Assurance Argument

Marshall University - WV

9/16/2015

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1A1. Marshall University's Mission Statement was approved by the Marshall Board of Governors (BOG) in May 2004. The Mission Statement has served the university and its constituencies well and is the basis for the university's strategic vision planning, curricular planning, outreach, and budgeting priorities.

Articulated through a variety of sources (see 1B1), the Mission Statement states clearly the institution's identity and purpose, as well as the roles and responsibilities of its various stakeholders and constituencies.

Marshall University Mission Statement

Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

Marshall University will

- provide affordable, high quality undergraduate and graduate education appropriate for the state and the region;
- provide services and resources to promote student learning, retention, and academic
- success;
- foster faculty, staff, and student outreach through service activities;
- provide a safe and secure employee work environment;
- make instruction available throughout Marshall's service area using all appropriate
- modes of delivery;
- enhance the quality of health care in the region;
- promote economic development through research, collaboration, and technological
- innovations;

- educate a citizenry capable of living and working effectively in a global environment;
- support and strengthen the faculty, staff, student, and administrative governance
- structures in order to promote shared governance of the institution;
- further the intellectual, artistic, and cultural life of the community and region; and
- adhere to the Marshall University Creed and to the Statement of Ethics.

Marshall University faculty will

- remain current in their fields of expertise and incorporate that expertise in the educational process as appropriate;
- improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for life-long learning;
- contribute to the body of knowledge through completion of scholarly and creative activities;
- actively engage and mentor students in scholarly, artistic, and creative endeavors;
- help students develop the ability to navigate through a rapidly changing society; and
- regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region.

Marshall University staff will

- support the mission of the University in their transactions with students, staff,
- faculty, administrators, and the public;
- develop a positive, just, and equitable workplace; and
- be a quality workforce equipped with appropriate skills and knowledge.

Marshall University students will have the opportunity to

- use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
- examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society;
- appreciate and cultivate diversity, and value differences;
- participate in activities such as artistic and cultural programs, social and residential
- life activities, and intercollegiate/intramural athletic teams; and
- undertake intensive graduate-level education in their chosen fields upon admission to graduate school, giving them solid foundations for becoming competent professionals.

Marshall University administration will

- actively seek resources to support the mission and goals of the institution as stated
- in this document;
- secure funding to support scholarship, artistic, and creative endeavors, faculty and staff development, and state-of-the-art classrooms;
- provide leadership to facilitate the institution's achievement of its mission and vision;
- administer the policies of the university in a fair, ethical, and equitable manner;
- communicate the vision, mission, goals, achievements, and difficulties of the institution in a clear, effective, and forthright manner to both internal and external constituencies; and
- actively support shared governance of the institution.

The statement resulted from a month's-long inclusive and deliberative process. In October 2003, Marshall's President formed the Mission Statement Committee which included a representative from each college, the Graduate Council, Faculty Senate, Student Government, Staff, and Administration. Committee minutes show it carefully reviewed its charge and deliberated the nature and purpose of the mission statement. The Mission Statement was submitted to and approved by Faculty Senate and finally by BOG.

The mission committee's broad membership as well as the approval process demonstrates the collaborative culture of Marshall's colleges, Graduate Council, Faculty Senate, faculty, staff, students, administrators, and, ultimately, BOG.

1A2. Each Marshall degree program articulates its own mission statement that aligns with the university Mission Statement and is regularly reviewed and revised as needed to afford students an environment that fosters and promotes critical thinking, social responsibility, and a rich diversity of expression and experience.

WV State Code requires each institutional governing board "to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the...consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district."

State Code further assigns the WV Higher Education Policy Commission (HEPC) the responsibility of reviewing academic degree programs, "including the use of institutional missions as a template to assure the appropriateness of existing programs."

Marshall's Program Review template helps assure that all programs support and are consistent with the university Mission, which requires that faculty "regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet the changing needs of the state and region." The report template specifically addresses the program's "Consistency with University Mission" and requires the program to "Provide your program's mission statement" and "explain how your mission supports that mission of your college and the mission of Marshall University."

Program Review also requires programs to indicate mission and vision support resources: "Please prepare the following materials: 1) Program vision and mission statements with a strategic plan to achieve the program's vision and mission, and 2) a specification of the resources needed to accomplish the program's vision, with an evidence-based rationale as why these resources are needed and how they will help the program to accomplish its vision."

Thus, each degree program is required to articulate its own mission statement, its alignment with the Marshall Mission, and the needed resources to fulfill its mission; this alignment is reviewed every five years.

Results of Program Reviews indicate that approximately 85% of programs meet their program goals at current levels of resources and activities; a few programs require consideration of increased resources to meet their mission.

Additionally, in 2014 Marshall initiated the Academic Portfolio Review. Each academic department and school prepared a Niche Statement providing a detailed narrative of their currency, impact, and distinctive characteristics to provide a rationale for sustaining the program at current or reduced resources.

The Portfolio Review template places the purpose of the Niche Statement within the broader context of the "respective Missions of the University and its...academic units"; Part 1 of the template requires a "Narrative on Mission, Role, and Function." As of October 2014, 64 Niche Statements were ready for review. Samples demonstrate how programs address their perspectives and activities in terms of mission:

Department of English Niche Statement

School of Art and Design Niche Statement

Marshall invests heavily in services for students that help ensure academic success and the opportunity for a diverse, rich experience both on and off campus. Following are examples.

The Student Resource Center's (SRC) mission states that it "will support and enhance the academic, professional and personal goals of Marshall University students by providing opportunities for students to meet with appropriate personnel who can evaluate and help resolve academic and other service-related challenges."

SRC activities (see 3D1 and 3D2) that directly support the Marshall Mission include:

- Provide general advising for multiple areas of Marshall University services
- Assist students in the elimination of real or perceived obstacles within University services.
- Assist students in developing educational plans that identify life goals and objectives.
- Conduct academic skills workshops including time management, note-taking and test-taking strategies, study skills, etc.
- Review assessment data collected from first-year student inventories and take or recommend appropriate individualized intervention strategies
- Promote the University's student retention, persistence, and success efforts.

Student Financial Assistance directly addresses the Mission goal of affordable education with its advisors presentation.

The WV Autism Training Center (ATC) assures students have the opportunity to appreciate diversity and learn to value differences, developing the ability to navigate a rapidly changing society. The Center also provides services and resources to promote student learning, retention, and academic success. As described in its brochure, the ATC "exists to offer appropriate academic and social supports to individuals with autism spectrum disorders, so that they may have a successful college experience and learn skills necessary to enter a competitive workforce." An example of ATC outreach is described in its summer program brochure.

As evidenced in its Annual Report, the June Harless Center supports and maintains consistency with the Marshall mission by providing services and resources to promote student learning, retention, and academic success; fostering faculty, student, and staff outreach through service activities; and furthering the intellectual, artistic, and cultural life of the community and region.

The Marshall Lesbian-Gay-Bisexual-Transgender Office (LGBTO) works to create, sustain, and strengthen a supportive, open, safe, equal, and inclusive campus community for students, faculty, and staff of all sexual orientations and gender identities. The office provides counseling referrals and services including the Safe Spaces and Allies Project that trains faculty and staff about LGBT-related issues and provides Safe Spaces stickers for display on office doors. Office support resources include brochures to help students come out through a realistic and practical process and advice on supporting

these students.

The Center for International Programs and INTO Marshall programs allow international students to join a supportive community designed to integrate them with ease into American university life. Marshall hosts and enrolls over 500 international students from over 60 countries. The Center for International Programs (CIP) supports international students' transition to living and studying in the U.S. CIP provides information and services related to study abroad programs, immigration, enrollment verification, and community engagement. CIP hosted its 51st Annual International Festival in November 2014.

INTO Marshall is a collaboration with INTO University Partnerships, which works with leading universities in the US, UK, and around the globe to expand opportunities for international students to pursue higher education. INTO Marshall offers two programs: Academic Pathways, helping international students prepare for university-level undergraduate or graduate degrees, and the English Language Program for improving language skills for academic, personal, or professional purposes. INTO Marshall greatly contributes to Marshall's mission regarding diversity and educating a citizenry capable of living and working in a global environment by assuring students have direct contact with students of global and cultural diversity. For example, in Fall 2014, 222 students from 25 countries attended Marshall. In Spring 2015, this number increased to 262 students from 25 countries.

The 2013 Databook details Marshall's enrollment profile. Marshall's Mission states that it will provide a quality education "appropriate for the state and the region." Data show that Marshall draws heavily from its own state and region; 86% of students are WV residents or of Metro status (from surrounding counties in Kentucky and Ohio).

Further, ten percent of Marshall students were classified as non-white; 59% female and 41% male; and 30% of first-time students were between ages 18-19 and 18% between 22-24, the next highest age category. Census data from 2013 classify 7.5% of the WV population as non-white, placing Marshall's student percentage above the general population. Census data also show the female population at 50.6%, again placing Marshall's percentage above the WV population.

The Mission also states that the university will provide an education for "a global environment" and offer students the opportunity to "appreciate and cultivate diversity, and value differences." Marshall has undertaken several proactive initiatives to increase diversity among the student body and thus in the classroom. The Marshall's Compact with HEPC describes strategies, assessments, and outcomes to "increase interactions between international and U.S. students, faculty, and staff, both in the classroom and through cultural and social activities."

The Office of Intercultural Affairs also plays an active and significant role regarding diversity; see 1C2 for a detailed description.

1A3. As stated above, the Strategic Initiatives Updates (2008, 2010, 2013) directly link Mission with planning and budgeting. For example, the 2013 Update addresses the following:

- Revenue stabilization and enhancement
- Establishing a 4-year, accredited engineering school
- Developing the Marshall Commitment
- Identifying and focusing on high-achieving institutional areas
- Enhancing STEM initiatives
- Advancing economic development through research
- Assessing and focusing on academic units

- Constructing a health/wellness center on the main campus
- Developing a comprehensive funding plan for facilities support

See Criterion 5C1 for additional support.

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1.B - Core Component 1.B

The mission is articulated publicly.

1.   The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2.   The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3.   The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1B1. Marshall's Mission Statement is widely disseminated and easily accessible, both explicitly and as the foundation of numerous institutional documents and processes.

Publicly accessible via Marshall's website, the Mission Statement is included in the Undergraduate and Graduate catalogs, as well accessed via the faculty handbook, *The Greenbook*.

The Marshall Creed, also accessible via the university's website, the Undergraduate Catalog, and the Student Handbook, reflects and gives specific voice to the values stated in the Mission.

Likewise publicly available via the website and included in the *Undergraduate* and *Graduate Catalogs* is the Marshall University Vision Statement, describing what the university strives to become based on its Mission.

Reinforcing the bond between statement and action, Marshall has included assessment in the section of *Undergraduate Catalog* that includes the Mission, Creed, and Vision Statements, affirming that

> Marshall University has an ongoing assessment program that is firmly rooted in the university's mission. The assessment initiative grew from both faculty and administration concern for institutional quality and accountability. The assessment process provides the institution, colleges, and programs with information regarding institutional effectiveness. All segments of the university community—faculty, staff, administration and students—are to be actively involved in this process. Of central importance in the process is the assessment of student learning in the major and in general education, directed by the University Assessment Committee and the Director of Academic Assessment.

Marshall's 20/20 strategic planning process is a seven-year, multi-phase project that puts into action the values of goals of the Mission Statement. The Marshall 20/20 plan Guiding Principles grow from the Mission and inform Marshall's Strategic Initiatives plan.

Marshall's 2013 Campus Master Plan establishes a comprehensive framework for guiding future development of the physical plant, fiscal practices, campus life, and community engagement. The Master Plan explicitly includes relevant elements of the Mission Statement and identifies the plan's six guiding principles founded on the Mission:

1. Adapt Fiscal Practices to Operate in a More Resource Constrained Environment, while Fulfilling the Institution's Mission
2. Create Campuses of Distinction by Investing in Signature Facilities and Programs
3. Improve Campus Life Experience
4. Embrace a Growing Diversity
5. Enhance Campus Identity
6. Enrich Interactions between Our Campuses and Communities

As described in the Campus Master Plan, community engagement was a critical component of the master planning process, further articulating Marshall's Mission publicly by putting it into practice. Marshall leadership, Executive and Advisory Committees, faculty, students, staff, and members of the community and regional organizations gave input during open houses and working sessions. Additionally, the Plan team held a Virtual Town Hall to gather further community input, using the internet to reach a greater number of stakeholders and community members.

Marshall further articulates its Mission through its Compact and annual-update reports to the WV Higher Education Policy Commission (HEPC). HEPC 2007-2012 reporting guidelines require all WV institutions of higher education "to set institutional benchmarks in each area of emphasis, and...develop specific goals and outcomes to support the objectives and the institutional mission." The most recent 2013-2018 instructions likewise require reports to be "consistent with institution mission" and "focused on access and ensuring academic quality," while recognizing that "differences of mission and context require that institutions have the latitude to identify the specific focus of their efforts and develop comprehensive plans."

Marshall's 2014 Compact comprehensive plan keeps with these mission-oriented reporting obligations, focusing on Collaborative Access, Financial Aid, Academic Quality, Career Pathways, and Critical Regional Issues, all addressing Marshall's specific mission context. Selected elements from Compact updates for 2007 through 2012 show how specific strategies, practices, and objectives reveal Marshall's mission statement as their foundation. Examples of these elements include: Assessment Quality Initiative, Alignment with K-12 Schools, Career Services, Institutional Financial Aid, Programs of Distinction, MU-Advance NSF Project, and Instructional Technologies and Online Education opportunities.

1B2. Although approved in May 2004, Marshall's Mission Statement remains relevant and evolves as it informs and is informed by Marshall's continuous improvement practices and processes, such as the 2006 Strategic Initiatives project and the 20/20 planning process. Such initiatives allow Marshall to adjust to the ever-changing challenges of enrollment expectations, year-to-year public funding variations, changing educational demands and needs of our students, and the evolving demands for a future workforce.

In 2014, the President assembled a Vision Statement Team comprised of students, faculty, staff, and administrators to review and assure the 2004 Mission Statement best represented the university ten years after its approval. Marshall's President and Provost discussed with the university's HLC staff liaison the prospect and process of developing a new Mission Statement prior to the comprehensive evaluation; the outcome of that discussion was for Marshall to maintain the current statement until after the HLC site team visit in October 2015.

Strategic Vision

<http://www.marshall.edu/president/strategic/default.asp>

On November 17, 2005, Marshall University President Stephen J. Kopp announced the university's process for creating a Strategic Vision that would guide future development and priority setting. In doing so, President Kopp made a public request for ideas from Marshall's global constituent base. Faculty, staff, students, alumni, and friends and other interested parties external to the university were invited to submit their ideas via a dedicated web portal.

To put the public request in context and ensure contributors were informed about the university, the Strategic Vision website included direct links to the University Creed and the Marshall Mission and Vision.

The response rate greatly exceeded expectations. Through this inclusive approach for the Strategic Vision, Marshall received over 800 internal and external submissions from the Marshall community. A review of the input identified seven distinct strategic themes:

Improvement: Seeing opportunities in challenges and acting on them; valuing the potential of each individual.

Investment: Strategic investments to create greater opportunities and greater public value and success.

Innovation/Inquiry: Discovering novel ways to improve existing processes and pioneering inventiveness that creates greater value.

Integration: Using multiple tools and strategies to discover the opportunities embedded in complex issues.

Initiative: Empowering and mobilizing systemic action to accomplish priority strategic goals.

Involvement: Advancing development in personal, community, and institutional growth by embracing community building and working with diverse individuals and groups.

Inclusiveness: Providing equal opportunity to achieve and succeed while building a sense of community and citizenship.

<http://www.marshall.edu/president/strategic/themes2.asp>

In addition to these seven strategic themes, Marshall has articulated four strategic Areas of Planning:

Intellectual Capital

This strategic area considers educational innovations that will expand and elevate the intellectual resources of the state and region. It entails developing and maximizing human potential through educational innovation.

Community and Service

This strategic goal area defines how higher education must provide students with the knowledge and commitment to be socially responsible citizens in a diverse democracy and increasingly interconnected world. Colleges and universities have important civic responsibilities to their communities, their nation, and the larger world. Engagement with others in the context of real-life community challenges encourages self-knowledge, a deepened understanding of place and context, and increased intellectual development.

Economic Development

This initiative focuses on leveraging institutional interdisciplinary research to promote an earning culture that is self-actualizing and sustainable through the commercialization of intellectual property; the initiative's predominant focus involves using the new Biotechnology Building as an incubator to create the Marshall Institute for Interdisciplinary Research (MIIR).

Discovery and Innovation

This strategic area addresses scholarly activity, defined as the full range of endeavors from single investigator work involving the disinterested pursuit of truth to applied research focused on patentable discoveries. This continuum provides a useful perspective about the range of scholarly activity that occurs at public universities. Of particular importance is that we consider how to create greater benefit through scholarly connections across disciplines. The "Leading Edges" of research breakthroughs, as well as academic innovation, are occurring with increasing frequency at the crossroads of interdisciplinary convergence.

The Updates to the Strategic Vision Plan contain progress reports regarding the initiatives, and demonstrate the adaptability of the initiatives and priorities that have guided the university forward since 2006.

2008 Strategic Vision Plan Update

2010 Strategic Vision Plan Update

2013-2014 Strategic Vision Plan Update

1B3. The Marshall Mission Statement itself clearly identifies the institution's nature, scope, and constituencies by category, stating clearly the values and goals for the institution, faculty, staff, students, and administration.

As stated, the Marshall Strategic Initiative and the Marshall 20/20 Plan identify focused, reflective, and specific goals and strategies for implementing the Mission Statement.

The Vision Statement contextualizes the university's values and goals in language applicable to all constituencies, and emphasizes the importance of community, collaboration, and diversity for enriching learning, individual lives, and the community--local and global.

Finally, located on the Strategic Vision website is a link to "Aiming for Perfection."

<http://www.marshall.edu/president/strategic/vision.asp>

This statement effectively sums up the attitude and philosophy that unites the Marshall Mission, Creed, and Vision, and underpins Marshall's commitments to its constituencies, both internal and external, and explains the many initiatives that Marshall undertakes that are described in detail throughout this accreditation argument.

AIMING FOR PERFECTION

Aiming for perfection is a state of mind. It is the attitude that we choose to bring to our life's journey. It is the vision that lights our journey as we endeavor to actualize the tremendous potential that lies

within ourselves and Marshall University.

It is not a destination. It is not about "being perfect" but committing ourselves to becoming better and better in all that we do each day. It is about seeing opportunity in the challenges of our daily work and life. It is about valuing the potential that each person brings to our community. It is about our approach to the work that lies ahead as we endeavor to fulfill the promise of a better future.

Organizationally it means dedicating ourselves to:

- enlightening our minds
- building character and community – bringing out the best in all of us
- changing lives – creating new opportunities
- fostering inclusiveness and intercultural understanding
- creating pathways to universal success
- advancing critical thinking, creativity and new knowledge
- developing a culture that embraces change, new ideas and values innovation
- serving our communities in ways that make a lasting difference
- inspiring learning for a lifetime
- improving the world.

On an individual level, aiming for perfection is about developing our minds, our bodies and our spirits to their fullest potential. It is about balance and harmony and pursuing a higher consciousness and purpose. It is about achieving a state of enlightenment that is transcendent. It is about endeavoring to discover the wonder and comprehend the complexity that is life. It is about finding meaning, inspiration and coherence in the ambiguity, uncertainty and chaos of daily life. It is about helping others find their voice and their connection to the world around us.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1C1. Marshall addresses and articulates its responsibilities to promote and celebrate diversity in a variety of ways.

Embedded in the Marshall Mission, the Marshall Creed, and the Marshall Vision Statement is the affirmation of the university's responsibility to prepare students to participate in and navigate a rapidly changing, global, pluralistic society, using their knowledge, creativity, critical thinking, and appreciation of diversity to contribute to the betterment of society.

The Office of Intercultural Affairs' history and mission focus on promoting diversity and cross-cultural interactions and understanding. Its stated commitment recognizes the diversity of "race, color, sex, sexual orientation, age, religion, national origin, marital status, political and ethnic backgrounds." Also recognized are "underrepresented populations."

Marshall addresses its mission promises to "meet changing needs of the state and region" and "enhance the quality of health care in the region" by focusing at the program level on both mental and physical health. For example, Marshall's Doctor of Psychology program places special emphasis on developing a sensitivity to the needs of rural and underserved people, with a sharp focus on the effects of community and culture. As stated in the widely available *Graduate Catalog*, Program Objective 1.1.8 specifically addresses "Cultural/Diversity competence," requiring that students can identify and appreciate cultural differences, while Objective 3 deals entirely with rural areas and their clients' unique needs based upon rural culture.

Likewise, the Marshall University School of Medicine's Robert C. Byrd Center for Rural Health's mission is to reduce or eliminate the barrier that isolation brings to the practice of effective health care in rural areas.

Demonstrating that Marshall not only recognizes and addresses but also formalizes its multicultural commitment at the institutional level, *Marshall's Strategic Initiatives Update 2010-2014* dedicates a specific section to actions that "Expand Multicultural Opportunities and Experiences that Encourage Diversity and Inclusiveness."

1C2. Marshall demonstrates its commitment to diversity from its processes to its activities and student support resources.

Marshall adheres to WV State Code and HEPC policy regarding equal opportunity and affirmative action--race, color, religion sex, national origin, age, disability, genetic information, sexual orientation, gender identify, and veteran status are protected characteristics. Section 2.2 identifies the HEPC policy scope, which ranges from recruitment to employment to business and contractual

relationships.

Marshall Career Services has established policy for companies and organizations who recruit on campus--assuring that recruiters adhere to the same policies, values, and commitment to diversity as the institution.

To promote diversity among its student population, Marshall has established a long-standing business agreement with INTO University Partnerships to form INTO Marshall. INTO University Partnerships collaborates with leading universities in the US, UK, and around the globe to recruit and expand opportunities for international students to pursue higher education. INTO Marshall provides a supportive community that helps international students ease into American university life.

Student university organizations must abide by the Non-Discrimination in Membership policy in the *Student Handbook*.

The Office of Intercultural Affairs speaks to Marshall's mission and plays a central and active role in fulfilling that mission. The director of Intercultural Affairs holds an Associate Vice President position; the Office operates under the Division of Academic Affairs, strategically positioning it to achieve its goals and allowing it direct involvement in all aspects of academic planning, enrollment and recruitment planning, campus life, and outcomes for all students. Established in 1989 as the Office of Multicultural Affairs, the name was changed to recognize the Office's progress in recruiting and serving students from a diverse background and to reflect its numerous proactive initiatives that recognize the social, racial, and lifestyle norms of today and that are predictable for tomorrow. The Office affirms Marshall's commitment to inclusivity by creating an educational and social community that respects and welcomes people and cultures rich in diversity. Intercultural Affairs serves as a leader, advocate, and resource and support service for individuals, groups, and organizations.

The following are but a few of the Office's many initiatives.

The Center for African American Students (CAAS) is committed to engendering the highest level of academic and personal success for African and African American students. The Center offers more than 30 ethnic-related and diverse programs and activities each academic year, including the Donning of the Kente graduation ceremony, Women of Color Day, and Annual Black High School Student Weekend.

CAAS also has a vital role in the recruitment and retention of African and African American students. Marshall is one of the top performing public colleges/universities in the U.S. when comparing black student graduation rates with rates of white students, documented in the 2010 Education Trust article, "Big Gaps, Small Gaps."

The Society of Outstanding Black Scholars was founded in 2003 as a highly select honors program upon determining that that few African and African American students, although entering with high cumulative GPAs, did not attain ACT/SAT scores sufficient for admission to the university's honor's program. The Society is structured to attain the highest academic success possible for all admitted students and incorporates a progressive focus on high academic preparedness and outcomes, character development, integrity, professional leadership, and service learning; the Society maintains high admission and continuation standards. The program began with 20 students and now has 60 undergraduate members; approximately 20-25 new students are admitted each year. Approximately 90% of graduates attend graduate or professional schools. For example, five students are enrolled in medical schools, two obtained law degrees in May 2013, and two are enrolled in second-year Pharm-

D schools.

The [Louis Stokes Alliance for Minority Participation](#) (LSAMP) is a National Science Foundation funded initiative intended to increase recruitment and retention of underrepresented minority students in STEM fields. Marshall is a member of the Kentucky-West Virginia LSAMP along with eight other institutions. During the five years prior to LSAMP, Marshall enrolled 91 underrepresented minorities as STEM majors; during the first complete year of LSAMP, enrollment grew to 134: 66 African American, 6 Native American/Pacific Islanders, 27 Hispanic/Latino, and 35 multiracial. Marshall's [LSAMP Annual Report](#) includes these figures as well as more detailed data.

One of the highlights of celebrating diversity at Marshall is the Annual Diversity Breakfast, established over 20 years ago and held in February of each year. The event recognizes and celebrates how our "differences bring us together," as well as the academy's role in preparing students to live, work, and lead in a diverse and global society. Held in one of the campus's largest non-sporting venues, the event's attendance has grown from 240 guests ten years ago to 352 for each of the past five years, the maximum seating for this setting. The [seating chart](#) shows the degree of campus support; programs from [2014](#) and [2015](#) list the events' proceedings--such as the multi-faith "Blessing of the Food" and the keynote speakers--and demonstrate publicly Marshall's Mission and commitments.

The Lesbian-Gay-Bisexual-Transgender Office (LGBTO), in addition to offering student support (see 1D2) "strives to create a community...that is truly safe and celebratory of people of all genders, orientations, and expressions of identity" through programs such as the LGBT Speaker Series and resources such as the LBGT lending library.

In addition to underrepresented and other minority groups, Marshall is committed through its Mission to Disadvantaged students. [This table](#) in Marshall's 2013 Compact Update to the HEPC indicates the enrollment growth of disadvantaged students between Fall 2007 and Fall 2012. For example, the number of disadvantaged full-time undergraduate students for Fall 2012 is 6,011 of 8,562 students, or 70.2% of full-time undergraduate students. The table also reflects enrollment growth in other demographic groups.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1D1. Marshall's actions and decisions are guided by its Mission Statement; embedded throughout the first section are some of the ways Marshall puts into practice its commitment to the public good.

- Provide affordable, high quality undergraduate and graduate education appropriate for the state and region
- Foster faculty, staff, and student outreach through service activities
- Make instruction available throughout Marshall's service area using all appropriate modes of delivery
- Enhance the quality of health care in the region
- Promote economic development through research, collaboration, and technical innovations
- Further the intellectual, artistic, and cultural life of the community and region

When Marshall University President Stephen J. Kopp announced in November 2005 the university's process for creating a new Strategic Vision that would guide future development and priority-setting, he acknowledged the university's public obligation by including public input as an important part of that process. Faculty, staff, students, alumni, friends, and all other interested parties external to the university were invited to submit their ideas via a dedicated web portal.

The dedicated web portal included direct links to the Marshall University Creed, the Mission Statement, and the university Vision Statement, further ensuring public awareness of the guiding principles that inform the university's actions and decisions and assuring informed public input.

Marshall then reviewed this public input, which it organized into seven distinct strategic themes, discussed in 1B2.

In developing further its Strategic Initiatives, Marshall identifies four Areas of Planning that demonstrate the university's understanding that viability, improvement, and growth can only be realized through the synergy of education and outreach <http://www.marshall.edu/president/strategic/> :

Intellectual Capital: This strategic area considers how educational innovations can expand and elevate the intellectual resources of the state and region. It entails developing and maximizing human potential through educational innovation.

Community and Service: This strategic area defines how higher education must provide students with the knowledge and commitment to be socially responsible citizens in a diverse democracy and increasingly interconnected world. Colleges and universities have important civic responsibilities to their communities, their nation, and the larger world. Engagement with others in the context of real-life community challenges encourages self-knowledge, a deepened understanding of place and context, and increased intellectual development.

Economic Development: This strategic area focuses on leveraging interdisciplinary research into the generation and commercialization of intellectual property. BOG clearly establishes in policy (section 1.1) the educational role of the institution in terms of research and innovation and its commitment to the public good.

Discovery and Innovation: This strategic area addresses scholarly activity, defined as the full range of endeavors from single investigator work involving the disinterested pursuit of truth to applied research focused on patentable discoveries. This continuum provides a useful perspective about the range of scholarly activity that occurs at Marshall. Of particular importance is that we consider how to create greater benefit through scholarly connections across disciplines. The "Leading Edges" of research breakthroughs, as well as academic innovation, are occurring with increasing frequency at the crossroads of interdisciplinary convergence.

1D2. The Marshall BOG policy on individual conflict of interest recognizes that "Marshall University is a community of scholars, students and staff dedicated to the preservation, dissemination and creation of knowledge." The BOG further acknowledges the research component of Marshall's educational mission "has as one of its goals discoveries that benefit society" and recognizes "that commercialization of research is important but must be done in ways that protect research integrity." Marshall therefore adopts the BOG policy "to guide its investigators in structuring relationships with outside ventures so that they are compatible with academic responsibilities."

BOG policy on institutional conflict of interest addresses "any situation involving research where there are actual or potential conflicts involving University officials who have authority to make research decisions with institution-wide implications, and who hold positions with, or have financial interests in, entities that have an interest in University-sponsored research." The policy's stated purpose "is to provide a process by which the University can ensure that the decision-making processes for its financial and research activities related to research are separate; and that they are independently managed and monitored to avoid any institutional conflict of interest."

At the more institutional and practical level, Marshall's Service Learning program, for example, addresses effective Service Learning partnerships in advice to faculty in its training workbook:

- Understand that educational institutions are neither the only nor often the best sources of knowledge in a community. In what ways might your community partner be of educational assistance?
- Share the reasons we are choosing to work together, making explicit any differences in missions and priorities among partners.
- Community organizations should not exploit students as "free labor," nor should educational institutions or programs exploit community members as uncompensated educators. Acknowledge the resources that the partnership will require of each partner.
- Pay continuous attention to the democratic use of power and open management of controversies and conflicts.
- Assess whether to continue or discontinue the partnership.

1D3. As stated, elements of Marshall's Mission Statement lay the foundation for the university's activities, programs, and initiatives relevant to engagement and the public good.

"Provide affordable, high quality undergraduate and graduate education appropriate for the state and region"

Marshall draws heavily from its own state and region; 86% of undergraduate and 83% of graduate students are WV residents or of Metro status (from surrounding counties in Kentucky and Ohio); Marshall offers in-state tuition rates for Metro-status students. Marshall's *2013 Compact Update* to HEPC indicates the enrollment growth of Disadvantaged full-time undergraduates between Fall 2007 and Fall 2012, from 57.3% to 70.2% of all students.

Marshall University also hosts four TRiO programs designed to assist first-generation, low-income, and underrepresented students:

- Empowering Appalachia Talent Search: serves Appalachian middle and high school students living in Cabell County, WV, where Marshall is located. The 2014 report shows the program served 520 participants and their demographic profiles, among them 67% of low-income, potential first-generation students.
- Heart of Appalachia Talent Search: serves Appalachian middle and high school students living in Mason and Wayne Counties. The 2013-2014 report shows the program served 593 participants and their demographic profiles, among them 67% of low-income, potential first-generation students.
- Heart of Appalachia Educational Opportunity Center: serves adults who hold a high school diploma or GED interested in completing their education.
- Upward Bound: provides tutoring and a summer program for WV high school students in Cabell, Wayne, and Lincoln WV counties.

"Foster faculty, staff, and student outreach through service activities"

Marshall has offered 108 sections of Service Learning designated courses since Fall 2010, with over 1,800 students engaged in community projects. This brief report from the Office of Service Learning highlights example projects from 2011-2014; this newsletter lends insight into the ways Marshall's Service Learning program makes worthwhile contributions to its community.

Two projects that have had meaningful, lasting results for the community are The Wild Ramp and Dress for Success.

As described in the Service Learning report, The Wild Ramp results from a student project inspired by Jamie Oliver's Food Revolution, which ran for several episodes in Huntington. The project's goal was to make it easier to choose and buy healthier foods locally grown. Today, The Wild Ramp continues as a successful food co-operative operating in West Huntington in the historic Antiques District and whose mission is to "operate a year-round community-supported market that provides a viable economic outlet for local food producers while providing consumers access to locally grown agricultural products."

Dress for Success is a global non-profit organization "that promotes the economic independence of disadvantaged women by providing professional attire, a network of support and the career development tools to help women thrive in work and in life." Dress for Success River Cities, the Huntington affiliate, began as a Women's Studies course service learning project and now is an established organization, serving its first local client in June 2007. Marshall faculty and students

played key roles in establishing the local affiliate. Huntington is one of only 75 cities worldwide that hosts a Dress for Success affiliate.

"Make instruction available throughout Marshall's service area using all appropriate modes of delivery"

Marshall offers dual-credit courses for WV high school students, a College Courses in the High School (CCHS) program, and an Online College Courses in the High Schools (OCCHS) program, all described here along with their requirements for matching the rigor of courses offered on the Marshall campus. OCCHS has received over $300,000 annually in a grant from the HEPC to expand this resource. Marshall online course offerings continue to grow, allowing delivery of higher education courses to a region that is mountainous and into places that are difficult to access.

"Enhance the quality of health care in the region"

As part of the Marshall Joan C. Edwards School of Medicine (JCESOM), the associated physician group, Marshall Health (MH), provides a considerable amount of the medical care to the city of Huntington and the Tri-State region extending into southern and central WV, south-eastern Ohio, and eastern Kentucky. *MH* has 220 physicians in 50 specialties and subspecialties, 185 residents and fellows, and a non-physician staff of 660. Our physicians are located at 2 main office sites in Huntington and 15 satellite sites throughout the region. The Employee Detail Report identifies employees by location, job, and department. The Marshall Health Provider Directory identifies physicians' credentials and specialities and subspecialties.

The following data summarize the community impact of Marshall Health physicians:

- Approximately 80% of all admissions to Cabell Huntington Hospital are related to MH physicians.
- More than 25% of all admissions to St. Mary's Medical Center are related to MH physicians.
- Approximately 2/3 of the membership of the Cabell County Medical Society is comprised of MH physicians
- MH physicians see almost 400,000 outpatient visits/year

MH and JCESOM physicians also provide significant charity care to the region:

- **Marshall Medical Outreach**:The brainchild of several Marshall medical students, this program allows medical students under the direct supervision of MH physicians to provide services to the homeless residing in the Huntington area on an ongoing basis. This activity was noted by WV's Governor as an outstanding program in 2013. To date, over 1200 persons have been treated during this outreach.
- **Ebenezer Medical Clinic**: The Ebenezer Clinic has provided care to the uninsured of the Huntington region for over 25 years and began as a collaborative effort between The Ebenezer Methodist Church and Marshall University Family Medicine. The JCESOM has had a major role in the leadership and administration of this clinic since its beginnings. As the only facility in the region providing medical, pharmacy, and dental services without charge to the uninsured, the clinic sees approximately 5,000 patients each year.

"Promote economic development through research, collaboration, and technical innovations"

A study conducted by West Virginia University reports on the economic impact of WV institutions of higher education, including Marshall. Marshall's total economic impact on the West Virginia

economy was $1.5 billion of business volume in FY 2008. Below are examples of Marshall's resources that promote economic development.

- The Robert C Byrd Center for Advanced and Flexible Manufacturing: Delivers assistance in business process and advanced manufacturing techniques to small and medium-sized business entities. Assistance ranges from six-sigma quality training to access to additive manufacturing equipment. Through the university's Economic Development Authority Center, The Third District Accelerator, and other programs these services are provided to applicant companies to assist and accelerate new product and new business opportunities. In 2014, the EDA Center assisted over 327 companies, creating or retaining 194 jobs.
- The Brownfields Assistance Center at the Center for Environmental Geotechnical and Allied Sciences: Assists local municipalities with obtaining Federal and State assistance in studying and remediating brownfields sites to enable economic development and investment.
- The Rahall Transportation Institute (RTI) pursues its mission of enhancing economic development in West Virginia through research and commercialization of transportation technology. RTI has been integral in the progress of regional transportation initiatives such as the Heartland Intermodal Gateway, providing for rail and barge transport of freight from the Eastern Seaboard to our inland waterways.
- The Center for Business and Economic Research (CBER) provides economic, policy and financial research, as well as data analysis and other related services to its clients. The Center's clientele includes state and local governments, nonprofit organizations, trade associations and private firms in West Virginia and surrounding regions.

The new, state-of-the-art Arthur Weisburg Family Applied Engineering Complex (detailed in 3D4) is expected to have significant economic impact on the region. Joined at the building's ribbon cutting by U.S. Senator Joe Manchin, U.S. Representative Evan Jenkins, and State Senator Robert Plymale, Dr. Wael Zatar, dean of the College of Information Technology and Engineering remarked that "the education and experience [Marshall students] receive in this complex will benefit the community and region by providing top-notch graduates to meet the needs of prospective employers in the region and will capitalize on the growing interest in the fields of engineering and technology." Senator Plymale remarked that the new facility "proves that by working together the community prospers."

"Further the intellectual, artistic, and cultural life of the community and region"

The new Marshall Visual Arts Center (see 3D4) is having a dramatic effect on community engagement with a variety of community constituents. Huntington Mayor Steve Williams refers to the VAC as the community's "creative powerhouse" and he and others are engaging our visual arts students to help design creative solutions to make our community a better place to live, work, and play.

These brief project descriptions and the letters from constituents exemplify the extent of the impact the Visual Arts Center and our students have already made: designing banners for the downtown beautification project, which now hang along two avenues in Huntington's downtown core area; redesigning and launching of a new logo and marketing materials for the Huntington Dogwood Festival, both approved by Huntington's mayor; and designing window displays and painting murals related to a "12 Days of Christmas" theme intended to bring shoppers into the downtown area.

Letter from Huntington in Bloom

Letter from Huntington's Kitchen

Letter from Downtown Huntington Partners

Additionally, the College of Arts and Media offers to the public a wide assortment of artistic, musical, and theatrical cultural events.

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1.S - Criterion 1 - Summary

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

Summary

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

2A. Marshall University strives to adhere to the standards of integrity, ethics, and fairness it has set for itself. The MU Creed states explicitly that "We Are...An Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities," while the Marshall Statement of Ethics outlines broad standards for ethical behavior.

Additionally, numerous specific policies and procedures set both high standards and specific guidance for the governing boards, the institution, administration, faculty, and staff.

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

The WV Higher Education Policy Commission (HEPC), West Virginia's higher education coordinating body, and Marshall's governing board, the Board of Governors (BOG), follow state mandated laws and regulations.

HEPC responsibilities to WV taxpayers regarding higher education institutions under its jurisdiction are defined by the Accountability System rules. Rules for adopting policies in accordance with the WV Governmental Ethics Act are described in Ethics Series rules. HEPC Finance Policy establishes rules for allocating state resources to institutions; setting targets for shares of institutional revenue; reviewing tuition and fees; establishing policies that address student financial aid; and establishing revenue rules regarding equity funding.

BOG has in place detailed policies on rule-making, its organizational structure, and rules of order for meetings.

Current standing sub-committees with specific oversight include the Executive Committee; the Academic and Student Affairs Committee; the Finance, Audit, and Facilities Planning Committee, and (as needed) the Evaluation and Nominating Committee and the Compensation Subcommittee.

BOG meets at least six times yearly at different locations within the Marshall university system; meeting times and dates must be made public and are subject to the WV Open Governmental Meetings Act.

HEPC also has clear policies and procedures established from employing and reviewing institutional presidents, to administration of HEPC personnel, to travel reimbursement.

The institution itself maintains integrity, fairness, and openness by adhering to policies on a number of matters.

Marshall's Purchasing Policy FA9 establishes the rules governing purchase, acquisition, and inventory management of materials, supplies, equipment, services, construction, printing, and disposal of obsolete and surplus materials and equipment, while the Purchasing Efficiencies policy ensures the best use of taxpayer funds by establishing requirements for bulk purchasing, reverse bidding, using electronic marketplaces, and electronic remitting in the acquisition of materials, supplies, equipment, and services.

Marshall further practices good stewardship of its funds and finances by adhering to the policy for investment by the Marshall University Foundation, an independent non-profit organization (501.3.c) that receives, invests, administers and disburses private resources in behalf of Marshall University. The Foundation also has a clearly stated code of ethics.

Should concerns arise regarding a financial audit, HEPC has a clear and succinct policy regarding action to be taken: "Immediately upon receipt of any audit report which suggests or indicates the illegal use or shortage of funds in any account associated in any manner with an institution or element of the state system of higher education, the Higher Education Policy Commission will submit the audit report to the Attorney General of West Virginia with the request that he\she take such action as he\she deems appropriate and to the prosecuting attorney of the county in which the institution or the element is located."

Marshall's *The Greenbook* is the faculty handbook for policy, governance, and procedure, and is posted online, making this information readily available to all Marshall constituencies and the general public.

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

Policies regarding recruiting and hiring and promotion ensure that the institution implements equal opportunity and affirmative action employment practices. Staff are covered under policies regarding fair salary; addressing catastrophic leave and creation of a catastrophic leave bank ; and protecting them from unfair or unreasonable work schedules.

Staff also have clear policies regarding performance assessment and the classification system, and are given opportunities for staff development. To ensure fairness, staff are also covered by policies regarding and defining employee infractions, and the system for four-part counseling for remedying instances of inadequate performance. The *Classified Staff Handbook* details expectations, benefits, policies on overtime and leave, etc.

Academic integrity is maintained through a policy of five-year cycle program reviews to ensure that

academic programs are viable and current, serving the students and community, and have the resources needed to meet their missions. HEPC also follows rules that delineate its oversight responsibilities regarding approval of new and recommending discontinuance of existing academic programs as applicable to Marshall.

Marshall emphasizes institutional commitment to and responsibility for its role in "expanding the boundaries of knowledge" through "enhancing the quality of faculty," teaching excellence, and the "centrality of scholarship and creative activity to quality teaching." Marshall has in place policies and procedures for open selection of department chairs and college deans, and a related Faculty Senate resolution, establishing ethical standards and functional expectations for the transparent evaluation of department chairs, division heads, and college deans in accordance with the respective roles and responsibilities of each administrative position.

Letters of Appointment for both tenure track probationary positions and 12-month probationary positions make clear the expectations for scholarly productivity and teaching excellence, and the prospect of continuing faculty appointment to ensure equitable treatment of applicants for faculty appointments. Policies for progression in rank, for tenure, and workload ensure consistent and open treatment of faculty. Annual faculty evaluations and pre-tenure reviews ensure faculty investment in maintaining quality standards among the faculty and for academic programs.

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

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

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

Standards for admissions and for tuition and fees ensure consistent and open treatment of students applying to and attending Marshall.

Marshall's *Student Handbook* describes policies and procedures that "are designed to balance the interests of the University community as a whole with the protection of students' individual liberties" and explains the code of student rights and responsibilities, relevant university policies, and student academic rights and responsibilities.

Beyond academics, Marshall recognizes, protects, and is committed to the integrity and respect of individuals as evidenced in the sexual harassment policy--providing a clear definition of sexual

harassment and the guidelines for filing complaints and explaining actions taken reagarding those found to have engaged in sexual harassment.

The social justice policy states Marshall's commitment to bringing about mutual understanding and respect among all Marshall groups and individuals and eliminating all forms of discrimination. Marshall recognizes that the development of human potential is a fundamental goal in a democratic society and promotes an environment that values cultural and ethnic diversity and prepares students for full and meaningful participation in a changing, diverse world.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

2B. Marshall meets its obligation for clear and complete disclosure to multiple audiences across a variety of media.

Marshall's website is the primary information portal for external and internal audiences. The newly redesigned Homepage includes quick access links to "Learn More" about or to "Apply." Other prominent links include "About Marshall," "Future Students," "Current Students," and "Alum." The useful site navigation "A-Z Index" gives rich, alphabetically organized access to numerous offices, services, organizations, and informational pages.

Marshall's "Consumer Information and Disclosures" site <www.marshall.edu/disclosures> meets the institution's regulatory compliance obligations and provides transparency and much needed information to students, parents, consumers, and the public. To increase awareness of and access to this website, University Communications periodically emails information about the /disclosures page to all Marshall Exchange Users. Examples from the most recent email include but are not limited to the following:

- Cost of attendance and online net price calculator
- Retention rates
- Graduation rates
- Student body diversity
- Student financial assistance
- Campus security policies and crime statistics

Marshall's website dedicates a page to BOG, <www.marshall.edu/board>, linked through the A-Z Site Index. The page identifies board members; their affiliations and credentials; posts board meeting schedules and minutes; links to BOG policies; and BOG committee structure and membership.

Marshall's *Undergraduate* and *Graduate* catalogs, available in print and online, serve as widely disseminated and accessible sources of institutional information. They provide the rules, regulations, policies, and procedures of the university, its divisions, and its governing body; share detailed cost information; detail the specific requirements for all degrees and certificates; and identify by division and department the faculty along with rank and credentials. A quick perusal of the *Undergraduate Catalog's* Table of Contents, for example, indicates the broad scope of detailed information contained in its 350+ pages; sample sections indicate the levels of disclosure:

- Financial information
- University Mission, Vision Statement, and Creed
- Undergraduate and Graduate accrediting and licensure information
- University policies and procedures
- Academic policies and procedures

Also included are College-level requirements, as illustrated by the College of Liberal Arts, and program-level requirements, as illustrated by the Department of Psychology.

The *Graduate Catalog* mirrors the *Undergraduate Catalog*, illustrated by the program requirements for the MA in Psychology and the Psy.D. degrees.

Both the *Undergraduate* and *Graduate* catalogs identify accreditations; accreditations are also linked online via the A-Z Index.

The *Student Handbook* contains information regarding financial aid, student code of rights and responsibilities, university policies, and academic rights and responsibilities, as well as information about student activities, organizations, and university services.

Marshall Magazine is distributed to more than 20,000 members of the Marshall University Alumni Association and selected friends of the university, and is published two to three times yearly. It includes *everGreen,* a section that includes news and notes from Marshall alumni across the United States and the world.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2C1. By State Code, BOG has primary oversight and fiduciary authority over the university. Its powers and duties include expending and managing the public funds of the institution; employing faculty and staff, managing those employees, and administering a hearing process for employee grievances; managing institutional business affairs; and appointing and evaluating the university president.

BOG also has strategic and operational responsibilities: reviewing academic programs on a regular basis; developing a ten-year campus development plan; and ensuring students graduate in a timely manner. BOG also has statutory responsibility for approving institutional policies affecting faculty, staff, and students. BOG has authority to delegate responsibility the President of the university to ensure institutional autonomy (see 2C4 below).

BOG has a range of policies that maintain operations and enhance the viability of the institution. Policies address Academic Affairs, Financial Affairs, General Administration, Human Resources, Information Technology, and Student Affairs.

As shown in 1A1, the BOG approved Marshall's Mission Statement and Vision Statement, which have served the university and its constituencies well and are the basis for the university's strategic vision planning, curricular planning, outreach, and budgeting priorities.

BOG also conducts regular program reviews to ensure the efficacy and viability of each of Marshall's academic programs; results of BOG actions regarding review are tracked by Marshall's Office of Assessment.

BOG posts minutes of its meetings to the Marshall/BOG website. Example minutes show the Board's deliberative process regarding the university's essential functions and in the development and enrichment of the institution. Minute highlights document an extensive report by former Marshall President Stephen Kopp; such input is essential to informed, deliberative governance. Those minutes further document reports by its Committees, such as the Finance, Audit and Facilities Planning Committee, that heard an investment earnings update and fulfilled the Board's responsibilities in addressing faculty salaries. The Minutes also reflect BOG actions regarding academics in approving an intent to plan, approving a graduate-level degree program, and approving a statement of

institutional commitment to Graduate Medical Education.

BOG is also responsible for conducting the presidential search for Marshall, which is currently ongoing. WV State Code charges the BOG with appointing and determining the qualifications for Marshall's president. Recent BOG minutes show approval of the search process and the appointment of a consulting firm to assist in the search. Ensuring disclosure regarding the search, Marshall has created the <http://www.marshall.edu/presidential-search/> webpage.

HEPC, a statewide coordinating body, develops and oversees public policy for WV's four-year colleges and universities. Comprised of a ten-member board, HEPC works with institutions on accomplishing their missions and carrying out state procedures, including developing and supporting public policy agenda; approving institutional Compacts and campus development plans; designating institution peer groups; informing the legislature and its committees about WV higher education; establishing policies for transfer of credits between institutions; and submitting appropriation requests to the legislature.

In its governance role, HEPC approves statewide policy on employment of faculty and staff; approves statewide policy on tuition and fees (and approves annual tuition increases above five percent); and assesses institutional operations. The Commission has "advise and consent" authority in the appointment of institution presidents and responsibility to approve presidential contracts and compensation.

Marshall is exempt from certain oversight by the HEPC, including approval and review of academic programs, approval of budgets, capital project management, and tasks managed by BOG.

2C2. In its Policy on Rulemaking, the BOG defines rule/policy as "any regulation, guideline, directive, standard, statement of policy or interpretation of general application which has institution-wide effect or which affects the rights, privileges or interests of employees, students or citizens," establishing the scope of its authority and range of constituents to whom it is responsible.

The policy also establishes a "notice of approved rulemaking" that includes a comment period of at least 30 days; the following individuals shall be notified of any notice: the BOG classified employee representative; the BOG faculty representative; the BOG student representative; the chancellor of the HEPC; and the BOG executive committee.

The BOG has also policy for its rules of order for meetings to ensure its constituencies' interests are represented and considered. The BOG must meet at least six times per year at different Marshall campuses. Meetings are announced in advance in accordance with the WV Open Governmental Meetings Act; all BOG meetings shall be open to the public as provided by law and the president of the institution, administration, faculty, classified and non-classified employees, and members of the public may be recognized to address the board. Also, electronic copies of all policies and proposed policies are available for viewing on the BOG webpage.

In March 2009, the BOG streamlined its organizational structure to reflect more accurately its actual practices and to meet the needs of its constituents. Below are the Board's committees and their responsibilities:

- Executive Committee
- Academic and Student Affairs Committee
- Finance, Audit, and Facilities Planning Committee
- Evaluation and Nominating Committee and Compensation Subcommittee (the latter as needed)

Finally, example minutes show Board input and presentations from multiple constituencies and again reinforce the deliberative nature of the Board's meetings.

2C3. As noted, a BOG "notice of approved rulemaking" must be available for at least 30 days to solicit comment. BOG meetings must meet the WV Open Governmental Meeting Act and be open to the public (with lawful exception). Posting of all policies and proposed policies for viewing on the BOG webpage invite proper oversight of BOG actions.

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

West Virginia's Governor, in accordance with WV State Code, appoints the members and thus determines the composition of the Board of Governors, helping preserve independence from undue influence as they are not appointed by the faculty, staff, or students they serve. Further, Board members are not subject to review from these groups.

2C4. A 2002 BOG resolution clearly states that the BOG delegates "certain of its power and control over the day-to-day business affairs of Marshall University, including its component parts, to the president of the University." The president is further empowered to "make such further delegations of authority to others, as the president may deem necessary and appropriate."

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2D. Marshall demonstrates its commitment to free expression and pursuit of truth in both statement and practice.

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

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

BOG policy for student rights guarantees students freedom of expression and assembly: Students have that right to espouse causes; inquire, discuss, listen, and evaluate; listen to any speaker invited to campus; have a free and independent student press; and to organize and associate with any group or organization for which they qualify and that meet Marshall's educational mission.

Students must adhere to ethical standards regarding academic honesty and integrity in order to maintain a Marshall community of teachers and learners that reflects honesty, integrity, and fairness and assures the integrity of the curriculum through high expectations for student learning and performance.

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

The policy also addresses the equally important responsibilities attendant with academic freedom. Faculty are charged to protect, defend, and promote individual academic freedom. In teaching, faculty are responsible for speaking with accuracy while respecting the rights of others, as well as remaining current in their disciplines and competent related fields. Further, faculty have the responsibility to foster the quality, viability, and necessity of their programs.

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

and future generations."

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

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

Marshall supports a robust speakers series. One series, the *Amicus Curiae Lecture Series on Constitutional Democracy*, sponsored by Marshall's Simon Perry Center for Constitutional Democracy and supported in part by a grant from the WV Humanities Council, brings scholars from across the United States to speak on historical and contemporary issues related to the Constitution and to United States politics and government. The lectures are free and open to the public. The Fall 2014 series offers a small sampling of the topics delivered since the series' beginning in 2011.

Sources

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2E1. Board of Governors policy governs institutional and individual conflict of interest in research (Individual Conflict, Institutional Conflict, General Conflict); "these policies and procedures will permit faculty, staff members and students to identify, evaluate, correct, remove or manage real or apparent and potential conflicts of interest." Marshall's Office of Research Integrity (ORI) administers these policies, supports the institution in ethical research, and ensures the university's compliance with regulations and accreditation standards.

ORI supports a Medical Institution Research Board (IRB #1), a Behavioral and Social Sciences (IRB #2) Research Board, and a Conflict of Interest in Research Committee. IRB members and university investigators must complete a Conflict of Interest Checklist. Investigators must also complete the Significant Financial Interest Disclosures (SFID) form. ORI's Conflict of Interest Committee reviews both checklists and the SFID.

ORI also educates faculty, students, and staff regarding research regulations through the Collaborative Institutional Training Initiative (CITI) program outlined in the Human Research Protection Program (HRPP) Standard Operating Procedures (SOP).

The SOP also details Marshall's policy regarding human research activities and HRPP's mission. Marshall also applies the Department of Health and Human Services' *Belmont Report* standards on ethics for human subject research.

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

ORI has an established Federal Wide Assurance (FWA #00002704) with the U.S. Department of Health and Human Service's (HHS) Office of Human Research Protections (OHRP) and supports a Medical Institutional Research Board (IRB #1) and a Behavioral and Social Sciences (IRB #2) Institutional Review Board. IRB's are covered by HRRP SOP policy.

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

Animal facilities are maintained by the Division of Animal Research under the direction of its full-time veterinarian and are inspected by the USDA. The Office of Laboratory Animal Welfare, a

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

The Institutional Biosafety Committee (IBC) was established to ensure a safe working environment for the conduct of biological and biomedical research. The IBC oversees all research and educational activities that pose a biological hazard. These activities include, but are not limited to, the safe handling and disposal of pathogenic organisms, recombinant DNA (rDNA) and infectious (biohazardous) waste. For example, IBC offers a user's guide to rDNA procedures.

2E2. Criterion 3D5 addresses students' "effective use of research and information resources." For Marshall, "effective use" means "ethical use."

Marshall's Degree Profile includes *Information Literacy* among its Core Domains of Critical Thinking, with the following learning outcome: "Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner."

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

Ethics as an integral component of Information Literacy is reinforced by the Traits and Performance Levels used for assessment. When read with the idea that ethics is pervasive, the Performance Levels reveal that students progress ethically as well.

Marshall's Libraries Information and Research Services articulates a plan to address student information literacy with the goal of aiding "our users in becoming information literate individuals who can articulate their information need, develop strategies to find that information, evaluate the information they found and use it in an effective, ethical manner."

The Libraries' website also offers "Helpful Library Links" to Evaluating Sources, Citing Sources, and Copyright. The Citing Sources link takes students to documentation Style Guides, the Marshall Plagiarism policy, and a video explaining "How to Recognize and Avoid Plagiarism."

Students must complete six hours of composition courses to fulfill their General Education requirement; both ENG 101 and ENG 201 address research. Revised outcomes for ENG 201 include "the ethics of research and writing through proper citation methods."

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

2E3. BOG policy on Academic Dishonesty addresses definitions of academic dishonesty, sanctions, reporting and recording policy, and the appeals process.

University policy on academic dishonesty is published in the *Undergraduate* and *Graduate* catalogs and aligns with BOG policy. Every course syllabus is required to follow the syllabus template that includes the link <http://www.marshall.edu/academic-affairs/policies/> to policies including academic dishonesty.

Academic dishonesty includes Cheating, Fabrication/Falsification, Plagiarism, Bribes/Favors/Threats/, and Complicity. Instructors report academic dishonesty to the Office of Academic Affairs along with imposed instructor sanctions; instructors must submit reports within ten days of the incident.

Though the course instructor, department chairperson, and the Academic Dean have discretion in imposing sanctions, the policy prescribes sanctions and the level at which they may be imposed. The university policy also includes the appeals process.

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

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A1. Several processes ensure Marshall's courses and programs are relevant, current, and appropriate to the degree or certificate.

Each Marshall degree program undergoes review on a five-year cycle. The review Self-Study requires programs to attend to and reflect upon the following:

- Viability: Prospects for attracting students and sustaining the program
- Adequacy: Quality, preparation, and performance of faculty and students
- Necessity: Need for the program in Marshall's service region and by society, employment opportunities, evidence of future need, rate of placement for graduates
- Consistency with Mission: Centrality of program to institutional mission

In addition to regular program review, a valuable criterion for determining program currency and relevancy is accreditation by an external agency. Of Marshall's 44 accreditation-eligible programs, 34 (71%) are accredited by professional/discipline-based agencies and must maintain these agencies' standards.

The Academic Portfolio Review is another means of determining program currency.   An element of the 20/20 Strategic Planning process, the Academic Portfolio review process requires each program to prepare a Niche Statement addressing five basic performance indicators.

- 5-year Degree Program Student Headcount (undergraduate and graduate)
- 5-year Degree Program FTE Student Major Count (undergraduate and graduate)
- 5-year Degree Program Annual Graduation Counts (undergraduate and graduate)
- 5-year Enrollment Trends: SCH Production for Degree and Service courses
- 5-year SCH Productivity per FTE Faculty Member (major (UD) courses by section, service (LD) courses by section; online sections, face-to-face sections).

Niche statements must consult Five-Year Program Reviews and annual assessment reports to provide a baseline statement of fact and value (quality).

As part of its HEPC Compact update, Marshall establishes goals for, tracks, and reports student pass rates for licensure exams. For example, in academic year 2012-2013, student licensure exam pass rates for baccalaureate programs range from 64.4 to 100%; from 80 to 87% for associate degree programs; and from 76 to 97% for graduate programs.

To assure the institution's value added meets the appropriate college level regarding reasoning and problem-solving skills, Marshall has administered the Collegiate Learning Assessment (CLA/CLA+) to incoming freshmen and graduating seniors since 2004. Results for 2012-2013 indicate that Marshall students perform within expected levels compared to other institutions.

In April 2011, HLC invited Marshall to join the third cohort of the Pathways Demonstration Project, resulting in a new accreditation process for the university. Marshall began a Quality Initiative project and tested the Lumina Foundation's Degree Qualifications Profile, both activities directly related to assuring that courses and programs are current and that students perform at college-level.

At the time, Marshall was already engaged in re-examining its General Education core curriculum to improve students' critical thinking, problem solving, and writing skills (see 3B2 for details). In 2011-2012, approximately 92% of all associate, baccalaureate, and master's programs tested the Degree Quality Profile, making revisions as needed and aligning their outcomes for degree-level appropriateness. These two ventures--revising the GenEd core and undertaking the Quality Initiative--resulted in Marshall's Degree Profile.

An interim Open Pathways Workgroup report includes appendices that detail program efforts in aligning outcomes. For example, during the initial activity phase, most modifications occurred at the program level: 54% of outcomes were modified, 46% of which were modified to clarify or provide more detail or add or change outcome language.

The Open Pathways final report to HLC details the following:

- Timeline of outcome and curricular revisions
- Activities involving degree programs
- Activities involving General Education
- Significant findings and results
- Plans for continuing the Quality Initiative

The HLC panel review form indicates that Marshall's Quality Initiative was undertaken with "genuine effort" and demonstrated seriousness, scope and impact, and a commitment to engagement with adequate resource provision. This presentation details Marshall's Open Pathways testing of the Degree Qualification Profile.

To assure certificate program rigor, all certificates in the Office of Assessment's assessment portal have either submitted or are in process of submitting certificate program assessment plans. Some certificates must meet the rigor and standards of outside accrediting agencies, such as those offered by the College of Education and Professional Development, which are reviewed by the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for Accreditation of Teacher Education (NCATE).

This certificate status report indicates whether an assessment plan has been filed, whether the

certificate is accredited by an external agency, and the number of students completing the certificate (highlighted certificates have either been discontinued or have no graduates to date).

Progress on certificate assessment other than those accredited by outside agencies admittedly has been slow, largely due to the time and resources allocated to Marshall's Quality Initiative work, which focused necessarily at the Core and degree program levels. To address certificate assessment, beginning in Fall 2015 all certificates offered by a degree program must be included and addressed explicitly in that program's five-year review.

3A2. In developing its Degree Profile, Marshall articulates clear learning outcomes and identifies measurable, distinct expectations of performance at multiple program levels. In line with its Mission, Marshall is committed to graduating reflective, creative, and ethical thinkers who possess the knowledge and skills to succeed in a global 21st century society.

Marshall has established nine essential Domains of Critical Thinking:

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

Each of the nine Domains is measured by associated Traits. For example, Communication Fluency is measured by the following traits:

- Context/Audience
- Design/Organization
- Diction
- Communication Style

Marshall also articulates measurable Performance Levels for each Trait that correspond to desired levels of mastery; programs have identified specific courses as assessment points for each level:

- Introductory: performance level for students completing freshman year (First Year Seminar and required Critical Thinking designated courses)
- Milestone: performance level for first assessment point in program/major
- Capstone: performance level for students graduating with a baccalaureate degree
- Advanced: performance level for students graduating with a master's degree

As described in 3A1, each program continues the process of aligning its outcomes and assessment to these Domains, Traits, and Performance Levels.

3A3. Marshall establishes consistent program quality overall through the Five-Year Program Review cycle and program self-study process described in 3A1 and 4A1.

Additionally, university-wide annual program assessment reports (detailed in 4B2) assure that students are meeting their programs' learning goals and that programs revise outcomes, assessment

activities, and needed resources as necessary. Each program's assessment progress is monitored by the University Assessment Committee (undergraduate) and the Graduate Council (graduate). Following this review, each program receives evaluation across three areas: learning outcomes, assessment measures, and program assessment feedback loop. This report is an example analysis of degree assessment reviews and includes the scoring rubrics.

Several policies and processes ensure that program quality extends beyond Marshall's main campus.

As part of its outreach, Marshall offers college credit for courses in its Dual Credit, College Courses in the High School (CCHS), and Online College Courses in the High School (OCCHS) programs. The program manual details policies and procedures ensuring that "As much as possible, [these courses]... mirror the courses on the Marshall University campus." All these courses must use approved, qualified instructors, follow Marshall's course withdrawal and grading policies, the absence policy, and use the Marshall textbooks and syllabus from the on-campus courses. All syllabi are required to follow the template that clearly identifies learning outcomes, outcome related learning activities, and outcome assessments.

All Distance Education Courses (online, hybrid online/on-campus, satellite, etc.) must adhere to BOG policy in terms of instructor approval, course development, and delivery and format.

BOG policy requires online course approval by the appropriate academic dean and review by an online course faculty peer committee. Also, online courses must undergo review every three years "to ensure that online courses remain current with changes in technology and best practices."

Marshall's Faculty Development Committee for Online and Multimedia Instruction (FDCOMI) serves the role of the faculty peer review committee. The E-course Development Process illustrates the rigor required in developing, gaining approval, training for, and delivering online courses. Marshall further assures course quality and that course learning goals are met by applying standards and rubrics from Quality Matters. This document by Quality Matters establishes the depth of research-based quality assurance for online courses that Marshall applies.

FDCOMI members must be teaching online and have completed both the QM national program's "Applying the QM Rubric" certification and the "Peer Reviewer Course." The FDCOMI rubric concentrates on eight essential standards:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Course Activities and Learner Interactions
- Course Technology
- Learner Support
- Accessibility and Usability

To gain approval, 2 of 3 FDCOMI reviewers must agree the course meets required scoring benchmarks or the review is returned to the course developer for revisions until the course passes review.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3B1. Marshall's General Education program is firmly rooted in the institution's Mission:

- educate a citizenry capable of living and working effectively in a global environment;
- improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for life-long learning;
- help students develop the ability to navigate through a rapidly changing society;
- empower students to use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
- enable students to examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society;
- appreciate and cultivate diversity, and value differences;

This emphasis on critical thinking, diversity, and civic engagement forms not only the foundation of the GenEd curriculum but also the Marshall baccalaureate Degree Profile; the Profile's nine Domains of Critical Thinking (see 3B2, below) map to mission, GenEd experience, and ultimately to program outcomes.

3B2. Prior to 2006, Marshall implemented a distributive GenEd model of General Education through the *Marshall Plan for Quality Education.* Every Marshall student receiving a baccalaureate degree was required to complete the courses from the Plan's menu. Courses with designators, such as Multicultural or International, required certification from faculty review committees; Writing Intensive courses required instructor training and certification with periodic review. The Marshall Plan also required a program capstone experience.

In 2006, Marshall President Stephen Kopp offered an extensive and compelling re-visioning for not only GenEd but also our ideas about the goals of higher education, of student learning, of assessment as a means of meeting teaching and student learning goals, and of our institutional culture and structure. Dr. Kopp offered a richer vision of a university curriculum and redefined for Marshall the profile of the college-educated person.

[Dr. Stephen Kopp's presentation re-visioning higher education at Marshall](#)

In 2007, responding to Dr. Kopp's vision, the [Faculty Senate formed](#) the Core Foundations Ad Hoc Committee "to formulate the new General Education system and goals, ascertain their current realization, and design a global plan of transformation."

Working over the next three years, to assure that a new General Education curriculum would best be suited to Marshall, the [Committee](#) "solicited extensive faculty input, and revised [its] proposal to take into account...curricular implications, scarcity of resources, faculty expertise, academic freedom, and guiding philosophy." Involving Faculty Senate and soliciting faculty input helped assure that the General Education revision was a ground-up initiative.

In 2008, the Committee [recommended to Faculty Senate](#)--who approved--the Domains of Critical Thinking model that would form the conceptual basis of the Core General Education program. As stated, "this recommendation makes critical thinking the central concern of General Education classes, while developing vital skills in other areas and integrative thinking....Through Marshall's General Education curriculum, we aspire to nurture students' critical thinking skills, knowledge and creativity, and to enlarge their senses of community and civic responsibility."

Marshall's original Domain Model had at its core "Critical Thinking" and included seven core competencies.

- Ethical, Social, and Historical Thinking
- Aesthetic, Creative, and Artistic Thinking
- Informational and Technical Literacy
- Oral, Written, and Visual Communication
- Multicultural and International Thinking
- Mathematical and Abstract Thinking
- Scientific Thinking

In spring 2009, the Committee formalized its work and recommended a structure for the Core General Education curriculum to Faculty Senate. Following the [recommendation's passage](#), Marshall formed the General Education Council to guide and monitor the transition to the newly adopted, university-wide GenEd Curriculum. The new GenEd curriculum began in fall 2010.

"[Introducing the Core Curriculum](#)," found on Marshall's General Education website, offers additional perspective on the process and the new Core.

The essay, "[Defining Critical Thinking Courses](#)" by Dr. Chris Green, then chair of the GenEd Council, addresses the significant distinction between the general-use term "critical thinking" and its implementation in Marshall's Critical Thinking (CT) designated courses. Marshall's GenEd articulates ["three major goals](#): (1) to help students develop skills that will foster success in all classes; (2) to help students integrate learning from different disciplines; and (3) to help students identify and apply skills they have gained to changing and varied circumstances and endeavors."

Further evidencing that Marshall roots its GenEd Curriculum in its own institutional identity and vision of the college-educated person, Dr. Sherri Smith, then Director of the Center for Teaching and Learning, authored for Marshall's custom First-Year Seminar (FYS) textbook a chapter, "The Marshall Experience." The chapter introduces GenEd concepts to FYS students the Core and explains the centrality of critical and integrative thinking that connects the entirety of the Marshall curricula.

Responding to several years of assessment results, faculty input, and the Quality Initiative, in 2013 Marshall's Faculty Senate approved a refined set of Core Domains for the GedEd Curriculum and the baccalaureate Degree Profile:

1. Communication Fluency
2. Creative Thinking
3. Ethical and Civic Thinking
4. Information Literacy
5. Integrative Thinking
6. Intercultural Thinking
7. Inquiry Based Thinking
8. Metacognitive Thinking
9. Quantitative Thinking

Marshall's GenEd Curriculum engages these Domains, introducing students to learning and thinking skills that cut across disciplines and that students will cultivate from the start of their Marshall careers to their specific program's capstone experience.

GenEd outcomes are assessed yearly; students upload assessment artifacts to the online General Education Assessment Repository (GEAR). See 4B for GEAR assessment details.

As outlined in the *Undergraduate Catalog*, Marshall's Core Curriculum begins with First-Year Seminar (FYS), an interdisciplinary seminar taught by faculty from across the university. While each section of FYS may explore a different thematic approach, all sections must emphasize problem solving and use student-centered, hands-on experiential activities and projects; each section must address 5 of the 9 Domains (#4 through #8).

Students must complete an additional six credit hours of discipline specific courses with the Critical Thinking (CT) designation that meet these criteria for CT courses:

- Course Content must focus on the Integrative Thinking Domain to extend the introduction students receive in FYS concerning the integration of ideas and skills across disciplines and domains of thinking.
- Pedagogical Methods must use either learner-centered approaches or Writing-to-learn (WAC) techniques.
- Classroom Assessments should measure higher-order critical thinking skills in addition to lower-order knowledge/comprehension skills and be used for diagnostic, formative, and summative purposes.
- Students must complete at least one summative project suitable for both course and university-level assessment.

GenEd also requires 25 credit hours of courses designated Core II to ensure broad discipline coverage:

- Composition: 6 hours

- Communication: 3 hours
- Math: 3 hours
- Physical or Natural Science: 4 hours
- Social Science: 3 hours
- Humanities: 3 hours
- Fine Arts: 3 hours

Students must also complete

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

3B3. Every degree program requires students to complete the Core Curriculum, described above, the foundation of which is developing in students adaptable, critical thinking skills.

Beginning the Core experience is FYS, in which "Students will learn integrative/critical thinking skills integral to life-long learning through discussion, interaction, discovery, problem solving, writing, research, reflection, and examination of multicultural/international issues."

FYS learning outcomes demonstrate that students begin their Marshall academic careers learning to gather, engage with, and interact from multiple perspectives with information. The remainder of the Core Curriculum--particularly those courses with the CT designation--and Marshall's Degree Profile ensure this approach to teaching and learning persists throughout students' academic experience in all degree programs.

As described in 3A1 and 3A2, at the HLC's invitation, Marshall participated in the Open Pathways Quality Initiative to test the Lumina Foundation's Degree Qualifications Profile. In 2011-2012, the majority of associate, baccalaureate, and master's programs tested the Lumina DQP, aligning their program outcomes for degree-level appropriateness and revising program outcomes as needed.

Each degree program identified three to five courses as assessment points at the Introductory, Milestone, and Capstone program levels. These levels correspond to the assessment traits' Performance Levels outcomes described in the Degree Profile. Programs are expected to undergo yearly assessment of selected outcomes, rotated each year.

The Degree Profile includes "Advanced" level performance outcomes for all nine Domains, applicable for graduate degree programs.

As stated in 3B2, Marshall's first Domain Model consisted of seven Domains, with Critical Thinking as the center of the model. Later, the Domain Model was revised, based on assessment, faculty input, and Marshall's Quality Initiative. The revision from seven to nine Domains was driven by each degree program's need to implement the Domain model to meet the larger Degree Profile outcomes while engaging students in research, analysis, and critical thinking through its own disciplinary perspective.

The Lumina DQP testing process and Marshall's Quality Initiative revealed which Marshall programs' outcomes did not align with the DQP because the DQP areas of learning were too narrowly defined. For example, the following areas of learning frequently did not align with program outcomes:

- Civic Learning: 34% of programs did not align
- Quantitative Fluency: 27% did not align

- Engaging Diverse Perspectives: 26% did not align

In response, Civic Learning was revised to Ethical and Civic Thinking; Quantitative Fluency to Quantitative Thinking; and Engaging Diverse Perspectives to Intercultural Thinking.

These revisions are more than semantic: they more accurately reflect modes of critical thinking in which students of all disciplines and programs may engage. For example, expecting Quantitative Fluency of an English major seems unrealistic and arguably far afield. However, the English major can engage in Quantitative Thinking through formulating plausible estimates, assessing the validity of visual representations of quantitative information, and differentiating valid from questionable statistical conclusions. So, while the English major may not have fluency in statistics, the English major can--through the application of logic, reason, and theory--determine whether statistical conclusions seem valid and sound.

The development and revisions that the current nine Core Domains have undergone demonstrates Marshall's commitment that all students, regardless of program or discipline, engage information in a variety of modes of thinking and develop adaptable thinking skills.

The Faculty Senate Recommendation for Marshall's Degree Profile details the current nine Domains, their learning outcomes, and additional rationale for revision to the current model.

3B4. Marshall's Mission Statement reads in part that the institution will "educate a citizenry capable of living and working effectively in a global environment" and that students "will have the opportunity to appreciate cultural diversity, and value differences...and participate in activities such as artistic and cultural programs."

Marshall's Degree Profile includes the Core Domain of Intercultural Thinking; this Domain's specific outcome requires that "Students will evaluate generalizations about cultural groups, analyze how cultural beliefs might affect communication across cultures, evaluate how specific approaches to global issues will affect multiple cultural communities, and untangle competing economic, religious, social, or geographical interests of cultural groups in conflict." All degree programs are working to align their outcomes with this element of the Degree Profile.

GenEd requires at least three hours of Multicultural or International coursework in any discipline at any level. The Course Criteria and Application for the International/Multicultural designator specify detailed criteria that address course content and pedagogical methods appropriate for meeting the designator outcomes and a variety of classroom assessments to measure higher-order critical thinking skills related to the outcomes. The application form also identifies the outcomes and requires the faculty applicant to detail the outcomes, how students will practice each outcome in the course, and how student achievement of the outcomes will be assessed.

In addition to the Degree Profile's addressing diversity as an essential element of Marshall's education, Marshall offers a number of Interdisciplinary Minors and a range of related courses that addresses human and cultural diversity. The Center for International Programs offers Study Abroad opportunities while pursuing an approved course of study toward the baccalaureate degree.

Marshall recognizes that learning is not limited to the classroom, and offers a robust program of educational activities related to diversity and invited speakers.

Marshall also strives to increase diversity in its student population, and thus its classrooms, through several programs. For example, the Louis Stokes Alliance seeks to increase the number of minority

students in STEM fields. Participation in the Alliance encourages and offers directed opportunity to minority students and builds a more rich educational/cultural environment for all students. Likewise, INTO Marshall's goal is to increase student, classroom, and campus diversity.

3B5. Marshall faculty are required to engage in scholarly and creative activity. Scholarly activity is considered in faculty annual reviews; probationary faculty pre-tenure reviews; and promotion and tenure decisions.

BOG policy requires annual evaluation of faculty, which includes evaluation of scholarly activity. Because faculty roles necessarily change from year to year, faculty assign percentages at which the roles will be weighted in their evaluations. Percentages for scholarly and creative activity range from 5% to 70% of a faculty member's overall evaluation; except with the mutual agreement of faculty member, chair, and dean, no faculty member may choose to exclude scholarly activity from the annual evaluation. The policy also explicitly defines scholarly and creative activities.

Faculty tenure and promotion also require engaging in scholarship. BOG policy on faculty tenure also defines "Research, Scholarship, and Creative Activities" as 1 of 3 major categories of faculty responsibilities and duties. Candidates for tenure and promotion must demonstrate exemplary or professional performance in Research, Scholarship, and Creative Activities as defined by their department and/or college.

All probationary faculty undergo pre-tenure review, evaluated using the same criteria used for tenure and promotion and that include scholarship.

Marshall tracks faculty productivity in research, scholarship, and creative contributions using *Digital Measures*, a web-based data repository into which faculty annual activity data are entered and maintained. *Digital Measures* can generate reports of activity, such as intellectual contributions and creative contributions.

The College of Liberal Arts 2011 Annual Report includes faculty publications, offering a sample from one college in a single year.

Marshall students are also engaged in the processes of scholarship and the discovery of knowledge.

For example, Marshall students from from all disciplines participate in research and are afforded the professionalization experience of presenting their work at Undergraduate Research Day at the Capital. At the 12th annual conference 24 Marshall students presented their work along with students from institutions across West Virginia and other states.

Since 2000, the College of Liberal Arts has held an annual Undergraduate Research and Creativity Conference. Example programs from the 2013 and 2015 conferences list the 200+ presentations that reflect engagement with numerous areas of inquiry. Each student presenter worked with a faculty mentor, demonstrating faculty commitment to student research and scholarship. As Marshall's provost states in the 2015 program, the research and creative artifacts presented at these conferences offers students "a way to join in the real enterprise of higher education: creating and sharing knowledge."

Likewise, Marshall's College of Science students in the Sigma XI Research Society present their work at the Sigma XI Research Day, as shown in the program for the 25th annual event.

The Marshall University Research Corporation, a not-for-profit corporation chartered under the laws of the state of WV, is committed to an active, growing and successful research enterprise. Its 2013-

2014 research publication showcases some of the funded research by both faculty and students.

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3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3C1. The Marshall Common Data Set affirms the institution employs sufficient faculty to meet the university mission and fulfill the many roles required of faculty.

The Data Set provides the total number of 740 instructional faculty and their degree levels as well as Marshall's faculty to student ratio of 19:1. Sixty-two percent of undergraduate classes--1,242 of 1,988--enjoyed a size of between 10 to 29 students, affording an environment for effective interaction between student and faculty.

Marshall maintains an up-to-date faculty roster using *Digital Measures*, a web-portal data repository into which faculty data are entered and maintained; rosters and other faculty data can be generated as needed and on-demand.

Faculty are involved deeply in curriculum oversight. HEPC charges faculty with fostering "the quality, viability, and necessity of their programs" and they "are expected to participate in decisions concerning programs and in program-review decisions."

The Mission Statement charges faculty to "regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region." *The Greenbook* describes the faculty role in the academic calendar process (pg. 26). *The Greenbook also grants* "responsibility for course content, program integrity, and academic quality" to the "faculty of the department where the program is housed". Substantive program changes must go to the Faculty Senate Curriculum Committee.

Additionally, some departments designate specific faculty to oversee curricula. For example, the Department of English has designated a Coordinator of Undergraduate Studies, a Coordinator of Graduate Studies, and a Coordinator of Composition Studies (the latter to oversee composition

courses required for all Marshall students).

E-courses also undergo a thorough approval and review process by the university Faculty Development Committee for Online and Multimedia Instruction (FDCOMI).

The Open Pathways Quality Initiative Report details faculty involvement in Marshall's Quality Initiative. All activities involved the Open Pathways Steering Committee, Academic Deans, Associate Deans, Department Chairs, Program Directors, and Faculty of each degree program.

For example, a 21-member Faculty Workgroup of faculty from each academic college used the Lumina DQP as a diagnostic to examine Marshall's core curriculum and develop Marshall's Degree Profile.

Further, faculty develop and then articulate their expectations for and evaluation methods of student performance on their course syllabi. This template originated from a faculty Master Syllabus Taskforce and was later refined during syllabus development workshops in which two faculty from each academic college participated. Faculty Senate then approved a Master Syllabus Policy.

Faculty are involved in establishing academic credentials beginning with the hiring process: faculty work with the chair/division head to determine the specifics of the open position and participate in faculty search committees.

Tenure and promotion procedures require faculty involvement in credentialing at multiple levels. The faculty applicant declares the intention to seek tenure and/or promotion. The applicant prepares materials, which are reviewed by a faculty committee at the department/division level, who recommends to the chair/division head. The chair/division head forwards the materials and recommendations to the appropriate college/division faculty committee, whose membership must include faculty representation from each department/division within the college. The college/division level faculty committee then forwards its recommendation to the appropriate dean.

In terms of faculty institutional involvement in assessment, a survey sample of faculty indicates that 88% "are actively engaged in my institution's assessment efforts" and 80% are "highly interested in my institution's assessment efforts."

3C2. The Common Data Set indicates that of 740 total instructional faculty, over 98% hold a master's or terminal degree: 55% hold a doctorate or other terminal degree and 43% a master's. Only seven faculty hold the bachelor's as their highest degree.

Faculty Degrees Earned identifies the degrees held by each faculty member and degree relevance to discipline.

Marshall maintains faculty vitae via *Digital Measures*, which allows on-demand, timely access to faculty credentials. For example, vitae for Lewis College of Business faculty can be read in this report.

Full-time faculty characteristics show that 75% hold tenured or tenure eligible positions, indicating they have satisfied the credential standards for pre-tenure and tenure review.

BOG policy defines employment equivalencies and the process used for faculty appointment. Applicant experience must be reviewed by the dean, the department chairperson, and the department faculty or elected personnel committee. Related experience shall not exceed five years and no related experience can be used for tenure purposes.

Faculty teaching graduate courses must apply for and hold the [necessary credentials for Graduate Faculty Membership](#), which consists of four ranks: Doctoral, Graduate, Associate, and Graduate Instructor. The Graduate Council audits credentials on a rotating basis and maintains the Marshall University *Redbook*, a roster of graduate faculty that includes rank and term expiration dates. for graduate faculty membership.

The policy specifically addresses [Doctoral Graduate Faculty](#), who must hold a continuing full-time appointment in the department or division offering the doctoral degree and a research-oriented terminal degree or appropriate professional degree. They must present evidence of current scholarly or creative activity as well as evidence of continuing high quality teaching and advising.

Graduate students with teaching-related duties sign a [contract](#) that describes the status, duties, and levels of supervision. Graduate teaching assistants (GTA) become the Teacher of Record for their courses and therefore must follow "all university and departmental guidelines for teaching the course(s) or lab(s)."

Marshall departments that use GTAs as the Teacher of Record include Communication Studies, English, Mathematics, and Psychology and have internal policies that require supervision, training, and other conditions (e.g. common syllabus or exams). The remainder of departments for which graduate students have some teaching responsibilities assist the Teacher of Record.

Communication Studies GTAs must enroll in [CMM 674: Seminar in Communication Pedagogy](#), and are assigned [ongoing teacher training](#) that begins with a [two-day workshop](#). Communication Studies GTAs are co-listed with their supervising faculty as Teacher of Record.

English GTAs must take a 6-credit-hour course sequence in their first year; English GTAs do not teach during their first program year. [ENG 560, Composition and Writing Center Theory,](#) requires GTAs to tutor in the Writing Center under its Director's supervision to gain experience as teachers of writing. [ENG 640, Teaching College English](#), requires students to develop a teaching portfolio of syllabi and assignments, including rubrics, helping assure they are prepared to teach and meet departmental and institutional learning outcomes. English GTAs begin their second year in program with a two-day teaching workshop, meet regularly with faculty mentors, and participate in an online discussion/advising forum monitored by the department's Coordinator of Composition to provide continuous support and feedback. The department's Composition Committee reviews all GTA syllabi and observes GTA teaching.

Mathematics GTAs attend a [teaching orientation](#) and enroll in [MTH 589, Graduate Mathematics Seminar](#). The math orientation begins their introduction to teaching while the course offers support throughout their first semester. MTH 589 topics include learning to write exams, assessment, and university policies related to teaching and student issues. Math also maintains an online course site in Blackboard/MUOnline with GTA resources.

Psychology GTAs must enroll in [PSY 600, Seminar: Teaching of Psychology](#) to prepare them to teach introductory Psychology. GTAs prepare and deliver practice lectures to faculty who offer critiques. Two Psychology faculty are assigned to oversee department GTAs. GTAs administer departmental exams to ensure that universal content is covered.

[The policy](#) regarding instructors for College Courses in the High Schools and Dual Credit courses [requires that instructors](#) "meet the same requirements anyone seeking employment would have to meet [to be an adjunct](#)" at Marshall, and must hold an MA in field (unless excepted by the academic

department). The academic unit must also certify and approve the instructor's credentials when requesting instructor approval from the unit's dean.

Marshall is aware of HLC's current work to clarify policy determining faculty credentials and will respond as appropriate and necessary.

3C3. BOG course evaluations policy requires faculty to administer student course evaluations for every course taught, every semester. Student course evaluations play a role in tenure and promotion decisions.

BOG policy outlines and requires annual faculty evaluation. The policy details specific faculty roles in which they may be evaluated. Faculty performance is assigned one of four levels: Exemplary, Professional, Needs Improvement, or Unacceptable. In the annual review, the faculty member completes and negotiates with the program chair a Planning Page that identifies the specific roles and duties expected for the upcoming year; a Self-Evaulation/detailed description of accomplishments and ratings; and a final ratings assignment by the faculty's chair. The Annual Report then goes to the appropriate dean for review.

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

New tenure-track faculty receive probationary appointments, at which time they are notified of the requirements for tenure. All probationary faculty must be notified annually in writing of their progress toward tenure and promotion. Notifications should identify any specific areas of improvement needed for tenure or promotion. Additionally, all probationary faculty are evaluated by the criteria used for tenure and promotion in a pre-tenure review, the date for which is stated in the initial appointment letter but typically occurring in the third year. This evaluation becomes part of any application for tenure.

3C4. BOG policy on Faculty Development acknowledges the essential role that faculty development opportunities and support play "in meeting the primary goals of West Virginia's...colleges and universities": "Teaching, expanding knowledge and creativity, and devoting knowledge to public service."

A variety of grant opportunities support faculty development and their efforts to remain current in discipline. INCO individual and group grants pay tuition for continuing education courses; cover expenses for attending professional meetings, workshops, and conferences; and for organizing professional development courses and seminars. The Quinlan Endowment specifically supports faculty travel to present scholarly or creative work at professional meetings and conferences. The Graduate College offers grants to cover reassigned time for spring semester research projects. Summer research awards are also available to fund summer research and creative endeavors.

Scholarly and creative activities is a measure of remaining current in discipline and is reviewed during faculty annual evaluation. Pre-tenure, tenure, and promotion reviews consider scholarly and creative activity/contributions. Requirements for Graduate Faculty status described in 3C2 include "evidence of continuing scholarly or creative activity over the most recent five years prior to application...or renewal."

BOG sabbatical leave policy supports faculty so they may "engage in research, writing, or other activity calculated to contribute to professional development and his/her usefulness to the college or

university."

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

The Center's mission is to promote a campus culture that values pedagogical, disciplinary, and program-based inquiry to support student learning. The Center houses three units: the Faculty Development Office, the Writing Across the Curriculum Program, and the Service Learning Program. Assigned to the Center are faculty who serve as its Executive Director; an Assistant Director; a Writing Across the Curriculum Program Director; and a Service Learning Program Director.

CTL's Faculty Development Office provides a range of professional development opportunities for new and experienced faculty members, both full-time and part-time. Included among the Center's initiatives are an annual fall teaching conference, iPED: Inquiring Pedagogies; adjunct faculty forums; events, training, informational sessions, and research support for new faculty; sessions for learning effective online teaching strategies; training for fully utilizing Marshall's technology enhanced TECI3 classrooms and for teaching with technology; and organizing and sponsoring interdisciplinary faculty learning communities.

CTL plays an essential role in supporting Marshall's GenEd by offering faculty development for teachers of First-Year Seminar and Critical Thinking (CT designated) courses, in addition to offering training for and certification in Writing Across the Curriculum and Service Learning.

Teaching awards administered through CTL include the Reynolds and the Pickens Queen awards.

Two additional awards highlight, recognize, and show Marshall's appreciation for effective faculty: the Hedrick Outstanding Faculty Award, for faculty with a record of outstanding scholarship, research and/or creative activities plus outstanding undergraduate or graduate teaching; and the Distinguished Artists and Scholars Award, which recognizes faculty distinction in artistic and scholarly activity.

CTL recently established the Hedrick Teaching Fellowship, which gives a faculty member the opportunity to pursue a scholarship of teaching and learning project, help shape the strategic plan for campus-wide faculty development, and develop a niche area of expertise in teaching and learning.

3C5. Instructors are expected to post and hold regular office hours in a number commensurate with the number of contact hours they teach per semester; this number is determined largely at the department and college level as an appropriate number varies based on discipline, etc. The course syllabus template requires instructors to post office hours.

The availability of adjuncts to students outside of class is determined by the department chair/division head in consultation with the instructor.

Marshall faculty make themselves available for student inquiry beyond holding regular office hours.

For example, the research and presentation opportunities afforded to Marshall students described in 3B5 demonstrate the extent to which faculty are accessible to students as mentors, co-researchers, and presenters. The 200+ student presenters at the 2013 and 2015 Liberal Arts Undergraduate conference each had a faculty mentor.

As described in 3B5, students presenting at Undergraduate Research Day at the Capital each had a faculty advisor, and students often co-present with faculty at the Sigma XI research events.

At the graduate level, students who choose to take comprehensive exams must have a Comprehensive Exam Committee including a chair and a minimum of two voting faculty. Doctoral level comprehensive exam committees must include at least three voting faculty.

Thesis committees must have the same composition as exam committees.

Between 2013 and the time of writing, 172 Marshall students have written theses or dissertations.

3C6. BOG has a policy regarding staff development, requiring Marshall to develop and operate training and development programs for which funds are designated each year; and to report annually to the BOG Chair the status of the programs. Further requirements for the programs are outlined in the "Marshall University: Roles and Responsibilities" section of the policy.

Marshall's Tutoring Services, a division of University College, oversees peer-to-peer tutoring. The application materials, job description, and responsibilities form reflect the rigor applied to recruiting, vetting, and supporting peer tutors. A comprehensive Tips for Tutors Handbook, required reading for all new tutors, lends insight into the training, resources, and support offered to peer tutors.

The "Welcome to Fall 2014 Tutors!!" training PowerPoint is presented to new and returning tutors at the beginning of every semester. It introduces the job of tutoring, explains types of student learning styles, and reviews student feedback on Marshall tutoring services.

Marshall's Office of Financial Aid offers training resources for faculty and financial aid counselors.

This Financial Aid Awareness and Literacy presentation for UNI 100 courses is organized around fifteen frequently asked questions about financial aid and identifies advice and resources.

The Office of Financial Aid trains its counselors so they remain informed and current; part of the program consists of at least eight training presentations that range across topics such as the following:

- Student Dependency Status
- Federal Programs
- Federal Update (resulting from President Obama's 2020 High Priority Performance Goals)
- Marshall Scholarships and Grants

To serve the Marshall student demographic, the Academics Initiatives program has developed a PowerPoint presentation explaining how to use Appreciative Advising so that academic advisors may understand better the help-seeking behaviors displayed by students in Appalachia.

Marshall recognizes that academic advising resonates beyond the classroom and can carry implications for students' financial aid. The Office of Financial Aid has developed a data-driven PowerPoint presentation for advisors explaining the implications of student academics on financial aid; this resource ensures that advisors remain informed about the larger context of academic performance through ongoing professional development.

The Undecided Student Advising Guide, while ostensibly written for the student, is a valuable resource for advisors working with undecided and conditional admissions students. The advantage of advising undecided students in the Student Resource Center is the Center's embedded career counselor.

Marshall colleges offer college-specific resources for advisors, such as the College of Education and

Professional Development's manual, "designed to assist new faculty and professional advisors, and those advisors who would like a quick refresher" on a variety of topics, including best practices, online advising tools, intended outcomes of advising, and responsibilities and protocol.

In 2014, Marshall formed the Academic Advising Taskforce and launched an internal Advising Audit, a comprehensive evaluation of advising across the institution. The Taskforce met with a focus group of professional advisors from seven colleges and the Student Resource Center. The focus group summary and Taskforce Executive Report identify the need for "more training on advising fundamentals and the general education requirements."

In response, Academic Affairs launched a professional development series for professional advisors to consist of six sessions per year. The April 2015 session offered a webinar on Intrusive Advising practices, and the June 2015 session addressed reducing errors and clarifying policies for more accurate graduation lists. The remaining four sessions are already scheduled for upcoming months. Academic Affairs also initiated an Annual Thank You Breakfast for advisors, the first held June 2015.

Marshall has also partnered with the Education Advisory Board (EAB), a higher education consulting and research firm, and has licensed EAB's Student Success Collaborative (SSC) software platform that provides predictive analytic tools to guide academic advising. Academic Affairs is developing a quality assurance protocol to implement in January 2016 that will train advisors to navigate the SSC platform.

The Advisor Manual for Student Involvement offers guidance to faculty advisors of student organizations involved in co-curricular activities.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3D1. First-generation students comprise more than 40% of Marshall's student population. Marshall also draws heavily from the surrounding Appalachian region and many of its students are Pell Grant eligible. The university supports services for this particular population and others.

Student support does not begin with Marshall, but rather with the family, however that may be defined for a student. The *Marshall Family Guide* states Marshall's attitudes toward student support and a listing of resources. As the *Guide* states, "a theme of connection and involvement permeates" suggestions to families to ease students' transition to college and exemplifies Marshall's philosophy of student support:

- Emphasize academics
- Encourage involvement
- Support new friendships
- Embrace new and different cultures
- Let them play

The *Guide* lists the general topics covered in its 36 pages--Academic Resources, Student Services, Student Activities, and Everything Marshall--with specific information following.

The *Student Handbook* details the "variety of developmental services, programs, and activities that Marshall offers." Services of note suited to specific student populations include

- Counseling Services: supporting student's emotional health
- Office of Disability Services: supporting differently-abled students
- Women's Programs: supporting a campus community of respect, equality, and empowerment
- Speech and Hearing Center: supporting students who face speech, voice, fluency, or hearing challenges

The *Undergraduate Course Catalog* identifies 37 learning opportunities and resources dedicated to student support. Services of note include the following:

Autism Training Center (ATC): Provides technical and support services statewide, and administers Marshall's College Program for Students with Autism Spectrum Disorder (ASD), providing specialized academic and social mentoring. ATC staff collaborate with students and families to plan a successful, individualized college experience. Staff advise faculty on effective instructional methods for each student, following up regularly with faculty. ATC maintains a safe environment for ASD students and facilitates their integration into the larger campus community. Specialized mental health counseling helps meet the unique needs of each ASD student.

Center for African American Students: Supports the academic and personal success of Marshall's African and African-American students through organizations such as the Society of Black Scholars.

Higher Education for Learning Problems (H.E.L.P.): Supports students with learning differences. As described in its student handbook, the nationally recognized Marshall H.E.L.P. program offers assessment, tutoring, and remediation services.

Intercultural Affairs: Supports the success of all students by welcoming a diversity of race, color, gender, sexual orientation, age, religion, national origin, marital status, and political and ethnic backgrounds and fostering and maintaining a campus environment that promotes a multicultural, international, and global community (see 1C2).

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

UC provides services such as the Student Resource Center (SRC), Tutoring Services, University Studies (UNI) courses, the National Student Exchange Program, Math Summer Bridge Program, and math placement exams.

UC plays a key role in academic advising. Undecided students are assigned a specific professional advisor in the SRC. Conditionally admitted students are assigned a specific UC advisor and must meet specific requirements to remain enrolled; UC advisors guide these students to meet requirements in a timely manner. Advisors focus on developing relationships with students that foster support in and out of the classroom.

Marshall students may remain Undecided in major until they have completed 45 degree hours. While Undecided, students are guided to courses appropriate for multiple majors. Resource Specialists in the SRC advise them in scheduling. The Career Services Center administers the Self-Directed Search test to identify student strengths and match them with majors. Students may also register for UNI 103, Career Planning for the Undecided Student. The guide for advising undecided students identifies courses that serve as introductions to majors.

The UC Timeline further illustrates its significant role in student support.

The SRC is a "one-stop shop" for several support functions, including basic academic advising, financial aid services, career services, and more. The SRC Timeline illustrates its range of student support. The SRC Flowchart depicts its varied inputs and outputs.

Tutoring Services, a UC resource, is available to all students and offers tutoring in nearly all subjects, particularly high-demand subjects and gateway courses. The goal is to help lead students to academic

excellence, not simply remediation. Tutoring fees are included in the cost of tuition, so there is no additional cost.

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

Marshall University also hosts four TRiO programs designed to assist first-generation, low-income, and underrepresented students: Heart of Appalachia Education Opportunity Center, Heart of Appalachia Talent Search, Upward Bound, and Empowering Appalachia.

3D2. Marshall admissions criteria and processes ensure entering students meet the standards for academic success and determine student placements. For example, high school graduates must have completed a core of courses required by HEPC, meet GPA requirements, and take the ACT or SAT. A limited number who do not satisfy all requirements may be conditionally admitted to University College, where they have access to enhanced academic support, interventions, and advising suited to the individual student.

New Student Orientation Programs held during the summer help freshmen, transfer students, and parents learn more about Marshall. During Orientation, students and parents learn about campus services,extracurricular activities, and community life. Most importantly, new students meet with an academic advisor and receive schedules appropriate to their ACT/SAT test scores and anticipated majors.

Students are placed in composition and college math by meeting a minimum score on the ACT or SAT. ENG 101 requires an ACT verbal score of 18 or SAT verbal of 450, or successful completion of ENG 099. Students who score below 18 on the ACT verbal (or below 450 on the SAT verbal) are placed in ENG 101P. The instructor may recommend movement into ENG 101 after administering a diagnostic on the first day of the class. College math requires an ACT math score of 19, an SAT math score of 460, or successful completion of MTH 099, or MTH 100, or MTH 102, or MTH 102B. Students may challenge their math placement by taking an exam administered by University College.

Week of Welcome is a collaborative, introductory effort to welcome, educate, and socialize new students to Marshall's campus, academic expectations, personnel, resources, and traditions to support a successful transition into college.

UNI 100 Freshman First Class is a transitional course providing academic and social support for new students. UNI 100 begins during Week of Welcome, continues through the first eight weeks of the semester, and is facilitated by a university staff volunteer as well as peer mentors committed to mentoring and providing support to students. The UNI 100 Freshman First Class Syllabus provides the course learning outcomes and topics, which are linked to the UNI 100 Concept Map. The Week of Welcome Mission and UNI 100 Enrollment Summary highlights the course success rates since implementation in 2010.

In recent years, traditional developmental math and English courses at many institutions have been overhauled to provide students a better opportunity to succeed. In fall 2014, Marshall's English Department implemented ENG 101P, Beginning Composition, for students not meeting the requirements to enroll in college-level English. Students enrolled in ENG 101P can potentially earn credit for the first composition sequence while completing developmental requirements.

In fall 2013, the Mathematics Department developed MTH 121B, Concepts and Applications of Mathematics with Algebra Review, for students in majors not requiring college algebra. Students enrolling in MTH 121B can potentially earn credit for their MTH 121 college-math requirement while completing developmental requirements. Beginning in fall 2015, the Mathematics Department will implement a streamlined developmental math sequence to provide a single-course option for students based upon their planned academic major. Students entering majors that do not require college algebra will enroll in MTH 100. Students headed toward a STEM-related major requiring college algebra will take MTH 102. A 1-hour course, MTH 102B, will bridge the gap for students who change majors. The pedagogy for all three courses will move from a traditional lecture-based course to an emporium model allowing students to work and test at their own pace with guidance from math faculty and graduate assistants.

The development of ENG 101P and the enhancements to the Mathematics curriculum demonstrate Marshall's ongoing commitment to its at-risk students' success.

The Math Summer Bridge Program is a one-week skills workshop taught by Math faculty and coordinated by University College. The program, supported by university and HEPC grant funds, is free to students who need developmental math. Fifteen percent of students participating in the program have achieved placement in degree-applicable math courses. Over half of the bridge participants who entered at the MTH 098 level tested into the MTH 099 level. Data show students participating in the program have bypassed over 500 credit hours of developmental education, resulting in approximately a five percent reduction in demand for developmental courses. This report summarizes program results.

3D3. To address focused, individualized advising at the student and program level, Marshall has implemented *DegreeWorks*, an electronic degree-auditing and tracking tool. Accessed by both students and advisors through the MyMU web portal, *DegreeWorks* can provide a detailed advising audit:

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

In 2014, Marshall formed the Academic Advising Taskforce and launched an internal Advising Audit, a comprehensive evaluation of advising across the institution. The Taskforce's Executive Summary identifies common themes found in its audit. To gauge the extent to which advising was meeting students' needs, the Taskforce gathered student feedback from a variety of sources, organized by college, and student comments about their overall advising experiences.

Marshall has partnered with the Education Advisory Board (EAB), a higher education consulting and research firm, and has licensed EAB's Student Success Collaborative (SSC) software platform that provides predictive analytic tools to inform academic advising practices. Marshall plans to implement by January 2016 a quality assurance protocol that will train advisors in navigating the SSC features.

Marshall has long employed best practices in student success and retention, relying on published research of scholars; institutions such as the American Association of Colleges and Universities (AAC&U); foundations, and professional societies to identify the most promising student-success interventions, including advising. Marshall is participating in the HLC Academy on Student Persistence and Completion, and its HLC Academy project "will employ institution-specific research to identify interventions that will have the greatest effect *here at Marshall*" [emphasis original].

For example, the EAB's infographic on student retention uses the term "Murky Middle," referring to students with college GPAs between 2.0 and 3.0; nearly two-fifths won't complete their degree. Institutions, EAB concludes, should focus their efforts on students who fall in this "Murky Middle."

EAB GPA data and "Murky Middle," however, are based on a national data set. After deep analysis of Marshall's students, Marshall's HLC Academy Team learned that, for example, high school GPA is a better predictor of academic performance. The Team also considered ACT scores, but found these scores have minimal predictive value for Marshall students. Further, data analysis revealed that the Murky Middle for Marshall students associated with a high school GPA of 2.0 to <3.25. This population of Marshall students constitutes approximately 32% of incoming, first-time freshmen, approximately 640 students per year.

This data-driven process has led to a new understanding of the characteristics of the Marshall student body and has challenged us to evaluate a number of long-held assumptions and practices regarding advising.

Responding to these findings, the HLC Academy Team has proposed several strategies: advise at-risk students before they matriculate to Marshall; advise Murky Middle students as we advise conditionally admitted students (with low GPAs/ACTs); identify and maximize Marshall's Murky Middle students' sense of academic purpose and connection to Marshall, collegiate life, their major, and career choice.

Marshall also has implemented two advising strategies recommended by the HLC Academy Team:

- Complete College America's "15 to Finish" campaign; students who take an average course load of fifteen credit hours tend to maintain higher GPAs and are more likely to complete their degrees.
- "MU EDGE" initiative, a pilot advising program launched for Fall 2015 offering personalized advising/mentoring throughout a student's first two years. The advisors for MU EDGE were selected from a dedicated group of faculty applicants. MU EDGE matches students with these faculty advisors at New Student Orientation. Participation requires four meetings per semester for the two year project. As the initiative progresses, the number of students and mentor/advisors will be scaled up.

3D4. Marshall provides the necessary resources and infrastructure for effective teaching and learning.

The Division of Information Technology (IT) maintains Marshall's technology infrastructure as shown in its mission and organization, student technology services, support for online learning, and broadband network.

The Marshall Library System includes two main campus locations, the John Deaver Drinko Library and the James E. Morrow Library, and two off-campus libraries, the Health Sciences Library and the Library Research Commons. Library holdings support teaching and research with close to 500,000 volumes and access to more than 45,000 periodicals, with additional online database services.

Morrow Library houses special collections and is a federal repository with a collection of over one million items.

Innovation and planning are essential components of Marshall's maintaining its teaching and learning support.

The Technology Enhanced Classroom initiative (TECI) demonstrates one response to the need for modern learning spaces.

The Jomie Jazz Center Forum offers a club-like atmosphere of 200 square-feet, seating 200-300. The Joan C. Edwards Performing Arts Center, a 75,000 square-foot facility, includes a full proscenium theater seating 530, and an experimental "black box" theater seating 250.

The newly constructed Visual Arts Center (VAC) is changing the paradigm for visual arts education. Located in downtown Huntington, the $13 million, 66,000 square-foot facility offers 2,200 square-feet of gallery space, innovative learning spaces, and studios for art education, art history, fibers, foundations, graphic design, painting, photography and printmaking students.

The newly constructed Arthur Weisberg Family Applied Engineering Complex opened for Fall 2015. The 155,000 square-foot, 480-foot long, four-story building is the result of a $56 million investment in the future of Marshall's undergraduate and graduate programs in engineering, mechanical engineering and bioengineering, computational sciences, environmental sciences, transportation, and applied digital/simulation technology.

One highlight of the facility is the advanced materials testing lab, where full-scale designs of bridges, buildings, and mining-related structures can be evaluated under real-world conditions. The lab makes the new complex one of the most capable engineering laboratories in the region and is already attracting the attention of outside organizations interesting in partnering on research projects.

The 2013 Campus Master Plan and the consultant appendix demonstrate Marshall's commitment to ensuring its infrastructure continues to meet the needs of its students and instructors. The Campus Master Plan is an extensive report establishing a flexible framework for development and improvement. Important Plan elements include projects, planning assumptions, a space needs analysis, and a detailed analysis of need and response. The consultant appendix offers a realistic assessment of Marshall's challenges and an Educational Adequacy Assessment, in which Marshall scored 70%. Though Marshall faces infrastructure challenges (in some cases common to similar institutions), the Campus Master Plan demonstrates the university's resolve for data-driven planning and improvement.

3D5. Marshall's Degree Profile includes *Information Literacy* among its Core Domains of Critical Thinking, with the following learning outcome: Students will revise their search strategies to find appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.

The Degree Profile also describes Traits and Performance Levels (Introductory, Milestone, Capstone, and Advanced) for the Information Literacy Domain. The skills gained in introductory Core I courses facilitate student learning in later coursework.

Every FYS student takes a common skills-based final exam modeled on the Collegiate Learning Assessment (CLA) performance task. The exam challenges students with a critical-thinking scenario; students access to a Document Library (DL) that contains selected source material with varying

degrees of accuracy, bias, and relevance. Students must use the information literacy and inquiry based thinking skills they have developed during FYS to articulate their best recommendation based on the given information and their analysis of the scenario.

Here are a sample FYS final exam scenario; the student instructions that describe the task and name explicitly Inquiry-Based Thinking and Information Literacy as assessed outcomes; instructor notes that describe the Document Library and the varying degrees of accuracy, bias, and relevance of the source material; and the grading rubric.

After each semester, the Office of Assessment randomly selects FYS final exams from the General Education Assessment Repository (GEAR) to assess directly the students' Information Literacy.

In addition to FYS, GenEd requires ENG 201, Advanced Composition, the second course in the sequence, described in the Undergraduate Catalog as "An advanced composition course centered on critical reading, writing, and research skills for the disciplines." The revised outcomes for ENG 201 are directly related to the effective use of research and information:

- Ability to formulate solid research questions that explore ideas and current conversations within the course theme.
- Ability to work with different texts as researchers, to mine for information, and to effectively use research sources, including online sources, in their writing.
- Ability to recognize how and when to use quotation, summary, and paraphrase, and how to examine the ethics of research and writing through proper citation methods.
- Ability to inquire into and reflect on the development of their research and writing in order to think critically and objectively about their work, internalize and clarify their own research and writing processes, and to self-assess areas in need of improvement.

These courses provide a direct linkage between the first classes a student takes, Core II courses, major-specific courses, and the senior capstone experience.

Marshall Libraries articulates a plan to address student information literacy.

To achieve this goal, Marshall Libraries have articulated in the plan an assessment model adapted from the Association of American Colleges and Universities (AAC&U) that mirrors the Degree Profile's Performance Levels (Capstone, Acceptable, Emerging, and Baseline); and offers a number of services such as Embedded Librarians, who work with individual course instructors to design course-level specific strategies and resources for students; Research Consultants who work in conjunction with the Writing Center; and Library Partners who maintain ongoing relationships and dialogue with the departments, schools, and programs to ensure effective academic support.

Marshall Libraries conducted a preliminary assessment review of Information Literacy, containing at the end of the report a list of recommendations to help secure a positive trend in the outcomes.

The Writing Center also offers students guidance in research strategies and the effective and ethical use of source materials.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3E1. The Office of Student Activities lists over 100 student organizations and clubs.

The Student Organization Recognition Form's non-discrimination section reinforces and reflects Mission values: every student organization is expected to choose its membership without regard to race, gender, color, ethnic origin, religious affiliation, age, physical or psychological handicap, or sexual orientation.

Marshall is distinctly aware that co-curricular programs constitute an important element of a student's education; the Office of Student Affairs has mapped its program goals to learning outcomes and identified measurements, indicators of learning outcomes, and Degree Profile support.

To facilitate assessment and reinforce that student activities are learning activities, the Office of Student Life mapped specific events to specific Degree Profile learning Domains.

Marshall's Study Abroad program offers students opportunities to expand their educational experiences while earning credit hours. Students have the opportunity to study in Japan, New Zealand, China, England, France, Spain, South Korea, and India. Marshall is a member institution of the International Student Exchange Program (ISEP), affording Marshall students many more options for study abroad.

With its opening broadcast in 1961, Marshall's WMUL radio became WV's first non-commercial, educational radio station. Still broadcasting from Marshall's campus, WMUL offers students professional experience in every aspect of radio broadcasting, from studio skills to production and technical support. From 1985 to present, WMUL has won more than 1000 national and regional awards.

3E2. Marshall's Mission Statement begins by establishing Marshall's commitment to "providing innovative undergraduate and graduate education that contributes to the development of society and the individual." To that end, Marshall provides opportunities that extend learning beyond the classroom, enhancing student interest and engagement while affording them a sense of educational empowerment and satisfaction by using "their knowledge, creativity, and critical thinking skills to make their communities better places in which to live" and contributing "to the betterment of society."

As discussed in 3B5, students in Liberal Arts and the Sciences gain professionalization experiences in research forums in which they present their work on topics both academic and applied. Research Conference panel topics from Liberal Arts students include organizational communication, money

and population demographic issues in Japan and the U.S., prescription drug overdose, gender and family life, and violence and aesthetics-- all of which demonstrate student educational engagement with issues that extend beyond the walls of the classroom. Science student research covers topics ranging from stem cell research to weather prediction.

Marshall demonstrates its commitment to experiential learning with the inclusion of the Core Domain of Ethical and Civic Thinking into its Degree Profile. The Domain's Learning Outcome requires students in part to "evaluate the ethical basis of professional rules and standards of conduct" and "evaluate how academic theories and public policy inform one another to support civic well-being." The latter outcome is the essential component for student learning in the context of community engagement: taking concepts and theories and challenging students to apply them to genuine problems impossible to replicate in the classroom.

The Ethical and Civic Thinking Domain has four associated assessable Traits with Performance Levels: Ethical Self Awareness, Professional Rules and Standards of Conduct, Civic Well Being, and Complex Ethical Issues. An Office of Assessment's Summer 2015 report includes Ethical and Civic Thinking, with a break out for Service Learning courses in particular.

The Service Learning workbook that faculty receive at their training/certification workshop describes the goals and processes of Service Learning at Marshall. Additionally, the workbook identifies five required criteria for the Service Learning designation, including an in-depth description of each criterion starting here.

Marshall has offered 108 sections of Service Learning designated courses since Fall 2010, enrolling over 1,800 students. This brief report from the Office of Service Learning highlights example courses and student projects from 2011-2014; this newsletter lends insight into the ways Marshall's Service Learning program creates meaningful educational experiences for our students and worthwhile contributions to their community.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4A1. Each Marshall degree program undergoes review on a five-year cycle, as mandated by WV State Code. The WV Higher Education Policy Commission (HEPC) has adopted procedures for program review. Marshall's Office of Assessment and Program Review has delineated detailed review policies for both the undergraduate and graduate levels. Each year, approximately 20% of Marshall's programs are subject to review; reviews have been scheduled through 2019.

Program review begins with a comprehensive degree program self-study report, addressing evaluative components that ensure the following:

- alignment with the university's mission
- program adequacy (curricula, faculty, students, resources)
- viability (enrollments, projected enrollments, graduation numbers)
- necessity (post-graduation outcomes including employment and placement in higher level educational programs).

These self-studies include data derived from the Office of Institutional Research, Office of Assessment and Program Review, and other sources (such as student surveys, etc.).

In its self-study report, the program requests 1 of 5 statuses: 1) Continuation at current level; 2) continuation at reduced level of activity or with corrective action; 3) identification of the program for further development; 4) development of a cooperative program with another institution; or 5) discontinuance of the program.

The program's self-study then undergoes a multi-stage review by its academic dean; internal reviewers of the university's Academic Planning Committee (undergraduate) or Graduate Council (graduate); and then the university's Provost and President. At each stage, reviewers may endorse the program's request or make additional recommendations (committee review form); the President makes the Official Recommendation of the University.

Marshall's Board of Governors (BOG) reviews the President's Official Recommendation and then meets with the program's representatives (typically the program chair/director and academic dean) to make a final determination about the program's status and to address concerns as needed.

The BOG approves final recommendations each year at its April meeting; this report tracks BOG program review actions for academic years 2007-2008 through 2013-2014.

Marshall then submits an annual Program Review Report to HEPC by May 31 of each year that includes the following:

- Significant findings
- Plans for program improvement
- Status of deficiencies identified in the program review completed five years earlier
- Five-year trends on program enrollment and graduates
- Summary of the program's past five years of student learning assessments
- Data for post-graduation student outcomes
- Final recommendations from BOG

Marshall's 2013-2014 HEPC report is here.

4A2. HEPC policy states in part that all Marshall "courses and classes offered for academic credit must be acceptable toward a degree or certificate program(s) as approved by the institutional governing board."

Advanced Placement (AP) Exam credit is evaluated under its own HEPC policy; HEPC believes "it is important to encourage students at all educational levels to aspire to higher intellectual achievements and that the Advanced Placement Program of the College Board is an instrument that allows high school students to master college subject matter and to document their intellectual achievements through successful completion of advanced placement examinations."

College Level Examination Program (CLEP) credit is also addressed by HEPC policy. The policy reads in part that students "must achieve a score equal to or above the recommended score of the Commission on Educational Credit and Credentials of the American Council on Education for CLEP Exams current at the time the examination was taken. Credit shall be awarded in an amount not exceeding the number of semesters for which the examination was designed."

Marshall's *Undergraduate Catalog* explains the institution's Credit Options for AP, CLEP, the

International Baccalaureate Program, and Military experience. The catalog explains clearly for students how AP scores will be credited, procedures for earning credit for CLEP and Military service, and identifies specific CLEP exams, required scores, and Marshall credit hours equivalencies.

Marshall's Regents of Bachelor Arts (RBA) is another potential source of college credit. All four-year public institutions of higher learning in WV offer the RBA degree. The HEPC's RBA administrative guidelines offer the rationale for the RBA: "Cyril O. Houle, in his book 'The external Degree (1973)', states that 'The adult degree, in its purest form, was developed in the belief that adults, both psychologically and socially, are so distinctly different from young people that a program of studies designed for men and women should be based at every point on their maturity'."

Keeping with this philosophy, Marshall's RBA may grant students academic credit for prior experience, as set forth by HEPC RBA Administrative Guidelines; the Guidelines directly address transfer credit.

The RBA Program Overview offers additional information for students. To receive experiential-based credit, the student must assemble an extensive portfolio arguing for the equivalence of this experience to academic credit. Each portfolio must contain four sections:

1. A request for credit for specific college courses
2. A resume identifying the student's educational, professional, and other college courses
3. A narrative arguing that the student has completed college-equivalent relevant activities
4. Documentation to support the above claims

Marshall faculty who teach the courses for which RBA students request credit review the portfolio and determine whether credit will be awarded. If awarded, these credits appear on the student's transcript as "college-equivalent" credits and are not graded.

4A3. HEPC policy governs transfer credit between WV's two- and four-year colleges. This policy ensures that the transfer of credits between WV public institutions of higher education is complete and consistent with appropriate and legitimate academic integrity; students should be able to transfer the maximum number of credits earned at a regionally accredited institution with as few requirements to repeat courses or take additional courses as is consistent with sound academic policy. Students may transfer at least 64 but no more than 72 hours of credit toward an undergraduate degree; the receiving institution may limit transfer credits to twelve hours toward a graduate degree.

The HEPC Core Coursework Agreement stipulates that the following general coursework, completed at any accredited WV institution, is applicable to General Education requirements:

- English Composition: 6 hours
- Communication and Literature: 6 hours (oral communication 3 hrs., literature 3 hrs.)
- Fine Arts Appreciation: 3 hours
- Mathematics: 3 to 5 hours (college math including general math, algebra, trigonometry, or calculus)
- Natural Science: 8 to 10 hours (lab sciences including biology, chemistry, geology, physics, or physical science)
- Social Science: 9 hours (history, political science, psychology, sociology, or economics with no more than 6 hours from any one area)

The HEPC Agreement further identifies specific courses offered by two- and four-year institutions that must be accepted for transfer.

Marshall also has articulation agreements with several two-year institutions. This agreement allows students to begin their higher education at a two-year institution and, if approved through the agreement, transfer those hours so that they may continue working toward a four-year Marshall degree.

Marshall's School of Pharmacy has established several articulation agreements with other institutions; agreements with WV State and Morehead State University, KY are examples.

Marshall outlines further policy details for evaluating transfer credit in the Marshall Undergraduate Catalog. Initial determination of equivalency with specific Marshall courses is based on course syllabi in conjunction with Marshall department and college that oversees the course. Once the initial determination is made, course equivalencies are stored in Marshall's BANNER database to ensure consistency for future transfers. If no specific course equivalency can be determined, the course is labeled "Unclassified" but may still count toward total hours for graduation. The student's Dean may in some circumstances substitute an unclassified transfer course for a specific Marshall course required for graduation.

4A4. Faculty, departments, colleges/schools, and university-level governing bodies all share significant and specific roles and responsibilities in ensuring that Marshall develops, monitors, and maintains rigorous programs of study.

The oversight of academic programs and the authority over course and programmatic rigor is inherent in the multi-level process of course and program development, review, and approval. Curricular matters that require oversight include the following:

- Course Addition (Undergraduate form) (Graduate form)
- Course Deletion, and Course Change
- Major or Degree Program (addition, change, or deletion)
- Minor (addition, change, or deletion)
- Area of Emphasis (addition, change, or deletion)
- Certificate (addition, change, or deletion)
- Review of changes in courses within a major, area of emphasis, minor, etc.

These curricular matters must move through several levels of review:

- Department, at which level all course and program changes are initiated
- Relevant college/school committee
- University Curriculum Committee
- Faculty Senate or Graduate Council *
- University President

*The Faculty Senate Curriculum Committee reviews undergraduate curricular changes, and then recommends action to the full Faculty Senate. The Graduate Council Curriculum Committee reviews graduate-level curricular changes and recommends action to Marshall's Graduate Council.

The instructions for curricular change and process of review are detailed in the University Curriculum Committee's Information and Instructions document.

Meeting minutes of the University Curriculum Committee from 2013 and 2015 show the range of Committee membership and actions.

Meeting minutes from [Marshall's Faculty Senate](#) and the [Graduate Council](#) show adherence to policy and their oversight roles in curricular matters.

As noted on the [Undergraduate](#) and [Graduate](#) Course Addition forms, prerequisites and co-requisites are determined by the departments, the institutional unit most familiar with its program needs and the context surrounding the new course. Prerequisites are clearly indicated for each course in the *Undergraduate* and *Graduate* Catalogs. The Registrar enforces prerequisites through BANNER scheduling and enrollment software. Students and advisors can manage prerequisites when planning course scheduling and progress towards degree using *DegreeWorks*, the degree auditing software tool launched by Marshall in Fall 2012.

Ensuring the rigor of individual courses is an inherent component of the above curricular review and approval process, which also requires that all new course requests be accompanied by a fully developed course syllabus, including assignments, grading information, and student learning outcomes and assessments. Further, [updated BOG policy](#) requires that all course syllabi be distributed on the first day of course; syllabi must include explicitly stated student learning outcomes, schedule of class sessions and assignments, and a grid showing how each student learning outcome will be practiced and assessed. The syllabus policy also ensures that the expectations for student learning are clearly thought out beforehand and articulated by the instructor teaching the course.

Academic Affairs has developed a [syllabus template](#) to ensure adherence to policy and that student learning outcomes are identified and met. Course syllabi are also uploaded to Marshall's Banner Extraction Reporting Tool (BERT) for review by the University Assessment Committee.

Expectations for student learning are articulated at the university level in the [Marshall Degree Profile](#). Programs adapted these outcomes and performance levels to their specific program needs during Marshall's Quality Initiative (described in 3A1). Faculty and the individual academic units act as the first authority for determining and ensuring course-level academic rigor because they are closest to our students, our courses, and our programs. As described above, faculty and academic units receive regular feedback, whether it be from the curricular change process, the syllabus review process, or the assessment process described in Criterion 4B to ensure that rigorous outcomes are maintained.

Once articulated on course syllabi, faculty have authority to determine how best to meet learning outcomes and the activities and assessments related to outcomes based on the context of the course, the program, and their own expertise.

Another indicator of oversight of course rigor and expectations for learning is attention to pass rates on licensure exams and nationally standardized tests in degree programs with specialized accreditation. Marshall [sets targets for and tracks pass rates](#) in its HEPC Compact reports and Annual Updates. For example, the 2011 HEPC Compact Update indicates that the overall pass rate target for Marshall students was 90% for all areas. The 2010-2011 overall pass rate was 90.8 %. HEPC reviewers of Marshall's 2011-2012 Compact Update requested that Marshall's 2013 update should include pass rates for each content area for PRAXIS, as well as pass rates for each year of the Compact reporting cycle and licensure pass rates for every Marshall program for which there is an licensure exam. In response, Marshall's 2013 Compact Update [included these detailed data](#), demonstrating its ability to track and oversee expanded levels of data.

Marshall exercises authority over the processes that guarantee the qualifications of individuals providing instruction.

Marshall Board of Governors (BOG) policies provide the broad qualifications for both [tenure](#) and

promotion. The tenure and promotion policies also make important distinctions between the two recognitions:

- Tenure is awarded not only for past achievements but also in anticipation of continued achievement in all areas of responsibility.
- Promotion in rank is a reward for achievement. It is based on the professional qualifications of a faculty member, including performance specific to the candidate's contractual responsibilities and duties.

To ensure institutional oversight and control of faculty qualifications, the policies for tenure and promotion require each college or equivalent unit to develop written procedures and performance criteria. For example, Marshall's College of Liberal Arts has developed a detailed policy for evaluating faculty qualifications for tenure and promotion.

Marshall's tenure process aligns with BOG policy and reviews faculty credentials at multiple faculty and administrative levels (Tenure process, 4.2.4 through 4.2.15).

BOG also establishes broad Adjunct Faculty qualifications, but charges that each institution's "department chair/division head, with faculty input, recommends to the dean of the college candidates for employment as adjuncts." Further ensuring adjunct qualifications is the requirement that

> the performance of each teaching adjunct...be evaluated by the department chair/division head or delegated representative and/or dean at the conclusion of each course taught. The evaluation must include student evaluations of the course. Deans are asked to report to the Provost/Senior Vice President for Academic Affairs or Vice President for Health Services as appropriate on those adjuncts who receive a less than "good" rating, and to indicate what action will be taken for each (non-renewal of contract, professional or instructional development, etc.).

Marshall faculty, chairs, and deans have early, essential input into establishing academic credentials, beginning with the hiring process as they determine the qualifications required for open positions. Instructions to faculty search committees are intended to eliminate bias in the search and help identify the best qualified applicant(s).

Faculty who teach graduate-level courses are evaluated by their academic deans to ensure these faculty are appropriately qualified. BOG policy on Graduate Faculty Membership describe four levels of status, each of which requires a different application developed by Marshall's Graduate College to ensure appropriate credentialing at the institutional level: Doctoral Graduate Faculty, Graduate Faculty, Associate Graduate Faculty, and Graduate Instructor.

Marshall has developed policies for Dual Credit and all other courses for high school student that grant Marshall credit. The policy describes Instructor Qualifications and the Course/Instructor Approval Process. Faculty teaching these courses are required to meet the faculty credentials required for teaching equivalent on-campus courses. Courses must meet the same rigorous standards as those for on-campus courses, and must use college-approved syllabi, texts, assignments, and assessments.

4A5. Marshall seeks program accreditation from specialized accrediting agencies based on faculty-review and through the normal cycle of annual program assessment and the multi-layered five-year program review. Thus, decisions to seek specialized accreditation is an ongoing process of consideration.All programs carefully consider pursuing specialized accreditation; programs do not pursue accreditation if they deem that accreditation will offer no significant benefit in student

outcomes or program quality.

Marshall offers 44 accreditation-eligible programs, 34 of which (71%) are accredited by professional/discipline-based agencies.

In June 2011, Marshall's Joan C. Edwards School of Medicine (JCESOM) medical education program was placed on probation by its accrediting body, the Liaison Committee on Medical Education (LCME). In its letter to Marshall University Stephen J. Kopp, JCME cited nine accreditation standards in noncompliance, one standard in compliance with a need for monitoring, and three standards in transition, including such areas as diversity, active learning, curriculum management, career and debt counseling, student educational debt, and faculty scholarly productivity.

In response, Marshall's JCESOM took the probationary status as an opportunity for systemic improvements.

In October 2011, the LCME Action Plan Committee was formed, with several subcommittees. In January 2012, action plans were submitted to address the probationary status. The Action Plan Update Summary is found here. In June 2012, one year after placing JCESOM on probation, JCME accepted the action plan for improvement. JOESOM implemented key components of its Action Plan, and in June 2013, an LCME team conducted a limited survey of the medical education program. Based on the implemented improvement plan and the team survey, LCME voted to extend the program's accreditation for the balance of its accreditation term and to end the status of "probation" for the medical education program. The program's next full survey takes place during the 2018-2019 academic year.

4A6. Marshall employs several strategies in evaluating our graduates' success.

Undergraduate Graduation Surveys: Potential Associate's and Bachelor's degree graduates complete a comprehensive online graduation survey during their senior year that asks specific questions about post-graduation plans. Marshall reports these data publicly as part of Marshall's College Portrait on the Voluntary System Accountability website *College Portraits* (www.collegeportraits.org/WV/Marshall/degrees).

Marshall also posts these data to its Office of Assessment website after they are analyzed for the university and supplemented by data for each academic college. Example results from spring 2010 through spring 2013 are here. A large percentage of respondents plan to attend graduate or professional school.

Program Reviews: During each five-year program review cycle, programs report the outcomes for their past five years of graduates: employed in major field; in related field; outside major field; enrolled in graduate programs; and unaccounted for. Eighty-eight degree programs at Marshall were reviewed during the past five-year period; 20 reported no data for graduate outcomes. One program had no graduates during this period. Of the remaining 67, 33% of graduates were employed in field; 5% in related fields; 3% outside of field; 12% had been accepted or were enrolled in further education; and 47% were unaccounted for. Data are broken down by academic years 2009-2013 here.

Hepdata Employer Find: In academic year 2013-2014, Marshall contracted with Hepdata Employer Find to obtain outcomes data for graduates from 2009-2013. Hepdata searches for graduate outcomes using non-FERPA protected student information. Undergraduate outcomes data are summarized here and graduate data are summarized here. Marshall separated these data by Major Code and placed them into a secure SharePoint site for access by degree program chairs.

Career Services: The Office of Career Services has begun collecting plans data from students who attend Marshall's pre-graduation event, "Countdown to Commencement." It also collects data from Workforce West Virginia. For example, for 2009 graduates, 60% entered employment in the first quarter after graduation, with 56% retaining employment for six months, with an average reported quarterly earnings of $7,098.08. Sixty percent of graduates also were reported employed in the third quarter after graduation, with quarterly earnings ranging from $3,664 for Agriculture to $14,027 for Manufacturing. Data for 2010 graduates show that 77% entered employment in the first quarter after graduation, with 72% retaining employment for six months, with a quarterly average earnings of $6,526.89. Seventy-nine percent reported employment in the third quarter after graduation, with quarterly earnings ranging from $5,710 for Other Services to $17, 890 for Mining, Quarrying, and Oil and Gas Extraction.

Marshall looks to Workforce West Virginia to provide additional, detailed analysis of our 2001-2010 graduates' success, including by degree level and area of study, by NAICS code, and by area of study.

College of Education and Professional Development (Graduate Programs): During the most previous cycle of five-year program reviews, COEPD reviewed 17 of its programs; however, only four programs reported graduate outcome data. However, COEPD has completed several employer satisfaction surveys of its graduates. The first study analyzes data from 2000, 2002, 2003, and 2007; a second for academic year 2007-2008 graduates; and a third for 2012. COEPD also obtained and analyzed satisfaction data from personnel directors of 2011-2012 graduates and from Educator Expos between 2008 to 2011. These survey results show that employers of graduates from Marshall's graduate teacher education programs are satisfied with the knowledge and skills Marshall graduates bring to their jobs.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4B1. In April 2011, HLC invited Marshall to join the third cohort of the Pathways Demonstration Project and undertake a Quality Initiative to test the Lumina Foundation's Degree Qualifications Profile.

This invitation provided Marshall the opportunity to build on and refine the core domain model already developed for general education (detailed in 3B2) and engage in a campus-wide Quality Initiative project that would define the goals for student learning in each degree program and, university-wide, at each degree level.

Quality Initiative results from academic year 2012-2013 show the culmination of the extensive process. The Open Pathways Quality Initiative report also includes summative findings and its recommendations regarding the Lumina DQP.

Working through the Quality Initiative allowed Marshall to develop its own Degree Profile, approved by Faculty Senate in 2013, that clearly identifies the learning goals for all students who graduate from Marshall University.

The GenEd curriculum lays the foundation for students to achieve Marshall's learning outcomes, with degree programs providing additional practice so that students graduate with degree-appropriate knowledge and skills. The 2014 HEPC Marshall Compact report describes in detail the assessment strategies for general education and degree programs to ensure that graduates achieve the learning outcomes outlined in Marshall's Degree Profile.

4B2. Marshall engages in a multifaceted program of direct and indirect assessment led by the Office of Assessment, overseen by a full-time director at the Associate Vice President level.

Direct Assessment

Core Curriculum: Assuring that students achieve the outcomes articulated in Marshall's Degree Profile begins with GenEd assessment. To facilitate this assessment, Marshall developed the General Education Assessment Repository (GEAR), an online database into which students upload artifacts produced in their GenEd classes. Students tag aspects of their work that align with Degree Profile Outcomes and Traits. Faculty assessors score the artifacts on a scale of 1-4 that corresponds to the

Performance levels in the Degree Profile: Introductory (1), Milestone (2), Capstone (3), and Advanced (4). General Education artifacts rarely achieve scores of 4 since this is the level expected of graduate students. The Spring 2014 Analysis of Artifacts from GEAR offers a complete explanation of GEAR assessment and results and analyses.

Collegiate Learning Assessment (CLA/CLA+): Marshall has administered the CLA to incoming freshmen and graduating seniors since 2004, measuring Marshall's value-added regarding reasoning and problem solving (aligned Degree Profile Inquiry-Based Thinking and Information Literacy) and effective writing (aligned with Communication Fluency). The CLA 2012-2013 institutional reports Marshall's results.

Baseline/First-Year Seminar/Senior Assessment: Faculty have developed Marshall's own in-house assessment activity modeled on the CLA performance task and after participation in the CLA Performance Task Academies. The assessment activity is administered to incoming freshmen during the Week of Welcome, with a similar activity later to students in First-Year Seminar, and finally to seniors. The activity targets three Degree Profile learning outcomes: Inquiry-Based Thinking, Communication Fluency, and Information Literacy. The sample FYS exam scenario and student instructions illustrate an activity given to all three cohorts. This activity allows collection of value-added data by sampling three points in students' academic career. The 2014 assessment report describes the process and results.

Degree and Certificate Programs: As stated above, HLC invited Marshall to join the Open Pathways Cohort 3, resulting in Marshall's Quality Initiative. During this project, each program examined and revised its learning outcomes for alignment with the DQP. Programs upload their assessment report through an online portal; each report must include the following:

- Connections between program mission and college and institution mission
- Program Assessment Plan
  - Program Learning Outcomes
  - Courses (or other learning experiences) in which program outcomes will be assessed at a minimum of two points: one early in the program and one near graduation
  - Specific assessments that address each outcome at each assessment point
  - Benchmarks for performance levels at each assessment point; benchmarks are specified as introductory
- Program-specific assessment rubrics
- Results
- Analysis and planned action
- Summary (optional)

The following are samples of program assessment reports, scored using a 1-3 rating:

Assessment Report with ratings of 3 for all traits

Assessment Report with varied ratings

Assessment Report with rating of 3 for two traits, 0 for feedback loop

Marshall is moving to ensure assessment of each certificate program. Certificate program assessment has lagged due to the primary focus on degree programs during the Quality Initiative.
Marshall currently offers 41 certificate programs (six undergraduate, 30 graduate, 5 post-master's). To date, no undergraduate certificate program has developed an assessment plan; 8 of 30 (27%) of

graduate certificate programs have plans; and 4 of 5 (80%) post-master's have assessment plans. Beginning with Fall 2015 Program Reviews, however, programs must include assessment plans for their Certificate programs. This chart identifies current certificate assessment status.

Indirect Assessment (Curricular and Co-Curricular Programs)

Course Syllabi (Curricular): Faculty upload syllabi MU BERT, an internal database. To include syllabi in assessment, the Office of Academic Affairs assembled a Master Syllabus Taskforce that developed the current syllabus template. The template requires faculty to include a chart that explicitly identifies course outcomes, the course activities through which these outcomes will be practiced, and the method used to assess each outcome. The University Assessment Committee assesses and reports on syllabi.

National Survey of Student Engagement (NSSE; Curricular and Co-Curricular): Marshall has administered the NSSE yearly since 2008. 2008 data indicate that Marshall students scored significantly lower than their Carnegie peers in Active and Collaborative Learning. Following Marshall's implementation of the its new General Education Curriculum in 2010-2011, scores significantly improved, including in Academic Challenge, placing Marshall students within the top 50% of NSSE institution scores in 2011 and 2012. Data for 2008-2012 are here. Data for 2013 show Marshall's first-year students in the top 10% of NSSE institutions in Reflective and Integrative Learning and Quantitative Reasoning.

Undergraduate Graduation Surveys (Curricular): Marshall invites graduating seniors to complete a graduation survey in which they rate their satisfaction with items relating to the Degree Profile. Data for 2012-2013 are here.

Teaching and Advising Surveys (Co-Curricular): Marshall invites graduating students to evaluate their satisfaction with both teaching and advising. Data are available for 2010-2014 by college here.

Degree Program Surveys (Curricular): This survey measures students' perceptions of how well they attained Degree Profile outcomes through both their GenEd and degree program courses at the undergraduate and graduate levels.

Residence Education Assessment (Co-Curricular): The Office of Housing and Residence Life has developed an assessment for its activities and is currently aligning outcomes with the Degree Profile.

Student Organizations (Co-Curricular): The Office of Student Life tracked co-curricular learning during 2013-2014 by mapping each of its events to Core Domains and university outcomes.

Assessment Day Focus Groups (Curricular): Marshall asked student focus groups on Assessment Day 2011 and 2013 to respond to the question, "What makes a good learning experience?" In 2012, a similar focus group was asked, "How can university advising and other support services help you to achieve your academic and personal goals?" Results from these focus groups are here.

4B3. Marshall responded to CLA data and low NSSE scores in Active and Collaborative Learning (see 4B2 above) to engage students much earlier with critical thinking in academically challenging courses. These data helped inform the 2006 decision to revise the general education curriculum, described in 3B2. The data also led to the required training specifically in active learning teaching strategies and course development for faculty who teach First-Year Seminar and Critical Thinking (CT) courses.

Assessment data also drives improvement in the assessment program itself, which is essential in ensuring student learning. For example, during 2008-2009, the University Assessment Committee revised its degree program rubric to clarify assessment expectations and emphasize the importance of the formative nature of program assessment, highlighting the importance of continuous improvement. Among other revisions, the rubric now assesses whether a program's assessment plan includes "A detailed plan for improvement in student learning, based on a clear analysis of assessment results" (see below under Degree Programs).

A 2011 Assessment Day report describes how Marshall has responded to data to improve student learning.

Degree Programs: As described above, degree programs' assessment plans must include "A detailed plan for improvement in student learning, based on a clear analysis of assessment results." This 2013 report from the Office of Assessment offers examples of program changes based on assessment analysis.

The Office of Assessment's 2013-2014 program review report shows the integration of assessment into program review and improvement. Each of the BA and MA programs under review (except two abbreviated program reports) includes a section for "Plans for program improvement" and "Summary of assessment model and how results are used for program improvement."

In "Plans for program improvement," the BA in History directly notes the program's assessment data; the MA in Sociology refers directly to the program's revamping of its learning objectives in conjunction with the HLC Open Pathways Project.

The sections "Summary of assessment model..." include a table for each program that lists learning outcomes, assessment measures, standards/benchmarks, results/analysis, and actions taken to improve the program. All programs indicate improvements taken in response to assessment, with the exception of the BA in Biological Sciences. Note, though, that BOG recommends that the program "**continue with corrective action**" [emphasis original] and specifically asks the program "to further develop its assessment of student learning and report its progress to the Board in the spring of 2015."

4B4. Marshall's assessment activities are designed to ensure valid and reliable results upon which to base improvements in student learning.

As described in 4B2, Marshall has developed its own online database--GEAR--into which students load artifacts for assessment by the University Assessment Committee. Artifacts are aligned to one or more of the Degree Profile's learning outcomes. The process is designed to ensure good practice in two specific ways.

First, the process assesses artifacts from different points in the curriculum. For example, most students complete First-Year Seminar as freshmen, Critical Thinking courses as freshmen and sophomores, but may complete multicultural, international, service learning, and writing intensive courses throughout their academic careers. Using GEAR to assess artifacts from all these courses affords the opportunity to ensure that student performance continues to mature as students progress through the curriculum.

Secondly, at the university level, the GEAR assessment process requires that each artifact be independently assessed by two normed faculty readers. If readers disagree within one point on the rubric scores and cannot resolve the difference during discussion, a third normed reader is assigned.

The 2014 GEAR assessment analysis demonstrates attention to good practice, noting shortcomings such as sample size and student error in aligning their artifacts to learning outcomes. The report addresses directly Review Procedures and demonstrates awareness of potential problems with data collection and analysis and controls for obtaining good data.

Beginning in 2012, as described in 4B2, Marshall obtained baseline assessments of all freshmen during the Week of Welcome using a CLA-type assessment tool; a similar assessment is given at the end of First-Year Seminar and again to graduating seniors, giving Marshall three data points for assessment.

Degree programs, during the Quality Initiative, aligned their learning outcomes using the Lumina Degree Quality Profile framework, laying the foundation for consistent program assessment.

Externally conducted assessments, such as CLA/CLA+ that Marshall has administered since academic year 2004-2005, provide a nationally benchmarked assessment linked to three of Marshall's Degree Profile learning outcomes--Inquiry-Based Thinking, Information Literacy, and Communication Fluency. However, financial considerations have historically prohibited testing more than 100 freshmen and 100 seniors per academic year. A variety of strategies, though, have helped ensure representative samples, such as sending invitations to stratified randomly selected students.

The introduction of the baseline assessment administered during Week of Welcome also allows for true random samples from among freshmen. After randomly choosing 100 student for the CLA, all others take Marshall's university-developed baseline assessment. However, securing good random and adequate sample from seniors has not been as successful, as senior participation has been lower than desired. Beginning in spring 2015, more direct work with capstone instructors has increased the low senior participation rate.

Faculty play key roles in assuring that assessment is an integral part of Marshall's teaching and learning.

The majority of faculty participated in Marshall's Quality Initiative. As of June 2013, 94 programs had participated. This project necessitated that faculty within each degree program work together to revise existing program learning outcomes and determine in which key courses program assessments would be conducted. For these courses, faculty collectively developed assignments to address the outcomes and developed rubrics for each outcome.

The Open Pathways Quality Initiative report details throughout faculty involvement not only in their own programs but also in numerous campus-level committees and workgroups. The outcomes in Marshall's Degree Profile were developed by a core group of 24 faculty; however, additional feedback was received from two university committees and faculty senators. In addition to a Steering Committee consisting of six individuals, eighteen faculty from across all of Marshall's colleges were involved in testing the alignment of course outcome, activities, and assessments in their course syllabi before the new syllabus policy was adopted.

Assessment of student learning in degree programs is conducted by the program's faculty, who are in the best position to determine the knowledge and skills necessary to ensure the success of their graduates. Program faculty also must collectively examine assessment data to determine relative strengths and weaknesses and to decide how to use assessment information to improve student learning in their respective programs, as illustrated in the program reviews described above.

Direct assessment of student learning within courses is accomplished by the course instructor.

Although Marshall continues to some extent to use the course grade as a proxy for student learning, the current syllabus template requires faculty to incorporate the connections between course activities, assessments, and specific course learning outcomes more intentionally into course design.

Finally, Marshall participated in the *Faculty Survey of Assessment Culture*, conducted by Dr. Matthew Fuller from Sam Houston State University. Positive findings for Marshall include that 80% or more of respondents said that assessment is vital for Marshall's future, that they highly value assessment, are "actively engaged" in assessment efforts and that they believe that faculty leadership is necessary for Marshall's assessment efforts. Of note, 90% of respondents disagreed with the statement, "Assessment is someone else's problem, not mine." Of concern is the perception (80 – 82% of respondents) that administrators focus on assessment primarily because of compliance and accreditation issues; only 20% of respondents said that improvement of student learning was the primary reason for assessment at Marshall. Respondents expressed concern that financial resources were insufficient to support change (83%). These data suggest that communicating assessment results and, more importantly, how these results are used to inform changes that impact student learning, should be improved. The Faculty Survey of Assessment Culture includes full analysis of results.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4C1. Marshall defines targets for retention, persistence, and completion in its WV Higher Education Policy Commission (HEPC) Institutional Compacts; the Compacts set five-year goals. The university also submits Annual Updates to the Compact. The 2007-2012 Compact Appendix A, for example, sets targets such as 1st to 2nd year retention rates, graduation rates, and degree production; the 2013 Compact establishes targets for 2018. Targets are derived by Institutional Research and Planning, based on analysis of existing data. (Beginning with the 2013 Compact, HEPC defines retention on a state-wide basis; all other targets apply to Marshall.)

To assure targets are appropriate to mission and student demographics, the five-year goals are approved by Marshall's President and BOG, and approved at the state level by HEPC.

4C2. As illustrated by annual Compact Updates from 2008 to 2013, Marshall collects and analyzes data on retention, persistence, and completion. The Compacts also include Rationales for targets. Through the Office of Institutional Research and Planning and the Office of Academic Affairs, Marshall tracks and analyzes such data as

- First-time Freshmen
- Low-Income First-Time Freshman
- Returning Adult Students
- Transfer Students
- Underrepresented, Disadvantaged, and Racial/Ethnic Students

Using the final category above as example, the Compact Updates also include strategies and assessments for achieving targeted goals based on data analysis.

In addition to supplying data for the Compact reports, Institutional Research and Planning collects and analyzes data on a regular basis, supplying data for immediate analysis as requested or as needed, especially during the summer months when the University is closely tracking student commitment

toward enrollment in terms of retention, persistence, and success. Analytical factors include incoming ACT score, gender, residency, declaration of major upon matriculation, academic college, and major at graduation. Sample retention data and analysis by Institutional Research for 2000-2011 are found here. A detailed report to BOG for the same period that includes the above analytical factors is here. A recent 2015 report on retention in academic majors as well as four and six year graduation rates complements analyses provided in Fall 2011-2015 Enrollment By College of major and Degree Program.

Faculty and staff members involved in the HLC Student Persistence Academy, the AAC&U High-Impact Practices Institute, 2013-14 Academic Portfolio Review, and academic program review--particularly in terms of program Viability--all must critically analyze data of retention, persistence, and completion to guide project goals and lead to warranted improvements discussed in 4C3.

4C3. Assessment of retention, persistence, and completion data guides specific project and initiative goals at the institutional, college, and academic unit levels for improving student success strategies. For example, current initiatives, in the form of five comprehensive plans and student success metric strategies, are delineated in the 2014 WV HEPC Marshall University Compact Update.

- Plan A: Collaborative Access
- Plan B: Student Financial Assistance
- Plan C: Academic Quality
- Plan D: Career Pathways
- Plan E: Critical Regional Issues—Access and Success of Underrepresented Students

The 2014 Compact summary describes the comprehensive plans and student success metric strategies.

These plans incorporate efforts to improve retention and degree completion launched through the HLC Student Persistence Academy, the AAC&U High-Impact Practices Institute, 2013-14 Academic Portfolio Review, and academic program review. Marshall's 2014 Compact Update includes metrics —as referenced in 4C1 and 4C2—comprising targets for student access, success, and impact.

These and related activities are founded upon a continuous improvement model, which from the start stressed the importance of data collection, assessment, and use. Current projects emerged between 2010-2015 from efforts to improve a 2009-10 retention plan that featured a four-fold approach to retention and success, and received state-wide support as "a model for other institutions [in the State of West Virginia] in addressing student retention issues." Those projects depend heavily on the launch in 2012 of *DegreeWorks* and the Educational Advisory Board's *Student Success Collaborative* predictive analytics tool and student enablement enterprise, for which Marshall was an alpha research partner in each case.

In an attempt to leverage technology for tracking at-risk students, Marshall implemented *MAP-Works* in the Fall 2009. After three-years of use, assessments of *Map-Works'* effectiveness led the Office of Academic Affairs to rethink how the university could leverage technology more effectively for student success and adopted the more robust technological platforms provided by *DegreeWorks* and the EAB's *Student Success Collaborative.*

Marshall's continuous improvement model includes active participation in professional conferences, as a way to share the results of its student success initiatives through numerous conference presentations and to benefit from peer review and evaluation.

4C4. Marshall uses IPEDS methodology and definitions when tracking and reporting retention,

persistence, and program completions. Cohorts begin with first-time, full-time, degree-seeking freshmen from each year, and status is determined by enrollment or graduation in subsequent review years. The published rates in our Student Right to Know data correspond with (and are sourced from) our IPEDS submissions and data used for those submissions.

This methodology fits Marshall's student profile in two aspects: 1) Marshall has less than one percent of our entering class enrolling as part-time students and fewer than a dozen of the entering students are not degree-seeking, so the cohort definition is appropriate; and 2) As Marshall has two associate degree programs into which students may transfer, our graduation rates utilize the Baccalaureate degree seekers cohort, but includes in the completions any completer of a program (2-year or 4-year) within 150% of the normal time.

In addition to our own published rates and the rates provided to IPEDS, Marshall submits data to HEPC, which publishes its own rates. HEPC rates include students starting at Marshall but graduating anywhere within the public higher education system in WV. The HEPC also submits Marshall data to the Southern Regional Education Board, which calculates and publishes its own rates.

Marshall submits graduation rate and retention rate data to third party surveys for their purposes. Third-party instructions are followed when submitting information, even when such instructions may not match those of IPEDS.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5A1. The Finance Division ensures that the University's fiscal resources are sufficient to support Marshall's educational programs and the plans to maintain and strengthen those programs:

- Each year BOG reviews and approves a financial audit.   All audits have had clean opinions.
- Each year a balanced Fiscal Year operating budget for the University's core operations is prepared through a process that involves the Budget Work Group and collaboration with each budget unit. The process is informed by Academic Affairs planning priorities, such as those articulated in the Academic Portfolio Review (see 5C1).
- This budget is approved by BOG along with an audit basis budget, which includes the School of Medicine and Marshall University Research Corporation.
- An operating and capital budget is also submitted to HEPC for review and approval.
- For HEPC review, each four-year institution submits an analysis to demonstrate its respective financial health.
- Marshall has one of the strongest measures of financial health among the West Virginia institutions with a Composite Financial Index score without OPEB of 3.33 for Fiscal Year 2013 and 3.66 for Fiscal Year 2014.
- A key measure of whether "resources are sufficient and flexible enough to support the mission" is the Primary Reserve Ratio. Marshall's Primary Reserve Ratio score--without OPEB of 1.29 for Fiscal Year 2013 and 1.42 for Fiscal Year 2014--are in line with the medians for universities carrying an A1 bond rating.

Marshall has 1,588 employees to support its academic and non-academic operations:

- 740 instructional faculty
- 18 full-time faculty Librarians
- 200 full-time Executive, Administrative, Managerial Staff
- 243 Full-time Professional Non-Faculty
- 83 Clerical and Secretarial
- 112 full-time Technical and Paraprofessional Staff
- 56 full-time Skilled Crafts Staff
- 136 full-time Service and Maintenance Staff

The Office of Human Resource Services' (HRS) is guided by its mission:

To recruit, retain, and develop a world-class workforce that is aligned with the University's vision of aiming for perfection.

HRS oversees key workforce areas such as on-boarding, training and development, benefits management, performance improvement, retention, and health & wellness programs. HRS also oversees nondiscriminatory hiring practices that support the hiring of females and minorities and has contracted recently with a diversity recruitment specialist to source minority and diverse job applicants. HRS's Office of Equity Programs implements the affirmative action plan to ensure compliance with federal and state employment laws and regulations.

BOG approved the University's Campus Master Plan in November 2013. The Master Plan's purpose is "to establish a comprehensive framework for guiding the future development of Marshall University." The Master Plan analyzes space, transportation and pedestrian circulation, and building age and utilization prospects. Marshall is in the early stages of implementing key opportunities, such as preserving the historic campus core, reviewing ways to strengthen student housing, improving storm water management, and budgeting for campus-wide groundskeeping. Two units oversee Master Plan implementation:

- **Office of Facilities Planning and Management,** which provides oversight on new facility construction in excess of $200,000
- **Physical Plant Department,** which provides oversight of renovation and alteration of existing facilities and monitors the status of such facilities for maintenance and repair

Examples of Master Plan projects include:

- Renovation of a vacant multi-floor department store building in the downtown Huntington business district that is now the Visual Arts Center
- New construction of the Arthur Weisberg Family Applied Engineering Complex
- New construction of the Chris Cline Indoor Athletic Complex with an indoor track, Hall of Fame, and athletic academic center

Future projects include renovating Jenkins Hall academic building and continued investments into improving student housing and student dining.

A deferred maintenance and capital improvement plan is updated annually. This plan provides a list of completed projects and deferred maintenance, capital renewal, and ADA improvements. Examples of projects in the deferred maintenance plan completed in FY 15 include

- Twin Towers East building brick exterior sealing
- Removal of dangerous trees and dead wood

- Waterproofing Jenkins Hall (classroom and office) basement
- Replacement of several emergency generators
- Boiler replacements in Old Main Hall

The Division of Information Technology Overview offers detailed information about Marshall's technology resources and infrastructure. The Division employs 125 full-time positions dedicated providing and creating an evolving, innovative, and integrated technology environment. Marshall's Huntington campus and additional locations have technology embedded into all aspects of planning and infrastructure to meet evolving needs of students, faculty, and staff.

The Broadband Infrastructure Report offers detailed information about Marshall's state-of-the-art internet resources. Marshall's network, MUnet, is a 10 Gb Switched Ethernet based backbone linking all buildings on the Huntington campus, with Wide Area Network (WAN) links to other Marshall locations, centers, and medical clinics. MUnet supports over 15,000 switched gigabit Ethernet ports and over 700 WiFi dual band access points. MUnet is fully IPv6 enabled, the future Internet Protocol.

The Information Technology Strategic Plan: 2011-2016 delineates the Division's goals, strengths, and recognition of challenges.

5A2. Marshall initiated the 20/20 Strategic Planning effort in October 2013. In response to a challenging economic environment, particularly with respect to state funding, the goal of this university-wide effort is to identify new business and operational practices that support and sustain the university's financial health while promoting academic program growth.

20/20 Strategic Planning and Academic Portfolio Review (see also 5C1) activities continue to identify cost savings and revenue enhancements so Marshall can continue to make strategic investments in university priorities.

New budget concepts have been developed as part of the Fiscal Year 2016 budget process to ensure adequate resources for core functions of the university, with particular focus on instruction and mission by providing central funding for instructional costs based on the academic planning delineated for each term. A key concept that has been developed is **"core activity"**—a concept that helps to identify revenue generated through those activities that should support the core activities of the institution. Utilizing this idea helps to ensure adequate funding is generated and provided for instruction and key academic and student support activities.

5A3. Direct comparison of the mission and goals used to guide those units comprising the University's human, fiscal, physical, and technological infrastructure (stated in component 5A) demonstrates how those goal and mission statements are elaborations upon and logical extensions of the University's mission (as presented in 1A), reflecting a deep understanding of institutional structure, resources, constraints, and opportunities.

5A4. Four HR processes ensure staff in all areas are qualified and well trained:

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

Position Development and Description.

For classified staff, the Position Information Questionnaire (PIQ) ensures accurate description of essential job duties and competitive, commensurate salaries. An incumbent employee or relevant hiring officer complete a PIQ for each classified staff position, which requires the signatures of the employee, the immediate supervisor, and department head. PIQs are graded using a Job Evaluation Plan (JEP), the basic element of the classification system and consisting of 13 compensable factors:

- Knowledge
- Experience
- Complexity and Problem Solving
- Freedom of Action
- Scope and Effect
- Breadth of Responsibility
- Intrasystems Contacts
- External Contacts
- Direct Supervision Exercised
- Indirect Supervision Exercised
- Physical Coordination
- Working Conditions
- Physical Demands

Recruitment and Hiring

Marshall administers job postings through "PeopleAdmin," an employee position tracking system. The PIQ frames the job posting for applicants and aids in the development of screening questions used in the applicant hiring review process for staff positions (cf., 5A1 above).

Marshall advertises all positions: classified staff (exempt and non-exempt), non-classified staff, and faculty. Classified Staff are employees who are covered by the provisions of the State classification system, which includes a structured salary scale and point factor methodology. Non-Classified Staff are employees designated by the president who are responsible for policy formation at the department level or reports directly to the president of the institution.

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

Search committees receive training on how to conduct a legal and nondiscriminatory search from the Office of Equity Programs prior to the start of the recruitment process. The Director of Equity programs monitors each search to ensure committees are compliant and non-biased in their recommendations. After the departmental "hiring authority" has received permission to hire, the Office of Human Resource Services will begin the on-boarding process, which includes but is not limited to background check, reference checks, I-9 and E-Verify process, benefits enrollment, and orientation. This model is used for all position types to ensure the right talent is hired.

Performance Evaluation

The PIQ is used also to frame performance expectations and assessments for exempt classified employees, non-exempt classified employees, and non-classified employees. Faculty performance evaluations occur annually for all faculty appointments. Tenure-track/tenured faculty are reviewed annually though policies governing the annual report, and, as appropriate, at the time pre-tenure review, tenure review, and promotion review. Non-tenure track appointments are reviewed and exercised through the annual reappointment process.

All classified and non-classified staff are subject to a six-month probationary period.   New, transferred, or promoted employees are evaluated at three and six months after the effective date of the hire, transfer, or promotion.   After six months of service in the new position, employees are evaluated annually on the anniversary of their original hire date.

The purpose of the annual performance assessment is to identify areas of employee performance that may need to be improved, to assist with professional development, and to document performance. The annual assessment;

- Provides objective criteria for personnel performance evaluations on a standard basis within the University;
- Compels the supervisor to examine all of the individual traits affecting employee performance;
- Sets goals and objectives;
- Provides a two-way means of communication for both the employee and the supervisor; and
- Can be used as a basis for administrative decisions.

Professional Development

HR has a Training and Development specialist available to help staff transition into their job at the University, overcome obstacles in relation to job performance, and continue to develop professional. Marshall's goal is for its staff to grow professionally and succeed in their respective position to benefit our students, the University, and the community. Marshall supports this goal through a variety of learning and engagement opportunities. For example, Marshall provides free-to-employee access and use of Lynda.com, an online enterprise learning solutions platform, designed to help "students, leaders, IT and design pros, project managers—anyone in any role—build software, creative, and business skills."

Another example of how Marshall supports staff professional development lies in the creation of a Leadership Academy. The Leadership Academy's curriculum provides real world, practical experience with leadership issues.

Finally, the University provides tuition assistance for all full-time employees to pursue a Marshall degree.

5A5. Marshall began a series of *Campus Conversations* related to a process of developing a new budget model during FY 2014. Changes made during FY 2014 have provided more control of budgetary authority and has monitoring revenue and expenditure activity. These *Conversations*, and the new processes and modeling that emerged from those conversations during FY 2015 and FY 2016 budget development, have created a transparent and collaborative process.   For example, an allocation methodology originally proposed for FY 2016 would have relied on various calculations based on a unit's student credit hour production, leaning toward development of responsibility centered management model in 2014. After intensive discussions during the fiscal year 2016 budgeting process, senior leadership arrived at core Budgeting Concepts to guide the FY 2016 process. The Budgeting Concepts include a number of significant changes from prior practices, such as moving to a more zero-based budgeting model. New reports are being developed to enhance departments' and senior leaderships' ability to monitor revenue, expense, and budget activity.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5B1. The Marshall University Board of Governors (BOG) is a statutory body established in WV Code §18B-2A-1. The code acknowledges explicitly that West Virginia is best served when board membership includes the following:

- The academic and institutional expertise of faculty members and a student
- The technical or professional expertise and institutional experience of a classified employee
- An awareness and understanding of the issues facing the institution
- The diverse perspectives that arise from a membership that is balanced in terms of gender and varied in terms of race and ethnic heritage

BOG membership consists of thirteen lay persons from the Marshall community appointed by the Governor; a faculty representative; student representative; and classified university staff. Lay members are appointed to four year terms and may serve two consecutive terms. Faculty and staff representatives are elected by their peers for two year terms and may serve up to eight consecutive years. The student representative is elected to a term of one year. The length of terms in conjunction with the term limits balances long-term association with and knowledge of the institution with the regular addition of fresh and varied perspectives.

New members undergo a day of board orientation conducted by senior Marshall administrators and staff that includes an intensive overview of each of the institutions major units and activities. Additionally, retreats held during the fall terms provide board members the opportunity for in-depth understanding on specific topics and have included discussions by external consultants. The Fall 2014 retreat addressed Marshall's 20/20 strategic planning process as it began its final stages. HEPC also provides BOG training during the summers.

To maintain BOG awareness on the university's current status, Marshall administration, faculty, staff, and the President provide updates to BOG committees as well as the full board, as exemplified in board meeting minutes items III, IV, and VIII.

To facilitate and fulfill its oversight responsibilities regarding academic and financial policies and practices, BOG consists of three standing committees: the Executive Committee; the Academic and Student Affairs Committee; and the Finance, Audit, and Facilities Planning Committee. A fourth

Evaluation and Nominating Committee and Compensation Subcommittee is formed as needed.

The Executive Committee directs the meeting agenda. The Academic and Finance committees discuss in detail issues and resolutions in their respective areas in the mornings prior to the afternoon meetings of the full board, during which the committees advance reports, recommendations, and resolutions to the full board.

For example, in 2014, the Academic committee approved changes to the faculty tenure, promotion, and salary increase policies. The Finance Committee recently advanced a purchasing policy to the full board that was then approved for distribution for public comment. The Finance committee also reviews quarterly investment reports as well as quarterly budget status reports.

BOG has legal powers and fiduciary duties as specified in WV Code § 18B-2A-4, Powers and duties of governing boards. To ensure institutional autonomy, the BOG has delegated several of its powers and duties to Marshall's President.

BOG does not and cannot delegate many of its powers and duties. Among these, for example, is its charge to develop a ten-year campus master plan. Informed by expert consultants, the BOG fulfilled this responsibility by approving Marshall's Campus Master Plan in December, 2013. The BOG is also charged to "review, at least every five years, all academic programs under its jurisdiction," which it carries out as reflected in its meeting minutes.

The board also has the responsibility to appoint the university president. After the passing of Dr. Stephen J. Kopp, the board appointed Mr. Gary White as interim president on December 29, 2014 and approved in February 2015 a search procedure for a new president.

Board meeting minutes also reflect the BOG fulfilling its assumed fiduciary responsibilities:

- approval of tuition, fees, and budget
- aforementioned quarterly review of investments and budget status
- approval of the sale and purchase of real property assets
- approval of debt in the form of bond sales
- approval of annual financial statements

5B2. Marshall supports shared governance in both concept and practice. The Mission Statement identifies this commitment: "Marshall University will… support and strengthen the faculty, staff, student, and administrative governance structures in order to promote shared governance of the institution."

The Faculty Senate, the Classified Staff Council, and the Student Government Association serve as the representative bodies of the faculty, staff, and students, respectively, each with its own elected officers and its own constitution:

- Faculty Senate
- Classified Staff Council
- Student Government Association

The governing organizations and their chairs appoint representatives to serve on university committees that draft policy and procedure, particularly academic policy. As a result, the constituencies participate in shared representative governance through these committees.

In addition, these governing organizations initiate the approval process of many policies. For

example, the BOG recently approved a tobacco-free campus policy. The Student Government Association initiated this policy, which then proceeded to Classified Staff Council, and to Faculty Senate before going to BOG for final approval. This BOG agenda item also reflects constituents' input, both opposed and in support of the policy.

As previously stated, Marshall faculty, staff, and students each have BOG representation, and through this representation, have a voice, input, and a vote in all BOG matters. While not directly represented on the BOG, the university's senior leadership team meets weekly to provide institutional administrative operational oversight. Members of the leadership team prepare and present most items on the BOG agenda, and therefore also share in university governance at the BOG level.

Marshall's Information Technology Council (ITC) is one example of the many university-level committees with broad constituency representation whose actions require broader university constituency input and review. As described in its charge, the ITC governs policy for computer, library, distributed education, and network usage at Marshall. ITC policies are subject to multitiered review and comment by university constituencies, including the President's Office, Dean's Council, Faculty Senate, Classified Staff Council, and Student Government Association before final adoption. ITC membership consists of a broad cross-section of faculty, staff, students, and administrators.

5B3. Academic requirements, policy, and processes--including approval of new courses and degree programs--are addressed through faculty-based, collaborative organizational structures, such as Faculty Senate committees. With some exceptions, committee membership includes voting members of Faculty Senate, a faculty member from each academic unit, and an undergraduate student. The committees include ex-officio members as appropriate regarding the committee's nature and function.

Of the Faculty Senate academic committees (Academic Planning Committee, Budget and Academic Policy, Curriculum Committee, Faculty Personnel Committee, Library Committee, Research Committee, and Student Conduct and Welfare Committee), only the Faculty Personnel Committee includes exclusively faculty membership. The Student Conduct and Welfare Committee voting membership includes five additional undergraduates; most of these committees include at least one graduate student and multiple staff representatives as ex-officio, non-voting members.

The Graduate Council oversees issues related to graduate education. Its responsibilities include recommendation and approval of new programs and evaluation of existing programs, recommendation of tenure and promotion policies related to graduate education, and recommendation of graduate faculty status. Graduate Council membership includes faculty from each college/school and the library system, and a graduate student representative.

All Faculty Senate and Graduate Council recommendations go to the President for approval. Policy then goes to BOG for approval, which, as stated, includes constituency representation from faculty, classified employees, and students.

A recent example of collaboration involves the approval of new policies regarding promotion, tenure, and faculty salary increases. Marshall's president saw advantages to synchronizing the timing of promotion to associate professor and the granting of tenure, as well as basing salary increase on a totally merit-based system. The president, provost, and Faculty Personnel Committee worked on these polices for several years before negotiating a final set of policies. Campus roundtables were held to discuss the changes, and the president and chair of the faculty personnel committee held individual meetings with each college's faculty to discuss the changes. The policies were approved by faculty senate after considerable discussion and provisionally approved by the Board of Governors. A Notice

of Proposed Rulemaking was then [distributed to the constituency representatives](#). Having determined the effectiveness and adequacy of the procedures in place to discuss, recommend, and approve polices as adequate, BOG, having received no public comment, then considered the new policies on promotion and tenure and salary increases [approved](#).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5C1. Marshall is engaged in several inter-related initiatives that support its mission and academic programs, and provide a framework on which physical and program development decisions are based to ensure its viability through short-and long-term planning that is clear, flexible, and responds to changing needs and conditions.

The Academic Portfolio Review is a process that asks each program to prepare a Niche Statement addressing four goals related to resource allocation:

- Examine academic effectiveness and financial efficiency of degree programs offered at the undergraduate and graduate levels, i.e., cost/revenue analysis by student credit hour (SCH)
- Identify areas (programs and services) where additional resource investment would positively impact curricular development and student success, and produce financial gains in light of anticipated challenges of budget environment and demographic decline.
- Identify programs where enrollment and graduation trends indicate need for restructuring or elimination
- Examine faculty reassigned time for administrative purposes, utilization of adjunct faculty, and course section size and rotation for financial savings opportunities

To ensure alignment of resource allocation and mission, the Niche Statement template prompts programs to consider their mission, role, and function within the larger missions of their college and the university and to consult their Five-Year Program Reviews and annual assessment reports. These data points serve as the basis for determining appropriate resource allocation to sustain programs at appropriate levels and for identifying potential resource investment for program development.

The Niche Statements provide academic unit and college-level perspective on resource allocation relative to the portfolio of degree programs a unit maintains. For example, the program level planning based on the Niche Statements for programs in the College of Arts and Media allows the college to establish priorities for current program development as well as program development opportunities for new programs.

The Services Portfolio Review examined all activity in support of the university's mission outside of

instruction: how these services align with the university's mission, how much they cost, and they could be provided more efficiently.

In Summer 2014, Marshall organized seven Rapid Response Teams as a critical component in the strategic planning process. The teams were charged with finding a total of $7-10 million in cost saving/revenue enhancements and also with identifying areas where more investment could improve services. In short, the entire university community experienced a strategic shift from *spending* to *investing* in university priorities.

Services Portfolio Review results include exceeding the $10 million target and several recommendations.

Marshall's new budget model moves from an incremental-based, one-year-at-a-time budgeting model to a more zero-based, sources and uses model. Charting a Sustainable Future explains Marshall's budget model reform. The FOCUS vision for the strategic budget model makes clear the link between budget and mission:

- **F**lexible to take advantage of opportunities and address challenges.
- **O**penly accountable at all levels for the stewardship of an increasingly tighter resource base.
- **C**omprehensive to capture essential aspects of the institution's operations, services and mission.
- **U**nderstandable to allow informed and prudent management and analysis.
- **S**ustainable to meet current and future priorities of the institution.

The Planned Budgeting Concepts offers further perspective on how Marshall's new budget model allows the institution to prioritize expenditures and investments and exercise better budgetary control in directing resources to units and services that enhance the university's mission.

The 2013 Campus Master Plan also illustrates Marshall's commitment to resource analysis, planning and allocation as a means to fulfill its mission. The Master Plan provides a comprehensive, flexible framework for guiding development. Marshall's Mission Statement is clearly reflected in the Master Plan's six guiding principles:

1. Adapt Fiscal Practices to Operate in a More Resource Constrained Environment, while Fulfilling the Institution's Mission
2. Create Campuses of Distinction by Investing in Signature Facilities and Programs
3. Improve Campus Life Experience
4. Embrace a Growing Diversity
5. Enhance Campus Identity
6. Enrich Interactions between Our Campuses and Communities

5C2. The Academic Affairs Project Overview identifies in a single chart seven interrelated initiatives that require detailed planning and impact academics, resource allocation, revenue, and operations.

The link between student learning, operations, planning, and budgeting is exemplified in the Student Success Fee (SSF). The SSF originally supported instructional costs related to staffing UNI 101 instruction, a one-hour course in which students learned about university resources and strategies for success. Assessment of student learning, including analysis of the former GenEd curriculum and evaluation of First Year Experience activities (such as Welcome Weekend), led to the development of the new core General Education curriculum (see 3B1), the extension of Weekend of Welcome to the current Week of Welcome (WOW), and also UNI 100. To cover the costs associated with these improvements, the Student Success Fee was increased and is now assessed on all undergraduate

students.

Marshall's Housing and Residence Life has established learning outcomes for student residents. One initiative to ensure students meet those outcomes is the establishment of optional Living-Learning Communities. Students who share academic, social, or cultural interests have the opportunity to live together on the same floor in a residence hall. Housing and Residence Life houses students by interests and identifies needed support resources given that match. Living-Learning Communities afford students several advantages, which indicate the planning and resources needed for this program:

- Improved GPAs
- Connect with faculty & staff
- Great resume builder
- Networking opportunities
- Social programs catered to your academic needs
- Interact with students who share the same academic and personal interests

Another initiative involving Housing and Residence Life is the Faculty-in-Residence program, which places faculty in the residence halls to live alongside students. Faculty in residence host educational programs for students, offer office hours within the residence halls, and dine with students.

Student Affairs mapped its programs to student learning outcomes and alignment with the Degree Profile. Programs included Campus Activities, Community Engagement, Disability Services, Military and Veterans' Affairs, and Student Health Education Programs. Assessment results will inform future programming to ensure it contributes to student learning.

5C3. As discussed in 5B2 and 5B3, Marshall's internal and external constituencies play a key role in the institution's governance processes for planning and policy. For example, there is internal constituency representation on the BOG and the open comment period that invites public comment from internal and external constituencies.

The Academic Portfolio Review requires input at the unit and college/school level. The Services Portfolio Review relied upon a Steering Committee and Rapid Response Teams that included a wide range of university membership and representation.

In November 2005, Marshall announced the process for creating a Strategic Vision that would guide development and set priorities. The university made a public request for ideas from Marshall's global constituent base. Marshall created a dedicated web portal and invited faculty, staff, students, alumni, and friends and all other interested parties external to the university to submit their ideas. The dedicated web portal also contained direct links to the University Creed, the Marshall Mission Statement, and the Marshall Vision Statement. Through this inclusive approach to planning, Marshall received over 800 submissions from internal and external constituencies.

Community Engagement was a central theme and key component in Marshall's Campus Master Plan. The campus master plan team conducted open houses and working sessions with numerous internal and external constituencies, the latter including members of the community as well as community organizations. To expand external community input as much as possible, the team also held a Virtual Town Hall, using a web-based platform by MindMixer, to establish an open forum of ideas and dialogue during the entire planning process. The Virtual Town Hall site received over 2,630 unique visitors and received over 30,000 page views. The site also had almost 200 active participants who continuously contributed ideas.

The consultant appendix to the Campus Master Plan contains the [Virtual Town Hall Idea Report](#).

The inclusive, broad-based approach to seeking constituent input on strategic planning is characteristic of Marshall's planning processes.

5C4. The Academic Portfolio Review and the Services Portfolio Review were initiated as proactive measures to manage a financially challenging future that included reductions in state appropriations and a demographic decline. In addition, there was increased competition from for-profit and online colleges threatening enrollment, while the economy made it difficult for students and their families to continue absorbing tuition hikes. The two served to assess Marshall's current status of academic programs and university services regarding resource allocation and to identify areas of fiscal improvement while supporting the university's mission.

With input from Marshall's Budget Work Group, the university covered projected operating budget deficits through attrition by eliminating or consolidating positions as employees leave the university. The university also delayed some projects, and used cash savings and other "one-time" money from various revenue accounts. In 2014, $5.8 million in one-time money was used to balance the budget and fund a year of raises for faculty and staff.

5C1 explains the planning process and two important ways Marshall responded to decreases in traditional revenue streams to position itself to avoid a financial situation that may require sudden, unplanned changes.

5C5. No documents evidence Marshall's proactive planning better than the [2008](#), [2010](#), and [2010-2014 Strategic Initiatives Updates](#). As stated by Marshall's President Stephen J. Kopp in 2010-2014 Update preface,

> the strategic initiatives' update signals a transformation in the University's evolution as it adapts to the changing higher education landscape both inside the State of West Virginia and nationally. This transformation is embodied in the University's recent actions to develop a new, more self-sustaining financial model for conducting the business and accomplishing the core mission of the University.

Also, the section, "[Connecting the Dots](#)," is a detailed and insightful analysis of the "post-recession forces reshaping the higher education business model," and offers a case for fundamental change, discusses critical issues and identifies organizing principles such as focusing on institutional mission, and details strategic planning priorities and their progress to date. The entire document is key to understanding Marshall's overall comprehensive planning.

The Strategic Initiatives Updates together with the 20/20 Strategic Planning initiatives demonstrate Marshall's commitment to mission, to proactive planning, to in-depth analysis, and to the desire for constituency input. These documents also demonstrate how Marshall will achieve it's promise to remain relevant in a rapidly evolving higher education environment.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5D1. Marshall has utilized the Ellucian/Banner Student Module (1987) and the Ellucian/Banner Finance Module (1998), performing incremental improvements to both modules regularly to track financial activity. The Student Module tracks and stores enrollment data from recruitment to post-graduation. The Finance Module provides organizational financial reporting and budget monitoring for each college and department.

Real-time Banner information is used at all administrative and academic levels to produce on-demand tracking and summary reports. Several ad hoc reporting tools and databases have been developed to assist faculty and staff in their operational duties. One such example is MU BERT--Marshall University Banner Extraction and Reporting Tool. MU BERT is an dynamic tool designed to access data in a web-based or common spreadsheet format. The following reports are available on-demand; additional reports can be configured as needed.

Marshall submits financial audits to BOG for approval. The university's Internal Audit Charter describes BOG approved purpose, scope, role, and responsibilities for Marshall's Department of Internal Audit. The most recent independent auditor's report offers detailed analysis of Marshall's finances and concludes that the statement is "free of material misstatement" and "the results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards." BOG also reviews financial/budget reports.

BOG's process for approving new academic degree programs requires financial impact projections; these data also inform a configuration of Banner's Financial Module to track the new program's progress and viability and inform budget allocations.

The 20/20 Strategic Initiative Performance Measures identifies and defines Key Performance Indicators for ten broad metrics at the university level. KPIs have also been established at the unit-level, as exemplified by the Office of Information Technology.

5D2. Criterion 5C details the Services Portfolio Review process, its outcomes, and plans for improving resource allocation to best support the university's mission. 5C also details the new "zero based" budget model and budgeting concepts designed to improve resource allocation for best results.

The Office of Sustainability educates, motivates, and demonstrates the benefits of sustainability efforts across campus. In 1997, the Office began building utility reports that it reviews monthly ensuring

- Accountability and measurement for energy and water conservation upgrades/retrofits
- An accounting tool for building operators such as the South Charleston facility and Mid-Ohio

Valley Center
- The university is not paying utilities for property not owned by the university
- Tracking of utility rates for electric, gas, and water
- Analysis of invoices for discrepancies

As required by HEPC, Marshall participates annually in the WV Higher Education Report Card process, which provides comparison to all other state institutions. Marshall regularly reviews these reports and formulates responses when needed. For example, HEPC reports state-wide retention data; Marshall has developed a plan for improving retention.

Additional mechanisms ensure the university learns from operational experience and applies that learning for improvement.

WV State Fire Marshal's Office inspects all campus facilities annually to ensure life safety. In 2013, the Fire Marshal identified several required upgrades to the existing Life Safety Systems. The Office of Environmental Heath and Safety (EHS) upgraded fire alarm systems in eight areas and completed upgrades/repairs to sprinklers.

WV Department of Environmental Protection (WVDEP) conducts random inspections of the University, particularly storm water controls, air permitting, and hazardous and universal waste streams. From these inspections, EHS has implemented a multi-faceted storm water control program and begun a waste management program to reduce the amount of hazardous and universal waste generated.

Marshall's workers compensation provider, Brickstreet Insurance, conducts random surveys of university properties and reviews policies and procedures. Based on Brickstreet's loss control representative's recommendation, EHS implemented a return to work program. That program has been effective: the average days away from work due to a single compensation claim dropped from 26 days in FY 2009 to 1.4 days in FY 2015.

Annual survey of students living in residence halls is a basic component of Marshall's Annual Assessment Day. Housing and Residence Life surveys residents for satisfaction and recommended changes. The survey has provided direction on programming for students, training for staff, and improving customer satisfaction. In 2012, the First Year Residence Hall changed custodial cleaning companies in response to feedback.

In 2011, **a purchasing performance audit** was performed by Matrix Consulting Group. The audit included an assessment of best management practices. The 2014 audit included the following results:

- The procurement manual was reviewed and updated.   Marshall will continue to review and update the manual periodically to ensure currency.
- Training has been enhanced since the last audit. Several staff attended CPO training.
- Enhancements to the Purchasing website with additional improvements planned.
- An administrative team review of Marshall's current Purchasing Card vendor.
- Bid tabulations and awards are posted online after bid award, with electronic bid receipt implemented in FY 16.
- An internal policy outlining documentation requirements has been developed.
- Procurement offers formal training to all new employees who are placed in a procurement role; training is available for existing staff as needed. Consultation by department request is available.
- Records retention policies were reviewed and are being addressed comprehensively throughout

the University.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Sources

There are no sources.