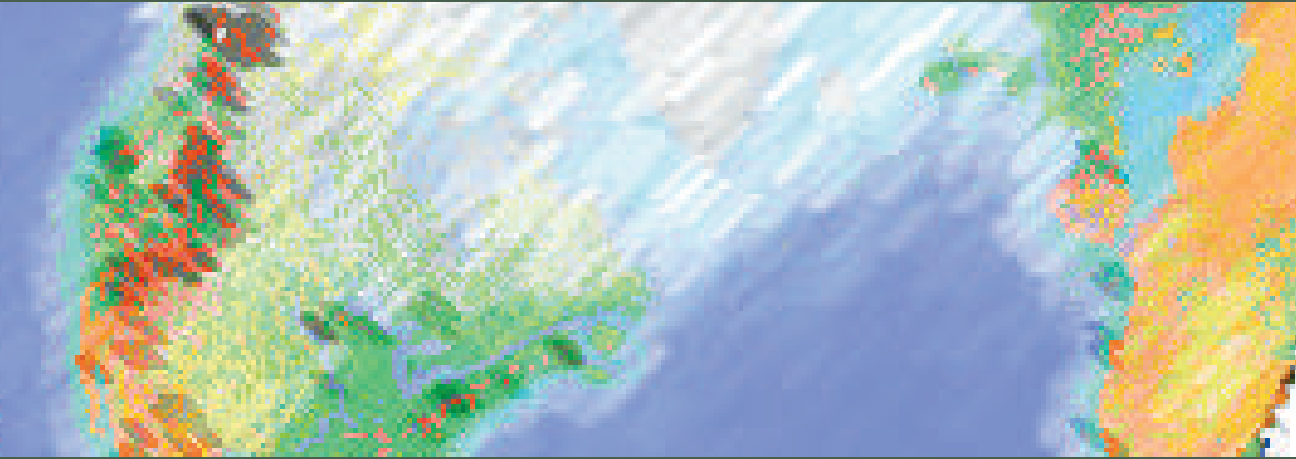
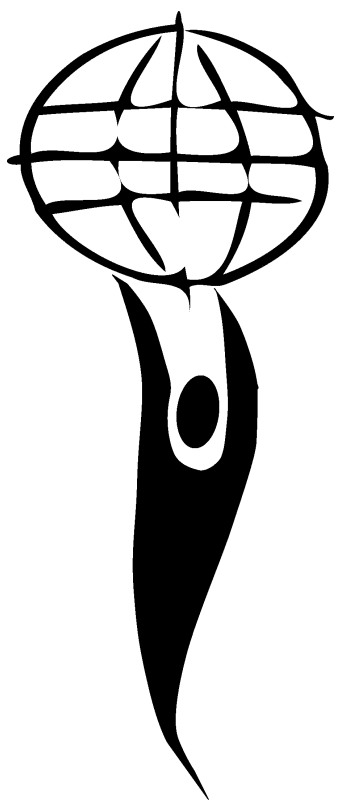


M A R S H A L L U N I V E R S I T Y



MULTICULTURAL AFFAIRS:
The First Fifteen Years from the Vice President's Perspective
Betty Jane Cleckley, Ph.D.

1989-2004



INTRODUCTION

Fifteen years ago a new focus of interest emerged at Marshall University with the hiring of the Vice President for Multicultural Affairs, whose primary function was to provide high-level leadership to facilitate Marshall's capacity to carry out its mission and commitment to cultural diversity. Multicultural Affairs is rooted in the part of the institution's mission that affirms commitment to an environment of teaching and learning which recognizes and welcomes diversity of race, color, gender, sexual orientation, age, religion, national origin, marital status and political and ethnic backgrounds. What a wonderful time for change, renewal and forward direction!

While the creation of this position represented a bold step and a significant undertaking, in 1989 certain circumstances contributed to President Dale Nitzschke's taking action. There had been a burst of racial incidents on campus where racist fliers, graffiti and altercations erupted between blacks and whites. Apparently these kinds of incidents previously were rare at Marshall. In the 1980s, however, a nationwide spread of racist incidents erupted in higher education. In the midst of turmoil, President Nitzschke remarked that "one incident is one too many." He and others saw a need for improved multicultural education and understanding. He also felt direct association between blacks and whites was essential to their education and understanding.

To begin, he formed the Presidential Council on Racial and Cultural Diversity and reached out to the Vice President/Dean of Student Affairs, Nell Bailey, to chair it. The Council's insights are reflected in the "University Plan for a More Multicultural and Pluralistic Community" which was transmitted to me, when I assumed the position of Vice President for Multicultural Affairs in 1989.

Building on the Council's achievement, I set out to provide energetic leadership to balance years of legal discrimination at Marshall that had prevented many blacks, including me, from attending Marshall. (When I graduated from the former all-black Frederick Douglass High school, which was within a half mile of Marshall, the University was closed to me, due to de jure segregation). The new thrust was to expand and enhance opportunities for African Americans and all others to develop their talents and abilities to

the maximum extent possible. This amounted to promoting a campus environment that fosters personal growth, learning and achievements; and it required developing and implementing new policies and programs to better the quality of life for all members of the Marshall University community.

Drawing largely on Multicultural Affairs' efforts from 1989 through 2004, this report describes certain programs and initiatives that stand out, but is not intended to be exhaustive. They are illustrative of both the work accomplished and the magnitude of the effort. Edward Piou, the Affirmative Action/Equal Opportunity Affairs Officer, who reported to me from 1991 to 1994 played an enormous role in effecting change as did others; and Dr. Piou was primarily responsible for Marshall's receiving the Exemplary Voluntary Effort (EVE) award, presented by Robert B. Reich, U.S. Secretary of Labor in 1994.

I commend and credit the energy and vitality of the members of the Commission on Multiculturalism, the Multicultural/Social Justice Projects Review Committee, the Martin Luther King, Jr. Symposium Planning Committee, the faculty, students and staff and the collective efforts of the Marshall family in enhancing and strengthening multiculturalism. They helped to bring about much of what has been done over the past fifteen years, and their work makes clear that the great majority of the faculty, administrators and students are committed to social justice and a pluralistic education.

THE COMMISSION ON MULTICULTURALISM

Recognizing that a commission dedicated to multiculturalism was urgently needed for a better understanding of multiculturalism, I recommended to President Nitzschke that the Commission on Multiculturalism (COM) be formed. I have served as COM Chairperson since its inception in 1990. The COM, composed of the academic deans, several department chairs, presidents of the Faculty Senate, Student Government Association, Classified Staff, Lambda Society, Black United Students' Organization and several community representatives, serves in an advisory capacity to the president. It is a major voice of the campus community for addressing issues which impact the university. An important structure of the COM is the Subcommittee on Racial and Ethnic Affairs made up of some members of the COM along with non-members who by virtue

of their expertise and interest provide useful input regarding racial, ethnic, and cultural groups. In the first five years of the COM's existence the focus was on African Americans, who constitute the largest minority group in West Virginia.

Working diligently over months, high on my agenda was, with the help of the COM, to devise a plan of action or blueprint to provide the university with a framework aimed at making Marshall more accessible to and nurturing of African Americans. Titled *The Marshall University Plan for an Interactive, Multicultural, Pluralistic Campus Community*, the Plan covers the recruitment and retention of undergraduate students; recruitment and retention of professional and graduate students; recruitment, retention and development of faculty; recruitment, retention and development of staff and administrators; teaching and learning, campus climate and institutional boards.

Six months after I came on board, President Nitzschke left Marshall to assume the presidency at the University of New Hampshire. Therefore, the Plan was submitted to interim president Alan Gould who set September 1991 as the effective date for its implementation.

In order to encourage broad acceptance of the Plan, essentially I performed two functions: outreach and advocacy. The goal was to reach out to the campus, alumni and broader community in order to build credibility and provide a visible presence while seeking their support to make the institution an interactive, multicultural, pluralistic community.

TRANSITIONS

The only thing that remains constant in life is change, and over the past 15 years, we in Multicultural Affairs have undergone many transitions, both administratively and structurally. Since the division's inception, we have reported to five different CEO's: President Dale Nitzschke (1984 – 1990); President Alan Gould, interim, (1990-1991); President J. Wade Gilley (1991-1999); President A. Michael Perry, interim (1999); and President Dan Angel (2000 to present).

Administration within the division has seen a few changes as well. In 1993, Kenneth E. Blue was promoted to Associate Vice President for Multicultural Affairs, a newly created position. He served in that capacity for six years, retiring in 1999 after serving 29 years at

Marshall University. His retirement created a vacancy, which was filled by Dr. Ernest Middleton in 2000. When Dr. Middleton left the university abruptly in 2001, the position was abolished.

The absence of an Associate Vice President for Multicultural Affairs stretched our already too small staff a little thin, and a restructuring of the division occurred. Specifically, the Center for African American Students' Programs was in desperate need of a director. I began a search for a Director of the Center for African American Students' Programs, and Maurice Cooley joined the division in January 2003 in that capacity, with more than 30 years of counseling and administrative experience. He also has experience in project development, grant writing and fund-raising. The Center is growing, particularly with the creation of the Society of Outstanding Black Scholars in August 2003.

The year 2003 involved several other changes. The Center for International Programs now reports to Academic Affairs and the Upward Bound Program now reports to Enrollment Management.

The past fifteen years have provided many opportunities and learning experiences for Multicultural Affairs, and we look forward to many more in the years to come.

UNDERGRADUATE STUDENT RECRUITMENT AND RETENTION

With the hiring of Craig Grooms as director of admissions in the fall of 2002, the admissions office at Marshall University has intensified its approach to recruiting African American students. In addition, with the COM and the Director of the Center for African American Students' Programs, a concerted effort is made to increase the African American student enrollment throughout the university. Early in my tenure, I made a national effort to recruit Yeager Scholars. This was a difficult issue because of the high requirements for admission, e.g., minimum composite on the ACT of 28, or a minimum of 1260 on the SAT. Many African American students who meet these high standards opt to enroll in the elite universities such as Harvard, Princeton, Stanford, Smith College, among others. There has been some progress, however.

Over the past 15 years, five African American students have enrolled in the Yeager Scholars Program. Crystal Harris enrolled in the program in 2001 and is currently a junior majoring in biology.

Jeremy Ashe began the program in 2003, and is a sophomore majoring in business. Monique Smith graduated with a B.A. in Education but not as a Yeager Scholar. Deondra Annette Reid entered in 1991 and withdrew shortly thereafter, but graduated from Marshall. Kimberly Bradshaw successfully completed the Program and graduated from Marshall in 1997, after which she graduated from the Marshall University Joan C. Edwards School of Medicine and went on to pursue a residency in family medicine at Ohio State University Medical Center in Columbus.

I have worked closely with the Dean and Associate Dean of the College of Science to retain underrepresented minorities and to attract more students into science and math as well as cooperated with athletic coaches in their recruitment of African American student athletes.

Examples of four other programs are an indication of our many efforts to increase African American recruitment and retention: the Society of Outstanding Black Scholars, The Health Sciences and Technology Academy, the Outstanding Black High School Students Weekend and the Mentoring Program.

THE SOCIETY OF OUTSTANDING BLACK SCHOLARS

In 2003, The Center for African American Students' Program Director, Maurice Cooley, founded and implemented the Society of Outstanding Black Scholars to provide the students invited to participate with a more culturally well rounded experience. Members must attend one Society-sponsored event per month and participate in a group community service project. Admission to the Society is by invitation only, and is exclusive to African American students of moral character who desire to lead and who show strong interest in their community. These students must be current recipients of African American-based academic scholarships recognized by Marshall University.

THE HEALTH SCIENCES AND TECHNOLOGY ACADEMY (HSTA)

HSTA, West Virginia's nationally recognized program for underrepresented eighth through twelfth grade students with a 3.0 overall grade point average, spread to Cabell and Lincoln counties in 2003 under the auspices of the Division for Multicultural Affairs and the College of Science. Thanks to a substantial financial grant

from the world-renowned Howard Hughes Medical Institute along with the West Virginia State Legislature, this ambitious program is now established in 26 of the 55 counties throughout West Virginia. Students participate in programs that develop their cognitive skills emphasizing observation, hypothesis formation, experimentation, analysis and communication, which encourages the students to pursue careers in the field of health sciences and technology. HSTA graduates are encouraged to pursue higher education degrees with tuition and fee waivers for undergraduate, graduate and professional training. In order to graduate from the HSTA program and be eligible for tuition waivers to continue their post-secondary education, students must attend two Summer Institutes. To date, more than 850 students are currently participating in HSTA, more than 450 have graduated from the program, and 36 HSTA students have enrolled in Marshall University. According to recent HSTA figures, 97 percent of HSTA participants become college students.

In July 2004, the College of Science, in partnership with Multicultural Affairs, hosted the HSTA Cabell-Lincoln Region Summer Campus-Based Student Enrichment Program at Marshall University. The two-week campus-based program provided multicultural education and intensive academic enrichment emphasizing science and math for ninth through twelfth graders as well as laboratory experiences offering students an opportunity to work with scientists, clinical practitioners and health science professionals.

OUTSTANDING BLACK HIGH SCHOOL STUDENTS WEEKEND

Considered a valuable recruiting activity, the Outstanding Black High School Students Weekend was founded 20 years ago by Kenneth E. Blue, then Associate Dean of Student Affairs. Every year, the weekend attracts more than 75 eleventh grade students with a 3.0 or higher overall grade point average, demonstrated leadership and an interest in pursuing higher education. Recommended by their principals, teachers, or counselors, they and their parents participate in a full weekend of campus activities, meet with the academic deans, directors and the faculty, visit the colleges and interact with upper-class students who serve as big brothers/sisters. Following this experience, these outstanding students receive an offer of undergraduate-school admission, and some of them enroll at Marshall with financial aid. The challenge is not just to recruit

outstanding African American students but to ensure that all students achieve their educational goals and graduate.

THE MENTORING PROGRAM

Several issues that students face in higher education frequently stem from poor academic preparation at the primary and secondary levels. The Mentoring Program was established in response to the Center for African American Students Programs' (CAASP) perceiving the need to provide these students more emotional, academic and social support to help them to perform at a higher academic level and to improve their social adjustment. Through the participation of members of the faculty, staff, students and alumni, the mentoring program continues to thrive through the leadership of Fran Jackson, program assistant in the CAASP. The students also receive other forms of help to sharpen their performance, such as being exposed to successful African American alumni in the speaker's series and through participation in leadership retreats.

Even with these activities, interest and commitment, the percentage of African Americans enrolled at Marshall has remained virtually consistent over the past 15 years at approximately four (4) percent.

Year	Total # of Students	Total # of African American students
1989	8025	322
1990	7799	312
1991	7817	339
1992	7868	336
1993	7703	342
1994	7886	378
1995	7874	372
1996	8310	395
1997	8531	396
1998	8984	433
1999	8984	407
2000	9095	400
2001	9195	433
2002	9569	491
2003	9759	545

SCHOLARSHIPS

As part of my efforts to improve the recruitment of African American students, I found it necessary to evaluate their need for financial aid such as grants and scholarships. Many are first-generation college students from low socio-economic backgrounds, and some of them are from middle income families and second and third generation college students. Consequently, I have made searching for financial scholarship, grant and assistantship resources a priority. In conjunction with the office of financial assistance, over the past 15 years I have spent time and effort approaching private individuals to fund scholarships for African Americans and have been actively involved in identifying and monitoring recipients of the Keith Albee Scholarships, the Multicultural Scholarships, and the George W. and Annie B. Hughes Scholarships for African American Students in Music.

Additionally, other scholarships now available to minority students include the William L. and Marie E. Redd Scholarship, John Q. Hill Memorial Scholarship, Dr. Hannibal D. Clarke Scholarship, Outstanding Black High School Students' Tuition Waiver, Outstanding Black High School Student Scholarship, Joseph. A. Slash Endowment Scholarship, Larry Bruce Memorial Scholarship, Erma Byrd Scholarship, A. Michael Perry Scholarship, Thomas A. and Mary Ward Maroney Scholarship, John McLendon Memorial Minority Postgraduate Scholarship, The Ron Brown Scholarship, Agnes Jones Jackson Scholarship, American Chemical Society Bayer Scholars Program, American Symphony Orchestra League's Music Assistance Fund Scholarship Program, National Association of Black Accountants Scholarship, and State Farm Company Foundation's Exceptional Student Fellowship.

I established in collaboration with Franklin D. Cleckley the Dan, Reverend Ellen and Gustavus Werber Cleckley Memorial Scholarship Fund in recognition of my late parents and brother. The scholarship assists full-time students with at least a 2.7 overall grade point average, demonstrated leadership and community service, and/or Carter G. Woodson Faculty candidates who are in the process of writing their dissertations. The Cleckley Endowed Scholarship corpus has been increased from \$10,000 to more than \$40,000. Five recipients have benefited: Dacia Quick, Ty Stinson, Ariel Price, Adriel R. Green, Yebalibinga Freddie Robinson, and Brandi Christian.

GRADUATE STUDENT RECRUITMENT

Marshall University-West Virginia State University Cooperative Minority Graduate Assistantship Program

With a modest outlay of funds and in conjunction with Leonard Deutsch, Dean of the Graduate School, and West Virginia State University staff – the late George Cameron, Ervin Griffin, Charles Byers and Barbara Oden – we developed the Graduate Assistantship designed specifically to encourage underrepresented groups to pursue graduate education. The Memorandum of Understanding was signed in 1991 by President J. Wade Gilley, newly arrived at Marshall, and President Hazo W. Carter, Jr. of West Virginia State University. Attracting some of West Virginia State University's best alumni, the program exemplifies the belief that by addressing the financial needs of minorities we can enlarge a diverse pool of educated, well-prepared professionals in the West Virginia workforce.

Between 1991 and 2004, twenty-seven (27) students enrolled in this program; twenty-one (21) have obtained master's degrees; and six (6) students withdrew.

Marshall University-Concord University Ronald McNair Cooperative Minority Graduate Assistantship Program

Also, with a modest outlay of funds and in conjunction with Dean Leonard Deutsch of the Marshall University Graduate College, Linville Hawthorne, Coordinator/Counselor, the Ronald McNair Scholars Program and Jerry Beasley, President of Concord University, we developed the cooperative minority graduate assistantship, again to encourage and make it possible for African Americans to pursue graduate education. The Memorandum of Understanding was signed in 1999 by Presidents Gilley and Beasley; two (2) students have graduated from the program.

While these programs are important, black graduate students continue to be grossly underrepresented in practically all disciplines at Marshall, including the School of Medicine. Having come to Marshall from Meharry Medical College in Nashville, which had a history of admitting and graduating African American students in large numbers, I made efforts to help the School of Medicine administration to address the issue of admitting African American

students. When I came to Marshall, there were no African American students enrolled in the School of Medicine. Since its founding in 1976 there had been only two African American students to graduate. There are now six (6) African American alumni and two (2) African American students currently enrolled; to date, 1,000 physicians have graduated. It is essential to our state that racially diverse minorities have the opportunity to enroll in our institutions, receive a quality education, work hard and interact with majority students and majority students interact with them. As the American Association of State Universities and Colleges (AASUC) points out “Access, inclusion, and equity are all interconnected...and all are premised on a concept of America as an open, egalitarian and pluralistic society...”

Regarding graduate student enrollment, the following numbers reflect a sad story and suggest that more work is necessary:

Year	Total # of Grad Students	Total # of African American Grad Students
1989	581	10
1990	603	14
1991	758	9
1992	817	15
1993	847	23
1994	880	20
1995	853	16
1996	992	26
1997	1173	39
1998	1223	37
1999	1225	43
2000	1242	40
2001	1287	33
2002	1456	37
2003	1419	44

The University of Namibia-Marshall University Partnership

The partnership between Marshall University and The University of Namibia in South Africa is one of the exciting developments in which I have been involved during the last five years. This partnership began as a result of Hoze Riruako’s academic expedition

nearly eighteen years prior. An international student from Namibia, Hoze earned both a bachelor's degree and a master's degree in Political Science from Marshall by 1990. He returned to his homeland and eventually became a professor and special assistant to the Vice Chancellor at the University of Namibia.

From May 11 to May 29, 2001, I visited the University of Namibia, the University of Western Cape, University of Pretoria, Vista University, the University of Witwatersrand, Witwatersrand Technicon, and the University of Cape Town. Partially supported by ten prominent donors, the purpose of my trip was threefold: first, to promote in Africa the benefits of a Marshall education; second, to make the crucial initial contacts with prospective students necessary for recruitment purposes; and third, to begin dialogues concerning the establishment of reciprocal agreements that would ensure the consistent exchange of students and scholars between Marshall and universities throughout Southern Africa.

Located in Windhoek, the University of Namibia offers its nearly 5,000 member incoming class a range of study areas, including the sciences, the liberal arts, education, and medicine. During my meeting with Peter Katjavivi, Professor and Vice Chancellor; Hoze Riruako, Professor and Special Assistant to the Vice Chancellor; G. Kiangi, Professor and Dean of Science; Dr. R. Mukwena, Director of International Relations and Programs; and Dr. T. Chiraua, the emphasis was placed on their acquiring scientific and technological help to increase the quality of instruction throughout the University. President Dan Angel and Vice Chancellor Peter H. Katjavivi signed a Memorandum of Understanding with the University of Namibia in 2002. We continue efforts to implement the Memorandum of Understanding, beginning with the interest of Marshall's Department of Geology, College of Science, proposing the exchange of a visiting professor to the University of Namibia.

The partnership between Marshall University and The University of Namibia joins a long list of international ties, including Japan, South Korea, China, India, United Kingdom, Spain, France, New Zealand and Mexico.

FACULTY RECRUITMENT AND RETENTION

Focusing on ways to increase African American faculty, the most underrepresented minority on campus, I realized that special efforts

were needed. Therefore under Interim President Alan Gould, a special initiative was developed in the 1991-1992 academic year to increase the number of African American faculty. In 1999 Marshall employed 634 full-time faculty and only 15 full-time African American faculty. In 2003, Marshall University employed 686 full-time faculty members, 26 of which were African American. While this represents an increase, more work needs to be done in the area of recruitment. The following African American faculty members have been added in the past 15 years:

- Richard and Jaqueline Agesa, associate professors, the Department of Finance and Economics, Lewis College of Business;
- Alfred Akinsete, associate professor, the Division of Mathematics and Applied Sciences, College of Science;
- Girmay Berhie, professor, the Department of Social Work, Joan C. Edwards School of Medicine
- Nega Debela, associate professor, the Department of Graduate Education Professional Development, College of Education and Human Services;
- Ian Diem, instructor, the Division of Business Technology, Community and Technical College;
- Cicero Fain, assistant professor, the Department of History, College of Liberal Arts;
- Beverly Farrow, associate professor, the Department of Graduate Education Professional Development, College of Education and Human Services;
- Saba Gebrehiwot, instructor, the Department of Modern Languages, College of Liberal Arts;
- Howard Gordon, professor, the Department of Vocational Technology and Adult Education, College of Education and Human Services;
- Larry Jarrett, associate professor and chairman, the Department of Geography, College of Liberal Arts;

- Gerald and Shawn McKinney, M.D., assistant professors, the Department of Surgery, Joan C. Edwards School of Medicine;
- Arthur Mcunu, M.D., assistant professor, the Department of Cardiovascular Services, Joan C. Edwards School of Medicine;
- Lisa Moten, assistant professor, the Department of Human Development and Allied Technology, College of Education and Human Services;
- Bizunesh Wubie, assistant professor, the Department of Graduate Education Professional Development, College of Education and Human Services;

THE CARTER G. WOODSON FACULTY INITIATIVE

Viewed as an institutional capacity building program, we developed the Carter G. Woodson Faculty Initiative (CGWFI) in cooperation with Academic Affairs and the Faculty Senate and with partial funding provided by the University System of West Virginia Board of Trustees. Named for a West Virginian and the “Father of Black History,” this is essentially a “Grow our Own” program intended to increase the number of underrepresented faculty receiving doctoral degrees. Well-educated, racially diverse, ethnic faculty help to make the curriculum more inclusive, and prepare students and future leaders to function more effectively in the 21st century. Moreover, they help the institution to move forward in creating a more nurturing campus environment for all.

Applicants must have a master’s degree and plan to complete the terminal degree. The goal is to provide a means for selected individuals to enroll in doctoral programs, earn a doctoral degree and become a full-time, tenure track faculty member at Marshall. I continued in cooperation with Academic Affairs to participate in the recruitment of qualified CGWFI candidates and to monitor their progress. The CGWFI participants included:

- Odetta Owen, who was selected as the first participant and appointed as an instructor in the Department of Communication Studies (COLA) given a six-hour teaching load and permitted

to work on a doctoral degree the remaining time at the University of Kentucky, Lexington. She withdrew from the program in her first year.

- The second participant, Dolores M. Johnson, professor of English (COLA), was the first participant to obtain the Ph.D. degree in 1994 from Indiana University in Pennsylvania. Dr. Johnson continues her career at Marshall as a teacher and researcher.
- The third participant, Macel Braxton, was appointed instructor of Modern Languages (COLA) and became the second participant to receive the Ph.D. degree in 1999 from Ohio State University. She is no longer at Marshall.
- The fourth participant, David Cartwright, was appointed instructor in the Community and Technical College and College of Science. He withdrew from the program in 2001 and is currently a faculty member in the Rahall Transportation Institute and the College of Science.
- The fifth participant, Adrian Scales, was appointed instructor in criminal justice and discontinued at the end of his first year.
- The sixth recipient, Baruch Whitehead, assistant professor of music and band director (COFA), was appointed a Carter G. Woodson Fellow in 1998. He enrolled in doctoral studies at Capella University in Minnesota, formerly the Graduate School of America, and earned the Ph.D. degree in July 2001. He accepted a faculty position at Ithaca College, N.Y., in 2002.
- The seventh participant, Cicero Fain, continues doctoral studies that he began at Ohio State University in August 2000, and is an assistant professor in the Department of History (COLA).
- The eighth participant, Lisa Moten, began Physical Activity and Educational Services doctoral studies at Ohio State University in August 2000. She has completed her coursework and is currently working on her dissertation. She is an assistant professor in the Division of Human Development (COEHS).
- The ninth participant, Keelon Hinton, began doctoral studies

at Howard University in August 2002 and is an instructor in the Department of Psychology (COLA).

TEACHING AND LEARNING

An important development in relation to the curriculum that has had substantial significance was the establishment of a Task Force on Multicultural Pluralism by the GENED Committee. This matter was discussed with the COM, approved unanimously and presented to GENED by Professor Charles L. Lloyd and myself. Further, in response to my inviting students' ideas about diversity in the curriculum, Mike Miller and Brian Brown, newly elected leaders of the Student Government Association, identified in 1992 diversity as a platform issue and after being elected they initiated the development of a multicultural curriculum as a goal to be achieved in the 1993-1994 academic year. New awareness was taking place, germinating, and I would like to think this contributed to the faculty's incorporating in the Marshall Plan, the requirement that all undergraduate students complete three hours of multicultural courses and six hours of international courses, effective 1995. The development of any new thrust is always the result of collective effort and the melding of many insights and perspectives.

TUTORING AT THE A.D. LEWIS CENTER

The Minority Students Strategies Council, which Governor Bob Wise appointed in 2000, examined an academic disparity between minority and non-minority students in West Virginia schools. Seizing this opportunity to respond simultaneously to this gap between white and black students' educational needs and reach further into our community, Multicultural Affairs sponsored a special initiative in partnership with the A.D. Lewis Center. In previous years, we have assigned domestic graduate students to the Center. In 2004, we provided the A.D. Lewis Center with an international student from the Cameroons to work with elementary and middle school students to help them improve academically and socially while learning about other cultures. These students are being introduced to the French language, which may inspire them to pursue international studies during their collegiate years.

COMMITMENT TO SOCIAL JUSTICE

In 1991, the University System of West Virginia Board of Trustees issued *Policy Bulletin 56* which mandates that each college and university focus on social justice. Undergirding this, the board stressed an education system that values cultural and ethnic diversity and understanding that provides for the preparation of students for full and meaningful participation in a changing world, and promotes equitable and fair treatment in every aspect of campus life and employment for all persons regardless of race, color, national origin, sex, age, religion, veteran status or disability. Each institution is directed to delegate the social justice leadership to an individual who reports to the president, is committed to the principles as outlined in *Policy Bulletin 56* and motivated to achieving them.

During the past 13 years, I have focused on achieving these goals. In particular, I developed a framework for the colleges/schools/units/programs to follow as they prepared social justice plans and identified the need for clear goals, objectives, persons responsible and accountability and timelines for implementation of the social justice plans. Plans generated within colleges/schools/units/programs are then submitted to me, compiled, reviewed and disseminated annually. The purpose is to help inform the university community, provide support and increase social justice visibility and commitment. Additionally, the academic deans make an annual presentation to the COM on their respective college's social justice plans and implementation. Moreover, *Policy Bulletin 56* contributed to an expansion in 1995 of the COM's and the division's focusing not only on racial, ethnic, cultural groups but on other groups who are discriminated against, e.g., women, individuals with disabilities, gays, lesbians and bisexuals. By further developing the COM and implementing *Policy Bulletin 56*, we hope to further increase the presence of social justice at Marshall University.

MULTICULTURAL/SOCIAL JUSTICE PROJECTS

Established in 1991, the Multicultural/Social Justice Projects provide an opportunity to encourage faculty, student organizations and staff to conduct research, develop new curriculum, or hold seminars, workshops or conferences at Marshall concerning topics

related to multiculturalism, pluralism, diversity, internationalization in order to increase awareness and strengthen social justice activities. To stimulate cooperation and participation, mini-grants, ranging from \$2,500 to \$3,000, are provided to project directors to help them to have a stake in this resource as well as to encourage and facilitate Marshall University's ability to carry out its commitment to multiculturalism and social justice. Submitted projects are carefully reviewed by a committee made up of faculty, staff and students under my chairmanship, and funded projects, in accordance with the written guidelines, have included The Hispanic Cultures Awareness Week; African Cultural Awareness Project and Lesbian and Gay Pride Week, and the Colloquium on Ethnic Studies in the University Curriculum, among others. To enhance communication and recognition we invited the project directors to share their project results with the COM and featured their projects in issues of the **Multicultural Exposition**. The Multicultural/Social Justice projects have also led to institutionalizing of the program. The diversity of events staged by faculty, students and staff adds to the richness of Marshall's experience.

To illustrate, the Colloquium on Ethnic Studies in the University Curriculum, organized by the COM and COLA, featured speaker Dr. Robert G. Newby, professor of sociology at Central Michigan University. Workshops and roundtable discussions on ways to include ethnicity in the classroom served to aid Marshall University's goal of achieving a multicultural curriculum. The colloquium also included an arts celebration, which featured performances in traditional Indian dance, Native American Indian poetry and storytelling, and traditional Arabic dance and music.

Additionally, we co-sponsored several productions with the Marshall University Artists Series. In 2004, *The Dance Theatre of Harlem*, a leading dance institution of unparalleled acclaim, made its debut appearance in Huntington as did the Russell Simmons' Broadway production of "Def Poetry Jam." Other co-sponsored productions have included "Porgy and Bess" and "To Kill a Mockingbird."

We also encouraged deans and department chairpersons to invite racial, ethnic visiting professors to Marshall. As the fall semester 2004 ended, we calculated that, over the years, we had approved more than 200 projects with funding exceeding \$320,000.

DIVERSITY-RELATED PROGRAMS

The following is a sampling of programs presented between 1990 and 2004, representing a broad spectrum and a multifaceted approach. The university community had high praise for these intellectually stimulating presentations:

- In conjunction with the International Programs Office, we sponsored a series of cultural events, including the Huntington Museum of Art exhibit *The Perpetual Well: Contemporary Art from the Collection of the Jewish Museum* and the annual Multicultural Festival in Charleston.
- Dr. Carol Easley Allen, chairperson and professor of the Department of Nursing at Oakwood College in Huntsville, Alabama, and former president of the American Public Health Association, presented a series of revealing lectures to MU nursing students covering a diverse range of public health issues from health literacy to healthcare access barriers.
- Dr. Loretta Long, Sesame Street actor, educator and author, presented a battery of curricular exercises designed to foster a greater degree of multicultural sensitivity in the classroom.
- The Annual Tri-State Organizing Conference, directed by Professor Philip Carter has included keynote speakers Ron Daniels, Jim Hightower, Larry Peters and Dr. Melvin Peters.
- “Just Give Me Some Truth Conference” conducted by the Marshall Action for Peace Solutions in 2003. The conference featured nationally known speakers focusing on peace, the environment and social justice.
- The Phi Alpha Theta Annual Charles Hill Moffat Lectures featuring Dr. Joe William Trotter, Dr. Jeffrey N. Wasserstrom, Dr. Rachel Maines, and Dr. Carter V. Findley as keynote speakers.
- bell hooks: activist, writer, professor and literary film critic addressed the filled-to-capacity Don Morris Room in 2002.
- The music department presented a week-long program featuring

concerts and workshops on the classical music and dance of India.

- A Celebration of Appalachian Women and Film conducted by Empowerment of Women through Education and Reform (POWER).
- African Drumming and Dance Ensemble
- Women's Studies Student Association Panel Presentation and Seminar
- Battling Biphobia – Skott Freedman, Keynote speaker
- Dr. George Arthur, associate professor in the College of Education and Human Services presented research on symbols in African culture – Carved in Wood: Symbols and Their Meanings in Akan Wood Carvings.
- Dr. Sonya S. Clark, an assistant professor at the Environment, Textiles and Design Department of the School of Human Ecology, University of Wisconsin-Madison, presented *Plexus*, an art exhibit at the Birke Art Gallery displaying her work with fiber and textiles.

MULTICULTURALISM IN THE COMMUNITY

As Vice President for Multicultural Affairs, I realize that my goal for creating a multiculturally tolerant world is not relegated solely to the Marshall campus. Therefore, I developed a community/campus collaboration to advance social justice and diversity by sponsoring, supporting and creating programs to educate those living within the tri-state area and as well as those living outside the tri-state.

For the very first time in 2000, in conjunction with the U.S. Postal Service, we co-sponsored the Unveiling of the Black Heritage Commemorative Stamp. Paul Robeson, Thurgood Marshall, Langston Hughes, Roy Wilkins, and Patricia Harris have graced the Black Heritage stamps. A committee of ten Marshall and U.S. Post Office employees organized the program. During the past five years, attendance has increased exponentially, drawing a diverse group of people. Also, Marshall's model has been replicated at Bluefield State

College and West Virginia State Community and Technical College.

Multicultural Affairs, along with International Programs, sustained partnerships with community organizations/agencies that promote the importance of diversity and equality of opportunity for all members of society by jointly sponsoring programs such as: Morris Dees of the Southern Poverty Center with the Ashland Human Rights Commission; Spirit of the Mask Display and John Scott, artist, with the Huntington Museum of Art; and the annual Multicultural Festival held in Charleston, WV.

Perhaps one of the most important ways we have sought to improve multiculturalism in the community is through involvement with the A.D. Lewis Community Center. Located in Huntington, the Center provides a safe venue for low-income area boys and girls to play, learn, and retreat. We hold the annual Martin Luther King, Jr. Symposium Youth Forums at the Center, and children who regularly frequent the Center are invited in order to encourage their scholastic achievements and long-range career plans. Studies have shown that one of the greatest obstacles to success is an inability to imagine the possibilities and opportunities available. By inviting them to participate, we hope to broaden their expectations concerning the world around them.

Recognized throughout the state, regionally and nationally for its unique emphasis on multiculturalism, we enhanced Marshall's image as a leader by responding affirmatively to invitational speaking engagements at Bluefield State College in 2001, West Liberty State College in 2002, the MU Black Alumni Association, the Yeager Scholars Board of Directors, and the University of Minnesota Symposium titled "Keeping Our Faculties: Addressing the Recruitment and Retention of Faculty of Color." I also wrote papers, provided consulting and served on community boards such as the Cabell/Huntington Foundation, Inc., Center for Aging and Healthcare in West Virginia, Inc. and Unlimited Future, Inc.

BROWN V. BOARD OF EDUCATION

In September 2004, Multicultural Affairs, in collaboration with Academic Affairs and the Commission on Multiculturalism, sponsored the 50th Anniversary Observance of the monumental Brown v. The Board of Education decision, entitled, "The Huntington and Marshall Community Remembers: Brown v. Board of Education." Each day, a different Marshall University College featured panel discussions and video presentations on the **Rise and**

Fall of Jim Crow Laws and On the Road to Brown. The College of Science presented Partners of the Heart, a video production on the life of Vivien Thomas, and a CNN report on the internationally acclaimed surgeon Dr. Ben Carson of Johns Hopkins University. The Graduate College sponsored public readings in which 18 faculty members and two students read from African Americans' writings — fiction and non-fiction as well as poetry. During the past 15 years, events such as these have been paramount in community relations. Celebrating and reflecting on historical events and the ideas of national leaders, such as Dr. King with the Martin Luther King, Jr. Symposiums, prove to be effective ways of honoring them and continuing the struggle for social and racial equality.

DIVERSITY-RELATED TRAINING

- The Division of Multicultural Affairs co-sponsored a two-day workshop in collaboration with the Department of Public Safety. Asa T. Boynton, Director of Public Safety, University of Georgia at Athens was the speaker. Sessions focused on “students’ perception of the campus police, racism and behavior, and police officers’ response to campus cultural conflicts.”
- The Division organized and conducted a two-day workshop on Diversity and Race Relations for the Huntington Police Department in 1991 and 1992.
- Teleconferences, frequently used as a training strategy require coordination and collaboration with campus units with discussion sessions following the viewings, e.g., continuing education, student affairs and instructional television. Among teleconferences, we presented: “Beyond the Dream IV: Understanding and Meeting the Needs of Gay, Lesbian, and Bisexual students;” “Recruiting and Retaining Minority Students;” “Campus Violence Redefined;” “Gaining the Competitive Edge;” “Voices from the Diverse Workforce” and “Mainstreaming Diversity.”

MULTICULTURAL CONFERENCES

With a university-wide committee of twenty-five (25) members from the different colleges, co-chaired by Kenneth E. Blue and Dr. William Edwards, we sponsored three Multicultural and International Conferences designed to advance the spread of new ideas and issues as well as promote a collegial mix of Marshall and outside scholars. Briefly described below, the first of these conferences was held in October 1994, the second in 1996, and the third in 1998, featuring prominent speakers, workshops and panel discussions involving Marshall faculty and students. They served a useful function in the education and enlightenment of participants and in improving the capacity of the institutions they represented:

- 1994 – focus on *Strategies for Promoting Pluralism in Education and the Workplace*. Featured speaker: Henry Louis “Skip” Gates, Ph.D., director of the W.E.B. Du Bois Institute for Afro-American Research and the W.E.B. Du Bois Professor of the Humanities at Harvard University. As a result of this conference, I co-edited with Lynn Welch and Marilyn McClure the book, ***Strategies for Promoting Pluralism in Education and the Workplace***, a multi-authored book published by the Greenwood Press that features 14 chapters by Marshall University faculty members and seven by other authors with national reputations.
- 1996 – focus on *Developing Cultural Competencies for Tomorrow’s Global Leaders*. Featured speakers: Sheila Hamanaka, an award-winning artist and illustrator of books for children; Sharon Lord, Ph.D., member of the University System of West Virginia Board of Trustees and James Counts Early, Director of Cultural Studies at the Smithsonian Institute in Washington, D.C. The conference proceedings were edited by Dr. Aimee Howley, Director, Education Leadership Studies, Ohio University and broadly distributed to the participants and throughout the University.
- 1998 – focus on *Globalversity: Education, Business, Science, the Arts and Humanities*. Featured speakers: Ronald Walters, Ph.D., Professor in Government and Politics and Director, African American Leadership Program, University of Maryland, College Park and Akbar Mahdi, Ph.D., Associate Professor of Middle Eastern Studies, Ohio Wesleyan University.

NEWSLETTERS AND OTHER ACTIVITIES

In order to inform further a larger network we created the division newsletter, entitled **Multicultural Exposition**, which is circulated to more than 1,000 individuals internally and externally twice yearly. Graduate Assistants staff and compose the entire newsletter, including articles illuminating culturally educational events that take place within Marshall and the Huntington community. The newsletter is viewed as a model for other colleges and universities as it links students with powerful issues of race, culture, and gender, along with educational opportunities stemming from such issues. Among comments received, one request for the newsletter reads, "I was wondering if you could put me on your mailing list for your excellent newsletter. The task has fallen upon me to create something similar here, and I thought that yours might be a good model!" Another comment reads, "Your newsletter rocks! It is great! I just sent it to our staff telling them your newsletter is our prototype...It is the direction we are going." These two comments are representative of the many that **Multicultural Exposition** generates.

Each issue of the entire **Multicultural Exposition** was placed on our website – www.marshall.edu/mcip, which Feon Smith, the administrative assistant for Multicultural Affairs, developed and maintains. We also arranged to underwrite and publish **Other-Wise**, a student initiated and written magazine featuring diversity. It was the brainchild of Christopher Hennesley, a Yeager Scholar and editor of the premier issue, which was published in 1995. More issues ensued, but the magazine is currently out of publication. We produced three different issues of the division's brochure and distributed them widely. In addition, we developed a videocassette database concerned with multicultural education and diversity, and PBS programs to be used as a resource in the university, schools and the community.

A sampling of the videocassette database follows:

- **Beyond the Dream IV**

This is a moving and inspiring videoconference that serves as the national kickoff of the month-long observance of African Americans' contributions to our country. Videoconference presented at Marshall University.

- **Cultural Diversity/Achieving Diversity: The Myths**

This video exposes and explores twelve of the most pervasive myths impeding diversity efforts on campus and is a creative catalyst for understanding.

- **The Mosaic Workplace/Men and Women Working Together**

This program is devoted to the issues raised by the changing roles of women in the workplace: discrimination based on sex and the legal issues involved, and the more common issues of confusion, resentment and lack of cooperation and emotional support engendered by the change in the traditional roles of men and women.

- **I'll Make Me a World (presented by PBS)**

This six-part video series presents the inspiring stories of talented African American writers, poets, painters, sculptors, musicians, dancers, filmmakers, and actors who have performed their artistic crafts throughout the 20th century.

Early in 1990, in collaboration with Dale Nitzschke and David Satcher, president of Meharry Medical College, I wrote an article entitled “Ethnically and Racially Diverse Faculty: A Response to Change,” published in AASCU’s **The Lurking Evil: Racial and Ethnic Conflict on the College Campus**; also in that year I was invited to make a presentation – “Increasing Racial/Ethnic Diversity at Marshall University” to the University System of West Virginia Board of Trustees.

Further, during the past fifteen years, I continued to promote Marshall’s Multicultural Affairs nationally by presenting papers at conferences as well as throughout the state and represented Marshall University as the liaison to the University System of West Virginia Board of Trustees Minority Doctoral and Social Justice Committee and to the SREB Annual Institute on Teaching and Mentoring.

I have also served on a number of not-for-profit boards and commissions where two of the strengths I brought to a broader audience centered on my experience in higher education and institutional change as well as my perspective on multicultural affairs. Included were: The Department of Defense Advisory Committee for Women in the Services (DACOWITS), and the DACOWITS Executive Committee; the West Virginia Human Rights Commission; the West Virginia Martin Luther King, Jr. State Holiday Commission; the Cabell Huntington Board of Health, the Cabell Huntington Hospital, Inc. Foundation Board, Unlimited Future, Inc. Board of Directors. Through my 15 years, I have expanded

relationships in order to advance the division of Multicultural Affairs. For example, in 1992 and 2000 I served as Marshall's Coordinator of the United Way of the River Cities campaign and the success is reflected in the approximately \$120,000 total funds raised.

AWARDS

For my work, I received awards in 1997, 1998, 2001 and 2003. The John Marshall Award for Meritorious Service in recognition of "demonstrated concern for the welfare of African American students and for my generosity in establishing the Dan, Reverend Ellen and Gustavus W. Cleckley Memorial Scholarship Fund;" the Governor's Living the Dream Award presented by Governor Cecil H. Underwood for "best exemplifying all of the characteristics of justice, scholarship, sharing of self, human and civil rights, and advocacy of peace;" W.E.B. DuBois Higher Education Award in recognition of "exemplary leadership and commitment to improving the quality of Higher Education; and the Civil Rights Award and Commission on Women's Education Award.

Since June 2001, the Betty Jane Cleckley Minority Issues Research Award has been presented annually at the American Public Health Association Meeting. The annual award is designed to stimulate research in areas identified as particularly important to eliminate racial and ethnic disparities in health.

THE MARTIN LUTHER KING, JR. ANNUAL SYMPOSIUM

Prior to 1992, the Martin Luther King, Jr. activities were under Student Affairs. As of 1992, under my auspices the emphasis has been on the Martin Luther King, Jr. Annual Symposiums to increase knowledge and perspectives of the life and work of Dr. Martin Luther King, Jr., and to stimulate greater faculty, staff, student and community participation in identifying and addressing issues and questions about inequality, human rights and social justice. Planned by a committee composed of faculty, staff, students and community representatives, the annual symposium addresses a specific theme and features interesting prominent speakers and scholars, panel discussions and cultural programs and activities, such as a memorial service and music. Sponsored in partnership with the Cabell County

Board of Education, Huntington/Cabell County NAACP, *Herald-Dispatch*, Cabell County Public Library, Huntington Human Relations Commission and the Mayor's Office, partial funding is provided by the West Virginia Higher Education Policy Commission, and the Cabell County Board of Education.

During the past 12 years the Symposiums included:

- The First Annual Rev. Dr. Martin Luther King, Jr. Symposium
– Theme: **Advancing the Dream and Promoting Social Justice**
Speaker: Rev. Dr. Riggins R. Earl, Jr., Professor, Interdenominational Theological Center in Atlanta, Georgia
- The Second Annual Rev. Dr. Martin Luther King, Jr. Symposium
– Theme: **Sharing the Dream and Sharing In The Dream**
Speaker: Judge Yvette McGee Brown of the Franklin County Court of Common Pleas, Domestic Relations and Juvenile Branch
- The Third Annual Rev. Dr. Martin Luther King, Jr. Symposium
– Theme: **Cherishing the Dream: Continuing the Legacy**
Speaker: Justice Franklin D. Cleckley, The West Virginia Supreme Court of Appeals
- The Fourth Annual Rev. Dr. Martin Luther King, Jr. Symposium
– Theme: **Replenishing the Dream: Continuing the Legacy Now and Into the Year 2000 and Beyond**
Speaker: Dr. Henry Foster, Professor of Obstetrics/Gynecology, Meharry Medical College
- The Fifth Annual Rev. Dr. Martin Luther King, Jr. Symposium
– Theme: **Replenishing the Dream: Continuing the Legacy Now and Into the Year 2000 and Beyond**
Speaker: Rev. Dr. James A. Forbes, Jr., Senior Minister, The Riverside Church, New York
- The Sixth Annual Rev. Dr. Martin Luther King, Jr. Symposium
– Theme: **Replenishing the Dream: Continuing the Legacy Now and Into the Year 2000 and Beyond**
Speaker: Diana L. Hayes, Ph.D. and S.T.D. Associate Professor of Systematic Theology, Georgetown University, Washington D.C.
- The Seventh Annual Rev. Dr. Martin Luther King, Jr. Symposium – Theme: **Replenishing the Dream: Continuing**

the Legacy Into 2000 and Beyond

Speaker: Rev. Dr. T. Vaughn Walker, Professor and Chairperson of the Black Church Studies, The Southern Baptist Theological Seminary and Senior Pastor, First Gethsemane Baptist Church

- The Eighth Annual Rev. Dr. Martin Luther King, Jr. Symposium – Theme: **Replenishing the Dream: Continuing the Legacy in 2001 and Beyond**

Speaker: Rev. Nathaniel Turner-Lacy, Chaplain Resident at Cabell Huntington Hospital and a retired Ordained Elder of the United Methodist Church.

- The Ninth Annual Rev. Dr. Martin Luther King, Jr. Symposium – Theme: **Continuing the Legacy and the Struggle For Justice In the 21st Century**

Speaker: Rev. Dr. Wallace Charles Smith of the historic Shiloh Baptist Church in Washington D.C.

- The Tenth Annual Martin Luther King, Jr. Symposium – **Continuing the Legacy and the Struggle For Justice In the 21st Century**

Speaker: James A. Muhammad, Director of Radio Programming for West Virginia Public Broadcasting

- The Eleventh Annual Martin Luther King, Jr. Symposium - **Continuing the Legacy and the Struggle For Justice In the 21st Century**

Speaker: Rev. Calvin O. Butts III., Doctorate of Ministry and Pastor of the Abyssinian Baptist Church in New York.

THE MARTIN LUTHER KING, JR. AWARDS COMPETITION

The Martin Luther King, Jr. Awards Competition, launched in 1992, was originally open solely to Marshall University undergraduate students. The recommendation to expand the competition to high school, middle school and elementary school students brought to light the interest in the program. In 1994, Joan Tyler Mead, Ph.D., Dean of the College of Liberal Arts, took on the responsibility as chairperson of this competition. Under her leadership, each student was required to compose an essay on one of the several assigned topics. In 2002, upon Dean Mead's retiring,

Christina Murphy, Ph.D., Dean of the College of Liberal Arts, chaired the competition, incorporating a more artistic theme. Under the new guidelines, participants (now open to elementary through graduate school students), must compose a work of art celebrating Dr. King's legacy. Entries have included a dance, painting, song, essay, among others. Not only has the program become more substantive and expanded, we increased the amount of the monetary awards given to the winners: the graduate and undergraduate student award first prize is \$1,000; second prize is \$500; high school student first prize is \$300; second prize is \$150; middle school student first prize is \$50; second prize is \$25; and elementary school student first prize is \$25; second prize is \$20. In the context of social justice, the awards competition is an important tool in promoting social justice.

THE MARTIN LUTHER KING, JR. SERVICE DAY INITIATIVE GRANT

The Division of Multicultural Affairs obtained five Marshall University Martin Luther King, Jr. Service Day Initiative Grants, funded by the Corporation for National and Community Service for the years 1997, 1999, 2000, 2001 and 2003. Marshall is the only higher education institution in West Virginia to receive these competitive grants which afforded the division an opportunity to further prepare youth with interest in social justice, peace and nonviolence. These grants provide financial support for youth-focused projects, peace, nonviolence, leadership development and encourage ongoing community service. For example, the 2004 grant was awarded to fund Multicultural Affairs' Excavating Service Through Talent Program. Under the program, area youth are paired with service agencies where they may utilize their talents in an effort to foster continued volunteerism while bettering the community.

THE HARMONY INSTITUTE

In 1997 we developed the Harmony Institute, an opportunity whose time had come, to foster and advance social justice as well as harmony within the university and broader community. It is designed to begin the process of healing racism by: (1) acknowledging its

existence; (2) working to understand it; and (3) proceeding to eradicate it, requiring a shift from the equalization of outcomes to dispelling harmful stereotypes and myths.

Being responsible for finding the funds to implement the Harmony Institute, I formed the Harmony Institute Planning Committee with co-chairpersons Elizabeth Jenkins of Huntington and Professor Bertram W. Gross and members drawn from the university and broader community. The committee conducted a benefit auction in 1998, following a year of planning. The auction exceeded the projected goal, reaching \$25,000 an overall \$69,000 total. A \$9,000 award was provided by the West Virginia Budget Digest under the leadership of Delegates Evan Jenkins and Arley Ray Johnson. Contributions continue and in 2004 the account holds \$80,000.

Space is currently being renovated for the Institute in Old Main. In the meantime, the division has worked to promote the Institute both locally, nationally, and throughout the region. A presentation that I made regarding the Harmony Institute during the 2001 National Conference on Race and Ethnicity in Seattle, Washington, entitled "The Harmony Institute: Heralding the Message of Diversity and Multiculturalism Throughout the Hills of Appalachia," elicited feedback of workshop participants from across the United States. The results were extremely positive, as the presentation generated a national interest in the further implementation of the Institute at Marshall University. We anticipate that the Harmony Institute will have a positive impact on race relations in the community and surrounding region.

With the Harmony Institute designed to address race relations, racism and ethnicity, every component of the University, including each college and school, is considered part of the Institute.

INTERNATIONAL PROGRAMS

Just after coming to Marshall in 1991, President Gilley established international issues as a focus and stressed Marshall's need to attract more international students. He expressed his support through the creation in 1992 of the Task Force on International Students Programs, appointed me as the Chair and the late Professor Clair Matz, Co-Chair. The charge given to the task force was to address the breadth and depth of Marshall's international programs and to make recommendations to the president. We approached this charge

by holding task force meetings and consulting with other institutions as well as with units and staff within Marshall University. We, in turn, presented President Gilley with the report in 1992, entitled "Internationalizing Marshall University." It was accepted, and in 1993 President Gilley established the Center for International Programs (CIP), appointed an interim director and expanded my role to include oversight of the Center. As previously mentioned, in 2003, CIP was transitioned to Academic Affairs.

POSSIBLE FUTURE DIRECTIONS

We are in the process of compiling a West Virginia State University/Marshall University Graduate Assistantship Directory, in which program alumni will be featured. By publishing the alumni's successes and triumphs, the directory may become an important tool in alumni relations, urging graduates to network with each other and recommend Marshall University to prospective students.

We need to develop and strengthen efforts to attract more out-of-state African American students and to retain and graduate them. This involves implementing collaborative projects to enable minority students to stay in school and move on to the University. We need to utilize more effectively the African American and international networks for recruitment of undergraduate and graduate students and for attracting more African American faculty. The latter is also an urgent need.

CONCLUSION

Developing this fifteen-year perspective has required and made possible a look backward and forward. Laboring to make Marshall an *Interactive, Multicultural, Pluralistic Campus Community* with a shrinking budget and a small number of personnel has been ambitious and required ingenuity and hard work. Far from having reached a point where we can feel confident about the work that has been done and the gains made since 1989, we are still in the process of creating the conditions necessary for continuous long-range sustainability. The progress over fifteen years is real; Marshall's Multicultural Affairs' importance in the state has increased, resulting in greater awareness of our programs and initiatives but is also rather

fragile and too incomplete for any relaxation of effort. There is challenging work to be done in the coming years; we have made a strong start and will strive to reach new heights by assessing further what has been achieved and move vigorously forward toward Marshall's becoming a more *Interactive, Multicultural, Pluralistic Campus Community*. Our goal is to kindle the flame of diversity and cultural pluralism so that communities may always feel the glow emitted by the light of change and thus nurture their own desires toward equality and social progress.