CHAPTER FOUR

Mission and Integrity
**Criterion One: Mission and Integrity**

*The Organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

Because the mission of a university defines why it exists, a clear understanding of and the application of that mission is vital. This means that the entire university community must be involved with the development of the Mission Statement and its application. The Marshall University community revised and refined its mission in 2003-2004, involving input and feedback from the entire university community. This portion of the report, dealing with “Mission and Integrity” explains various aspects of Marshall’s mission and its implementation.

**Core Component 1a**

*The organization’s mission documents are clear and articulate publicly the organization’s commitments.*

In order to analyze the success of implementing Criterion 1a, an eight-step Plan of Action with completion dates for each step was developed. Although university operations took place under the old goals statement for most of the last decade, the focus of this report (analysis) and the entire NCA review process can be found in the present Purpose documents and future university activities. The implementation for the Plan of Action involved interviews with the following ten Marshall University officials:

- Layton Cottrill – Chief of Staff and General Counsel
- Leonard Deutsch – Dean of the Graduate College
- Jan Fox – Vice President for Information Technology
- Frances Hensley – Associate Vice President for Academic Affairs
- Mary Beth Reynolds – Chair, Mission Statement Working Subcommittee 2003-2004
- James Sottile – Past Faculty Senate President
- Patsy Stephenson – Classified Staff Council Representative
- Keith Spears – Vice President of Communications
- Larry Stickler – Faculty Senate President
- Anthony Szwilski – Chair, Mission Statement Committee 2003-2004
In order to make sure that the university’s mission documents were clear and reflected the university’s commitments, a Mission Statement Committee (MSC) was formed and met for the first time on April 16, 2003. This committee had 15 voting members and 18 non-voting, ex-officio members and it convened monthly except for the summer. A Working Subcommittee of this larger group met weekly in the summer of 2003 to update the university purpose statements. It was decided that the Mission Statement should be brief and succinct in nature, followed by specific goals. Similar documents from peer universities and models from North Central were examined.

After a draft Mission Statement and draft Vision Statement were completed, MSC members were requested to solicit feedback from their constituents (colleges/faculty, staff, students, administration) through emails and meetings. The draft statements were distributed widely to the university community for feedback, mostly through general email, but also through direct contacts by the large number of people involved in the effort. The last meeting of the MSC was February 20, 2004. During 2003-2004, the MSC held seven meetings and the Working Subcommittee convened eleven times for deliberations.

When President Angel arrived at Marshall University, he established an MU-2010 Planning Committee headed by Provost and Senior Vice President for Academic Affairs, Sarah Denman. This Planning Committee had fifty members representing students, staff, faculty and administrators within the academic community; overall participation included over 100 people. The document produced in the fall of 2001 was called *Owning the Opportunity: MU-2010* and is the Strategic Plan for Marshall University.

More specifically, the task of the 2003-2004 Mission Statement Committee was threefold: (1) To update the Marshall University purpose documents; (2) To incorporate the ideas expressed in *Owning the Opportunity*; and (3) To prepare for NCA accreditation in 2006. The mission documents address the varied internal and external constituencies the organization serves. The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. Additionally, the mission documents state goals for the learning to be achieved by its students.
The new Marshall University purpose statements reflect movement today in several directions including increased emphases on:

- student learning assessments, not just faculty teaching evaluations
- international and global environments
- diversity and multicultural experiences
- graduate and doctoral degrees
- service learning, community involvement and outreach
- economic development and work force training
- multi-campus venues with comprehensive student services availability
- alternative modes of learning delivery to rural areas
- faculty innovation and entrepreneurship
- academic integrity, professional ethics and individual responsibility
- state-of-the-art classrooms and instruction
- research, creative activities and intellectual contributions

The new Marshall University Mission and Goals, and Vision Statements were adopted by the Faculty Senate on March 25, 2004, approved by the Board of Governors on May 12, 2004, and then quickly became part of the official Marshall University website. These Statements are widely available to the general public. They appear in the university’s catalog, website and policy declarations, as well as in the Student Directory distributed by the Student Government Association (SGA) every year. In addition, they are part of a SharePoint electronic communication system of internal university papers that is secure so that updated and evolving changes to such critical university records can be easily shared and developed among university personnel.

Furthermore, a monthly Self-Study Newsletter has been circulated electronically to keep the academic community up to date on the evolving NCA accreditation process. Electronic links to the new university statements, as well as other important policy documents, have been presented in this newsletter. Moreover, as part of the public articulation of Marshall University’s new mission documents, posters containing these documents were distributed throughout campus to be displayed in key locations, especially college offices.
Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Marshall University embraces pluralism and a number of our documents reflect the institution’s recognition of and commitment to diversity.

As a community, we declare in our Mission Statement that Marshall University will “educate a citizenry capable of living and working effectively in a global environment.” Marshall University faculty will “help students develop the ability to navigate through a rapidly changing society” and Marshall University staff will work to “develop a positive, just, and equitable workplace.” Further, we say that Marshall University students will have opportunities to “appreciate and to cultivate diversity, and to value differences.”

The Marshall University Creed, which was developed by students and embraced by the institution, serves to guide the entire Marshall community as we strive to create an educational environment that promotes intellectual stimulation, fosters creativity, and celebrates its diverse learners. At Marshall University, we are “An Open Community uncompromisingly protecting freedom of thought, belief and expression… A Civil Community treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways… A Pluralistic Community celebrating and learning from our diversity… A Socially Conscious Community acting as citizens of the world and seeking to contribute to the betterment of people and their environments.”

Marshall University’s current strategic plan, Owning the Opportunity: MU-2010, articulates a number of goals relative to diversity on campus. The preamble to those goals reads in part, “The thrust to achieve cultural pluralism is essential for the assurance that people of all races, cultures, national origins, classes, and gender are afforded a full and equal opportunity to benefit from an education at Marshall University.” Goals range from increasing the proportion of underrepresented racial/ethnic students, staff and faculty, to continuing the integration of internationalism into programs, to preparing students for a pluralistic America and global community.
2000 US Census Bureau figures report that West Virginia’s minority population (African American, Asian, American Indian, and Hispanic) represents 5% of the state’s citizenry, which is well below the national figure of more than 25%. The largest minority representation in West Virginia is African American at 3.2%. Minority student population at Marshall University represents 6.5% of all enrolled students (fall 2003), and the percentage of African American students (the largest minority group) at Marshall University is 4.1% of all enrolled students. Thus, Marshall’s student population is slightly more diverse than the state of West Virginia.

The West Virginia Public Higher Education Diversity Report dated January 2003 reflects comparable numbers for all public higher education institutions in West Virginia. Statewide, the minority enrollment represents 6.9% with the largest concentration being African American at 4.6%. Most of these students are to be found in the two historically black universities in the state: Bluefield and West Virginia State. Overall, minority representation at Marshall closely mirrors the statewide picture.

Slightly higher percentages exist for Marshall University employees. Minorities account for 10.1% of all employees at the university. African Americans account for 5% of all Marshall employees. Asian is the next largest group at 3.7%. Statewide data from the West Virginia Public Higher Education Diversity Report (2003) indicate that 8.3% of the higher education workforce is minority with African American the largest group at 4.85%.

Minority faculty at Marshall account for 11% of the entire faculty. The largest minority group of faculty is Asian at 6%, while African Americans account for 2.9% of all faculty. Statewide, minority faculty constitute 11.9% of all faculty and Asian is the largest group at 4.8%. African American faculty represent 2.8% of all faculty in West Virginia (with the heaviest concentrations at the two historically black universities in the state). As is the case with student minorities, staff and faculty minority representation at Marshall closely mirrors state levels.

The number of international students at Marshall University has steadily increased over the past decade, rising from 154 international students in 1995, to 302 in 2003. Currently, Asian
students constitute the largest number of international students. English as a Second Language (ESL) students (included in the counts above) sharply declined after September 11, 2001. The number of ESL students was at an all-time high of 79 in 2001 and subsequent to the terrorist attacks, dropped to 49 in 2003. According to the Executive Director of the Center for International Programs, as of fall 2005, the ESL student numbers had returned to their high level of 79 and overall international student numbers had risen to 367, despite obstacles universities have faced enrolling international students since 9/11.

Marshall University students choosing to study abroad grew in numbers at a modest pace from 1995 until 2001. Post 9/11 numbers dropped off significantly from 114 students during the 2000/2001 academic year to 76 in 2001/2002, and 52 in 2002/2003. The Center for International Programs reports that 120 students participated in study abroad programs in 12 countries during 2004/2005 and that the office is aggressively pursuing additional study abroad opportunities for our students. In 2005, Marshall joined International Student Exchange Programs (ISEP) which expanded our study abroad offerings for reciprocal exchange from six exchange program sites to over 130 sites in 37 countries. Marshall is also expanding the number of faculty-led summer programs. Currently, seven faculty-led programs are offered in the areas of foreign languages, criminal justice, business, science, and education.

Students with disabilities at Marshall are served by three offices/programs, the Office of Disabled Student Services, the nationally acclaimed Higher Education for Learning Problems (H.E.L.P.) program, and the West Virginia Autism Training Center. In recent years approximately 650-750 students have identified themselves as having some disability but far fewer students actually make requests requiring accommodations. The Office of Disabled Student Services assists students for no charge but students seeking assistance through the H.E.L.P. program pay fees. The West Virginia Autism Training Center, created to provide training and support for parents, outreach centers and research, also works with a small group of students with high functioning autism or Asperger’s syndrome.

The Huntington campus is highly accessible – it is a flat and compact campus – and students, employees and visitors with mobility impairments can access all campus venues and

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facilities. Ramps, elevators, and automatic door openers are used throughout the campus. In public areas all seating for individuals with disabilities is within the normal seating structure, and is designed so that able-bodied patrons can accompany the disabled guest with a minimum of inconvenience.

Marshall University currently has 21 students with significant visual impairment, including three blind students. These students are provided with guides and assistants in a wide variety of academic functions. Two of the students use dog guides on a daily basis. The Drinko Library offers special computer-based assistive technology for users with disabilities including one computer that is connected to a Braille Embosser. Within the past three years the number of students with hearing impairment has had a dramatic increase. Three students at Marshall use signing interpreters, and these interpreters are also available for activities and events after class hours. The Joan C. Edwards Playhouse has a sophisticated sound-enhancement system for use by low-hearing individuals. Individuals with speech, learning, and developmental disabilities participate in programs and services provided by the divisions of Student Affairs and Academic Affairs. The department of Communications Disorders has a clinic that provides services to individuals with communication difficulty. The Higher Education for Learning Problems (H.E.L.P.) program has a national reputation for excellence in helping individuals with learning or developmental disabilities succeed in higher education.

West Virginia is one of the most rural states in the country and ethnic minority representation will not approach anything close to the national profile in the short or long term. Marshall University recognizes the added challenge this represents as we work to prepare our students to be world citizens. As reflected in our Mission Statement and goals, the Marshall University Creed, and the Strategic Plan, and in the establishment of a Center for African American Students’ Programs (CAASP) there is an institutional commitment to creating an environment of teaching and learning that instills in our students, majority and minority, the desire to embrace pluralism. Marshall University’s extensive curricular offerings and extracurricular opportunities underscore the importance we place on creating that environment.
Since the fall semester, 1995, all students are required to complete the Marshall Plan, a baccalaureate initiative, for graduation. Included in the Marshall Plan are requirements that students graduate with a minimum of three hours of courses designated as multicultural and six hours of courses designated as international. Courses receive designation as one or the other after undergoing a rigorous review process by university committees charged with monitoring these components of the Marshall Plan.

In addition to specific graduation requirements designed to promote and foster pluralism, many faculty, departments, and programs have imbedded multicultural issues into the curriculum. Some examples include:

- An undergraduate certificate program in Asian Studies in the College of Liberal Arts that emphasizes both language and cultural studies.

- Through credit and non-credit programs, students can choose from 11 different modern languages including non-Eurocentric Japanese, Arabic, Swahili, and Chinese for credit, and Russian, and Korean for non-credit.

- In Accounting 510: Survey of Accounting, and Accounting 613: Profit Planning and Control, accounting standards, ethical standards, and historical development of accounting practices across countries world-wide are examined.

- Legal Environment 691: Legal Environment of Business, places the legal focus on Civil Rights/Discrimination legislation plus harassment. Additionally, time is spent on the economics of discrimination and why discrimination creates a dual labor market with dead weight loss to the economy.

- Management 422: Organizational Behavior, examines stereotypical work and cultural habits among different races and how contemporary managers handle diverse work forces. Multicultural issues of different national and cultural values are compared.

- Management 424: Human Resource Management, focuses on diversity training covering inappropriate behavior at work. The course also examines human resource law, including Title VII, Pregnancy Discrimination law, Age

- **Music 410: Introduction to World Music**, provides a survey of native music of Africa, Asia and the Americas as an aspect of culture.


- **Music 171/371: African Drum and Dance Ensemble**, was created by a faculty member after studying traditional West African music and dance in Ghana. This ensemble specializes in the traditional music and dance of several ethnic groups found in and around Ghana including Akan, Ewe’, Mandinka, Yoruba, and Dagbamba.

- **Art 407: Tribal Arts**, offers an introduction to the unique arts of so-called pre-civilized peoples emphasizing European prehistory and non-European primitive.

- Students in Applied Music study music by composers from many lands and ethnic backgrounds. Many composers and works are then featured in student performances in weekly studio classes.

- Theatre design classes examine ethnic and cultural contributions to motif, ornamentation and cultural symbolism to help student designers learn to use appropriate décor and architectural elements for productions.

- In Eurocentric art history courses, art historians cite examples of art from diverse cultures that lead to discussions of how art reflects traditional and non-traditional gender roles, providing opportunities for students to compare and contrast cultural differences.

- Every undergraduate student in the College of Education and Human Services, as part of the general education sequence, takes Social Studies 207: Social Problems in a Multicultural Society, an interdisciplinary analysis of the multi-cultural
nature of American society and its problems, with emphasis on the problems of minority groups.

- Every Teacher Education student in the College of Education and Human Services, as part of the professional education core, takes EDF 475: *Schools in a Diverse Society*, a study of social, historical and philosophical foundations of U.S. schooling, as well as CISP 421: *Students with Exceptionalities*, a survey of educational methods for identifying and teaching students with disabilities, gifted students, and students from ethnic and racial minorities.

- In Dietetics 304: *Fundamentals of Food Planning*, students plan, prepare and analyze meals for people of different cultural or ethnic backgrounds. The class studies food preferences and intakes of different cultures throughout the world.

- Students in dietetics review cultural and religious diet restrictions, and often speakers are brought in who adhere to certain diet restrictions due to faith.

- Cultural issues are addressed in virtually all psychology courses. Data analysis and research methods courses emphasize the ways in which cultural issues can affect data of all kinds; in child and adult development classes the influence of culture on varied aspects of development is a point of emphasis; in abnormal psychology the role of culture in defining and understanding what is meant by “abnormal” is addressed; psychological assessment and psychotherapy courses focus on how cultural variability may impact responses to standard psychological assessment and therapy strategies; and ethics classes include discussion of the ethical responsibility of psychologists to be aware of and sensitive to cultural themes and variability in all aspects of their work (including issues associated with language, family functioning, social norms, etc.).

Several offices at Marshall University exist in order to serve the diverse campus community and also to provide programming that promotes and fosters pluralism. They include:

- **Multicultural Affairs.** Multicultural Affairs works to create and maintain an environment that promotes and fosters a multicultural, international, global
community in which multicultural pluralism and international learning thrive. The division coordinates the work of the Center for African American Students’ Programs and the Commission on Multiculturalism. Commissioners represent multiple constituencies of the university and community, including the faculty, staff, Student Government Association, Black United Students, alumni, academic Deans, the Lambda Society, and the Huntington community. The Commission is structured into subcommittees which pursue goals and programs related to women, individuals with disabilities, ethnic and racial groups, lesbians, gays, bisexuals and transgendered individuals.

- **Office of Equity Programs.** The Office of Equity Programs (OEP) facilitates, monitors, evaluates and ensures compliance with federal, state, and local regulations pertaining to equal educational opportunity, equal employment opportunity and affirmative action. The office assists all units at Marshall in the prevention of discrimination and, when necessary, resolves disputes arising from alleged discrimination. The OEP works to help diversify the student body, the faculty, the staff and the educational programs at Marshall; expands the body of knowledge in Equal Opportunity and Affirmative Action; and promotes equitable and fair treatment in every aspect of campus life, education and employment. OEP actively works with search committees to ensure that members come from diverse backgrounds and that fairness is inherent in the search process. OEP offers seminars and training to staff, faculty, academic units, student groups and community organizations to articulate Marshall’s position on the importance of diversity. That office also serves as an advocate for under-served groups by advising where advertisements can be placed in order to attract minorities, females and other underrepresented groups as applicants for open positions.

- **Disabled Student Services** (mentioned previously). The purpose of the Disabled Student Services Office is to support the educational and physical accessibility necessary for students to achieve their academic goals and to promote as much independence as possible for students with disabilities.
• The West Virginia Autism Training Center (mentioned previously). One of the primary goals of the Autism Center is to help students develop unique strategies that will assist them in earning a college degree. Social and life skills development are strategically integrated into the program.

• The Women’s Center. The Women’s Center exists to promote a centralized resource for meeting the needs of women students, faculty and staff. The center provides an opportunity and location where women’s concerns can be voiced, dealt with directly and/or referred to other resources within the university and/or local community.

• Lesbian, Gay, Bisexual Transgender Office. (LGBT) The Lesbian, Gay, Bisexual, Trans-Gender Office, in conjunction with the Lambda Society, conducts programs and activities such as WorldAIDS Day, Coming Out Day, Pride Week, Women’s Week, Movie Nights and the Day of Silence. The office also provides resources and literature to interested students. A full-time professional counselor is available to serve the needs of gay or questioning students.

• The Center for African American Students’ Programs (mentioned previously) is under the auspices of Multicultural Affairs. The center’s activities are designed to identify, facilitate and implement services to enhance the academic and social needs of African American students. Ongoing programs include Harambee, a new student reception at the beginning of the school year to introduce students to key university personnel; Outstanding Black High School Students’ Weekend, a recruitment activity targeting high school juniors, selected by their high school principals, to visit Marshall’s campus for a weekend; Women of Color Day, a day-long program highlighting many of the issues affecting the lives of women of color; the Annual Diversity Breakfast, an opportunity to bring together many of the diverse groups of our community with the intent to promote campus harmony and unity; The Society of Outstanding Black Scholars, an organization that identifies African American students with strong academic credentials and that provides enrichment opportunities to enhance learning, support personal
growth, and foster academic success; and the Donning of the Kente Cloth Ceremony, a special graduation event for African American students.

Pursuant to its mission and responsibilities to further the community and region it serves, Marshall University supports a number of initiatives and offers extracurricular activities that are designed to promote and foster pluralism.

- **Carter G. Woodson Faculty Initiative** (CGWFI). Designed to increase the number of minority faculty, the CGWFI provides a means for selected individuals to enroll in doctoral programs to earn a doctoral degree and become full-time, tenure-track faculty at Marshall University. The primary premise of the CGWFI is that there are a number of qualified underrepresented group individuals who are desirous and capable of successfully completing doctoral programs and becoming effective and productive faculty members at Marshall University. Since its inception, nine individuals have participated in the program with four having completed doctorates and two working now towards completion. Currently, four of these individuals are on the faculty at Marshall.

- **Health Sciences and Technology Academy** (HSTA) is a highly successful community-campus partnership that offers campus and community-based study and enrichment programming designed to increase the number of African American and financially disadvantaged students enrollment in WV public colleges and universities. Students participate in HSTA from the 9th to 12th grade with a primary focus on building skills and knowledge in science and math. This unique program provides after-school academic enrichment and stimulating summer institutes on college campuses where HSTA students work with scientists, clinical practitioners, and health science professionals. Successful HSTA students are eligible for a tuition and fee waiver to West Virginia public colleges and universities. The success of HSTA rests in the community’s feelings of ownership and control – the long-term partnerships among higher education, public education at the state and local level, the West Virginia Rural Health Education Partnership, and rural communities. Marshall University offers an
annual Summer Institute, and several members of Marshall faculty and administrators are charter and current members of the Cabell and Lincoln Co. HSTA Local Governing Board that oversees the operation of four HSTA clubs.

- Underrepresented racial and ethnic student enrollment is bolstered through such initiatives as tuition waivers to Outstanding Black High School Students Weekend participants; the Marshall University and West Virginia State University Cooperative Minority Graduate Assistantship Program; the Marshall University and Concord University Ronald McNair Scholars Graduate Assistantship Program; the Keith Albee Trust Scholarship; the Dan, Reverend Ellen Dorroh and Gustavus Werber Cleckley Scholarship; the Joseph A. Slash Endowment; the Thomas A. and Mary Ward Maroney Scholarship; the Dr. Hannibal D. Clarke Scholarship program; the George W. and Annie B. Hughes Scholarship for music; the John Hill scholarship for the visual arts; and the Scholarship Fund for African American education majors.

- The Martin Luther King, Jr. Annual Symposium is designed to encourage students, teachers, and community residents to identify and address issues and questions about inequality, human rights, and social justice; to increase knowledge and perspectives about Martin Luther King, Jr. and his value to society; and to encourage commitment to social justice and new efforts to promote social justice for all and to improve inter-group relations. The Symposium is sponsored annually by Multicultural Affairs in cooperation with the Mayor, City of Huntington, the Cabell County Board of Education, the Cabell County Public Library, the Huntington/Cabell County NAACP, the Herald-Dispatch, the Huntington Human Relations Commission and the West Virginia Higher Education Policy Commission.

- Brown v. Board of Education: Remembering the Past Brings Hope for the Future. In September, 2004, Marshall University presented a weeklong symposium involving hundreds of students and faculty focusing on this landmark Supreme Court decision. Acknowledging the 50th anniversary of the ruling, Marshall University and the Huntington community joined forces to present a series of
programs, lectures and discussions. Through the diverse programs of participating colleges, alumni and friends, the symposium examined the implications, influences, and progress of this momentous legal decision that affected society globally and regionally.

- Students at our local county high schools, Huntington High and Cabell Midland, may take Japanese courses taught by Marshall University Japanese instructors and receive dual credit.

- Marshall established the Language Buffet in 2000, a community foreign language conversation school that creates scholarships for international students and provides opportunities for the community to learn about different cultures.

- Since the opening of the Toyota Motor Manufacturing plant in neighboring Putnam County, West Virginia, Marshall has partnered with the state Department of Education and the West Virginia Development Office to provide specialized Japanese and Chinese language services to the business community.

- The Fine and Performing Arts departments regularly present programming that helps to improve the quality of the intellectual and cultural life of the campus and community by promoting pluralism. The Departments of Art and Design, Music, and Theatre, as well as the Marshall Artists Series, present performances and exhibitions that help to increase awareness of different cultures and that promote greater understanding. Some recent examples include:
  - The Department of Art and Design recently partnered with Multicultural Affairs to present an exhibition of internationally acclaimed bead artist and African American, Sonya Clark.
  - The Department of Music, in cooperation with the Marshall Artists Series, presented Cuban jazz artist Arturo Sandoval as part of the 2004 Marshall...
University Winter Jazz Festival, and numerous concerts throughout any given academic year feature diverse programs. Percussion instrumentation is perhaps the most prolific area in the music department relative to concerts with music from different parts of the world. In recent years, the percussion ensemble has performed music from the Middle East, West Africa, steel pan literature from the Caribbean, Cuba and Afro-Cuban folkloric, Brazilian street and folk music and marimba music from Mexico and Guatemala.

- The Department of Theatre mounted a main stage production of *To Kill a Mockingbird* in 2003-04 and before that, an experimental theatre production of *The Laramie Project*, the gripping tale of the death of gay University of Wyoming student Matthew Shepard.

Finally, Dr. Betty Cleckley, Vice President for Multicultural Affairs and International Programs, has written an extensive review of diversity on the Marshall University campus entitled *Multiculturalism: The First 15 Years*. This document records the progress made on Marshall’s campus toward greater diversity.

Of student and faculty recruitment, Dr. Cleckley writes about future initiatives that “We need to develop and strengthen efforts to attract more out-of-state African American students and to retain and graduate them.” She suggests that Marshall needs to work collaboratively with high schools to help keep students in school with goals of then attending the university. She also writes “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.”

In concluding remarks Dr. Cleckley assesses the gains made toward a diverse community. She writes, "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 our effort." Ultimately, she writes, "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."

**Core Component 1c**

*Understanding of and support for the mission pervade the organization.*

The Marshall University Mission Statement 1) is understood and supported by the
university’s internal constituencies; 2) drives strategic decisions; 3) determines the
university’s budgeting and planning priorities; and 4) is congruent with the goals of the
administrative and academic subunits.

1) **Board, administration, faculty, staff, and students understand and support the**
   **organization’s mission.**

To determine understanding of and support for the Mission Statement, we administered a
survey and analyzed the university catalog and university and sub-unit web pages.

**Survey** The survey administered to Marshall faculty, administrators, and staff measured
perceptions of the University Mission Statement and its influence on what people do. This
brief online survey was run during November 2004 and asked respondents to identify their
job category, and then to indicate on a five-point scale (similar to semantic differentials)
various dimensions of their perceptions of the Mission Statement and its influence on them.
We announced the survey to Marshall employees through email and voicemail, and obtained
230 responses: 107 from faculty (27 of whom indicated they performed administrative
functions), 28 from administrators, and 91 from staff members.

Across all four job categories, respondents indicated a modest level of familiarity with the
university’s Mission Statement (M=2.89; n=230), but a generally positive feeling toward it
(M=3.61; n=221). The influence of the Mission Statement on the respondent’s individual job
(M=2.43; n=225) and on the respondent’s department (M=2.75; n=224) was perceived to be
moderate. Reported involvement with the adoption of the University Mission Statement was low (M=1.46; n=228), but those respondents working in units which had written their own Mission Statement indicated a considerably higher degree of involvement (M=2.73; n=165).

In sum, we suggest that while the perceptions of the university’s Mission Statement are not universal across the institution, this is a normal condition in a complex organization with a high degree of functional differentiation between the cohorts. We view the overall positive perception of the Mission Statement to be a good indicator that the Mission Statement is seen as credible, and its high degree of influence on administrators to be a good indicator that the Mission Statement, in fact, guides the operations of the university in a meaningful way.

**MU Catalogs** All MU colleges with undergraduate programs clearly post their Mission Statements in the MU [Undergraduate Catalog](#); the Graduate College posts its statement on page 24 of the [2004-2006 Graduate Catalog](#).

**MU Websites** An analysis of the university website revealed that the Mission Statements of some university units were easier to access than others. We have, subsequently, updated our web pages to make both the university’s and the individual colleges’ Mission Statements more prominent and easily accessible.

2) **The organization’s strategic decisions are mission-driven.**

Marshall’s long term strategic plan, *Owning the Opportunity: MU-2010*, reflects the alignment of the university’s decision processes with the Mission Statement. Space limitations prohibit an exhaustive documentation of that alignment in this section; the following discussion is meant only to illustrate the close coupling of the Strategic Plan to the major elements of the Mission Statement.

*Owning the Opportunity: MU-2010* was adopted in the fall of 2001, and was conceived as the guiding vision of Marshall’s evolution over the next decade. The document is organized around twelve distinct initiatives (student success, academic programs, research and creative activities, technology, faculty, staff, facilities, workforce development, diversity, outreach...
and partnerships, marketing and recruitment, and resource development), each of which is
further detailed with goals related to the initiative. While the Strategic Plan is not structured,
as a document, precisely in the same way as the University Mission Statement, the strong
correspondence between the two is readily observable.

The first two points of the Mission Statement concern student success and the quality of
instruction. These are reflected in the first two of the twelve initiatives described in the
Strategic Plan: student success and academic programs. Goals under these initiatives directly
address such aspects of the university’s operations as the academic commitment of students
(e.g., “Marshall University will elevate expectations for student commitment to the learning
process.”), support services for students (e.g., “We will seek to improve our physical
facilities and auxiliary services in ways that intentionally support learning and
achievement.”), and educational standards (e.g., “Continually assess and affirm the
effectiveness and currency of undergraduate and graduate programs.”).

The second major section of the Mission Statement relates to faculty. Two initiatives found
in the Strategic Plan deal specifically with faculty. One initiative, concerning research and
creative activities, sets goals regarding support for scholarly and creative work by faculty
(e.g., “Strengthen the interdependence between research and creative activities, teaching, and
service.”). The second initiative regarding faculty sets goals regarding teaching load,
professional advancement, and support for research activity (e.g., “Enhance the university’s
reputation for scholarly activity.”).

The third section of the Mission Statement concerns staff. Likewise, there is an initiative in
the Strategic Plan regarding staff. Goals under this initiative address organizational culture
(e.g., “Create a climate characterized by trust, openness, and honesty.”) and performance
(e.g., “Create a high-performance workforce equipped with appropriate skill sets.”).

The section of the Mission Statement concerning students contains several points addressing
their contribution to the larger society. Along this line, the Strategic Plan includes an
initiative on diversity. In addition, the initiative on academic programs identifies several
goals concerning local and regional needs (e.g., “Develop new undergraduate programs that
build on and enhance Marshall’s strength in broad-based liberal education and that addressegional, statewide, and national needs.”

The concluding section of the Mission Statement concerns the university administration. The
first two points of this section mention resource development, an activity which is its own
discrete initiative in the Strategic Plan. In this context, it is useful to note that resource
constraints have hampered the progress toward some of these goals. Marshall’s president,
Dan Angel, acknowledged some of those constraints in his State of the University address
(Five-Year Update) in October, 2004.

3) The organization’s planning and budgeting priorities flow from and support the
mission.

For many decades, a statewide mandate on fidelity to the institution’s Mission Statement – an
inherent part of the Program Review process – has shaped not only curricular decisions, but
all planning and budgeting at Marshall University. It is an ingrained part of our
organization’s culture.

Marshall University has recognized the importance of the Enrollment Management function
for recruitment and retention of students and has funded these initiatives accordingly. The
total budget allocated for Marketing/Recruitment/Retention in FY2000 was $1,335,349 and
the total budget allocated in FY2004 was $1,819,225, an increase of 36%. The University
College and Academic Advising Center were established to address retention of existing
students. Several new positions, such as Program Coordinator Sr., Academic Advisor,
Administrative Secretary Sr., Director of University College, Developmental Advising
Specialist, Publications Specialist, Assistant Dean of Enrollment Management, Electronic
Marketing Specialist and Counselor, have been created to provide assistance with these
issues.

Additional funds have been provided throughout the years to enhance marketing efforts. The
Communications office was allocated $100,000 for marketing; Enrollment Management was
allocated $100,000 for recruitment and retention, as well as another $70,000 for the purchase
of a CD ROM which was used for recruitment. A Student Success Fee was established which generates over $200,000 annually and is used for Orientation of new students.

Funds have been budgeted to provide two new doctoral programs. Two new faculty positions (Professor and Assistant Professor) and a new secretarial position were created in the Psychology Doctoral program, and a faculty position (Assistant Professor) and secretarial position were created for the Education Doctoral program. Both undergraduate and graduate Engineering also received an infusion of funds.

The university continues to provide funding for several major grant matches such as the Grant Match for the Resonate Acoustic Phonon Generation in Doping Superlattices by Pulsed Far-Infrared Laser Radiation, Grant Match for the DNA Nanostructures for Surface Patterning, Grant Match for the Biodegradation of Chlorinated Ethenes in Mixed Waste Streams, and EPSCoR grant matches.

Over the course of several years, equipment funds have been allocated to address the highest institutional priorities. Some examples of high priority equipment fund allocations would be the replacement of faculty and staff computers ($588,000), upgrading classroom labs ($282,746), WebCT Vista Project ($138,885), Crossroads 2001 Project ($70,000), MUINFO Database Server ($40,000), upgrading distance learning classrooms ($46,500), upgrading the telephone switch ($210,000), and installing single mode fiber ($117,600).

4) The goals of the administrative and academic subunits of the organization are congruent with the organization’s mission.

Section I of the University Mission Statement lists eleven general goals. These goals are not specific to any one constituency but require the cooperation of several constituencies. Of note are those which describe the institution’s relations with those constituencies beyond the university.

Marshall University will:

- foster faculty, staff, and student outreach through service activities;
- promote economic development through research, collaboration, and technological innovations;

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• educate a citizenry capable of living and working effectively in a global environment; and

• further the intellectual, artistic, and cultural life of the community and region.

While not all university units would be expected to address these goals, several are noteworthy. MU’s new Service Learning Program (SLP), for example, offers four major goals, one of which focuses on establishing “constructive partnerships between the community and higher education in order to alleviate social, economic, and environmental adversity and to enrich the quality of community life both on and off campus.”

The Department of Student Affairs also offers four major goals, whose “guiding concepts” include “human growth, development, and personal responsibility within an open and supportive environment. The integration of the cognitive and affective dimensions so essential for personal growth are central to all Student Affairs programs and activities.” Further, Student Affairs educates our students to thrive in a global environment by promoting an “appreciation for the dignity of all people” and by “developing their potential as citizens and leaders….providing leadership training programs, coordinating community service and volunteerism opportunities, and promoting student involvement in the governance of the student body and the university.”

Marshall’s Institute for the Development of Entrepreneurial Advances (IDEA) makes explicit its mission to establish Marshall University as the primary engine for fostering economic development in the region and to provide quality assistance to scientists, inventors and venture initiators in the commercialization of ideas and the establishment of new business. Their mission, in part, is to expand entrepreneurship education available to Marshall students, faculty and the general public and increase opportunities for Marshall faculty and students to incubate new ideas and turn those ideas into new enterprises.

The College of Fine Arts is instrumental in promoting the artistic and cultural life of the community and region, and also includes a service component. According to its Mission Statement, the fine arts “contribute to the individual and to society by reflecting and projecting values which shape every culture. They proceed from creation to experience and
provide both the artist and the audience with a deeper understanding of traditions of human existence and thought.” Included in the mission’s specific goals are support of the university's general academic curricula by providing courses which stimulate understanding of and response to the fine arts; by presenting regular, varied programs for the enrichment of students and the community; by providing leadership in the fine arts; and by promoting the fine arts through service and programs.

Another set of the eleven general goals focuses on addressing the needs of students:

- provide affordable, high quality undergraduate and graduate education appropriate for the state and the region;
- provide services and resources to promote student learning, retention, and academic success.

Marshall University provides these services and programs in many ways. Enrollment Management oversees the TRIO Programs, five Federally-funded initiatives to help low-income Americans enter college, graduate, and move on to participate more fully in America's economic and social life. The mission of the TRIO Programs is:

...to advance and defend the ideal of equal educational opportunity in post-secondary education. As such, the focus of the Council [for Opportunity in Education] is assuring that the least advantaged segments of the American population have a realistic chance to enter and graduate from a postsecondary institution. A secondary purpose of the Council is to provide a voice and a political vehicle for administrators, counselors and teachers who are employed in institutionally-, state- and federally-funded opportunity programs, especially those professionals with TRIO programs.

Units involved in student support include the Center for Teaching Excellence (CTE). Though primarily a service for faculty, CTE’s first mission goal is “to enhance the nature and quality of the education of all Marshall students.”

The Marshall University Higher Education for Learning Problems (H.E.L.P.) program “is committed to providing assistance through individual tutoring, mentoring and support, as well as fair and legal access to educational opportunities for students diagnosed with Learning Disabilities (LD) and related disorders such as ADD/ADHD.” This program
directly addresses the mission goals of learning, retention, and academic success for an at-risk student population.

**Academic Affairs** is guided by a Mission Statement that is student-centered and therefore equally applicable to diverse colleges and schools. Designed to encompass common goals rather than to enumerate differing functions, the Academic Affairs Mission Statement focuses on student “opportunity” and student “needs” across campuses and instructional sites.

**Multicultural Affairs** (MA) is organized to provide underrepresented racial/ethnic minorities with programs that enhance their knowledge, skills, and awareness of functioning in a complex, global society. The effectiveness and appropriateness of these programs depends to a great degree upon the communication and interaction between MA and colleges, schools, various university constituencies, and the community. The mission of Multicultural Affairs shapes the following functions:

- Recruiting and retaining an increased number of underrepresented groups and faculty, staff, and administrators;
- Instituting changes in the curriculum, programs, and student affairs to provide and to enhance students' knowledge and understanding of racially ethnic minorities and women;
- Increasing scholarships for racial/ethnic minorities. Improving the campus climate to foster nurturing, acceptance, and respect of racial/ethnic minorities; and
- Supporting and maintaining programs which present a variety of cross-cultural opportunities for all constituents of Marshall University.

The Faculty Senate’s **Student Conduct and Welfare Committee** protects the rights of students; is concerned with the general well being of the students; recommends policies relating to the coordination and regulation of student organizations, advisory and counseling programs, etc; and approves revisions to the Residence Services' Hall Guide.

The **University Mission Statement** names five goals related to students.

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

The newly formed Service Learning Program’s mission directly assumes as its goal the opportunity for students to apply their academic learning to the betterment of their communities, and to use the practical experience gained in community work to enhance the lessons of the classroom. These goals are achieved by establishing “constructive partnerships between the community and higher education in order to alleviate social, economic, and environmental adversity and to enrich the quality of community life both on and off campus.

Further addressing service and betterment of the community is Alpha Phi Omega, re-established in spring 2000, whose primary goal is service: Service to the Campus, to Youth and Community, and to the Nation.

The missions of several colleges—including COLA and LCOB—set goals of preparing students as critical thinkers and responsible members of their society.

The Greek System of MU states its Vision as “an involved student community that exemplifies ethical values, develops leaders, embraces service to others, promotes academic achievement and builds strong, lasting friendships.” The Student Activities website links to an assortment of information, policies, and opportunities.

The Recreational Sports program strives to make the collegiate experience for students fun and enjoyable while promoting fitness, wellness, and overall well being. Its goal is to provide

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a wide variety of facilities and activities that will meet recreational needs of all students, staff and faculty at Marshall. The program offers intramural sporting activities; a fitness center open to faculty, staff, and students; and aquatics and fitness programs, in order to meet its mission.

Finally, the Graduate College of Marshall University offers a detailed, multifaceted Mission Statement covering the range of the graduate experience, from providing educational opportunities at times and places convenient to students, by employing alternative delivery systems and rich learning resources; to promoting excellence in instruction, research, and public service in the interest of enhancing the intellectual, professional, and personal growth of students, faculty, and staff; and the recruitment and retention of a strong and diverse graduate faculty and graduate student population.

The University Mission Statement lists six goals with respect to faculty.

*Marshall University faculty will:*

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

The university Faculty Senate has several standing committees that address aspects of this part of the Mission Statement. The Faculty Development Committee assists/advises administrators in establishing programs to enhance faculty research skills as well as curricular, organizational, and leadership development; assists with the search for funds for
faculty; and reviews and approves faculty INCO grant applications for travel awards. The Research Committee is concerned with the promotion of faculty research, publications, and other activities; assists administrators in the search for research funds; and reviews and approves faculty research grant applications, i.e., Quinlan Endowment Fund, Summer Research Award, Research Committee Funding and Research Scholars Awards.

The Budget and Academic Policy Committee is responsible for the development of policies that contribute to the maintenance of academic standards, academic honesty, class attendance, grading, and examinations. The Academic Planning Committee reviews letters of intent for new academic programs and degrees, academic long-range planning (Mission Statement, etc.), and academic program needs, by reviewing programs and making recommendations about continuations or changes; and it assists administration with matters relating to academic planning. MU’s Graduate Council approves graduate course changes, deletions, and additions; and it reviews graduate programs, graduate faculty status, etc. Finally, the Curriculum Committee assists undergraduate college/school curriculum committees in their activities; approves undergraduate course change, addition, and deletion forms; and approves addition or deletion of programs.

The University Mission Statement enumerates three goals with respect to classified staff.

Marshall University staff will:

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

The Classified Staff Council has articulated its own Mission Statement, which is focused primarily on issues of equity and tolerance for diversity in the work environment and on staff-to-staff relations. This staff mission is clearly congruent with the university goal of developing “a positive, just, and equitable workplace” as described above. There is, however, little reference in the staff mission to the role of staff as a “workforce” or “in their transactions with students . . . faculty, administrators, and the public.”
The University Mission Statement offers six goals with respect to administration.

Marshall University administration will:

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

The administration supports several faculty development programs whose Mission Statements coalesce with the second University goal above. The Center for Teaching Excellence (CTE), for example, cites as its ultimate goal the enhancement of students’ “educational experience[s],” but the center limits its reach to faculty development and improved pedagogy as stepping stones toward improved student learning. It also sponsors New Faculty Orientation to acclimate new arrivals to faculty development opportunities. Likewise, the Writing Across the Curriculum (WAC) program understands its core mission as the providing of resources required to transform a faculty member’s pedagogical philosophy.

These faculty-focused programs show the administration’s commitment to supporting faculty development in concrete ways even as it uses these programs to “communicate the vision, mission, goals . . . of the institution” to internal constituencies served by these programs. The Service Learning Program, on the other hand, has a wider purview that is likewise reflected in its Mission Statement. For example, SLP outlines goals that concern not only “quality of teaching” or expansion of “pedagogical resources” but also the “establishment of community/university partnerships.” This latter point speaks directly to the larger university mission of communicating the “vision, mission, goals... of the institution” to external constituencies.
Finally, Academic Affairs, excluding the School of Medicine, is comprised of many colleges and units that work very hard to give each student the opportunity to seek and receive an education. The goal of each unit is to provide a quality education and/or support service to meet the needs of not only our main campus, but also the other campuses, centers, instructional sites and the Internet. Each unit is a community of people whose number one priority is always the student.

Core Component 1d

_The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission._

**GOVERNANCE**

Current governance structures at Marshall University include:

- External governance: [West Virginia Higher Education Policy Commission](https://www.wvhepc.edu) (WVHEPC)
- Institutional governance: [Marshall University Board of Governors](https://www.marshall.edu/bofg) (BOG)
- Faculty governance: [Faculty Senate](https://www.marshall.edu/facultysenate) (FS)
- Graduate faculty governance: [Graduate Council](https://www.marshall.edu/graduatecouncil)  
- Staff governance: [Staff Council](https://www.marshall.edu/staffcouncil) (SC)
- Student governance: [Student Government Association](https://www.marshall.edu/students/gsa) (SGA)

It is in these individual structures and the collaborations among them that the university’s leadership emerges. While each constituency is primarily responsible for examining and understanding a particular aspect of the organization’s operations, none does so in a vacuum. In fact, one of the strongest aspects of the university’s governance and administrative structures is the collaborative nature of those structures. For example, each of the structures discussed below include representatives from other structures so as to inject a broader range of voices and interests into the governing process.

**External Governance**

In 1969 the Board of Regents was created, and all higher education institutions in West Virginia, including Marshall University, became a part of this governing body. This
relationship continued until 1989 when the powers of the Board of Regents were transferred to two boards – The University of West Virginia Board of Trustees (the board governing Marshall University) and The Board of Directors of the State College System. In 1997 the West Virginia College of Graduate Studies merged with Marshall University as part of the Marshall University Graduate College. Then, in March of 2000, Senate Bill 653 created the Higher Education Policy Commission (HEPC) to replace the Board of Trustees and Board of Directors. In the transition year (July 2000 – July 2001) an Interim Governing Board was responsible for the state’s educational institutions.

Currently, the HEPC is made up of nine members including the Secretary of Education and the Arts, the State Superintendent of Schools (or designee), and seven citizen members. The purpose of the WVHEPC, as stated on the agency’s website, is as follows:

> The West Virginia Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for higher education. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute.

With the transition from the Board of Trustees to the HEPC, all policies of the Board were either vacated, transferred to institutional Boards of Governors for consideration for institutional adoption, or replaced with HEPC policies.

**Institutional Governance**

Prior to the creation of the Board of Regents in 1969, the governance system of the public schools included oversight of Marshall College. From 1969 to 1989, Marshall University was governed by the Board of Regents (BOR). The BOR governed all institutions of higher education in the state and was generally responsible for all the affairs and policies of the higher education institutions. In July of 1989, Marshall University fell under the jurisdiction of the University of West Virginia Board of Trustees. In July 2001, subsequent to the creation of the West Virginia Higher Education Policy Commission, the Marshall University Board of Governors was created to govern at the institutional level.
The board is composed of 16 members, including a full-time member of the faculty, elected by the faculty; a student representative, elected by the student body; a member of the classified staff, elected by the classified staff; and twelve lay-members appointed by the Governor, one of whom must be a superintendent of a county Board of Education served by the Institution. Additional provisions for the lay appointees are that no more than seven can be from the same political party and eight of the appointees must be residents of the state. The terms of office are one year for the student representative, two years for the faculty and classified staff representatives, and four years for the lay-citizen appointees. All members may succeed themselves for one additional term.

The Board of Governors is directed by law to hold at least six meetings each fiscal year, with an annual meeting to be held each June. The board is charged with numerous responsibilities, including, but not limited to: oversight of the financial, business, and education policies of the university; development of a master plan for the university; identification of the functions and responsibilities of the university in order to meet the higher education needs of the community served; preparation of the university’s budget request; review (at least every five years) of academic programs offered by the university; utilization of faculty, students, and classified staff in the planning and decision-making processes, especially when those groups are to be affected by board actions; and, appointment of a president for the university, when necessary.

Recent policies adopted by the Board of Governors have related to the Distribution of General Faculty Salary Increase Funds (Policy 21 and 21a), Distribution of General Faculty Increase Funds (MCTC, Policy 22 and 22a), Intellectual Property (Policy 19) and Awarding of Undergraduate and Graduate Fee Waivers (Policy 20).

Recent state legislation (SB 603) requires the board to revisit all policies previously adopted by the institution. The university is currently engaged in this process and is on schedule to meet the June 30, 2006 statutory deadline.
Faculty Governance

The Marshall University Faculty Senate came into being on June 1, 1987, a result of a majority vote of the faculty. The authority of the Faculty Senate is derived from the legal authority to guide and regulate the University legislated by the West Virginia Legislature to the West Virginia Higher Education Policy Commission and the Marshall University Board of Governors and the President of the University. According to the Constitution of the Marshall University Faculty, the Faculty is a legislative body of Marshall University, and this body delegates its authority to the Faculty Senate, a representative body elected by and from the Faculty. The Faculty Senate can take under consideration any subject or issue of interest to the faculty, administration, and student body. In the process of conducting its work, the Faculty Senate operates in a legislative, advisory, and review capacity.

The Faculty Senate is composed of proportional representation from each academic unit. This representation is one senator for each unit plus one senator for each thirteen full-time faculty members plus one additional member if the number of full-time faculty in a unit exceeds a multiple of thirteen by seven or more. Two at-large senators are elected from the South Charleston faculty to represent the interests and concerns of that campus. The term of office for each senator is four years and senators can serve two consecutive terms of office. The Faculty Senate meets once a month during the regular academic year. The Constitution provides for other meetings to be called by the Senate President and special session to be called by the Senate President at the request of ten or more faculty members.

The work of the Faculty Senate is managed primarily in standing committees and the Graduate Council. The standing committees’ actions generally are subject to final review, modification, and approval by the full Senate. The standing committees of the Faculty Senate are: Executive Committee, Academic Planning Committee, Budget and Academic Policy Committee, Athletic Committee, Curriculum Committee, Faculty Personnel Committee, Library Committee, Physical Facilities and Planning Committee, Research Committee, Student Conduct and Welfare Committee, University Functions Committee, Legislative Affairs Committee, and the Faculty Development Committee. Generally, each standing committee consists of the following voting members: one Senator (appointed by the Senate President) to serve a two-year term on the committee as a “Liaison,” one member
elected by the faculties of each academic unit, and one undergraduate student appointed by the Student Government Association. Ex-officio, nonvoting members are designated according to the nature and function of each committee (e.g., the Deans of each college for the Academic Planning Committee, a representative from the Classified Staff Council on the Budget and Academic Policy Committee).

**Student Governance**

The student body of Marshall University has been represented with some form of governance at the institution since 1910. The current Student Government Association (SGA) structure first appeared in the mid-1970’s. All students at Marshall University are considered members of the Marshall University Student Government Association, which operates as specified in the organization’s constitution. The purpose of the SGA is to “…facilitate the development of a sense of joint responsibility of students, faculty members, and administration for the achievement of the university’s objectives.” Furthermore, the SGA is recognized as the “sole authorized agency through which student participation in university governance shall be made effective.” Operation of the organization is specified in the Constitution. Finally, the SGA is the major body “…assisting the overall well-being of the students of Marshall University.”

The SGA is divided into three branches: executive, judicial, and senate. The executive branch of the SGA consists of the Student Body President, President Pro-Temp, Chief of Staff, Business Manager, Director of Campus Projects, Director of Community Service, and the Webmaster. In addition, Election Commissioners, appointed by the SGA President, serve on the executive branch of the SGA. The legislative branch of the SGA is the Student Senate. The Student Senate consists of elected representatives from the College of Business, College of Education and Human Services, College of Fine Arts, College of Information Technology and Engineering, College of Liberal Arts, College of Science, Regents BA Program, School of Journalism and Mass Communication, School of Medicine, College of Health Professions, and the University College. The number of senators per constituency depends upon the number of students within each unit. The judicial branch contains the
Student Court and the SGA Supreme Court. The Supreme Court has eight justices and one chief justice.

In addition to participating in the committees and activities of the SGA, student senators also serve on Faculty Senate committees (except the Faculty Personnel committee), the Graduate Student Council, a Student Fee Committee, Student Activities and Resident Hall Associations, Inter-Hall Government Council, and North Central Accreditation Committees.

**Staff Governance**

Classified staff members at Marshall University have participated in shared campus governance through the Staff Council since 1979. Guiding the Staff Council was a Constitution and By-Laws that described the organization and function of the Staff Council. In March of 2003, the Marshall University Classified Employees Staff Council was established in state code (18B-6-4b) with HB2224. The purpose of this legislation was to provide “…classified staff employees at state institutions of higher education a means to share information and discuss issues affecting them or the efficient and effective operations of an institution.”

According to the [Constitution of the Staff Council](#) at Marshall University, the purpose of the Staff Council is to represent classified employees of the University, participate in policy decisions at the institution that directly impact classified employees, serve as a conduit for information exchange between employees and employers, foster the spirit of unity and cooperation among all employees of the University, think about how to improve employment conditions and operating efficiency at the University, and be accountable to both the President of the University and the classified employees in furthering the mission of the University.

The Staff Council consists of the Chair and the Advisory Council of Classified Employees (representative, and five classified employees from each of the five major EEO categories: administrative/managerial, professional/non-teaching, paraprofessional, secretarial/clerical, and physical plant/maintenance). In addition, the classified staff representative to the Institutional Board of Governors and the Chair of the Marshall University Graduate College
Classified Employees Staff Council serve as ex-officio, non-voting members of the Staff Council. Standing committees of the Staff Council are Personnel/Financial Affairs, Legislative Affairs, Election/Communications, Service/Staff Development, and Physical Environment. Members of Staff Council also sit on six of the Faculty Senate’s standing committees: Athletic, Budget and Academic Policy, Legislative Affairs, Student Conduct and Welfare, University Functions, and Physical Facilities Planning.

Challenges facing Staff Council revolve around a single theme: time. While the constitution of the Staff Council provides for some time during working hours to complete their Staff Council responsibilities, most find it difficult to take this time away from their primary work assignments. Because of this, Staff Council work is typically completed during lunch hours and after work hours. This creates a strain that makes it challenging for Staff Council to reach their goals and objectives. On the other hand, there are numerous strengths resulting from the work of the Staff Council. Staff Council works closely with the administration to ensure that classified staff are adequately trained and qualified to successfully meet the demands of their positions. In the successful completion of their jobs, the staff provides services to both students and faculty that will ensure and enhance a quality education from Marshall University.

**Core Component 1e:**

*The organization upholds and protects its integrity.*

1. **The activities of the organization are congruent with its mission.**

Any concerns that are brought to the Faculty Senate, by faculty, staff, or students, are debated with the goal of resolving them through the Faculty Senate process, utilizing a shared governance approach, with staff and students. Such a process allows for change to occur when a specific university policy or approach has been shown to be ineffective or outdated. This process facilitates learning by engaging all the parties that have a vested interest in the university community.
An example of this process would be when faculty had a concern about the University Mission Statement. The concerns were brought forth to the Faculty Senate. The Faculty Senate then charged the Academic Planning Committee with the task of reviewing and updating, if necessary, the University Mission Statement. The Academic Planning Committee decided a major updating of the Mission Statement was warranted and created a working committee composed of faculty, non-classified staff, classified staff, and students to create a new University Mission Statement. The same process holds true for issues related to teaching and learning. For example, the Faculty Senate curriculum committee deals with approval recommendations for proposed new undergraduate courses. A standard question that must be answered in the affirmative is: Is the proposed course congruent with the mission of Marshall University?

Each of the colleges on campus also has a similar governance structure. If a college wants to establish new courses or programs, the College Curriculum Committee initiates the process which eventually is sent to the curriculum committee of the Faculty Senate. The entire process is open for review. The Faculty Senate maintains open meetings, the minutes of which are posted on the Web, and permits faculty, staff, students, and community members to participate in the governance process. Such an open process allows for feedback from interested parties and such feedback may contribute to achieving the mission.

2. **The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.**

The Marshall University Board of Governors (BOG), which was organized on July 1, 2001, has the authority to determine, control, supervise, and manage all of the policies and affairs of the institution. The BOG has the general determination, control, supervision and management of the financial, business and educational policies and affairs of the institution under its jurisdiction. “The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty” as reflected in the organizational structure of the BOG. According to West Virginia code 18B-2A-4 (q) and Senate Bill 448, the BOG will operate in a legal, responsible, and fiscally ethical manner.
It is the governing body for not only Marshall University, but also the Marshall Community and Technical College which is a separate independently accredited institution with its own chief executive. While the community and technical college employs its own faculty and administers its academic programs, most administrative and operational services are provided by the university pursuant to contractual agreement. Such services include, but are not limited to: enrollment management, financial, legal, operational space, and maintenance.

Issues that are not addressed in state code are brought to the board by the staff. The Marshall University Board of Governors has five standing committees which include: Academic Affairs, Athletic, Community and Technical College, Finance, and Medical School. Each standing committee, or a committee of the whole, will resolve any outstanding issues that have been presented to the board by the staff. The BOG meetings are open to faculty, staff, students, and community members. Meeting dates are posted on the Web, along with the minutes, for open review. There is one faculty member, one classified staff member, and one student member on the BOG to facilitate open dialogue between the constituent groups and the BOG.

3. The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).

The university’s Division of Executive Affairs is charged with insuring institutional compliance with local, state and federal laws and regulations applied to the institution. This division is composed of the Office of the Vice President, the Department of Human Resource Services, the Office of Equity Programs and the Office of Public Safety. The Office of the Vice President has two full-time employees, the Vice President and the Administrative Assistant. The Vice President serves as general counsel and reports directly to the President. The division is also assisted by counsel in the West Virginia Higher Education Policy Commission and attorneys provided by the West Virginia Attorney General’s office.

The Division reviews university transactions for administrative, procedural and legal sufficiency in an attempt to insure the integrity of the institution. Ongoing efforts are made
to monitor the organizational units of the university and provide them with the information and support necessary to function in accordance with all applicable laws or regulations.

Areas of particular importance include, but are not limited to: West Virginia Code provisions directly pertaining to higher education; federal laws and regulations directly pertaining to higher education; federal and state laws and regulations relating to employment relations, environmental protection, and hazardous materials, intellectual property and administrative procedures; and NCAA compliance rules and regulations.

4. The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Faculty, student body, and staff each have representatives on the respective Faculty Senate, Student Senate, or Staff Council. These representatives are elected based on college population or work area, with individual constitutions outlining the policies regarding the rights and responsibilities of each. Each senate/council meets monthly to discuss and vote on the issues brought before it. The Faculty Senate constitution has been revised to bring it into compliance with the State Code in 2002-2003, and the Staff Council Constitution was revised in compliance with Code in 2003-2004. The Student Senate Constitution and By-Laws are reviewed each semester.

In addition, there is a faculty handbook (*The Greenbook*) published by the Office of Academic Affairs which contains policy, governance, and procedural information. *The Greenbook* outlines procedures and policies for tenure and promotion, as well as for appeals and grievances. The *Classified Staff Handbook* is published online by Human Resource Services and explains the policies, benefits, classifications, and development opportunities which affect staff on campus. A *Student Handbook* is also published online annually by the Office of Student Affairs and serves to collect in one document information for students about resources available to them, rights and responsibilities of students, and due process procedures available to students. Both the undergraduate and graduate catalogs also contain a section on student rights and responsibilities. All student academic appeals are handled strictly according to these printed policy statements.
5. The organization’s structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

The **Department of Student Affairs** (DSA) provides a variety of developmental services, programs, and activities in support of the academic mission of the university. DSA is committed to excellence and an integration of curricular, co-curricular, and extra-curricular activities. Guiding concepts of the department are those of human growth, development and personal responsibility within an open and supportive environment. The integration of the cognitive and affective dimensions, so essential for personal growth, is central to all Student Affairs programs and activities.

The Dean of Student Affairs is involved in university matters pertaining to student welfare with primary involvement in matters outside the classroom. The Dean of Student Affairs provides leadership in assessing the learning and social needs of students, and recommends ideas to make Marshall a more productive and safe environment for students. The Dean of Student Affairs participates with other university administrators in developing policies and making decisions that affect students.

The Division of Student Affairs maintains awareness of current best practices as well as legal issues in the field through attendance at professional conferences, membership in professional organizations, and both electronic and print media. Areas of particular emphasis within the division are laws and cases regarding accommodations for students with disabilities, **Family Educational Rights and Privacy Act** (FERPA) interpretations, and institutional policies regarding disclosure of violent or criminal activities in the campus area.

6. The organization deals fairly with its external constituents.

The university deals fairly with its external constituents, defined as individuals who interact with the university but who do not have an academic relationship or employment relationship with the university. External constituents include prospective students and their parents, parents of admitted students, applicants for employment, external regulatory and oversight organizations such as federal and state agencies, professional associations, and elected and appointed boards and officials. Abundant safeguards are in place to ensure that any
individual who feels that he/she was not treated fairly by the university may voice a concern or file a complaint and expect a prompt and adequate response to the issue raised. The organization’s fair treatment of external constituents is evidenced by materials such as the following:

- West Virginia Higher Education Policy Commission (HEPC) Series 34, Residency Classification for Admissions and Fee Purposes.
- Graduate Council Minutes, November 5, 1999, relative to an appeals process for individuals denied admission to a graduate program.
- Human Resource Services Customer Feedback Form that can be completed by any external constituent who has a question or concern related to his/her relationship with the university or with Human Resource Services. This form and its potential use as an avenue for expressing a concern are also mentioned on the instruction sheet for the standard employment application.
- A three-part document published by the Marshall University School of Medicine including a copy of the policy on admissions, an informational brochure, and a brochure on “Caring, Commitment, and Quality.”

7. The organization presents itself accurately and honestly to the public.

Marshall University works to present itself to the public in an accurate and honest manner. The Office of the President, University Communications, Office of Development, Office of Information Technology, and various other university areas disseminate information to off-campus constituents via a professional approach that clearly articulates the messages through a variety of media. Besides the public display of the university’s Mission Statement, the university prints its Mission in university catalogs, student and faculty handbooks, special
publications, and on its official website. College Mission Statements are printed and
distributed by the Deans’ offices. Mission Statements of various specialized programs and
projects are published by the specific programs in their information brochures and
documents.

The editor of university catalogs will make changes in the text based upon assurance from
the Graduate Council and the Faculty Senate (in the form of minutes) that approval has been
sought and acted upon. It is not possible for departments or programs to insert catalog
changes that have not been approved by a higher authority. This prevents capricious changes
to the catalogs and helps to support integrity.

The university produces news releases on a regular basis to inform the region and state of
programs and issues of the university that affect the citizens of the state of West Virginia and
the regions of Ohio and Kentucky that fall within the sphere of influence of Marshall
University. The institution also publishes a series of publications that bring university
information to the public. These include: The *Marshall Magazine*, a periodical that is
mailed to 70,000 Marshall-related individuals; *We Are…Marshall*, a bi-monthly newsletter
that goes to the immediate Marshall community; academic catalogs that are provided to
students; periodic presidential papers (e.g., *State of the University addresses* and *Owning the
Opportunity: MU-2010*) that are distributed to the campus community and general public.
Other more specialized periodicals are distributed to constituents who have a defined interest
in the university area represented by the publication (e.g., *Graduate Humanities Newsletter*, a
*Parents’ Magazine* and an electronic Alumnus newsletter, *@Marshall*). University
administrators and faculty frequently write op-ed columns for regional newspapers,
highlighting specific programs and events.

Special public events are regularly held to highlight programs and projects of significance
(e.g., News Conference on the *Rahall Transportation Institute*, and *U.S. Presidential
candidate visits* to campus). The university further produces video programs (e.g.,
*Headliners*) and *vignettes* that inform the public of programs and offerings of the university.
Radio programming is aired on regional networks, and university guests appear on regional
talk radio programs to discuss issues of concern for the region.
Formal documents (five-year program reviews, minutes of governing board meetings, etc.) are available for public inspection in the Provost’s Office and in the Office of the President. All public policy meetings are open to the public. Media reporters are notified in advance and are accommodated at the sessions. Media operated without specific editorial control by the university include: WMUL-FM, Adelphia Television Channel 25, Web-casts on the Internet, and The Parthenon, which is the student newspaper.

8. The organization documents timely response to complaints and grievances, particularly those of students.

The university consistently and systemically handles student, faculty and staff complaints and grievances in a timely manner and within existing statutory guidelines. Appropriate follow-up is undertaken to ensure resolution and closure by each responsible office. Student complaints are handled by Student Affairs. Grade appeals and challenges to academic sanctions not resolved at the departmental or Dean’s level go to the appropriate committee of the Faculty Senate. Equity Programs/Human Resource Services is charged with administration of faculty and staff concerns, complaints and grievances. Considerable diligence is applied to ensure that proper notice is given to all parties regarding conferences, hearings, and all other pertinent proceedings. All related information that is requested by any of the parties is provided in a timely manner. All relevant records are maintained by either Student Affairs, the Faculty Senate, or in Human Resource Services. Complaints concerning academic dishonesty are lodged with the Associate Vice President for Academic Affairs. A file documenting such allegations is maintained in that office.

Faculty and staff complaints over the last three years have included disputes about Classification and/or Pay (3 faculty/4 staff), Treatment and/or Harassment (6 faculty/24 staff), and Termination and/or Non-reappointment (3 faculty and 3 staff). Student issues over the last three years have been disputes about Improper Use of the Internet (2), Battery (9), Property Damage (2), Possession of Drugs and/or Alcohol (83), and Disorderly Conduct/Harassment (16).
All higher education employees who file a grievance are required to follow the West Virginia code, 18-29. (See the Chancellor’s Interpretive Memorandum No. 5 re:653) All of these cases are part of the record available to the Higher Learning Commission team.

**Strengths**

The process of creating, evaluating, and revising various mission documents occurs in a comfortable and familiar cycle for those at a university. Once again, this process has resulted in significant efforts to shape and guide the direction of the institution. Successfully completing the process of re-visioning the mission of the institution – a process that requires 1) input from a variety of stakeholders, 2) attention to a variety of critically important and sensitive issues, and 3) consideration of the needs of the affected individuals, units, communities, and state – is compelling evidence of the health and vitality of the institution.

While the documents themselves are important and serve as tangible evidence, it is in the process of creating these documents, in the conversations that occur, where the pulse of the institution is most clearly seen to be strong and steady. High familiarity with the Mission Statement by university administration members is a strength as they play a vital role in guiding the accomplishment of the mission. In recognition of the intrinsic value of this work and given the framing provided by the institutional mission, most colleges and many departments have replicated this process and developed their own mission documents.

- The mission was developed by representatives from the entire university community, with broad opportunity for the entire community to give input.

- The mission is broadly distributed and available, especially to key players who will guide the accomplishment of the mission.

- The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

- The mission documents state goals for the learning to be achieved by its students.

- Marshall’s student population is slightly more diverse than the state of West Virginia.
• Minority faculty at Marshall account for 11% of the entire faculty.

• There is an institutional commitment to creating an environment of teaching and learning that instills in our students, majority and minority, the desire to embrace pluralism.

• Many faculty, departments, and programs have imbedded multicultural issues into the curriculum.

• Several offices and a variety of initiatives and extracurricular activities at Marshall University exist in order to serve the diverse campus community and also to provide programming that promotes and fosters pluralism.

• The Society of Outstanding Black Scholars program is helping to create a cohesive sense of identity for African American students, a vital development to diversity efforts on campus.

• The overall positive perception of the Mission Statement is a good indicator that the Mission Statement is seen as credible, and its high degree of influence on administrators is a good indicator that the Mission Statement, in fact, guides the operations of the university in a meaningful way.

• The university and the colleges have a strong shared-governance structure which generally is operating very well.

• The university deals fairly with its external constituents, defined as individuals who interact with the university but who do not have an academic relationship or employment relationship with the university.

• The university consistently and systemically handles student, faculty and staff complaints and grievances in a timely manner and within existing statutory guidelines.
Opportunities

Successful endeavors not only result in a desired outcome but also help identify future opportunities. Marshall University has made significant progress since our last self-study in developing the mission of the institution and achieving that mission. We have created and sustained effective ways of connecting students, faculty, staff and administrators with one another. We have learned that we must be constantly vigilant about our efforts to achieve our mission and that, given certain demographic limitations, we must continually pay attention to minority representation and needs in our student body and our faculty, as well as understanding our role in an increasingly global society. Future opportunities suggested by this self-study include the need to understand how we might do this better.

- The university must continually pay attention to minority representation and needs in the student body and faculty.

- There is a growing need to understand our role in an increasingly global society.

- West Virginia is one of the most rural states in the country, and ethnic minority representation will not approach anything close to the national profile in the short or long term. Marshall University recognizes the added challenge this represents as we work to prepare our students to be world citizens.

- Marshall needs to work collaboratively with high schools to help keep students in school with the goals of pursuing post-secondary education.

- Faculty, administrators, and staff have somewhat different perceptions of the University Mission Statement, as three distinct cohorts.

- In subsequent iterations of the Mission Statement we may want to more explicitly articulate our commitment to student learning, and to preparing our students for a global society.