CHAPTER FIVE

Preparing for the Future
**Criterion Two: Preparing for the Future**

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Marshall University engages in extensive planning at all levels of the organization to meet the current and future needs of the university’s stakeholders. The institution faces a climate of rapid changes in technology, economic and budgeting downturns within the state, demographic shifts and a need to globalize the curriculum in response to international trends. Marshall University will meet these challenges as it has positioned itself to maintain quality through effective management of fiscal affairs. Marshall also engages in a system of assessment and self evaluation to ensure continuous improvement through both traditional methods such as program review and newer assessment endeavors.

**Core Component 2a**

The organization realistically prepares for a future shaped by multiple societal and economic trends.

When President Angel arrived on the campus (January 2000), one of his first initiatives was to begin the process of creating a new Strategic Plan for Marshall University. The committee charged with creating this plan was composed of faculty, staff, students, administrators, alumni, and community representatives. More than 100 people participated as committee or subcommittee members focusing on particular areas. In addition, public meetings were held to allow input from constituency groups to inform the report.

Completed in the fall of 2001, *Owning the Opportunity: MU-2010* describes the university’s plans and goals for the period 2001-2010. As part of the process that led to this report, several “sub-reports” were created for specific areas. *Owning the Opportunity* and its sub-reports serve as the primary planning document reviewed in the discussion of Criterion 2a. Other documents referenced here are the *Facility/Land Use Master Plan* which was completed in 2003, the *Information Technology: Strategic Action Plan* which was completed
in 2001, and various documents prepared by offices such as Multicultural Programs and International Studies. A companion document to Owning the Opportunity, a Five-Year Update, was issued on October 14, 2004. Marshall University must also be responsive to legislative mandates and Higher Education Policy Commission policies. Furthermore, late in 2005 President Kopp began a 7-year Strategic Vision process which has resulted in seven Strategic Themes, and ten Strategic Initiatives. The following evidence draws upon these documents.

**Land Use/Campus Expansion**

The organization’s planning documents reflect a sound understanding of the organization’s current capacity. The organizational environment is supportive of innovation and change.

One of the most important areas of planning for any university involves the funding and bonding for new buildings, land, and other facilities. To ensure wise long-term planning, Marshall hired an outside consulting firm in 1993 to create a 10-year Master Plan for Land Acquisition and Building Programs. In 2003 a second consulting firm was hired to update and refine the plan for the next ten years. Many of the projects addressed in the first Master Plan have come to fruition and include the building of the high-tech Drinko Library, the expansion of the Joan C. Edwards theatre complex to include the Jomie Jazz Center, and the completion of a six floor parking garage with 1,009 spaces (fall 2002) to meet parking congestion issues. In fall 2003, in order to keep up with growing enrollment and the demand for non-traditional living arrangement choices, Marshall opened four new suite-style dormitories, adding approximately 500 state-of-the-art living accommodations for students. In spring 2004, Harless Dining Hall, equipped with a fitness room and banquet/conference room, opened its doors. The university also continues to purchase property near the campus in accordance with the Master Plan and the availability of funds.

Marshall University currently has plans to spend over $100 million to expand campus facilities. The 50,000 square-foot, Edwards Comprehensive Cancer Center at Cabell Huntington Hospital is under construction. The clinic will be divided into two sections, the James F. Edwards Adult Cancer Clinic (focusing on adult treatment) and the Joan C. Edwards Children’s Cancer Clinic (designed to provide a child-friendly environment).
clinics will provide CT-scanning/simulation, megavoltage radiation therapy, linear accelerator services, radiology services, phlebotomy, and a chemotherapeutic pharmacy. The project will add 50 new physicians to the School of Medicine.

Biotechnology is one of the fastest growing fields in the country. Currently under construction, the 144,000 square-foot Robert C. Byrd Biotechnology Science Center will bring together for the first time faculty and students from the College of Science and the School of Medicine, allowing Marshall undergraduate students to participate in biomedical research and nurturing collaborative research between scientists on the main campus and basic science faculty formerly located at the School of Medicine (VA Hospital site). The building is expected to open by fall 2006.

In addition, Marshall University is working with the City of Huntington to bring additional high-tech industries to the Tri-State area. The 95-acre Kinetic Park is designed to attract businesses and to allow for those businesses to have more readily available access to new technology. Approximately 25 acres of the land, designed for buildings, laboratories, and other technology related facilities, will be used for business and technology purposes. Another 12 acres of the park will be designated for commercial businesses.

The university has recently purchased additional land near campus for a student Health and Wellness Center, a facility that will combine health and wellness education with recreation, which should help in attracting new students to Marshall.

In the current Land Use Master Plan is a proposed project to relocate and consolidate the Department of Art and Design. In the Master Plan of 1984, it was proposed that a theatre complex be built in the 1990s, a visual arts facility in the first decade of the 21st century, and a music facility in the second decade of the 21st century. The Joan C. Edwards Fine and Performing Arts Center was the first step, completed in 1990. A new art facility has been proposed to bring together a visual arts program now scattered across campus in several locations. Not only will this reflect the growth and needs of the art program, but it will also make the space vacated by art available to expand other growing programs. Unfortunately, the state’s current economic condition has made the immediate prospects for funding of the
project doubtful. Private sources of funding are being pursued; however, no immediate solution is apparent.

**Technology**

_The organization’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. The organizational environment is supportive of innovation and change._

Keeping pace with the rapid evolution of technology in our society is one of the most important challenges for any university. Not only must schools provide new equipment and instruction necessary to prepare students for employment and life in the 21st century, but they also must assist faculty in learning and adopting new technologies. In the face of limited financial resources, schools must make especially prudent technology choices.

Marshall University has justifiably prided itself for many years on its rapid assimilation of new technologies, which in the recent past has resulted in state and national recognition. In addition, Marshall was the first school in the state to enable telephone and online registration. Yahoo! has ranked Marshall among the top 100 most wired schools, and WebCT has ranked Marshall as a digital content leader. Marshall was the first school in the country to provide dorm residents with cell phones instead of land lines for their telephone service.

In tandem with _Owning the Opportunity_, a more detailed plan, _Information Technology: Strategic Action Plan_, was created for the first five years of the period (2000-2010) covered by _Owning the Opportunity_. A second detailed plan is under preparation to address the second five years (2005-2010). The goal of these plans is summarized in the opening to the first document:

Marshall University is a dynamic higher educational organization in West Virginia that prepares students to compete and excel in a world characterized by constant change, high levels of technology, and increased internationalization. The university will serve the needs of the region by developing and supporting the individual’s ability to access, assimilate, apply and create knowledge; to acquire and incorporate rational problem-solving strategies; to appreciate and value artistic expressions; to examine and evaluate beliefs, ideas, and actions; to develop skills that contribute to continuous personal, economic, and social well-being; and to encourage a commitment to enhancing the welfare of the community that Marshall University serves.
Among the topics addressed by the plan are goals in infrastructure, access, outreach, teaching and learning, integration and assessment. As mentioned above, Marshall has been a regional leader in technology and intends to remain in that position.

In the early stages of the plan, computer labs were installed in every classroom building and dorm, providing student access to both Windows-based and Macintosh systems, printers, scanners and the Internet. In addition, within the past two years trial “hot spots” have been created in the student center and library and some classrooms, where wireless Internet access is available. Plans are to add more of these spots on campus over the next few years.

**Funding Priorities** One of the problems the university has faced in recent years, and is expected to face in at least the near future, is a decrease in state support. It is recognized that funding for technology must always receive a high priority in order to maintain or expand productivity. To ensure the best use of financial resources, the University Technology Plan asks the University Technology Advisory Committee to coordinate funding requests and to set priorities and standards which reflect university-wide goals and prevent unnecessary duplication. In addition, the university plans to pursue other revenue sources, possibly including user and student technology fees, grants from business and industry and other outside funding agencies. Entrepreneurially, this might involve the development of revenue-generating projects that permit outside individuals or organizations to have access to Marshall computing facilities for a fee. The university also will evaluate opportunities to share resources with other state agencies and institutions and will consider outsourcing some of its programming needs.

**Planned Initiatives**

**Campus Wiring Infrastructure Project** Since the late 1980’s, every building on campus, including all office and residence hall rooms, has been connected to the campus network by fiber optic cable. In 2004, Marshall began a two-year, $1.9 million project funded by capital resources to add new Category 6 horizontal copper cable that will support the next generation of switched Ethernet networking, add single mode fiber upgrades to the campus backbone, and complete UPS upgrades at communication nodes. Network Services began in 2004
providing limited switched gigabit service, and by the end of fiscal year 2007 we expect to be providing gigabit service to all wired connections on campus. (As of December 2005 this project was 90% complete and nearly 80% of wired jacks have been upgraded to gigabit service.) Wiring for the Technology Enhanced Classroom Initiative described below has been included within this project.

Technology Enhanced Classrooms

One of the major objectives of the first five-year technology plan was to create technologically enhanced classrooms on campus. Such classrooms contain a presentation podium with a Windows-based computer and projection device that allows the instructor to present instructional content, play CDs and DVDs and provide wired gigabit data access at the podium and WiFi access for student use. These rooms also have the flexibility to allow the instructor to present both digital and analog media. In the spring of 2005, 22% of the main campus classrooms had been wired with active data jacks. We therefore currently lag behind our peer institutions, where on average 40% of classrooms are technology enhanced. Plans are to convert all remaining classrooms on the Marshall University main campus over the course of the next four years. Estimated cost of the project is about $1.1 million annually recurring on a four year replacement lifecycle, an amount that would allow conversion of approximately 75 classrooms per year. Full recurring funding of this project has not been allocated but partial recurring funding was made available at the beginning of this fiscal year (FY 2005-2006). Work is under way to provide a wired gigabit jack and WiFi 802.11a/b/g by March of 2006 in each of the 80 general purpose classrooms on the main campus that was scheduled by the Registrar. A committee has been asked to create a faculty database identifying which faculty members are ready to use the technology and where it would be most effective to install first. This group will then prioritize the order of conversion of the remaining classrooms.

Other Initiatives

Another initiative in the plan is to use our information technology capabilities to interact with state K-12 schools, libraries, government, businesses and other institutions. Providing access to our resources will provide important services to various constituencies, and should result in shared costs, thereby increasing resources for funding new initiatives and hiring new staff members.
A critically important partnership, especially with regard to information technology, is the relationship between the university and the Marshall University Writing Project (MUWP). The MUWP is a member of a network of approximately 190 similar sites primarily supported through a grant administered by the National Writing Project. Its goal is to assist K-16 teachers to change their teaching practice in order to prepare their students to fully participate in an information-driven, digitally-based society. Each summer, participants in the MUWP’s Invitational Summer Institute experience a variety of information technologies and explore the issues and challenges educators face as they learn to adapt their teaching to new technologies. Teachers learn how to create discussion groups, generate discussions, plan for and execute online searches, evaluate information and sites, and how to organize similar learning experiences for their own students.

The MUWP has also initiated an advanced institute called the Electronic Writing Project, a semester-long graduate professional development course and for the past three years has hosted the Technology Matters Advanced Institute for the National Writing Project which brings 20 teachers from various writing project sites across the country here for a week-long experience. Finally, the MUWP was one of five (out of 190) writing project sites to receive a $100,000 grant from the National Writing Project to support and extend these activities.

As a concomitant to the new biomedical research and genetics engineering buildings and to the programs mentioned above, the information technology plan calls for the creation of a community health information network to assist in bioinformatics business spin-offs. Plans include the creation of a Community Wide Shared Master Patient Index and a Pediatric Immunization secure database. It is anticipated that through these ties to business development, funding for the projects from federal and state empowerment zone resources may be obtained.

**Enrollment Management**

The organization’s planning documents reflect a sound understanding of the organization’s current capacity. The organization’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. The organization’s planning processes include effective environmental scanning.
The declining population of high school students in the state of West Virginia continues to challenge Marshall University. The number of state high school graduates has dropped every year for the past twelve and is expected to continue to drop for at least eight more years. Several strategies have been proposed or implemented in order to maintain and increase enrollment levels, efficiently use university resources, and generate optimal state funding and student fees. Enrollment Management has submitted five new Educational Talent Search grant proposals as well as resubmitted proposals for two Talent Search grants which were awarded to Marshall in 2001. These grants, if awarded, will be funded entirely by the U.S. Department of Education and will provide over one million dollars each for administration of the Talent Search programs.

Additionally, Enrollment Management and University College recently received a grant from the Higher Education Policy Commission to develop an early intervention program which will increase retention rates by identifying at-risk students and referring them to University College.

Marshall has also expanded its area of marketing to include all the states surrounding West Virginia and the Washington, D.C. area. Residents of Washington, D.C. are permitted to attend Marshall at an in-state tuition rate. Marshall has attempted to become more attractive to non-traditional students by developing a significant number of satellite sites and off-campus locations where students may earn college credit near their homes or work. Sites now exist at Point Pleasant, Teays Valley, South Charleston, Beckley, and Logan. In addition, courses have been taught in some high schools where currently no campus facilities exist.

In addition to bringing educational resources to rural communities, these satellite locations will eventually bring more students to the main campus, as students who have whetted their appetite for college pursue further opportunities on the Huntington campus. To make current and prospective students more aware of our many locations and our off-campus facilities, a plan has been developed to revise campus maps to include graphic representation of these locations. These maps, which will be included in promotional materials and the university catalog, and are on the university’s web page, will increase awareness of the regional
significance of the university’s programs and also should increase awareness of Marshall’s impact upon the state.

Enrollment Management recognizes the value of utilizing technology to increase the recruitment efforts of Marshall University. The department has created a position for an Electronic Marketing Specialist who will work in tandem with our Publications Specialist to take full advantage of emerging technologies. Other examples of electronic marketing that the department is developing can be found in the areas of SCORES, Admissions, Financial Aid, and University College. Presently, teachers and counselors have the ability to register students in the SCORES database. This creates a deep pool of potential applicants that can be accessed when organizing recruitment functions at Marshall. Efforts are being made to increase the efficiency of SCORES database maintenance and to integrate with other aspects of Admissions.

High School students can register with Admissions online for information, college fairs and campus visits via increasingly user-friendly websites and links. Students can also fill out their application for admissions online. Enrollment Management is also in the process of purchasing a software package designed to increase the ability of Admissions to communicate with potential applicants.

Another component of the enrollment plan is to greatly expand the number of online courses available to students. Two formats have been implemented: T-courses (technological intensive), which allow students to do most of their work online through WebCT-based instruction; and E-courses (exclusively online), where all the course content and evaluation can be done online. In the E-course format, students literally anywhere in the world with access to the Internet can take courses at Marshall. Currently, there are about 4000 class sections each semester that incorporate at least some computer-based instruction, usually through WebCT. In addition, there are approximately 60 E-courses running all the time and 200 different T-courses offered each semester. Financial and release-time incentives have been created to encourage faculty to develop new course offerings and revise existing offerings. Currently, it is possible to earn an associate’s degree in information technology and some master’s degrees in Education completely online. It should also soon be possible to
earn an Allied Health Certificate online. Other programs are expected to be developed in the
next few years.

To facilitate technology enhanced classes, in fall 2004 Marshall migrated the online
infrastructure from WebCT Campus Edition to the WebCT Vista product. Approximately
$270,000 in up-front equipment and licensing costs was funded by the Higher Education
Policy Commission with the intent that Marshall, West Virginia University, and Fairmont
State College would be willing to host other schools in the state for an ongoing fee. We
currently are providing Vista online course management services to Glenville State College
and Southern WV Community and Technical College. Approximately 1200 students from
these colleges were enrolled in active Vista courses during the fall 2005 semester.

Globalization/Multicultural Society

The organization’s planning documents demonstrate that attention is being paid to emerging
factors such as technology, demographic shifts, and globalization. The organization’s
planning documents show careful attention to the organization’s function in a multicultural
society.

Recognizing the importance of providing full and equal educational opportunity to diverse
racial and ethnic groups and of the educational importance of exposure to varied cultural
perspectives, Owning the Opportunity sets as a major goal: to increase the proportion of
underrepresented Racial/Ethnic undergraduate and graduate students at Marshall. Several
programs have already been established to achieve this goal. Owning the Opportunity calls
for supporting and expanding these programs in addition to creating new initiatives.

In its Mission Statement, the university states that it will “educate a citizenry capable of
living and working effectively in a global environment.” To that end, the university has
created offices and departments charged with responsibilities that reflect goals and needs
associated with cultural, ethnic, and gender diversity. To ensure that all students have
opportunities to observe and interact with multicultural and international issues and
traditions, personnel in these positions plan events, assist with curriculum development, and
develop plans for growth in areas of diversity and global planning.
Activities supporting this goal are organized under several personnel, including the following administrators:

- Dr. Betty Cleckley, Vice President for Multicultural Affairs
- Maurice Cooley, Director, Center for African American Students’ Programs
- Clark Egnor, Executive Director, Center for International Programs
- Deans and/or Department Chairs in several disciplines, including Student Affairs, Foreign Languages, Art, Music, and Theatre

**Multicultural Affairs** (MA) administers the university-wide social justice program. As part of that program, all departments submit annual plans to increase diversity and enhance awareness of social justice issues. They also may apply for financial support for a variety of activities, including research and curriculum development or to fund visiting scholars and campus workshops. Plans are reviewed and suggestions returned to departments or colleges. Plans are realized and implemented in a variety of environments and venues across campus, and include cultural events, symposia, and recruitment efforts designed to increase enrollment by underrepresented minorities. Within the past few years, the range of cultural events has broadened considerably and includes performances and lectures by a wide range of individuals and performing groups.

The attention paid to these issues is more than evident in the progressive development of the offices that plan and execute activities identified with global and/or diversity issues. The two principal units charged with this responsibility are Multicultural Affairs and the **Center for International Programs** (CIP). In fall 1991, the Minority Students Programs Office was changed to the African American Students’ Programs Office, to more accurately reflect the student population it serves. The following year, the program was moved to the Division of Multicultural and International Programs. In spring 1997, the program was renamed the **Center for African American Students’ Programs** (CAASP), and the supervisor’s position was upgraded to Director.

Similarly, the Center for International Programs was established in 1993 and until 2003 was part of the Division of Multicultural and International Programs. With the growth of the programs under its aegis, and in order to more efficiently address the needs of different
populations, the division was changed in 2003. Instead of reporting to Dr. Betty Cleckley, Vice President for Multicultural Affairs, who oversees Multicultural Affairs (MA) and the CAASP, Dr. Clark Egnor, Executive Director of the CIP, now reports directly to the Provost and Senior Vice President of Academic Affairs. These changes permit greater flexibility and enhanced emphasis on the university’s mission of attracting and training a diverse population. Plans by each of these organizations continue to consider the populations of both African American and ethnically diverse students in the state of West Virginia. Recently-developed initiatives with other colleges and universities have assisted both minority and international recruitment.

Activities and opportunities sponsored by MA and CAASP are publicized through the Multicultural Exposition, a newsletter published twice annually, and a calendar of events, available each semester from the CAASP.

As part of an ongoing effort to increase enrollment of underrepresented populations, Multicultural Affairs (MA) hosts the annual Outstanding Black High School Students’ Weekend, during which approximately seventy-five 11th grade students who maintain at least a 3.0 GPA and have demonstrated leadership in their schools visit the campus.

MA sponsors or hosts several initiatives, including the annual Dr. Martin Luther King, Jr. Symposium, grant opportunities for multicultural or social justice projects, and scholarship opportunities. The Carter G. Woodson Faculty Initiative supports doctoral studies for faculty fellows from underrepresented minorities. The Commission on Multiculturalism, under the auspices of MA, was established in 1990, and serves the university president as an advisory body. Its main charge is to “develop comprehensive strategies” surrounding issues of diversity, multiculturalism, and social justice.

CAASP assists students from high school through university graduation. Financial assistance is available through tuition waivers and graduate fellowships and assistantships. Marshall University participates in cooperative Minority Graduate Fellowship programs with two state institutions, namely West Virginia State University and Concord University.
In 1995, CAASP established a Mentoring Program that pairs students with campus and community mentors. Established in 2003, the Society of Outstanding Black Scholars provides a variety of academic and enrichment services for highly qualified students. Admission to the Society is by invitation and is restricted to African American student recipients of academic scholarships. Members of the society are required to attend 70% of the events offered by the society each year, thereby ensuring exposure to experiences that promote leadership potential.

Examples from a lengthy list of events sponsored by CAASP include celebrations of Black Awareness Week, Black History Month, Women of Color Day, the Donning of Kente, and the annual Diversity Breakfast. More important than the list of events is the provision of time and opportunity for students to interact with each other and with a variety of individuals through the Black Administrators, Faculty, and Staff Organization (BAFSO) at Marshall University.

The CAASP assists with four sections of UNI-101 that focus on African American student issues. UNI-101 is a one credit hour “freshman experience” course that assists students with the challenges of university matriculation.

The Center for International Programs (CIP) provides opportunities for study abroad, for interaction between the students of the center and the general campus and community, and for students to complete English as a Second Language (ESL) and Test of English as a Foreign Language (TOEFL) examinations in preparation for enrollment in specific majors. The center assists individual colleges in recruiting and enrolling international students, and in placing current MU students at study abroad sites. In so doing, the center provides opportunities for interaction with a truly international population. The International Students Organization advises CIP and assists in hosting various activities. CIP seeks funding for study abroad opportunities and assists students and faculty in preparing and submitting visa documents and statements for financial support.

Following the tragedy of September 11, 2001, international enrollment dropped significantly. In the years since, it has rebounded, and is now nearing the pre-9/11 figures. Enrollment of
Japanese and eastern European students is increasing, and the CIP is developing plans to add more 2+2 programs in which foreign students complete two years of study in their home country and then complete the last two years of study at Marshall.

Finally, *Owning the Opportunity* directs departments to continually review their curriculum with a goal to revise and include material with multicultural perspectives, increase relevant library reference materials that emphasize diversity, and cultivate pluralism in cultural and extracurricular activities.

**History/Heritage**

_The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue._

Marshall University celebrates its long history in a variety of ways. Most visibly, plaques, statues, and monuments reflect our namesake, important transitions in our history, and the mission of the university. The [One-Room Schoolhouse](#) located adjacent to [Jenkins Hall](#) reflects our long tradition as a teacher preparation institution. The [John Deaver Drinko Academy](#) celebrates our tradition of faculty scholarship across the disciplines. The Society of Yeager Scholars honors West Virginia native [General Charles “Chuck” Yeager](#). A room devoted to his donated mementos in the [Morrow Library](#) makes his legacy palpable.

Recently, the university has made a concerted effort to more closely identify itself with its illustrious namesake, the “Great Chief Justice” John Marshall. These efforts include: the statue of John Marshall sculpted by the noted American artist William Behrends; the appointment of [Dr. Jean Edward Smith](#), author of *John Marshall: Definer of a Nation*, as the John Marshall Professor of Political Science; the establishment of the [John Marshall Research Center](#); the 200th anniversary celebration of the appointment of John Marshall as Chief Justice; the production of a fifty-eight minute documentary film entitled *John Marshall: Citizen, Statesman and Jurist*; the creation of the [Dr. Simon D. Perry Program](#) on Constitutional Democracy; and most recently, the holding of the first annual [Celebration of the Constitution Week](#), including a university-wide commemoration of John Marshall’s 250th birthday.
For several years, Marshall University has recognized and celebrated its connection to the Appalachian region by committing resources, programs, and faculty to the study of the region. West Virginia is the only state to lie entirely within Appalachia. Beginning in 1996 and renewed in 1999, a Rockefeller Foundation grant funded the Center for the Study of Ethnicity and Gender in Appalachia (CSEGA). Under the direction of Drs. Lynda Ann Ewen and Linda Spatig, that unit sponsored research and scholarship on various aspects of the region, often working with other departments and units on both the Huntington and South Charleston campuses to host conferences and to present artistic and cultural programs. Local recognition of the complexity of the region began with the work of CSEGA.

Mindful of the end of Rockefeller funding, the university launched a collaboration with the Appalachian Studies Association (ASA) to seek permanent funding that would continue the work of CSEGA and nourish diversity scholarship. Recently, the university received a $500,000 challenge grant from the National Endowment for the Humanities. In order to raise the $1.5 million match, the fundraising campaign “Faces of Appalachia – Studies in Ethnicity and Gender” was launched. “Faces of Appalachia” is under the direction of Dr. Edwina Pendarvis, Professor of Education, and Dr. Katharine Rodier, Professor of English. Mary Thomas is the managing editor of the Journal of Appalachian Studies and manages the ASA Office, currently housed in the College of Education and Human Services. A Board of Advisors has been recruited to assist in raising the required funds.

University commitment to the project was heightened by the inclusion of the project in the Campaign for National Prominence. A successful match will create a permanent endowment that will support a distinguished Chair, several post-doctoral fellowships, and a summer conference on diversity in Appalachia for K-12 teachers. It also will provide a permanent home for the Appalachian Studies Association Regional Office. A core goal is recognition of the diversity of the region, as well as the contributions of women and ethnic and religious minorities. In its promotional materials, the following statement sums up the goal of the program: “Faces of Appalachia – Studies in Ethnicity and Gender is a lasting tribute to the women and men of all races, creeds, and backgrounds who created a rich culture worthy of study, but are too often taken for granted.”

Chapter 5 – Criterion Two (2a)
At the present time, a graduate certificate in Appalachian Studies is offered through the Humanities Program at the South Charleston campus. Supervised by Dr. Eric Lassiter, this certificate requires 18 hours of graduate level coursework.

In designing, constructing, and outfitting new facilities, the university reflects its past and present through naming opportunities (such as the Memorial Student Center – in memory of the 1970 airplane crash in which the MU football team perished), inclusion of historically important artifacts (such as an original Marshall College Northcott Hall doorway that was included in the 1998 construction of Drinko Library), and through the addition of sites that relate to current initiatives (such as the new plaza area “Pathway of Prominence” that recognizes donors to the Campaign for National Prominence).

In addition, university libraries maintain many items and documents that relate to our heritage. Of note is the Special Collections area of Morrow Library that includes comprehensive Civil War artifacts (The Blake Collection), a partial remembrance of our crucial geographic location throughout the history of the United States. The opening of Drinko Library permitted the older facility, Morrow Library, to be reused for other functions, but more importantly, it permitted the growth of the Special Collections area, which shortly will take possession of a library of music used to accompany silent films at the Keith-Albee Theatre.

Within the past decade, the work of Emmy Award-winning MU alumnus Deborah Novak has achieved critical renown. With her partner John Witek, Ms. Novak has produced several documentary films chronicling subjects that include Blenko Glass (Hearts of Glass), the role of the MU Department of Music in presenting concerts (New Music), and the poignant story of the MU football team (Ashes to Glory). Novak and Witek currently are working on a documentary biography of the legendary MU coach Cam Henderson, for whom the basketball arena is named.

These and other elements of our history are celebrated annually through events such as the Drinko Academy Symposium (April), the Yeager Symposium (October), and the memorial
service for the 1970 plane crash involving the football team and several community members (November 14).

**Core Component 2b**

*The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.*

Recently, the resource base for Marshall University has significantly shifted from state funding. As illustrated in the pie charts, in FY 2001-2002, the state provided 39.9% of the base dollars while students provided 20%. In FY 2005-2006, this changed to the state providing 29.7% of the base dollars. With the current economic climate of the state and federal government, it is anticipated that this trend will continue.

The university has lost $7.5 million in state funds in the past four years. This reduction has been absorbed by reducing costs, primarily in the support areas, by $2.5 million annually and by increasing student fees. In accordance with our plans, the mix of students has also changed from 14% non-resident in fall 1996 to 17% non-resident for fall 2004. This change in mix has significantly assisted the institution’s budget, since non-resident students pay about three times the amount of tuition and fees as do resident students. Increasing the percentage of non-resident students continues to be a high priority for the institution.
In the past four years, annual tuition and fees for resident undergraduate students have increased from $2,620 to $3,818. This is a $1,198 (45.7%) increase. However, Marshall University’s fees are still very competitive with other institutions within the state and region. With only a 3% fee increase in FY 2005-2006, Marshall University is fifth among the state’s four-year public institutions in affordability. Even with the state budget reduction, the effective management of the fiscal affairs of the institution, along with strong support from federal sources, allows the university to face the future in a strong financial position, both relating to operating dollars and facilities.

1. The Organization’s resources are adequate for achievement of the educational quality that it claims to provide.

Marshall University has a history of providing quality education with minimal resources. The institution has never been funded at the level of its peer institutions; however, through the effective and efficient use of resources, the university has been able to focus its resources in selected areas, obtaining excellent results.

Compared to state funding for the Southern Regional Education Board (SREB) institutions during FY 2002-03, the university received $4,045 per full-time equivalent (FTE) student, while the SREB average was $5,432, a 74.5% ratio. The net tuition and fee revenue was $3,457 per FTE for the university and $3,219 for SREB, a 107.4% ratio. This per student contribution ratio was greater than 100% of the SREB, even though the median annual resident, undergraduate tuition and fees for Marshall University were $2,984 and the SREB was $3,152, a 94.7% ratio. These differences can be explained in terms of the nature of our student body. The student mix at Marshall University is composed of a higher percentage of non-resident and graduate students than the comparable SREB institutions.

Although more state funding is being pursued and desired, the university has a well-established funding base and management process to accomplish its goals. (See analysis of the institution’s revenue sources and expenditure patterns as compared to its peers.)
2. Plans for resource development document an organizational commitment to supporting and strengthening the quality of the education it provides.

As detailed in the *Owning the Opportunity: MU-2010, Resource Development* section, the university has established the following goals:

- Implement Capital Campaign;
- Sustain and enhance quality through state support;
- Achieve equity in peer funding under Senate Bill 653;
- Develop a level of student generated financial support that reflects Marshall University’s quality and growth;
- Increase funding from grants and contracts;
- Broaden the revenue base supporting the Joan C. Edwards School of Medicine; and
- Capitalize on the popularity of athletic programs to increase revenues for sports programs and associated university programs and the sale of merchandise.

Several examples of progress toward these goals are being provided, beginning with the Capital Campaign.

In July of 1999, Marshall University launched a $100 million dollar comprehensive campaign designed to fortify the university in the areas of student, faculty, program and facility needs. Concluded in December 2005, the Campaign had exceeded its goal in gifts. Of this total, $56,378,050 has been donated in cash to date. Students have been the beneficiary of Campaign dollars with 107 new endowed scholarships established from gifts totaling $10,000 or greater. Donor support for improved and expanded campus facilities has also been generous in the Campaign period with the construction of a new Biotech Center, the Harless Center for Rural Education, four Residential Halls and the Harless Dining Hall completed through public and private partnerships. A special benefactor to the Campaign has also provided naming opportunities for the Joan C. Edwards School of Medicine. Athletics has benefitted from a named Football Stadium and assistance with the transition to Conference USA. Overall in the Campaign for National Prominence, there have been nine individual gifts that have totaled $1,000,000 or more.
As mentioned earlier, state support of higher education has been decreasing. Senate Bill 653 was passed by the legislature and became effective July 1, 2000. Future state funding was to be distributed in five priority areas:

- **Peer Equity**: designed to move all institutions toward their identified peer institutions, based on national comparisons.

- **Independently Accredited Community and Technical College Development**: designed to assist in the transition from component to independent accreditation.

- **Research Challenge Fund**: designed to encourage institutions to increase outside funding for research in order to foster economic growth in West Virginia and better serve the needs of the state.

- **Incentives for Contributions to State Priorities**: designed to move institutions toward state priorities as determined by the West Virginia Legislature.

- **Sustained Quality**: designed to sustain colleges that are making progress toward their Compact goals.

For fiscal years 2001 and 2002, Marshall University received an additional $1,100,000 in peer equity funds which became part of the base budget. As budget reductions began to occur, the funding for peer equity stopped. As future funding becomes available, it is anticipated that additional peer equity funds will be distributed to the university. Marshall University has also been successful in receiving “Research Challenge Funds” from the state, receiving $1.2 million since July 1, 2000.

Regarding the development of research and special project funding, the Marshall University Research Corporation (MURC) has been very successful. During the period 1996 to 2004, total revenue increased from $11 million to $36 million annually as detailed in the fiscal year 2004 financial audit. Overhead costs recovered have grown from $1 million to over $4 million in the same period. The Institution allocates 50% of the overhead back to the Colleges for use in advancing their research and instructional activities. During this time
MURC has provided an additional $36,000 to the Graduate College for Reassigned Time to support faculty research.

<table>
<thead>
<tr>
<th>FY</th>
<th>Total Awards</th>
<th>Total Funding</th>
<th>Total (w/out construction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/04 - 06/30/05</td>
<td>268</td>
<td>$48.5M</td>
<td>$36.8M</td>
</tr>
<tr>
<td>07/01/03 - 06/30/04</td>
<td>303</td>
<td>$60.0M</td>
<td>$36.6M</td>
</tr>
<tr>
<td>07/01/02 - 06/30/03</td>
<td>283</td>
<td>$27.5M</td>
<td>$27.5M</td>
</tr>
<tr>
<td>07/01/01 - 06/30/02</td>
<td>254</td>
<td>$41.3M</td>
<td>$30.8M</td>
</tr>
<tr>
<td>07/01/00 - 06/30/01</td>
<td>239</td>
<td>$49.7M</td>
<td>$24.7M</td>
</tr>
</tbody>
</table>

For each year during this period, programs administered through MURC have purchased approximately $2 million in equipment. This equipment includes general office and computer equipment in addition to specialized research equipment. Most of this equipment provides support to the instruction mission of the university and also is used in the practical training of our students.

Additionally, MURC provides administrative support to programs that augment the educational process, such as the Higher Education Learning Problems (H.E.L.P.) program (providing specialized testing and tutoring for students with special needs), the Child Development Academy (providing both help in caring for and early developmental education to children of students), the Booth Scholars Program (specifically providing educational opportunities to rural students), and the Autism Training Center (providing services to autistic patients and their families). In addition to their primary mission, these programs also provide unique educational experiences for our students. During the academic year that ended June 30, 2004, 86 graduate and 64 undergraduate students were employed on Sponsored Projects.

Growth in the University’s research mission dictates substantial increases in administrative capabilities and performance of Marshall University Research Corporation. The goal is the creation of a high performance, service excellence organization. Toward that end, we completed an extensive external review of MURC in early 2005 and have instituted a number of changes. Some of these are: (1) expanded and reconstituted the MURC Board of Directors to increase faculty and external representations, (2) increased staff and faculty training, (3)
instituted a Purchase Card System for researchers, (4) initiated a Customer Service Survey for pre-award processes, (5) conducted an IT scan to identify ways to improve operational efficiencies, and (6) initiated an Administrative Solutions Project (ASP) to develop and implement a plan for merging business operations of MURC with MU in order to eliminate duplication of services and streamline operations. The ASP is a massive effort involving over a 100 faculty and staff from MURC and MU. The initial objective is to merge the business systems and provide the security and training required to implement electronic purchase orders for all grants and contracts by July 1, 2006.

Besides the significant growth in project funding, the university has received the following funds for construction and maintenance projects:

- Robert C. Byrd Biotechnology Science Center [Federal] $35,500,000
- Clinical Education and Patient Outreach Center [Federal] $22,000,000
- West Virginia Economic Development Grant [State] $12,500,000
- West Virginia Excess Lottery Funds – Bond Proceeds [State] $30,500,000

These funds are being used to build three new buildings and renovate current facilities.

Marshall’s Joan C. Edwards School of Medicine has been particularly adept at developing expanded sources of support for its educational, research and service missions. Through its medical practice corporation, (University Physicians & Surgeons, Inc.) and its teaching hospital affiliations, it generates in excess of $55 million annually for the school. Although much of this revenue is expended in support of its clinical service (patient care) mission, it does directly benefit the educational, research and public service mission of the school and the university through broadened opportunities for student/faculty interaction and more comprehensive clinical service availability for the community and the region. Many health care services in the community are substantially dependent on the school for support, including particularly the region’s trauma service and maternal, fetal and pediatric sub-specialty care services. The $55+ million in external support for these clinical education and service functions represents a growth of 48% over the past five years.
The School of Medicine’s grant-funded research and service activities have also grown significantly over the past five years, more than doubling between FY 1999 and FY 2004. Substantial growth related to initiatives in Forensic Science, Cell and Molecular Biology and Translational Cancer Research have all yielded success in competitive and ear-marked funding, bringing with them enhanced faculty and academic support resources that directly and indirectly enhance the core academic programs of the school and the university.

From a capital funding standpoint the School of Medicine is also moving forward at a strong pace. After completing development of its $32 million Medical Center complex in 1998, which was funded by a rich diversity of federal, private and generated resources with no direct State support, the school has continued to seek external capital support to house its growing programs. In addition to participating in the Robert C. Byrd Biotechnology Science Center mentioned above, the school has recently secured a $22 million federal grant for a new Clinical Education and Outreach Center to house an expanded medical school class size and has partnered with Cabell Huntington Hospital, its primary teaching hospital affiliate and the Edwards Foundation, Inc., to develop a $40 million comprehensive cancer center with a significant endowment for faculty development in a wide array of cancer care and cancer research related fields.

In addition to expanding the range of educational, research and service programs available at the School of Medicine, this broadening of the base of financial support has allowed the school and the university to weather recent reductions in its traditional State support and be less reliant on student fees.

**Academic Degrees**

In terms of academic degrees, Marshall University has shifted funding support, allocating resources where they are most needed.

Throughout the years, programs have been terminated, suspended, added, revamped, etc. to meet the needs of the times. Both the bachelors’ degrees in Botany and Zoology have been
terminated. Four new bachelor’s degrees: Environmental Science, Respiratory Care, Radiological Technology, and Integrated Science and Technology, have been added.

Marshall has terminated four master’s level degrees: Business Education, Educational Administration, Library Science Education and Social Studies. New master’s degrees include Forensic Science and Dietetics, and the merger in 1997 brought us Environmental Studies, Health Care Administration, Human Resource Management, Information Sciences, Technology Management and Engineering. There is also an Education Specialist degree in School Psychology.

Marshall has increased its doctoral programs by two degrees: Ed. D. (with two majors: one in Education Leadership and the other in Curriculum and Instruction) and the Psy. D. in Psychology. The institution has provided additional funds for these new programs. Marshall is currently planning a bachelor’s degree in engineering for fall 2006.

**Initiatives**

The funding for a number of institutional initiatives demonstrates Marshall University’s commitment to strengthening the quality of the education we provide.

Marshall continues to provide new initiatives related to marketing, recruitment and retention. The University College was established to assist with retention of current students. The University College is responsible for undecided students, dual credit, conditionally admitted, superior and talented students, tutoring, and the Academic Center. Additional funds have been provided throughout the years to be directed toward marketing and recruitment.

The Center for Teaching Excellence was established to help our faculty enhance the nature and quality of the educational experience of all Marshall students through instructional and career development opportunities. The activities of the center are designed to encourage innovative and effective teaching methods which will stimulate student learning. Some of the activities sponsored by the center are travel awards, summer fellowships, teaching and learning workshops, Hedrick Program Awards, as well as many others.
A major initiative has been the implementation of E-course delivery. Marshall was one of the first institutions in the state to adopt an “E-Course Fee.” This fee now generates over $2 million annually and is used to fund the cost of E-course delivery. Marshall has made excellent progress in this area: students are now able to take classes from anywhere in the world. Marshall has provided funds for faculty computer initiatives several times throughout the last ten years in an attempt to provide the most up-to-date technology possible.

Many equipment initiatives have been completed through these same ten years providing much needed day-by-day equipment as well as larger one time equipment purchases. Each year equipment resources are designated to fund the highest priorities of the campus.

For the last three years, Academic Affairs has been permitted to retain any reserves from full-time positions for the particular fiscal year. This has helped cover needs that would not otherwise have been met due to budget cuts in state appropriations. One example is that with the reserves, Academic Affairs was able to allocate $100,000 annually to the library for books. With these funds, Academic Affairs was also able to replace out-dated computers for many classified and non-classified staff within the division. The reserve funds have provided salaries for full-time temporary faculty, as well as additional part-time faculty to meet enrollment demands. Reserves have also helped fund other expenses such as the NCATE accreditation process and the Snowshoe Institute.

3. The organization uses its human resources effectively.

The President approved an extensive Faculty Workload Policy in 2003. This policy is very important in the support of teaching, research and service. The institution has not fully implemented this policy. It will require additional funding and/or positions. Some positions will be permanent and some will be temporary.

Marshall University, mandated to participate in the West Virginia higher education methodology for classification and compensation for classified staff, is fully committed to the proper utilization of its employees in all employment settings. As a result of this participation, one salary schedule has been fully funded and, effective July 1, 2001, a new
salary schedule was implemented. The university is making progress towards fully funding this schedule. For classified staff, a program of job evaluation is provided in order to properly classify and compensate employees. When individuals are performing duties measurably beyond those normally contemplated for their present classification, their jobs may be evaluated, and this may result in a recommendation that the position be upgraded and/or changed with regard to job title. Within the last ten years, Human Resource Services has participated in several state-wide job family review projects. Over time this leads to an environment where the job classification and compensation of classified employees begins to match as effectively as possible the actual work performed and enables the classification system to remain current as technologies and/or processes change.

The university is committed to a training and development program and seeks to provide opportunities where employees can acquire additional skill sets that are relevant to the work they perform. Employees and supervisors may suggest topics to Human Resources for training and development programs. Additionally, classified employees have access to a certain number of fee waivers for college courses.

The university has a general promote-from-within philosophy that predisposes supervisors and managers to look for opportunities for employees to be promoted and transferred in an effort to obtain more effective utilization of employees.

The university’s cadre of non-classified employees was specifically chosen for employment based on the strength of match between their backgrounds and capabilities and the needs of the various non-classified positions at the university.

As an affirmative action/equal employment opportunity employer, the university seeks to increase the representation of females and minorities in categories of work for which they have been traditionally underrepresented. The university seeks to affirmatively hire and retain individuals with disabilities in work settings that are consistent with their capabilities.
4. The organization intentionally develops its human resources to meet future changes.

The Financial Aid office provides five undergraduate waivers to Staff Council each semester. Each waiver (fall and spring combined) is valued at 30 credit hours. Staff Council then makes awards to individual staff members for one class each semester (3 credit hours). The recipients are eligible to receive one of these waivers every other semester. At the graduate level, the Graduate College provides over 150 three-credit-hour waivers to faculty and staff per year.

Information Technology provides 9 credit hours of tuition waivers to Staff Council for E-Courses. This equates to three staff members receiving a waiver for one course each.

The Academic Affairs Division provides $48,000 to the colleges through its base budget for faculty development activities. This includes travel, reassigned time and other activities. The Graduate College dedicates $20,000/year to Reassigned Time for faculty research.

The institution provides $80,000 per year to the Faculty Senate for faculty summer research awards and an additional $16,920 to supplement the Quinlan Endowment Fund for faculty travel to present research. There are several foundation accounts that have been established for faculty development, such as Quinlan, Pickens/Queen, and INCO. The Center for Teaching Excellence, which comprises the Assessment, Writing Across the Curriculum, and Service Learning Program, provides numerous professional development opportunities for faculty. More detailed information can be found under Criterion III.

5. The organization’s history of financial resource development and investment documents forward-looking concern for ensuring educational quality (e.g. investments in faculty development, technology, learning support services, new or remodeled facilities).

Historically, Marshall University has incrementally devoted ever increasing resources to faculty development, technology, learning support services, and new or remodeled facilities. We have become increasingly aware of a range of services we must provide if faculty and students are to be successful. Marshall University and the Marshall University Research Corporation (MURC) provide many opportunities for faculty and staff development.
The Marshall University Research Corporation is a statutory authorized 501(c)(3) corporation which acts on behalf of Marshall University in its grant and contract administration. The corporation operates under a board of directors and its charter provides that a majority of the directors shall be Marshall University employees. The corporation employs staff for grand administration and also utilizes university employees for both administration and research activities. During 2005 the corporation administered 37 million dollars in grant and contract funding.

Faculty development at Marshall University is thoroughly discussed in the body of Criterion 3: Student Learning and Effective Teaching. For the 1996-2004 periods, MURC projects included Start-Up Funding for new researchers that totaled $365,000. Training sessions on the development of grant proposals and grant administration were conducted. Mini-Grants to fund training or travel to conferences and workshops totaled $1,647,335 during the 1996-2004 periods.

Marshall University offers many learning support services to students. The University College provides a course (UNI 101) specifically for freshmen to orient them to the university as well as supplying many additional services.

The University College provides tutoring to all Marshall University students. The Writing Center, located in the English Department, is available to all students to use for preparing and reviewing papers.

The Buck Harless Student Athlete Program provides tutoring and advising for all student athletes. The Higher Education for Learning Problems (H.E.L.P.) program provides many needed support services to learning-disabled students. Additional assistance is supplied via the Disabled Student Services Program; interpreters, signers, note takers, test proctors, etc. are provided as needed.

In order to ensure that every student has access to computer technology, Marshall University maintains nine student computer labs that are located throughout campus. An additional computer lab was made available fall 2005 upon completion of renovations to the student
housing facility, Laidley Hall. There is a student computer lab in the Drinko Library that is open 24 hours a day to provide access at all times. The Library itself is an excellent learning environment.

Even though state operating dollars have been reduced in recent years, the university has been extremely successful in obtaining construction and capital renovation dollars. Examples include receiving federal grants of $35.5 million, plus a state grant of $12.5 million to construct the Robert C. Byrd Biotechnology Science Center, receiving federal grants of $22 million to construct a Clinical Education and Outreach Center and $30.5 million in “State Excess Lottery Fund Bonds” for various projects. These projects will be completed in the next 2-3 years and will significantly enhance the instruction and research capability of the institution. Since FY 1996, a total of $229,483,000 has been invested, or is being invested, in major construction and renovation projects of the university.

Additionally, during the period 1996-2004, equipment purchases averaged approximately $2 million per year, with the large majority being for laboratory, computer and peripheral equipment.

6. The organization’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth.

The university has significant experience in the modification of plans and budgets. With the decrease in state funding, a Budget Reduction Task Force was formed in the fall of 2002. The Task Force issued a report on November 26, 2002 and many of the recommendations were implemented in order to reduce expenditures.

As some areas were downsized, new academic programs were begun or are being planned in engineering, computer science and in education and psychology at the doctoral level. The Higher Education Policy Commission’s Series 10 mandates that all programs offered at an institution must be subjected to a detailed analysis on a five-year rotating basis to ensure the needs of the students are being met. The review addresses the viability, adequacy, necessity, and consistency with mission of the programs to the institutional Master Plan, the Institutional Compact and the education and workforce needs of the state communities. On
the basis of five-year program reviews, programs are sometimes modified, augmented or discontinued. Another example of flexibility is seen in increasing faculty positions on a temporary basis to meet the enrollment demands for general education requirements.

7. The organization has a history of achieving its planning goals.

Recently, a five-year update detailing the university’s accomplishments compared to the Owning the Opportunity: MU-2010 plan clearly demonstrates that the university has been successful in achieving many of the goals and objectives of this plan. Growth in research funding, fundraising, non-resident students and capital projects are all indications that the university is achieving many of its goals, even as the state has reduced its support.

Enrollment Management and University Communications are using additional dollars to increase Marshall University’s marketing efforts. Admissions and Enrollment Management have increased staffing by at least three new recruiters, a publications specialist, an electronic marketing specialist and an associate Dean. A Science, Technology, Engineering and Mathematics (STEM) grant has allowed the university to hire its first graduate recruiter. Marshall University continues to enhance retention efforts through University College and the Student Affairs division. With the addition of the recruiters, Admissions is now able to recruit more heavily for out-of-state students. Publications are now on CD and the Internet. Correspondence via email is now going to students as young as 12.

Student orientation has been revamped to provide a more positive and informational experience for the new student. The University College’s UNI 101, a new student seminar, has been extremely successful. It will be a required course by 2006.

Marshall has been very successful in receiving Research Challenge funds from the state for research on such projects as: DNA Sensor Infrastructure Development and the Foundation of Basic and Translational Research for the Edwards Cancer Center.

In order to achieve equity in state budget allocations, legislation was passed – SB 653, effective July 1, 2000 – that required each West Virginia institution to be compared to a peer
group of ten institutions selected by the Higher Education Policy Commission. Marshall University has received $5.2 million in additional state funds over the past five years as a result of the peer equity analysis. It is anticipated that additional peer equity funds will be received – dependent on the state’s economy. Even with new peer equity funds, several budget reductions in state funding have left the university with a net loss since FY 2002. However, Marshall has been able to maintain adequate resources to accomplish its mission and achieve its goals.

**Core component 2c**

*The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

Marshall University values effective assessment and evaluation processes that provide information to continually guide our decision making and planning efforts. Administrative support and funding are made available for these activities in proportion to other high priority initiatives of the institution. These processes provide crucial feedback used in the planning and decision making efforts across the institution.

**An Analysis of the Evidence of Effective Evaluation Systems**

Marshall University recognizes the need for effective planning that produces a map and shared vision guiding us forward to a future of improved service and accountability to our clients, sponsors, and benefactors. However, even the best maps are useless without a known starting point and the orientation provided by an accurate compass. An effective evaluation and assessment program provides us with the knowledge of where we have been, where we are, and our orientation to the goal. Marshall University is committed to this philosophy and process.

The Institutional Compact, required by Senate Bill 653, provides the principal set of quantitative performance and efficiency indicators used at the institutional level by the Higher Education Policy Commission and the West Virginia Legislature. This set of
indicators, coupled with performance on nationally-normed tests such as Academic Profile, provide the institution with a set of goals and measures as a basis for numerous dimensions of the assessment process. Results from the Academic Profile are used specifically by the University Assessment Committee to evaluate critical thinking, math, and science skills as part of their review process. Other indicators such as rates of passage of national certification and licensure examinations are applicable at the program level.

While Marshall has had a director and office of Institutional Research for well over 30 years, providing a clearing-house for performance data, and has performed program review and assessment with the help of a succession of faculty appointments for an equally long time, the position of Coordinator of Program Review and Assessment has only been in place since 1996. The purpose of this assignment was to acknowledge the importance of this process and to formally establish a program of continuous evaluation and improvement. This office works with the faculty to develop assessment plans for courses, majors and the general education curriculum. Regular evaluation of the various academic components of our institution reflects our strong commitment to academic excellence.

The Program Review and Assessment Coordinator meets at least once each semester with the 38 member University Assessment Committee. This group establishes academic program review criteria as well as assessment criteria for all academic programs. In addition, this group promotes a process and culture of ongoing assessment and improvement. The committee has representation from all of the individual college assessment committees and helps identify sources of assessment data, provides mentorship in assessment methods, tracks trends in assessment techniques, and assists in the interpretation of assessment data.

Several colleges have established assessment committees, generally with revolving Chairs, to assist in assessment planning and implementation. Two excellent examples are provided by the College of Education and Human Services and the Lewis College of Business. Within the College of Education and Human Services, the Professional Education Unit (PEU) is an example of an outstanding student learning assessment program at Marshall University as depicted in the unit’s Institutional Report submitted September, 2004. Prior to the development of the assessment program, the college established two conceptual frameworks
as a shared vision for the unit’s efforts in preparing educators to work effectively in P-12 schools, as well as the professional careers for which the college prepares its students. The conceptual frameworks are knowledge-based, articulated, shared, coherent, and consistent with both the unit and Marshall University’s mission. The frameworks are also continuously evaluated.

After the merger of Marshall University and the West Virginia College of Graduate Studies, the Professional Education Unit (PEU) held discussions to talk about issues that were part of the culture of each institution and ways to integrate the issues into the PEU. The faculty identified four dispositions that were important to the conceptual frameworks and initial and advanced programs. The dispositions are commitments to P-12 students, the profession, diversity, and technology.

The PEU developed an assessment system that evolved from requests for assessment data from programs, the unit, the institution, the state, and national organizations including specialized accrediting associations such as the National Council for Teachers of Mathematics (NCTM) and the National Council for the Accreditation of Teacher Education (NCATE). Sources of data include student candidates, faculty, and programs. These data are used to form judgments and guide decisions. The professional community is involved through providing standards, and providing service on committees that assist in making curricular decisions and pedagogical decisions.

During the fall 2004 semester, the Dean of the Lewis College of Business (LCOB) assembled an undergraduate assessment committee. Although the college received excellent marks from The Association to Advance Collegiate Schools of Business (AACSB) on the comprehensive assessment program in place during the 1997 accreditation review, the committee was charged with developing an additional program with greater emphasis on the assessment of student learning. Throughout the fall semester, the committee met often to discuss the new AACSB Assurance of Learning standards as well as the mission of the Lewis College of Business. The committee posited several approaches of assessing student learning in the core business courses as well as discussed various methods of determining competence in major areas of study. A timeline has been developed to have additional measurements in

Chapter 5 – Criterion Two (2c)
place during the fall 2005 semester. The LCOB Graduate Committee has been charged with Assurance of Learning at the graduate level. Their timeline is one year later than the timeline for the undergraduate programs.

Products of the review and assessment process (program reviews, program assessments, program plans, data, and interpretations) are presently made available to the university community in a variety of forms, but this process is rapidly being centered on a web-based portal system. The recent WV Higher Education Policy Commission (HEPC) compliance audit of academic policies of the institutions resulted in the following conclusion related to program review: “The school is in compliance with HEPC and institutional policies. Based on interviews with university officials, the process is working remarkably well. The strong leadership exhibited by the Governing Board has enhanced the program review process.” (October 15, 2004 minutes of HEPC)

The program review is a self-evaluation process performed by the academic department every five years to review the various degree programs that are offered. This iterative activity involves the faculty and Chair of the department offering the degree program, the Dean, and the College Curriculum Committee. The results of this review and recommendations of the Deans for undergraduate degree programs are then reviewed by the Academic Affairs Office and the Academic Planning Committee of Faculty Senate and for graduate programs by the Academic Affairs Office and the Graduate Council. Comments and recommendations from these groups are returned to the faculty and Chairs, revisions are made, and the review process repeated prior to submission of the review to the President who sends each review with a program recommendation to the Board of Governors. The Academic Affairs Committee of the Board of Governors meet with the college Dean and department Chair to discuss each program review before final recommendations are made by the full board.

Assessment of student learning is imbedded in the five year program review and plan. Annually, program assessment reports are generated by the faculty and Chairs in conjunction with the College Assessment Committees and Deans detailing the results of the ongoing assessment process. Elements of the report include the interpretation of the assessment data
and how this information was used to affect the program plan, i.e., closing the feedback loop. These assessment tools include course/instructor evaluations, annual faculty evaluations, standardized tests, satisfaction surveys, peer reviews, examinations, projects, pre/post testing, graduate surveys, interviews, accreditation reviews, external advisory boards and professional best practices. These assessment reports are then reviewed by the University Assessment Committee and recommendations returned to the program faculty and Chairs. A composite scoring system is used in the evaluation of each assessment plan by the committee to provide academic Department Chairs and faculty an empirical basis for improvement of the ongoing assessment process. More information on how this process works and how the results are used may be found in Criterion Three.

In addition to the assessment of academic programs, administrative divisions set goals and objectives tied to the institutional plan and mission and evaluate them on a yearly basis. Assessment and evaluation of success vary from unit to unit and is usually measured as a degree of attainment of the objectives. Just as measures of efficacy and efficiency vary from unit to unit, so does the assessment of their attainment of goals and objectives. Initiatives such as 1) the centralized review and prioritization of the need and placement of position vacancies by the President’s Position Freeze Committee, and 2) prioritized technology implementation and workload shifting through automation and general process reviews are examples of plan agility, forms of assessment, and implementing evaluation results. Continual financial, political, and accountability pressures, coupled with shifts of emphasis within the educational process, have kept the administrative process under continual scrutiny and review and have provided ample opportunity and incentive for increased efficiencies and improvement.

Setting goals and objectives in the areas of finance, facilities, student services, auxiliary services, human resources, safety, information technology, institution advancement, and multicultural affairs cross other organizational boundaries and in so doing create an immediate form of evaluation and feedback as their effect ripples through the organization.

Much assessment information is provided by sources external to the institution. Consultants, auditors, and other reviewers provide a valuable independent view of the various processes of
the institution. Environmental scans such as those described in the outreach sections of this study and recommendations from college and program advisory boards result in information useful in updating plans, programs, services, and resources. Examples of this information include The BioAbility Report on Research Development at Marshall University, the Southern Growth Policies Board Report: Creating Added Value in Advantage Valley – an Economic Development Assessment with Strategic Recommendations, and Preparing for Innovation-Led Growth in West Virginia: Options and Choices from the MIT Industrial Performance Center.

The institution surveys graduates and alumni to determine their view of the preparation they received. Graduate follow-up surveys are done by the Office of Program Review and Assessment as well as some of Marshall’s colleges to track demand and assess preparation. An example of this is found in the College of Science graduate database that tracks a student from recruitment to employment or matriculation to professional or graduate programs. In addition to the internal program review, the external review of selected programs by external accreditation, certification, and licensure bodies provides an additional level of evaluation and opportunities for improvement. Examples include the College of Education and Human Services (COEHS) and the National Council on Accreditation of Teacher Education (NCATE), the Lewis College of Business (LCOB) with the Association to Advance Collegiate Schools of Business (AACSB), and the College of Health Professions (COHP) with 10 of their 11 programs having mandatory accreditation at the national level. Forensic Science (FSC) is one of only nine such programs nationally to be accredited by the Forensic Education Programs for Accreditation (FEPAC), an affiliate of the American Academy of Forensic Sciences (AAFS).

Over 20 colleges and departments throughout the university are continually engaged in professional accreditation reviews and report evaluation by groups such as the Accreditation Board for Engineering and Technology (ABET), the American Chemical Society (ACS), the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), the American Medical Association’s Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Council on Education of the American Health Information Management Association, the Commission on Accreditation of Allied Health Education
Programs (AHIMA), the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), the American Society of Cytology (ASC), the Council on Social Work Education (CSWE), the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), the National Association of Schools of Music (NASM), the National League for Nursing Accreditation Commission (NLNAC), the National Recreation and Park Association and the American Alliance of Leisure and Recreation (NRPA), the Applied Science Accreditation Commission of the Accrediting Board for Engineering and Technology (ASAC of ABET), and the World Safety Organization (WSO). The recommendations related to specialized accreditation in the 2004 HEPC compliance audit of academic policies stated that “there are no compliance issues. The university has been proactive in seeking specialized accreditation when it is an option… The pass rates for programmatic licensure examinations exceed the statewide goal of 90% in It All Adds Up.” (October 15, 2004 minutes of HEPC) Many programs and colleges utilize an external advisory board to provide information from our geographical region.

Of major importance to the evaluation process are the various support systems provided for this purpose. The numerous positions and professionals that guide the process through leadership, data gathering, interpretation, review, training, and development are essential elements. However, the various information technology tools that assist throughout the process are also important. These aids include a variety of technology-based tools that support information gathering – such as online surveys, and online access to best practices, peer data, and other professional information sources, databases, statistical packages, and collaboration tools; and information dissemination and transport such as the Web, email-based tools, and sophisticated portals. The comprehensive integrated Banner administrative software from Sunguard SCT supplies the principal repository for institutional data. In addition to its information clearinghouse function, the Office of Institutional Research has an additional repository of archived data. A major initiative is under way to provide access to the entire catalog of reports directly to the departments online.
The Closing of the Feedback Loop

Data collected through the mechanisms discussed above inform decision-making at the faculty/staff, department, college, and university levels. Feedback data (which ranges from external department and college advisory boards, environmental scans, best practices, published research, and peer comparisons, to academic and administrative program reviews, faculty, staff and student evaluations, and surveys) provides the needed input for the process. After appropriate analysis, the data informs the various processes of planning, faculty promotion/tenure, program offerings, course offerings, policy and procedure changes and validation.

The university has internal procedures that support continual review. The five-year update of the MU-2010 plan is the most recent initiative to examine unit contributions to the overall improvement of the organization. Other examples of formal feedback loops include the annual faculty evaluation processes, annual classified and non-classified employee reviews, the annual review of Deans and Chairs, the semester student course/instructor surveys, the five year degree program review, the annual degree program assessment process, the course creation justification/review process, the annual budget request/allocation process, the ongoing vacant position review process and other department/college/institution planning processes. The groups responsible for the feedback analysis include the Faculty Senate Academic Planning Committee, the University Assessment Committee, the Information Technology Council, the college assessment/curriculum/planning groups and governance groups such as the Faculty Senate, Graduate Council, President’s Council, Student Government, Staff Council, the Board of Governors and the state Higher Education Policy Commission.

These review processes lead to improvements in all areas of the institution. The five year degree program review process, annual program assessment, annual faculty, Chair, and Dean evaluations – all based on objectives that reflect program, college, and institutional goals, including information from students, peers and external constituents – contribute to continuous improvement in academic programs. The annual review of administrative unit plans and goals (based on the MU-2010 plan) and annual staff goal attainment and
performance reviews (evaluated in a similar manner based on individual support of the departmental and institutional goals) contribute to continuous improvement in administrative processes. As examples at the programmatic level, Nursing students gave us feedback that they needed more pediatric content so faculty created a pediatric nursing course. Communication Disorders (CD) students indicated that they wanted more contact with pediatric clients so, with help of a grant from the Scottish Rite Foundation, CD established a pediatric program and now students see more pediatric clients. Additionally, as a result of its assessment process, the History Department instituted an undergraduate cornerstone class.

Discussed more fully under Criterion 3, the library faculty learned via the assessment process that students needed to move from information navigation to information literacy and they “closed the loop” by changing their instructional approach. Yet another example is provided under Core Component 3a when we show that the attention Marshall University is now giving to syllabi has resulted in much clearer and more explicit information to students about course and program goals, rubrics, direct and indirect measures and other aspects of student learning.

In addition, the annual Institutional Compact with the Higher Education Policy Commission and the West Virginia Legislature establishes a set of goals in the form of performance indicators. Included in the Compact is our commitment and plan to attain these goals. The annual review of our performance related to the Compact is substantially more quantitative and objective than are other accreditation reviews.

Core Component 2d

_All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission._

Marshall University has established strategic planning processes and has developed resources that enable the university to respond to the challenges and opportunities of fulfilling its mission. In the past ten years since the previous NCA Self-Study, the university has undertaken a large-scale, comprehensive strategic planning process embodied in _Owning the_
Opportunity: MU-2010 and its companion document, the five-year update, issued on October 14, 2004. Both documents detail the numerous and extensive ways in which the university has remained true to its mission while responding to the state and regional educational, economic, and societal challenges the university has faced and is projected to face in the upcoming years.

In addition, through this strategic planning process, the university has developed and deployed resources targeted at meeting the challenges of the future. Such dynamic features as (1) new building construction, (2) new technology initiatives, (3) expanded student, faculty, and staff recruiting, (4) intensification of fund-raising and grant activities focused upon strategic goals, (5) program review and planning, (6) the development and expansion of new graduate programs, especially of new doctoral programs, (7) new initiatives for joint degree programs with other universities in the state, (8) the expansion of extended education and distance learning opportunities, (9) the development of a broad array of service and outreach activities to the community and state, and (10) the continuing development of multicultural and international courses and programs – all reveal a university realistically preparing for a future shaped by multiple societal trends while remaining true to the evolving mission of the university. This process reveals, too, a university engaged in shared governance and in realistic planning on how to allocate resources in order to achieve these goals and position the university to meet the challenges it faces in providing affordable educational opportunities to the state, region, and nation.

The strategic planning to achieve these aims has been conducted at numerous levels and across the university by faculty, staff, and administrative committees that have focused upon the long-range direction of the university in light of its mission and in terms of the economic challenges of the university and the state. This continuous and broadly inclusive planning process has been carried out by the Board of Governors, the President and President’s Cabinet, the vice presidents, the Deans of the colleges and schools, and the division heads and department Chairs of each academic unit in conjunction with their faculty. Overall curricular planning and program review have been carried out by the Deans of the academic units in conjunction with Academic Affairs, the Office of Assessment, the college and
university curriculum committees, the Academic Planning Committee, the Faculty Senate, and the Board of Governors.

The focus of this curricular planning has been to update the curriculum of existing programs and to develop new programs in response to current and future needs. It has also been to assess the achievement of each program in accomplishing its aims and to determine the viability of each program in relation to enrollment and graduation rates. Ultimately, the program review process focuses upon each program’s contributions to the university’s mission and to the educational and economic needs of the state and region. Together, institutional planning and curricular planning position the university to identify and to respond to new challenges in fulfilling its mission. These processes carried out at multiple levels across all segments of the university enhance the university’s performance and reputation by improving the quality of its academic offerings, its facilities, its grant writing and research efforts, its technology initiatives, and its progress toward Carnegie Classification as a Doctoral/Research Intensive Institution. These processes do so while also sustaining the university’s affordability for undergraduate and graduate students and thus the university’s enrollment viability and advancement.

This process clearly indicates the university’s strong focus upon joining the budgeting aspects of strategic planning with the institution’s mission. For example, the planning process centers upon the Mission Statement and related supporting documents that define not only the university’s values and goals, but the strategic and financial priorities for the university. This linking of budgeting processes with strategic planning allows for a reprioritizing of goals in light of changing environments and the emergence of important new trends within education. Such flexibility and responsiveness exemplify the university’s awareness of the relationship that exists between educational quality, careful deployment of university resources, and responding to a global, technological world while also remaining responsive to the constituencies the university serves. To achieve such complex aims, the university has incorporated into its strategic planning a broad range of internal constituents and, where appropriate, external constituents as well. Further, the planning process as a whole clearly identifies the institutional structures and authority for decision making about institutional
priorities and goals, and provides, as well, institutional constructs for their implementation and assessment.

The university is aware that the dissemination of information to the university’s broad constituency is an important factor of strategic planning, and thus (1) strategic planning documents, (2) the university’s Master Plan, (3) information on program reviews and on proposals for new programs, (4) discussion of the university’s Mission Statement and the Mission Statements of various academic units, and (5) information on enrollment and projected enrollment patterns are made available by print and/or electronic means and distributed widely. These methods of communication facilitate governance processes and activities and lend strong support to the university’s goal of shared governance.

The university’s planning documents and the minutes that emerge from committee deliberations all indicate that careful institutional attention is being paid to important emerging factors such as (1) technology, (2) economic and budgeting downturns within the state, (3) demographic shifts within the state and region, and (4) globalization of the curriculum in response to international trends. Thus, the university is engaged in significant planning that reveals the intention of environmental scanning, in which the goal is to examine all aspects of the university’s function in carrying out its mission. This effort is undertaken so that the university may respond fluidly, flexibly, and effectively to emerging trends and altering needs as the economic and societal environments the university faces also change.

The university’s strategic planning process supports a major aspect of Criterion 2d in evidencing the organization’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. In view of these important goals and commitments, the university has fostered a broad, innovative, and mission-driven response in the areas of (1) instruction, (2) research and creative activities, (3) community service and outreach, (4) technology, (5) economic development, (6) intellectual and cultural enrichment activities, and (7) innovative educational programs and delivery systems. All of these components
connect the university with the community, state, and region and enable the university to fulfill its mission as a major educational institution.

It is clear that the university’s mission informs all levels of planning and serves to promote excellence within the structures the university develops to respond to the values and goals inherent in its mission. To engage all levels of the university in planning, a sense of heritage has guided the planning process as the university prepares for its future and works to ensure that resources are allocated to meet strategic goals and priorities. In working to meet the goal of planning that aligns with the university’s mission, the university has emphasized responsive planning that can adapt to changes in the state and region.

Thus, a high priority of the planning process has been to ensure that students are well prepared for and competitive within the workforce of a rapidly changing, global and technological society. In all aspects of the university, improving the quality of education and meeting future challenges have shaped the planning process in (1) effectively evaluating programs, (2) determining current and future resource allocations, (3) supporting research efforts, and (4) providing a flexible structure of design and implementation. This integrated approach to planning enables the university to combine operational and strategic planning in support of the highest standards of educational quality. Despite the fact that the university has faced difficult financial times and constraints in the past four years and may face similar budget constraints in the future, the broad planning process the university has implemented has ensured—and will continue to ensure—that the university uses its resources effectively in support of the values, goals, and commitments of its mission.

**Strengths**

- One of Marshall University’s greatest strengths in the area of institutional planning has been in its commitment to technology and technological infrastructure and maintenance. Despite limited resources, through effective long-range planning and creative thinking, Marshall University has been generally able to keep up with technology advancements and provide its students with access to both established and developing technologies.
• Marshall University has also displayed a strong commitment to racial and cultural diversity and has developed many programs to expose students to diversity.

• The university has strong public financial support as evidenced by the successful $100 million capital giving campaign.

• The university has strong government support as evidenced by the recent $35 million federal grant for the Robert C. Byrd Biotechnology Science Center, the $22 million federal grant for the Clinical Education and Patient Outreach Center, the $12.5 million grant for the Biotechnology Science Center from the West Virginia Economic Development Grant and the $30.5 million from the West Virginia Excess Lottery Bond Proceeds.

• The university is improving its strategic planning and evaluation process as evidenced by the recently announced planning process of President Kopp “Aiming for Perfection: Marshall’s Strategic Vision, Our Bold Constellation for the Future.”

• The university has annual opportunities to obtain additional state funding, particularly through the Peer Equity and the Research Challenge funding process.

• The university has a strong financial position which allowed the adoption of a plan to improve faculty salaries by an average of 6.5% in 2005-2006, classified staff by an average of 5% and non-classified staff by an average of 4%.

• The university has a long established history of data collection that is growing in comprehensiveness, usefulness, and importance.

• The university has established assessment processes that are validating institutional programs and providing useful feedback informing program and process improvements.

• The university has established close and important ties to our constituencies which provide a reliable barometer of performance and satisfaction.
Opportunities

- Despite this commitment and programs like the Carter G. Woodson Faculty Initiative, however, non-competitive salaries have hindered the university’s progress in attaining a more diverse faculty, which also hinders expanding diversity among the student body. A strong commitment to improving salaries could help the university increase both its faculty and student diversity. Diversity and enrollment might be enhanced if the university would place a greater emphasis on recruiting from a broader geographic region.

- The university is now fifth highest in the state in undergraduate resident tuition and fees for the eleven four-year public colleges and universities. This allows for some growth in fees and in revenue.

- With a new president and a new strategic planning process which is bold, inclusive, dynamic and ongoing, the university will be able to better respond to future challenges and opportunities.

- We should use the new Biotechnology Science Center to obtain additional grants and enhance the science education of the region and the state.

- We will continue to address faculty salaries to strengthen the retention/recruitment process.

- We plan to focus research in areas where we have strengths and fundraising opportunities.

- We will begin another capital campaign which can build on the success of the previous campaign.

- We can develop an off-campus center in Teays Valley/Putnam County, similar to the Mid-Ohio Valley Center (MOVC) in Point Pleasant.

- Performance indicators, assessment results and recommendations perhaps can be made more accessible for optimal cross institutional use.
• Documentation of specific and practical application of assessment recommendations could be made more readily available.

• A more formal (probably automated) procedure to establish and review administrative goals and objectives would provide more timely and consistent information which would improve the efficiency of the assessment process, e.g., a system to collect goals and objectives which would, 1) forge a tie to the institutional mission and goals, 2) provide measurement indicators, and an assessment of their accomplishment, and 3) roll up by administrative unit into a comprehensive annual plan and review.

• Better, i.e., more convenient, reporting from the existing administrative systems and continued evolution of the processes and systems to report, analyze, and disseminate assessment and evaluation data is needed.

• A comprehensive information system to track the program review process, promotion and tenure process and faculty accomplishments would improve efficiencies in these processes.