Marshall University Classified Staff Council Minutes

September 17th, 2026 Meeting via Microsoft Teams

Members Present: Jesse Baldwin, Nina Barrett, Lacie Bittinger, Kathy Brannock, Dean Crawford, Tiffani Daniels, Becky Lusher, Nathan Miller, Larry Morris, Carleen O'Neill, Elizabeth Rexroad, Heather Smith, Amy Weaver

Members Absent: Mark Brumfield, David Childers, Mary Layne, Nick Martin, Maxrcos Serrat, Nancy Tresch-Reneau,

Members Absent (Excused):

Guests: Attached

Chair Lacie Bittinger called the meeting to order.

President Brad Smith

- Marshall University was prominently featured during the West Virginia Business Summit at The Greenbrier.
    - University representatives participated in several panel discussions focusing on:
        - Higher education leadership
        - Economic development
        - Artificial intelligence and innovation
- President Smith celebrated the induction of Verna Gibson into the West Virginia Business Hall of Fame.
    - Gibson, a Marshall alumna, was recognized as one of the first women to lead a Fortune 500 company and for her leadership within major retail and fashion organizations.
- **Fall Enrollment & Financial Impact**
    - Marshall welcomed more than 1,900 freshmen for the fall semester.
    - Marshall had projected approximately 1% headcount growth for fall enrollment (excluding dual-credit students).
        - Current figures indicate enrollment will be approximately:
            - Flat to down about 0.5% excluding dual-credit enrollment.
            - Up approximately 2% when dual-credit students are included in official reporting numbers.
    - While these results compare favorably to many peer institutions, enrollment fell short of university projections.
    - Because budget planning was based on anticipated enrollment growth, lower-than-expected enrollment creates additional financial pressure.
- **Greek Life Housing**
    - Before the start of the semester, city fire inspections affected several privately owned housing properties used by members of the Greek community, causing a need for students to secure alternative housing.
    - Marshall University, university employees and partners quickly collaborated to provide safe accommodations.

- **Strategic Planning** - President Smith reviewed four major initiatives launched during the spring and summer to prepare Marshall for potential enrollment and financial challenges.
    1) Budget Advisory Group - established to evaluate possible enrollment scenarios and prepare corresponding financial strategies.
        i. Included representatives from shared governance groups and multiple university constituencies.
        ii. Examined responses to several enrollment outcomes including 1% growth, flat enrollment, 1% decline, and 2% decline.
        iii. Identified financial levers and contingency plans before final enrollment numbers were known.
        iv. Marshall is now prepared to respond proactively rather than reactively.
    2) Huron Consulting Review - Marshall engaged Huron Consulting Group to provide an objective assessment of university operations and identify opportunities for improvement.
        i. Marshall is not using Huron to implement large-scale restructuring, but rather to benchmark operations, validate strategic assumptions, provide objective analysis, and identify areas for refinement and improvement.
        ii. Phase one completed areas include staff operations, administration and Academic Affairs support functions
        iii. Faculty review phase will include transparency, faculty input, peer benchmarking, and data-driven recommendations.
    3) Student Success Action Learning Team (SALT) - evaluated student retention and persistence strategies.
        i. Marshall's retention rate declined from approximately 76% to 72%.
        ii. Peer institutions with similar student populations achieve significantly higher retention rates.
        iii. Some Sun Belt institutions have retention rates near 80%.
        iv. WVU reports retention around 84.5%.
        v. Even a one-percentage-point improvement in retention is meaningful given enrollment pressures.
        vi. Improving retention supports both student outcomes and institutional stability.
        vii. Recommendations will be presented to university leadership the following week and implementation planning will begin shortly thereafter.
    4) Artificial Intelligence Strategy Initiative - A university-wide AI strategic planning effort was conducted throughout the summer.
        i. Participants included shared governance leaders, AI Operating Committee members, deans, department chairs, faculty, cabinet members and Board of Governors representatives
        ii. Marshall seeks to prepare students for an AI-driven future, ensure ethical and responsible AI use, and position the institution as a national leader in AI integration within higher education.

iii. Rather than resist technological change, Marshall intends to embrace innovation responsibly, teach students ethical AI use, prepare graduates to thrive alongside intelligent technologies, and lead conversations about responsible AI implementation.

- **Campus AI Survey Findings**
  - Participants across campus were asked three primary questions:
    - What do we believe?
    - What do we refuse?
    - What do we aspire to become?
  - Survey data was still being collected through October 1, but preliminary themes had emerged.
  - **What Marshall Believes** – Campus participants identified several guiding beliefs.
    - Every student deserves the opportunity to achieve:
      - Meaningful work
      - Personal dignity
      - Economic mobility
      - Life success regardless of background
    - Success requires combining technical skills with:
      - Creativity
      - Judgment
      - Ethics
      - Resilience
      - Empathy
      - Courage
    - Universities must prepare students not only for their first job but also for lifelong learning, adaptation, and leadership.
    - Marshall's role extends beyond producing graduates.
      - The institution should develop thoughtful, ethical individuals who improve society.
    - As a public university, Marshall has a duty to ensure AI and innovation benefit:
      - Rural communities
      - Working families
      - Veterans
      - First-generation students
      - Historically underserved populations
  - **What Marshall Refuses** - Survey participants expressed several firm commitments.
    - Refusal to Prepare Students for the Past
      - Marshall will not educate students solely for jobs or industries that are disappearing.
    - Refusal to Dehumanize Education
      - Technology should never replace meaningful human relationships.
      - Advising, mentoring, healthcare, and community-building must remain human-centered.
    - Refusal to Lose Marshall's Identity

        - Innovation should strengthen rather than diminish Marshall's culture, compassion, and Appalachian values.
    - Refusal to Discourage Innovation
        - The university should support experimentation, curiosity, and thoughtful risk-taking.
        - Fear and institutional inertia should not prevent progress.
- **What Marshall Aspires to Become** - Survey responses identified several aspirations.
    - Graduate students who are AI-literate, ethically grounded, workforce-ready, and deeply human.
    - Use technology to amplify humanity rather than diminish it.
    - Develop lifelong learners who continuously grow personally and professionally.
    - Shift assessment beyond memorization toward:
        - Critical thinking
        - Creativity
        - Problem-solving
        - Demonstrated capability
    - Reduce administrative burdens through AI so faculty can focus on:
        - Mentoring
        - Teaching
        - Research
        - Human connection

- **Strategic Plan Refresh**
    - **Vision and Creed**
        - Feedback strongly supported retaining Marshall's existing vision statement and university creed.
        - Participants overwhelmingly recommended no significant changes.
    - **2037 Bicentennial Goals**
        - Individual Success
            - Existing goals remain:
                - 100% career outcomes
                - Zero student debt at graduation
            - Proposed addition:
                - Graduates possess durable life skills and AI mastery.
        - Innovative Ideas
            - Existing goals remain:
                - Grow research to $150 million.
                - Triple regional job creation impact.
            - Proposed addition:
                - Train 100% of students and employees in design thinking.
        - Economic Impact
            - Existing goals remain:
                - Increase return on state investment from $18 to $30 for every $1 invested.
                - Triple regional GDP impact.
            - Proposed addition:

- Achieve 100% occupancy of the Innovation/Idea District and maximize regional economic development.

- **Marshall for All, Marshall Forever**
  - The program has received great feedback with one suggestion being to emphasize human development alongside academic programming.
  - New Theme: Human-Centered. AI Amplified. Lifetime Empowered.
  - This framework reflects:
    - Commitment to people first.
    - Responsible use of AI.
    - Preparation for lifelong success and adaptability.
- **Five Strategic Priorities from the "Plan-on-a-Page"**
  1. Provide Superior Access and Value
     - Maintain affordability.
     - Offer low net tuition.
     - Deliver strong return on investment.
     - Continue debt-free graduation goals.
  2. Deliver Personalized Learning Experiences
     - Expand advising support.
     - Leverage technology appropriately.
     - Implement recommendations from the Student Success Action Learning Team.
  3. Build Durable Skills for Life
     - Focus on critical thinking.
     - Strengthen creativity and collaboration.
     - Elevate the importance of humanities and human-centered skills.
  4. Create an AI-Amplified Campus
     - Implement AI technologies responsibly.
     - Train faculty, staff, and students.
     - Integrate AI competencies into General Education.
     - Develop supporting policies and governance structures.
  5. Ensure Financial Resilience
     - Prepare for long-term demographic declines.
     - Create sustainable operating models.
     - Identify strategic financial opportunities.
     - Avoid disruptive measures implemented at some peer institutions.

Dr. Diane H. Petrella – Academic Affairs

- **Huron Review Update**
  - Dr. Petrella emphasized that the purpose of the Huron review is to strengthen Marshall University through strategic improvements rather than implement arbitrary cuts.
  - Key objectives include:
    - Increasing institutional efficiency.
    - Identifying opportunities to recover and better utilize resources.
    - Finding areas where new revenue can be generated.
    - Supporting growth in academic programs and services.

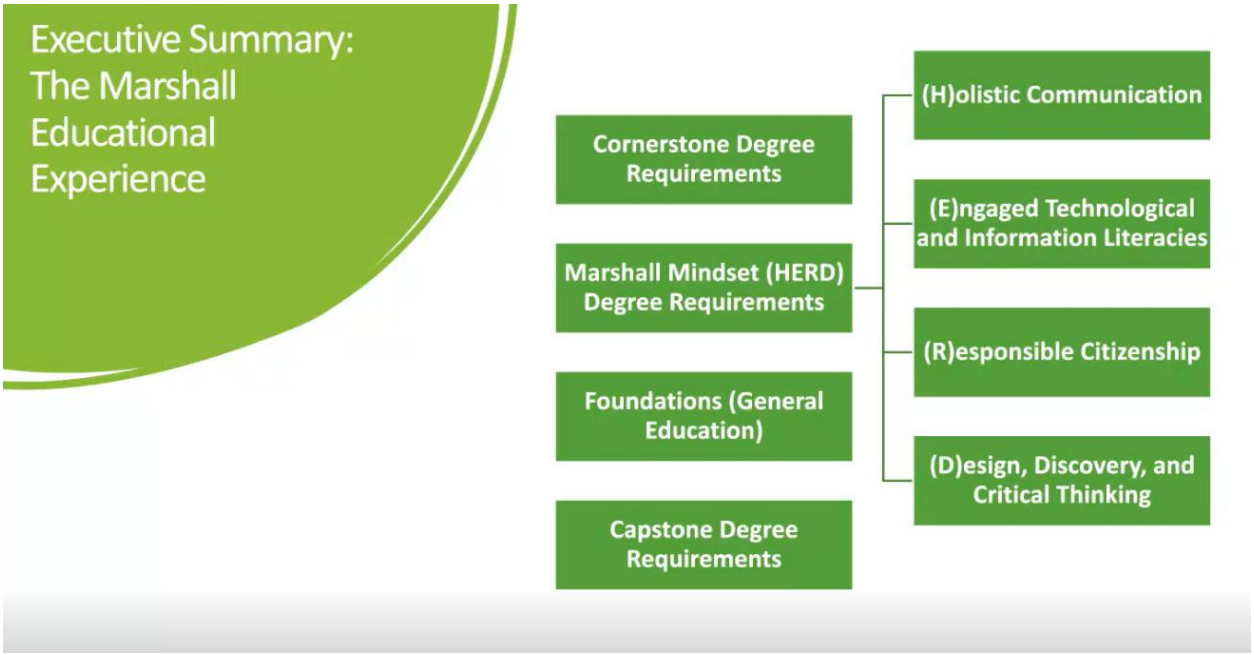
        - Positioning the university for long-term success.
    - Dr. Petrella emphasized:
        - The review is intended to make the university stronger.
        - Decisions will be communicated openly.
        - Collaboration with faculty, staff, and stakeholders will occur throughout the process.
        - The university is committed to transparency and community involvement before implementing significant changes.
- **Student Success Action Learning Team (SALT)**
    - Conducted an extensive review of student success practices.
    - Examined best practices from multiple institutions and organizations.
    - Produced a comprehensive report with thoughtful, data-informed recommendations.
    - Focused on strategies that align directly with Marshall's mission.
    - SALT recommendations provide a strong roadmap for future improvements.
- **Academic Portfolio Review**
    - This initiative is separate from the operational reviews already completed and will focus specifically on the academic enterprise.
    - Steering Committee Formation
        - A steering committee has been established to guide the portfolio review process.
        - The committee includes broad representation from faculty, staff, administrators, and students.
        - Committee membership will be announced soon.
    - The Academic Portfolio Review will examine:
        - Academic Programs
            - Program demand and sustainability.
            - Program effectiveness.
            - Opportunities for program growth.
        - Academic Structure
            - Organizational structures within Academic Affairs.
            - Academic policies and procedures.
            - Faculty management and deployment.
        - Resource Alignment
            - Existing institutional investments.
            - Current and future student demand.
            - Areas where resources may be redirected to higher-priority opportunities.
    - The review is intended to be a learning process, a strategic planning exercise, and an opportunity for data-informed decision making.
    - The review seeks to identify areas of strength, programs deserving additional investment, potential efficiencies, and new academic opportunities aligned with student workforce demand.
- **Listening Tour Update**
    - Dr. Petrella reported that she continues to conduct her listening tour across campus.
    - Meetings are scheduled throughout September and October.

  - Faculty, staff, and other stakeholders are being invited to share perspectives.
  - Information gathered will be used to inform future planning and decision-making.
- **Q:** Is there a timeline for staff to expect implementation of changes resulting from the SALT recommendations or other review processes?
  - **A:** Implementation timelines are still being developed, and the university is considering a phased implementation approach. Some recommendations could be implemented within the next several months while others require a year or longer to fully implement.

Bruce Felder – Human Resources

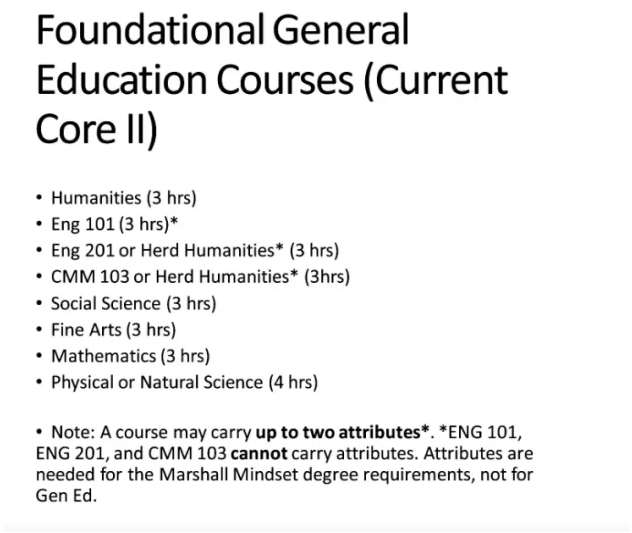
- **2026 Employee Engagement Survey**
  - The annual employee engagement survey will run September 29-October 16 and will take approximately 20 minutes to complete.
  - All benefit-eligible employees of Marshall University, the Foundation, Research Corporation, and School of Medicine will receive a survey link.
  - Employees hired after August 1, 2026, will participate next year.
  - Bruce emphasized that survey responses remain confidential and are only reported in aggregate form.
  - The university's participation goal is 80%, up from 74% participation last year.
  - Employee satisfaction scores have remained relatively stable, ranging from 71%-73% over the past three years.
  - Supervisors cannot see who has or has not completed the survey.
    - Leaders only receive division-level participation rates, which is why reminder emails may be sent to entire departments.
  - There have been no reported cases of retaliation or breaches of survey confidentiality since the survey process began.
- **Compensation Training**
  - Compensation 103 is now available for registration.
  - The course focuses on Marshall's Total Rewards package, including:
    - Salary and compensation
    - Retirement benefits
    - Paid leave
    - Health insurance
    - Educational benefits
    - Additional employee perks
  - Training is open to all employees, and recordings of previous compensation sessions are available or being posted.
- **Health and Wellness Fair**
  - Health & Wellness Fair: October 13, 10:00 a.m.-2:00 p.m.
  - Location: Don Morris Room, Memorial Student Center.
  - Flu shots will be available for faculty, staff, and students.
  - Additional flu shot clinics are planned:
    - October 14 at the Student Center
    - October 30 at the School of Pharmacy
  - COVID-19 vaccinations are not expected to be available at the event.

Chris Atkins – General Education Redesign Information Presentation



- Christopher Atkins provided an update on the proposed redesign of Marshall University's General Education curriculum, developed through a collaborative effort involving faculty, staff, and university stakeholders.
- The redesigned model includes four key components:
    - **Cornerstone Course** – A new introductory three-credit course that will provide students with a foundation for their academic experience.
    - **Foundational General Education Courses** – Current Core II requirements will remain largely unchanged.
    - **Marshall Mindset (HERD)** – A set of university-wide learning attributes integrated throughout students' coursework.
    - **Capstone Experience** – A culminating experience that includes reflection and assessment of student learning.
- The Marshall Mindset (HERD) focuses on four core competencies:
    - **H – Holistic Communication**
        - Expands the current writing-intensive requirement to include written, oral, visual, and listening communication skills.
    - **E – Engaged Technological and Information Literacies**
        - Focuses on ethical and effective use of technology and information resources.
    - **R – Responsible Citizenship**
        - Emphasizes cultural awareness, ethical decision-making, and global citizenship.
    - **D – Design, Discovery, and Critical Thinking**
        - Promotes creativity, inquiry, critical thinking, and problem-solving skills.
- **Cornerstone Course**
    - The proposed Cornerstone course will:
        - Introduce students to the Marshall Mindset framework.

        - Include content related to:
            - Artificial intelligence (AI)
            - Financial literacy
            - Design thinking
            - Wellness
            - Durable career and life skills
        - Require student reflection and personal development activities.
    - Pilot versions of the course were offered during the previous academic year, including modules on:
        - AI literacy
        - Financial literacy (through Intuit)
        - Design Thinking micro-credentials
- **Capstone Enhancements**
    - While existing capstone requirements will remain in place, students will complete a reflective assessment measuring growth and learning throughout their academic experience.
- **Committee Recommendations**
    - Creating administrative oversight for the new curriculum structure to ensure consistency, faculty development, and implementation support.
    - Updating Marshall's Baccalaureate Degree Profile to better reflect emerging areas such as technology, AI, and workforce readiness.



The Marshall Mindset (HERD)

The Marshall Mindset Degree Framework is designed to operate alongside foundational general education coursework and cultivate graduates who are intellectually rigorous, ethically grounded, technologically fluent, and professionally prepared through four developmental attributes (HERD) that give colleges/majors/units more control over SCH dispersal:

(H)olistic Communication

(E)ngaged Technological and Information Literacies

(R)esponsible Citizenship

(D)esign, Discovery, and Critical Thinking

The Marshall Mindset is a university-wide commitment to cultivating a shared culture in which students, faculty, and staff work together to foster initiative, resilience, and well-being in support of durable skills, career readiness, and life beyond Marshall.

The Action Mindset reflects the ability to set purposeful personal and professional goals, take ownership of learning, and actively pursue growth.
The Grit Mindset (Resilience Mindset) represents persistence in the face of challenge and the capacity to learn despite obstacles.
The Holistic Mindset emphasizes informed decision-making that supports the whole person, including physical, emotional, social, and financial well-being.
The Success Mindset integrates academic learning with professional purpose and career readiness.

(H)erd

Holistic Communication

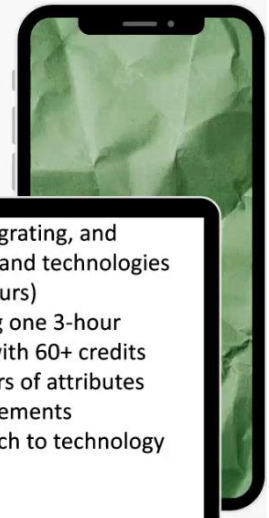
- An expansion of Writing Intensive (WAC), broadened to include oral, aural, visual, and written communication
- Two HC courses required (6 hours); cannot be transferred in, any level
- Hours replace WI (no change to total degree hours)
- These cannot be transferred as they guarantee two courses of "communication/writing" as part of the Marshall Mindset
- CIM Designation = HC

Language and Conventions	Students will communicate ideas clearly, correctly, and precisely through written, oral, aural, and/or visual elements, demonstrating conventions appropriate to the discipline, genre, and mode of communication.
Collaboration	Students will communicate effectively in groups to complete tasks, manage conflicts, and acknowledge diverse perspectives in order to achieve common goals.
Content and Evidence	Students will select relevant and appropriate content for the communication, supported by relevant, credible evidence, sources, and other materials
Context and Delivery	Students will demonstrate adequate consideration of the need, context, purpose, and audience in the construction and delivery of the communication.

Engaged Technological and Information Literacies

Information Integration	Students will locate and integrate reliable and appropriate technological, digital, traditional sources, and tools.
Critical Evaluation	Students will evaluate information with awareness of authority, validity, bias, complexity, and origin.
Adaptation and Use	Students will question, evaluate, and use information appropriately and in relation to changes in the technological and information environment.
Ethical Use	Students will demonstrate an understanding of the ethical dimensions of information use, creation, attribution/appropriate citation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

h(E)rd



- Focuses on evaluating, integrating, and ethically using information and technologies
- Two courses required (6 hours)
- Transfer rules allow waiving one 3-hour requirement for students with 60+ credits
- This is an addition of 6 hours of attributes added to the degree requirements
- Adopts an adaptive approach to technology and information literacies
- CIM Designation = ETIL

Responsible Citizenship

Courses must cover at least **2 of the 4 outcomes** to earn the attribute. Two required courses. This 6-hour requirement replaces and redefines the current multicultural and international designations. Transfer rules allow waiving one requirement for students with 60+ credits. CIM Designation = RC



Global and Ethical Awareness	Students will demonstrate an understanding of global interdependence and the relationships among multiple cultural, political, economic, and ethical systems.
Cultural and Ethical Awareness	Students will examine and reflect on how cultural identities and ethics, including their own, shape individual and collective experiences.
Civic and Ethical Awareness	Students will demonstrate an understanding of how individuals may contribute effectively, appropriately, and ethically to decision-making at the local, state, national, and international levels.
Aesthetic, Artistic, and Ethical Awareness	Students will analyze and interpret the meaning of artistic expression, demonstrating understanding of creative techniques, historical and cultural contexts, and how artistic works engage audiences by shaping perspectives on social and ethical issues and civic values.

he(R)d

her(D)

Design, Discovery, & Critical Thinking

• A pedagogy-focused pillar emphasizing inquiry, creativity, and metacognition. Each student completes **one herD course in their degree program**. This course must be taken at Marshall unless the student transfers in the DDCT course required in the degree program. These 3 hours replace the current 6-hour CT requirement. The DDCT attribute cannot be added to the Cornerstone or Capstone courses in the degree program. CIM Designation = DDCT

Critical	Students will explore complex questions through inquiry and reflection and will apply quantitative and/or qualitative reasoning to analyze data and information, interpret results, and develop evidence-based solutions where appropriate.
Integrative	Students will synthesize learning and transfer skills across varied types of thinking, experiences, and situations.
Creative	Students will identify areas for inquiry and generate original ideas by combining existing knowledge, thinking imaginatively, evaluating alternate perspectives, and collaborating where appropriate.
Innovative	Students will engage in iterative design processes to define problems with existing approaches, generate prototypes, test solutions, and refine outcomes based on feedback.
Metacognitive	Students will evaluate the effectiveness of a project, plan, or strategy to determine the degree of their improvement in knowledge and skills.

Cornerstone and Capstone

• **Cornerstone**
• A 3-credit course, ideally embedded in a major
• Must occur unless transfer >60 hours then can be waived UNLESS it is part of the major or college requirement
• Includes a **metacognitive reflection** as a baseline assessment
• Successful Cornerstone pilot in different formats / models
• SCH Ownership to College/Major/Unit or shared
• CIM Designation = CO

• **Capstone**
• A culminating experience that ties together foundational courses, the major, and Marshall Mindset
• Includes a **final integrative and metacognitive reflection** assessing the Marshall Mindset and integrative learning
• Can be experiential (internship, performance, research, etc.)
• CIM Designation = C

Cornerstone Pilot

Introduces and Supports the Marshall Mindset and Durable Skills, General Education, and the HERD attributes in a standardized format.

- HERD Attribute Coverage
  - (H)olistic Communication
  - (E)ngaged Technological and Information Literacies
  - (R)esponsible Citizenship
  - (D)esign, Discovery, and Critical Thinking
- Required Standardized Content
  - Written metacognitive reflection assessment
  - An emerging technological component (currently AI)
  - Wellness (currently Financial Literacy)
  - Problem Solving (currently Design Thinking)
  - Durable Skills (currently microcredentials)

Piloted in four (4) formats

- As a brand-new course (face-to-face)
- As an adapted course (face-to-face)
- A current course with University supported, standardized modules (face-to-face)
- A current course with (E) and (D) already covered plus standardized modules (asynchronous, online)

Recommendation 1: Administrative Oversight of Undergraduate University Curriculum Development

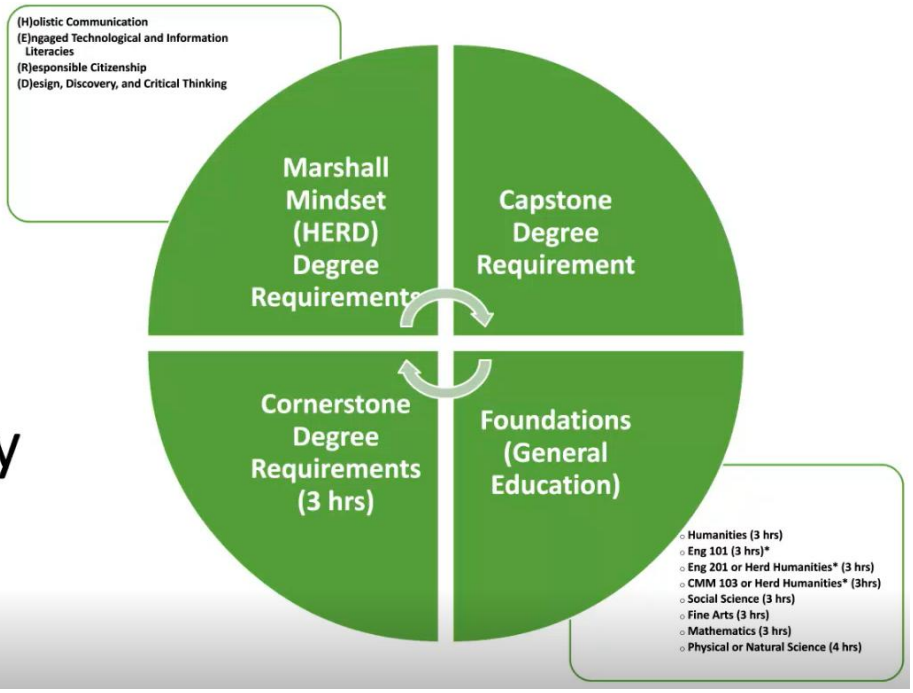
Academic Affairs should designate administrative oversight (such as a Coordinator/Director of Undergraduate University Curriculum) to oversee the administration of the University's University Curriculum which might include:

- Overseeing University Curriculum (Marshall Mindset, Cornerstone, Capstone, and General Education) implementation
- Approving course designations (HERD attributes, general education)
- Coordinating with Deans and college-level Gen Ed liaisons and well as training leaders for each of the Marshall Mindset HERD attributes, along with Cornerstone and Capstone
- Manage assessment loops and cycles in direct communication with the Office of Assessment
- Conduct course prediction and analytics
- Ensure consistency in training and certification
- Maintain review cycles (every 3 years)
- Oversees certification and recertification of HERD attribute courses
- Support faculty development and training
- Maintains the General Education Course designation determination in consultation with the impacted Deans and Academic Affairs
- Coordinates with CTL

Recommendation 2: Updates to the BDP and University Assessment

- The taskforce recommends that University Assessment consider broadening the definition of Communication Fluency to encourage aural communication in the BDP outcome.
- The taskforce recommends that University Assessment review all assessment rubrics in light of approved changes to Marshall's General Education or changes to Core I and/or Core II.
- The taskforce recommends that the University Assessment Office offer a metacognitive reflection that ties all four components of the Marshall Mindset (HERD) and General Education Course Requirements together and measures for metacognitive reflection, integration, and mastery.
- Finally, the taskforce notes that technology (and AI) are missing from the current BDP. It is strongly recommended that it be added explicitly to the BDP in terms of both being integrated into the various rubrics and/or with the creation of a separate learning objective component. The language of technology should be integrated and added somewhere at minimum.

Summary: Flexibility and Adaptability



Minutes

- The July16th, 2026 minutes were approved as written.
- The August 20th, 2026 minutes were approved as written.

Classified Staff Council Committees

- **Elections/Communications Committee – Nina Barrett** – No report.

- **Legislative Committee – Larry Morris** – No report.
- **Personnel/Finance Committee – Becky Lusher**
    - "Heart of the Herd" is almost finished being created. This will be an opportunity to give a shout-out to employees who are doing a great job.
    - All campus metered parking spots have been set up with Park Mobile.
- **Physical Environment Committee – Becky Lusher**
    - Facilities and Operations employees wore shirts the first week of school that identified themselves as someone that students can ask for help.
    - Facilities has been working on drainage on campus to help with flooding.
- **Staff Development/Service Committee – Tiffani Daniels**
    - This year's Thanksgiving Dinner for students who remain on campus during break will take place on Tuesday, November 24th from 5pm to 7pm.

Announcements

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

Minutes approved by: _____
Lacie Bittinger, Chair, Classified Staff Council

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

Classified Staff Council Meeting September 17th, 2026 Attendance

*Classified Staff Council members are in bold

Achobandu, Ifeanyi
Adams, Diana
Adkins, Jason
Agnello, Tricia
Ali, Shahid
Allen, Mike
Anders, Brandi
Arthur, Stacey
Atkins, Christopher
Bailey, Bonnie
Bailey, Cara
Bailey, Travis
Baldwin, Jesse
Barrett, Nina
Bell, Jodi
Bennett, Tina
Bevans, Jean Ann
Biggs, Michelle
Bittinger, Lacie
Boggs, Jennifer
Bond, Cassi
Booth, Sharon
Boyce, Charlotte
Brannock, Kathy
Brown, Jennifer
Bryant, Kev
Brydie-Johnson, Lalicia
Burgess, Brent
Bush, Jesseka
Call, Cody
Canterbury, Thomas
Cantrell-Johnson, Sonja
Carey, Allison
Carico, Paul
Carothers, Kelly
Carson, Zay
Chaffin, Perry
Chapman, Mary
Chirgwin, Jason
Collins, Tabby
Contrera, Amy
Contreras, Kassandra
Counts, Katie
Crawford, Dean
Cutler, Jon
Cyrus, Meg
Daniels, Tiffani
Davis, Sarah
Decker, Kaleigh
Dickerson, Andy
Dorado, Bob
Dragovich, Isabella
Dunfee, Carey
Elliott, Chloe
Ellison, Marc
Eskins, Katrina
Fain, Cicero
Felder, Bruce
Fischer, Karen
Fleming, Justin
Fry, Austin
Fugett, April
Gallaher, Melanie
Gates, Lisa
Gooding, Grace
Greenwood, Kenneth
Hanrahan, Elizabeth
Hardiman, Jean
Harrold, Lisa
Hawthorne, Justin
Hendrick, Ashley
Hensley, Tara
Hicks, Matt
Hill, Michael
Himes, Eric
Holiskey, Sam
Huang, Guodong
Hurula, Carol
Jacobs, Brandi
Kennedy, Paige
Kinghorn, Brian
Kirtner, Dawn
Kompanek, Simone
Langer, Jonathan
Lapole, Christopher
Lauhon, Cheyenne
Lemon, Leeann
Lester, Amy
Levering, Susan
Lewis, Olivia
Lopez, Sebastian
Lucas, Taylor
Lupashunski, Spencer
Lusher, Becky
Lykins, Karrie
Marcum, Kelly
Mathis, Anita
Maynard, Becky
Maynard, Kevin
Maynard, Lisa
McComas, Karen
McDade, Michael
McDavid, Cristina
McDavid, Sherry
McKenna, Char
McKinley, Garnet
McSweeney, Teresa
Meade, Mitzi
Means, Amanda
Meddings, Teresa
Meek, Rebecca
Metcalf, Larry
Midkiff, Glen
Midkiff, Susan
Miller, Nathan
Mills, Cassandra
Mirzakhani, Amad
Morgan, Brian
Morgan, Jennifer
Morris, Larry
Morrison, Michelle
Mummert, Carl
Murphy, Katherine
Murray, Heather
Nancy Floyd
Neace, Becky
Nelson, Jeffrey
O'Neill, Carleen
Pack, Rebecca
Painter, Ginny
Parker, Dicky
Parker, Tonya
Parks, Denise
Payne, Leah
Payne, Sara
Penrod, Jodie
Perry, Jody
Persinger, Daniel
Petrella, Diane
Pillay, Gautam
Price, Kelli
Price, Willa
Puckett, Tabby
Pullen, Lief
Rader, Jay
Ramsey, Elizabeth
Ransbottom, Lisa
Rexroad, Elizabeth
Rhodes, Jessica
Roberts, Alice
Rose, Angie
Ross, Jerry
Roush, Emily
Rowe, Kandice
Russell, Megan
Saunders, Patricia
Saxton, Caleb
Schray, Kateryna
Sharp, Tyler
Simms, Marcie
Simpson, Sara
Slate, Nick
Smith, Brad
Smith, Heather
Smith-Holmes, Demeley
Sowards, Kelly
Spears, Julia
Spradlin, Wes
Stafford, Robyn
Starcher-Patton, Autumn
Stephens, Sarah
Stepp, Sherri
Taylor, James
Taylor, John
Testa, Lesli
Thomas, Kim
Thomas, Seth
Thornton, Mindy
Tidd, Matt
Ulrich, Sarah
Vance, Ryan
Vineyard, Jimil
Walker, Bob
Walker, Lacey
Waller, Detria
Weaver, Amy
Weber, Charlotte
West, Lance
Wheeler, Michelle
Wiley, Denise
Williams, Allen
Williamson, Lisa
Wintz, Kathi
Woods, Cameron
Workman, Missy
Xu, Cindy
Young, Howard
Young, Miriah