potential for success of individual

agricultural ventures through the introduction of technology and innovation.

### **Existing Programs**

We are unaware of existing integrated specialty agriculture baccalaureate programs at universities of similar size in West Virginia. Larger schools, such as Ohio State University and West Virginia University cover similar topics within the context of programs focused on larger agricultural operations. We are specifically seeking to serve the region by focusing academic content on small farms characteristic of the mountainous Appalachian region to improve individual and regional outcomes.

### **Program Planning and Development**

Approximately 2 years ago our department was asked to investigate the potential for a Sustainable Agriculture program at Marshall University. Our community-based learning course adopted this investigation as a project and researched programs in the area. We understood from their findings, and our own faculty investigations, that the area of sustainability was multi-disciplinary with defined principles and practices for individual areas of interest. For example, sustainability in natural resource management is implemented differently than in an office/management setting, an industrial setting, or in urban development. From these findings, we decided to launch an interdisciplinary minor in sustainability which requires core courses demonstrating the environmental need for sustainable development paired with discipline-specific courses for solutions and practices. We now have students from environmental science, dietetics and education in the minor. Regarding agriculture, our investigation showed a significant trend in the rise of farm-to-table eating strategies, the recognition of the increased nutritional value of “eating local”, and the recognition of the environmental cost of “big agriculture.” We discovered that nationally small farms make up >90% of all farms, and OH, WV and KY rank 38, 41 and 43 in farm size being dominated by small growers. Still OH and KY have >70,000 farms and WV has >20,000. These are family farms, generational, with high school- and college-aged children who may already be working in the family business. These are students who are not going away to college, and the agriculture programs at the larger schools are not geared to focus on small farms. In the mountainous terrain of southern Appalachia these small growers have different needs than the larger operations of more rolling terrain. They are underserved with respect to educational opportunities and training on technological advances and agribusiness. We toured high schools and spoke with Future Farmers of America (FFA) and 4-H Club participants and leaders. We identified a unique educational challenge and opportunity and developed a Specialty Agriculture major to serve this niche. In the spring of 2020, the curriculum was developed and approved along with the necessary courses to support the major. Although plans to reach out to regional high schools and members of FFA and 4-H in-person to launch the major were thwarted by Covid-19, it quietly started in Fall 2021 with 7 students in the major. However, at the time of development, we did not recognize the benefits of launching a program as opposed to a major, and we now seek to gain program status.

### **Clientele and Need**

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm.

The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Our target student base consists of students not currently being served by academic programs and who are struggling in a world where technology and agribusiness advances have revolutionized the small farm paradigm. Specifically, in WV there are 5300 Future Farmers of America in 78 chapters. During our investigation of the program need, there were 115 FFA members at Cabell Midland and over 100 at Wayne County High School. These students, as well as others from 4-H Clubs and conservation clubs, are our target clientele.

### **Employment Opportunities**

This curriculum will provide students with targeted education to prepare them for work in the agricultural industries including greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production and for the growing agribusiness and eco-tourism industry. The Theme of USDA's 97<sup>th</sup> Agricultural Outlook Forum (February 2021) of "Building on Innovation: A Pathway for Resilience" could well be the theme for our program as this articulates what we believe is the future of southern West Virginia and the Appalachian Region in general. While the trend toward consolidation of agricultural operations into even larger conglomerates looms overall, specialty crop production is increasing with the USDA predicting the specialty crop sector will grow rapidly over the next decade (Dohlman et al., 2020). Consumer spending on fresh fruits and vegetable is increasing faster than the value of production (Tregeagle, 2020) and demand for fresh vegetables is expected to increase by a third over the next 10 years along (Dohlman et al., 2020). The global hydroponic market is expected to grow at a compound annual growth rate of 8.5% to 22.5% depending on specifics of the projection (Grandview Research, 2021; Markets and Markets, 2021; Mordor Intelligence 2020) with small facilities currently springing up throughout our region (Kanawha County, McCowell County) along with larger commercial hydroponic growers in place or planned. The unique focus of our Specialty Agriculture Program is possible due in part to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs. Ecotourism in a 100 billion dollar industry globally with a projected compound annual growth rate of 2.5% (global) and 16.2% in the United States according to Allied Market Research (2021). Our in-place resources allow us to support student development in this market with little additional investment. Although specialty agribusiness and ecotourism jobs are new to the career outlook sector, the US Bureau of Labor Statistics (BLS) project job growth in general for occupations related to environment and conservation. The BLS reports agriculture and food science technicians growing at 8%, however, the differences in projects for large agricultural operations versus the smaller operations representative of our region overshadow the application of national numbers.

Specific industries where our students may find jobs would include in-place high yield growing facilities such as Gritts Midway Greenhouse, Paradise Farms and West Edge Factory; in-place agrotourism opportunities, such as Gritts Farm and Heritage Farm; and planned facilities such as AppHarvest. However, many target students will find employment in family agricultural businesses and new ventures in the disadvantaged region offering opportunity for economic growth.

### **Program Impact**

The Specialty Agriculture Program will positively impact in-place university programs by increasing enrollment and utilization of upper division courses where most departments welcome support. The program will provide student volunteers for the Sustainability Program which manages community gardens

and outreach programs. The program will require increased enrollment in some lower-level concept courses, such as Biology and Chemistry. These requirements were worked out with those departments prior to approval of the major so implementation of the program should have no additional impacts.

The Specialty Agriculture Program will positively impact NRE by broadening our capacity to serve the university and the region with meaningful, integrated, and applied programs preparing students to provide sustainable futures to our region. The integration of agriculture into our existing programs completes our department's coverage of land use-specific anthropogenic impacts and management/conservation of terrestrial and aquatic resources.

### **Cooperative Arrangements**

Through development of the Specialty Agriculture major and the USDA grants we have submitted, collaboration opportunities have been identified with the Sustainability Department and the Robert C. Byrd Institute in-house. Additionally, external collaboration opportunities have been identified at Refresh Appalachia, a social and agricultural enterprise of Coalfield Development that has several agricultural operations at the West Edge Factory in Huntington. Specifically, we have investigated the opportunity for student internships, personnel exchanges and resource sharing among the parties. External collaboration opportunities have also begun with Unlimited Futures, Inc. through the MU Sustainability Department and NRE community gardens and composting grant.

### **Alternatives to Program Development**

The alternative to development of Specialty Agriculture as a program was the development of a major, which was implemented in 2020-2021 academic year. Upon implementation, we realized the hindrance to our marketing of housing a major versus a program which is why we now seek to attain program status.

### **Program Implementation and Projected Resource Requirements.**

#### **Program Administration**

The program will be housed in the Department of Natural Resources and Environment 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:**

Technological advances and better farming practices are improving yield in an environmentally sustainable manner and producing higher quality products from smaller tracts of land. This is the demonstrated trend in agriculture and needs to be supported with academic programs to bring our local farmers into the new markets. Although adapting, the agricultural programs at the larger schools are not designed to serve small growers such as those in the steep terrain of southern WV. In our region, average farm sizes are substantially less than half the national average with OH, WV, and KY ranking 38<sup>th</sup>, 41<sup>st</sup>, and 43<sup>rd</sup> nationally in farm size (Cook 2019). Yet, KY and OH ranked 6<sup>th</sup> and 7<sup>th</sup> in total number of farms with over 70,000 each and WV has over 20,000 farms (Cook 2019). This makes the changing market trends particularly beneficial to our region and offers substantial opportunity to improve the yield of smaller farms thus improving economic outcomes for our farmers. Concurrently, in academic institutions enrollment rates are flat in traditional agricultural programs while enrollment is increasing in sustainable and specialty programs that emphasize the environmental, social and economic dimension of food and farming (Parr and Trexler 2011; Smith-Hollins et al. 2015).

In our region, many high school seniors are already involved in agricultural endeavors and family businesses. These individuals may not have opportunity to travel to pursue post-secondary education but would benefit from programs in agriculture, agribusiness, and technology to enhance and grow a struggling farm. In fact, over 87% of MU

students are drawn from within WV, or within a 100 mile radius of the school in the distressed counties of OH and KY. Within these areas, organizations such as Future Farmers of America (FFA), 4-H and conservation clubs are heavily populated. There are 5300 members and 78 chapters of FFA in West Virginia. Cabell Midland High School has over 115 members of their FFA chapter and Lincoln County High School has 83 active members. There are approximately 100 FFA participants in Wayne County, West Virginia. These are the students we hope to draw to the Specialty Agriculture Major. We will not be seeking students already coming to Marshall, but reaching new markets who can benefit from sound understanding of the agricultural sciences and our exceptional opportunities in innovation and technology to improve economic outcomes for individuals and the region. Our target enrollment in the program is to add 30 students per year to maintain the program at the described staffing level. In the long-term, if we expect to increase enrollment beyond 120 students in the program, additional sections would need to be added and staffing accommodations would need to be considered.

### **Faculty Instructional Requirements**

Having already conducted an internal study of our in-place resources, we have determined that one full-time faculty would be necessary to initiate and support the development of the Specialty Agricultural program. Physical resources, such as greenhouse space, will be required and is expected to be obtained through collaboration with the Sustainability Department and local private sector collaborations. Additionally, one course per year will require an adjunct faculty commitment.

### **Library Resources and Instructional Materials**

Existing library resources and instructional materials are adequate for initiation of the proposed program. Some additional materials will be required to support experiential learning in laboratory classes and at the existing greenhouse and composting facilities at an estimated cost of \$500 every other year for NRE 301 Principles of Soil Science Lab. The initial start-up costs for this laboratory course, a significant expense in previous discussions of the program, have already been secured as the course was first taught in the fall 2022 semester. Going forward, a lab manual will be developed and sold in the MU Bookstore to help offset the maintenance costs for this lab.

### **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 Specialty Agriculture Program. The aforementioned materials will be utilized to support Specialty Agriculture laboratory exercises associated with coursework and experiential learning at the greenhouse and University Heights facilities.

### **Facilities Requirements**

No new facilities or space are required to initiate the program as Specialty Agriculture will share departmental and College of Science resources. The program will support and participate in attempts to secure funding for future development at University Heights as this will directly improve program opportunities and experiential learning opportunities for students.

### **Operating Resource Requirements**

The overlap of shared objectives between Specialty Agriculture and NRE department goals limits the necessity for increased operating resources beyond those described above, namely one full time faculty and an adjunct faculty for one course per year. Administrative resources will be shared through departmental assistance. Graduate students, paid student internships and hourly labor working in the program would be supported by grants and private funding obtained by the program. No additional hourly employees are foreseen.

### **Source of Operating Resources**

Few specific resources are needed for operation of the new program. It will fit into a growing applied department so additional faculty loads and experiential learning budget will be required as our department grows, as indicated by the projections below. Currently, we offset department costs by the sale of a laboratory manual used in the service course the department provides to the university. A similar offset is planned with the sale of a lab manual from NRE 301, the soil science laboratory.

**FIVE-YEAR PROJECTION OF  
PROGRAM SIZE  
(Form I)**

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>	<b>Fourth Year</b>	<b>Fifth Year</b>
	<b>(20_23-24)</b>	<b>(20_24-25)</b>	<b>(20-25-26)</b>	<b>(20_26-27)</b>	<b>(20_27-28)</b>
<b>Number of Students Served through Course Offerings of the Program:</b>					
Headcount	0	36	75	105	135
FTE	0	31.5	53.75	73.75	85
Number of student credit hours generated by courses within the program (entire academic year):	0	189	540	890	890
	_____				
<b>Number of Majors:</b>					
Headcount	30	60	90	120	120
FTE majors	30	60	90	120	120
Number of student credit hours generated by majors in the program (entire academic year):	720	1440	2160	2880	2880
	_____				
Number of degrees to be granted (annual total):	0	0	1	30	30

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

	First Year FY(2023 )	Second Year FY(2024 )	Third Year FY(2025 )	Fourth Year FY(2026 )	Fifth Year FY(2027)
<b>A. FTE POSITIONS</b>					
1. Administrators	0	0	0	0	0
2. Full-time Faculty		0.5	1	1	1
3. Adjunct Faculty	0	0.5	0.5	0.5	0.5
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

**Note: Include percentage of time of current personnel**

**B. OPERATING COSTS (Appropriated Funds Only)**

1. Personal Services:

a. Administrators	0	0	0	0	0_
b. Full-time Faculty*	0	\$50,000	\$ 100,000	\$100,000	\$100,000
c. Adjunct Faculty	0	\$3,000	\$3,000	\$3,000	\$3,000
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	<u>NA</u>				
Professionals	<u>NA</u>				

Total Salaries

\*Explanation for faculty expenditures in Section C below.

**FORM 2-Continued****FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\***

	<b>First Year (2023_)</b>	<b>Second Year (2024_)</b>	<b>Third Year (2025_)</b>	<b>Fourth Year (2026 )</b>	<b>Fifth Year (2027)</b>
2. Current Expenses		\$ 500	\$0	\$500	\$0
3. Repairs and Alterations	NA				
4. Equipment:					
Educational Equip.	NA				
Library Books	NA				
5. Nonrecurring Expense (specify)					
Total Costs					

**C. SOURCES**

General Fund Appropriations – Lab manual sales for NRE 301 Principles of Soils Lab Manual will be used to offset the experiential learning costs.

One additional faculty line will be needed after the second year of the program. Faculty salary is estimated to be \$60,000 per year with benefits estimated at \$40,000. Faculty expenditures will more than be off-set by student tuition if program has 120 students paying tuition ( $120 \times \$8,600 = \$1,032,000$ )

One adjunct will be required to teach 1 class per year in year 2 of the program and subsequent years.

An existing NRE faculty will teach 1 course in-load semi-annually to support the program.

Administrative and clerical resources will be shared with those already utilized by the department, no additional resources are requested.

Shared in-place resources will provide classroom and laboratory space and equipment to support newly launched experiential courses. Supplies will be needed to support laboratory courses.

## Resources

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# ACADEMIC PROGRAM ASSESSMENT

Bachelor's In Specialty  
Agriculture

Prepared for Marshall University

March 2022

In the following report, Hanover assesses demand for bachelor's degree programs in agriculture, specifically highlighting demand trends within the region and nation. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.

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# EXECUTIVE SUMMARY

## RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):



### MOVE FORWARD WITH RELAUNCHING THE SPECIALTY AGRICULTURE MAJOR.

Degree completions are close to the national average, which means slow but steady growth. While the number of relevant jobs is predicted to shrink, Marshall's location and the program's interest in recruiting students from family farms suggests that the local labor market is stronger than the national one in this area.



### RELAUNCH THE PROGRAM UNDER AN AGRICULTURE CIP CODE.

Marshall's Bachelor's of Science in Specialty Agriculture degree is comparable to programs within the Agriculture, General CIP code at benchmarked institutions. When relaunching its program, Marshall should use the Agriculture, General CIP code, as this fields best align with Marshall's Specialty Agriculture bachelor's program, and this code is designated as a STEM program.



### HIRE ADDITIONAL FACULTY TO SUPPORT THE PROGRAM.

With six instructional faculty in the major, Marshall is well below the benchmarked average of 13 faculty. Hiring new professors will enable Marshall to add more courses and concentrations within the major and provide additional support to students in the program, helping the program to grow.



### SHOWCASE OPPORTUNITIES FOR EXPERIENTIAL LEARNING AND STUDENT ENGAGEMENT.

Experiential learning is a key value proposition among comparator programs. Benchmarked programs often dedicate entire webpages to the farms, agricultural centers, gardens, and greenhouse complexes in which students can work. Additionally, profiled institutions highlight student engagement activities, underlining a sense of community within their programs. To promote these attributes of its program to prospective students, Marshall should feature descriptions, photographs, and videos of students participating in experiential activities on its program webpage.

# EXECUTIVE SUMMARY

## KEY FINDINGS

Conferrals trends show consistent student interest in agriculture-related programs. While student conferrals slightly vary from year to year for agriculture-related fields, growth trends show consistent demand that aligns with the regional and national average growth rates for all bachelor's fields. The fastest growing fields are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*, while conferrals have decreased in *Agricultural Economics and Agriculture, General*.

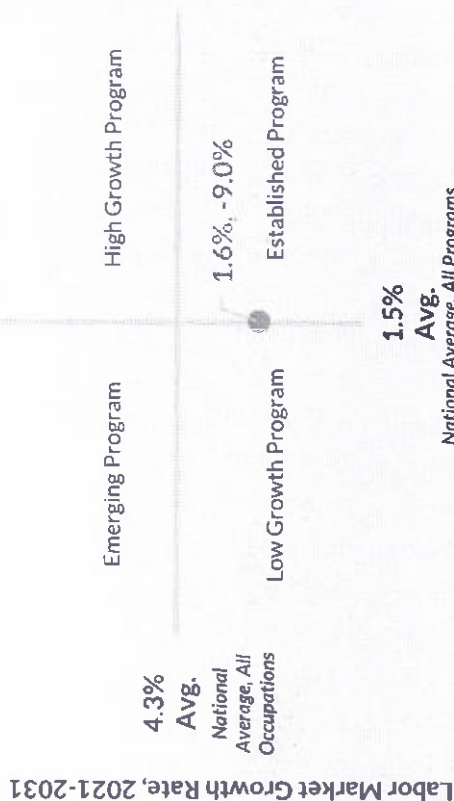
Employment projections show a decline in labor demand; however, this is largely attributed to a decrease in employment for *Farmers, Ranchers, and Other Agricultural Managers*. The significant decline in demand for this occupation is attributed to the consolidation of the farming industry, leading to larger but fewer farms. Despite the decline in demand for *Farmers, Ranchers, and Other Agricultural Managers*, employment for *Animal Scientists, Food Scientists and Technologists, and Soil and Plant Scientists* is expected to grow at the regional and national levels.

Public demand for organic and sustainably grown products is growing, driving an interest in local agriculture. Industry trends show increased consumer demand for sustainable and organic products, which has also spiked interest in locally-sourced foods. Additionally, initiatives such as West Virginia's Snap Stretch program allow SNAP/EBT users to buy from local farmer's markets, increasing accessibility to locally farmed produce.

Profiled institutions all have programs within the *Agriculture, General* CIP code, but several use detailed CIP codes for degree specializations. Programs tend to offer several areas of specialization that may function as individual majors. Subsequently, institutions categorize concentration areas under more detailed Agriculture CIP codes. This may account for the decrease in conferrals in *Agriculture, General*, as conferrals are increasingly reported under more nuanced codes. For instance, conferrals are growing in *Agricultural Production Operations, General* in the region and nation.

## NATIONAL BENCHMARK ANALYSIS

Comparison of bachelor's completions in agriculture-related fields and relevant labor market to all completions and all occupations in the nation



Annualized Degree Completions Growth Rate, 2016-2020

## FAST FACTS



13

Average number of instructional faculty at comparator institutions.



1.6%

National average annualized growth rate of reviewed agricultural program conferrals from 2016 to 2020.



\$8,762

Average annual tuition cost of profiled programs.

# RESEARCH QUESTIONS AND METHODOLOGY

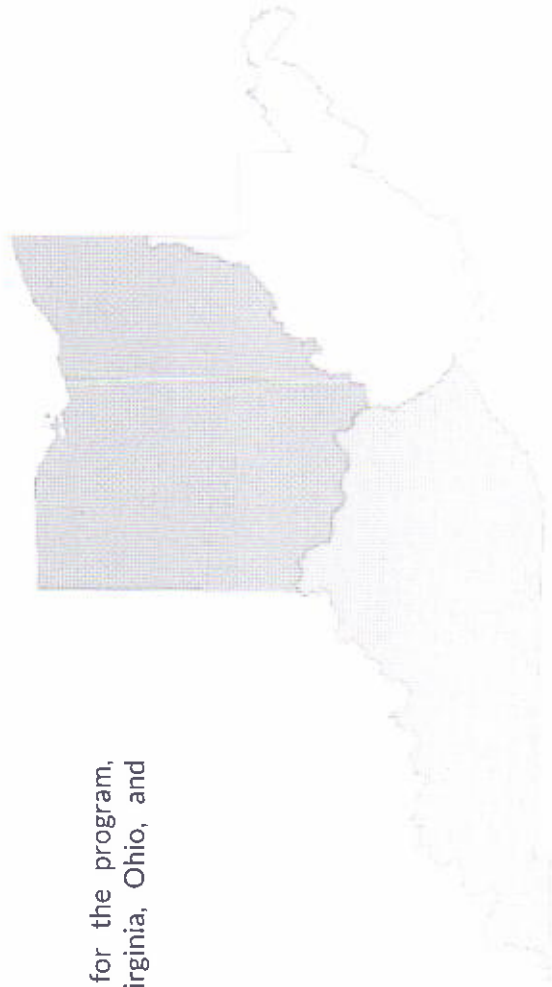
## METHODOLOGY

To assist Marshall University (Marshall) as it considers relaunching its BS in Specialty Agriculture program under a new Classification of Instructional Programs (CIP) code, Hanover conducted an Academic Program Assessment to determine student and labor market demand for such programs and review comparator programs.

The following analysis is based on a review of information drawn from institutional websites as well as publicly available data sources. Hanover selected the comparator institutions included in this analysis based on their status as public, non-land grant institutions. Programs with strong conferral trends that are categorized under the *Agriculture, General CIP* code were prioritized.

## REGION

In determining student and labor market demand for the program, Hanover assessed trends in the states of West Virginia, Ohio, and Kentucky.



## RESEARCH QUESTIONS



What is the student demand for this program?

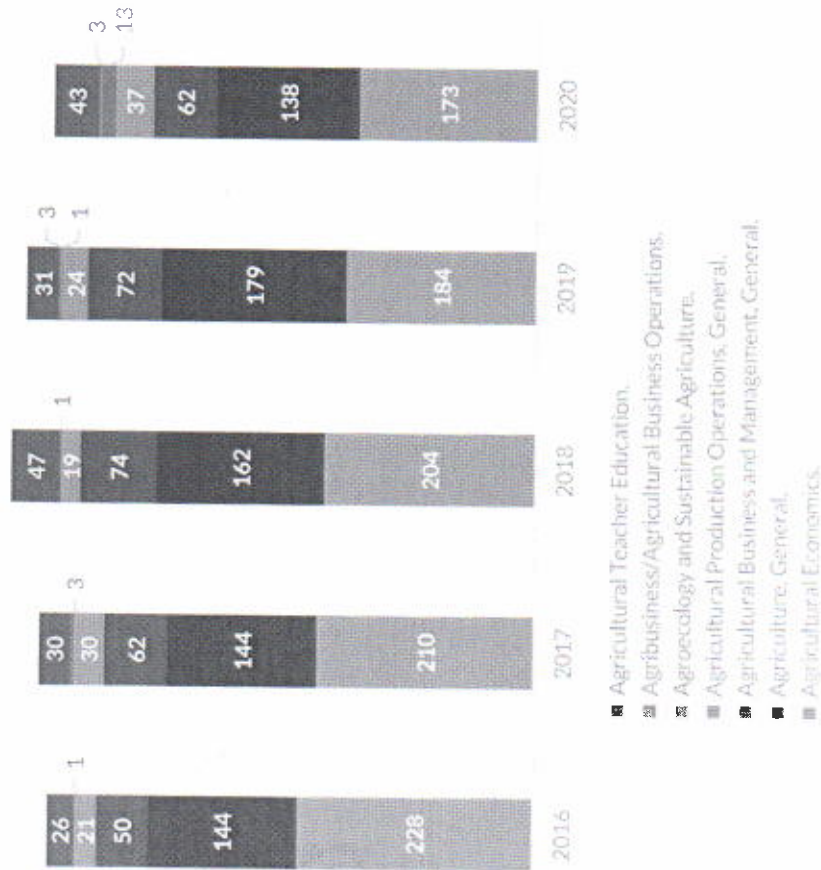
What is the labor market demand? What jobs can graduates pursue? What are current industry trends?

What is the competitive landscape for this program? What are features of comparator programs? How should Marshall position its program for success?

# STUDENT DEMAND ANALYSIS

## REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



Note: In the West Virginia-Ohio-Kentucky region, only programs in Kentucky report conferrals under the Agriculture, General CIP code. Thus, Hanover selected other related codes commonly used in the region to provide a more holistic picture of student demand.  
Source: IPEDS

## ANALYSIS

Student interest in agriculture-related programs is steady. From 2016 to 2020, the region experienced a moderate decline in conferrals (-0.1 percent), and the nation experienced a moderate increase in conferrals (1.6 percent). Demand for agriculture-related bachelor's programs is consistent with regional and national trends for all fields, as growth rates are within one percentage point of the regional and national averages.

The fastest growing fields at both the regional and national levels are **Agricultural Production Operations, General** and **Agroecology and Sustainable Agriculture**. Regionally, conferrals in **Agroecology and Sustainable Agriculture** grew from 1 conferral in 2016 to 13 conferrals in 2020. Nationwide, conferrals grew 6.3 percent. **Agricultural Production Operations, General** grew by 15.2 percent in the region and 16.2 percent nationwide. Conferrals in **Agricultural Economics** and **Agriculture, General** decreased from 2016 to 2020 period at the regional and national levels.

## TOTAL DEGREE COMPLETIONS

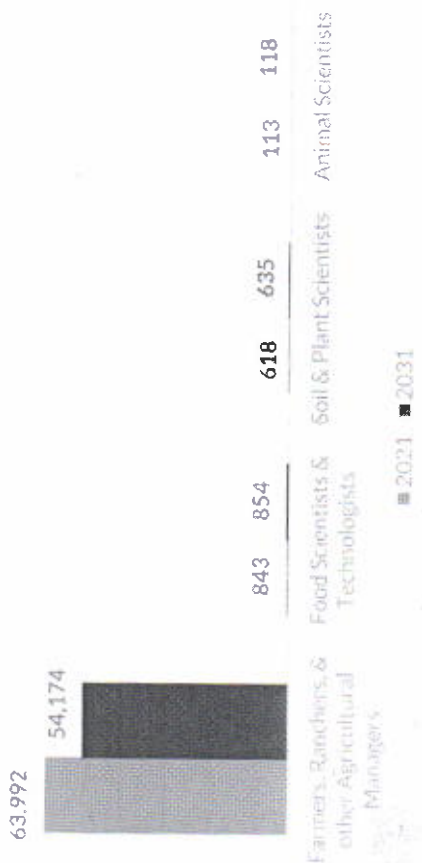
Aggregate degree completions by geographic level (2020)

	State	Regional	National
Agricultural Economics.	64	173	1,566
Agriculture, General	0	138	2,082
Agricultural Business and Management, General.	0	62	1,194
Agricultural Production Operations, General.	0	37	142
Agricultural Teacher Education.	18	43	803
Agroecology and Sustainable Agriculture.	0	13	236
Agribusiness/Agricultural Business Operations.	0	3	2,110
<b>Total Completions, Observed Fields</b>	<b>82</b>	<b>469</b>	<b>8,133</b>
<b>Growth Rate, Observed Fields</b>	<b>6.4%</b>	<b>-0.1%</b>	<b>1.6%</b>
<b>Growth Rate, All Fields</b>	<b>0.5%</b>	<b>0.9%</b>	<b>1.5%</b>

# LABOR MARKET ANALYSIS

## REGIONAL PROJECTED EMPLOYMENT

Regional agriculture-related positions as of 2021 and 2031 (projected)



## TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2021)	7,798	65,566	885,653
Projected Employment (2031)	6,050	55,781	805,555
Average Annual Openings, Observed Occupations	510	5,044	76,043
Employment Growth, Observed Occupations	-22.4%	-14.9%	-9.0%
Employment Growth, All Occupations	-8.2%	-0.8%	4.3%

Source: JobsEQ



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## ANALYSIS

Labor projections point to a decrease in employment opportunities for graduates of agriculture-related programs. The decline in employment is largely driven by a substantial decrease in demand for *Farmers, Ranchers, and Other Agricultural Managers*, which is expected to decrease by 22.6 percent in West Virginia, 15.3 percent in the region, and 9.6 percent nationally. According to the *Bureau of Labor Statistics (BLS)*, this is the result of increased efficiencies in crop production, which has led to consolidation and fewer but larger farms.

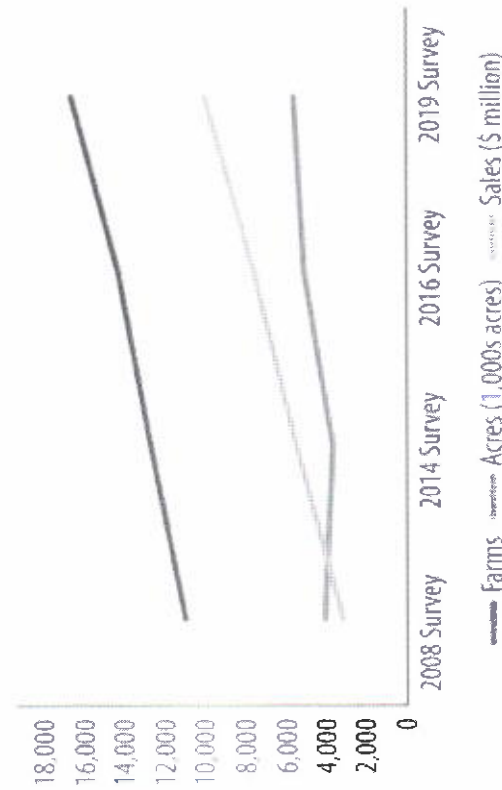
Conversely, labor demand for *Animal Scientists, Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at both the regional and national levels. While all studied occupations are expected to decrease in demand in West Virginia, employment predictions estimate that there will still be an average of 510 job openings per year in the state. It is likely that there are many diverse career paths for graduates as entrepreneurs and business owners.

West Virginia organizations are using innovative programs to increase profits. For instance, the *West Virginia Farm and Food Coalition* reports that \$483,371 was captured in federal food assistance dollars for 2021 due to EBT/SNAP benefits that were spent at local farmer's markets. Further, reports from area news sources indicate that there is an "increased interest in agriculture at the local level." Covid-19 supply chain issues, growing interest in locally sourced foods, and an overall increase in health-consciousness is driving investment in local agriculture. These trends also apply to sustainable farming. This suggests that Marshall's emphasis on "sustainable, high-yield agriculture with an emphasis in agribusiness and agritourism" reflects emerging industry trends at both the local and national level.

## INDUSTRY TRENDS

Despite declining labor demand for *Farmers, Ranchers, and Other Agricultural Managers*, growing consumer demand for organic produce indicates a significant need for sustainable and organic agriculture. Organic agriculture experienced a 31 percent increase in sales from 2016 to 2019, and the U.S. Department of Agriculture (USDA) reports a 17 percent increase in certified organic farms and a nine percent increase in certified organic acres. A USDA Economic Research Service report reveals that the consumer demand for organically produced goods has significantly increased in recent years and organic sales now account for over four percent of total national food sales. The report further shows that consumers prefer organic produce because of concerns for health, the environment, and animal welfare. These trends in consumer demand drive increasing market demand for sustainable and organic produce.

### Organic Farms, Acres, and Sales, 2008 to 2019



Source: USDA Census of Agriculture

## SUSTAINABLE AGRICULTURE

Sustainable agriculture has become a priority at the national and local levels, with government agencies and higher education institutions investing billions in the field. For example, the USDA recently announced a one-billion-dollar grant program to support climate-friendly farming, ranching, and forestry practices. The program will finance projects that promote sustainable agricultural practices and can measure reductions in greenhouse gas emissions. The program also seeks to certify produce that is grown using sustainable practices as "Climate Smart" in response to rising demand among consumers. Higher education institutions have also begun to invest in sustainable agriculture; for example, the University of Minnesota is currently looking to develop an agricultural research complex to help farmers with sustainable food production.

*"The goal of sustainable agriculture is to meet society's food and textile needs in the present without compromising the ability of future generations to meet their own needs. Practitioners of sustainable agriculture seek to integrate three main objectives into their work: a healthy environment, economic profitability, and social and economic equity."*

- University of California Davis

Recent national spending similarly demonstrates the high demand for sustainable agriculture. In 2020, the U.S. government passed the Emergency Coronavirus Relief Act, which included over 23 billion dollars in funding for food and agriculture programs. The Relief Act appropriated money to conservation, renewable energy, local food, and rural development. Seven million dollars were included for the Office of Urban Agriculture (an increase of two million dollars to its budget) and 12 million dollars for the Farm to School Grant Program. The Act also included 40 million dollars for the Sustainable Agriculture Research and Education (SARE) program, the USDA's only competitive research program focused entirely on sustainable agriculture. The 40 million dollars provided to SARE is a record high for the program, which is authorized at 60 million dollars.

EXEMPLARY REGIONAL JOB POSTINGS

Position	Employer	Location	Skills and Requirements
Assistant Grower*	Gritt's Midway Greenhouse	Red House, WV	<ul style="list-style-type: none"><li>Ability to recognize physiological problems in plants</li><li>Working knowledge of greenhouse operations</li></ul>
Farm Manager	West Virginia Department of Agriculture	Huttonsville, WV	<ul style="list-style-type: none"><li>Bachelor's degree with a major in agriculture-related field</li><li>Two years experience in managing or assisting in management of a large, multi-faceted framing operation</li></ul>
Grower Assistant I*	80 Acres Farm	Hamilton, OH	<ul style="list-style-type: none"><li>Agriculture, science, and/or production background</li></ul>

EDUCATION REQUIREMENTS



\*Note: Job listing is no longer available.  
Note: For this analysis, Hanover retrieved job postings data for general agriculture-related positions in the region from [JobEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of March 2022.

ANALYSIS

Graduates of bachelor's degree programs in agriculture should fare well in the regional labor market. Out of the 173 regional positions that were posted in the last six-months that specified educational attainment, 64.2 percent indicated that candidates should have a bachelor's degree in the field. Employers include commercial farms and growers such as 80 Acres Farms and Green Circle Growers Inc. Further, institutions like the West Virginia Department of Agriculture and the University of Kentucky have posted ads to fill vacant positions including those for farm managers.

TOP CREDENTIALS AND SKILLS



COMMON JOB TITLES BY NUMBER OF JOB ADS



# MARKET SATURATION ANALYSIS

## ANALYSIS

Competitive conditions are likely to support an additional bachelor's program in an agriculture-related field. The agriculture-related fields studied exhibit growth in both the number of degrees conferred and the number of programs offered during the 2016 to 2020 period. This trend suggests reliable student interest in agriculture-related bachelor's programs, and that additional programs are being offered to satisfy student demand.

To assist Marshall in better understanding the competitive landscape, Hanover benchmarked 10 general agriculture programs that exhibit strong conferrals trends and that are offered by non-land grant institutions.

## BENCHMARKED PROGRAMS

Institution	Listed Faculty*	2020 Conferrals^	Average Annualized Growth (2016-2020)	State
Austin Peay State University	11	34	-7.3%	TN
Fort Hays State University	12	35	2.3%	MO
Illinois State University	19	199	-1.8%	IL
Marshall University	6	--	--	WV
McNeese State University	--	60	2.7%	LA
Morehead State University	17	45	-3.5%	KY
Northwest Missouri State University	14	31	4.5	MO
Tennessee Technological University	9	59	-2.8%	TN
Truman State University	5	22	-3.1%	MO
Western Illinois University	16	94	-3.4%	IL
Western Kentucky University	18	74	1.8%	KY

\*Note: All instructors were counted, including adjuncts.

^Note: Some programs report under additional CIP codes.

## NATIONAL MARKET SATURATION

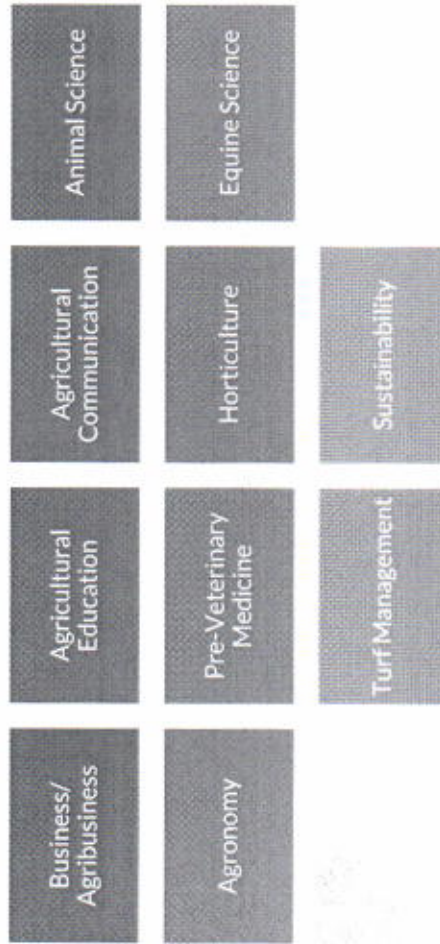
National market saturation for bachelor's programs in general agriculture-related fields



# PROGRAM TRENDS: OVERVIEW

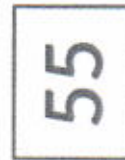
## CONCENTRATIONS

All benchmarked programs offer concentrations. Most profiled programs include options to specialize in the following areas:



## MAJOR CREDIT REQUIREMENTS

Marshall's required credits for the major reflect those of comparator programs. However, required major credits vary, sometimes significantly, across concentrations. Reviewed programs required between 35 and 73 major credits with an average of 55 credits.



## FACULTY



On average, benchmarked programs have 13 instructional faculty members. The comparator average is well above Marshall's faculty headcount of six.

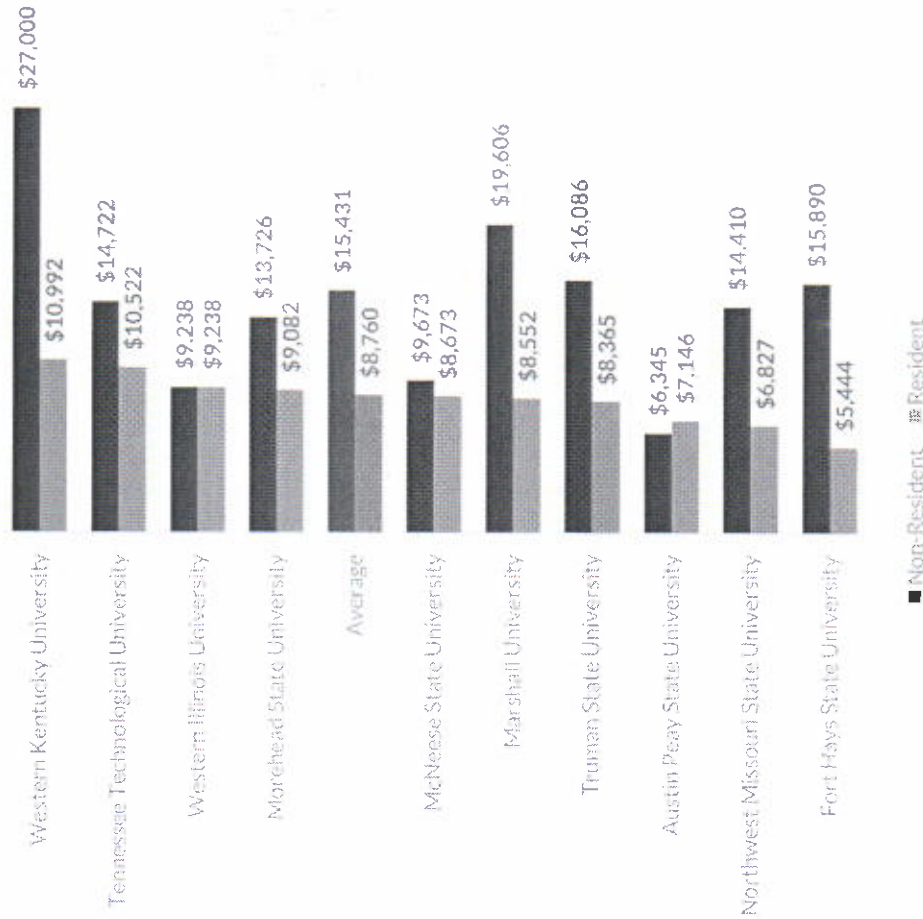


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## ANNUAL TUITION



Marshall's annual tuition rate for in-state students of \$8,552 is comparable to its peers. The average annual tuition for residential students is \$8,762.



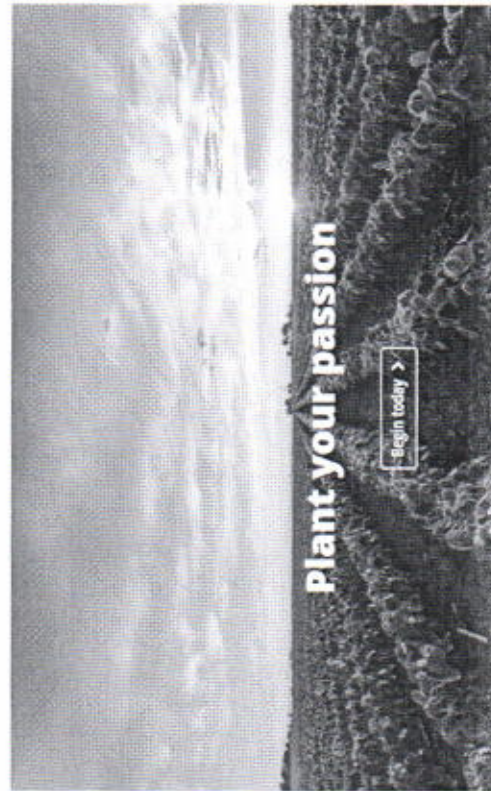
# PROGRAM TRENDS: MARKETING

## MARKETING OVERVIEW



Comparator programs highlight experiential learning, learning facilities, specializations, and career preparedness as key value propositions.

Like Marshall, profiled institutions center messaging on program features such as learning facilities, internships and other forms of experiential learning, and student engagement activities. Further, programs focus on the diversity of the field for which students are being prepared. Many programs also call out characteristics of successful students. For instance, [Fort Hays State University](#) students are "hard-working, resourceful and proud to be part of the agricultural community." Other institutions such as [Illinois State University](#) and [Truman State University](#) target students who seek to "plant" or "cultivate" their passions. Overall, program webpages indicate that prospective students would be joining a community centered around their interests.



Picture Source: [Illinois State University Agriculture Department](#)



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## PROGRAM MESSAGING EXAMPLES



"As the need for feeding an ever-growing population continues to expand, the School of Agricultural Sciences is poised to serve student interests and meet the needs of the agriculture, food and fiber industry today and in the future."

-Northwest Missouri State University



"Students take advantage of our unique hands-on learning experiences, academic programs, clubs and organizations and the close-knit mentorship of our caring, experienced faculty. Whether you are going back to the family farm or looking to take the lead with a global agribusiness corporation, we will have you well prepared for an exciting, rewarding career in a diverse, growing industry."

-Fort Hays State University



"MSU's Bachelor of Science in Agriculture gives you the opportunity to major in your passion. Whether you're interested in learning to manage livestock or running an agriculture-based business, you'll gain the knowledge and hands-on skills you need to launch a successful career after you graduate."

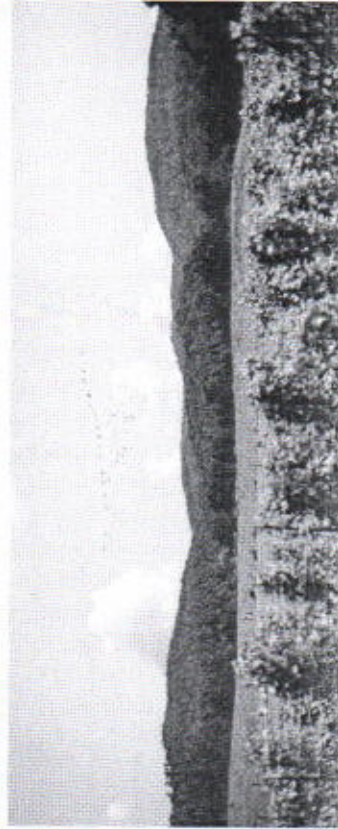
-Morehead State University

# PROGRAM TRENDS: EXPERIENTIAL LEARNING SPOTLIGHTS

## EXPERIENTIAL LEARNING OPPORTUNITIES

All benchmarked institutions provide opportunities for students to experience hands-on learning in farms, green houses, and related settings. Eight programs advertise that students have opportunities to work and participate in field experience on campus farms or agriculture centers. Profiled programs also advertise that students have opportunities to participate in internships. Additional experiential learning opportunities available at benchmarked programs include research opportunities and student organization activities such as equestrian teams and rodeos. Northwest Missouri State University even offers a student living and learning community for Agricultural Science students.

Students studying agriculture at Tennessee Technological University can conduct research on poultry, gain experience at the university's tech farms, or work on a farm recognized by the Tennessee Historical Society. This program offers multiple facilities where students can engage in research, such as the Nursery or Poultry Research Centers. The Oakley Farm contains a cattle operation and greenhouse research complex where students participate in innovative processes such as hydroponic gardening. The site also contains the historic Pioneer Century Farm which has been a working farm for over 200 years.



Picture Source: Tennessee Technology University, Pioneer Century Farm



## EXPERIENTIAL LEARNING SPOTLIGHTS

Western Kentucky University (WKU) offers study abroad experiences. Students at WKU can participate in unique experiences such as working on produce and floral farms in Ecuador.



Illinois State University has a fully functioning farm, Meat Science Lab, Agricultural Shop, and Horticulture Center. Students can gain hands-on experience with different types of equipment in the Agriculture Shop, and learn about different grades of meats in the Meat Science Lab. The Horticulture Center serves as an instructional facility as well as a community outreach point with labs, greenhouses, and gardens.



# PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Austin Peay State University Clarksville, TN	BS in Agriculture	Resident: \$7,146 Non-Resident: \$12,690	25**	<ul style="list-style-type: none"> <li>Communication</li> <li>Business</li> <li>Science</li> <li>Veterinary Medicine</li> <li>Sustainable Development</li> <li>Veterinary Technology</li> </ul>	<ul style="list-style-type: none"> <li>Advertises a partnership with Coleman Tracker Company and Kubota</li> <li>Program features a Farm and Environmental Education Center</li> <li>Several student organizations are associated with the program including Delta Tau Honor Society, Alpha Gamma Rho Fraternity, Pre-Vet Club, Beef Cattle Show Team, and Collegiate FFA</li> <li>The program offers several scholarships</li> </ul>
Fort Hays State University Hays, KS	BS in Agriculture	Resident: \$5,444 Contiguous State: \$7,518 Non-Resident: \$15,890	Total: 50 (24 Core Credits; 35 Concentration Credits)**	<ul style="list-style-type: none"> <li>Agronomy</li> <li>Animal Science</li> <li>General Agriculture</li> <li>Agricultural Education</li> <li>Agronomy Business</li> <li>Agricultural Communication</li> <li>Agricultural Leadership</li> </ul>	<ul style="list-style-type: none"> <li>A BS in Agricultural Business is also offered</li> <li>Advertises a 3,825-acre farm, hands-on experiences, and clubs and organizations</li> </ul>
Illinois State University Normal, IL	BS in Agriculture	Resident: \$11,524 Non-Resident: \$23,048	55-73^	<ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agriculture Communications &amp; Leadership</li> <li>Agriculture Education</li> <li>Agronomy Management</li> <li>Animal Industry Management</li> <li>Animal Science</li> <li>Crop &amp; Soil Science</li> <li>Horticulture &amp; Landscape Management</li> <li>Pre-veterinary Medicine</li> </ul>	<ul style="list-style-type: none"> <li>More than half of the agriculture students complete an internship</li> <li>The program offers scholarship opportunities</li> <li>Several labs and facilities are featured on programs webpages such as horticulture center, university farm, and agriculture shop</li> </ul>

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: Credits for the Sustainable Development Concentration were used, only designated "AGRI" courses were counted.

\*\*\*Note: Concentration area credits vary.

^Note: Only agriculture and animal science courses were counted.

Source: Institutional Websites (see embedded hyperlinks)



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# PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Marshall University Huntington, WV	BS in Speciality Agriculture	Resident: \$6,352 Metro Residents: \$14,636 Non-Resident: \$19,606	66 (52 Core Credits; 14-16 Elective Credits)	<ul style="list-style-type: none"> <li>Nutrient Management</li> <li>Soil Health</li> <li>Food Security</li> <li>Livestock Production</li> <li>Crop Production</li> <li>Ecotourism</li> <li>Education &amp; Outreach</li> <li>Agriculture Commodities Broker**</li> </ul>	<ul style="list-style-type: none"> <li>The program features several student organizations such as the <u>American Fisheries Society</u>, <u>Collegiate 4-H</u>, and <u>Marshall Environmental Science Association</u></li> <li>Advertises <u>experiential learning opportunities</u> through local and regional enterprises and educational institutions</li> </ul>
McNeese State University Lake Charles, LA	BS in Agricultural Sciences	Resident: \$8,673 Non-Resident: \$9,673	45***	<ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agricultural Education Grades 6-12</li> <li>Animal Science</li> <li>Food &amp; Nutritional Science</li> <li>Equine Science</li> <li>Food Technology</li> <li>Nutrition &amp; Dietetics</li> <li>Pre-Veterinary Medicine</li> <li>General Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Advertises that the program has 3 working farms and a <u>Center for Advancement of Meat Production &amp; Processing</u></li> <li>The program also features <u>internship and scholarship opportunities</u> as well as a <u>national champion rodeo team</u></li> </ul>
Morehead State University Morehead, KY	BS in Agriculture	Resident & OH reciprocity countries: \$9,082 Non-Resident: \$13,726	52	<ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agriculture Education</li> <li>Agromony</li> <li>Animal Science</li> <li>Equine Science</li> <li>Golf Course Management</li> <li>Horticulture</li> <li>Veterinary Technology</li> <li>Pre-Veterinary School</li> <li>General Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Advertises several <u>community programs</u> such as <u>equestrian camps</u> and <u>horticulture sales</u></li> <li>The program offers several <u>scholarship opportunities</u></li> </ul>

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: These concentrations are based on the Intent to Plan Document provided by Marshall.

\*\*\*Note: Credits for the Agribusiness concentration were used.

Source: Institutional Websites (see embedded hyperlinks)



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# PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Northwest Missouri State University Maryville, MO	<a href="#">BS in Agriculture</a>	Resident: \$6,622** Non-Resident: \$14,410	58**	<ul style="list-style-type: none"> <li>Agricultural Business</li> <li>Agricultural Education</li> <li>Agricultural Media</li> <li>Agricultural Science</li> <li>Agromony</li> <li>Animal Science</li> <li>Animal Science-Pre-Vet</li> </ul>	<ul style="list-style-type: none"> <li>The program features an <a href="#">Agricultural Learning Center</a> and the 448-acre farm</li> <li>Students can engage the <a href="#">Agricultural Science Living and Learning Community</a></li> </ul>
Tennessee Technological University Cookeville, TN	<a href="#">BS in Agriculture</a>	Resident: \$10,522 Non-Resident: \$14,722	57***	<ul style="list-style-type: none"> <li>Agribusiness Management</li> <li>Agricultural Communication</li> <li>Agricultural Education</li> <li>Agricultural Engineering Technology</li> <li>Agricultural Science &amp; Management</li> <li>Agromony &amp; Soils</li> <li>Animal Science</li> <li>Environmental Agriscience</li> <li>Horticulture</li> <li>Nursery &amp; Landscape Management</li> <li>Pre-Veterinary Science</li> <li>Turfgrass Management</li> </ul>	<ul style="list-style-type: none"> <li>The program offers <a href="#">scholarship opportunities</a></li> <li>Advertises <a href="#">Oakley Farm</a> which features a cattle operation and greenhouse research complex as well as a <a href="#">Tech Farms and Poultry Research Center</a></li> <li>Students may also participate in <a href="#">Alpha Gamma Sigma</a>, the <a href="#">Agricultural Engineering Technology Club</a>, or other <a href="#">student organizations</a></li> </ul>
Truman State University Kirkville, MO	<a href="#">BS in Agricultural Science</a>	Resident: \$8,365 Non-Resident: \$16,086	<sup>65</sup> (11 Support Credits: 24 Core Credits: 30 Learning Plan Credits)	<ul style="list-style-type: none"> <li>Horticulture &amp; Agronomy</li> <li>Animal Science</li> <li>Equine Science</li> <li>Agricultural Business</li> </ul>	<ul style="list-style-type: none"> <li>The program features <a href="#">student organizations</a> such as <a href="#">Alpha Gamma Rho</a>, <a href="#">Collegiate Farm Bureau</a>, and the <a href="#">Equestrian Team</a></li> <li><a href="#">Internships</a> and <a href="#">research opportunities</a> are available to students</li> <li>The <a href="#">University Farm</a> is also advertised on program webpages</li> </ul>

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: Annual tuition was calculated by multiplying per-credit tuition by 30. Agricultural Science Major Credits were used.

\*\*\*Note: Credits for the Agribusiness concentration were used.

Source: Institutional Websites (see embedded hyperlinks)



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# PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the Agriculture, General (01.000) CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

Institution	Program	Annual Tuition*	Major Credits	Concentrations	Notable Features
Western Illinois University Macomb, IL	BS in Agriculture	Domestic Students: \$9,236	48** (9 Core Credits; 10 Special Course Credits; 9 Elective Credits; 20 Additional Credits)	<ul style="list-style-type: none"> <li>Agricultural Business</li> <li>Agricultural Science</li> <li>Agriculture-Teacher Education</li> </ul>	<ul style="list-style-type: none"> <li>The program advertises scholarship and internship opportunities</li> <li>The program features a state-of-the-art greenhouse complex and agricultural laboratories and test stations</li> </ul>
Western Kentucky University Bowling Green, KY	BS in Agriculture	Resident: \$17,922 Non-Resident: \$27,000	39*** (29 Core Credits; 21 Ag- Course Credits)	<ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agricultural Education</li> <li>Ag Systems</li> <li>Agonomy-Plant Science</li> <li>Agonomy-Soil Science</li> <li>Animal Science</li> <li>Horse Science</li> <li>Horticulture</li> <li>Turf &amp; Golf Course Management</li> <li>General Agriculture</li> <li>Pre-Veterinary Medicine</li> <li>Pre-Forestry</li> </ul>	<ul style="list-style-type: none"> <li>The program offers scholarship opportunities</li> <li>Several clubs and student organizations are features for prospective students such as Agronomy Club and the Equestrian Team</li> <li>The program has an 800-acre farm and Agriculture and Research Education Center</li> <li>The program features study abroad opportunities</li> </ul>

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: Credits for the Agriculture Business concentration were used. Course labels "other requirements" were not counted.

\*\*\*Note: Credits for the General Agriculture concentration were used.

Source: Institutional Websites (see embedded hyperlinks)



HIGHER EDUCATION



## CONTACT

Eve Proper

*Content Director*

E: [eproper@hanoverresearch.com](mailto:eproper@hanoverresearch.com)

P: 202.978.3019

🌐 [hanoverresearch.com](http://hanoverresearch.com)

**Memorandum**

**To:** Dr. Avinandan Mukherjee,  
Provost & Senior Vice President for Academic Affairs

Mr. Jason Baldwin,  
Interim Chief Financial Officer, Marshall University

**From:** Mr. Brian M. Morgan,  
Interim Dean, College of Science



**Date:** September 21, 2022

**Re:** Notice of Intent to Submit an Intent to Plan for a Program in Specialty Agriculture

I am writing to let you know that the Department of Natural Resources and the Environment (NRE) has re-submitted an Intent to Plan document for a Bachelor of Science program in Specialty Agriculture. This ITP was originally submitted last November, but without the Hanover Research data, which is now included.

The program will provide educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. It will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of our region. Our target student recruit will live within a 100-mile radius of Marshall University, an area with both low college completion rates and a high number of small farms. The program capitalizes on in-place resources at Marshall University and the global trend toward the utilization of sustainable agricultural practices. It will help us fulfill the university's mission of offering high-quality, affordable, and accessible undergraduate education that contributes to the quality of life in the region.

The Specialty Agriculture curriculum is not new as it was added as a major within the NRE program last year. After the fact, we realized that the CIP code for the programs we have in place did not match the proper CIP code for the new major which was detrimental to our faculty seeking federal funding opportunities that support this kind of program. For this reason, we are seeking to add Specialty Agriculture as a new degree program, so that it can be properly marketed under the 01 CIP code. The approved curriculum and necessary course additions are already in place. Please also note that while we can launch the program with our current faculty, one additional faculty member will be necessary to fully support the program. Using the "right-size" formula for our number of college faculty, student growth within this program will prove the need for the line.

Additional details of the program are provided in the Intent to Plan document. Please let me know if you have any questions or if there is any additional information you need at this time.

**Marshall University Board of Governors  
Meeting of June 12, 2024**

**ITEM:** Approval of Degree Addition: Bachelor of Science  
in Political Science

**COMMITTEE:** Academic and Student Affairs Committee

**RECOMMENDED RESOLUTION:** *Resolved*, that the Academic and Student Affairs  
Committee does hereby recommend that the  
Marshall University Board of Governors approve  
the Degree Addition: Bachelor of Science in  
Political Science

**STAFF MEMBER:** Avi Mukherjee  
Provost and Senior Vice President for Academic  
Affairs

**BACKGROUND:**

The creation of a Bachelor of Science degree in Political Science at Marshall University addresses the growing importance of quantitative literacy and empirical research skills necessary for graduates. This degree program uniquely combines traditional political science studies with a strong emphasis on statistical analysis, data-driven decision making, and empirical research methods. It aims to equip students with a comprehensive skill set, making them adaptable to various career paths, including policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of the political science field, setting graduates apart in a competitive job market.

# BS, POLITICAL SCIENCE DEGREE P

## In Workflow

1. Registrar (hanrahan@marshall.edu; cantrel1@marshall.edu; biggs12@marshall.edu)
2. LA College Editor (gradk@marshall.edu)
3. LA Dean (bookwalt@marshall.edu; gradk@marshall.edu)
4. LA Curriculum Chair (kozar@marshall.edu)
5. University Curriculum Committee (Kozar@marshall.edu)
6. Faculty Senate Executive Committee (schulenberg@marshall.edu; roles1@marshall.edu)
7. Faculty Senate (schulenberg@marshall.edu; bibbee9@marshall.edu)
8. Academic Affairs (mccomas@marshall.edu; mummertc@marshall.edu)
9. President (mccomas@marshall.edu; mummertc@marshall.edu)
10. Board of Governors (mummertc@marshall.edu; mccomas@marshall.edu)
11. HLC Approval (reynoldm@marshall.edu)
12. HEPC Inventory Approval (mccomas@marshall.edu)
13. HEPC Inventory Notification (mccomas@marshall.edu)
14. DoE (call30@marshall.edu)
15. Major Code Registrar (cantrel1@marshall.edu; biggs12@marshall.edu; hanrahan@marshall.edu)

## Approval Path

1. Tue, 06 Feb 2024 13:55:21 GMT  
Sonja Cantrell-Johnson (cantrel1): Approved for Registrar
2. Tue, 06 Feb 2024 19:50:09 GMT  
Kelli Prejean (gradk): Approved for LA College Editor
3. Tue, 06 Feb 2024 21:45:40 GMT  
Robert Bookwalter (bookwalt): Approved for LA Dean
4. Tue, 27 Feb 2024 19:53:50 GMT  
Jonathan Kozar (kozar): Approved for LA Curriculum Chair
5. Wed, 20 Mar 2024 15:09:32 GMT  
Elizabeth Hanrahan (hanrahan): Approved for University Curriculum Committee
6. Wed, 10 Apr 2024 13:53:22 GMT  
Shawn Schulenberg (schulenberg): Approved for Faculty Senate Executive Committee
7. Fri, 19 Apr 2024 17:49:22 GMT  
Shawn Schulenberg (schulenberg): Approved for Faculty Senate

## New Program Proposal

Date Submitted: Mon, 05 Feb 2024 20:15:18 GMT

**Viewing: 802 : BS, Political Science Degree P (B.S.)**

**Last edit: Mon, 05 Feb 2024 20:15:17 GMT**

Changes proposed by: Damien Arthur (arthur133)

### Department/Division

College of Liberal Arts

### College

College of Liberal Arts

### Contact Person User ID

arthur133

### Contact Name

Damien Arthur

### Contact Phone

3046962764

## Program Details

### Academic Level

Undergraduate (01)

None of the following symbols can be used in the title:& @ % \* #

**Proposal Type**

Degree Program

**Proposal Title**

BS, Political Science Degree P

**Existing Degree Type**

Bachelor of Science (B.S.)

**Effective Catalog Edition of Proposed Action**

2024-2025

**Effective Year**

2024

**Effective Semester**

Fall

**Minimum Credit Hours Required**

45

**Rationale**

The creation of a Bachelor of Science degree in Political Science at Marshall University addresses the growing importance of quantitative literacy and empirical research skills necessary for graduates. This degree program uniquely combines traditional political science studies with a strong emphasis on statistical analysis, data-driven decision making, and empirical research methods. It aims to equip students with a comprehensive skill set, making them adaptable to various career paths, including policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of the political science field, setting graduates apart in a competitive job market.

**Program Delivery**

**Asynchronous Online**

None

**Hybrid Online**

None

**Hyflex**

None

**Is this going to be offered as an on-campus program?**

Yes

**Is this program similar in title or content to an existing Degree Program or major at the University?**

Yes

**Financial Aid/Department of Education (DoE) Approval needed if it is a New Program, Doctoral Program or deviates significantly from current offerings.**

Yes

**Affected Departments**

**Department(s)**

Political Science

**Statement of Non-Duplication**

Statement of Non.pdf

**Additional Faculty, Equipment, or Specialized Materials**

no additional resources needed.docx

**Any additional supporting documentation**

additional supporting documentation.odt  
 Academic Program Assessment - BS in Political Science - Marshall University.pdf  
 Intent to Plan BS Dynamic Form Approvals.pdf

**Catalog Integration****Overview****Overview**

POLITICAL SCIENCE, B.S.

Welcome to our Bachelor of Science (B.S.) in Political Science program, designed for students passionate about understanding and engaging with political systems, governance, and public policy. Our program uniquely combines traditional political science studies with a strong emphasis on analysis, data-driven decision-making, and empirical research methods. We aim to equip students with a comprehensive skill set, making them adaptable to various career paths, including roles in government, politics, law, international relations, policy analysis, political consulting, and public administration. The program's distinctive approach fulfills the contemporary demands of political science as a discipline, setting graduates apart in a competitive job market, tackling complex societal issues with innovative solutions, and encouraging active participation in the political process.

Program Highlights:

**Robust Curriculum:** Our undergraduate curriculum requires 45 semester credit hours, thoughtfully crafted to offer a comprehensive foundation in political science while allowing for specialization. It includes core courses that cover essential aspects of political theory, comparative politics, international relations, and political analysis, alongside elective courses that let you tailor your studies to your specific interests and career goals.

Students pursuing a BS in Political Science are required to take 45 credit hours in their major, allocated in the following ways:

**Required Political Science Core Courses:**

21 credit hours are required of every student in the B.S. program.

PSC 104: American Government

PSC 105: Fundamentals of Politics

PSC 201: Politics, Media, and Culture

PSC 202: State and Local Government

PSC 302 Models of Public Policy

PSC 312: Research in Political Science

PSC 499: Capstone

**Required Political Science Subfield Emphasis:**

15 credit hour Subfield Emphases is required of every student in the B.S. program.

**Subfield Emphases:** We offer specialization emphases within the B.S. in Political Science program, each designed to focus on particular interests and career pathways. Students will choose one of the following subfield emphases:

- **American National, State, and Local Politics:** Delve into the intricate workings of political systems across the United States, from federal to local levels. This focus area offers a deep understanding of the American political landscape, electoral systems, and policy-making processes. Prepare for careers in government, political advocacy, or public service, with insights that span the broad spectrum of American governance.

- **Constitutional Democracy (Pre-Law):** Focus on the principles of constitutional law and democratic governance, examining the structure, functions, and limitations of government as defined by the Constitution. This pathway prepares students for law school and careers in legal practice, public policy, or civil service, providing a robust foundation in the legal frameworks that guide and constrain political and governmental action.

- **International Relations and Comparative Politics:** Explore the complexities of international affairs, diplomacy, and global systems, preparing for careers in foreign service, international organizations, or global NGOs.

- **Political Theory:** Engage with the fundamental ideas and philosophical underpinnings that have shaped political thought from ancient times to the present. This specialization explores key theories of governance, justice, rights, and democracy, fostering critical thinking and analytical skills. Ideal for those aiming for academia, law, or policy-making, it equips students with a profound understanding of the concepts that underlie political systems and societal norms.

- **Public Administration and Policy Analysis:** Explore policy-making, public administration, governance, and the art of political analysis through quantitative methods and data science, positioning yourself for roles in research institutions, political consulting firms, or campaign analytics.

**Political Science Elective Credit Hours :**

9 credit hours of elective courses from any of the remaining Subfield Emphases are required of every student in the B.S. program.

**Accelerated Path to Advanced Degrees:**

For ambitious students aiming to further their education, we offer an accelerated path to a graduate degree in public administration, enabling you to pursue a Master of Public Administration (M.P.A.) in fewer years.

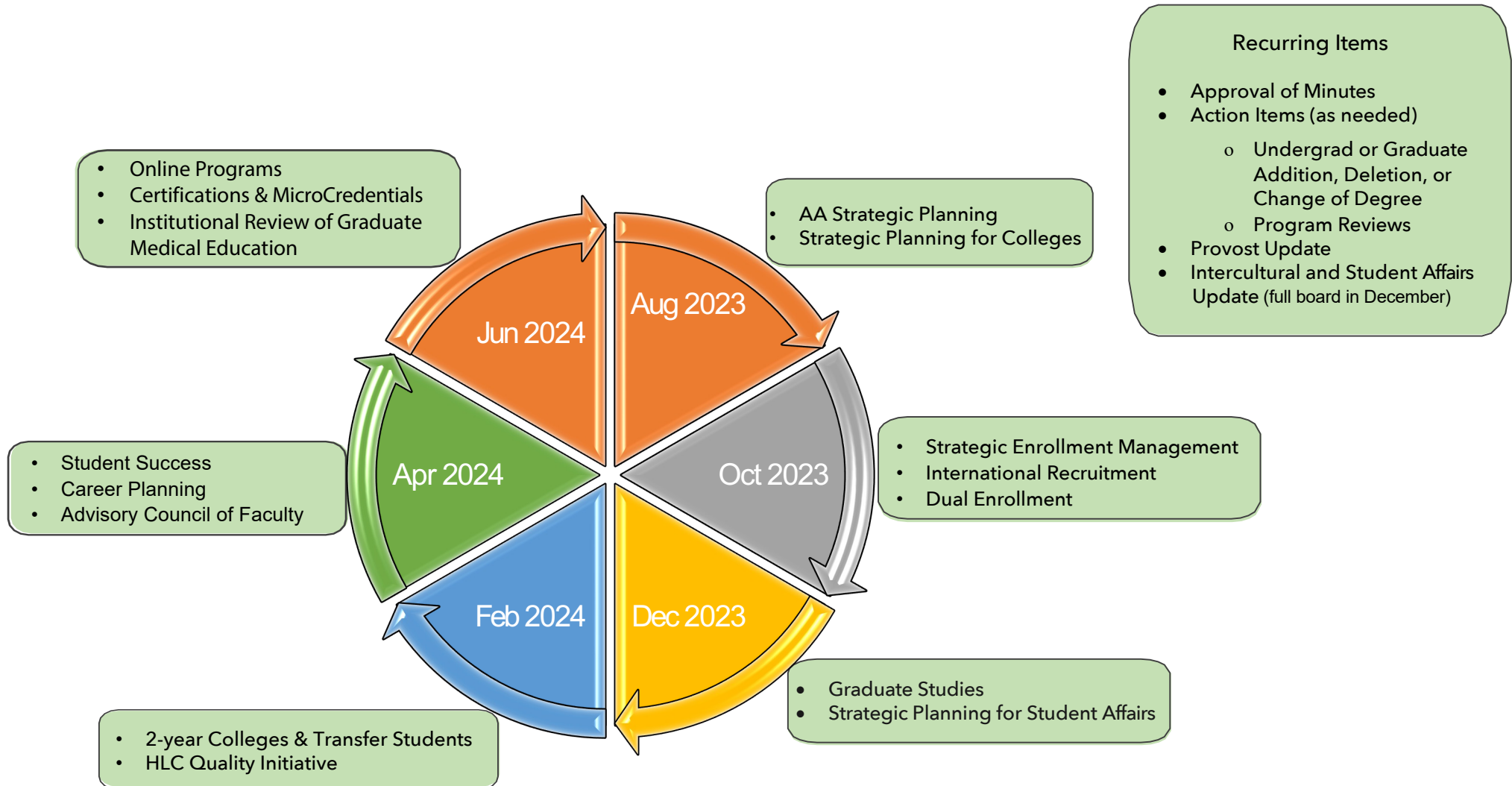
## **Admission Requirements**

## **Graduation Requirements**

Key: 802

# Annual Activity Calendar

## Academic and Student Affairs Committee





# Marshall Graduate Medical Education

2022-2023

State of Graduate Medical Education  
Annual Institutional Review Executive Summary  
Marshall University Board of Governors

Presented by:

Paulette S. Wehner, MD, FACC, FACP, FAHA, FACP  
Professor of Internal Medicine and Cardiology  
Vice Dean for GME  
Designated Institutional Official

# Goals of Presentation

- Review GME Mission & Aims
- Review ACGME Annual Institutional Report (AIR) Requirements
- Overview Well-Being Measures
- Overview Patient Safety & Quality Improvements
- Review Outcome Measurements
- Provide an Update on the Status of Action Plans for 2022-2023
- Set Goals for 2023 -2024



# GME Mission

The mission of Graduate Medical Education at Marshall University School of Medicine is to oversee high-quality accredited training programs that produce professional and competent physicians to engage in autonomous practice, communicate effectively, and are prepared to adapt to the future evolution in healthcare upon completion of the program. We encourage graduate retention with an educational focus on the unique patient population in the Appalachian region. The Sponsoring Institution promotes professional development in teaching, life-long learning, and well-being throughout the entire graduate medical education community. To support our mission, we cultivate a diverse and inclusive academic and clinical learning environment.

Revised: January 2021



# GME Aims

- Train physicians who are competent to engage in autonomous practice upon completion of the program, attain board certification in their specialty while encouraging graduates to serve our unique patient population.
- Cultivate diversity and inclusion in the academic and clinical learning environment, while fostering physician recruitment and retention to promote equitable healthcare delivery.
- Promote well-being of self and others throughout the academic and clinical learning environment on the importance of developing strategies to identify, mitigate and prevent fatigue and burnout.
- Promote and enhance professional development throughout the graduate medical education community.



# Office of Graduate Medical Education Staff

## **Paulette S. Wehner, MD, DIO, Vice Dean, GME**

Liaison/collaborator with participating sites, CFOs, residents, program directors, and the entire GME Community

Oversees, supports, administers, and ensures ACGME accreditation compliance for residency/fellowship programs

Chair, Graduate Medical Education Committee (GMEC)

Ensures financial sustainability of programs and trainee support

Oversees GMEC policy development/ ADS Updates, New Program Applications, Match and ERAS, New Program Director Mentoring

## **Amanda Jones, BA, C-TAGME, Director of GME**

*Started as Director in December 2021*

Maintain institutional and program accreditation

Oversight and administration of the programs including institutional policies, educational and well-being support, milestone compliance reports, onboarding of new and current trainees

Provide the residents and fellows with an excellent clinical learning environment including the teaching of safe, high-quality patient care and lifelong learning

Review of all new program applications, site visit documentation, ADS updates, and other related information prior to submission to the ACGME

Provide the overall resources needed for our programs to be successful and support community health care needs

# Required Annual Institutional Review Components

1. Provide Results of Most Recent Institutional Letter of Notification
2. Provide Results of ACGME Resident & Faculty Surveys
3. Provide Each of its ACGME-accredited programs' accreditation information, including accreditation and recognition statuses and citations.
4. Provide a Summary of Institutional Performance on Indications for the AIR
5. Provide Action Plans and Performance Monitoring Procedures Resulting from the AIR



# Institutional Status Continued Accreditation

Accreditation Council for  
Graduate Medical  
Education

401 North Michigan Avenue  
Suite 2000  
Chicago, IL 60611  
Phone 312.755.5000  
Fax 312.755.7498  
www.acgme.org

12/12/2023



Paulette Wehner, MD  
Vice Dean for Graduate Medical Education  
Marshall Univ. Joan C. Edwards School of Medicine  
1639 13th Ave.  
Office of GME  
Huntington, WV 25701

Dear Dr. Wehner,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Marshall University School of Medicine  
Huntington, WV

Institution: 8005500475

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation  
Effective Date: 10/10/2023

#### AREAS NOT IN COMPLIANCE (Citations)

The Review Committee cited the following areas as not in substantial compliance with the ACGME's Institutional Requirements for Graduate Medical Education:

#### NEW CITATIONS

##### Oversight | Since: 10/10/2023 | Status: New

Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.4., I.B.4.a), I.B.4.a).(4))

GMEC responsibilities must include oversight of . . . the ACGME-accredited program(s)' annual program evaluation(s) and self-study(ies). (Core)

The information provided to the Institutional Review Committee ("IRC") does not demonstrate substantial compliance with the requirements. Graduate Medical Education Committee ("GMEC") meeting minutes do not document oversight of the annual program evaluations ("APEs").

(Reviewer Materials ("RM"), Attachment—GMEC Meeting Minutes)

##### Review and Approval | Since: 10/10/2023 | Status: New

Structure for Educational Oversight, GMEC (Institutional Requirements I.B.5., I.B.5.a), I.B.5.a).(2), I.B.5.b), I.B.5.b).(1-2))

The GMEC must demonstrate effective oversight of the Sponsoring Institution's accreditation through an Annual Institutional Review (AIR). (Outcome) The GMEC must

identify institutional performance indicators for the AIR, to include, at a minimum: the most recent ACGME institutional letter of notification. The GMEC must identify institutional performance indicators for the AIR, to include, at a minimum: results of ACGME surveys of residents/fellows and core faculty members. The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution's Governing Body. The written executive summary must include: a summary of institutional performance on indicators for the AIR; and, action plans and performance monitoring procedures resulting from the AIR. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The executive summary of the 2021-2022 Annual Institutional Review ("AIR") does not summarize the accreditation statuses and citations of ACGME-accredited programs, and does not include monitoring procedures for action plans.

(RM, Attachment—AIR Summaries)

##### AIR | Since: 10/10/2023 | Status: New

Structure for Educational Oversight, GMEC (Institutional Requirements I.B.6, I.B.6.a), I.B.6.a).(1), I.B.6.a).(2))

The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes a variety of criteria for identifying underperformance that includes, at a minimum, program accreditation statuses of Initial Accreditation with Warning, Continued Accreditation with Warning, and adverse accreditation statuses as described by ACGME policies; and, results in a timely report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes, including timelines. (Core)

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The Sponsoring Institution's protocol for Special Reviews has a list of criteria for identifying underperforming programs that does not include all warning and adverse ACGME accreditation statuses. Reports from Special Reviews do not include a process for GMEC monitoring of outcomes, including timelines.

(RM, Attachments—GMEC Special Review Protocol; Special Review Reports)

The Review Committee must be notified of any major changes in the organization of the institution. When corresponding with this office, please identify the institution by number and name as indicated above.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kenneth Brown', with a long horizontal line extending to the right.

Kenneth Brown  
Associate Executive Director, IRC  
Institutional Review Committee

kbrown@acgme.org

# Institutional Citations to be Resolved

## **Structure for Educational Oversight, GMEC, Responsibilities (Institutional Requirements I.B.4., I.B.4.a), I.B.4.a).(4))**

**GMEC responsibilities must include oversight of . . . the ACGME-accredited program(s)' annual program evaluation(s) and self-study(ies). (Core)**

The information provided to the Institutional Review Committee ("IRC") does not demonstrate substantial compliance with the requirements. Graduate Medical Education Committee ("GMEC") meeting minutes do not document oversight of the annual program evaluations ("APEs").

## **Structure for Educational Oversight, GMEC (Institutional Requirements I.B.5., I.B.5.a), I.B.5.a).(2), I.B.5.b), I.B.5.b).(1-2))**

**The GMEC must demonstrate effective oversight of the Sponsoring Institution's accreditation through an Annual Institutional Review (AIR). (Outcome) The GMEC must identify institutional performance indicators for the AIR, to include, at a minimum: the most recent ACGME institutional letter of notification. The GMEC must identify institutional performance indicators for the AIR, to include, at a minimum: results of ACGME surveys of residents/fellows and core faculty members. The DIO must annually submit a written executive summary of the AIR to the Sponsoring Institution's Governing Body. The written executive summary must include: a summary of institutional performance on indicators for the AIR; and, action plans and performance monitoring procedures resulting from the AIR. (Core)**

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The executive summary of the 2021-2022 Annual Institutional Review ("AIR") does not summarize the accreditation statuses and citations of ACGME-accredited programs, and does not include monitoring procedures for action plans.

## **Structure for Educational Oversight, GMEC (Institutional Requirements I.B.6, I.B.6.a), I.B.6.a).(1), I.B.6.a).(2))**

**The GMEC must demonstrate effective oversight of underperforming program(s) through a Special Review process. The Special Review process must include a protocol that establishes a variety of criteria for identifying underperformance that includes, at a minimum, program accreditation statuses of Initial Accreditation with Warning, Continued Accreditation with Warning, and adverse accreditation statuses as described by ACGME policies; and, results in a timely report that describes the quality improvement goals, the corrective actions, and the process for GMEC monitoring of outcomes, including timelines. (Core)**

The information provided to the IRC does not demonstrate substantial compliance with the requirements. The Sponsoring Institution's protocol for Special Reviews has a list of criteria for identifying underperforming programs that does not include all warning and adverse ACGME accreditation statuses. Reports from Special Reviews do not include a process for GMEC monitoring of outcomes, including timelines.

# Marshall University School of Medicine Residency/Fellowship Programs

Program	Effective Date of Most Recent Letter	Status	Details from Detailed Letter
Addiction Medicine	1/24/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Cardiovascular Disease	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Child & Adolescent Psychiatry	2/9/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Dental			
Endocrinology, Diabetes & Metabolism	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Family Medicine	1/24/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Gastroenterology	11/6/2023	Continued Accreditation	New Citations: Educational Program – Patient Care Experience Areas for Improvement/Concerning Trends: Other Program Personnel
Geriatric Medicine	1/24/2024	Continued Accreditation	New Citations: Evaluation of Residents/Fellows – V.A.1. & V.A.1.b New Citations: Evaluation of Residents/Fellows – V.A.1.b.(1)
Geriatric Psychiatry	2/09/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Hematology & Medical Oncology	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Internal Medicine	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Internal Medicine/Pediatrics	1/22/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Interventional Cardiology	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Neonatal-Perinatal Medicine	1/22/2024	Continued Accreditation	New Citations: Program Personnel with Pediatric Focus and Experience Program Requirement I.D.1-ILD.1.i) New Citations: Diagnosis and Management of Critically Ill Neonates/Cardiac Surgical Procedures Program Requirement IV.B.1.b).(1).(r).(i)
Nephrology	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Neurology	1/25/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Obstetrics & Gynecology	2/7/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Orthopaedic Surgery	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Pediatric Hospital Medicine	1/22/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Pediatrics	1/22/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Psychiatry	2/09/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Pulmonary Disease & Critical Care Medicine	1/19/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Sports Medicine	1/24/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.
Surgery	1/4/2024	Continued Accreditation	The Review Committee commended the program for its demonstrated substantial compliance with the ACGME's Program Requirements without any new citations.

# ACGME Resident Well-Being Survey 2023

2022-2023 ACGME Resident/Fellow Survey

Survey taken: February 2023 - April 2023

Programs Surveyed 20

559501 Marshall University School of Medicine - Aggregated Program Data

Residents Responded 249 / 253

Well-Being Survey Questions

Response Rate 98%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

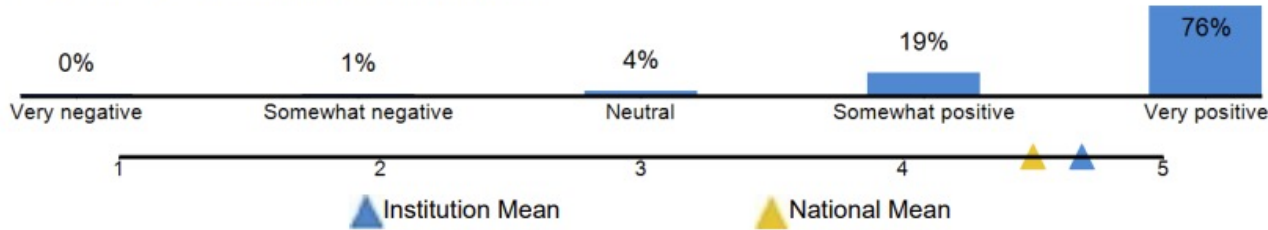
	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	79.5%	19.3%	0.8%	0.4%	3.8	3.6
I work in a supportive environment.	75.5%	22.9%	0.4%	1.2%	3.7	3.6
The amount of work I am expected to complete in a day is reasonable.	62.7%	32.5%	4.0%	0.8%	3.6	3.4
I participate in decisions that affect my work.	73.1%	23.3%	2.4%	1.2%	3.7	3.5
I have enough time to think and reflect.	58.6%	34.9%	4.8%	1.6%	3.5	3.3
I am treated with respect at work.	75.9%	21.7%	1.2%	1.2%	3.7	3.6
I feel more and more engaged in my work.	63.5%	32.1%	3.6%	0.8%	3.6	3.3
I find my work to be a positive challenge.	69.9%	26.5%	3.2%	0.4%	3.7	3.5
I find new and interesting aspects in my work.	70.3%	26.1%	3.2%	0.4%	3.7	3.5

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	39.4%	34.1%	17.3%	9.2%	3.0	2.8
After work, I need more time than in the past in order to relax.	34.5%	32.5%	25.3%	7.6%	2.9	2.5
I feel worn out and weary after work.	39.0%	30.1%	24.5%	6.4%	3.0	2.6

**This report is confidential and not for further distribution. Please do not publish or share these results outside of your Sponsoring Institution.**

# ACGME Resident Survey 2023

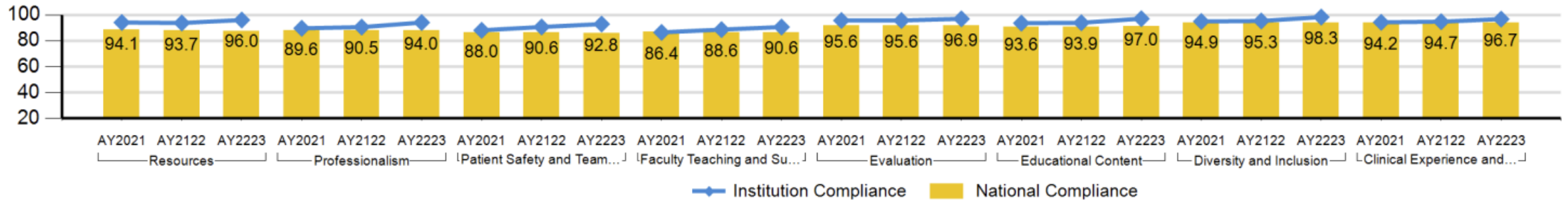
Residents' overall evaluation of the program



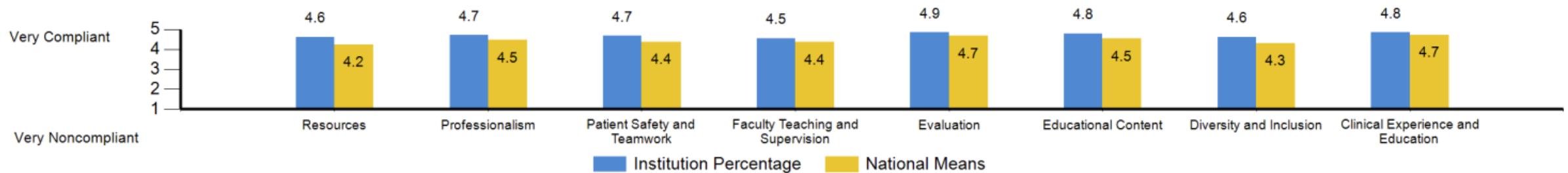
Residents' overall opinion of the program



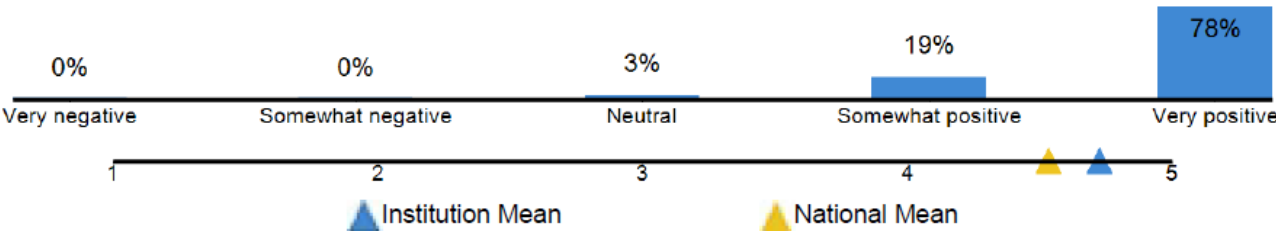
Total Percentage of Compliance by Category



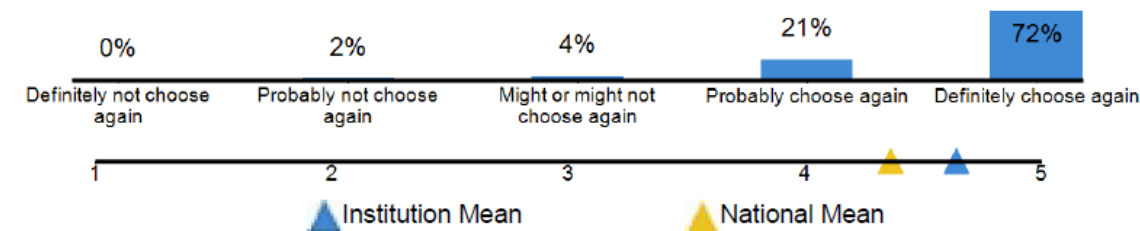
Institution Percentage at-a-glance



Residents' overall evaluation of the program



Residents' overall opinion of the program



Resources

	% Institution Compliant	Institution Mean	% National Compliant	National Mean
Education compromised by non-physician obligations	98%	4.8	89%	4.5
Impact of other learners on education	98%	4.2	89%	3.7
Appropriate balance between education (e.g., clinical teaching, conferences, lectures) and patient care	92%	4.5	81%	4.1
Faculty members discuss cost awareness in patient care decisions	98%	4.2	91%	3.6
Time to interact with patients	95%	4.6	89%	4.3
Protected time to participate in structured learning activities	97%	4.7	87%	4.4
Able to attend personal appointments	98%	4.9	92%	4.7
Able to access confidential mental health counseling or treatment	99%	5.0	95%	4.8
Satisfied with safety and health conditions	95%	4.7	86%	4.4

Professionalism

	% Institution Compliant	Institution Mean	% National Compliant	National Mean
Residents/fellows encouraged to feel comfortable calling supervisor with questions	93%	4.7	88%	4.5
Faculty members act professionally when teaching	96%	4.7	92%	4.5
Faculty members act professionally when providing care	98%	4.8	96%	4.7
Process in place for confidential reporting of unprofessional behavior	97%	4.9	90%	4.6
Able to raise concerns without fear of intimidation or retaliation	89%	4.6	80%	4.2
Satisfied with process for dealing confidentially with problems and concerns	90%	4.5	76%	4.1
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion	97%	4.9	94%	4.7
Witnessed abuse, harassment, mistreatment, discrimination, or coercion	98%	4.9	93%	4.7

		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Patient Safety and Teamwork	Information not lost during shift changes, patient transfers, or the hand-off process	88%	4.3	84%	4.2
	Culture reinforces personal responsibility for patient safety	95%	4.6	89%	4.4
	Know how to report patient safety events	97%	4.9	97%	4.9
	Interprofessional teamwork skills modeled or taught	92%	4.6	80%	4.2
	Participate in safety event investigation and analysis	89%	4.6	80%	4.2
	Process to transition patient care and clinical duties when fatigued	95%	4.8	90%	4.6
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Faculty Teaching and Supervision	Faculty members interested in education	91%	4.5	85%	4.3
	Faculty effectively creates environment of inquiry	92%	4.6	84%	4.3
	Appropriate level of supervision	92%	4.7	92%	4.7
	Appropriate amount of teaching in all clinical and didactic activities	91%	4.7	82%	4.5
	Quality of teaching received in all clinical and didactic activities	99%	4.5	97%	4.3
	Extent to which increasing clinical responsibility granted, based on resident's/fellow's training and ability	89%	4.5	82%	4.2
		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Evaluation	Access to performance evaluations	100%	5.0	99%	5.0
	Opportunity to confidentially evaluate faculty members at least annually	100%	5.0	98%	4.9
	Opportunity to confidentially evaluate program at least annually	98%	4.9	96%	4.8
	Satisfied with faculty members' feedback	95%	4.6	76%	4.1

## Educational Content

Instruction on minimizing effects of sleep deprivation  
Instruction on maintaining physical and emotional well-being  
Instruction on scientific inquiry principles  
Education in assessing patient goals e.g. end of life care  
Opportunities to participate in scholarly activities  
Taught about health care disparities

% Institution Compliant	Institution Mean	% National Compliant	National Mean
94%	4.8	86%	4.5
97%	4.9	94%	4.8
97%	4.9	94%	4.8
98%	4.9	96%	4.8
97%	4.9	94%	4.8
90%	4.2	86%	3.8

Program instruction in how to recognize the symptoms of and when to seek  
care regarding:

Fatigue and sleep deprivation 93%  
Depression 96%  
Burnout 94%

Substance use disorder

93%

## Diversity and Inclusion

Preparation for interaction with diverse individuals  
Program fosters inclusive work environment  
Engagement in program's diverse resident/fellow recruitment/retainment efforts

% Institution Compliant	Institution Mean	% National Compliant	National Mean
98%	4.6	95%	4.3
99%	4.8	97%	4.5
94%	4.5	91%	4.1

Clinical Experience and Education		% Institution Compliant	Institution Mean	% National Compliant	National Mean
	80-hour week (averaged over a four-week period)	95%	4.8	92%	4.6
	Four or more days free in 28 day period	89%	4.6	84%	4.4
	Taken in-hospital call more than every third night	99%	5.0	98%	4.9
	Less than 14 hours free after 24 hours of work	95%	4.8	96%	4.8
	More than 28 consecutive hours work	98%	4.9	97%	4.8
	Additional responsibilities after 24 consecutive hours of work	97%	4.9	97%	4.8
	Adequately manage patient care within 80 hours	92%	4.7	91%	4.6
	Pressured to work more than 80 hours	100%	4.9	98%	4.9

# ACGME Faculty Well-Being Survey 2023

2022-2023 ACGME Faculty Survey

**Survey taken: February 2023 - April 2023**

Programs Surveyed 20

559501 Marshall University School of Medicine - Aggregated Program Data

Faculty Responded 165 / 185

## Well-Being Survey Questions

Response Rate 89%

An important component of the Common Program Requirements is that physician well-being is crucial to delivering the safest, best possible care to patients. The results of the Well-Being Survey are intended to help your program and institution build and improve local well-being efforts, and make it easier to comply with the ACGME well-being requirements.

Aggregate reports will be provided to the program and sponsoring institution when a minimum number of responses is reached. This ensures anonymity and maintains confidentiality for survey respondents. **These results are NOT used by the ACGME in the accreditation process.**

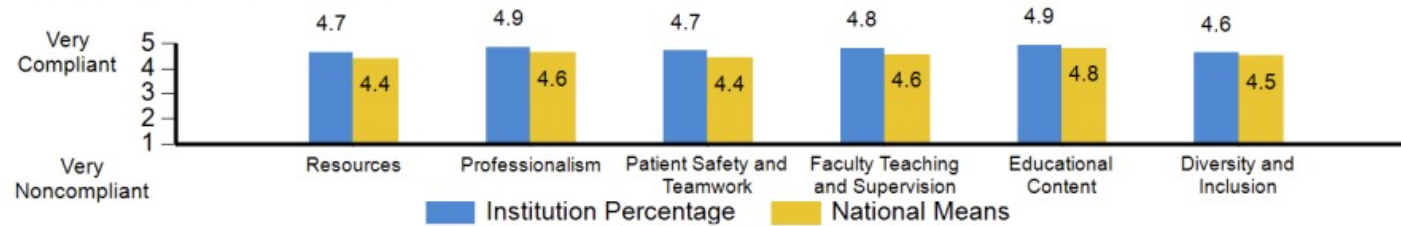
	Strongly Agree	Agree	Disagree	Strongly Disagree	Institution Mean	National Mean
I find my work to be meaningful.	90.3%	8.5%	0.6%	0.6%	3.9	3.8
I work in a supportive environment.	84.8%	13.3%	1.2%	0.6%	3.8	3.6
The amount of work I am expected to complete in a day is reasonable.	72.1%	24.2%	3.0%	0.6%	3.7	3.4
I participate in decisions that affect my work.	80.6%	18.2%	0.6%	0.6%	3.8	3.5
I have enough time to think and reflect.	70.9%	25.5%	3.0%	0.6%	3.7	3.4
I am treated with respect at work.	92.1%	7.3%	0.6%	0.0%	3.9	3.7
I feel more and more engaged in my work.	63.0%	30.9%	5.5%	0.6%	3.6	3.3
I find my work to be a positive challenge.	78.2%	20.6%	1.2%	0.0%	3.8	3.6
I find new and interesting aspects in my work.	77.0%	20.6%	2.4%	0.0%	3.7	3.6

	Strongly Disagree	Disagree	Agree	Strongly Agree	Institution Mean	National Mean
I often feel emotionally drained at work.	50.3%	36.4%	9.7%	3.6%	3.3	2.9
After work, I need more time than in the past in order to relax.	43.6%	41.2%	11.5%	3.6%	3.2	2.8
I feel worn out and weary after work.	43.0%	41.2%	11.5%	4.2%	3.2	2.8

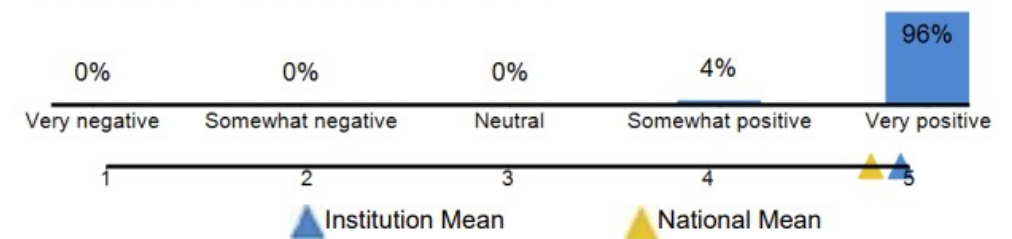
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# ACGME Faculty Survey 2023

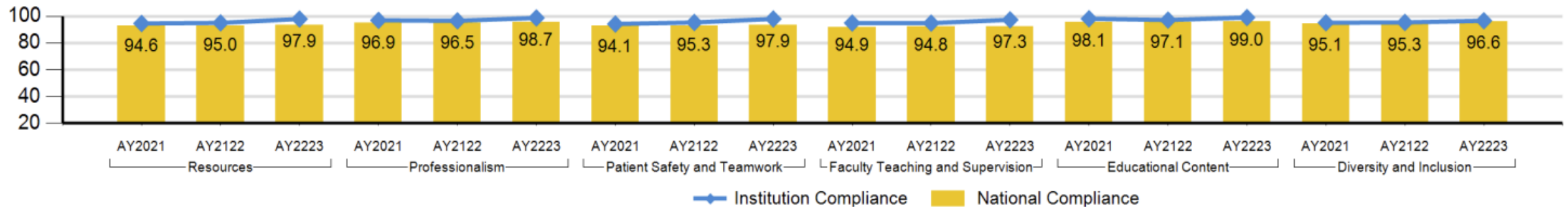
Institution Percentage at-a-glance



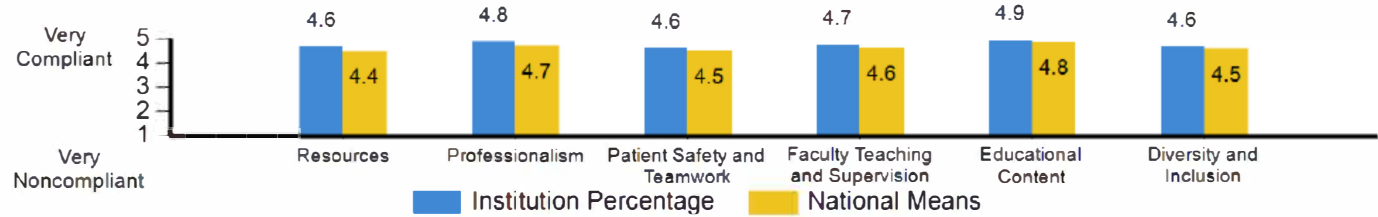
Faculty's overall evaluation of the program



Total Percentage of Compliance by Category



Institution Percentage at-a-glance



Faculty's overall evaluation of the program



Resources

Satisfied with professional development and education  
Workload exceeded residents'/fellows' available time for work

%	Institution	% National	National
Institution Compliant	Mean	Compliant	Mean
98%	4.6	97%	4.5
96%	4.6	90%	4.4

Participated in faculty development  
and/or scholarly activities to enhance  
professional skills in:  
Education  
Quality improvement and patient safety  
Fostering your own well-being

96%  
94%  
90%

Fostering resident/fellow well-being  
Practice-based learning and improvement  
Contributing to an inclusive clinical  
learning environment

95%  
98%  
99%

Professionalism

Faculty members act unprofessionally  
Residents/fellows comfortable calling supervisors with questions  
Process for confidential reporting of unprofessional behavior  
Satisfied with process to deal confidentially with problems and concerns  
Personally experienced abuse, harassment, mistreatment, discrimination, or coercion  
Witnessed abuse, harassment, mistreatment, discrimination, or coercion

%	Institution	% National	National
Compliant	Mean	Compliant	Mean
100%	4.8	94%	4.5
98%	4.8	96%	4.7
100%	5.0	99%	5.0
96%	4.7	94%	4.6
100%	5.0	97%	4.8
100%	5.0	97%	4.8

Patient Safety and Teamwork		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Information not lost during shift changes, patient transfers, or the hand-off process		94%	4.4	90%	4.3
Effective teamwork in patient care		99%	4.8	96%	4.7
Interprofessional teamwork skills modeled or taught		95%	4.7	92%	4.6
Effectively emphasizes culture of patient safety		99%	4.9	96%	4.7
Residents/fellows participate in clinical patient safety investigation and analysis of safety events		97%	4.9	93%	4.7
Know how to report patient safety events		100%	5.0	99%	4.9
Process to transition patient care and clinical duties when residents/fellows fatigued		92%	4.6	91%	4.5
Faculty Teaching and Supervision		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Sufficient time to supervise residents/fellows		96%	4.7	95%	4.6
Faculty members committed to educating residents/fellows		98%	4.8	97%	4.8
Program director effectiveness		96%	4.7	94%	4.7
Faculty members satisfied with process for evaluation as educators		91%	4.7	85%	4.3
Educational Content		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Residents/fellows instructed in cost-effectiveness		98%	4.9	94%	4.8
Residents/fellows prepared for unsupervised practice		99%	4.9	97%	4.8
Learning environment conducive to education		97%	4.8	97%	4.8
Diversity and Inclusion		% Institution Compliant	Institution Mean	% National Compliant	National Mean
Program fosters inclusive work environment (with respect to race, ethnicity, gender, sexual orientation, ability, or religion)		100%	4.9	99%	4.7
Engaged by program in efforts to recruit diverse residents/fellows		94%	4.5	95%	4.5
Engaged by program in efforts to retain diverse residents/fellows		94%	4.5	94%	4.4
<u>Participated in efforts to recruit diverse:</u>		% Frequency**		% Frequency**	
Pre-residency learners, including medical students*		87%	Faculty members*	93%	
Residents/Fellows*		94%	Other GME staff*	79%	

# Residency Programs

## **MARSHALL UNIVERSITY SCHOOL OF MEDICINE - 10 Programs**

*Family Medicine*

*Internal Medicine*

*Internal Medicine/Pediatrics*

*Neurology*

*Obstetrics/Gynecology*

*Orthopaedic Surgery*

*Pediatrics*

*Psychiatry*

*Surgery*

*General Practice - Dentistry*

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## **MARSHALL COMMUNITY HEALTH CONSORTIUM – 2 Programs**

*Holzer Family Medicine*

*Rural Surgery – Logan*

***12 Total Residencies including Dental***

# ***Fellowship Programs***

## ***Marshall University School of Medicine***

<i>Addiction Medicine</i>	<i>Hematology-Oncology</i>
<i>Cardiovascular Disease</i>	<i>Interventional Cardiology</i>
<i>Child &amp; Adolescent Psychiatry</i>	<i>Neonatal-Perinatal Medicine</i>
<i>Developmental-Behavioral Pediatrics</i>	<i>Nephrology</i>
<i>Endocrinology Diabetes &amp; Metabolism</i>	<i>Pediatric Hospital Medicine</i>
<i>Gastroenterology</i>	<i>Pulmonary Disease &amp; Critical Care Medicine</i>
<i>Geriatric Psychiatry</i>	<i>Sports Medicine</i>
<i>Geriatric Medicine</i>	

***15 Total Fellowships***

# Institutional Well-Being Activities

- Luncheons - All Major Training Sites SMMC, VAMC, Wellness Center
- Resident Forum (Movie Night & Malibu Jack's)
- Marshall Recreation Center Membership & Parking
- Administration of Flu Shots
- COVID Monitoring
- Personal Care Items in Wellness Center
- Increased Food & Healthy Food Options in Wellness Center & Canteen
- Free Wellness Panels
- Trainee Assistance Program (TAP)

# Patient Safety & Quality Improvement

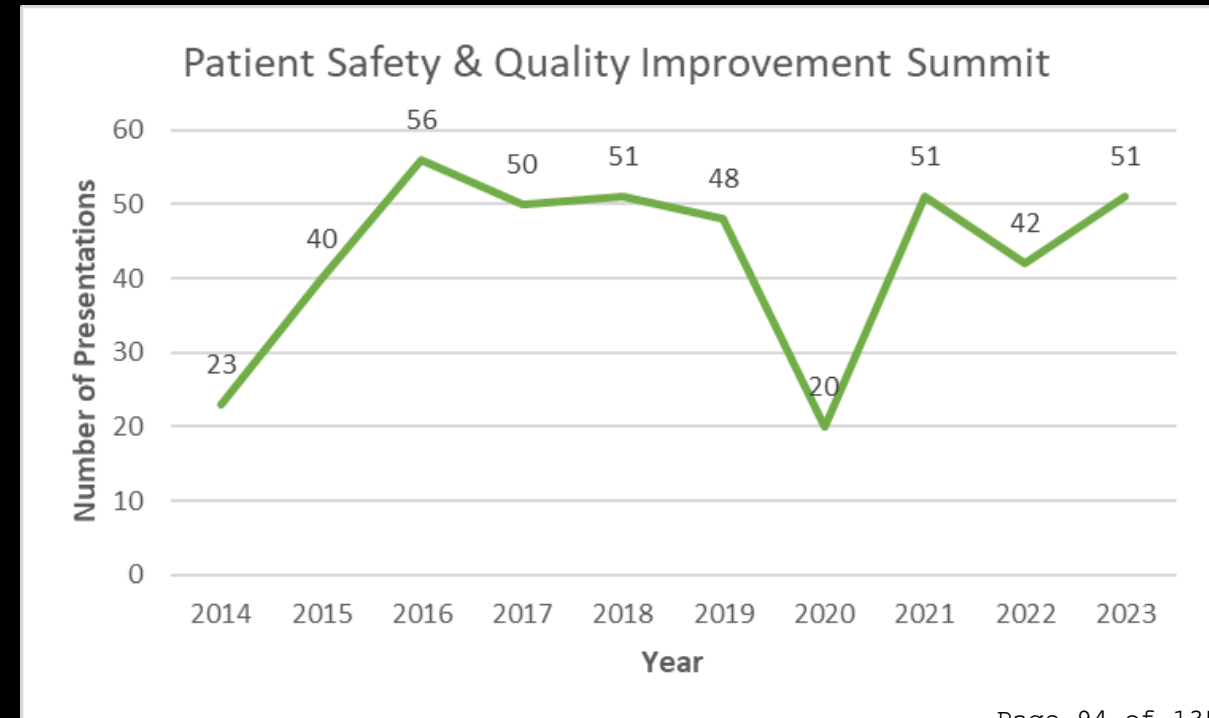
## House Staff Quality Improvement Council

- Met 10 Times during the 2022-2023 Academic Year
- Summit Subcommittee also met 10 times

## 10<sup>th</sup> Annual Patient Safety & Quality Improvement Summit

Keynote Speaker - Kyle Rehder, MD, CPPS, FCCM, FCCP

51 Poster/Oral Presentations



# Outcome Measurements

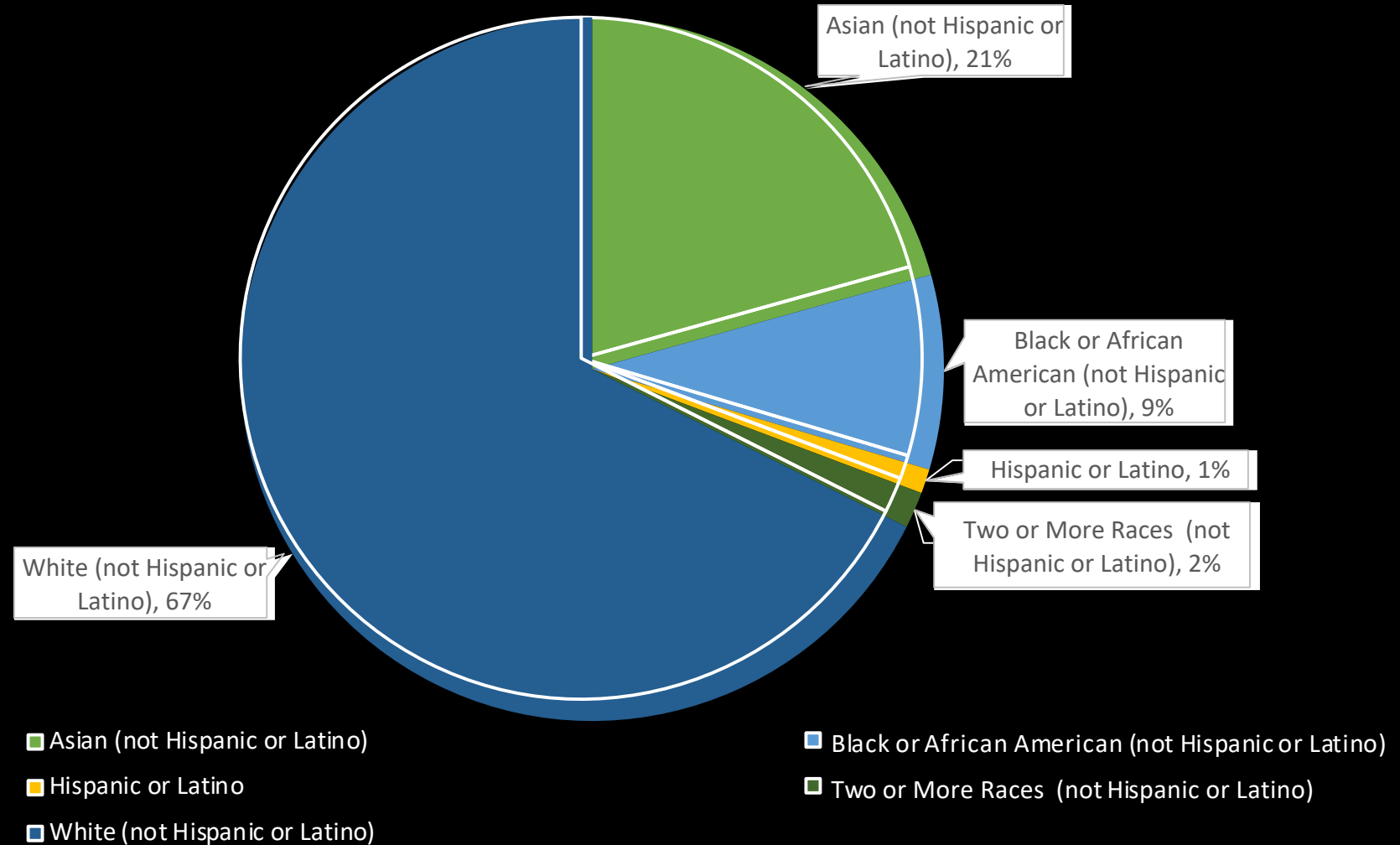
## Are We:

- Diverse?
- Growing as an Institution?
- Achieving Board Certification?
- Successfully Landing Practice Opportunities or Fellowships?
- Meeting Our Annual Goals?

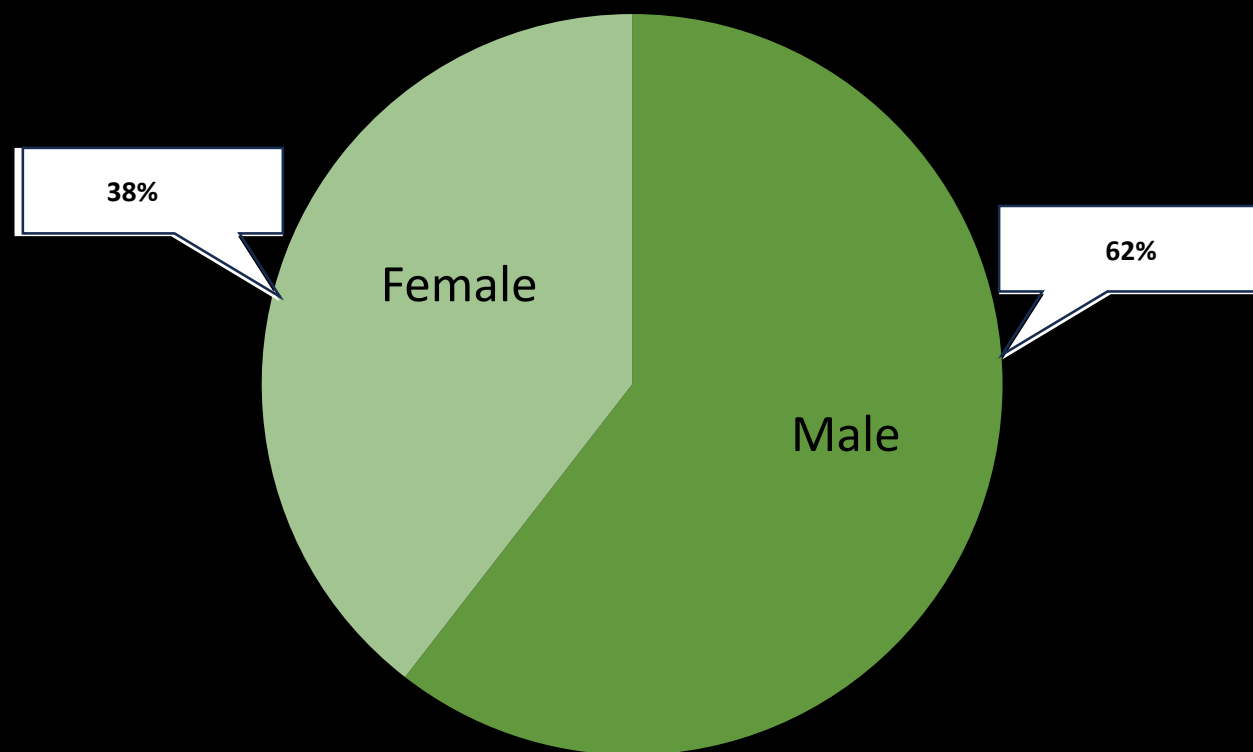


Marshall Graduate Medical Education

# 2022-2023 Demographics

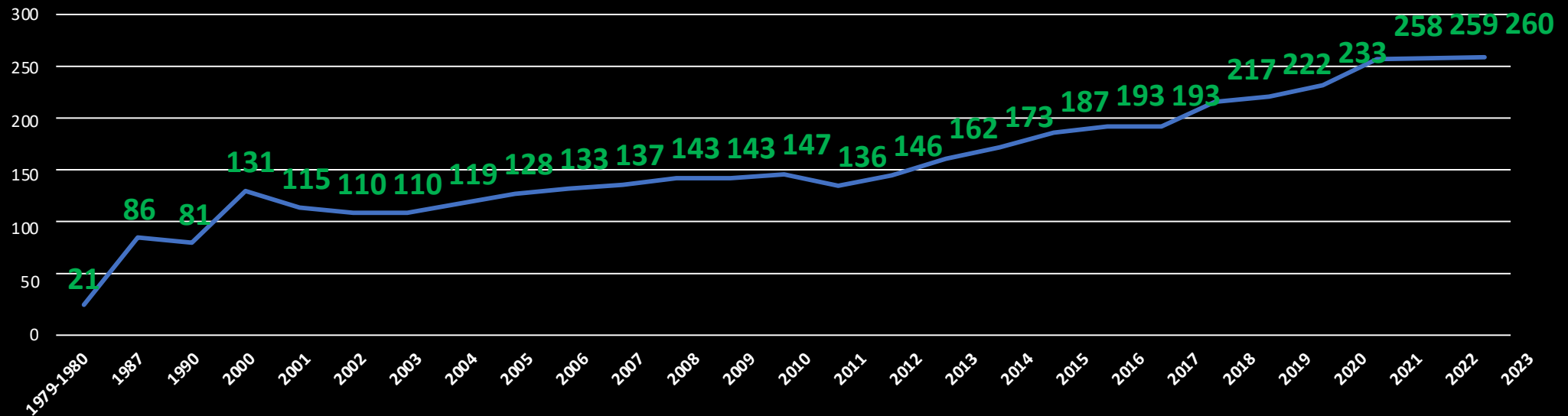


# 2022-2023 Residents & Fellows

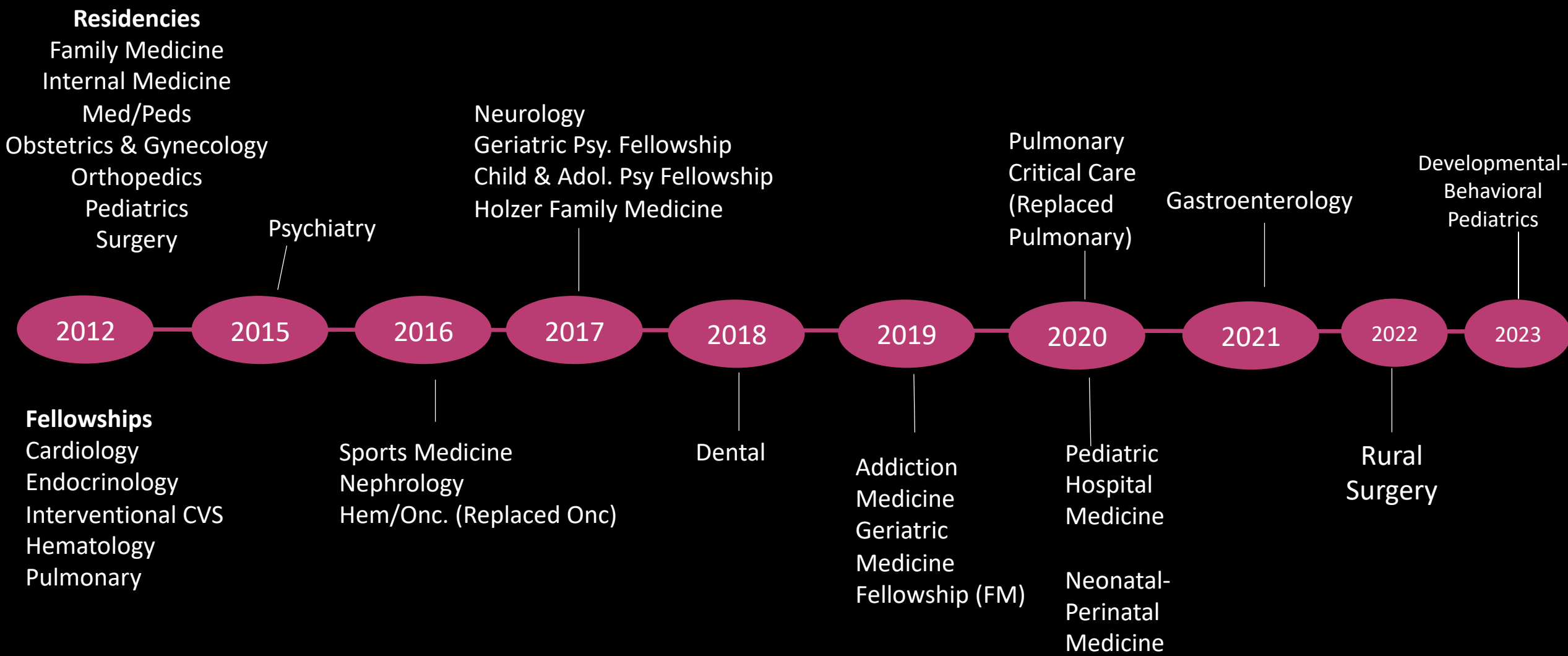


# Trainee Growth 1979-2023

*Increase in the Number of Trainees Since 2000!*



# Residency & Fellowship Program Growth Timeline 2012-2023



# Core Program Board Certification Pass Rates

## 2013 - 2023

[illegible]

# Fellowship Board Certification Pass Rates

## 2013-2023

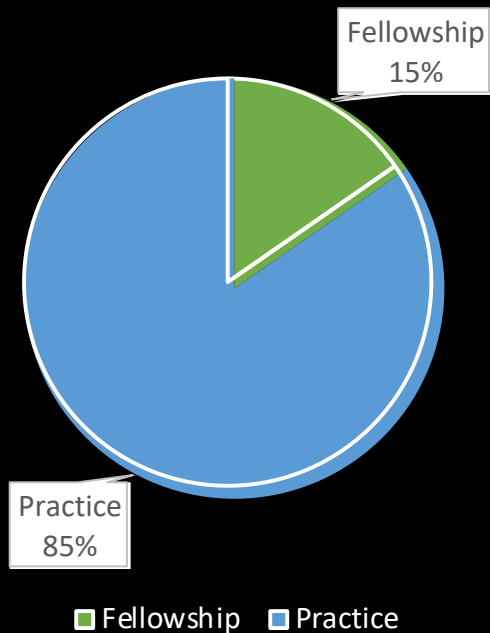
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# 2022-2023

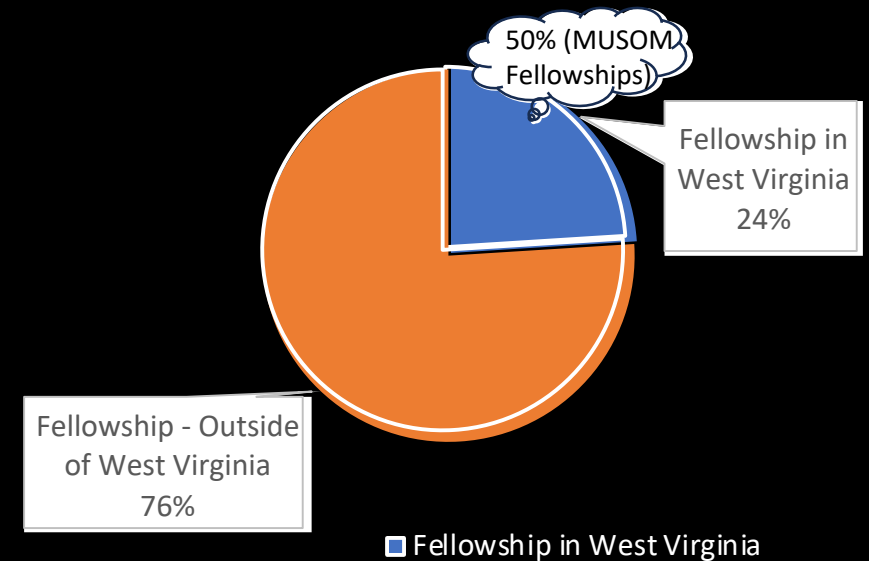
## Graduate Placements Core Programs\*

### Total Graduates = 59

Placement - Practice or Fellowship?



Fellowship Placements

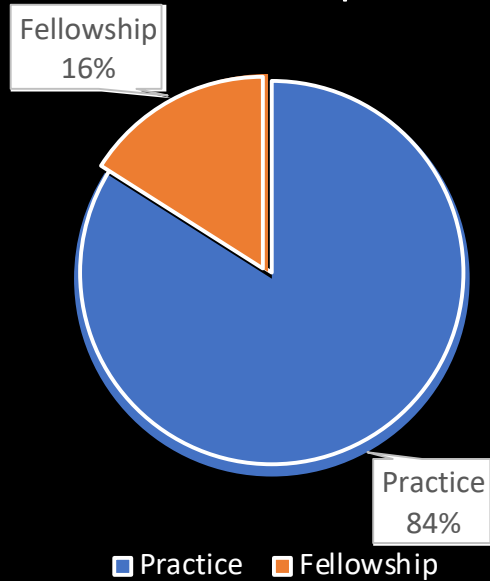


\*Core Programs: Family Medicine, Internal Medicine, Med/Peds, Neurology, Obstetrics & Gynecology, Pediatrics, Orthopaedics, Psychiatry & Surgery

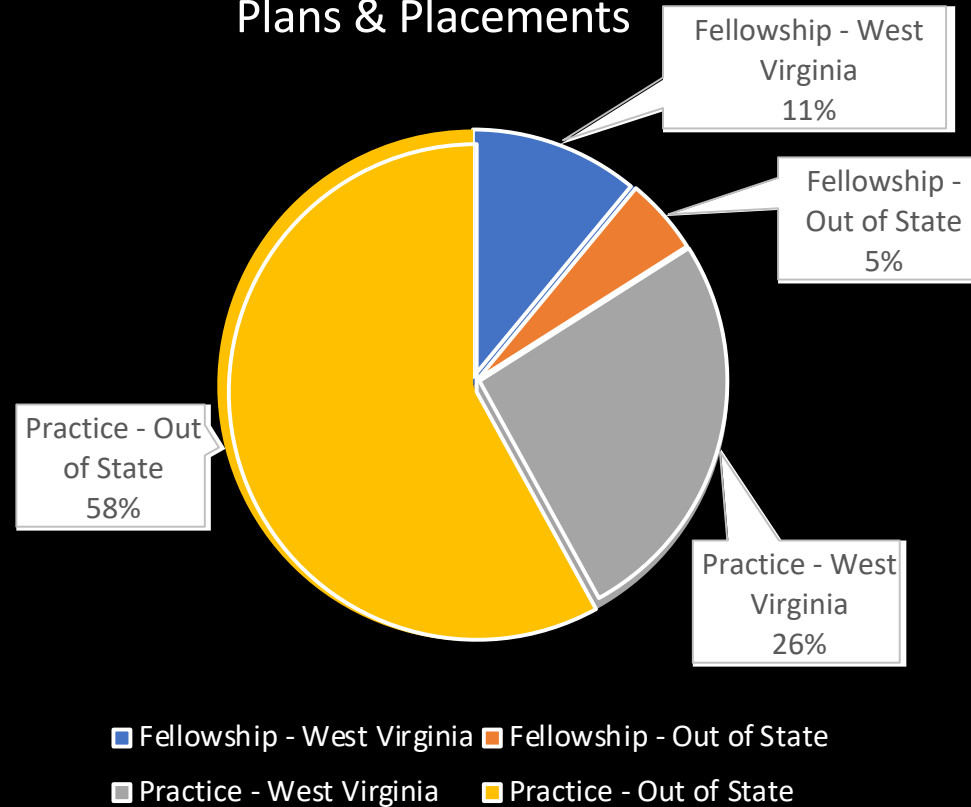
# 2022 - 2023 Graduate Placements Fellowship Programs

## Total Fellow Graduates = 19

Placement - Practice or Fellowship?



Plans & Placements



# Status of Meeting

## 2021-2022 AIR Action Plan Goals

- ✓ Assisted trainees with the transition from DATIX to MIDAS
  - Provided learning modules, Placed on House Staff Council Agenda Items
- ✓ Transitioned Part-Time Information Technology position into a Full-Time position
  - Jason Scott is now Full-Time
- ✓ Refined the Administrative Assistant position and hired a replacement
  - Tiffany Cartwright in October 2022
- ✓ Continued to promote Trainee, Program Director, and Program Coordinator Well-Being
  - Provided various wellness activities and lunches for Trainees and Coordinators, Wellness Panels.
- ✓ Developed a Trainee Datasheet that encompasses all trainee information
- ✓ Continued to Increase communication within the GME community and presence through quarterly newsletters, social media, and frequent press releases
  - Quarterly newsletters published and circulated
  - Resident of the Month Releases
  - Trainee recognition releases for awards, honors, etc.
- ✓ Obtained two HRSA grants for planning and development of rural training programs in Internal Medicine at Holzer and Psychiatry at Rivers Health
- ✓ Continued exploration to develop new programs in Orthopaedics Sports Medicine, Dermatology, and Emergency Medicine
- ✓ Continued preparation for a potential CLER visit
- ✓ Developed an ADS/APE update template for our programs to simplify the data submission process for our Program Directors & Coordinators

# Status of Meeting 2022 - 2023 Goals

- ✓ Appointed GMEC Subcommittee on Policy Revision and continue work on policy updates and revisions
  - Policies reviewed and approved during AY include:
- ✓ Prepared and Held Institutional Site Visit in January 2023
- ✓ Updated GME Wellness Center Exterior
  - Added veneer stone, reconfigured landscaping
- ✓ Continued to encourage TAGME certifications and provide Professional Development opportunities for Program Coordinators
  - Two Coordinators obtained TAGME Certifications
- ✓ Increased GME Staff Presence/Wellness Activities/Learning Environment at St. Mary's Medical Center (SMMC)
  - New mattresses in sleeping rooms
  - Increased housekeeping in call rooms
  - New furniture coffee station and snack shelving in Surgery Work Room
  - Increased SMMC representation by including in PSQI Summit Subcommittee membership

# NEW GOALS 2023-2024

- Renovate GME Office Space to accommodate additional offices
- Obtain Initial Accreditation for West Virginia's First Separately Accredited Rural Psychiatry Residency Program
- Obtain Initial Accreditation for West Virginia's First Separately Accredited Rural Internal Medicine Residency Program
- Continue to apply for HRSA Rural Planning & Development Grant to develop OBGYN Rural Residency
- GME Director will complete AAMC's Graduate Medical Education Leadership Development Course
- GME Director will apply for appointment to a national committee (TAGME)
- Explore the possibilities of new training programs in Urology, Emergency Medicine, and Anesthesiology
- Resolve current Institutional and Program citations with ADS updates
- Develop a new PowerPoint template to be used as an agenda for GMEC meetings
- Continue to foster partnerships and find ways to further develop outstanding GME training opportunities with Marshall Health Network

**GOALS WILL BE MONITORED BY QUARTERLY UPDATES PROVIDED AT GMEC MEETINGS.**

# Marshall Community Health Consortium

## Est. 2014

Holzer Family Medicine Residency Program (Gallipolis, OH)

Rural Surgery Residency Program (Logan, WV)

Rural Psychiatry Residency Program (Pt. Pleasant, WV)

Rural Internal Medicine Residency Program (Gallipolis, OH)

**Paulette S. Wehner, MD, FACC, FACCP, FAHA, FACP**  
Professor of Internal Medicine and Cardiology, Vice Dean for GME  
Designated Institutional Official  
Marshall University School of Medicine  
Marshall Community Health Consortium



**COMMUNITY HEALTH  
CONSORTIUM**

# Institutional Letter of Notification

Accreditation Council for  
Graduate Medical  
Education

401 North Michigan Avenue  
Suite 2000  
Chicago, IL 60611

Phone 312.755.5000  
Fax 312.755.7498  
www.acgme.org

1/11/2023

Paulette S Wehner, MD  
DIO

1639 13th Avenue  
Huntington, WV 25701

Dear Dr. Wehner,

The Institutional Review Committee (IRC), functioning in accordance with the policies and procedures of the Accreditation Council for Graduate Medical Education (ACGME), has reviewed the information submitted regarding the following institution:

Marshall Community Health Consortium  
Huntington, WV

Institution: 8005500932

Based on the information available at its recent meeting, the Review Committee accredited the institution as follows:

Status: Continued Accreditation  
Effective Date: 01/03/2023

The Review Committee commended the institution for its demonstrated substantial compliance with the ACGME's Institutional Requirements without any new citations.

The ACGME must be notified of any major changes in the organization of the institution. When corresponding with the ACGME, please identify the institution by name and number as indicated above. Changes in participating sites and changes in leadership must be reported to the Review Committee using the ACGME Accreditation Data System (ADS).

Sincerely,



Olivia Orndorff, MSLIS  
Associate Executive Director  
Institutional Review Committee

oorndorff@acgme.org



# Concluding Comments

- Exciting Time for GME with
  - Growth of Residency Programs
  - Planning & Development of Rural Residency Programs in Internal Medicine and Psychiatry
  - Increased GME Presence at St. Mary's Medical Center
  - National Recognition for the Nation's First Separately Accredited Rural Surgery Residency and starting of Inaugural Class in July 2023
- Growth of GME Staff Responsibilities To Ensure Continuing Accreditation/ Initial Accreditation for All Programs
- Planning & Development of New Programs
  - Orthopaedic Sports Medicine
  - Dermatology
  - Emergency Medicine
  - Anesthesiology
  - Urology

Questions?

Thank you for your time and continued support  
of Graduate Medical Education!

# Beyond the Classroom: Unlocking the Power of Co-Curricular Transcripts

Tiffany Hartman

Assistant Dean of Student Life

Intercultural & Student Affairs



# End-2-End Student Experience Project:

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## Co-Curricular Transcripts Action Learning Team



# Co-Curricular Transcripts

## *Action Learning Team*

- Andy Hermansdorfer - Lead Center
- Karen Sommers - Housing
- LeKesha Taylor - Housing
- Michelle Biggs - Herd Academy
- Rodney Sanders - Career Education
- Gabe Brown - Community Service
- Tiffany Hartman - Student Life



# Co-Curricular Transcripts

## *The Goal*

- Create a comprehensive record of students' involvement in activities outside the traditional academic curriculum, including extracurricular activities, leadership roles, volunteer work, internships, and other relevant experiences.



# Co-Curricular Transcripts

## *Criteria for a Co-curricular Transcript*

- Activity Categories: Define broad categories such as leadership, community service, professional development, cultural activities, and athletics.
- Verification Process: Establish a process for verifying student participation in activities.
- Create a Standardized Format: Design a clear and professional format for the transcript.
- Activity Details: Name of the activity, description, role or position, dates of participation, and hours contributed.
- Skills and Competencies: Skills developed through participation, such as leadership, teamwork, communication, etc.
- Digital Platform: Use a digital platform where students can log their activities. This could be integrated with existing student information systems.

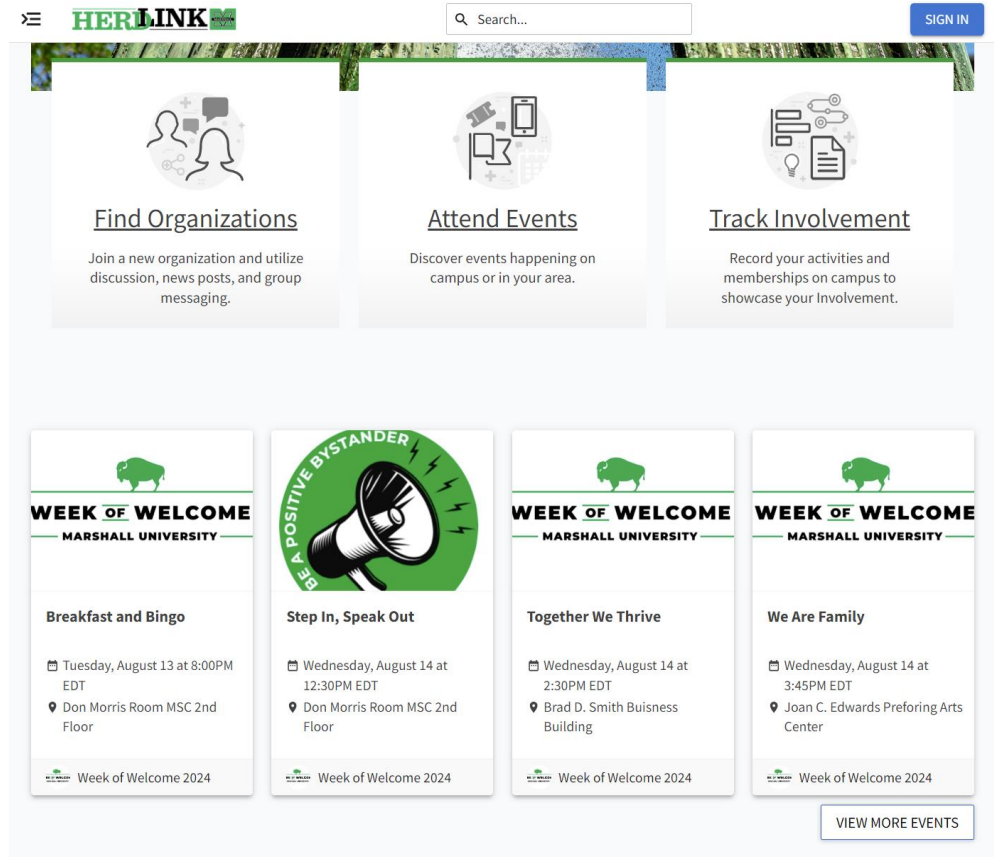


**HERD****INK** 



# HerdLink


- A portal for students to find and participate in campus events, organizations, and clubs. Students can use HerdLink to browse and join organizations, attend events, and showcase their involvement.
- Campus Administrators can manage and track student engagement and skill development, to drive student retention.



# HerdLink

Brea Belville's

Co-Curricular Transcript

**CO-CURRICULAR TRANSCRIPTS**

**Marshall University Co-Curricular Transcript**

Marshall University recognizes the impact of out-of-classroom learning experiences, and our students are encouraged to record and reflect upon their unique co-curricular experiences. The following Co-Curricular Transcript is a record of the student's co-curricular involvement.

**Name:** Brea Belville      **Username:** belville12@marshall.edu      **Date:** June 4, 2024

---

**Involvements**

---

**Campus Collective**  
**Position**  
*Member (12/6/2023 - Present)*

---

**Financial Management Association at Marshall University**  
**Position**  
*Member (12/6/2023 - Present)*

---

**Honors College Student Association**  
**Position**  
*Member (5/10/2024 - Present)*

---

**Pre-Law Club at Marshall University**  
**Position**  
*Treasurer (4/28/2023 - Present)*

---

**Position**  
*Member (9/29/2022 - Present)*

---

**Student Government Association at Marshall University**  
**Position**  
*Student Body President (5/9/2024 - Present)*



# Co-Curricular Transcripts

## *Next Steps*

- Design a clear and professional format for the transcript using HerdLink where students can log their activities.
- Ensure the co-curricular transcript is recognized officially by the university and can be included with academic transcripts when applying for jobs or further education.
- Promote the transcript and offer workshops to help students, faculty, and staff understand how to use the system and the benefits of maintaining a co-curricular transcript.



# Looking Forward



# The Herd Experience

*Previously Developed in Fall 2019*

- Provide a mechanism to create intentional student experiences that promote involvement, development, and learning by student selection of pathways.
- Guide students along an intentional path toward goals, competencies, and established learning outcomes by leading them through co-curricular involvement paths to earn recognition for meeting path requirements.



# Questions?

Tiffany Hartman  
Assistant Dean of Student Life  
Intercultural & Student Affairs





# Marshall University

*Accelerating Individual Success, Innovative Ideas and Economic Impact*

## General Education Task Force Progress Report Summer 2024



# *Executive* **SUMMARY**

- Marshall's General Education curriculum is being updated for the 21<sup>st</sup> century knowledge economy
- A broad-based team, representing all academic units, is studying student needs, future demand, and innovative programs across the country
- We have tentatively identified 5 themes reflecting the core of our general education program [see box to the right]
- A draft plan for review will be distributed by December 2024
- Discussion, revision, and approval are planned for Spring 2025
- Development of an assessment plan and implementation are targeted for January 2026, to allow for integration into the Fall 2026 schedule

## **Five Central Themes**

Communication Competence

Technological & Information  
Literacy

Responsible Citizenship

Problem-solving

Growth Mindset



# *General Education* **at Marshall**

**Purpose of General Education:** *to ensure that all graduates have a broad foundation of knowledge underpinning the specialized study they gain from courses in their majors*

**Become active,  
creative, &  
critical thinking  
citizens**

**Adapt learning to  
changing economic,  
cultural, and  
community needs**

**Integrate skills and  
knowledge gained in  
classes into a  
cohesive identity**

# *Current Marshall* **DEGREE PROFILE**



**Communication  
Fluency**



**Creative  
Thinking**



**Ethical and  
Civic Thinking**



**Information  
Literacy**



**Inquiry Based  
Thinking**



**Integrative  
Thinking**



**Intercultural  
Thinking**



**Metacognitive  
Thinking**



**Quantitative  
Thinking**



# *Marshall* **CORE CURRICULUM** *Timeline*

- May 2006: President Kopp initiates work to organize gen ed around “domains of thinking.”
- AY2006-2007: the ad-hoc committee studied models from other institutions, developed models and proposals, and generated ideas to be reviewed, revised, and refined.
- August 2007: five approaches were distributed for discussion
- Fall 2007: Learning outcomes and assessment rubrics were developed
- Spring 2008: Implementation strategies were developed; proposals were introduced to the Faculty Senate Executive Committee
- AY2008-2009: faculty input, revisions, resources, and formal approval
- AY2009-2010: vetted Core II course submissions, WI, MC, INT, and capstone courses; established transfer rules; matched Core Curriculum to college degree requirements.
- Fully implemented in Fall 2010



# *Revising GenEd* **at Marshall**

1. Review current model, including assessment results
2. Research innovations in higher education
3. Define needs for MU graduates 2025 and forward
4. Establish goals for MU 21<sup>st</sup> century general education
5. Design/redesign GenEd model
6. Engage faculty and administration in review
7. Refine the model
8. Design implementation plan
9. Navigate approval and implementation.



# *MU's Current* **GenEd Model**

## **1. CORE I courses – critical thinking depth**

- ✓ FYS 100: First Year Seminar
- ✓ 2 CT designated courses

## **2. CORE II courses – disciplinary breadth**

- ✓ Composition (6 cr hrs)
- ✓ Oral Communication (3 cr hrs)
- ✓ Natural Science (4 cr hrs)
- ✓ Mathematics (3 cr hrs)
- ✓ Fine Arts (3 cr hrs)
- ✓ Humanities (3 cr hrs)
- ✓ Social Science (3 cr hrs)

## **3. Integrated competencies**

- ✓ Writing Intensive attribute
- ✓ Multicultural or International attribute

## **4. Capstone**



# **Innovative** *GenEd Programs*

Appalachian State

Augsburg

Butler

Cal Poly SLO

Emerson

Ithaca College

University of Portland

San Jose State

Carnegie Mellon

Duke

George Mason

Georgia State

Purdue

UC Berkeley

UCF



# 21<sup>st</sup> Century CAREER COMPETENCIES

Critical thinking and analytical thinking

Communication: oral, written, visual

Collaboration, teamwork, leadership

Creative problem-solving

Flexibility, adaptability, integrative learning


Cultural understanding & global citizenship

Reasoning from quantitative and narrative data

Knowledge of the physical & natural world

Hindsight, insight, and foresight

- The knowledge economy requires **abstraction, system thinking, experimentation** and **collaboration** skills, according to Reich
- A Canadian analysis identifies **communication** and **management** skills along with **cognitive skills** as the domains knowledge workers use more
- 
- A 2012 NACE survey prioritizes
  - Verbal communication
  - Team collaboration
  - Decision making & problem solving
  - Planning, organizing, & prioritizing
  - Information literacy
  - Quantitative analysis
  - Create and edit written reports



# *Central Themes for* **REVISED GenEd at Marshall**

## **Communication Competence**

Written, spoken &  
mediated expression

Group communication &  
collaboration

Interpersonal  
communication

Listening and empathy

Assertive expression

Creative self expression

## **Problem Solving**

Critical Thinking

Analytical ability

Creative innovation

Design thinking

Integrative thinking

Reasoning & Evidence

Scientific

Quantitative

## ***Technological & Information Literacy***

Data Literacy

Statistical

Analytical

Digital Literacy

Media Literacy

Emerging Technologies

Artificial Intelligence

## **Responsible Citizenship**

Leadership

Ethical Reasoning

Cultural Competence

Civic Engagement

Social Responsibility

Sustainability

Global Awareness

Local, State, &  
National Awareness

## **Growth Mindset**

Adaptability

Collaboration

Financial Literacy

Wellness Literacy

Career readiness

Career resilience



# *Design* **TEAMS**

## Delivery systems

Core Courses

Distribution Requirements

Integrated Competencies

Alternative Delivery

Engaged Learning

## Elements of GenEd

Breadth

Depth

Integration

Application

Assessment



# *Task Force* **TIMELINE**

## **In Progress**

- Review of current model & assessment results (in progress)
- Review of peers & benchmarks (in progress)
- Define needs for current and future graduates (in progress)
- Set goals (tentative) and establish standards (Summer 2024)

## **Next Steps**

- Design/redesign MU general education requirements (Fall 2024)
- Engage faculty & administration in review (Spring 2025)
- Refine planned revisions (Summer & Fall 2025)
- Design implementation and assessment plan (Fall 2025)
- Formal approval and integration with academic units (Spring 2026)



# *Executive* **SUMMARY**

- Marshall's General Education curriculum is being updated for the 21<sup>st</sup> century knowledge economy
- A broad-based team, representing all academic units, is studying student needs, future demand, and innovative programs across the country
- We have tentatively identified 5 themes reflecting the core of our general education program: 1) communication competence, 2) technological and information literacy, 3) responsible citizenship, 4) creative problem-solving, and 5) growth mindset
- A draft plan for review will be distributed by December 2024
- Discussion, revision, and approval are planned for Spring 2025
- Development of an assessment plan and implementation are targeted for January 2026, to allow for integration into the Fall 2026 schedule

**Questions?**  
**Comments?**  
**Concerns?**

*R.B. Bookwalter*  
*Dean, College of Liberal Arts*  
*MU GenEd Review and Revise Task Force*  
[bookwalt@marshall.edu](mailto:bookwalt@marshall.edu)



# Athletics Committee Meeting

June 12, 2024 | 10 a.m.

Conference Center, Brad D. Smith Foundation Hall



## June 2024 Athletics Committee Meeting

### AGENDA

---

10 a.m.

#### Athletics Committee

*Patrick Farrell, Chair*

#### Executive Session under the Authority of WV Code §6-9A-4

*H. Toney Stroud, Chief Legal Officer / Vice President for  
Strategic Initiatives and Corporate Relations*

#### Personnel Matters

*H. Toney Stroud, Chief Legal Officer / Vice President for  
Strategic Initiatives and Corporate Relations*

#### Action Item

Express Consent of Athletics Committee for  
Terms and Conditions of Personnel  
Contracts

*Brad D. Smith, President*

3

#### Information Items

*Christian Spears, Director of Athletics; Debra Boughton,  
Executive Associate Athletic Director for Championship  
Planning and Resources*

4

—

Committee Annual Activity Calendar

Review and Support Academic Success

Athletic Teams Updates

NCAA Legislation Updates

National Issues Updates

Budget Update

**Marshall University Board of Governors  
Meeting of June 12, 2024**

**ITEM:** Express Consent of Athletics Committee for Terms and Conditions of Personnel Contracts

**COMMITTEE:** Athletics Committee

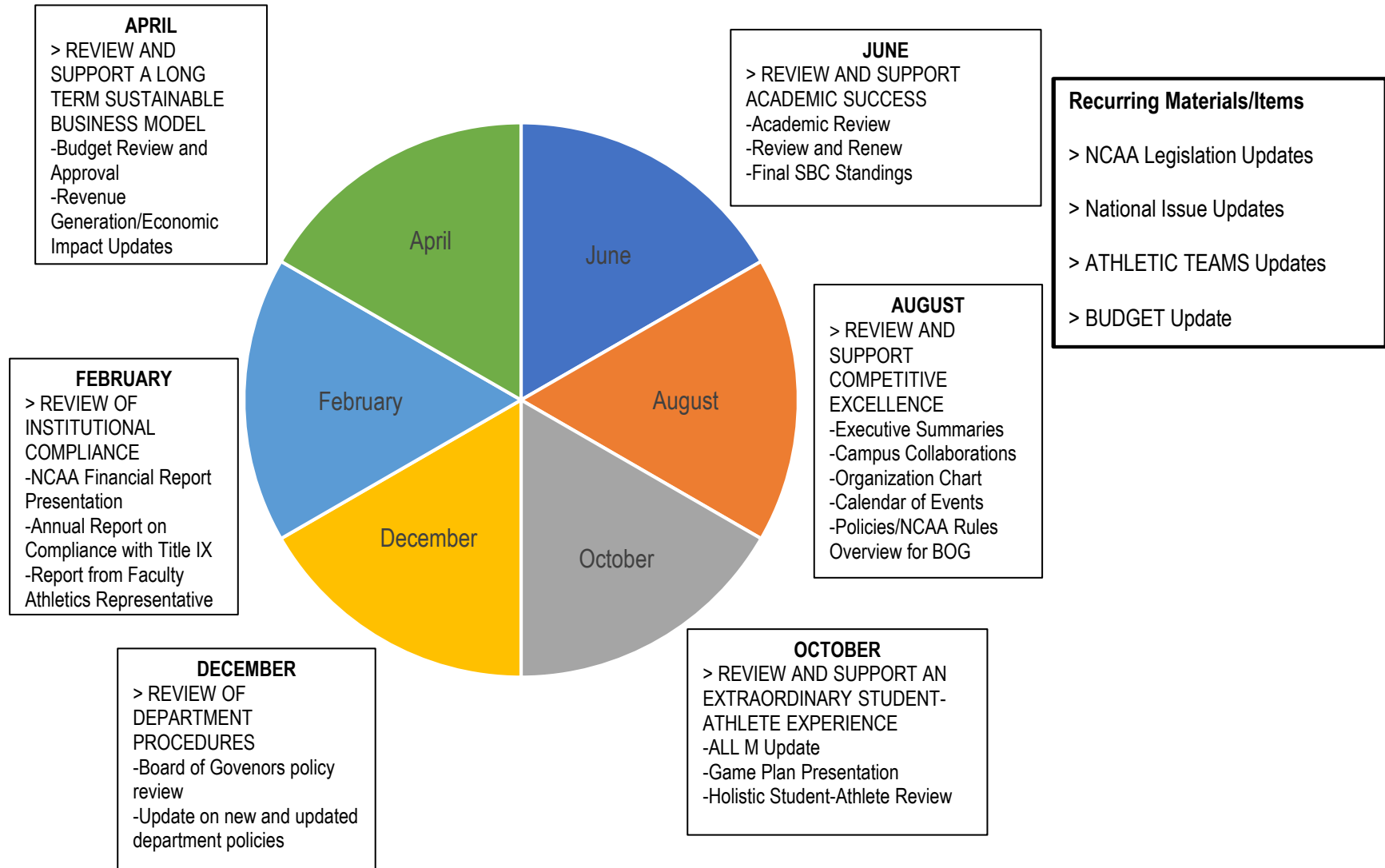
**RECOMMENDED RESOLUTION:** *Resolved*, that the Athletics Committee hereby grants its express consent to the President for the terms and conditions outlined for the positions of men's soccer coach and baseball coach.

**STAFF MEMBER:** Brad D. Smith  
President

**BACKGROUND:**

Marshall University has reached tentative agreements with coaches within the Department of Athletics and the President seeks express consent for the terms and conditions of the agreements.

## INTERCOLLEGIATE ATHLETICS



Updated June 2024

# BOARD OF GOVERNORS

**June 12, 2024**

**Christian Spears**  
Director of Athletics

**Debra Boughton**  
Executive Associate AD, Championship Planning and Resources



# BOARD OF GOVERNORS: ACTION ITEMS

## Department of Athletics Personnel Contracts

The Marshall University Board of Governors approve the recommendation from the Athletics Committee granting express consent to the President for the terms and conditions outlined for the positions of men's soccer coach and baseball coach. The Board further authorizes the President of the University to execute the necessary documents to enter into personnel contracts in accordance with these terms and conditions.



# AGENDA

- Action Items
  - Coaches Contracts (Executive Session)
- Review and Renew
- 23-24 Academic Achievements
- 23-24 Athletic Achievement/Athletics Teams Updates
- NCAA Legislation Updates
  - House v NCAA
  - Violations and Waiver Reports
- National Issues Updates
  - Athletes Advantage @ Marshall



# AGENDA, continued

- **Budget Update**
  - Year-End Trends and Recap
  - Incentive Insurance Insured v Actual
- **Capital Projects Update**
  - Campus Carry and Impact on Athletic Facilities



# REVIEW AND RENEW



68

STUDENT-ATHLETES

NAMED TO MARSHALL  
PRESIDENT'S LIST

157

STUDENT-ATHLETES

NAMED TO MARSHALL  
DEAN'S LIST

GRADUATE BETTER HUMANS

75

SPRING SEMESTER  
GRADS



# *The Herd* IN THE *Classroom*

14<sup>SPORTS</sup> *team GPAs above 3.0*

3.93

HIGHEST OVERALL GPA  
WOMEN'S GOLF

3.37

HIGHEST MEN'S GPA  
SOCCER

GRADE POINT AVERAGE

SPRING SEMESTER GRADE POINT AVERAGE

3.27 GPA



# RECOGNITIONS AND ACHIEVEMENTS

## Women's Swim and Dive

- 1st Team All-Conference (Molly Warner, Paige Banton, Madeline Hart, Eszter Laban, Audrey West)
- 2nd Team All-Conference (Gabrielle Ivey, Klana Katayama, Grace Kelsheimer, Parker Lunch, Mia McBride)
- Sun Belt Co-Freshman of the Year (Molly Warner)
- SBC Champs (Paige Banton, Eszter Laban, Madeline Hart, Audrey West, Molly Warner, Alaina Laster, Grace Kelsheimer, Larissa Munksgard)
- SBC record in 100 Breaststroke (Paige Banton)



## Men's Basketball

- National Association of Basketball Coaches All-District 23 2nd Team (Obinna Anichili-Killen)





# RECOGNITIONS AND ACHIEVEMENTS

## Women's Track and Field

- Gold in Indoor 5k / 1st in 10k Outdoor (Abby Herring)
- Gold in 1 Mile / 1st in 1500 Meter Race Outdoor (Kylee Mastin)
- Sun Belt All-Conference Indoor (Abby Herring & Kylee Mastin – 1st, Dianna Goodman – 2nd)

## Men's Track and Field

- Sun Belt 3rd Team All-Conference Outdoor (Evan White)

## Women's Basketball

- SBC Regular Season Champs
- SBC Tournament Champs
- SBC Player of the Year; SBC 1st Team All-Conference (Abby Beeman)
- SBC 3rd Team All-Conference (Breanna Campbell)
- SBC Coach of the Year (Kim Caldwell)
- Record for All-Time Wins in a Season (26)





# RECOGNITIONS AND ACHIEVEMENTS

## Football

- 1st Team All-American; Jet Award Finalist (Jayden Harrison)
- All-SBC 1st Team (Micah Abraham, Owen Porter, Jayden Harrison)
- All-SBC 2nd Team (Rasheen Ali)
- All SBC 3rd Team (Ethan Driskell, Elijah Alston, Eli Neal, John McConnell)

## Softball

- All-SBC 1st Team (Brooklyn Ulrich)
- All-SBC 2nd Team (Sydney Bickel & Bella Gerlach)
- SBC All Tournament Team (Savannah Rice)
- NFCA All-Region Teams (Brooklyn Ulrich & Bella Gerlach)





# RECOGNITIONS AND ACHIEVEMENTS

## Men's & Women's Golf

- WGOLF: SBC All-Tournament Team (Kasey McIlvaine)
- MGOLF: All-SBC 1st Team (Tyler Jones)
- MGOLF: All-SBC 2nd Team & All-Tournament Team (Ryan Bilby)

## Tennis

- All-SBC 1st Team (Johanna Strom, Emma Vanderheyden)
- All-SBC 2nd Team (Doroteja Joksovic, Sophia Hurrian, Aisling McGrane)

## Baseball

- All-SBC 1st Team (Bryce Blevins)





# RECOGNITIONS AND ACHIEVEMENTS

## Men's Soccer

- SBC Regular Season Champs
- SBC Tournament Champs
- All-SBC 1st Team (Matthew Bell, Morris Duggan, Gabe Perrotta)
- All-SBC 2nd Team (Taimu Okiyoshi)
- SBC Player of the Year; SBC Offensive Player of the Year (Matthew Bell)
- SBC Goalkeeper of the Year (Gabe Perrotta)
- SBC Defensive Player of the Year (Morris Duggan)
- USCAA All-Americans (Matthew Bell, Morris Duggan, Taimu Okiyoshi)
- Number one seed in NCAA Tournament



## Volleyball

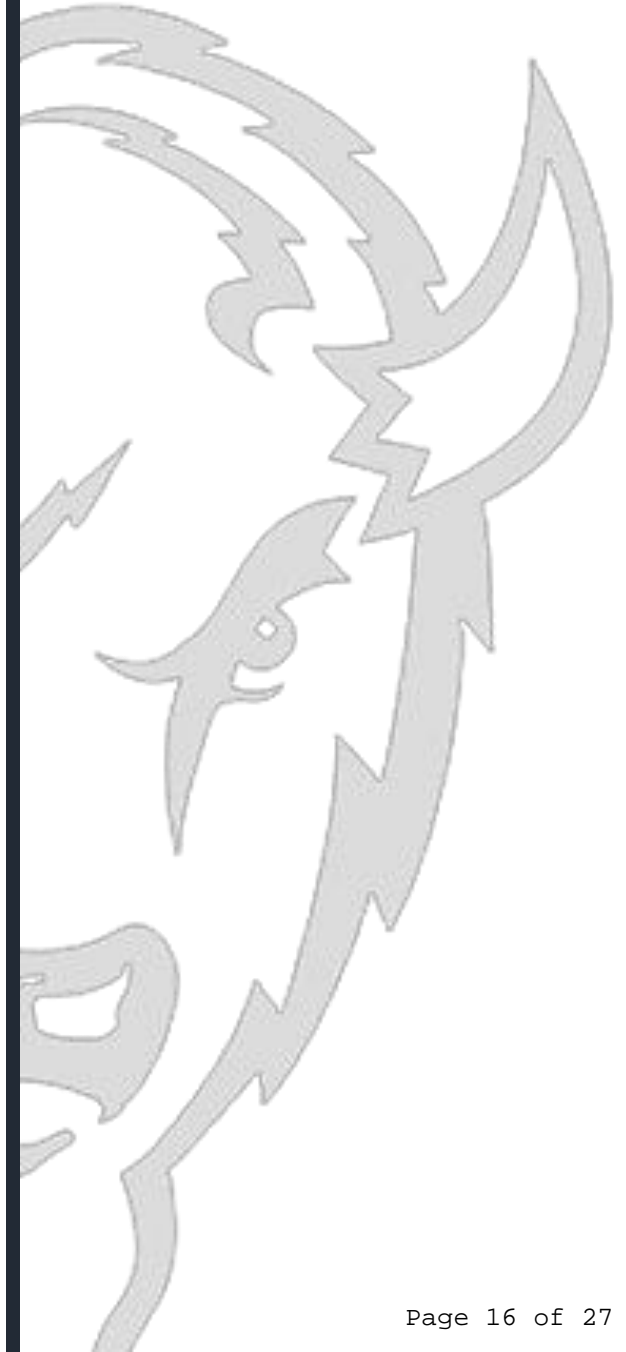
- All-SBC 2nd Team (Essence Clerkly)





## ALL SPORT STANDINGS BUBAS CUP

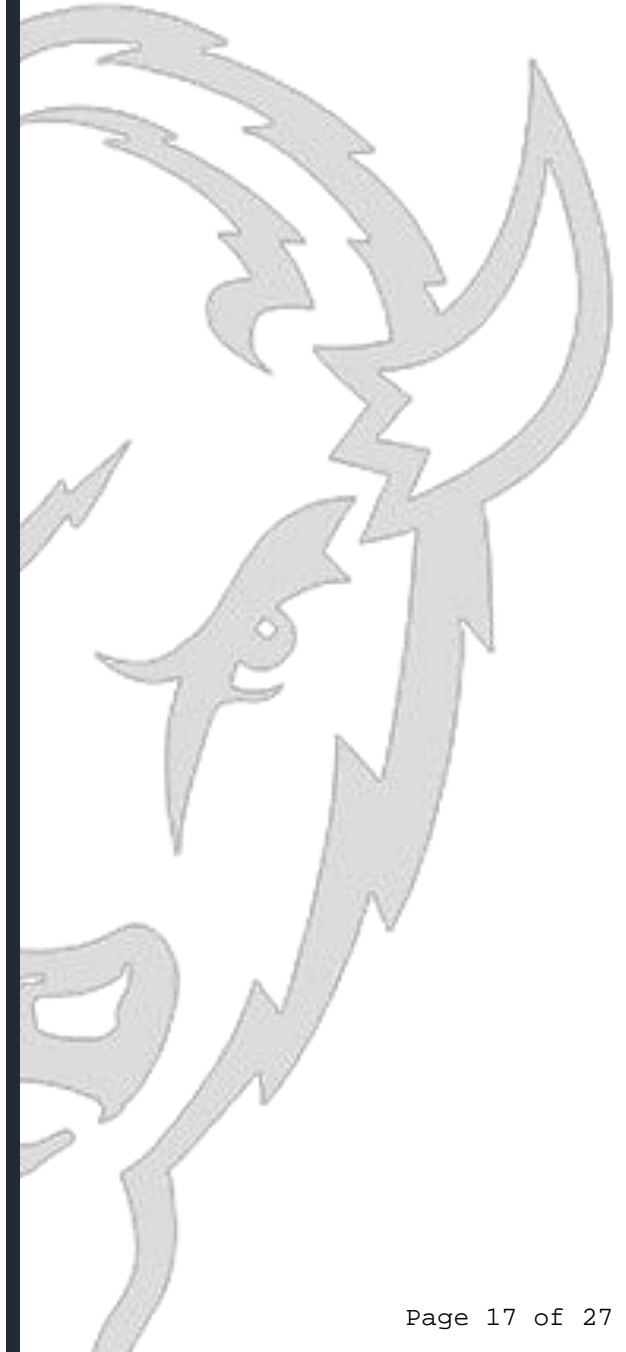
- (1) Texas State
- (2) JMU
- (3) Coastal
- (4) Arkansas
- (5) Marshall**
- (6) Louisiana
- (7) South Alabama
- (8) Georgia Southern
- (9) App State
- (10) Troy
- (11) Southern Miss
- (12) ULM
- (13) ODU
- (14) Georgia State





## MEN'S SPORT STANDINGS

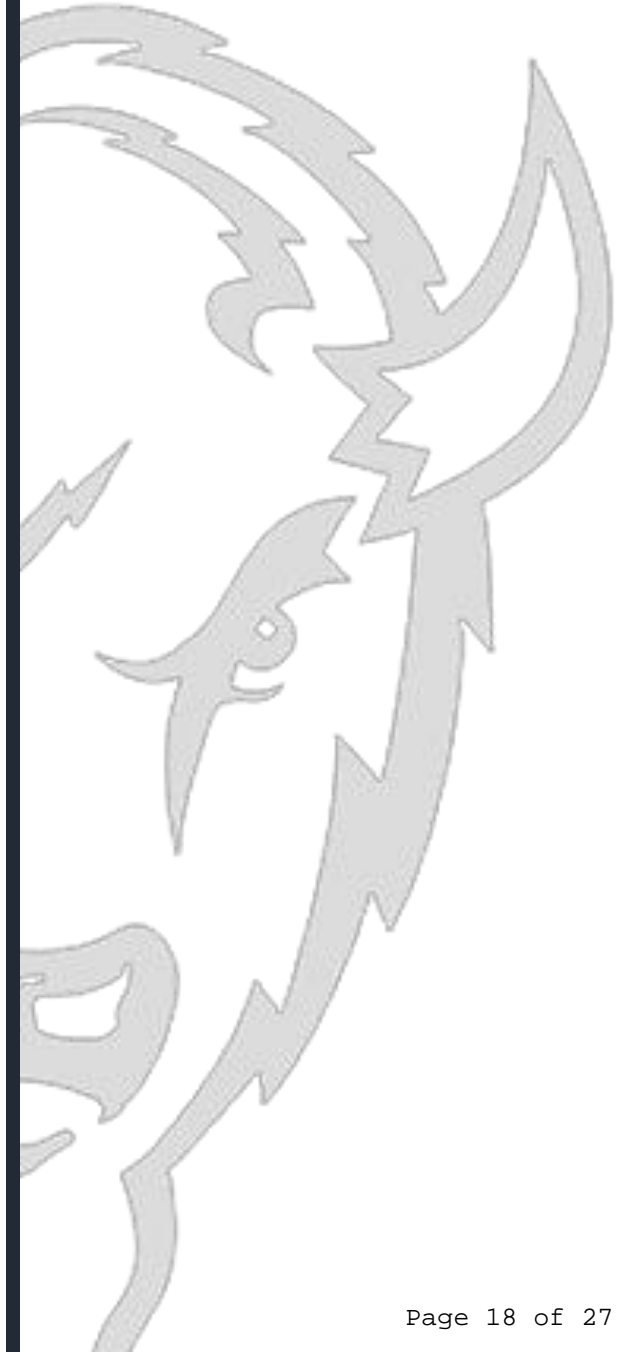
- (1) Louisiana
- (2) Arkansas State
- (2) JMU
- (4) App State
- (5) South Alabama
- (6) Troy
- (7) Texas State
- (8) Marshall**
- (8) Georgia Southern
- (10) Coastal
- (11) Southern Miss
- (12) ODU
- (13) ULM
- (14) Georgia State





## WOMEN'S SPORT STANDINGS

- (1) Texas State
- (2) Coastal
- (3) Marshall**
- (4) Georgia Southern
- (5) JMU
- (6) Arkansas State
- (7) Southern Miss
- (8) South Alabama
- (8) Louisiana
- (10) ULM
- (11) App State
- (12) ODU
- (13) Troy
- (14) Georgia State





## NCAA LEGISLATION UPDATES

- Antitrust settlement that would include *\$2.8 billion damages pool for current and former athletes and establish a new revenue sharing model for current and future NCAA athletes to be directly paid by their schools*

# JOINT STATEMENT

"The five autonomy conferences and the NCAA agreeing to settlement terms is an important step in the continuing reform of college sports that will provide benefits to student-athletes and provide clarity in college athletics across all divisions for years to come. This settlement is also a road map for college sports leaders and Congress to ensure this uniquely American institution can continue to provide unmatched opportunity for millions of students. All of Division I made today's progress possible, and we all have work to do to implement the terms of the agreement as the legal process continues. We look forward to working with our various student-athlete leadership groups to write the next chapter of college sports."

— Joint Statement from NCAA President Charlie Baker, ACC Commissioner Jim Phillips, Ph.D., Big Ten Commissioner Tony Petitti, Big 12 Commissioner Brett Yormark, Pac-12 Commissioner Teresa Gould, SEC Commissioner Greg Sankey

## WHAT DOES IT MEAN FOR MARSHALL?

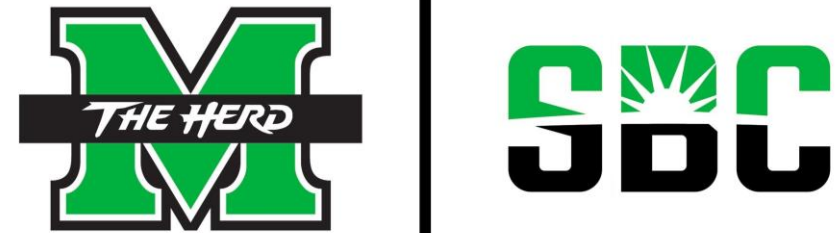
1. HOUSE SETTLEMENT
  - \$165M for 10 years reduced from Conference distribution.
  - SBC predicts \$350K reduction per school (14 schools annually for 10 years).
2. REVENUE SHARE 21+%
  - Opt in vs. Opt out
  - Share should count scholarship
3. WHAT IS THE REVENUE?
  - ????
  - SBC Distribution \$2M



# NCAA LEGISLATION UPDATES



- 
- For 2023-24:
    - Violations – 7 (0 pending)
    - Waivers – 20 approved; 9 pending; 0 losses
    - No pending NCAA Case Reviews



# NATIONAL ISSUES UPDATE: ATHLETE ADVANTAGE



## ATHLETE ADVANTAGE

Athlete Advantage, an industry leader in NIL Management, manages thousands of athletes and multiple collectives across the country. It is built to help universities maximize their NIL program.

## THE SOLUTION

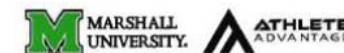
Our comprehensive NIL Management program for Marshall Athletics ensures high success and sustainability by maximizing opportunities & supporting student-athletes through diverse revenue streams.

## SERVICES FOR THE STUDENT-ATHLETES

- Legal Support and Contract Review
- Local, Regional, & National Student-Athlete Brand Deals
- Establish an LLC for Student-Athletes
- Designing and Trademarking a logo
- Financial Advising
- Accounting and Tax Services
- Custom Merchandise & Online Store
- Social Media & Brand Training
- Digital Media Strategy and Support
- Electronic Press Kit (EPK) & Valuations
- 24/7 Mental Health Support
- Federal, State & MU NIL Education
- Post College - Career Prep
- Student-Athlete/Agent Consultation

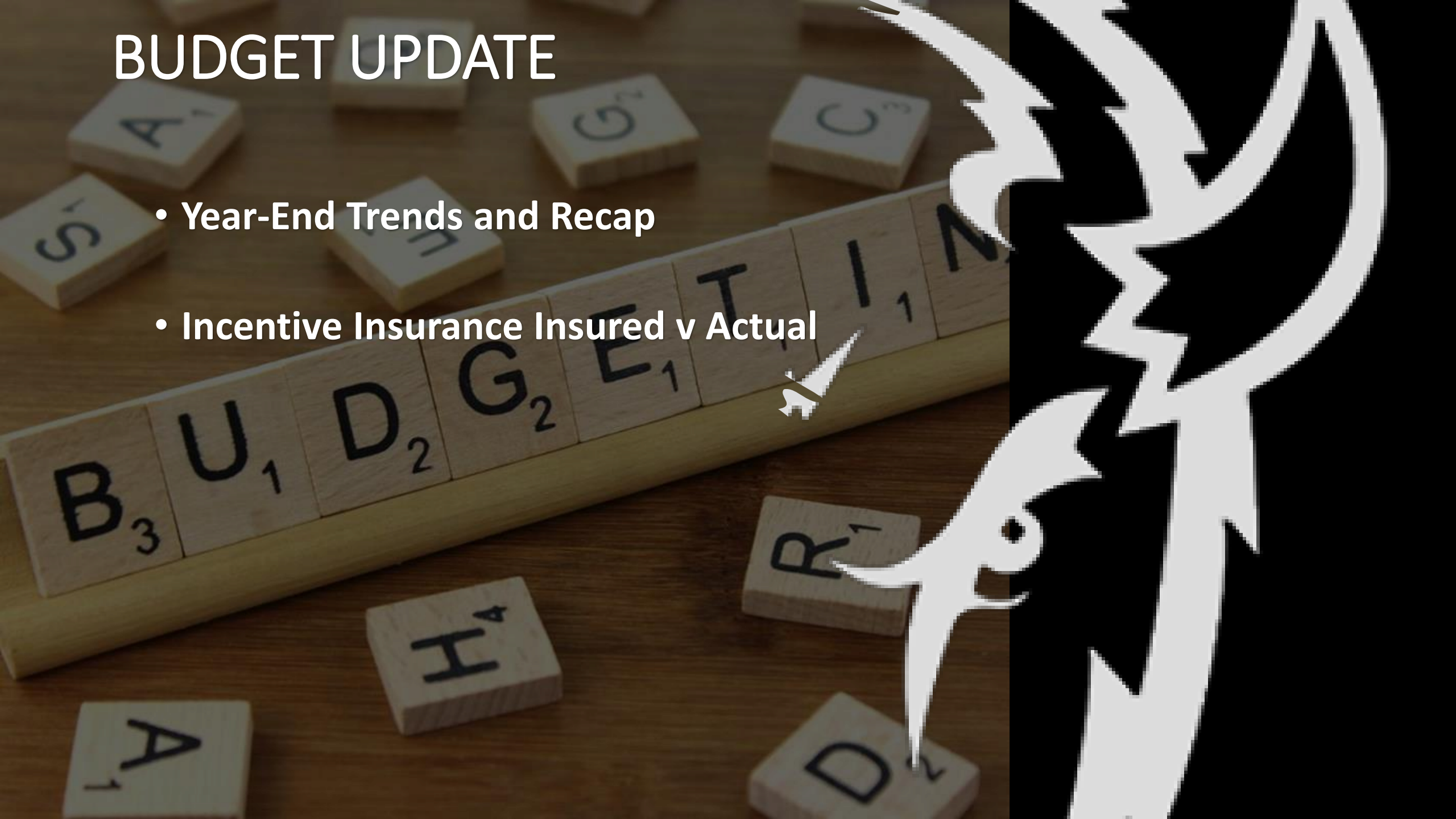
## SUITE OF SERVICES:

-  University NIL Consultation
-  Student-Athlete NIL Management
-  Student-Athlete Brand Deals
-  Media Exposure
-  Merchandising
-  Event Activation



# BUDGET UPDATE


- Year-End Trends and Recap
- Incentive Insurance Insured v Actual



# CAMPUS CARRY / FACILITY IMPACT

A screenshot of the Marshall University Police Department's 'Campus Carry' webpage. The page features a green header with the Marshall University logo and navigation links. Below the header is a dark navigation bar with links to various police services. The main content area has a background image of a building and a large 'Campus Carry' title. At the bottom of this section are two buttons: '696-HELP' and 'SUBMIT A TIP'.

APPLY VISIT GIVE  FIND INFO FOR ▼ ATHLETICS BLACKBOARD MYMU

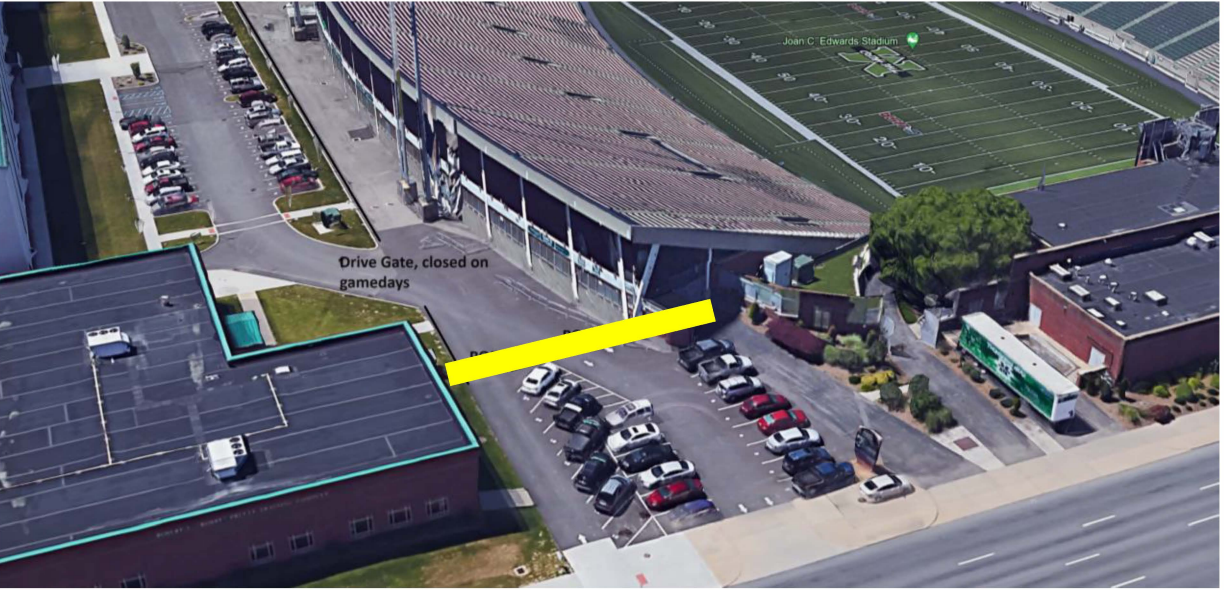
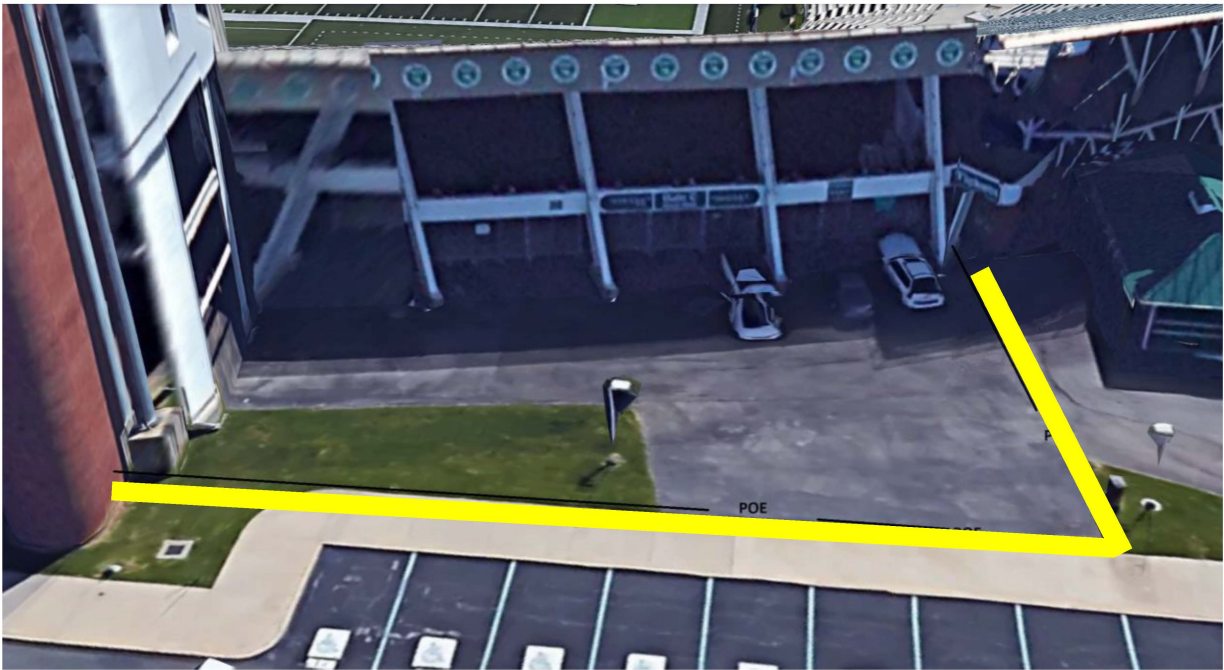
 MEET MARSHALL ADMISSIONS ACADEMICS MARSHALL LIFE [REQUEST INFO](#)

MARSHALL UNIVERSITY POLICE DEPARTMENT ▼ CRIME PREVENTION SAFETY RAD SYSTEMS ▼ PARKING [SUBMIT A TIP](#)

## CAMPUS CARRY

[696-HELP](#) [SUBMIT A TIP](#)

[www.marshall.edu/mupd/campus-carry](http://www.marshall.edu/mupd/campus-carry)



# BOARD OF GOVERNORS

## QUESTIONS

**Christian Spears**  
**Director of Athletics**

**Debra Boughton**  
**Executive Associate AD, Championship Planning and Resources**





# Finance, Audit and Facilities Planning Committee Meeting

June 12, 2024 | 11 a.m.

Moses Board Room, Brad D. Smith Foundation Hall



## June 2024 Finance, Audit and Facilities Planning Committee Meeting

### AGENDA

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11 a.m.

#### Finance, Audit and Facilities Planning Committee

*Donnie Holcomb, Chair*

##### Action Items

Approval of Updated Board of Governors Rule No. FA-4 – Assessment, Collection, and Refund of Student Tuition and Fees <i>Matt Tidd, Chief Financial Officer</i>	3
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Approval of FY2025-30 Capital Project List <i>Brandi Jacobs-Jones, Senior Vice President for Operations</i>	8
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##### Information Items

Committee Annual Activity Calendar <i>Matt Tidd, Chief Financial Officer</i>	35
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Finance Update <i>Matt Tidd, Chief Financial Officer</i>	36
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Facilities and Operations Update <i>Brandi Jacobs-Jones, Senior Vice President for Operations</i>	42
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Internal Audit Update <i>Perry Chaffin, Director of Audits</i>	48
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#### Lunch

Lunch will be provided from Noon to 1 p.m.

**Marshall University Board of Governors  
Meeting of June 12, 2024**

**ITEM:** Approval of Updated Board of Governors Rule No. FA-4 – Assessment, Collection, and Refund of Student Tuition and Fees

**COMMITTEE:** Finance, Audit and Facilities Planning Committee

**RECOMMENDED RESOLUTION:** *Resolved*, that the Finance, Audit and Facilities Planning Committee does hereby recommend that the Marshall University Board of Governors approve the updated Board of Governors Rule No. FA-4 – Assessment, Collection, and Refund of Student Tuition and Fees

**STAFF MEMBER:** Matt Tidd  
Senior Vice President for Finance/Chief Financial Officer

**BACKGROUND:**

As a condition to accept Veterans Administration benefits for our flight program. Marshall must have a policy to refund unused flight lab fees on a prorated basis. These fees are charged beyond tuition in each flight lab class to pre-pay for the minimum number of flight hours a student needs to successfully complete the class. The flight school closely tracks the number of flight hours used by each student. The revised rule authorizes Marshall to refund the unused portion of the flight lab fee when a student withdraws from a flight lab course.

**Fiscal Note:** As the updated policy only authorizes refunds of flight lab fees for unused flight hours, there is no significant financial impact.

# **MARSHALL UNIVERSITY BOARD OF GOVERNORS**

## **Rule No. FA-4**

### **ASSESSMENT, COLLECTION, AND REFUND OF STUDENT TUITION AND FEES**

#### **1. General Information**

- 1.1. Scope: The purpose of this policy is to govern the assessment, the collection and the refund of student Tuition and Fees at Marshall University.
- 1.2. Authority: West Virginia State Code §18B-1-6
- 1.3. Passage Date: June 18, 2012
- 1.4. Effective Date: June 18, 2012
- 1.5. Controlling Over: Marshall University
- 1.6. History
  - 1.6.1. This policy amends Policy FA-10 (effective October 15, 2009), which amended Policy FA-10 (effective June 28, 2006), which replaced Board of Trustees Series 22, Assessment, Payment, and Refund of Fees, dated May 5, 1994.

#### **2. Enrollment and Tuition Fees**

- 2.1. The Board of Governors shall fix tuition and other fees for each school term for the different classes or categories of students enrolling at Marshall University.
- 2.2. The schedule of all tuition and fees, and any changes therein, shall be entered in the minutes of the Board of Governors meeting and the Board shall file with appropriate state entities a copy of such schedule and changes.
- 2.3. The Board of Governors shall establish the rates to be charged to full time students, being defined as twelve or more credit hours for undergraduate students and nine or more credit hours for graduate students.
  - 2.3.1. Undergraduate students enrolled for twelve or more credit hours and graduate students enrolled for nine or more credit hours will be assessed the maximum charges in each basic fee category. Special Service and Program Fees will be in addition to the Enrollment and Tuition Fees.
  - 2.3.2. Undergraduate students taking fewer than twelve credit hours in a regular term shall have their fees reduced pro rata based upon one-twelfth of the full-time rate per credit hour, and graduate students taking fewer than nine credit hours in a regular term shall have their fees reduced pro rata based upon one-ninth of the full-time rate per credit hour.
  - 2.3.3. Fees for students enrolled in summer terms or other nontraditional time periods shall be prorated based upon the number of credit hours for which the student enrolls.

#### **3. Special Service and Program Fees**

- 3.1. The Board of Governors may provide special services and special programs and may fix and collect special fees or charges to fund these services and/or programs. These special fees include, but are not limited to:
  - Electronic Course Fees (E Course Fees)

- Lab Fees
- Program Fees
- Parking Fees
- Library Fines
- Computing Services Fees
- Graduation Fees
- Deposit Fees
- Application Fees
- Various Clinic Fees
- Late Fees

#### **4. Payment of Fees**

4.1. All fees are due and payable by the student upon enrollment and registration for classes except as provided in this subsection:

4.1.1. The Board of Governors permits fee payments to be made in installments over the course of the academic term. All fees shall be paid prior to the awarding of course credit at the end of the academic term.

4.1.1.1. Student fee deferred payment plans will be offered for fall and spring terms.

4.1.1.2. All available financial aid for the term must be credited to the student's account prior to determining the amount available for deferral.

4.1.1.3. After all financial aid is applied to the student's account, one-third of the balance of student fees, including room and board, must be paid prior to the start of classes. The remaining balance, including any interest or participation fees, must be paid prior to the end of the eighth week of classes.

4.1.1.4. Interest on the deferred amount may be charged at a rate not to exceed the legal limit.

4.1.2. The Board of Governors authorizes the acceptance of credit cards for the payment of fees.

4.1.2.1. To the extent allowed by law or policy of the credit card company, the University is authorized to impose a surcharge on credit card payments equal to any amount that may be imposed by the credit card company as a vendor discount or service fee.

#### **5. Refund Policy of Student Tuition and Fees**

5.1. Except for students receiving Title IV financial assistance, students who officially withdraw during a semester in the academic year shall receive a reduction of tuition and fees in accordance with the following policies and schedules.

5.1.1. Schedule Adjustments - Students who drop one or more classes through the end of the Late Registration period shall be eligible for a full reduction of tuition and fees of the dropped course(s), provided that the remaining tuition and fee assessment falls below twelve credit hours for undergraduate students or nine credit hours for graduate students.

5.1.2. Complete Withdrawals - Students initiating a complete withdrawal from the University shall receive a reduction in tuition and fees calculated using the following schedule, in accordance with Title 133 Legislative Rule, Series 32, Section 6.1:

5.1.2.1. During the first 10% of the term, 90% reduction,

5.1.2.2. From 11% to 25% of the term, 75% ,

5.1.2.3. From 26% to 50% of the term, 50%,

- 5.1.2.4. After 50% of the term is completed, no reduction in tuition and fees will occur.
- 5.1.2.5. Should the percentage calculation identify a partial day, the entire day should be included in the higher refund period
- 5.1.3. Course Withdrawals after Late Registration
  - 5.1.3.1. Effective with Fall 2013 semester, students who do not officially withdraw from all classes at the University shall not be eligible for a reduction in tuition and fees, except for flight lab courses.
  - 5.1.3.2. For semesters commencing Fall 2012 through Summer 2013, students who withdraw from one or more individual classes after the end of the Late Registration period shall receive a partial reduction of tuition and fees, provided that the remaining tuition and fee assessment falls below twelve credit hours for undergraduate students or nine credit hours for graduate students. The schedule for the tuition reduction is the same as in Section 5.1.2 above.
- 5.2. Students receiving financial assistance covered by Title IV, who officially withdraw shall receive a refund in accordance with the Higher Education Act.
- 5.3. An overriding authority, such as state or federal law, which requires a specific refund schedule for certain students, may result in inconsistencies with the schedule provided in Section 5.1.2 of this policy. In such instances, the Bursar shall create an administrative procedure to resolve any inconsistency between this policy and the overriding authority.
- ~~5.3.~~5.4. Students who withdraw from a flight lab course shall be eligible for a pro-rated refund of the flight lab fee for the course based on the proportion of hours included in the flight lab fee which the student has used prior to withdrawal.

## **6. Refund Policy of Room and Board**

- 6.1. Room and Board: Refund, if any, shall be based on the housing contract signed by the student.

## **7. Deferral of fees during a legal work stoppage**

- 7.1. Pursuant to WV Code §18B-10-1, if The Board of Governors determines that a student's finances are affected adversely by a legal work stoppage, it may allow the student an additional six months to pay the fees for any academic term. The Board of Governors shall determine on a case-by-case basis if the finances of a student are affected adversely.

## **8. Special Equity Fee**

- 8.1. The Board of Governors may require students to pay a Special Equity Fee.
  - 8.1.1. The fee shall be used solely for the purpose of complying with the athletic provisions of 20 U.S.C. 1681, et seq., known as Title IX of the Education Amendment of 1972.
  - 8.1.2. The fee may not be used by an institution to advance its classification of participation in its athletics governing body.
  - 8.1.3. The fee may not be imposed upon part-time students.

## **9. Resident tuition rates for National Guard members.**

- 9.1. Pursuant to WV State Code 18B-10-1a, the term "resident" or "residency" or any other term or expression used to designate a West Virginia resident student, when used to determine the rate of tuition to be charged students attending Marshall University shall be construed to include members of the national guard who are not residents of West Virginia but who are active

members of a national guard unit in West Virginia who are participating in the national guard education services program.

9.2. Students shall be considered active members of a national guard unit in West Virginia upon submission of a completed Certificate of Eligibility, approved by the Unit's commanding officer.

9.3. In addition, any student whose tuition payment is being provided through the Office of the Adjutant General Education Encouragement Program will be considered a West Virginia resident student.

## **10. Definitions**

10.1. For the purpose of this policy, the following words have the meanings specified unless the context clearly indicates a different meaning.

10.1.1. "*Auxiliary capital fees*" means charges levied on students to support debt service, capital projects and campus maintenance and renewal for the auxiliary facilities of the institutions;

10.1.2. "*Auxiliary fees*" means charges levied on all students to support auxiliary enterprises or optional charges levied only on students using the auxiliary service. Auxiliary fees include sales and service revenue from entities that exist predominately to furnish goods or services to students, faculty or staff such as residence halls, faculty and staff housing, food services, intercollegiate athletics, student unions, bookstores, parking and other service centers;

10.1.3. "*Full-time graduate student*" means a graduate student who is enrolled for nine or more credit hours in a regular term;

10.1.4. "*Full-time undergraduate student*" means an undergraduate student who is enrolled for twelve or more credit hours in a regular term;

10.1.5. "*Required educational and general capital fees*" means:

10.1.5.1. Charges levied on all students to support debt service of system-wide bond issues; and

10.1.5.2. Charges levied on all students to support debt service, capital projects and campus maintenance and renewal for an institution's educational and general educational facilities;

10.1.6. "*Tuition and required educational and general fees*" means:

10.1.6.1. Charges levied on all students of that class or category to support educational and general program services; and

10.1.6.2. Optional charges levied for education and general services collected only from students using the service or from students for whom the services are made available. Educational and general expenditures are categorized as instruction, research, academic support, student services, institutional support, operation and maintenance of plant and scholarships and fellowships. Education and general expenditures do not include expenditures for auxiliary enterprises, hospitals or independent operations.

**Marshall University Board of Governors  
Meeting of June 12, 2024**

**ITEM:** Approval of FY2025-30 Capital Project List

**COMMITTEE:** Finance, Audit and Facilities Planning Committee

**RECOMMENDED RESOLUTION:** *Resolved*, that the Finance, Audit and Facilities Planning Committee does hereby recommend that the Marshall University Board of Governors approve the attached FY2025-30 Capital Project List

**STAFF MEMBER:** Brandi Jacobs-Jones  
Senior Vice President for Operations

**BACKGROUND:**

The Capital Project Budget Request forwarded to Marshall University by the West Virginia Higher Education Policy Commission requires each spending unit to annually submit a listing of capital projects. After board approval, this capital expenditure projects list for FY2025-30 appropriation request will be forwarded, as required, for submission to the West Virginia Budget Office.

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# Take Care of the House

## CAPITAL PROJECT LIST FY25-30

Description	Div*	Total Cost		Description	Div*	Total Cost		Description	Div*	Total Cost	
<b>Building System Stabilization</b>				<b>Investment to Accelerate Growth</b>				<b>Miscellaneous</b>			
GULLICKSON HALL WINDOW REPLACEMENT	OP	\$ 350,000		HENDERSON CENTER/GULLICKSON HALL HVAC	A	\$ 5,900,000		ATHLETIC FACILITY SIGNAGE & NAMING PROJECT	A	\$ 2,000,000	
AVIATION MAINTENANCE HANGAR A - PHASE I	OP	\$ 275,000		CAMPUS WIDE NETWORK UPGRADE	IT	\$ 7,000,000		HENDERSON CENTER CREATIVE SUITE UPGRADES	A	\$ 100,000	
GULLICKSON HALL ROOF REPLACEMENT	OP	\$ 2,000,000		CLASSROOM UPGRADES - IT	IT	\$ 7,500,000		HENDERSON CENTER STUDENT/BAND BLEACHER REPLACEMENT	A	\$ 400,000	
SCIENCE BUILDING ROOF REPLACEMENT	OP	\$ 1,796,202		GULLICKSON HALL SPACE REALLOCATION RENOVATIONS	A	\$ 3,100,000		JCE STADIUM/HC ARENA PREMIUM SEATING UPGRADES	A	\$ 4,000,000	
SCIENCE BUILDING RENOVATION PHASE I	OP	\$ 50,000,000		FIREWALL REPLACEMENT	IT	\$ 750,000		JOAN C EDWARDS STADIUM NORTH VIDEOBOARD REMOVAL	A	\$ 200,000	
SHEWEY ATHLETIC BUILDING AIR HANDLER UNITS	OP	\$ 1,042,188		NETWORK CLOSET ACCESS CONTROL	IT	\$ 150,000		JOAN C EDWARDS STADIUM SOUTH BLEACHER REMOVAL	A	\$ 200,000	
SHEWEY ATHLETIC BUILDING ROOF REPLACEMENT	OP	\$ 797,500		STUDIO/CONTROL ROOM BUILD OUT IN SOFTBALL BUILDING	IT	\$ 1,500,000		JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	A	\$ 8,946,500	
SCIENCE BUILDING RENOVATION PHASE II	OP	\$ 60,000,000		UNIVERSITY EMC DATA DOMAIN/BACKUP TARGET	IT	\$ 150,000		JOAN C. EDWARDS STADIUM SOUTH ENDZONE PROJECT	A	\$ 25,000,000	
SMITH HALL RENOVATIONS	OP	\$ 22,000,000		UNIVERSITY STORAGE AREA NETWORK (SAN) REPLACEMENT	IT	\$ 500,000		SHEWEY ATHLETIC BUILDING RENOVATIONS PHASE 2	A	\$ 797,500	
COON EDUCATION BUILDING CHILLER REPLACEMENT	SOM	\$ 825,000		CORBLY HALL RENOVATIONS-PHASE I	OP	\$ 9,000,000		SHEWEY ATHLETIC BUILDING RENOVATIONS PHASE 3	A	\$ 797,500	
ERMA BYRD CLINICAL CENTER ROOF REPLACEMENT	SOM	\$ 1,100,898		NATATORIUM & TENNIS CENTER	A	\$ 1,000,000		WEIGHT ROOM EQUIPMENT	A	\$ 1,000,000	
AVIATION MAINTENANCE HANGAR A - PHASE II	OP	\$ 1,200,000		OUTDOOR TRACK & SOCCER TRAINING COMPLEX	A	\$ 12,000,000		WAYFINDING	OP	\$ 1,098,000	
MARSHALL MEDICAL CENTER ROOF REPLACEMENT	SOM	\$ 1,526,250		TRACK & FIELD/SWIMMING/ LOCKER ROOM RENOVATIONS	A	\$ 500,000		LANDSCAPE ACTIVATION PHASE II	OP	\$ 1,516,800	
MARSHALL MEDICAL CENTER FIBER OPTIC NETWORK CONNECTION	SOM	\$ 200,000		TRAINING TABLE	A	\$ 500,000		LANDSCAPE ACTIVATION PHASE III	OP	\$ 11,826,000	
MARSHALL MEDICAL CENTER HVAC & BOILER REPLACEMENT	SOM	\$ 740,000		VETERANS MEMORIAL SOCCER COMPLEX UPGRADES	A	\$ 6,000,000		DOUGLASS CENTRE RENOVATION	SOM	\$ 3,170,000	
SOUTH CHARLESTON CAMPUS MED EDU & CLINICAL RENOVATION	SOM	\$ 5,000,000		FIBER UPGRADES/REWIRING-JCE STADIUM & HENDERSON ARENA	IT	\$ 300,000					
STORMWATER IMPROVEMENTS PHASE II	OP	\$ 1,000,000		SAND VOLLEYBALL COURTS	A	\$ 1,000,000					
FORENSIC SCIENCE MECHANICAL UPDATES	OP	\$ 833,750		CLASSROOM REPAIR/RENEWAL-CAMPUS WIDE PHASE II	OP	\$ 2,250,000					
				CORBLY HALL RENOVATIONS-PHASE II	OP	\$ 4,502,250					
<b>Total</b>		<b>\$ 150,686,788</b>		DRINKO LIBRARY RENOVATIONS	OP	\$ 1,667,500		<b>Total Capital Expenditure Project FY25-30</b>		<b>\$ 439,322,388</b>	
<b>Health and Safety</b>				KCRW HANGER #2	OP	\$ 4,500,000					
BRYD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	OP	\$ 583,625		STRAYER REN-ENHANCED TOXICOLOGY SRVC	SOM	\$ 6,500,000					
EMERGENCY GENERATORS/SAFETY - Phase II	OP	\$ 600,300		CLASSROOM REPAIR/RENEWAL-CAMPUS WIDE PHASE III	OP	\$ 2,250,000					
PRICHARD HALL ADA/RENOVATIONS	OP	\$ 12,500,000		COON MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	SOM	\$ 5,075,000					
JOAN C. EDWARDS STADIUM CONCOURSE GATES EXPANSION	A	\$ 4,350,000		MARCO'S MOBILE MEDICAL UNIT	SOM	\$ 1,000,000					
ELEVATOR MODERNIZATION PHASE II	OP	\$ 1,450,000		MARSHALL COMMUNITY HEALTH INSTITUTE	SOM	\$ 30,000,000					
EMERGENCY GENERATORS/SAFETY - Phase III	OP	\$ 516,925		MSC ENTRANCE	OP	\$ 183,000					
TENNIS COURT'S SUB-SURFACE & REPLACEMENT	A	\$ 2,400,000		RESIDENCE HALL 1A	OP	\$ 40,000,000					
OLD MAIN INTERIOR STRUCTURE REPAIRS	OP	\$ 7,500,000		CORBLY HALL RENOVATIONS-PHASE III	OP	\$ 5,336,000					
LANDSCAPE ACTIVATION PHASE I	OP	\$ 1,638,000		MEDICAL SIMULATION CENTER	SOM	\$ 13,500,000					
OLD MAIN STRUCTURE REPAIRS - PHASE II	OP	\$ 1,000,000		RESIDENCY SUPPORT SPACE	SOM	\$ 5,000,000					
OLD MAIN STRUCTURE REPAIRS - PHASE III	OP	\$ 2,000,000		RURAL HEALTH & RESIDENCY EDUCATION CENTER	SOM	\$ 1,700,000					
MARSHALL MEDICAL CENTER ELEVATORS UPGRADE	SOM	\$ 3,675,000		SECONDARY PEDIATRICS LOCATION	SOM	\$ 5,000,000					
MARSHALL MEDICAL CENTER GENERAL RENOVATIONS	SOM	\$ 1,250,700		ATHLETIC BAND & SPORT PERFORMANCE UPGRADE	A	\$ 500,000					
<b>Total</b>		<b>\$ 39,464,550</b>		<b>Total</b>		<b>\$ 185,813,750</b>					
<b>Equitable Environment/Title IX</b>											
GOLF RANGE/LOCKER ROOM/LOUNGE RENOVATIONS	A	\$ 1,000,000									
INTRAMURAL FIELD SPACE	OP	\$ 1,305,000									
<b>Total</b>		<b>\$ 2,305,000</b>									

\* A = Athletics; IT = Instructional Technology; OP = Operations; SOM = School of Medicine

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **CAPITAL PROJECT LIST FY25-30**

<b>Building System Stabilization</b>		
GULLICKSON HALL WINDOW REPLACEMENT	OP	\$ 350,000
A VIATION MAINTENANCE HANGAR A - PHASE I	OP	\$ 275,000
GULLICKSON HALL ROOF REPLACEMENT	OP	\$ 2,000,000
SCIENCE BUILDING ROOF REPLACEMENT	OP	\$ 1,796,202
SCIENCE BUILDING RENOVATION PHASE I	OP	\$ 50,000,000
SHEWEY ATHLETIC BUILDING AIR HANDLER UNITS	OP	\$ 1,042,188
SHEWEY ATHLETIC BUILDING ROOF REPLACEMENT	OP	\$ 797,500
SCIENCE BUILDING RENOVATION PHASE II	OP	\$ 60,000,000
SMITH HALL RENOVATIONS	OP	\$ 22,000,000
COON EDUCATION BUILDING CHILLER REPLACEMENT	SOM	\$ 825,000
ERMA BYRD CLINICAL CENTER ROOF REPLACEMENT	SOM	\$ 1,100,898
A VIATION MAINTENANCE HANGAR A - PHASE II	OP	\$ 1,200,000
MARSHALL MEDICAL CENTER ROOF REPLACEMENT	SOM	\$ 1,526,250
MARSHALL MEDICAL CENTER FIBER OPTIC NETWORK CONNECTION	SOM	\$ 200,000
MARSHALL MEDICAL CENTER HVAC & BOILER REPLACEMENT	SOM	\$ 740,000
SOUTH CHARLESTON CAMPUS MED EDU & CLINICAL RENOVATION	SOM	\$ 5,000,000
STORMWATER IMPROVEMENTS PHASE II	OP	\$ 1,000,000
FORENSIC SCIENCE MECHANICAL UPDATES	OP	\$ 833,750
<b>Total</b>		<b>\$ 150,686,788</b>

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# *Take Care of the House*

## **CAPITAL PROJECT LIST FY25-30**

<b>Health and Safety</b>		
BRYD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	OP	\$ 583,625
EMERGENCY GENERATORS/SAFETY - Phase II	OP	\$ 600,300
PRICHARD HALL ADA/RENOVATIONS	OP	\$ 12,500,000
JOAN C. EDWARDS STADIUM CONCOURSE GATES EXPANSION	A	\$ 4,350,000
ELEVATOR MODERNIZATION PHASE II	OP	\$ 1,450,000
EMERGENCY GENERATORS/SAFETY - Phase III	OP	\$ 516,925
TENNIS COURTS SUB-SURFACE & REPLACEMENT	A	\$ 2,400,000
OLD MAIN INTERIOR STRUCTURE REPAIRS	OP	\$ 7,500,000
LANDSCAPE ACTIVATION PHASE I	OP	\$ 1,638,000
OLD MAIN STRUCTURE REPAIRS - PHASE II	OP	\$ 1,000,000
OLD MAIN STRUCTURE REPAIRS - PHASE III	OP	\$ 2,000,000
MARSHALL MEDICAL CENTER ELEVATORS UPGRADE	SOM	\$ 3,675,000
MARSHALL MEDICAL CENTER GENERAL RENOVATIONS	SOM	\$ 1,250,700
<b>Total</b>		<b>\$ 39,464,550</b>

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# *Take Care of the House*

## **CAPITAL PROJECT LIST FY25-30**

<b>Equitable Environment/Title IX</b>			
GOLF RANGE/LOCKER ROOM/LOUNGE RENOVATIONS	A	\$	1,000,000
INTRAMURAL FIELD SPACE	OP	\$	1,305,000
<b>Total</b>		<b>\$</b>	<b>2,305,000</b>

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# Take Care of the House

## CAPITAL PROJECT LIST FY25-30

Investment to Accelerate Growth		
HENDERSON CENTER/GULLICKSON HALL HVAC	A	\$ 5,900,000
CAMPUS WIDE NETWORK UPGRADE	IT	\$ 7,000,000
CLASSROOM UPGRADES - IT	IT	\$ 7,500,000
GULLICKSON HALL SPACE REALLOCATION RENOVATIONS	A	\$ 3,100,000
FIREWALL REPLACEMENT	IT	\$ 750,000
NETWORK CLOSET ACCESS CONTROL	IT	\$ 150,000
STUDIO/CONTROL ROOM BUILD OUT IN SOFTBALL BUILDING	IT	\$ 1,500,000
UNIVERSITY EMC DATA DOMAIN/BACKUP TARGET	IT	\$ 150,000
UNIVERSITY STORAGE AREA NETWORK (SAN) REPLACEMENT	IT	\$ 500,000
CORBLY HALL RENOVATIONS-PHASE I	OP	\$ 9,000,000
NATORIUM & TENNIS CENTER	A	\$ 1,000,000
OUTDOOR TRACK & SOCCER TRAINING COMPLEX	A	\$ 12,000,000
TRACK & FIELD/SWIMMING/ LOCKER ROOM RENOVATIONS	A	\$ 500,000
TRAINING TABLE	A	\$ 500,000
VETERANS MEMORIAL SOCCER COMPLEX UPGRADES	A	\$ 6,000,000
FIBER UPGRADES/REWIRING -JCE STADIUM & HENDERSON ARENA	IT	\$ 300,000
SAND VOLLEYBALL COURTS	A	\$ 1,000,000
CLASSROOM REPAIR/RENEWAL-CAMPUS WIDE PHASE II	OP	\$ 2,250,000
CORBLY HALL RENOVATIONS-PHASE II	OP	\$ 4,502,250
DRINKO LIBRARY RENOVATIONS	OP	\$ 1,667,500
KCRW HANGER #2	OP	\$ 4,500,000
STRAYER REN-ENHANCED TOXICOLOGY SRVC	SOM	\$ 6,500,000
CLASSROOM REPAIR/RENEWAL-CAMPUS WIDE PHASE III	OP	\$ 2,250,000
COON MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	SOM	\$ 5,075,000
MARCO'S MOBILE MEDICAL UNIT	SOM	\$ 1,000,000
MARSHALL COMMUNITY HEALTH INSTITUTE	SOM	\$ 30,000,000
MSC ENTRANCE	OP	\$ 183,000
RESIDENCE HALL 1A	OP	\$ 40,000,000
CORBLY HALL RENOVATIONS-PHASE III	OP	\$ 5,336,000
MEDICAL SIMULATION CENTER	SOM	\$ 13,500,000
RESIDENCY SUPPORT SPACE	SOM	\$ 5,000,000
RURAL HEALTH & RESIDENCY EDUCATION CENTER	SOM	\$ 1,700,000
SECONDARY PEDIATRICS LOCATION	SOM	\$ 5,000,000
ATHLETIC BAND & SPORT PERFORMANCE UPGRADE	A	\$ 500,000
<b>Total</b>		<b>\$ 185,813,750</b>

\* A = Athletics; IT = Instructional Technology; OP = Operations; SOM = School of Medicine

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **CAPITAL PROJECT LIST FY25-30**

<b>Miscellaneous</b>			
ATHLETIC FACILITY SIGNAGE & NAMING PROJECT	A	\$	2,000,000
HENDERSON CENTER CREATIVE SUITE UPGRADES	A	\$	100,000
HENDERSON CENTER STUDENT/BAND BLEACHER REPLACEMENT	A	\$	400,000
JCE STADIUM/HC ARENA PREMIUM SEATING UPGRADES	A	\$	4,000,000
JOAN C EDWARDS STADIUM NORTH VIDEOBOARD REMOVAL	A	\$	200,000
JOAN C EDWARDS STADIUM SOUTH BLEACHER REMOVAL	A	\$	200,000
JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	A	\$	8,946,500
JOAN C. EDWARDS STADIUM SOUTH ENDZONE PROJECT	A	\$	25,000,000
SHEWEY ATHLETIC BUILDING RENOVATIONS PHASE 2	A	\$	797,500
SHEWEY ATHLETIC BUILDING RENOVATIONS PHASE 3	A	\$	797,500
WEIGHT ROOM EQUIPMENT	A	\$	1,000,000
WAYFINDING	OP	\$	1,098,000
LANDSCAPE ACTIVATION PHASE II	OP	\$	1,516,800
LANDSCAPE ACTIVATION PHASE III	OP	\$	11,826,000
DOUGLASS CENTRE RENOVATION	SOM	\$	3,170,000
<b>Total</b>		<b>\$</b>	<b>61,052,300</b>

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Athletic Band & Sport Performance Upgrade**

Renovate existing athletic training space/band space on A level of the arena and turn it into improved AT area for all athletes in building. Also, partner with University sports science department to provide additional lab area. Transform band space into strength & conditioning space.

### **Athletic Facility Signage/Naming Project**

Renovate exterior athletic facility signage by removing existing and replacing with uniformed consistent brand across all facilities.

### **Aviation Maintenance Hangar A - Phase I**

The Aviation Maintenance Hangar A is a renovated Cold War-era National Guard Armory. The building currently serves as the primary facility for our general certificate and airframe certificate programs. The hanger space currently only has one available restroom stall for all female staff and program participants, and limited space for staff offices (the main staff office is only accessible through the main classroom, causing class interruption). The boiler system is antiquated and ineffective. The air conditioning system in parts of the building are unable to keep up with the influx of students and summer heat. These renovations are necessary to ensure that our facility is conducive to a safe distraction-free learning environment.

### **Aviation Maintenance Hangar A - Phase II**

The second phase addresses the 6000 square feet of open classroom and office space available in the facility. Renovating each classroom to bring up to code and add new electrical and HVAC throughout the building. Also, includes all materials to make classrooms and offices consistent throughout the facility with streaming and other A/V components used for distance education, plus F&E.

### **Byrd Biotech Science Center Mechanical Updates**

This building was built in 2006 and is highly used, currently requires mechanical upgrades.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Campus Wide Network Upgrade**

This is a lifecycle replacement of the network and Wi-Fi equipment to include data center switches, access switches, and upgrades to pervasive WI-FI 7 and is necessary to network connectivity to student, faculty, and staff. Provide network connectivity for all faculty, staff, and students in academic, administrative, and residence hall spaces. Provide a pervasive and consistent Wi-Fi for all faculty, staff, and students in academic and administrative spaces. Additionally, 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.

### **Classroom Renovations Phase II (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 functional and aesthetically pleasing. 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.

### **Classroom Renovations Phase III (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 functional and aesthetically pleasing. 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.

### **Classroom Upgrades - IT**

This project involves upgrading and modernizing technology for 100+ classrooms at Marshall University. This will support hybrid learning and the ability to join classes remotely.

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Coon Medical Education Building Chiller Replacement**

The Coon Education Building requires the replacement of the existing Chilled-Water Systems that provide the air condition capacity for the building HVAC systems and building load. This would provide a reduction in energy use and improve the reliability of the chilled water system. The justification for new equipment would be to continue to provide a high-quality work and educational environment for our faculty, staff, and students.

### **Coon Medical Education Building Renovation (Phase III)**

Phase two 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 School's educational, research, and service mission, particularly its commitment to the State's Veterans.

### **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. Proposed renovations will be in three phases. Phase I will address structural issues in the building, replacement of windows and doors, and elevator upgrades. Renovations and upgrades to this building will extend its useful life.

### **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 this building will extend the useful life and aid in recruitment.

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **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 upgrades to this building will extend the useful life and aid in recruitment.

### **Douglass Centre Renovation**

This project includes the creation of a community meeting space open to organizations and community groups 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." School of Medicine and Marshall Health continues to honor that commitment and goal by giving renewed purpose to a historical landmark that represents a prominent piece of black history in our community.

### **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 support student groups; multimedia presentation development; video and audio editing. Addition of video surveillance for additional security.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Elevator Modernization - Phase II**

In an effort to keep equipment safe and reliable, elevator modernization is needed on the following elevators: Corbly Hall Elevators 1 and 2, Old Main Elevator 1, and Prichard Hall Elevators 1 and 2. All of these elevators have surpassed their life expectancy, code, safety, and ADA requirements have changed, parts are becoming obsolete, and technology has advanced. This investment would increase the efficiency of our elevators.

### **Emergency Generators/Safety - Phase II**

The installation of Campus-wide emergency generators is needed to maintain administrative and academic facilities. These generators will maintain workflow and the academic mission as well as savings on lost equipment due to outages. These generators will be installed in three phases. Phase II: Sorrell, Corbly Hall, Morrow Library, and Science Hall.

### **Emergency Generators/Safety - Phase III**

The installation of Campus-wide emergency generators is needed to maintain administrative and academic facilities. These generators will maintain workflow and the academic mission as well as savings on lost equipment due to outages. These generators will be installed in three phases. Phase III: East Hall, Education Building, Harris Hall, and Shewey Building.

### **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 considered a Scheduled replacement of requirement of a major facility component (ROOF) as needed to maintain the facility integrity.

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Fiber Upgrades/Rewiring - Football Stadium & Basketball Arena**

This project involves upgrading the cables and connections at each camera location in both the Football and Basketball stadiums. The existing cabling is outdated and is no longer supported by current technology. This upgrade is essential to meet the broadcast and official replay requirements specified by ESPN and SunBelt.

### **Firewall Replacement**

This project involves upgrading our Palo Alto firewall, which will soon go out of support. The firewall is the University's first line of information security and prevents cyber-attacks on the university's network.

### **Forensic Science Mechanical Updates**

HVAC updates. The units are getting to the point of needing to be replaced.

### **Golf Range/Locker Room/Lounge Renovations**

Acquire land necessary to provide golf driving range. Renovate current locker rooms at Guyan Country Club for both men's and women's program. Renovate existing lounge area at Guyan to include Marshall Golf theme signage, as well as new furniture and technology equipment.

### **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, demolition, and construction.

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Gullickson Hall Space Reallocation Renovations**

Partnering with COHP allows us to trade office and locker room locations on these three levels. The goal being to centrally locate the COHP needs and locations, as well as athletic locations. We would renovate locker rooms/office spaces and classrooms to meet the needs and wants of each program.

### **Gullickson Hall Window Replacement**

Gullickson Hall was built in 1959. The current windows are original to the building and in need of replacement. These are operational, single pane, non-efficient windows. Replacements will be nonoperational, Low-E, double pane glass. New windows would be energy efficient.

### **Henderson Center/Gullickson Hall HVAC**

Henderson Center Arena is not air conditioned. This area is underutilized. If an appropriate HVAC system is installed, this facility could become a venue for special events well beyond its 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 into 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 elevated temperatures during the summer months and low temperatures in the winter months would be eliminated if the space had an HVAC system.

### **Henderson Center Creative Suite Upgrades**

Upgrade all signage/video production equipment/monitors for creative team. They use this space to shoot social media, headshots, make videos, hold press conferences and more to promote our athletic programs.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Henderson Center Student/Band Bleacher Replacement**

Student and band bleachers in facility are in state of disrepair and result in safety concerns for students and visitors that sit in the section. Frequent maintenance is needed.

### **Intramural Field Space**

Building of a new recreational field on or near the main campus. The number of students who take part in intramural sports has vastly increased over the past years. The current multi-purpose field is in such high demand it cannot handle the current intramural sports.

### **JCE Stadium/HC Arena Premium Seating**

Renovate targeted seating areas in both the stadium and arena to offer various new& diverse premium seating options.

### **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 safety in preparation for campus carry.

### **Joan C Edwards Stadium North Videoboard Removal**

Remove old videoboard from the Shewey Building in north endzone of football stadium.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **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 Edwards Stadium South Bleacher Removal**

Remove obsolete, unused, and unsafe bleachers in south endzone of football stadium. This will create a much safer environment and added opportunities for revenue generation.

### **Joan C Edwards Stadium South Endzone Project**

Enhance stadium aesthetic and concessions/suite/restroom areas. Plan would involve removing bleacher seating, built out concourse/restrooms/concession opportunities. Increase suite space & premium seating options.

### **KCRW Hanger #2**

The growth of Marshall University Aviation's Bill Noe Flight School necessitates increasing the current fleet of fixed and rotor wing aircraft. As a result, a second hanger is needed to house the additional aircraft. The second hanger was part of the original planning and development of the facilities at The Bill Noe Flight School.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Landscape Activation Phase I**

Landscaping Phase I is the creation of walkways which will make areas safer and ADA compliant for pedestrians. The first two areas are on main campus on College Avenue behind Twin Towers and improve ADA route between Smith Hall and Morrow Library. The third area is on the Health Science campus beside the parking garage on 15th Street. Project will create a safe path for pedestrians.

### **Landscape Activation Phase II**

Landscaping Phase II is to improve ADA assessable routes, close John Marshall Drive circle to traffic and create a new drop off area. This project will create a safe and inviting environment for students and staff.

### **Landscape Activation Phase III**

Landscaping Phase III is to create outdoor teaching/learning, and student spaces, improvement landscaping on the Health Campus and improvement landscaping and park areas at South Charleston Campus. This project will create a safe and inviting environment for students and staff.

### **Marco's Mobile Medical Unit**

Acquisition of a mobile medical unit to provide care to rural locations and local events.

### **Marshall Community Health Institute**

A projected 60,000 square foot facility that will provide clinical, public service, and research space aimed at addressing the most significant health challenges facing West Virginia in the following areas: addiction and behavioral medicine; gerontology and healthy aging; obesity and diabetes; and rural health and primary care.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Marshall University Medical Center Elevator Upgrade**

The Marshall University Medical Center needs upgrading of three elevators. These are the original elevators at the Medical Center which were installed in 1998. These elevators are vital to execute the day-to-day operations for the School of Medicine.

### **Marshall Medical Center 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 connection with a newer link of higher capacity.

### **Marshall Medical Center HVAC & Boiler Replacement**

Marshall University School of Medicine (MUSOM) facility located at Marshall University Medical Center (MUMC) at Cabell Huntington Hospital has a pressing need to upgrade the older chiller and boiler as both older units are nearing the end of their life span. Their excessive age has previously caused complications with repairs issues that have affected their performance and the readiness of this facility to meet its service needs. These crucial items are necessary to ensure the facility's mechanical systems are upgraded to insure they stay functioning properly and to prevent any serious issues for the operation of this facility Heating and Air Condition equipment.

### **Marshall Medical Center General Renovations**

The Marshall University Medical Center needs general renovations like replacing flooring, fixtures, and casework within its clinical exam areas and restrooms. Estimated costs included associated with demolition and installation. 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 our aging buildings is a critical component of ensuring our students and faculty are comfortable in the MUMC environment in enhancing the educational experience while also adding to the patient experience.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Marshall Medical Center Roof Replacement**

Marshall University School of Medicine (MUSOM) proposes to proceed with the roof replacement of the Marshall University Medical Center (MUMC) at Cabell Huntington Hospital 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. 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 considered a Scheduled replacement of requirement of a major facility component (ROOF) as needed to maintain the facility integrity

### **Medical Simulation Center**

Approximately 20,000 in new construction/equipment to deploy medical simulation equipment and experiences for medical/allied health students and practicing healthcare providers to ensure a compelling educational experience and state-of-the-art skills development.

### **Memorial Student Center Entrance**

Built in 1969, the Memorial Student Center (MSC) is one of the most used buildings on campus. The original main entrances provide a barrier to the elements when entering and exiting the building. They provide little energy efficiency and are difficult to keep aligned. Replacement of doors to improve energy efficiency and security.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Natatorium & Tennis Center**

Build an off-site joint facility with natatorium & tennis complex with courts both inside and out. This facility would be state-of-the-art and provide our athletes with top-notch experience. We would look to partner with health professionals and incorporate a sports medicine and science component that could be utilized by the public, as well as athletics. The facility would also be ran by our coaching staffs for outside rentals/clinics etc.

### **Network Closet Access Control**

Provides additional protection for our network and provides an audit log of access.

### **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 upgrade requirements as well as ADA upgrade requirements. Switch gear upgrade is needed. These upgrades will extend the useful life of this historic building and decrease operating and maintenance costs.

### **Old Main Structure Repairs - Phase II**

Old Main is the oldest building on campus and houses most of the University student services as well as administrative offices. Recent renovations to the southeast portion of the building have exposed structural concerns. An interior and exterior structural assessment was conducted by Shaefer Engineering and Prime Engineering with a recommendation report to be implemented in three phases. Phase II - Repairs that are identified as the most significant items, with respect to severity to time or repair but do not fall into the red urgency category currently. According to the assessment matrix under the urgency column, it is noted as 3 years for repair and color coded as yellow. These repairs include but are not limited to Exterior: weathered, cracked, and deteriorated stone, efflorescence, mortar voids at bricks, retaining wall rotation and deterioration, dormers, windows, downspouts, and Interior: deteriorated joists at exterior wall bearing locations, web member deterioration, damaged ceiling joist.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Old Main Structure Repairs - Phase III**

Old Main is the oldest building on campus and houses most of the University student services as well as administrative offices. Recent renovations to the southeast portion of the building exposed structural concerns. An interior and exterior structural assessment was conducted by Shaefer Engineering and Prime Engineering with a recommendation report to be implemented in three phases. Phase III - Repairs are the observations that were consistent with the age of the building and do not present significant concern over the next 5-10 years. According to the assessment matrix under the urgency column, it is noted as 10 years and color coded as blue. These repairs include but are not limited to Exterior: deteriorated brick, weathered, cracked, and deteriorated stone, mortar voids at stone and brick, gabled ends at roof, and Interior: checking of heavy timber roof members.

### **Outdoor Track & Soccer Training Complex**

There is currently no outdoor track for the women's track and field team. The track is needed for practice and competitions. Grass soccer field inside the track as well, to augment our soccer programs.

### **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 needs ADA upgrades, new windows, doors, elevator, HVAC replacement, electrical and plumbing upgrades, bathroom, and interior renovations to improve aesthetic and functionality.

### **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. An apartment-style residential structure is proposed.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Residency Support Space**

As the Graduate Medical Education programs continue to grow residencies and fellowships, we are seeking permanent space for administration of and support to existing cohorts. Currently, the GME offices are in trailers.

### **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. There continues to be a need for specialty and subspecialty care in the region. Boone County and 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. 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. 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. 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. The economic benefits will also be significant. The expansion of services will also provide new economic development opportunities for the region due to increased employment and support services. Will make the community a safer and better place to live by increasing the attractiveness of the region to new residents and reducing strain on already stressed emergency medical services.

### **Sand Volleyball Courts**

Future championship sport in the Sun Belt Conference. Should we add, will need to acquire land to support five competition sand volleyball courts adjacent to one another.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Science Building Renovation Phase I**

The Science Building and Annex were built in 1984 and 1993. It is a four-story scientific research and instructional building containing classrooms, laboratories, and houses several academic divisions for College of Science. Proposed project Phase I is to address flooding in the lower level. Once flooding issue is resolved, recapture and renovate spaces that were unusable and renovate current rooms on the lower level. This project will improve the safety of our students and help with maintaining the building.

### **Science Building and Annex Renovation Phase II**

The Science Building and Annex were built in 1984 and 1993. It is a four-story scientific research and instructional building containing classrooms, laboratories, and houses several academic divisions for College of Science. Proposed project Phase III is to expand existing building by modernizing, repairing, & renovating for 21st century scientific research and training infrastructure. Renovations are needed for greenhouse, ceiling tile replacement, lighting retrofit and asbestos removal. This project will extend the useful life of the building, make programs and degrees more competitive, and aid in recruitment.

### **Science Building Roof Replacement**

Existing slate roof is in poor condition. The sections of slate should be replaced using an up-to-date slate replacement type system.

### **Secondary Pediatric Location**

Development of a satellite pediatric location for clinical and educational expansion.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Shewey Athletic Building Air Handler Units**

There are five air handler units that will 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 related to repair and maintenance. Continue to provide a high-quality work environment for faculty, staff, and students.

### **Shewey Athletic Building Renovations Phase II**

Shewey Athletic Building Phase II will be to remodel and upgrade the second floor of the Shewey Building. General construction such as floor tiling, HVAC, Office upgrades, etc. to bring a new, cleaner updated look.

### **Shewey Athletic Building Renovations Phase III**

Shewey Building Phase III 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**

Shewey Athletics Building has original roof from construction in early 1990's. The building has ceiling leaks quite regularly, and physical plant has had to outsource roofing company for repairs. The building desperately needs a resurfaced roof installation.

### **Smith Hall Chiller Replacement**

Smith Hall is an eight-story academic building. The chillers were installed in 1992 and need replacing because they are 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 existing costs related to repair and maintenance. Continue to provide a high-quality work environment for faculty, staff, and students.

Inclusion on this list does not guarantee funding for a specific project. The purpose of the list is to outline in priority order all desired projects, should funding become available. Beginning with the FY26-31 list, only items on the university's deferred maintenance list and approved capital expenditures will be included.

# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Smith Hall Renovations**

Smith Hall was built in 1966. It is a highly used academic building. Renovations would create student collaboration space, address ADA issues, upgrade technology and furnishing in classrooms and offices, and optimize space according to utilization. Renovations and upgrades to this building will extend the useful life and aid in recruitment.

### **South Charleston Campus Medical Education and Clinical Renovations**

Renovation of approximately 12,000 of existing educational space on the South Charleston campus to support clinical and medical education operations.

### **Stormwater Improvements Phase II**

Improve Stormwater management strategies. Implement a drainage infrastructure plan/upgrade. A progressive campus drainage plan will require sustainable storm water management strategies to be built into the framework of campus. This is a continuation of Phase I. These improvements will resolve stormwater and flooding issues in the 3rd Avenue buildings thus allowing the recapture of basement square footage.

### **Strayer Ren-Enhanced Toxicology Srvc**

The Joan C. Edwards School of Medicine (SOM) and Marshall Health secured \$4,000,000 in federal and state funding to enhance the toxicology resources available to West Virginia. This funding is requested to renovate and equip a facility in Putnam County for the development of a Medical Toxicology Center. The Center will collaborate 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. This facility will also be home to an academic Division of Medical Toxicology. The goal of these resources will eventually help the SOM create an academic department of Medical Toxicology as well as residency or fellowship programs. Additional funding will need to be secured for renovations to the rest of the facility to create new academic and clinical space which will cost approximately \$2,500,000.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **Studio/Control Room Build Out In Softball Building**

This broadcast control room will enhance ESPN+ broadcasts and productions for videoboards at softball and baseball events. It will also function as the primary control room for football broadcasts and serve as a secondary control room during scheduling conflicts in Olympic sports.

### **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 end of the Courts.

### **Track & Field/Swimming/ Locker Room Renovations**

Our track & field, swim and softball programs have deficient locker room spaces in comparison to some of our athletic programs. It is imperative that we provide equitable training and auxiliary spaces for our student-athletes across the board.

### **Training Table**

Renovate and remodel the John Marshall Room to have a more athletic aesthetic to accompany "The Herd Fuel" branding.

### **University EMC Data Domain/Backup Target**

The University's primary Data Domain, EMC DD6300 - the backup target for all university backups, will be expiring the initial 5-year support in June 2024. We intend to extend this support as far as EMC will allow but that will be limited due to vendor requirements. This storage system is a critical component of the University's backup architecture for the entire server environment.

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# *Take Care of the House*

## **FY25-30 CAPITAL PROJECT DESCRIPTION**

### **University Storage Area Network (San) Replacement**

The University's primary Storage Area Network, EMC Unity - the storage subsystem for all VMware virtual machines, will be expiring the initial 5-year support in April 2025. This storage system is a critical component of the University's computing infrastructure and will need to be replaced.

### **Veterans Memorial Soccer Complex Upgrades**

Convert conference room into video suite with stadium seating and coaches video technology. Remedy jack & jill locker room/training room issue to include alternative entry for visiting teams and trainers. Increase seating capacity & renovate current seating structure to include awning & increased chairback seating.

### **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 directions to destinations around campus.

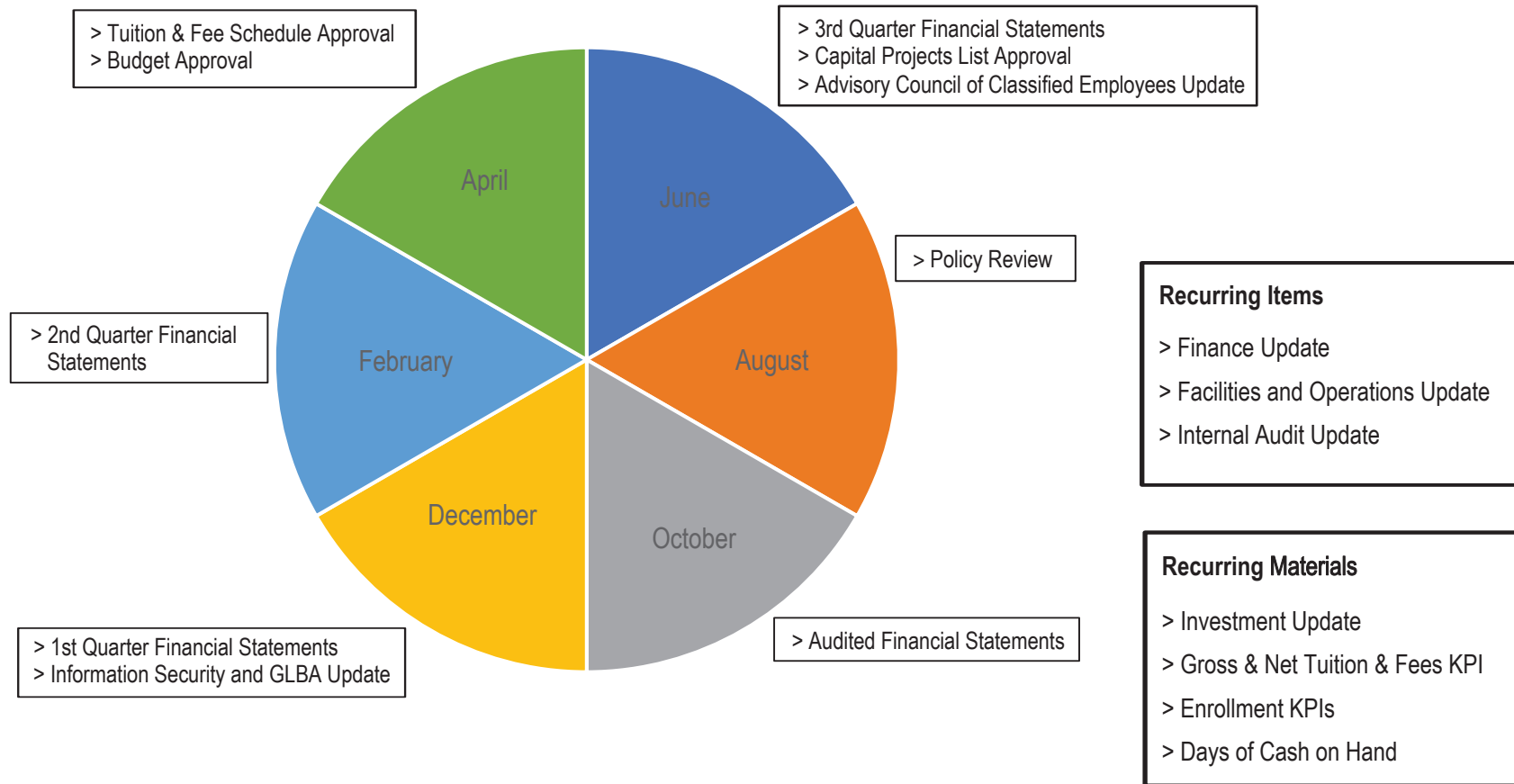
### **Weight Room Equipment**

Dunfee weight room currently has original flooring, in need of replacement. Additionally, the strength & conditioning equipment is dated and lacks uniformity across the board. Replacing all equipment will provide a consistent product and improve productivity, as well as performance.

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# Annual Activity Calendar

Finance, Audit and Facilities Planning Committee



# Q3 Financial Statements vs Prior Year

## Marshall University

	3/31/2024	3/31/2023	\$ Var
Student Tuition and Fees (net)	\$ 68.4	\$ 67.9	\$ 0.5
Grants and Contracts	\$ 77.4	\$ 70.0	\$ 7.4
Auxiliary Revenue	\$ 30.8	\$ 29.0	\$ 1.8
Other Revenue	\$ 7.4	\$ 13.2	\$ (5.8)
<b>Total Operating Revenue</b>	<b>\$ 184.0</b>	<b>\$ 180.1</b>	<b>\$ 4.0</b>
State Appropriations	\$ 53.6	\$ 50.6	\$ 3.0
Pell Grants	\$ 18.0	\$ 15.0	\$ 3.0
CARES	\$ -	\$ 1.9	\$ (1.9)
Gifts	\$ 1.0	\$ 1.0	\$ (0.0)
Investment Income	\$ 10.2	\$ 7.3	\$ 2.9
Other Non-Operating Revenue	\$ -	\$ -	\$ -
<b>Total Non-Operating Revenue</b>	<b>\$ 82.9</b>	<b>\$ 75.8</b>	<b>\$ 7.1</b>
<b>TOTAL REVENUES</b>	<b>\$ 266.9</b>	<b>\$ 255.9</b>	<b>\$ 11.0</b>
Salaries and Wages	\$ 120.4	\$ 111.7	\$ 8.7
Benefits	\$ 32.4	\$ 28.0	\$ 4.4
Supplies and Other Services	\$ 65.0	\$ 65.3	\$ (0.3)
Utilities	\$ 7.7	\$ 7.5	\$ 0.2
Scholarships and Fellowships	\$ 25.4	\$ 22.2	\$ 3.2
Depreciation	\$ 12.2	\$ 11.5	\$ 0.8
Other Operating	\$ -	\$ (0.2)	\$ 0.2
<b>Total Operating Expenses</b>	<b>\$ 263.1</b>	<b>\$ 246.0</b>	<b>\$ 17.1</b>
Interest and Fees	\$ 5.0	\$ 5.4	\$ (0.4)
Other Non-Operating	\$ 0.0	\$ 0.1	\$ (0.0)
<b>Total Non-Operating Expenses</b>	<b>\$ 5.0</b>	<b>\$ 5.4</b>	<b>\$ (0.4)</b>
<b>TOTAL EXPENSES</b>	<b>\$ 268.1</b>	<b>\$ 251.4</b>	<b>\$ 16.7</b>
Increase/Decrease in Net Assets	\$ (1.2)	\$ 4.4	\$ (5.7)

## ANALYSIS

### ➤ Operating Revenue (+\$4.0m)

- **Grants and Contracts (+\$7.4m):** Due to increased grant activity and timing of grants at MURC (+\$7.8m) and increased Promise and WV Higher Education Grants at the General University (+\$2.7m) offset by decreases at the School of Medicine due to timing (-\$3.0m)
- **Auxiliary Revenue (+\$1.8m):** Due to housing occupancy increases and pricing increases.
- **Tuition and Fees (+\$0.5m):** Due to enrollment gains in Fall 2023. Summer Revenue still to be recognized.
- **Other Revenue (-\$5.8m):** Due to one time support received in FY23 for the purchase of the ProAct building by the School of Medicine.

### ➤ Non-Operating Revenues (+\$7.1m)

- **State Appropriations (+\$3.0m):** Increased appropriations in FY24 to support pay raise program.
- **Pell Grants (+\$3.0m):** Due to increase in Pell student enrollment in FY24.
- **Investment Income (+\$2.9m):** Due to Meketa portfolio performance year over year.
- **CARES (-\$1.9m):** Final CARES funding was received and expended in FY23.

### ➤ Operating Expenses (+\$17.1m)

- **Salaries and Benefits (+\$13.1m):** Due to increased headcount (\$5.7m), FY24 raise program funded by the State (\$3.0m), and increased benefits due to increased headcount and increases in PEIA employer premiums.
- **Scholarships (+\$3.2m):** Due to increased enrollment in FY24 and increases in funded scholarships including Pell, Promise, and WV Higher Education Grants. Institutionally funded scholarships decreased year over year.
- **Supplies & Other Services (-\$0.3m):** Due to slow down in spending the 2<sup>nd</sup> half of FY24 combined with one-time catchup payments made in FY23 by the SOM.
- **Misc. Other (+\$1.2m):** Due to increases in Depreciation and Utilities.

### ➤ Non-Operating Expenses (-\$0.4m)

- Interest (-\$0.4m)



# FY24 Projection vs Budget

	FY24 Budget	FY24 Projection	\$ Var
Student Tuition and Fees (net)	\$ 69.7	\$ 71.2	\$ 1.5
Grants and Contracts	\$ 106.4	\$ 103.9	\$ (2.5)
Auxiliary Revenue	\$ 34.2	\$ 35.4	\$ 1.3
Other Revenue	\$ 10.0	\$ 16.2	\$ 6.2
<b>Total Operating Revenue</b>	<b>\$ 220.3</b>	<b>\$ 226.7</b>	<b>\$ 6.4</b>
State Appropriations	\$ 72.2	\$ 72.2	\$ (0.0)
Pell Grants	\$ 15.6	\$ 18.8	\$ 3.2
CARES	\$ -	\$ -	\$ -
Gifts	\$ 1.7	\$ 1.6	\$ (0.1)
Investment Income	\$ 4.0	\$ 9.0	\$ 5.0
Other Non-Operating Revenue	\$ -	\$ -	\$ -
<b>Total Non-Operating Revenue</b>	<b>\$ 93.5</b>	<b>\$ 101.6</b>	<b>\$ 8.1</b>
<b>TOTAL REVENUES</b>	<b>\$ 313.8</b>	<b>\$ 328.3</b>	<b>\$ 14.5</b>
Salaries and Wages	\$ 157.7	\$ 160.0	\$ 2.3
Benefits	\$ 37.3	\$ 37.8	\$ 0.5
Supplies and Other Services	\$ 92.0	\$ 88.2	\$ (3.7)
Utilities	\$ 9.8	\$ 10.6	\$ 0.8
Scholarships and Fellowships	\$ 21.4	\$ 26.5	\$ 5.1
Depreciation	\$ 16.5	\$ 18.4	\$ 1.9
Other Operating	\$ -	\$ -	\$ -
<b>Total Operating Expenses</b>	<b>\$ 334.6</b>	<b>\$ 341.6</b>	<b>\$ 6.9</b>
Interest and Fees	\$ 6.8	\$ 7.2	\$ 0.4
Other Non-Operating	\$ 0.1	\$ -	\$ (0.1)
<b>Total Non-Operating Expenses</b>	<b>\$ 6.9</b>	<b>\$ 7.2</b>	<b>\$ 0.3</b>
<b>TOTAL EXPENSES</b>	<b>\$ 341.5</b>	<b>\$ 348.8</b>	<b>\$ 7.2</b>
<b>Increase/Decrease in Net Assets</b>	<b>\$ (27.7)</b>	<b>\$ (20.4)</b>	<b>\$ 7.3</b>

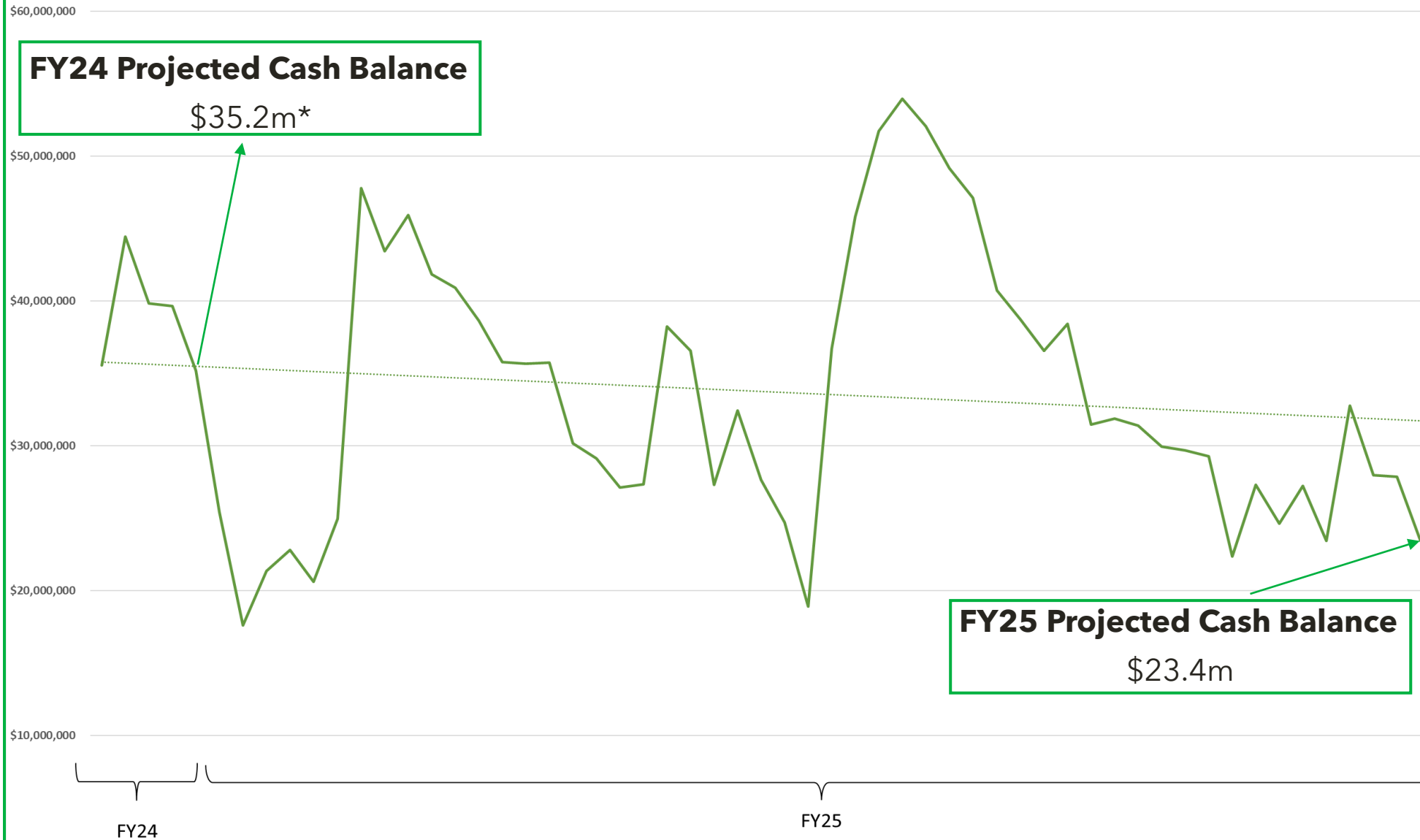
## ANALYSIS

- **Operating Revenue (+\$6.4m)**
  - **Other Revenue (+\$6.2m)**: Primarily due to one time supplemental operating cash from the WVHEPC for PEIA/BRIM Insurance premium increases (\$5.3m).
  - **Tuition and Fees (+\$1.5m)**: Due to enrollment gains and price increases in Fall 2023.
  - **Auxiliary Revenue (+\$1.3m)**: Due to housing occupancy increases and pricing increases.
  - **Grants and Contracts (-\$2.5m)**: Due to decreases at the School of Medicine due to timing
- **Non-Operating Revenues (+\$8.1m)**
  - **State Appropriations (Flat)**: State Appropriations are in line with Budget.
  - **Pell Grants (+\$3.2m)**: Due to increase in Pell student enrollment in FY24.
  - **Investment Income (+\$5.0m)**: Due to Meketa portfolio performance year over year.
- **Operating Expenses (+6.9m)**
  - **Salaries and Benefits (+\$2.8m)**: Due to increased headcount as compared to budget and increased benefits due to increased headcount and increases in PEIA employer premiums.
  - **Scholarships (+\$5.1m)**: Due to increased enrollment in FY24 and increases in funded scholarships including Pell, Promise, and WV Higher Education Grants. Institutionally funded scholarships decreased year over year.
  - **Supplies & Other Services (-\$0.3m)**: Due to slow down in spending the 2<sup>nd</sup> half of FY24 combined with one-time catchup payments made in FY23 by the SOM.
  - **Misc. Other (+\$1.2m)**: Due to increases in Depreciation and Utilities.
- **Non-Operating Expenses (+\$0.3m)**
  - Interest (\$0.4m)



# FY24 and FY25 Cash Forecast

FY24 - FY25 Cash Flow Forecast



Days of Cash on Hand

FY24 Estimate

**123 Days**

FY25 Estimate

**111 days**



# Investments



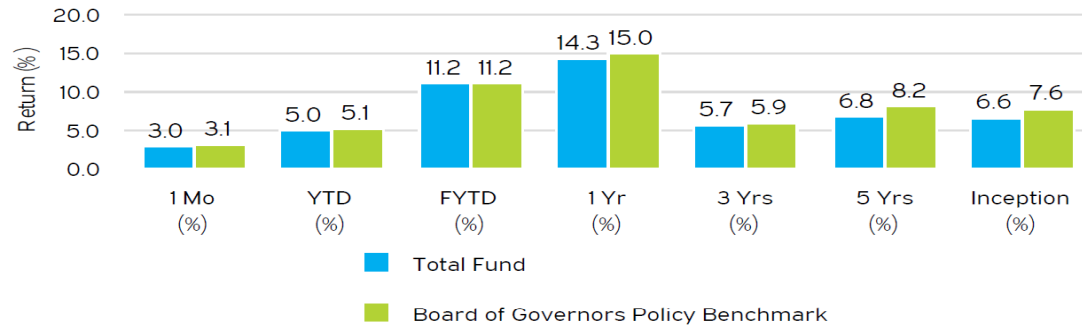
## Marshall University Board of Governors

Total Fund | As of March 31, 2024

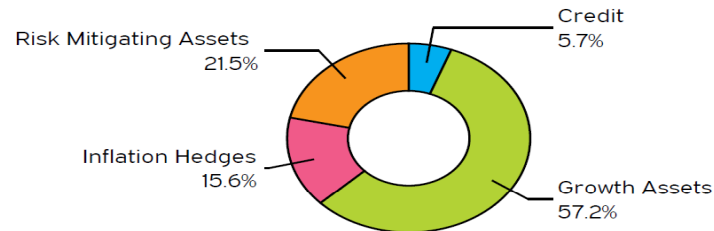
### Portfolio Objective

The objective of the Board of Governors Pool is to invest in a diversified investment strategy for funds that have a medium-term (i.e., five to seven years) horizon. The objective of the Pool is to enhance the Board of Governors Pool's long-term viability by maximizing the value of the underlying assets within the context of capital preservation and the assumption of a prudent level of risk.

### Return Summary



### Current Allocation

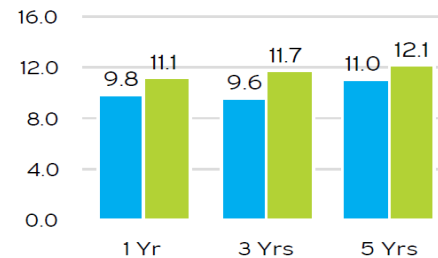


	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	Since Inception
Total Fund	3.0	5.0	11.2	14.3	5.7	6.8	6.6
Board of Governors Policy Benchmark	3.1	5.1	11.2	15.0	5.9	8.2	7.6
Excess Return	-0.1	-0.1	0.0	-0.7	-0.2	-1.4	-1.0
60% MSCI ACWI / 40% Barclays Global Aggregate	2.1	4.0	10.3	13.7	2.3	6.2	6.5

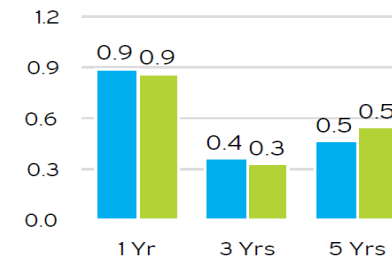
### Summary of Cash Flows

	Last Month	Fiscal Year-To-Date
<b>Total Fund</b>		
Beginning Market Value	40,787,524	50,598,291
Net Cash Flow	-1,183	-12,292,196
Net Investment Change	1,217,623	3,697,068
Ending Market Value	42,003,964	42,003,964

### Annualized Standard Deviation



### Sharpe Ratio



**Does not reflect April withdraw of \$19m**

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



# Investments

**MEKETA**

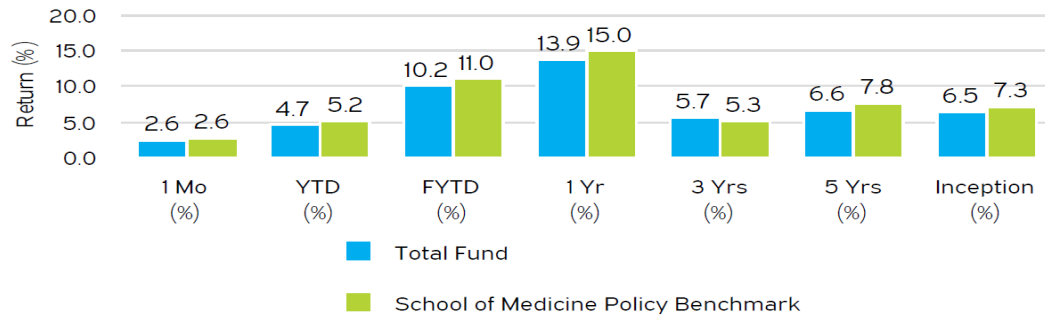
Marshall University Joan C. Edwards School of Medicine

Total Fund | As of March 31, 2024

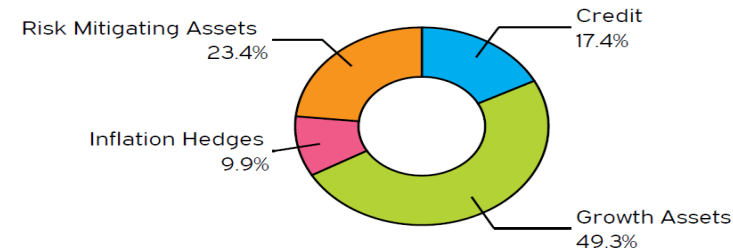
## Portfolio Objective

The objective of the Joan C. Edwards School of Medicine Pool is to invest in a diversified investment strategy for funds that have a medium-term (i.e., five to seven years) horizon. The objective of the Pool is to enhance the Joan C. Edwards School of Medicine's long-term viability by maximizing the value of the assets within the context of capital preservation and the assumption of a prudent level of risk.

## Return Summary



## Current Allocation



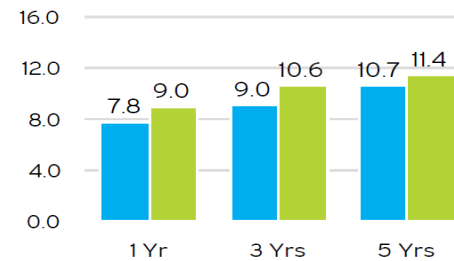
	1 Mo (%)	YTD (%)	FYTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	Since Inception
Total Fund	2.6	4.7	10.2	13.9	5.7	6.6	6.5
School of Medicine Policy Benchmark	2.6	5.2	11.0	15.0	5.3	7.8	7.3
Excess Return	0.0	-0.5	-0.8	-1.1	0.4	-1.2	-0.8
60% MSCI ACWI / 40% Barclays Global Aggregate	2.1	4.0	10.3	13.7	2.3	6.2	6.4

## Summary of Cash Flows

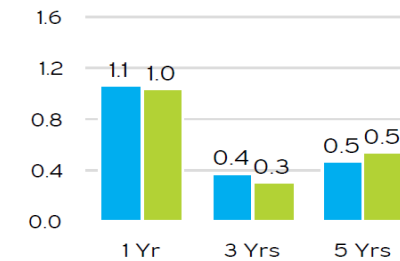
	Last Month	Fiscal Year-To-Date
<b>Total Fund</b>		
Beginning Market Value	30,355,793	28,305,470
Net Cash Flow	-927	-18,503
Net Investment Change	778,997	2,846,897
Ending Market Value	31,133,863	31,133,863

**Does not reflect April withdraw of \$6m**

## Annualized Standard Deviation



## Sharpe Ratio



# Upcoming Key Finance Items

- **Moody's Credit Rating**
- **PEIA / BRIM Supplemental Appropriation**
  - \$5.3m Operating Cash from WVHEPC
  - Recognized as Other Revenue and Cash for Fiscal Year 24
- **Year-End Audit**
  - Preliminary field work to begin in July
  - Full audit field work to begin in September
  - Financial Statements delivered on October 15, 2024
- **Purchasing Audit**
  - Performance Audit to begin in June
  - Required by State of West Virginia every 3 years
- **Incentivized Budget Model**
  - Governance Structure has been established; Kick-off meetings this summer
  - Late October begins the FY26 Budget cycle under the new model





# Marshall University

*Accelerating Individual Success, Innovative Ideas and Economic Impact*

June 12, 2024

Board of Governors Meeting  
Facilities and Operations Update



# *Enduring Financial* **PRINCIPLES**

## **1. Grow STUDENTS, Not Fees.**

- ✓ Minimize tuition and fee increases.
- ✓ Institutional success is measured by our accessibility, affordability and lifetime value for the students we serve.

## **2. Invest in our TEAM.**

- ✓ Align employee compensation with market.
- ✓ Incentivize for performance and living the Marshall University Creed.

## **3. Take Care of the HOUSE.**

- ✓ Investments in facilities are essential to the university mission.
- ✓ Invest in innovative technologies to meet modern challenges.

## **4. Manage our Strategic RESOURCES.**

- ✓ Build key reserves for fiscal and operational resiliency.
- ✓ Invest available resources to new market-driven opportunities.



# *Take Care of the House*

## PROJECT UPDATES

### **Marshall Health Chiller**

**Vendor: General Heating and Air**

Estimated Expense: \$350,000

Amount paid/encumbered to date: \$236,056

Percent of project completed: 90%

Target date of completion: Summer 2024

### **Marshall Health – Strayer Building**

**Vendor: Thrasher/SWOPE Construction**

Estimated Expense of Project: \$4,000,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: December 2024

### **Marshall Health – Rural Health Chapmanville - 3rd floor**

**Vendor: Edward Tucker Architects/ EP Leach and Sons**

Estimated Expense of Project: \$1,342,212

Amount paid/encumbered to date: \$0

Percent of project completed: 40%

Target date of completion: September 2024

### **Memorial Student Center Chiller**

**Vendor: CMTA/Casto Tech**

Estimated Expense of Project: \$473,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: TBD, awaiting materials

### **Prichard Hall Passenger Elevator Replacement**

**Vendor: TKE Elevator**

Estimated Expense of Project: \$112,000

Amount paid/ encumbered to date: \$0

Percent of project completed: 0%

Target date of completion: TBD, awaiting materials

### **Smith Hall Single Elevator**

**Vendor: TKE Elevator**

Estimated Expense of Project: \$266,729

Amount paid/encumbered to date: 0

Percent of project completed: 0%

Target date of completion: TBD; awaiting materials

### **Twin Towers Roof Replacement**

**Vendor: Thrasher/ Harris Brothers**

Estimated Expense of Project: \$493,000

Amount paid/ encumbered to date \$ 0

Percent of project completed: Design Phase

Target date of completion: September 2024

# Take Care of the House

## PROJECT: SHOCK AND AWE

HEPC Project Number	Project Name	Projected timeline	Life Cycle	Status
WHHEPC-M-001	Electrical Sys Upgrades-Emergency Generators/Safety - Phase I	February 2024 to January 2025		
	Emergency Generators/Safety - Phase I-Public Safety		4	Design Phase Paused - Budgets have come in higher than anticipated, project paused
	Emergency Generators/Safety - Phase I-Drinko Library		4	Design Phase Paused - Budgets have come in higher than anticipated, project paused
	Emergency Generators/Safety - Phase I-Prichard Hall		4	On Schedule
WHHEPC-M-002	Campus Buildings Fire Alarm System Upgrades	February 2024 to August 2024		
	Corby Hall		4	On Schedule - PO Complete, Parts stored on campus; Design plans under review by WV State Fire Marshal
	Morrow Library		4	On Schedule - PO Complete, parts on order
	Myers Hall		4	On Schedule - PO Complete, Parts stored on campus
	Prichard Hall		4	On Schedule - PO Complete, Parts stored on campus
	Smith		4	On Schedule - PO Complete
	Sorrell		4	On Schedule - PO Complete
WHHEPC-M-003	Elevator Modernization	February 2024 to December 2025		
	Elevator Modernization-Corby Hall		3	On Schedule - Site visits scheduled with vendors
	Elevator Modernization-Harris Hall		3	On Schedule - Site visits scheduled with vendors
	Elevator Modernization-Science Building		3	On Schedule - Site visits scheduled with vendors
WHHEPC-M-04	Chiller Replacement	January 2024 to October 2024		
	Smith Hall Chiller Replacement		4	On Schedule - Design Phase
	Drinko Library Chiller Replacement		4	On Schedule
WHHEPC-M-005	Laidley Hall Demolition	February 2024 to May 2024	9	Demolition Complete
WHHEPC-M-007	Henderson Center E Level Sanitary Pipe Replacement	February 2024 to December 2025	5	Bid Opening 6/13
WHHEPC-M-008	South Charleston Roof Replacement (Both Buildings)	February 2024 to October 2024		Replacement of glass block will increase project by \$227,000/drawings due 6/3
	South Charleston Roof Replacement-Academic		4	On Schedule
	South Charleston Roof Replacement-Administration		4	On Schedule

HEPC Project Number	Project Name	Projected timeline	Life Cycle	Status
WHHEPC-M-009	Fine Arts Renovations	February 2024 to October 2024	4	On Schedule - Final Drawings due 7/15
WHHEPC-M-010	Morrow Library ADA Upgrades	February 2024 to December 2025	4	On Schedule
WHHEPC-M-011	Smith Hall Classroom Locks	May 2024 to August 2024	4	On Schedule - Start Date 6/17
	Fine Arts Locks	May 2024 to August 2024	4	On Schedule - Start Date 6/17
WHHEPC-M-012	Erma Ora Byrd Floor Renovations	March 2024 to July 2024	4	
WHHEPC-M-013	Smith Hall Concrete Work (Exterior ADA Ramp)	May 2024 to August 2024	4	On Schedule - Start Date 6/17
	Henderson Center Concrete Work	May 2024 to August 2024	4	On Schedule - Start Date 6/17
WHHEPC-M-014	Holderby Hall Demolition	February 2024 to December 2025	3	On Schedule
WHHEPC-M-015	Memorial Student Center Restroom Repairs & Renovations	February 2024 to December 2025	4	On Schedule - 90% drawings due on 6/13; construction Jan. '25
WHHEPC-M-016	Stormwater Improvements Phase I	February 2024 to December 2025	4	On Schedule
WHHEPC-M-017	MRI Building HVAC Replacement	January 2024 to November 2024	4	On Schedule
WHHEPC-M-019	Classroom Repair/Renewal Campus-wide Phase I	Feb, 2024 to Feb, 2025	6	On Schedule - CH 356,355,354,353,464,456 demo, asbestos abatement completed; began electrical and ventilation repairs, sheetrock install
	Restroom Repair/Renewal Campus-wide Phase I	March, 2024 to March, 2025	7	On Schedule- Ceramic tile install SM & SH
WHHEPC-M-023	Old Main Structure Repairs - Phase I	January 2024 to September 2024	4	On Schedule - Pre-bid 6/13; Bid opening 6/27
WHHEPC-M-024	Science Building Air Handler Units	January 2024 to December 2024	4	On Schedule
WHHEPC-M-025	Drinko Library Roof Replacement	March 2024 to October 2024	4	On Schedule - Design due 6/15
WHHEPC-M-026	Student/Band Bleacher Replacement	March 2024 to December 2025	3	Demo begins week of 6/3

Project Life Cycle Phases		
1- Project Initiation	5- Construction	9- Project Closeout
2- Planning	6- Quality Control Assurance	10- State and Local Agency Document Closeout
3- Pre Construction Site Assessment	7- Project Monitoring and Control	11- Final Payment
4- Design and Engineering	8- Testing and Commissioning	12- Post Construction Activities

# Strategic Efforts Underway

## 2024 COMMUNITY CARES WEEK

Tasks accomplished across main campus, Health Sciences and satellite campuses included: **landscaping, pressure washing, painting, carpentry, housekeeping, and thrift store.**

Large groups that volunteered this year:

- MU Early Education Steam Center
- State Electric
- Leadership WV
- West Virginia's local, state and national representatives
- Marshall ROTC
- NUCOR
- Lowe's
- Comfort Inn

Alumni chapters served at various campuses and within their communities.

The on-campus volunteers with the farthest travel time were **Joe and Paula Cunningham from Ann Arbor, Michigan.** Joe received a bachelor's degree in business from Marshall University in 1982.

Save the Date  
May 20 – May 23, 2025



**COMMUNITY CARES WEEK**

*Giving Back to the Herd*

### Planning Committee:

Travis Bailey, Mistie Bibbee, Andrew Brown, Paul Carico,  
Tootie Carter, Bob Easthom, Brandi Jacobs-Jones, Matt James,  
Joe Justice, Lisa Martin, Jamey Montgomery,  
Scott Morehouse, Leah Payne, Ginny Painter, Melanie Whitt

**1,088 Volunteers**, 50% increase from '23

**3,415 Service Hours**

**785 Volunteers** on Marshall's Campuses

**303 Volunteered** in hometown thru- Alumni Affiliations

**\$466,202** in savings generated through sweat equity

**100+** Staff Members Leading Teams

Materials Used:

**2,568 flowers and shrubs** on Marshall's Huntington campus

**55 bushes and shrubs** planted at Marshall's South Charleston and MOVC campuses

**690 bags of mulch**

**103 tons of stone/landscaping rock**

**30 gallons** of Kelly-green paint

**40 gallons** of white paint –

**14 – 30-yard dumpsters**

Major Business Sponsors: Jabo Supply, Security Consultants and Solutions, Dreamscape, Rumpke, Thrasher, State Electric Supply Company

# Campus CARRY

## ACTIONS TO DATE

- Implementation Team Created
- Action Learning Team reviewed best practices; visited 11 higher education institutions
- Campus and Community Safety Work Group formed with students, faculty/staff and law enforcement
- Website developed
- Two campus Town Hall meetings held
- Athletic venues assessed by Office of Homeland Security
- Security Risk Management Consultants engaged to develop comprehensive security plan for Athletics

## COST ESTIMATES

Construction to secure Corbly Hall day care	\$20,000
Signage for all university properties	\$30,000
Personal screening machines (rentals)	\$100,000
Temporary fencing around JCE Stadium*	\$150,000

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<b>Total</b>	<b>\$300,000</b>
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*\*Pursuing external funds for permanent football stadium concourse expansion (\$2-4.4M)*

MARSHALL.EDU/MUPD/CAMPUS-CARRY

# MU Internal Audit BOG Informational Report June 12, 2024

## 1 ACTIVITY SINCE THE LAST MEETING

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- A. Advisory Services –Parking Office record retention.
- B. Audit Projects – Annual review of Fixed Asset Additions for completeness of information.
- C. Other – Miscellaneous tax and accounting research.

## 2 PLANNED ACTIVITIES BEFORE THE NEXT MEETING

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- A. Monitoring of Whistleblower Hotline.
- B. Adhere to planned activities in the approved Audit Plan and Continued Monitoring of other Institutional Activities.
- C. Other Audit and Consulting projects as requested.

## 3 PROFESSIONAL DEVELOPMENT ACTIVITIES

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- A. WVSCPA – State Tax Roundtable.