CHAPTER THREE

Concerns from 1995
1995 Concerns of the Institution

Ten years ago, North Central Association consultant/evaluators noted some concerns. Outlined below are the ways we have responded to those concerns.

1) The external environment continues to provide opportunities and place extraordinary demands upon the institution.

In the 1995 Report, the team referred to “the difficulty of administering the institution in a timely and effective manner.” Although Marshall University has become a more complex institution, it has developed strategies for effectively managing itself through a productive alliance among the new Board of Governors, the Faculty Senate and other constituent representative bodies, the university administration and our external partners. This topic is covered in detail in other sections of this document. Our legislature has imposed many mandates, but Senate Bill 603 (2005) finally gives us a greater measure of autonomy than ever before.

2) Deficiencies in the library continue from previous NCA reviews.

The 1995 team noted numerous deficiencies in our main library. Since then, the John Deaver Drinko Library has been built and electronic retrieval has revolutionized our library’s capability.

*Book collection is outdated and has few recent editions*

The university libraries purchase about 6,000 new books per year (five-year average). In addition to utilizing a variety of publishers, we also purchase books from Yankee Book Peddler, a service that assists in assessing collection needs-based on a complex institutional profile that considers the needs of Marshall University’s minors, certificate programs, and majors at the undergraduate and graduate levels.

The librarians, who possess content expertise in various disciplines, are assigned to work with departments to select appropriate titles. Each department also elects a Library Liaison who assists in funneling faculty requests to the library staff. Additionally, the library...
entertains requests from any faculty member via an online order form which can be electronically sent to the orders staff.

Book collection selection decisions are made based on the curriculum and research support needs of the courses taught on the main and graduate campuses. The Collection Development librarian serves as a permanent member of the university’s Curriculum Committee (which proposes new courses) so he or she can stay abreast of programming needs. Likewise, the librarian at the Marshall University’s South Charleston campus also serves on the Graduate Council to perform a similar task at that facility.

Each year, usually in conjunction with new faculty orientation, the library sponsors a workshop in which department Liaisons are invited to meet their library contact person and obtain information on how to submit online book orders.

In 2003, the library also made a one-time purchase of over 5,000 titles in Net Library, an E-book collection that covers titles primarily in leadership, business, technology, computer, and information science. Several other disciplines are also listed in this collection. It is expanded annually. This full-text online book collection is searchable and available 24/7 via the Internet.

In addition, we have addressed the inadequacy of our collection by joining the Pennsylvania Academic Library Consortium which, starting January 2006, gave our students and faculty access to 26 million books in academic libraries in Pennsylvania and other mid-Atlantic states.

Collection lacks many titles related to MU’s undergraduate and graduate programs: periodicals are difficult to locate; many remain unbound, filed alphabetically and in confusing stacks; issues are often missing and/or mutilated.

Between 1995 and 2005, the library periodical collection grew from a little over 2,000 titles in print only, to over 12,000 full text titles in both print and electronic formats. Several other noteworthy events have occurred to enhance the breadth of periodical coverage and provide more library services and access.
In 1996 the library began to add online database services. **EBSCO Host**’s Academic Search was the first multidisciplinary online database to be available to students and faculty while on campus. **Project MUSE** and several **Silver Platter** databases were purchased on CD-ROM and networked for campus access.

By 1998, more database suppliers were offering online resources. The library expanded its holdings to include business resources, psychology and social sciences. Additionally, Silver Platter CD databases were being produced in a more user-friendly online format. An automated table of contents service was implemented to allow faculty to scan relevant titles for new materials in the journals they selected.

When the Drinko Library opened in 1998, over 50 databases were provided so students and faculty could take full advantage of the high-tech services offered by the library system. Most had off-campus password access. We began offering email reference services using an electronic form on our library web page.

We also began integrating online resources into the library user education classes. During the new building transition, we also migrated to the web-based version of our online library automation system, which provided a more user-friendly online search service for students and faculty to search/view/retrieve books.

In 1999, the interlibrary loan department completely phased out paper transactions. All loan services were moved to the Internet to provide 24/7 access. With the purchase of **Iliad**, the interlibrary loan department evolved to include other resources such as document delivery, pay-per-view, and **Ariel** journal services. The Digital Resources Librarian also began working on a database to tie in MU holdings with the holdings listed on our proprietary resources such as EBSCO Host and **ProQuest**.

Over the next five years, several more databases were added, along with full-text journal collections such as **Ingenta**, **Emerald Insight**, **Wiley InterScience**, and **JSTOR**.
An **EZProxy** server was installed to provide off-campus access to library resources for all currently enrolled students and current faculty. The **MU Periodicals** list was expanded and has become an integral part of our full-text services via the web page.

The library web page was completely overhauled using data obtained from a lengthy survey. Services were expanded in 2003 to include chemistry full text materials (pay-per-view format) and several more online journal collections. A full array of online help services, including videos and chat reference services, was also rolled out via the library web pages.

User education classes incorporate all aspects of the services provided to students to be sure they are aware of what is provided and how to locate resources.

Also between 2003 and 2005, the **Special Collections** department unveiled several unique digital collections such as the **1937 Huntington flood**, the **1972 Buffalo Creek flood**, and **Camp Washington Carver**. Two new books were authored by Jack Dickinson, Confederate Bibliographer, using primary sources from the **Rosanna A. Blake Library** of Confederate History.

In 2005, the library purchased a new automation system (**Innovative Interfaces - Millennium**) and began migrating to a more user-friendly information library system during FY 2005-06. Several of the above-mentioned services are being integrated into the new library system to provide a more seamless one-stop shopping model for students and faculty on- and off-campus.

In 1994-95, a student fee was initiated to provide revenue to upgrade library holdings. The library materials and operations budgets benefit greatly from the library computing fee that is assessed each semester. This is a summary of line item areas they support:

- $300,000 - books, online databases, and online full-text journal collections
- $100,000 - salaries/benefits for a full-time librarian and library technical assistant
- $68,000 - graduate assistants, student assistants, and extra-help employees
- $60,000 - equipment and software (varies based on need)
- $22,000 - document delivery/interlibrary loan
- $5,000 - faculty travel/development and staff training/development
- **$555,000**

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Moreover, between 1995 and 2000, we conducted the Library Campaign and raised $8 million. This was separate from any capital campaign. We also initiated the Year of the Book, an annual fundraiser. Moreover, Academic Affairs provides a supplement of $50,000 to $100,000 every year to the library.

*It is important that book and periodical collection be given appropriate priority during IT merger and new building project.*

Major collection additions have been possible due to the technology provided in conjunction with the library-information technology merger and opening of the new library. At the same time, the libraries continue to add books and print resources. The reference collection continues to thrive along with several unique collections such as Appalachian Fiction, West Virginia Books, the Rosanna Blake Library of the Confederacy, and more.

*The current library personnel do not seem to have a clear vision of what a “state-of-the-art high-tech library information center” can be.*

More than half of the current librarians have been hired within the last ten years. The library has flourished under the Dean of Libraries, a position added since 1995 to interact at the level of other Deans. All but two of our faculty members possess one or more master’s degrees in other subject areas in addition to their terminal MLS degrees in library science. Two members of the faculty possess post-master’s certificates in Education and another two have doctorates. Their subject concentrations and experiences in other higher education institutions and/or other library types have allowed us to expand services in areas we would not have imagined more than a decade ago.

While the service mission is our primary function, both Associate Deans coordinate library science programs and several members of the library faculty serve as adjuncts in the Marshall Community and Technical College Public Library Technology Certificate Program as well as the MU School Library Media Graduate Certificate Program. Librarians with other subject expertise such as Political Science and Religious Studies also teach in the College of Liberal Arts.
With turnover in almost all areas of the library organization, positions have been revamped to address changes in technology and modes of providing information services to faculty and students. The following positions were created specifically to address technology needs and modifications in how we do business in libraries today:

- Collection Access Librarian
- Collection Development Librarian
- Digital Resources and Automation Librarian
- Electronic Services Librarian
- Extension Services/Reference Librarian
- Head of Administrative Services & Technology – later changed to Associate Dean
- Information Delivery Services/Reference Librarian
- User Education Librarian
- Web Development Librarian

Likewise, among the classified staff, several library positions have been upgraded or changed to reflect the complex and highly technical nature of the work they perform using a variety of computer platforms and systems:

- Information Technology Consultant
- Library Technical Assistant I and II
- Library Associate

Conference attendance is greatly encouraged for faculty and staff. There are several pools of funding from which they can draw to offset or reimburse expenses, both within the library and on campus. All librarians and staff are encouraged to be active participants in state, regional and national professional associations. The university is generous with state vehicles and leave time for conference attendance and workshops.

Over the last three years, the librarians and staff have received travel funding at an average of $700 to $1,000 per person. Two individuals have even been sent to educational institutions outside of West Virginia to obtain specialized training and certification for archives and preservation of print and digital collections.
There are also several on-campus opportunities available to faculty and staff for professional and personal development. Numerous classified staff members have obtained tuition waivers to continue or complete their bachelor’s and master’s degrees. Several librarians have also obtained second master’s degrees by taking advantage of waivers and release time to attend class. In a staff of 60 individuals, at least one person in the library unit graduates with a BA or MA every year.

3) **Budget constraints continue to severely restrict the development of Marshall University.**

Concern was expressed in 1995 about the budget of the university. Despite additional cuts in state appropriations – a pervasive national trend – Marshall University continues to produce positive financial results, as evidenced by the university’s annual financial reports. This can be attributed to an efficient and effective system of operation, a focused mission, and significant student fee increases in the past five years. However, even with these fee increases, the university still has a competitive fee structure. The university has significantly increased its sponsored research dollars and has just completed a very successful capital campaign. Budget challenges will most likely always exist for the universities in West Virginia, but Marshall University has the leadership and discipline, along with committed faculty and staff, to be highly productive even with limited resources.

4) **There is limited diversity at the institution.**

Marshall University has an active arrangement with West Virginia State University and Concord University to enhance student diversity. A substantial number of minority students and McNair Scholars have come to MU as designated Graduate Assistants. The College of Science has introduced Health Sciences and Technology Academy (HSTA) to this half of the state. Additional activities to enhance diversity are discussed in criterion 1, core component 1b; criterion 5, core component 5c; and other sections of this document.

The difficulty of attracting qualified minorities was cited. The purported hostile environment in the city and on campus has improved considerably over the last decade. Housing patterns
in the city have changed. Black Administrators Faculty and Staff Organization (BAFSO) serves as a mentoring and support group. To “grow our own” we have instituted a Carter G. Woodson Initiative that has graduated a number of minority Ph.D.’s. The Southern Regional Education Board (SREB), similarly, has a minority doctoral program which is currently helping us to diversify our instructional staff. We also participate in WVU’s minority doctoral program. Additionally, when we merged with the West Virginia Graduate College, we acquired their Minority Faculty Fellowship. Finally, we have instituted a Minority Graduate Fellowship Initiative – designed to help faculty, staff and administrators from state-supported colleges in West Virginia to earn graduate degrees – which is administered under Dr. Betty Cleckley, Vice President for Multicultural Affairs. As a result of these and other programs, the number of minority employees has increased from 157 in 1995 to 180 by the fall of 2004, a 14.6% increase.

5) The evaluation team is concerned about the ability of the institution to sustain quality graduate academic programs.

The North Central team indicated in 1995 that doctoral education was reaching a critical juncture where decisions would need to be made regarding the next phase of program development and whether those developments could meet the expectations normally associated with doctoral institutions. Since that time, MU has received approval from North Central to add Ed.D. and Psy.D. degree programs. In a follow-up focus visit for the Ed.D, we successfully demonstrated that we are developing a culture for doctoral education and the research that accompanies it. Currently, we offer three doctoral degrees. Our Strategic Plan calls for Marshall to develop additional doctorates and we are engaged in doing so. It is our expectation that we will be eligible for reclassification as a Carnegie Doctoral Intensive University by 2010.

In the College of Science, deficiencies were noted in equipment acquisition and in Graduate Assistant (GA) stipends. Over the past few years, the COS has dramatically increased stipend levels. The GA stipend level for the Biomedical Sciences at the doctoral level was raised to $21,700. In the fall of 2005, a graduate admissions counselor was hired to recruit students to the STEM (Science, Technology, Engineering, Math) programs. There is a statewide task
force examining the challenges to supporting research both at MU and WVU and a proposal to support GA stipends, faculty salaries and startup packages for research will be submitted at the 2006 legislative session.

We need – and want – to raise stipends at every level. It should be noted, however, that Marshall Graduate Assistants do not experience as much debt as students from most other universities. The Summary Report 2004 from Doctorate Recipients from United States Universities (Survey of Earned Doctorates) indicates that on the average, 40.9% of all doctoral students (U.S. citizens) graduate with no debt. At Marshall, the average is 44%. Nationally, those who graduate with more than $15,000 in debt is 26.7%; at Marshall it is only 22%. These figures suggest that the total package (tuition waivers as well as stipends, plus the local cost of living) makes Marshall University a financially attractive place for students to pursue their graduate studies.

Since 1995, MU has received millions of dollars worth of federal grants to purchase scientific equipment. At the same time, the institutional budget has dedicated significant amounts for math and other labs around campus. All faculty have been provided with the appropriate computer technology at a cost of $588,000.

Two concerns related to the Graduate School were the provisional admission of academically marginal students and the research profile of graduate faculty. As of fall 2004, 89% of our faculty had terminal degrees. Since 1995, the Graduate School has evolved into the Graduate College. In addition to acquiring more faculty with terminal degrees, Marshall University has revised its criteria for graduate faculty membership to reflect the more rigorous standards expected of doctoral education. Since 1995, we have been highly selective in our hiring process and have added to the faculty people with appropriate credentials and impressive research agendas. On October 3, 2005, the Executive Director of the Fulbright Academy of Science and Technology commented, “It is nice to know that you have such a large group of Fulbright-affiliated professionals at your university.”

The Graduate Council is currently examining our policy on the GPA required for provisional admission to Marshall. A study conducted a few years ago showed that provisionally
admitted students to one of our master’s programs graduated at the same rate as fully admitted students. As of this writing, the faculty has been disinclined to deny access to students who have the potential to succeed. At the same time, many programs – such as Forensic Science, Biomedical Sciences, Nursing, and the MBA – have adopted more rigorous standards than the Graduate College’s minimum admission requirements.

Concern was expressed in 1995 about the under-funding of faculty development activities. A number of developments have alleviated this problem. Not only has the 1997 merger with the West Virginia Graduate College added approximately sixty faculty members with doctorates to the professoriate, it has also added faculty development resources obtained through third-party contracts (that is, the indirect costs recovered through contracts with school systems and external agencies). At about the same time, International Nickel Company donated half a million dollars to Marshall University to establish an endowment exclusively for faculty development activities. The Graduate Dean’s office has raised funds externally to provide more reassigned time for faculty research. The Marshall University Research Corporation offers professional development workshops – such as on grant writing and federal compliance – on a recurring basis. As a result of these and other initiatives, Marshall University has greatly improved its credential profile as reflected in Marshall Advances and recounted in other sections of this report.

6) The evaluation team has a particular concern about the institution’s ability to continue to independently support the Ph.D. program in Biomedical Sciences.

The evaluation team’s concerns about the Ph.D. program in Biomedical Sciences were successfully addressed during the focused visit in 1997. More recent concerns regarding certain aspects of the Ed.D. were addressed in the February 27, 2004 HLC Report on Ed.D in Education. The Ph.D. in Biomedical Sciences remains a financially viable and academically strong program with students having served as post-doctoral fellows at such institutions as Harvard and Brown University.