



## MARSHALL'S STRATEGIC VISION - *Our Bold Constellation for the Future*

### Status Update for: **Develop and institute the Marshall Commitment**

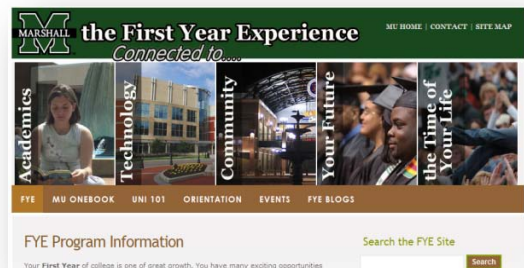


### Overview

Students enter Marshall University with diverse abilities, interests and educational goals. The university has long been committed to helping students develop their potential, expand their interests and reach their educational goals in a timely manner. To serve students, Marshall must attract the best and brightest faculty, staff and administrators. Here is a link to key university [hires and promotions](#) since summer 2008. To elevate the caliber of thinking and learning gains achieved by Marshall University students, the *Marshall Commitment* offers a purposive approach that can assist in achieving this goal.

**4-year degree commitment** – *University will ensure course availability with the proviso that students satisfy course completion and progression requirements*

- In February 2008, Marshall University was one of the early adopters of Voluntary System of Accountability (VSA). Updated annually, VSA is designed to improve public understanding of how public colleges and universities operate. The College Portrait provides consistent, comparable and transparent information about the characteristics of institutions and students, cost of attendance, student engagement with the learning process and core educational outcomes. A common web reporting template makes data available regarding price, financial aid, degree programs, retention and graduation rates, campus safety, student satisfaction and student learning outcomes.
- **First-Year Experience Program** – The First Year Experience Committee created a [new interactive web page](#), which will include an activities calendar, social spaces, and hyperlinks to critical resources and the [Greater Huntington Area](#). This is the one-stop area for freshmen to have the full Marshall University experience. The web page was made available in June 2008.



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- **Onebook Marshall**, a [common reading program](#) was instituted in fall 2008 and has completed its second year. The program helps build community among freshmen during their “first-year experience” and, by its cross-disciplinary nature, supports each of the university’s core foundation elements.
- **Student Success Plan Components** – The concept of a [Student Success Plan](#) (SSP) is included as one component of the *Marshall Commitment*. [The Faculty Senate Ad Hoc Core Foundations Committee](#) has worked diligently for the last three years to progress all areas of the SSP.
- **Diverse and Distinctive Learning Experiences** – *e.g., undergraduate research/guided inquiry/scholarship; [international experiences and programs of study](#); expanded honors programming; internships; co-ops; nationally-competitive scholars program (e.g., Rhodes, Marshall, Truman, Udall, Fulbright)* – Senate Bill 287, which was passed in 2008, allowed for the expansion of the [Marshall Institute for Interdisciplinary Research](#) through the creation and funding of the West Virginia Research Trust Fund. The trust fund matches dollar-for-dollar private endowment gifts in support of research at Marshall University and West Virginia University. The institute will expand numerous opportunities for students.
- **Consequential Connections to Faculty** – *e.g., academic and career advising, expert mentoring programs, leadership development*
- **Campus/Community Life**
  1. *Student Recreation Center* - The new campus recreation center is 123,000 square feet and houses swimming pools, a running track, basketball courts, a climbing wall and racquetball courts. The facility also is equipped with a wide range of exercise equipment, including treadmills, step machines and weight machines. This facility opened in February 2009 and is operated and managed by [Centers](#).
  2. *First-Year Residence Halls* - The 80,000-square-foot residence halls provide 780 beds in two buildings and with technology enhanced-classrooms, multimedia theaters and conference rooms. These facilities opened in August 2008.
  3. [Living-Learning Communities](#) – These [specialized floors](#) allow students who share common interests to live together.
  4. *Faculty-in-Residence Program* – These live-in faculty members meet with and advise students on a daily basis to assist in their overall learning.
- **Community Connections**
  - ◆ In February 2008, 2,000 freshmen and 2,000 seniors were randomly selected to complete the [National Survey of Student Engagement](#) (NSSE). The results of NSSE are guiding assessment of strengths and areas that need improvement as an institution. The goal is to help enhance students’ experiences at Marshall so they are provided the maximum opportunity to grow intellectually, personally and socially during their time here.
  - ◆ The survey examines five benchmark areas:

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- Level of academic challenge
  - Active and collaborative learning
  - Student-faculty interaction
  - Enriching educational experiences
  - Supportive campus environment
- ◆ Marshall University coaches, high school coaches and others conduct [camps for young athletes](#). Most of the camps feature fundamental instruction. Camps are offered in soccer, basketball, baseball, football and volleyball. Following is the list of summer 2009 camps:

- ◆ Soccer Camp
- ◆ Timberwolf Basketball
- ◆ Lady Dragon Basketball
- ◆ Cincinnati Reds Summer Camps
- ◆ Ironton Fighting Tigers Basketball
- ◆ Huntington YMCA Camps
- ◆ Mountain High Running Camp
- ◆ Ric Morrone's Basketball Camp
- ◆ Marshall Women's Soccer
- ◆ Marshall Men's Basketball
- ◆ West Virginia State U. Baseball
- ◆ Marshall Football
- ◆ Glenville State College Basketball
- ◆ Marshall Volleyball
- ◆ Buffalo Basketball
- ◆ Ray Guy Kicking Academy
- ◆ Cincinnati Reds Legends Camp
- ◆ Marshall Women's Basketball
- ◆ West Virginia State U. Softball
- ◆ WVU Football Camps
- ◆ Marshall Men's Soccer
- ◆ West Virginia State U. Volleyball
- ◆ Rio Grande Men's Basketball
- ◆ Little Redmen Basketball Day Camp
- ◆ East Kentucky Pro Basketball
- ◆ Focus High School Football Combine
- ◆ QB Skills Clinic
- ◆ Basketball Camp

▪ **Summer Programs at Marshall**

- **Upward Bound Program:** After receiving news of \$344,012 annual funding to be supplied for another four years in May 2008, the Upward Bound Program is continuing with its usual summer school program for local students in Cabell, Mingo and Wayne Counties. The six-week Upward Bound summer program is

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designed to motivate low-income and/or first-generation high school students to attend post-secondary education, and help prepare them for college-level classes. Students live on campus, take classes and enjoy a number of fun and educational outings with the summer counselors.

- **The Online College Courses in the High Schools Program (OCCHS)** is offering classes for its fourth summer. The summer is a good time for high school students to spend some time preparing for their college education by taking some college level classes. Since all these classes are offered 100% online, students do not have to worry about travelling to campus or spending all day indoors during their summer break. They can choose what time they will study and study from any location with Internet access.
  - **The Booth Scholars Program** began in 2001 at Pikeville College, Ky., and moved to Marshall University in 2004 where it continues to serve students in Pike County, Ky.; Buchanan, Va.; and Wayne County, W.Va. The program provides scholars with academic, cultural and social activities. Booth Scholars have traveled to England, France, Italy, Greece and many other countries as part of their cultural learning experience. The selection process is under way for the scholars of 2010.
- **Development and Validation of Longitudinal Assessment Rubrics**
    - ◆ For the last four years, the Faculty Senate Ad Hoc Core Foundations Committee met and designed four interconnected suggestions to develop general education at Marshall. These five areas have been approved by the committee and are being forwarded for consideration:
      1. Core Domains
      2. Core Classes
      3. E-Portfolios
      4. Core Proficiencies Across the Curriculum
    - ◆ The process being initiated is dynamic and recursive; one that will evolve and change as it is discovered what works and what does not work. The committee recognizes that, if well done, the university stands to undergo a shift of its perspective and definition.

### **Campus Professional Life**

**MU ADVANCE** is a National Science Foundation (NSF) funded grant program that supports the increased participation and advancement of women scientists and engineers at Marshall University. Specifically, *"The goal of the ADVANCE program is to develop systemic approaches to increase the representation and advancement of women in academic science and engineering careers, thereby contributing to the development of a more diverse science and engineering workforce. Creative strategies to realize this goal are sought from women and men. Members of underrepresented minority groups and individuals with disabilities are especially encouraged to apply. Proposals that address the participation and advancement of women with disabilities and of women from underrepresented minority groups are encouraged."*

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–From the [NSF ADVANCE Grant Webpage](#)

The MU ADVANCE program has been a catalyst and advocate for professional life issues within the university. Its influence in promoting positive change can be witnessed in improvements involving processes and procedures for faculty:

- **Evaluation and Self-Study** to contribute new knowledge to improve campus climate, recruitment and retention at Marshall. For example,
  - Mentoring Pilot Program
  - Review of Tenure and Promotion Guidelines and Resource availability
- **Recruitment Initiative**
- **Faculty Development** and Faculty Development Resources
- **Institutional Policy Changes**
  - Pre-Tenure Review
  - Modified Duties
  - Benefits

### **Multicultural Affairs Vision and Service Expansion**

Recognizing that diversity reflects and includes all members of society, the Division of Multicultural Affairs expanded its mission and purpose to effectively serve the broad representation of Marshall's multicultural populations. Multicultural affairs serves as a leader, advocate, resource and support to individuals, groups and organizations that reflect diverse populations. As such, the office has supported and given voice to the following organizations and causes:

- The National Pan Hellenic Greek Organizations
- The Lambda Society
- The Lesbian, Gay, Bisexual, Transgender Office
- Appalachian culture
- Physically disabled individuals
- Women

### **The Multicultural Leadership Ambassadors**

The Multicultural Leadership Ambassadors are a group of select, trained peer educators. Representing various cultures, ethnicities, races, ages, socio-economic levels, geographical regions and abilities/disabilities, the Ambassadors comprise a group of diverse students who share their reality through shared stories and experiences. The Multicultural Leadership Ambassadors strive to break down stereotypes through interactive programming, workshops and discussion.



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Since their inception in January 2009, the Ambassadors have educated more than 2,100 students and community members on issues of inclusion and cultural awareness. The 10 Ambassadors represent the following cultures:

- African
- African American
- Appalachian
- Atheism
- Body Size
- Caribbean
- Gay/Lesbian/Bi-Sexual/Transgender
- Muslim
- Multiple Socio-Economic Levels
- Vietnamese

### **Hispanic Outreach**

Jefferson County in West Virginia has the largest Hispanic population in the state at 4.1%. Initiatives are in progress to build relations with members of this community, to engage the community in programs and resources available at Marshall University with a goal of establishing a partnership to meet the educational needs of the people of this region.

### **Marshall University-Alcorn State University Faculty Exchange Program**

Higher education institutions struggle to meet the challenges of diversifying both their student bodies and their faculty at the same time that federal and state dollars committed to the support of higher education are declining. As a result, universities must be innovative to overcome such challenges. Exchange programs between colleges and research universities offer both promise and innovation at a time of limited resources.

The faculty exchange is designed to:

- Boost minority enrollment in graduate programs
- Enhance the quality of minority undergraduate education
- Create new opportunities for collaborative and independent research
- Establish opportunities for faculty/student research
- Generate opportunities for immersing students in a culture other than their home institution's culture
- Provide faculty with renewed energy and vigor
- Expose faculty to a culture different from their home institution's

### **Multicultural Faculty in Residence Program**

- The Multicultural Faculty in Residence Program is designed to attract individuals at the dissertation stage or newly minted terminal degree holders to teach courses in his or her academic discipline. The selected Multicultural Faculty in Residence will reside on campus during the academic year. Room and board will be provided as part



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of the compensation package. A senior-level faculty member will be assigned to the faculty member in Residence for research and publishing guidance. A Marshall mentor will be provided to encourage integration into the Marshall University and Huntington community.

### **The Faculty Diversity Committee**

- This eight-member committee was formed to review data on race and gender by college, to address the issue of ethnic diversity across the spectrum of the campus with an emphasis on faculty diversity, climate and the university's commitment to the recruitment and retention of ethnically diverse faculty.

The Faculty Diversity Committee's charge is to:

- Develop a strategy, plan or set of initiatives to increase diversity
- Provide deans and department chairs with the information and resources to understand their roles in the outreach, recruitment and hiring processes
- Explore potential faculty and student exchange programs with Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges
- Consider the development of incentive programs, diversity mini-grants and other innovative measures designed to increase the recruitment and retention of diverse faculty

### **Diversity Roundtable—An outgrowth of the Faculty Diversity Committee**

The Diversity Roundtable is designed to provide an in-depth conversation on the recruitment and retention of underrepresented populations with experts in the field serving as roundtable facilitators. Marshall University is committed to the recruitment and retention of ethnically diverse faculty and women. Based on this commitment, the university is providing faculty and administrators with the strategies, tools and resources needed to diversify the faculty. The discussion topics will focus on:

- Recruitment and retention strategies for faculty of color and women
- Understanding diverse faculty
- The language of diversity
- Strategies for success
- Data review (Where are we now?)



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