



# Academic and Student Affairs Committee Meeting

February 5, 2025 | 11 a.m.

Student Resource Center, Memorial Student Center



February 2025 Academic and Student Affairs Committee Meeting

**AGENDA**

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11 a.m.

**Academic and Student Affairs Committee**  
*Kathy D'Antoni, Chair*

**Action Item**

**Approval of the Adoption of the Marshall University Shared Governance Charter** 3  
*H. Toney Stroud, Chief Legal Officer / Vice President for Strategic Initiatives and Corporate Relations*

**Information Items**

**Committee Annual Activity Calendar** 18  
*Avi Mukherjee, Provost and Senior Vice President for Academic Affairs*

**Provost Report**  
*Avi Mukherjee, Provost and Senior Vice President for Academic Affairs*

**Academic Affairs Update**  
*Avi Mukherjee, Provost and Senior Vice President for Academic Affairs*

**Intercultural and Student Affairs Update**  
*Marcie Simms, Vice President for Intercultural and Student Affairs*

**Strategic Planning: College of Health Professions** 19  
*Michael Prewitt, Dean of the College of Health Professions*

**Dual Enrollment and Transfer Students** 39  
*Michelle Biggs, Director, HERD Start Early Academy; Karen McComas, Associate Vice President for Academic Affairs and Associate Provost*

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Lunch

**Marshall University Board of Governors  
Meeting of February 5, 2025**

**ITEM:** Approval of the Adoption of the Marshall University Shared Governance Charter

**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 Marshall University Shared Governance Charter.

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

**BACKGROUND:**

The purpose of this Charter is to codify the definition, guiding principles, and structure of shared governance at Marshall University. The Charter delineates the roles and responsibilities of each governing body at the University, as well as codifying the process by which these bodies will be reviewed according to the shared governance guiding principles. Neither this Charter nor the actions taken by the bodies established under the Charter may contravene public law or the authority of the Board of Governors or the West Virginia Higher Education Policy Commission.

A copy of the proposed Marshall University Shared Governance Charter is attached.

# Marshall University Shared Governance Charter

## 1. Introduction

1.1. Purpose of the Charter: The purpose of this Charter is to codify the definition, guiding principles, and structure of shared governance at Marshall University. The Charter delineates the roles and responsibilities of each governing body at the University, as well as codifying the process by which these bodies will be reviewed according to the shared governance guiding principles. Neither this Charter nor the actions taken by the bodies established under the Charter may contravene public law or the authority of the Board of Governors or the West Virginia Higher Education Policy Commission.

1.2. Definition of Shared Governance: Shared governance is a systematized structure of transparent decision-making that reflects shared interests and shared responsibility of all constituency groups. Constituency groups—which include, but are not limited to, faculty, students, classified and non-classified staff, the Board of Governors, and administration—have assured, protected opportunities to influence decisions regarding the operation and direction of Marshall University and established organizational means by which they can carry these out. The role of constituency groups is not merely advisory; instead, decision-making is actively shared among relevant groups. Constituency groups thus contribute more than mere consultation before the implementation of a decision. Shared governance relies on an atmosphere of mutual understanding, respect and trust that can foster honest communication and consideration in decision-making. Shared governance promotes transparency, accountability, inclusivity, collaboration, collegiality, and interdependence among constituency groups.

1.3. Importance of Shared Governance in Academic Institutions and at Marshall: The [AAUP Statement on Government of Colleges and Universities](https://www.aaup.org/report/statement-government-colleges-and-universities) (URL: <https://www.aaup.org/report/statement-government-colleges-and-universities>) states that “The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.” A shared governance approach is thus recommended as the best model for university governance. Shared governance places the [mission](https://www.marshall.edu/mission/) (URL: <https://www.marshall.edu/mission/>) and well-being of the institution above individual interests and fosters a unified direction for university development. For Marshall University, this approach is required by WV State Code 18B-2A-4(j), which states that the governing boards of all state universities should “[i]nvolve faculty, students, and classified employees in institution-level planning and decision making when those groups are affected.”

## 1.4. Definitions:

1.4.a. *Constituency groups*: A constituency group is an individual or group that has a vested interest in the mission and well-being of Marshall University. Constituency groups include but are not limited to:

**Students:** Any persons taking courses at or from Marshall University, both full-time and part-time, pursuing undergraduate, graduate or professional studies and who reside in University residence halls or utilize University facilities or services for the purpose of pursuing studies.

**Faculty:** All full-time or part-time employees who have current faculty appointments, including library track faculty, clinical faculty, associate deans, assistant deans, directors, associate directors, assistant directors, chairs, temporary faculty, and term faculty.

**Classified Staff** - Any regular full-time or part-time employee of Marshall University who holds a position that is assigned a particular job title and pay grade in accordance with the personnel classification system established by state code or by the Higher Education Policy Commission.

**Non-Classified Staff** - Any regular full-time or part-time employee of Marshall University who holds a position that is not assigned a particular job title and pay grade in accordance with the personnel classification system established by state code or by the Higher Education Policy Commission.

**Administration** – University employees whose role and responsibility are to manage and oversee institutional operations, led by the President and including cabinet members, divisional leaders (vice presidents and chief officers), associate and assistant vice presidents, deans, directors, etc.

Additional constituency groups who could possibly be called to give input on certain decisions include community members and alumni.

1.4.b. *Governing body:* a governing body refers to a standing unit on campus that has decision-making powers regarding rules, policies, and/or procedures. These include Faculty Senate, Classified Staff Council, Non-Classified Staff Council, the Student Government Association, the Graduate Council, and the Administration (including the President’s Office and cabinet).

## 2. *Principles of Shared Governance*

2.1. Transparency and Communication: We strive for a system of governance that encourages and relies on open communication among stakeholders and governing bodies. Information must sometimes remain confidential during decision-making processes, but this principle assumes that each governing body makes a genuine attempt to communicate as much as possible about ongoing decision-making processes to stakeholders. Meaningful and productive lines of communication should be established for stakeholders to provide input on relevant decisions. The shared governance website will, as much as is possible, maintain an up-to-date record of decision-making processes and outcomes and/or links to the pages of the governing bodies where this information is kept.

2.2. Accountability: It should be clearly communicated to constituency groups which persons/bodies hold ultimate authority for which decisions. An appeal process for decisions made by each governing body should be established.

2.3. Shared Decision-Making: Each decision should be made with meaningful and adequate input from relevant constituency groups. This input should be provided during the process of decision-making, not simply after a decision has been made.

2.4. Inclusion and Respect for Diverse Perspectives: All governing bodies should strive for participation from a diverse, equitable, representative, and balanced sector of each group they represent. No single classification of constituents (e.g., women, non-tenured faculty, minorities) should shoulder the brunt of shared governance work.

2.5. Clarity of Roles and Responsibilities: The roles and responsibilities for each governing body should be clearly defined and communicated. Each governing body shall onboard new members by communicating these roles and responsibilities.

2.6. Freedom of speech: All constituents of Marshall University, including students, tenure-track and non-tenure track faculty, classified and non-classified staff, and members of the administration and governance of the university, have a right to provide open and honest input on decisions that affect them and the university mission without retribution. This Charter asserts that all constituents have the right and responsibility to contribute to Marshall University's mission and well-being.

### 3. *Plan of Organization for Shared Governance*

3.1 Board of Governors: The Board of Governors (BOG) is Marshall University's state-appointed governing board (the positions of faculty, staff, and student representatives are elected), which holds ultimate fiduciary responsibility for the university and oversees the university's operations and establishes rules. The responsibilities of the BOG are outlined in WV Code 18A-2B. The BOG engages the campus community in its decision-making processes, as outlined in the Shared Governance Matrix (Appendix 1), but it is not considered a governing body for the purposes of this Charter, as it has delegated portions of its control over the management of the business and affairs of the university to the President, as authorized in WV Code 18B-2A-4(q).

3.2 Governing Bodies: There shall be six representative bodies that contribute to the majority of decisions and policies governing Marshall University. These consist of the Student Government Association, the Faculty Senate, the Graduate Council, the Classified Staff Council, the Non-Classified Staff Council, and the Administration (including the President and their cabinet). Each of these bodies has the following responsibilities:

3.2.a. To advise and make recommendations to the other governing bodies on issues on behalf of their constituent groups.

3.2.b. To establish and maintain its own constitution/bylaws, provided they are not in conflict with provisions of this Charter of Shared Governance nor state law or Board of Governors Rules. Each body shall operate in accordance with an agreed-upon set of Rules of Order and elect officers in accordance with, and for terms established by, its own constitution and bylaws.

3.2.c. To respond to initiatives brought forward by its constituents and by the University Advisory Council (defined in Section 4).

3.2.d. Each governing body will organize and maintain its own committees and will provide yearly reports of the committees' goals and work product.

3.3. Governing Bodies' Roles and Responsibilities. The following is a general outline of the roles and responsibilities of each of the governing bodies. More specific descriptions of the roles and responsibilities of each can be found in their respective constitutions and governing rules.

3.3.a. *Student Government Association:* The Student Government Association shall be composed of representatives elected from the various student bodies at Marshall by a plan and process established by its own constitution/bylaws. The Student Government Association shall have authority to recommend policies specifically regarding the following matters:

1. Student-related policies, procedures and issues that affect the overall wellbeing of students and their ability to complete their education.
2. The establishment of budget for funds allocated to it, the selection of appropriate representatives for university committees and workgroups, and the establishment and governance of clubs and other organizations of students entitled to the use of Marshall University facilities.

3.3.b. *Faculty Senate:* The Faculty Senate shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Faculty Senate shall have authority to formulate and recommend policies, specifically regarding the following matters:

1. All academic policy matters and affairs which primarily affect the faculty, including curriculum, admission standards, student retention, scholarships and honors, degree programs, instructional standards and faculty welfare.
2. Major issues that affect the institution, including change to the mission, addition or deletion of programs, contracts with government agencies, and public questions that affect the role of the institution or endanger the principle of academic freedom.

3.3.c. *Graduate Council:* The Graduate Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Graduate Council shall have the authority to formulate and recommend policies specifically regarding the following matters:

1. Issues related to the graduate education mission of the university, including long-range planning for graduate education, the recommendation of new programs and courses, the evaluation of existing programs and courses, the facilitation of graduate accreditation, the recommendation of promotion and tenure policies related to graduate education, and the recommendation of approval of graduate faculty.
2. Major issues that affect the institution, including change to the mission, addition or deletion of programs, contracts with government agencies, and public questions that affect the role of the institution or endanger the principle of academic freedom.

3.3.d. *Classified Staff Council*: The Classified Staff Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Classified Staff Council shall have authority to formulate and recommend policies, subject to the advice of the other governance bodies, specifically with regard to the following matters:

1. Human resource policies and procedures that may directly affect the classified employees.
2. Non-academic policies and procedures that support student learning, experience and responsibility both within and outside of the classroom environment.
3. Selection and appointment of administrators, budget and planning matters for the University, the organizational structure of the University, and other issues that affect the overall welfare of the University.
4. Methods and means by which employment conditions may be improved and operating efficiency of the University increased.

3.3.e. *Non-Classified Staff Council*: The Non-Classified Employees Staff Council shall be composed of representatives elected from its constituent group by a plan and process established by its own constitution/bylaws. The Non-Classified Staff Council shall have authority to formulate and recommend policies, subject to the advice of the other governance bodies, specifically with regard to the following matters:

1. Human resource policies and procedures that may directly affect the non-classified staff members.
2. Non-academic policies and procedures that support student learning, experience and responsibility both within and outside of the classroom environment.
3. Selection and appointment of administrators, budget and planning matters for the University, the organizational structure of the University, and other issues that affect the overall welfare of the University.



4. Methods and means by which employment conditions may be improved and operating efficiency of the University increased.

3.3.f. *Administration*: The Cabinet members and other administrative leaders shall have authority to formulate and recommend university policies and administrative procedures according to the process set forth in University Procedure ADMIN-20.

#### 4. *The University Advisory Council*

4.1. The purpose of the University Advisory Council is to coordinate the activities and serve as a conduit of information among the governing bodies. It does not serve as a governing body in and of itself. It provides counsel to the University President on establishment of strategic priorities for the University.

4.1.a. The University Advisory Council shall consist of the president of the Student Government Association; the chairs of the Faculty Senate, Graduate Council, Classified Staff Council and Non-Classified Staff Council; and the University President or their designee.

4.1.b. Regular meetings of the University Advisory Council shall be held twice annually, in July and January. Special meetings may be called by any member on an as-needed basis.

4.1.c. Members of the University Advisory Council shall meet with the Cabinet twice annually, in August to kick off the new academic year and in April to review the Administration's proposed budget for the next fiscal year.

4.2. The University Advisory Council shall have the following functions:

4.2.a. In conjunction with the Administration, identify and develop strategic initiatives for the University and the shared governance bodies. These initiatives will be reviewed and ratified by each of the governing bodies and do not preclude any group from modifying and/or developing additional initiatives throughout the course of the year.

4.2.b. Refer matters to appropriate University committees or governing bodies, receive reports of ad hoc committees responsible to it, and inform each governing body promptly of the actions of the other governing bodies.

4.2.c. Appoint ad hoc governance committees on matters of interest to more than one governing body or to resolve differences among the governing bodies.

4.2.d. Call special meetings of the Council to address timely matters or those that need special attention outside of the regular meeting schedule of the Council.

4.2.e. Represent the interests of the governing bodies, when appropriate, to the Board of Governors.

4.2.f. Make proposals to the governing bodies to improve the functioning of this Charter or other matters as required.

5. *Decision-Making Processes*: See Appendix 1 for a matrix outlining the purview of each constituent group in different types of decision-making processes.

5.1. Creation and amendment of rules, policies, and procedures. The process for posting, creating, reviewing, and approving BOG Rules, University Policies, and Administrative Procedures is codified in University Administrative Procedure ADMIN-20. ADMIN-20 establishes the shared governance process through which rules, policies, and procedures are created. These include BOG Rules on academic affairs, financial affairs, general administration, and student affairs; University policies for academic affairs, financial affairs, general administration, and human resources; and University Administrative Procedures for academic affairs, financial affairs, financial aid, general administration, human resources, information technology, and student affairs. All rules, policies, and procedures are vetted by the governing bodies and then undergo a period of public comment before approval.

5.2. Budget decision-making structure: Budget and resource allocation decisions are made under a shared governance management structure (diagrammed in Appendix 2). Committee structure is designed to promote broad constituent involvement and information sharing. Continuous feedback and data sharing is encouraged from subject matter experts and committee members.

5.2.a. The Budget Advisory Committee (BAC) receives all budget proposals directly from unit-level leadership, considers requests, and makes recommendations to the units. Membership on this committee includes the CFO; Provost; Budget Director; Finance Director; Assistant Provost appointed by the Provost; Business Operations Manager; two Cabinet members (other than CFO); three academic deans; Faculty Senate President or their representative; Classified Staff Council Chair or their representative; Non-classified Staff Council Chair or their representative; SGA President or their representative; and an Athletics representative.

5.2.b. The BAC then provides a consolidated, recommended budget to the Executive Budget Committee (EBC) for approval. Membership on the EBC includes the President, Provost, CFO, Chief of Staff, Budget Director, and Institutional Research representative. This budget is then presented to the Board of Governors for approval. The annual university and athletics budgets are ultimately approved by the Board of Governors once a year.

5.2.c. The Budget and Academic Policy Committee, University Curriculum Committee, and Graduate Council provide feedback to the BAC. The Model Operations and Review Committee, Tuition Planning and Financial Aid Working Group, Space Committee, and Academic Planning Committee provide feedback both the BAC and EBC.

5.2.d. *Financial Transparency*: The annual university budget and core operating budget can be found here: <https://www.marshall.edu/finance/>. The proposed budget is posted publicly before it is voted on by the Board of Governors.

5.3. Information Technology Decision-Making: Decisions regarding information technology will be made by the Chief Information Officer in conjunction with the Technology Executive Committee, the Faculty Technology Committee, and the Administrative Technology Committee.

The detailed decision-making structure for information technology can be found in Administrative Procedure ITP-1, the Technology Governance and Procurement Review.

5.4. Strategic Planning: The current master plan for Marshall University was developed through a listening tour initiated by the president with additional input from all constituency groups as the plan was developed. The plan can be found here (2023): <https://www.marshall.edu/strategicplan/>. Future master plans shall be created through the same process of engagement with constituent groups. In addition, A 10-year campus development plan is required by WV State Code and is approved by the Board of Governors. The current campus development plan can be found here: <https://www.marshall.edu/masterplan/2023-master-plan/>. The development plan should also be created with input from each constituent group.

#### 5.5. Final responsibility and dispute management

5.5.a. While participation in shared governance by the Administration, Students, Faculty, and Staff is necessary and important for the well-being and advancement of Marshall University, the final responsibility for decision making rests with the university President, Board of Governors, or West Virginia Higher Education Policy Commission, who are ultimately held accountable by the public and its elected leaders.

5.5.b. Shared governance disputes arising between/among the governing bodies shall ultimately be resolved by the President, after conference with representatives of the appropriate governing bodies.

#### 6. *Reporting, Review, and Accountability*

6.1. Annual Reports on Shared Governance: The Shared Governance Review Committee shall submit a yearly report to each governing body and to the president that outlines shared governance developments and updates, including an assessment of the status of shared governance at Marshall.

6.2. Shared Governance Review: A Shared Governance Review Committee shall be established to oversee review of each governing body and the governance processes of units across campus to ensure they are abiding by the shared governance principles outlined in this Charter.

6.2.a. The Shared Governance Review Committee shall have the following functions (full list of functions and duties can be found in the Review Committee's bylaws):

1. Conduct a review of each of the governing bodies at Marshall according to criteria established by the committee to assess their adherence to shared governance principles. Each governing body will be reviewed at least once every four years on a rotating basis and will receive a report of the Review Committee's findings. These reports will be made public and will be submitted to the President.
2. Conduct a survey every four years to assess campus community satisfaction with the shared governance process.

6.2.b. The membership of the Shared Governance Review Committee shall consist of:

1. A designee elected by the Student Government Association
2. A designee elected by the Faculty Senate
3. A designee elected by the Graduate Council
4. A designee elected by the Classified Staff Council
5. A designee elected by the Non-Classified Staff Council
6. A designee from Academic Affairs appointed by the Provost
7. A member of the Cabinet appointed by the President

Additional details about membership, terms, and duties of this committee can be found in the committee bylaws.

*7. Amendment procedure for this Charter*

7.1. Amendments to this Charter may be presented by a governing body or the University Advisory Council by the following procedure:

7.1.a. The initiator of the amendment shall promptly transmit the text of proposed amendments to the chairs/directors of each governing body. Each governing body has three working months to act or forfeit its right to decide on the issue.

7.1.b. Each governing body shall distribute the text of the proposed amendment in writing to its members at least ten (10) working days before the meeting at which it is to be voted on.

7.1.c. Amendments to portions of this Charter affecting three or more governing bodies require a two-thirds vote in each of the governing bodies that exercise their right to decide within the timeframe set forth.

7.1.d. Each governing body may amend the portions of this Charter relevant only to its own structure by a two-thirds vote of that body.

7.1.e. Upon ratification, the amendment(s) shall be forwarded to all parties for final approval and signature.

8. *Approvals*

This Charter has been approved by the University's Governing Bodies:

\_\_\_\_\_  
Student Government Association President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Senate Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Graduate Council Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Classified Staff Council Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Non-Classified Staff Council Chair

\_\_\_\_\_  
Date

Approved by the President:

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board of Governors Chair

\_\_\_\_\_  
Date

# **Appendix 1:**

## **Shared Governance Matrix**

DECISION TYPE	CONSTITUENCY GROUP							
	Faculty	Classified Staff	Non-classified staff	Students	Administration	Cabinet	President	Board of Governors
Strategic plan	I	I	I	I	I	DD	DD	AD
Hiring president	I	I	I	I	I	I		DD/AD
Hiring administrators*	I	I	I	I	AD	AD	AD	
Campus master plan	I	I	I	I	DD	DD	AD	AD
Capital projects					DD	DD	AD	AD
University budget	I	I	I	I	I	DD	DD	AD
Salaries/benefits	I	I	I		DD	DD	AD	AD
Curriculum changes	DD/AD				DD/AD		AD	AD
Program creation/discontinuance	DD/AD							AD
Information technology	I	I	I	I	I	AD	AD	
College/department budget allocations	DD				AD	AD	AD	
Promotion/tenure	DD				DD	AD	AD	
Creation/amendment of BOG rules	I	I	I	I	I	I	DD	AD
Creation/amendment of university policies	I	I	I	I	I	I	DD/AD	
Creation/amendment of administrative procedures	I	I	I	I	DD/AD	DD/AD		

**Key:** I (provides input), DD (drafts decision), AD (approves decision)

\*Who approves the decision depends on the type of position being filled.

# **Appendix 2**

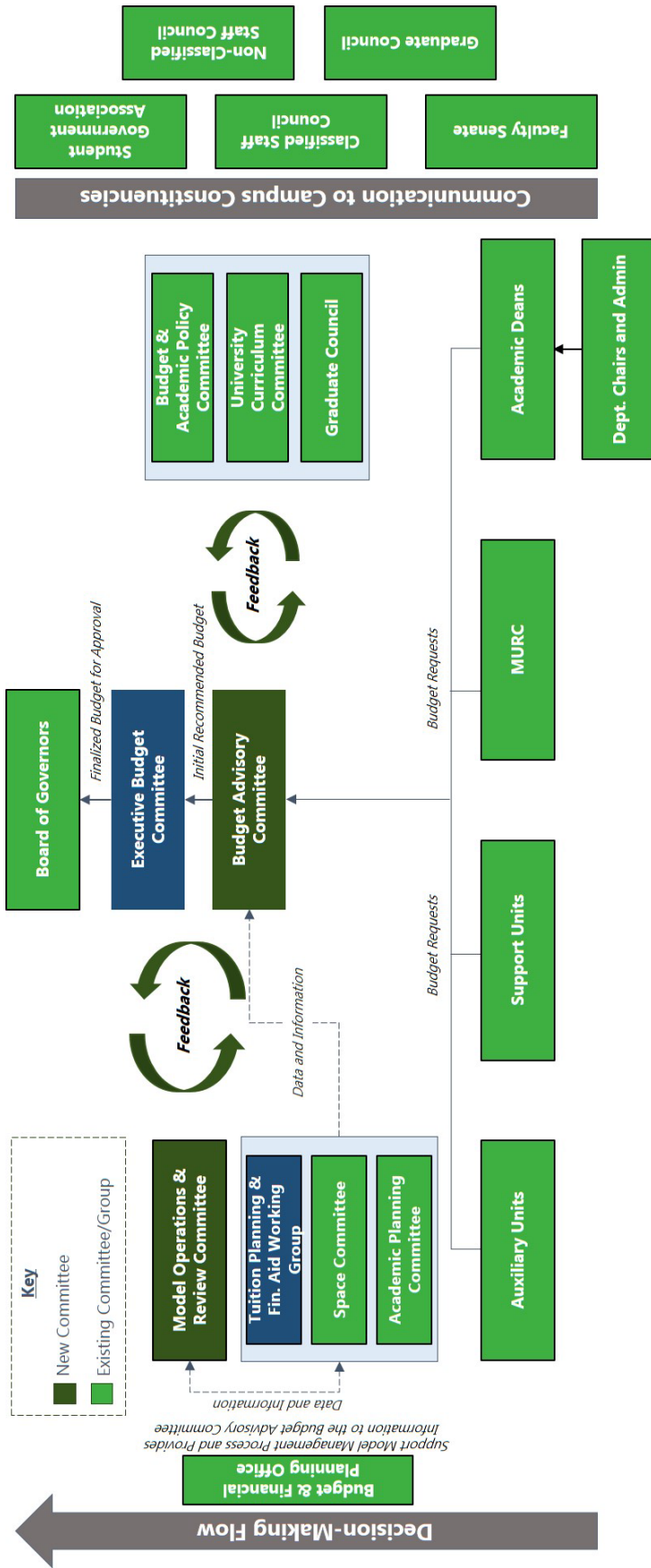
## **Budget Decision-Making Model**



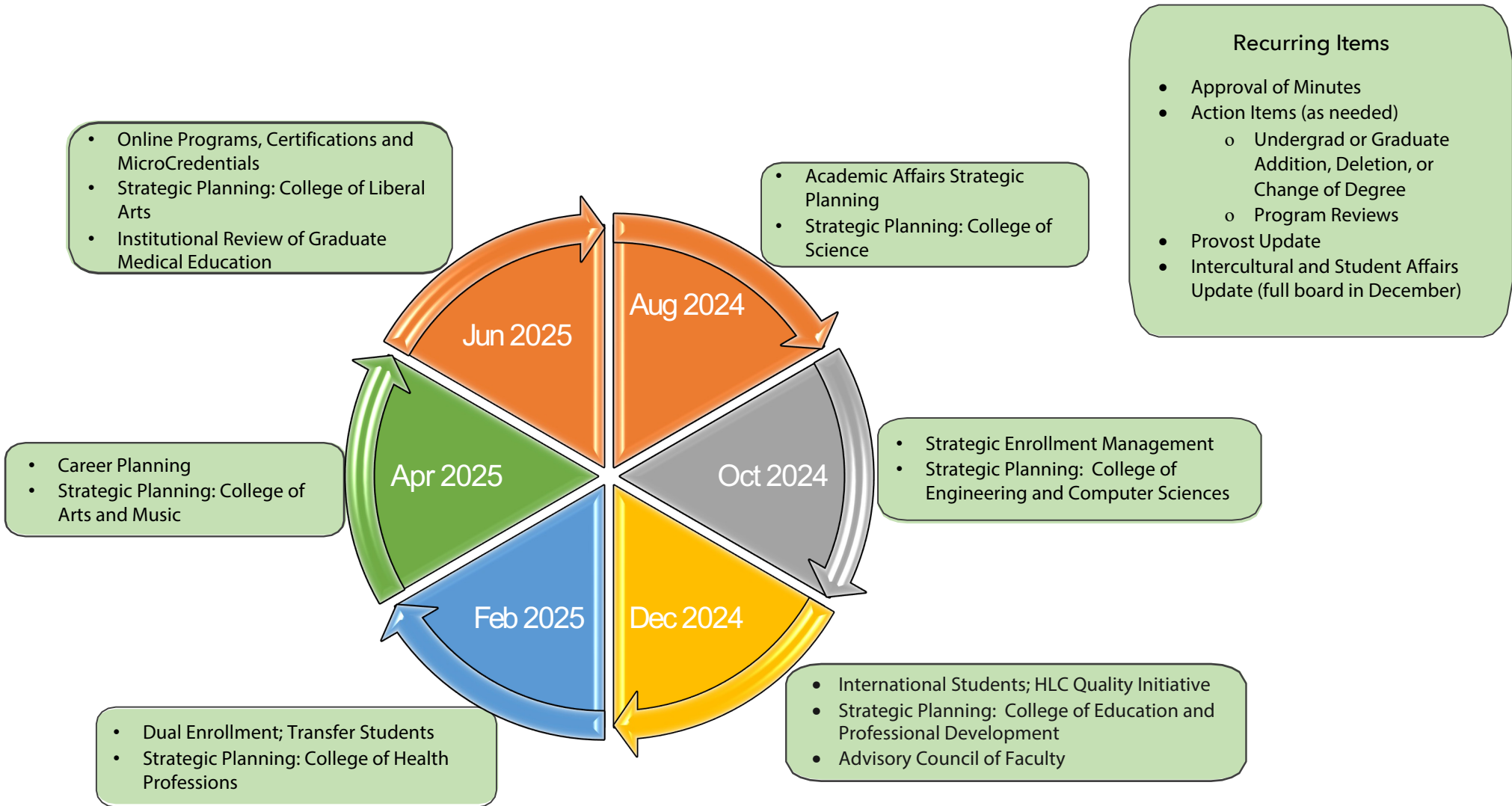


# Marshall Budget Model Management Structure

The structure below reflects Marshall's budget model governance structure and feedback loops to support University-wide input and feedback.



# Annual Activity Calendar Academic and Student Affairs Committee



A group of approximately ten students are posing on a red brick wall. In the center of the wall is a large, rectangular stone sign with the words 'MARSHALL UNIVERSITY' in black, serif, all-caps lettering. The students are dressed in casual attire, including hoodies, t-shirts, and jeans. Behind them is a large, multi-story red brick building with several windows and a prominent tower-like structure. The scene is set outdoors with green trees and bushes in the background under a bright sky.

# College of Health Professions

**Board of Governors, February 5, 2025**

# COHP Programs

## Clinical Laboratory Sciences

- AAS in Medical Lab Technology
- BS in Medical Technology (online)

## Communication Disorders

- BS in Communication Disorders
- MS in Communication Disorders
- Post Baccalaureate Program
- Speech Language Pathology Assistant

## Nutrition and Dietetics

- BS in Nutrition and Dietetics
- Post Bachelor's Certificate in Dietetic Internship
- MS in Dietetics
- Online Dietetic Internship

## School of Physical Therapy

- Clinical Doctor in Physical Therapy

## Public Health

- MS in Public Health

## School of Health and Movement Science

- Entry Level MS in Athletic Training
- BS in Exercise Science
- MS in Exercise Science
  - Clinical Exercise Science
  - Exercise Physiology
  - Strength and Conditioning
- BS in Biomechanics
- MS in Biomechanics

## Social Work

- BS in Social Work
- MSW in Social Work

# COHP Programs Con't

## School of Nursing

Doctor of Nurse Practitioner

RN to BSN (RN option) in Nursing (online)

BA/BS to BSN (South Charleston)

BS in Nursing

Huntington

Mid-Ohio Valley Center

Glenville State University

MS in Nursing (online)

Family Nurse Practitioner

Nursing Administration

Nursing Education

Nurse Midwifery

Mental Health NP (Collaborative with Shenandoah University)

## St. Mary's Center for Education

AS in Nursing

BS in Respiratory Therapy

BS in Medical Imaging

# Facilities & Labs

- Center for Wellness in the Arts (Arts & Media and Aviation)
- Behavioral Health Clinic
- Food Pantry
- Interdisciplinary Clinics
- Diabetes Exercise Center
- Nutrition Assessment Lab
- Speech and Hearing Center – “The L” and Pediatric Feeding Clinic
- Minority Health Institute
- Physical Therapy Pro Bono Clinic

## Health Services

- Huntington’s Kitchen – January 2016
- School of Nursing Simulation Labs
- Speech and Hearing Center
- Labs in Gullickson Hall for research





# Faculty & Research

The COHP has secured over \$6 million in research and training grants over last 4 years

Exercise science faculty member plays important role in rosacea research

Biomechanics faculty conduct isokinetic testing at NFL Combine (*shown left*)

Social Work and Communication Disorders faculty research with mothers with history of Substance Use Disorder and their children with prenatal opioid exposure

Health Science and Exercise Science Faculty conduct diabetes research

Physical Therapy and Communication Disorders faculty work in the feeding and swallowing clinic (Healthy Connections)

Nursing received \$1.5 million Health Resources and Services Administration grant to develop a sexual assault nurse examiner program

# COHP Program Overview

- **Fall 2024 enrollment – 2,203 with significant increases in Full-time, First-time Freshmen, Metro and Online students**
- **Pass rates on national certifying examinations exceeds 90%**
- **Employment rates is 90-100%**
- **Funded research continues to grow 6 million in 2021-24**





# Marshall University Enrollment Data



Clear all slicers



Term: **Fall 2023** | Campus: **All** | Primary College: **Health Professions** | Primary Major: **All** | Degree Level: **Multiple selections** | Student Level: **All** | Enrollment Status: **All** | Student Classification: **All**

Student Class: **All** | Ethnicity/Race: **All** | Gender: **All** | First Generation: **All** | Pell: **All** | Residency: **All** | State of Admission: **All** | County of Residence: **All** | High School: **All**

\*See note below for more information on filtering.

College	Cohort	Persisted/Graduated	Pct
Health Professions	418	399	95.45%

Student Classification	Cohort	Persisted/Graduated	Pct
Continuing Student	209	201	96.17%
First-Time Graduate	142	136	95.77%
First-Time Professional	39	39	100.00%
Graduate Previous	20	15	75.00%
Advanced Graduate	8	8	100.00%

Cohort

**418**

Persisted/Graduated

**399**

Persisted/Graduated %

**95.45%**

Ethnicity/Race	Cohort	Persisted/Graduated	Pct
Asian	6	6	100.00%
Hispanic	9	9	100.00%
Nonresident alien	5	5	100.00%
Two or More races	10	10	100.00%
Race/Ethnicity unknown	31	30	96.77%
White	332	317	95.48%
Black or African American	25	22	88.00%

Student Class	Cohort	Persisted/Graduated	Pct
Graduate	317	299	94.32%
First Professional	101	100	99.01%

By Gender

Male **98.84%**

Female **94.58%**

Full-Time/Part-Time Persisted

Full-Time **96.50%**

Part-Time **92.31%**



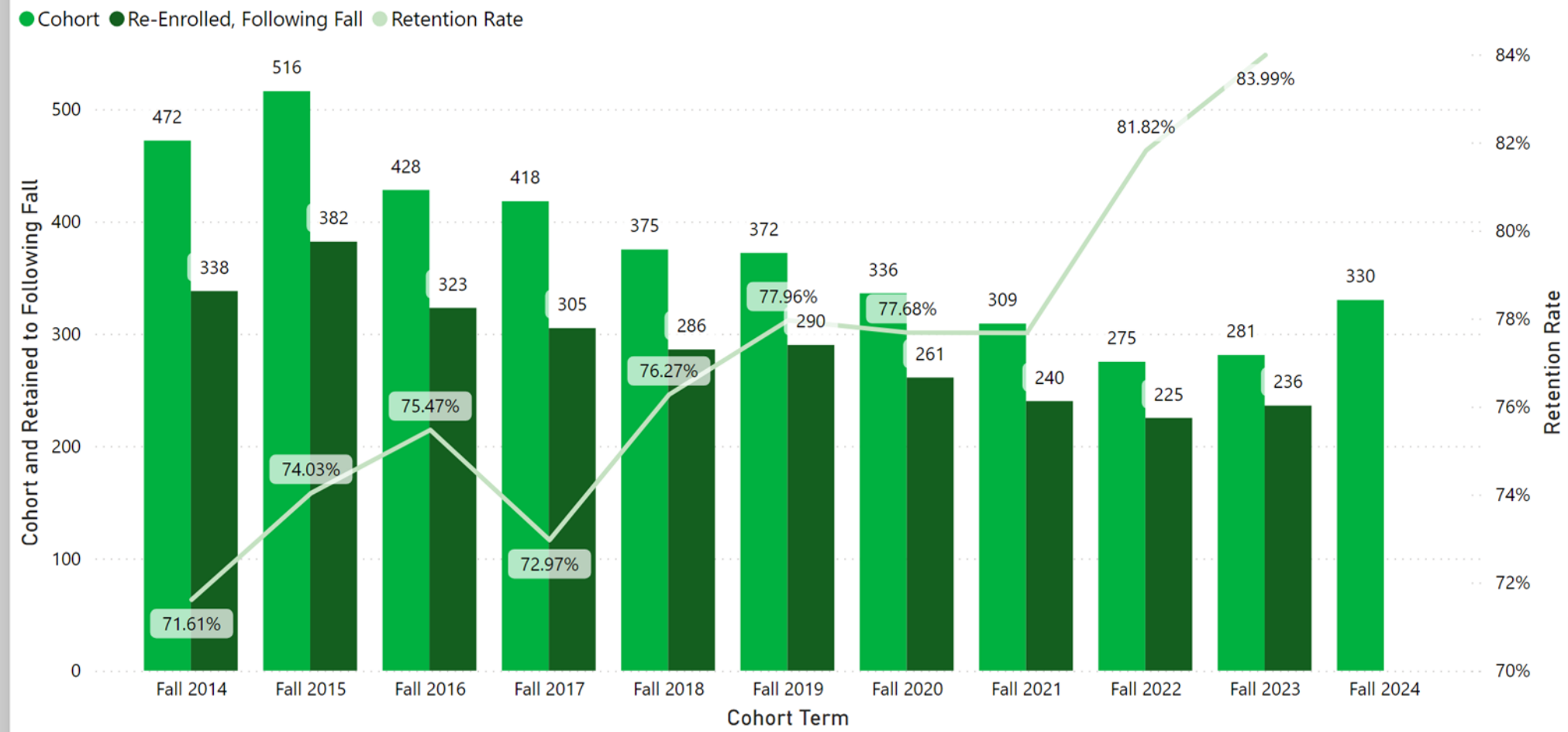
Clear all slicers

\*See note below for more information on filtering.

College: Health Professions | Major: All | Pell: All | First Gen: All | Gender: All | Ethnicity: All | Degree Type: All | Residency: All | Campus: All

Single Term: All | By Academic Standing: All | Current Holds w/Details: All | Hold by Code: All | Hold Prevents Reg: All | HS GPA: All | ACT Score: All | UNI100?: All

## Cohort, Re-Enrolled, Following Fall and Retention Rate by Cohort Term



Fall 23 -> Fall 24	Retention
Health Professions	83.99%
<b>Total</b>	<b>83.99%</b>

Retention is a measure of the first-time, full-time freshmen who start in the Cohort term, who re-enroll at the university the following fall term.

## TOP 5 Strengths

- Faculty and Leadership
- Programs and Degrees
- Collaborations and Relationships
- Student Support and Success
- Reputation and Community Impact

## TOP 5 Weaknesses

- Faculty Salaries and Recruitment
- Facilities and Resources
- Collaboration and Program Coordination
- Program Expansion and Competitiveness
- Communication and Organizational Support

## TOP 5 Opportunities

- Collaborations and Partnerships
- Program Expansion and Innovation
- Addressing Workforce Needs
- Community Outreach
- Facilities and Resources

## TOP 5 Threats

- Challenges with Online Education and Program Delivery
- Faculty and Staffing Issues
- Funding and Resource Limitations
- Student Recruitment and Enrollment Decline
- University Prioritization and Institutional Support

# Marshall University

## PLAN-ON-A-PAGE

### VISION



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

### CREED

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

### 2037 GOALS



#### Individual Success

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



#### Innovative Ideas

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



#### Economic Impact

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

### STAKEHOLDER GOALS

#### Students

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

#### Team

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

#### West Virginia

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

#### Financial Stakeholders

Build a resilient and sustainable institution to outlast headwinds

### STRATEGY

#### Marshall for All, Marshall Forever

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

### PRIORITIES

#### Increase access

#### Ensure affordability

#### Grow support programs

#### Deliver on demand

#### Enable lifetime achievement

### METRICS

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

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

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

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

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

# College of Health Professions **PLAN-ON-A-PAGE**

**UNIVERSITY VISION**



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

**COLLEGE MISSION**

**“Dedicated to the development of health care professionals by providing high quality education, scholarship and service to improve the health and well-being of a diverse society”**

**VALUES**

**Faculty and Student involvement to Society and the Profession | Engagement of Faculty in Research and Scholarship | Environment that is Sensitive to a Diverse Student Body | Maintain an Environment that Provides for Academic Freedom and Shared Governance | Sustainability**

**PRIORITIES**

**Students**

Offer accessible, high impact scientific, and technical education supporting careers in a broad range of fields

**Team**

Empower faculty and staff to perform rewarding, impactful, and innovative work to grow our national recognition

**Community**

Foster connections and collaborations between campus, community, national, and international groups

**Financial Stewardship**

Sustain a resilient college by strategically increasing enrollment, retention, and external funding

**GOALS**

**Support student Retention and Graduation**

- Increase retention by program by 5% in 2026 from 2024 baseline
- Increase graduate rate by 3% in 2026 from 2024 baseline
- Establish a collegewide program (August 2026 that engages students in relationship-building and networking that promotes

**Strategic enrollment growth**

- Increase enrollment by program by 5% by 2026 from 2022 baseline
- Develop recruitment 3-year plan to increase enrollment in targeted low-enrollment programs
- Increase international student enrollment by 5% by 2026 from the 2024 baseline

**Support faculty and staff**

- Develop plan to increase faculty to 90% of midpoint, using CUPA and other salary surveys by 2027
- Develop workload policy for the college by 2026 that includes a provision for release time for research
- Increase staff salaries based on data from HR 2 period

**Excellence in Research and Scholarship**

- Increase funded research by 10% per year using 2022 baseline
- Increase faculty presentations by 10% using 2022 baseline
- Increase publications in peer reviewed journals by 10% using 2022 baseline
- Increase and monitor the number of approved IRB projects by 10% using 2022 baseline

**Financial stewardship**

- Increase Chair/Program Director participation in financial training workshops by 30% by the end of [2026], with a focus on budgeting, basic accounting principles, Powerbi and financial reporting for each program.
- Ensure that 100% of program directors within the



# Communication Disorders

## Understanding the Profession

- **Communication Disorders encompasses specialized study of speech, language, feeding/swallowing, and hearing disorders.**
- **A degree in Communication Disorders leads to the profession of speech-language pathology. Speech-language pathologists specialize in the evaluation, remediation, and prevention of communication and swallowing disorders.**
- **Careers in this field offer an exciting variety of work settings and serve populations from infants to end-of-life. The majority of employment positions are in the public schools and medical settings.**
- **A master's degree is the standard entry-level credential in this field; however, a bachelor's degree in communication disorders prepares students for graduate study in a variety of fields and leads to careers in speech pathology, audiology, and other professions.**





## Quick Facts: Speech-Language Pathologists

<b>2023 Median Pay</b>	\$89,290 per year \$42.93 per hour
<b>Typical Entry-Level Education</b>	Master's degree
<b>Work Experience in a Related Occupation</b>	None
<b>On-the-job Training</b>	Internship/residency
<b>Number of Jobs, 2023</b>	180,800
<b>Job Outlook, 2023-33</b>	18% (Much faster than average)
<b>Employment Change, 2023-33</b>	33,300

**Job Outlook - Excellent**

# Student Success

## 2024 MS Graduate Outcomes (typical for all cohorts)

- 100% first-time pass rate of National Praxis, (historically above national average)
- 100% job placement

## 2024 MS Graduate Employment Data (typical for all cohorts)

- Indiana 3.03%
- **Kentucky 21.21%**
- Maryland 3.03%
- North Carolina 9.09%
- **Ohio 12.12%**
- Pennsylvania 3.03%
- Washington 3.03%
- **West Virginia 45.45%**

## 2024 MS Employment Data (typical for all cohorts)

- **Acute Care Hospital 6.06%**
- **Community Clinic 21.21%**
- **Inpatient Rehab Facility/Acute Rehab 18.18%**
- **Long-Term Acute Care (LTAC) Hospital 3.03%**
- **Private Practice 9.09%**
- **School 30.30%**
- **Skilled Nursing Facility (SNF) 6.06%**
- **University/Teaching Clinic 3.03%**

## Service Contracts:

- Cabell County Schools
- Lawrence County Schools
- WV Birth to Three
- Carolina FEES

## Community Collaboration:

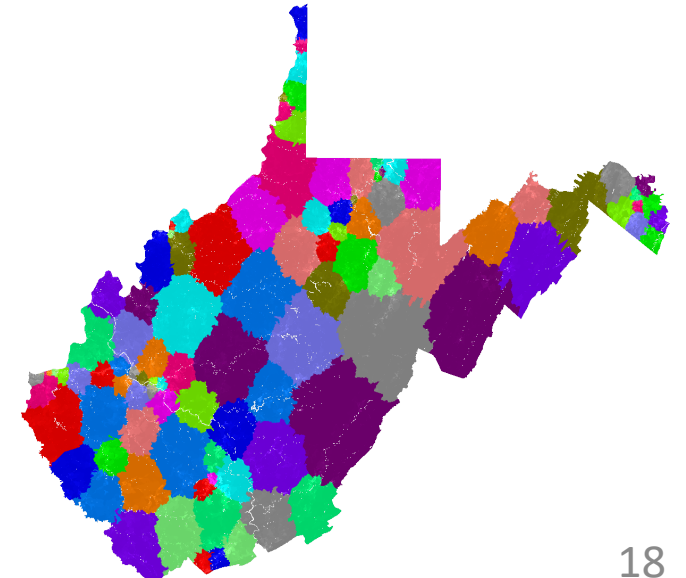
- Ebenezer Outreach
- June Harless Center
- Kiwanis Daycare
- Explorer Academy
- WV Assistive Technology

## Statewide Education:

### Karen McNealy HERD Series

### Professional Development Courses for SLPs and Educators in the WVDE.

*Effects of the Opioid Epidemic on Student Language Skills: Evaluation and Intervention.  
Science of Reading*





**Swallowing**  
**Cognition**  
**Hearing**  
**Voice Pragmatics AAC**

**Social Language**  
**Literacy**  
**Stuttering Feeding**  
**Speech and Language**



Thank You for Listening 😊





# Marshall University

*Accelerating Individual Success, Innovative Ideas and Economic Impact*

**Herd Academy  
Academic Affairs  
February 2025**



# *Executive* **SUMMARY**

## Achievements

- What is dual enrollment? A high school student concurrently enrolled in high school and a higher education institution and taking college courses. They may or may not be receiving high school credit. This can be online, in their home high school, or on a college campus.
- What is dual credit? A high school student concurrently enrolled in high school and a higher education institution, taking college courses and receiving high school credit. This can be online, in their home high school, or on a college campus.
- The Herd Academy Dual enrollment has made significant strides in increasing the quantity and quality of dual enrollment to students inside and outside of West Virginia.
- The Herd Academy enrollment has seen a large increase in contributions to our local and regional community engagement.
- The Herd Academy, in the past two years, has seen a large growth in enrollment of students and the number of courses students are taking towards their desired career paths.
- The Herd Academy has developed pathways connected to the needs of economic development in WV. Education, Engineering/IT, Allied Health, Behavioral Health/Social Science, Tourism & Natural Resources

**A huge thank you to all the Deans, Associate Deans, Chairs, Office of Admissions, Registrar's Office, Bursar's Office, Online Learning, and faculty who have supported our efforts!**

- Increased student enrollment and seat enrollment
- Increased county and school partnerships
- Continued to increase the summer enrollment and programs for students including general education, career pathway classes, and GSE partnership
- Increased HEPC funding submissions
- Increased number of new credentialed teachers
- Provided textbooks and other educational resources to students and schools using HEPC funding
- New initiatives to meet school and county needs, such as FIN 175 and Personal Finance microcredential (Online Learning) and additional online offerings to meet high school graduation requirements
- Increased Herd Academy Fellows
- Worked with Dr. Rivas & the Tri-State Stem Academy + M Academy on a school takeover pilot
- Improving relationships with K12 partners



# *The Herd Academy's* **ROLE AND IMPACT TODAY**

**We Are** ... *Increasing student, school, and community access and outreach to dual enrollment.*

## ENROLLMENT

**76% increase in students**  
**114% increase in**  
**courses taken**



27 WV Counties  
7 Metro Counties  
5 Out of state school  
connections

## NEW PARTNERSHIPS

**Over 10 new school**  
**partnerships, 5 new**  
**county partnerships,**  
**homeschool cooperatives,**  
**virtual learning, metro**  
**counties, and charter**  
**schools**



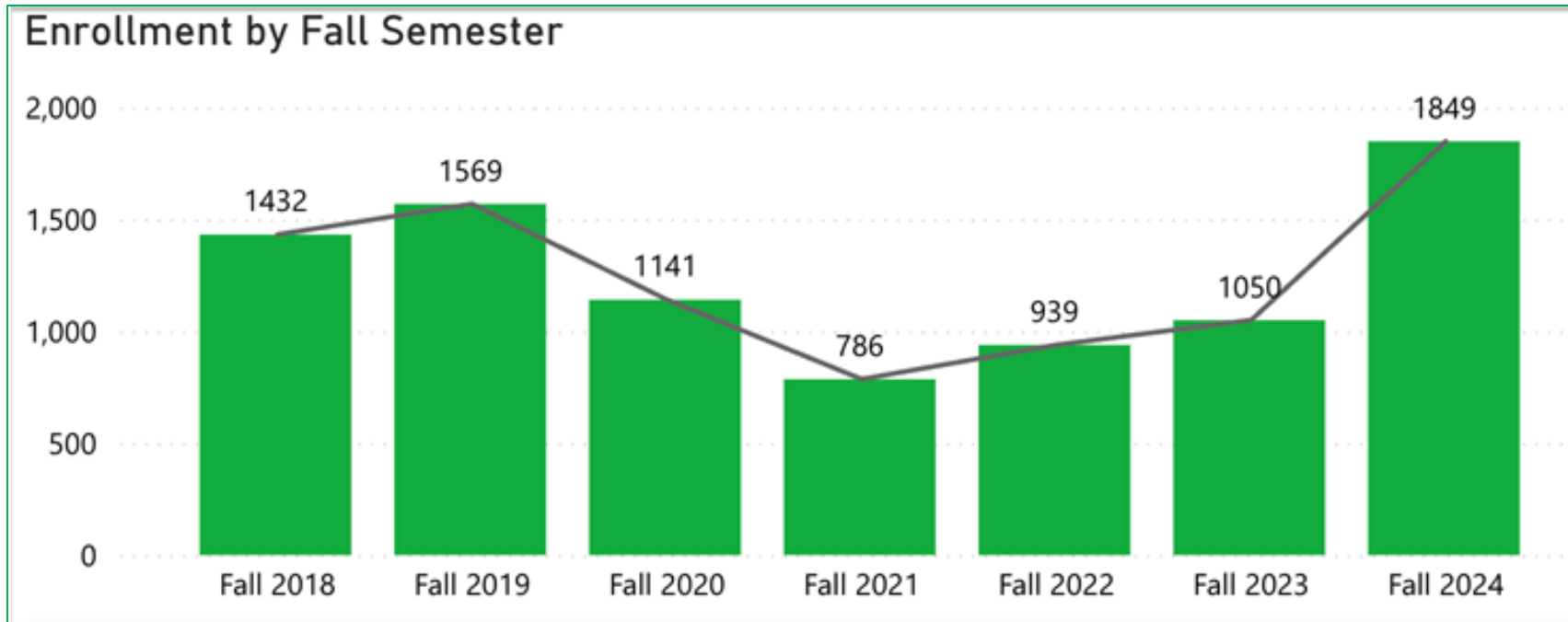
## SAVINGS FOR STUDENTS

**Fall 2024 Estimate**  
**\$256,800**  
(base of \$25/hour)  
**\$3,926,472**  
(base of \$382.25/ hour)



Calculation based on 9,000  
credit hours at 3 credit hours

# *Decoding The Herd Academy Enrollment*



## **Increases for Fall 2024:**

- 1,849 (Fall 2023, 1050)  
Registered students
- 3,424 (Fall 2023, 1597)  
Courses enrolled
- Students are in designated career pathways which includes general education
- Targeted outreach to Career & Technical Centers
- Targeted outreach to schools to identify their needs
- Increased the submissions to HEPC for funding

# *Decoding The Herd Academy Enrollment*

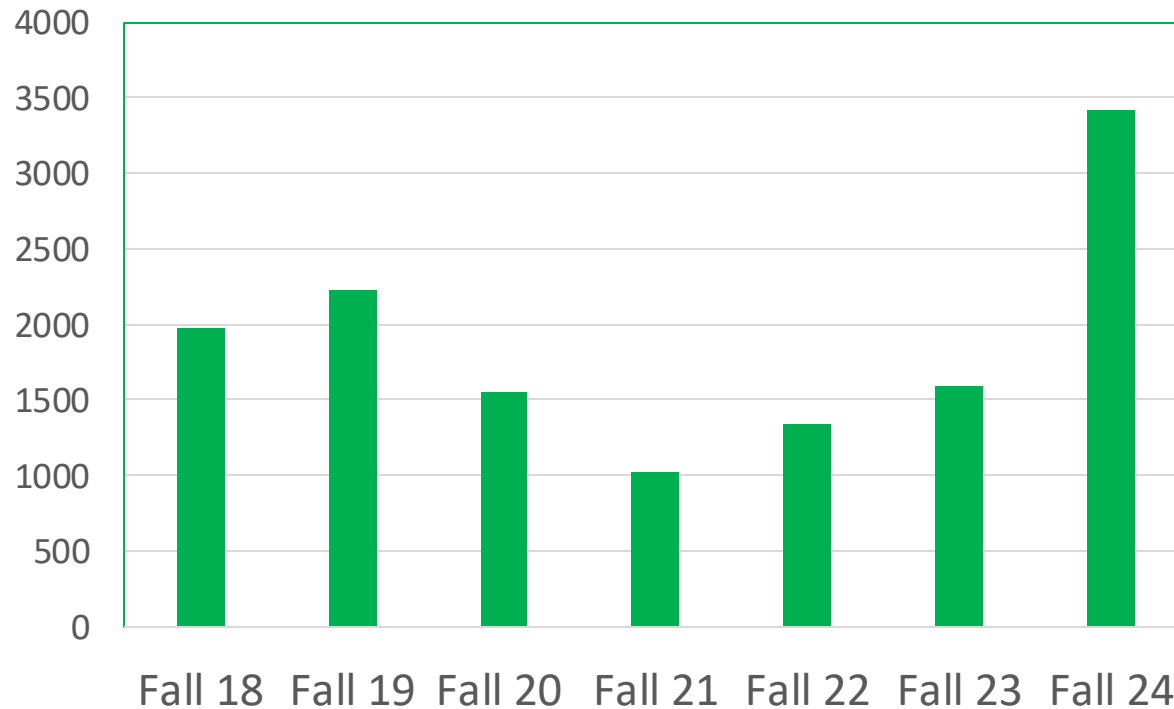
Dual Enrollment Matriculation and Retention								
	Distinct HS Students	Number of Seniors	Matriculated	% Matriculation	Retained to 2nd Year	Retention %	Graduated	Grad % (6yrs)
AY1516	1126	628	293	46.7%	278	94.9%	202	68.9%
AY1617	1340	763	386	50.6%	373	96.6%	271	70.2%
AY1718	1625	913	391	42.8%	368	94.1%	256	65.5%
AY1819	2129	1200	459	38.3%	447	97.4%	281	due Sp25
AY1920	2101	1274	516	40.5%	487	94.4%	298	n/a
AY2021	1474	914	396	43.3%	371	93.7%	58	n/a
AY2122	1211	689	307	44.6%	293	95.4%	1	n/a
AY2223	1266	697	315	45.2%	298	94.6%	0	n/a
AY2324	1636	778	362	46.5%	350	96.7%	0	n/a

# Decoding The Herd Academy Enrollment

## Fall 2024

- 3,424 Courses enrolled
  - 1,140 Online courses
  - 215 Huntington campus classes
  - 2,069 Courses in the high schools
- Courses in: English, Education, Geography, Engineering, Physics, Math, Biology, Chemistry, Criminal Justice, Cyberforensics, Health Sciences, Foreign Language, History, Psychology, Religious Studies, Political Science, Art, Communications, Business, Journalism, Sociology

Fall Seats





# *Herd Academy Fellows*

The Herd Academy Fellows is an initiative to increase the dual enrollment offerings in our high schools. We are providing teachers with tuition funding to complete the graduate courses needed in their content areas. While taking the classes, the teachers can teach dual credit courses with the Herd Academy.

## **Disciplines of current fellows:**

- ✓ English: 3
- ✓ Physics: 2
- ✓ Math/Statistics: 4
- ✓ History: 3
- ✓ Biology: 1
- ✓ Music: 1
- ✓ Political Science: 2
- ✓ Communication Studies: 2

## **Schools**

- ✓ South Charleston High School: English, History, Math, Political Science
- ✓ Logan High School: Physics, Math
- ✓ St. Albans High School: History, Political Science, English
- ✓ Pocahontas County High School: Physics
- ✓ Huntington High School: Biology
- ✓ Wayne High School: History, Music, Statistics
- ✓ Scott High School: English
- ✓ Hurricane High School: Communication Studies



# *The Larry Joe Harless Community Center*

The Larry Joe Harless Community Center is a  
Community Center in Gilbert, WV.  
In the summer of 2024, we worked to revamp the room  
and move to a smaller location.

## **Summer of 2024**

- Offered laptops for students to take our online summer classes at the community center
- Students had internet access and the new Marshall room to do their schoolwork
- Over 30 students took Psychology, English, and Health Science courses
- Students also received free entrance to the community center for recreational needs when using the Marshall room for their courses

## **Spring 2025**

- STA 150 and 150L –Foundations of Statistics
- HS 222-First Aid/CPR/AED

## **Summer 2025**

- We are exploring the in-person and online options for students



# *Expanding the Herd Academy-What is next?*

- **South Charleston & Mid Ohio Valley Campus Initiatives**
  - Working with Kanawha County and the South Charleston Campus for targeted daytime options including Allied Health, Engineering/IT, and Business
  - Exploring options with the Mid-Ohio Valley Center and Mason County for daytime options
- **Continue to Explore Partnerships with Career & Technical Centers**
  - Continuing to expand the offerings of Allied Health, Education, IT, and Engineering at Career Technical Centers in West Virginia (new for spring Allied Health at Boone Community and Technical College, Fall 2025 Allied Health at Ben Franklin Community and Technical College)
  - Using the takeover model for the Tri-State STEM + M Academy pilot to target programs within Career & Technical Education
- **Homeschool, private schools, and virtual academy partnerships**
  - Expanding the outreach and opportunities to homeschool education groups, private schools, and virtual academies



# *Expanding the Herd Academy-What is next?*

- **Fairland (OH) School District & Cabell County Expansion**
  - Working to build opportunities for students at Fairland School District for fall 2025
  - Working to build opportunities for students in Cabell County to increase their on-campus presence for fall 2025
- **International high school students with Dr. Rivas**
- **NACEP (National Alliance of Concurrent Enrollment Partnerships) self-study for accreditation**
- **Further WV County Exploration for Online and High School Offerings (new partnerships and increasing existing footprint)**
  - Jackson County
  - Mercer County
  - Logan County
  - Mingo County





# Transfer Students

Dr. Karen McComas, Marshall University

Academic and Student Affairs Committee | February 5, 2025

# *Transfer Student* **RETENTION**

ACADYR	HEADCOUNT	RETAINED	RETPCT
AY1819	557	383	68.8
AY1920	576	402	69.8
AY2021	514	357	69.5
AY2122	533	346	64.9
AY2223	543	372	68.5
AY2324	610	394	64.6

# *CTC Transfer Student* **RETENTION**

<b>ACADYR</b>	<b>HEADCOUNT</b>	<b>RETAINED</b>	<b>RETPCT</b>
AY1819	273	181	66.3
AY1920	291	201	69.1
AY2021	265	186	70.2
AY2122	278	183	65.8
AY2223	284	187	65.8
AY2324	294	175	59.5

# *Transfer Student* **GRADUATION RATES**

ACADYR	HEADCOUNT	FOURYR	SIXYR	FOURYRRATE	SIXYRRATE
AY1112	857	347	418	40.5	48.8
AY1213	842	332	40	39.4	48.1
AY1314	711	297	356	41.8	50.1
AY1415	742	306	370	41.2	49.9
AY1516	729	297	354	40.7	48.6
AY1617	711	337	388	47.4	54.6
AY1718	614	284	333	46.3	54.2
AY1819	545	285	321	52.3	58.9



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