CHAPTER EIGHT
Engagement and Service
Criterion Five: Service and Engagement

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Marshall University fosters faculty, staff, and student outreach through service activities as defined in its Mission Statement. Each year, Marshall University students, faculty, and staff interact with thousands of external and internal constituents for whom we provide extensive outreach programs that support the university’s mission. These activities are defined and cumulated in an annual Outreach Report and a monthly newsletter, Outreach Outlook.

Our internal constituents include our students, faculty, staff, and administrators. Our external constituencies include government entities (Board of Governors, West Virginia Higher Education Policy Commission, and the West Virginia Legislature), other educational institutions (Secondary and Post Secondary), community (social and civic partners, employers, and business and industry), and individual stakeholders (parents, prospective students and alumni). All of them are well served by our mission that focuses on educating a citizenry capable of living and working effectively in a global environment by furthering the intellectual, artistic, and cultural life of the community and region. This is accomplished via all appropriate modes of delivery and communication.

Our rural regional community benefits from our promotion of quality health care delivery and economic development through research, collaboration, and technological innovations. By regularly reviewing the curriculum, degrees, and programs offered, and recommending necessary additions and deletions, we actively meet the changing needs of the state and region. Our internal constituents of faculty, staff, students, and administrators are supported and strengthened by shared governance of the institution. By appreciating and cultivating diversity, we value differences and promote the participation by all, not only in educational activities but in artistic and cultural programs and social activities.
Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

INTERNAL

Students

We learn from our student constituents via a variety of surveys including the graduating student survey; process/event surveys including focus groups, orientation student and parent surveys, campus visit surveys, open house surveys; surveys for achievement, tutoring, and welcome weekend; student’s satisfaction survey; course evaluations, and the Libraries LibQual national survey. Students have a formal Student Grievance Committee to deal with student complaints that they feel resulted in unjust or injurious treatment from a functioning unit and/or staff/faculty member(s) employed by Marshall University. Other methods for getting input from students include Student Government representation on committees including the President’s Council, Alumni Board, Board of Governors, many university committees including the search committee for our new university president.

The university further understands that students must be challenged to reach their full academic potential. Supports are in place to help each student reach his or her academic potential. These supports include the University Honors Program, housed in the John R. Hall Center for Academic Excellence. The Honors Program at Marshall offers capable and motivated students a chance to enrich their academic experience beyond the regular classroom. The program emphasizes independent and creative thinking, small class discussion, and a free and open exchange of ideas. Honors students work closely with distinguished members of the faculty in specially designed classes which typically meet Honors graduation requirements as well as general education requirements. Honors students enjoy a unique camaraderie, both inside and outside the classroom, with others like themselves who want to be challenged and want to gain the most from their college experience. Each year around 500 students participate in the Honors Program. On average, 25 students graduate each year in “University Honors.”
The Buck Harless Student Athlete program is dedicated to assisting athletes in all areas of academics in order to achieve the high standards of academic scholarship expected of Marshall student-athletes. The program encourages student athletes to grow academically and to explore various academic programs in a guided, supportive atmosphere that builds academic confidence and success.

The Office of Disabled Student Services provides the educational and physical accessibility support necessary for students with disabilities to achieve their academic goals. The service also strives to empower students with disabilities to be as independent as possible.

The Higher Education for Learning Problems (H.E.L.P.) program was organized in 1981. This program currently serves over 200 students with learning disabilities. H.E.L.P. provides qualified students with assistance to help them improve their study skills, memory, organizational skills, ability to take effective classroom notes and study for tests.

Study Abroad programs are available for students who have completed their freshman year. Studying abroad enhances students’ credentials and enriches their lives. Studying abroad can assist students in becoming "fluent" in a language other than English. It can also help them to become "culturally literate" and teach them how to learn from others around the world. Studying abroad can enhance their qualifications for a career in a world that is becoming increasingly interdependent.

Tutoring Services provide qualified peer tutors to help students who feel they need extra help in mastering course material. The Writing Center is offered by the Department of English. The Writing Center serves Marshall’s student writing needs, offering tutoring by students, for students.

The University College Advising Center, housed in the Community and Technical College building, is administered through the Office of Enrollment Management. The center offers services including academic advising for undecided students and University College students. It also offers campus workshops, professional advisors, assistance to students with course scheduling and registration, and resource materials on MU majors.
**Staff**

A basic goal of the performance assessment program is to provide a simple, forward-looking development tool for employees and their supervisors. The questions on the form are open-ended so that employees and supervisors have a degree of flexibility about how the assessment process is approached. The staff annual assessment evaluation form provides an area for the staff member to define their needs and make formal requests of their supervisor on items that will assist the staff member. To also serve the interests of staff members, Classified Staff Council has representation on the President’s Council, on Marshall University Board of Governors, and on many campus committees including search committees. Human Resources provide a customer feedback link to assure that the staff are meeting clients needs.

**Marshall Employee Relations** is an expression of philosophy and a set of processes whose purpose is to nurture excellent working relationships among faculty and staff at Marshall University. The employee relations function supports problem-solving, mediation, due process, fair play, equitable treatment, fair application of policies, and the worth of individuals including full grievance process and procedures. Classified Staff Council works with other state institutions on compensation issues and routinely is active in legislative sessions. Staff Council selects certain holidays for the university calendar.

**Faculty**

We learn and respond to faculty needs via Faculty Senate and their committees, Graduate Council, most university committees, program reviews, annual reports, curriculum reviews, accreditations, many users groups including Banner, and evaluation of administrators.

The university understands that high quality instruction in the classroom is essential. To enhance the quality of instruction the Office of Academic Affairs established the Center for Teaching Excellence in the fall of 1999. This center helps faculty enhance the nature and quality of the educational experience of all Marshall students through instructional and career development opportunities. University faculty must be experts in the processes of teaching
and learning as well as experts in their discipline. The activities of the center are designed to encourage innovative and effective teaching methods which will stimulate student learning.

**Administrators**

We learn from administrators via the Presidents Cabinet, Presidents Council, the Deans Council, evaluations, and numerous committees. Non-Classified staff has a newly formed council that is not as mature or as well organized yet as the Classified Staff. As budgets allow, administrators attend meetings of their professional organizations (CASE, the Council of Graduate Schools, Council on Occupational Education, AACRAO, AASCU, SCT Banner User Group, etc.) to develop their effectiveness and professional satisfaction.

**EXTERNAL**

One method that we learn from our community is from major educational legislation that has been passed by the West Virginia Legislature over the past ten years that is in direct support of the state’s needs. Marshall University also has institutional representatives to the West Virginia Legislature and has a Vice President for Federal Programs to respond to federal issues. Additionally, over the past few years a video news program called Headliners has been providing a conduit for the university to host opinion leaders as well as have institutional representatives share their expertise and input on key issues.

**Advisory Boards**

A major method that ensures Marshall University learns from the constituents it serves is through the use of advisory boards and councils. As part of our annual Institutional Compact with the West Virginia Higher Education Policy Commission, we must respond with ways we track and develop close linkages between Marshall University and business, labor, government, and community and economic development organizations. Our base data for 2000 included 550 external individuals from business and industry who are involved in advisory councils, committees or in individual arrangements that work with Marshall
University to mesh the needs of their respective organizations with the programs of the institution. These are established to support the needs of both internal and external constituents. Additionally, Marshall University students, faculty, staff and administrators volunteer to serve on numerous external advisory boards that influence all aspects of our community. The following are just a few examples.

**Internal**

Research and Creative Activities Advisory Council is made up of faculty representatives from all colleges and institutes and its primary purpose is to find ways to enhance Marshall's research and creative activities through the identification of common challenges and a collective search for effective solutions. The council works with research faculty, administration and students to improve the institutional environment for research, strengthen the interdependence between research and creative activities, increase public awareness of Marshall research, focus resources on nationally relevant and regionally competitive research, and increase research and creative activities.

The Information Technology Council (ITC) is the official university council governing university wide policy for computer, library, distributed education and network usage at Marshall University. All major university constituents are represented on this council.

The Marshall University Outreach Roundtable includes individuals involved in various university Outreach activities. Its purpose is to actively exchange information on outreach projects and plans to minimize duplication and to assure that our greatest outreach needs are met with a consolidated effort.

University College established an advisory board the fall 2003 to provide oversight and future direction for the New Student Seminar (UNI 101).
External

In addition to the Child Care Academy Advisory Board and the Yeager Scholars’ Board, several colleges have advisory boards. The **Lewis College Of Business Advisory Board** was established to provide the people, programs, knowledge, skills, and technology essential to meet the needs of the State and the region. Marshall University's **Early Education Center** is a nationally accredited laboratory for the College of Education and Human Services at Marshall University and utilizes a Parent Advisory Board. It is housed in the Family and Consumer Sciences (FCS) program area and provides a high quality child-centered program that promotes the development of social competency, communication abilities, thinking processes, feelings of self worth, aesthetic appreciation and independence. The children actively participate in constructing their learning through a play-based negotiated curriculum rooted in problem solving.

**Integrated Science and Technology** (ISAT) of the College of Science provides an alternative to traditional studies in science, technology and engineering that is designed to meet the needs of today's employers. It is a "hands-on" program of study that emphasizes practical skills and knowledge leading to employment in the work force or to further education. It is guided by an Advisory Board of professionals in each field of study. The Graduate College also has an active Advisory Board consisting of sixteen individuals who provide external input and support for graduate education.

**Marshall University Research Corporation** (MURC) has addressed the need for objective, experienced outside directors and an increased role for faculty in the research corporation. A new 16-member board of directors for (MURC) was created this year.

**Autism Training Center** (ATC) is an amazingly active program that provides much needed help to the local community and throughout the State of West Virginia. Individuals at the ATC are overseeing the following projects/programs: Family Focus
Positive Behavior Support; Special Education: Autism; Surveillance of Autism; Professional Development for in-service teachers and paraprofessionals; Circle of Friends Preschool; and an Asperger program for college students. The Autism Training Center Advisory Board serves to advise the center’s executive director in matters relating to the mission of the center, which is to provide education and training to families, educators and anyone involved in the life of a West Virginian with autism and who is registered with the center.

Athletics has three advisory agencies that provide a general review of the policies and operation of the athletic program. The Athletic Advisory Board is composed of a broad spectrum of university and community representatives. They meet quarterly and inform and advise the president on athletic matters including institutional compliance with NCAA and the university's progress on addressing minority and gender equity issues. The Faculty Senate Athletic Committee exists to review policies of the athletic department, to monitor the goals, standards, conference affiliation and academic standards, review the budget, and provide representation on search committees for head coaches. The Student Athlete Advisory Committee provides input for an enhanced transportation plan to get students to practice venues and actively engage athletes in community service activities including Feed the Hungry for the Holidays.

To maintain a relationship with the victim advocate community, a Marshall University Forensic Science Center employee serves on the Executive Board of the local rape crisis center which provides sexual assault awareness as well volunteer victim advocates in cases of sexual assault. In addition to advancing the Sexual Assault Response Team (SART) development, the Marshall University Forensic Science Center has also promoted the Sexual Assault Nurse Examiners (SANE) agenda at the state and local level by maintaining a close working relationship with West Virginia Foundation for Rape Information and Services, Inc. (WV-FRIS), a network for the sexual assault service providers in the state of West Virginia. Marshall University Forensic Science Center personnel serve on the WV
SANE Advisory Board and the department participates in the SANE initiative in the development of a website to provide information to victims and service providers; they also provide a web-based application to track and evaluate evidence from sexual assault kits from collection to evidence processing at the state crime lab.

The Appalachian Diabetes Health Promotion Network (ADHPN) is a collaborative effort between Marshall University, the West Virginia Bureau of Public Health, and the Claude Worthington Benedum Foundation, and its advisory board consists of members from these agencies. The purpose of this program is to develop operational models for diabetes outreach programs in rural Appalachia.

Several scholarships/programs have established advisory committees including the Honors Council, the International Student Scholarship Fund and Yeager Scholars that serve to meet the unique needs of each program.

As indicated earlier in this self-study, the decline in West Virginia high school students represents a significant challenge for the organization. An analysis of the data has resulted in a redefining of the prospective student market. Although the primary focus of the institution will continue to be on in-state students, a more comprehensive approach now includes a focus on out-of-state students, transfer students, international and nontraditional students, early entry students and graduate students. A more targeted marketing plan will allow the needs of each of these individual constituencies to be more adequately met. This focus also more closely reflects the mission of the institution to increase the diversity of its student population.

The capacity and commitment to engage these new markets has been illustrated by the development of new scholarships to mirror the focus on out-of-state and transfer students; the development of 2+2 articulation and transfer agreements with our partner schools; the focus on K-12 through such programs as the Principal-Counselor Conference, the Community College Symposium, the Strengthening the Senior Class Conference, and through numerous service programs in Financial Aid, Career Services, University College and Admissions.
Additionally, Marshall has been very aggressive in the development and promotion of online education to provide access for all of our constituents.

Marshall’s off-campus outreach centers include the Teays Valley Regional Center, the Southern Mountain Center, and the Mid-Ohio Valley Center. Marshall University’s Teays Valley Regional Center is dedicated to making higher education opportunities more accessible to people in Putnam County and the surrounding region. Since it was established in May of 1997, the center has brought general education courses, as well as special interest classes to the area. These classes are available to qualified high school students and to Marshall University students, both traditional and non-traditional.

The Mid-Ohio Valley Center delivers core courses and specialized programs of study through day-time and evening time periods which meet the needs of accelerated high school students, traditional college age students, and those adults who have chosen to return to school. Courses are offered in the areas of Master of Arts in Education, Business, Communications, English (composition and literature), Humanities, Mathematics, Science, Social Studies, Nursing, and the Regents Bachelor of Arts (RBA) Program.

The Southern Mountain Center (SMC) is Marshall University’s regional center located in the southern mountain region of West Virginia. Its mission is to provide bachelor’s degree programs and master’s degree programs to this area of the state. The SMC collaborates with the Southern West Virginia Community and Technical College (SWVCTC) and the Larry Joe Harless Community Center to provide degree programs, as well as additional upper division and graduate courses. Through the use of technology and traditional instructional methods, students are able to continue their education beyond the associate degree level without leaving the region. In addition to faculty in the classroom, the SMC uses satellite delivery, interactive television, and the Internet to offer courses.

Courses are also offered at three different sites throughout the southern area. In Logan and Williamson, West Virginia, courses are offered on the campuses of SWVCTC. In Gilbert, West Virginia, courses are offered in the Harless Community Center. Degrees offered at these sites include: Bachelor of Business Administration (B.B.A.) in Accounting, Bachelor of
Science in Nursing (B.S.N.), Regents Bachelor of Arts (R.B.A.), and a Master of Science (M.S.) in Adult and Technical Education. Other courses are offered in history, education, communications, social work, etc. These courses are often used as electives in the degree programs.

Service Learning will be discussed in more detail later in this chapter, but here it is important to note that unlike internships, clinical experiences, and other practica, service learning projects must meet both the learning objectives of the student and the needs of the community partner. Thus, curriculum development in service learning begins when the community articulates its needs to the program. The program offers to potential community partners several avenues for input (through interviews by phone or in person; through surveys competed by mail or via the program’s website; or through the director’s networking at community events). The program then makes available to faculty these assessments of community needs (again, via the website, through faculty training workshops, or during one-on-one consultations), at which point specific instructors work directly with a community partner to construct a project that is mutually beneficial.

**Core Component 5b**

*The organization has the capacity and the commitment to engage its identified constituencies and communities.*

Marshall University is committed to engaging with its constituencies and communities. Marshall performs periodic environmental scans through surveys and focus groups to remain aware of community needs. The university has mobilized its resources to engage with internal and external constituencies. During the past decade it has vastly increased its capacity to provide interactive service and support to its constituent communities.

**INTERNAL**

Marshall University routinely uses off-the-shelf productivity tools such as Microsoft SharePoint to engage its constituents. SharePoint has been used for the new [Strategic Vision](#).
planning project to allow individual discussion areas, survey tools and areas for anyone on campus to upload and share documents and resources for the strategic planning process. A prime example of the power of this tool has been the actual self-study process. SharePoint lets you easily find, share, and publish critical institutional documents that are collected as part of the Self-Study review process. Once the actual committees began with the writing of the draft documents, easily accessible document locking, versioning, and publishing became critical features for members of the self-study committee.

One method used to engage all internal constituents is the access to online voting during Student Government Association elections. The faculty, staff and students use eVoting for all major elections including Student Government, Faculty Senate, and Classified Staff Council. MU needed a way to improve participation in elections. Paper ballots are inconvenient, require manual tallies and can be unreliable. Online Voting Service’s eVoter was acquired in 1999 to solve these problems while insuring voter privacy and the integrity of the voting process. This application is accessed via MyMU portal and is interfaced to the university Banner Administrative system. It provides web-based customized elections based on any MU constituent’s election requirements.

The administrative interface allows for the configuration of all parameters including candidates, amendment text, voting instructions, college information and the date/time range that the election will begin and end. Voting has increased dramatically based on ease of use, access from all campuses and home and the immediate real-time summaries of vote tallies and percentage distribution of votes across colleges/majors. A similar survey tool is also available to all internal constituents with similar interfaces to our internal administrative systems. Satisfaction surveys were issued during the first full year of deployment of eVoter with very positive responses. All internal constituents have continued to prefer this method of voting and have not returned to paper voting since eVoter was deployed. The survey tool is also very popular among internal constituents and is used for numerous projects where internal feedback is important.
**Students**

By providing all students with MU email addresses, faculty and administrators have a way of contacting students easily as needed. Online students are engaged in a variety of ways via the classroom, service learning, student organizations, residential living, learning communities, capstone experience, internships, work study, student assistantships, graduate assistantships, student research, clinical experiences, Writing Across the Curriculum, and the Marshall Plan. General, service oriented organizations such as: Alpha Phi Omega promote leadership and service. Circle K is a community service organization affiliated with Kiwanis International. Circle K International is based on three fundamental principles: Service, Leadership, and Fellowship. Gamma Beta Phi Honor Society is an honor and service organization. Graduate Student Council’s purpose is to give the post-graduate community a dynamic forum to voice their concerns at Marshall University. Lion’s Club is committed to community service.

**Faculty**

We engage our faculty in numerous ways including research, Faculty Senate, joint teaching of classes, involvement in university committees, opportunities through Center for Teaching Excellence and a variety of opportunities aimed at professional development, life-long learning, service, and through the President’s State of the University Address.

**Staff**

We engage our staff in a variety of ways including staff professional development, granting tuition waivers for courses, Human Resource training, web-based training available at their desktop, evaluation procedures, committees, grant writing, and by having them serve as student orientation leaders.

Each area maintains programs to develop the knowledge, skills and abilities of the classified staff of each campus. The institution’s interests are best served through the acquisition and development of a skilled and highly trained work force in which each employee is informed of the best methods of performance and of the importance of his/her role in relation to the
goals and objectives of the university. The primary responsibility to accomplishing these ends resides at the institutional level.

EXTERNAL

Our external constituencies and communities are engaged with the university via advisory boards, community multicultural events, Leadership Tri-State, the Chamber of Commerce, Heritage Farm group, the Marshall Center for Business and Economic Research (CBER) Economic Scans, service learning, health care outreach, various partnerships, and through fine arts activities. Our external constituencies are also engaged through our Biotechnology Center, BioAbility, Alumni Center, newsletters, various boards, Prospective Student parent magazine, research, creative arts, alumni chapters, annual DC trip, and through Open Houses and the Welcome Weekend.

Marshall University has maintained a long tradition of providing high quality outreach programs to its constituencies. Marshall is very committed to its outreach efforts and has incorporated the importance of outreach into its Mission Statement: “Marshall University fosters faculty, staff, and student outreach through service activities.” Marshall has several structures and processes in place that enable effective engagement and service interactions with its constituencies. A prime example of this is the Allied Artists Association art exhibit held in Drinko Library, the mission of which is to encourage, nurture, and present the work of West Virginia artists to the community and our campus.

Marshall University faculty, students, and staff serve over 229,000 external constituents every year. Marshall University responds to identified community needs through its outreach programs. We work with the community in the attainment of grants, through the offering of services and through partnering with a myriad of off-campus entities.

Student Service Organizations

There are over 150 student organizations on campus, most of which spend time on community service. Some are specific to students’ majors, others are service oriented.
Those specific to academic disciplines include Alpha Chi Sigma (Gamma Eta Chapter), Professional Chemistry Fraternity, which works for the advancement of chemistry both as a science and as a profession. Kappa Delta Pi is an international honor society in education that is dedicated to scholarship and excellence in education. With membership open to the public, Marshall University Society of Poets’ mission is not only to make their members better writers, but better readers as well. The National Student Speech Language and Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. Phi Alpha Theta Honorary Society is a professional society whose mission is “to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians.” They seek to bring students, teachers and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by members in a variety of ways.

Psi-Chi, the National Honor Society in Psychology, promotes psychology related events on campus, such as Marshall's annual Tri-State Psychology Conference and Psychology Awareness Week. Members are also active participants in community service projects such as Marshall Day of Service (formerly Sweat Equity Day) and Habitat for Humanity.

Marshall’s students provide an enormous amount of service on behalf of the university. It is a win-win situation for all involved. A service that is needed is provided to the community, and the student’s education is enriched via that engagement.

Community Healthcare Needs

Faculty, staff, and students of the Joan C. Edwards School of Medicine provide service to the community through outreach programs such as non-reimbursed care at Ebenezer Community Outreach, Doctor’s Care of Cabell County, Lincoln Primary Care Center and Tug River Health Associates in McDowell County. The unique Children’s Health project van delivers pediatric services to children in some of West Virginia’s most rural areas. Members of the Marshall University Joan C. Edwards School of Medicine maintain mutually beneficial relationships with the community through outreach programs such as the Combined DNA
Index System (CODIS) Lab, Safe & Secure School Bus Project, Sexual Assault Nurse Examiner (SANE), Paternity Testing, the Marshall University Medical Center, and the MU/Cabell Huntington Hospital Rehabilitation Program.

The Robert C. Byrd Center for Rural Health which serves more than half of West Virginia’s counties, attempts to reduce the isolation of rural health care providers so that they can continue to practice in rural areas and so that rural people have better access to health care. Major projects under way at the Center for Rural Health include diabetes care, smoking cessation, care for rural elders and rural cancer prevention. The center also houses an ultra-modern learning technology center to support rural providers, as well as offices for two regional positions of the West Virginia Department of Health: the tobacco control office and the community health promotion/disease prevention specialist office. In addition, the center contains an auditorium and teleconferencing center, the Health Sciences Library, and administrative offices of the School of Medicine.

Social Outreach

While independent of Marshall University, Mission West Virginia is a non-profit Marshall Outreach collaborator that assists in forming new partnerships, encouraging innovative social change, and building stronger communities in West Virginia. Many sectors of the university are involved with programs like e-IMPACT, which focuses on providing computer hardware and training to people across the state and Appalachian region who would otherwise find it difficult, if not impossible, to bridge the digital divide and develop the skills necessary to succeed in the emerging information-based economy. Project S.A.F.E assists inmates in reintegrating into society by utilizing mentors from local congregations and the university to create a support network to assist ex-offenders as they transition back into society and chart a new course in life. Mission WV works closely with Marshall’s West Virginia Prevention Resource Center (WVPRC) to build the capacity of individuals, organizations, and agencies to promote the well-being of their communities. The WVPRC does not provide direct service but instead provides training and technical assistance, communication and information sharing, and accountability and evaluation. Marshall University Green Computing Initiative,
Information Technology, MissionWV and the Cabell County Solid Waste Authority annually sponsor a personal computer recycling drive.

**Serving External Constituencies**

The mission of the Marshall Technical Outreach Center (MTOC) is to establish Marshall University as the leader in technology outreach in the Advantage Valley region so that information is actively exchanged with external audiences benefiting the individuals, communities, and organizations served, as well as Marshall University. Technology outreach allows Marshall University to enhance the lives of the community through integrating the university externally and dissolving barriers to traditional technology education. Individuals who may not have the opportunity to be part of the formal campus can be linked to the university through outreach activities.

The Marshall Technology Outreach Center publishes a monthly newsletter, *Outreach Outlook*, which connects the community to Marshall by making the community aware of the available outreach projects and programs at Marshall University. The newsletter is distributed to K-12 counselors, community members, and Marshall faculty and staff. Past issues of the newsletter are available on the MTOC website. In addition, the Marshall University Outreach Roundtable, which is made up of both on-campus and off-campus representatives, was developed by the MTOC to promote effective communication and engagement with the local community. The Roundtable meets quarterly to discuss various outreach projects and activities which are currently under way, as well as plans for upcoming outreach projects.

A database describing Outreach programs including the number of individuals served has been provided annually since 2000 by the Marshall Technology Outreach Center. For 2004-05, Marshall University sponsored outreach activities involved **229,000 people**. MTOC also offers various technology camps for different segments of the community. In 2003 and 2004, several Youth Technology Camps were hosted for middle school children during the summer. Camp activities can be viewed online. In 2005, a Technology Camp: Computer

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Basics was hosted for retired citizens. This Camp enabled retired citizens to obtain the computer skills they needed to utilize a computer for basic functions such as email, Internet research, and basic word processing functions. A Technology Outreach Strategic Plan is also available.

Marshall has a partnership with the Herald-Dispatch, Huntington’s local newspaper, which runs a full page devoted to information about activities at Marshall University each Sunday and Monday. Channel 25 is the Marshall University community education cable channel that is shared with the K-12 community. Everyone with cable TV in the university’s viewing area receives this channel. Major university events that are of interest to the community are available to the Greater Huntington area.

**K-12**

Marshall University has a very strong partnership with the K-12 environment. Marshall’s College of Education and Human Services provides the K-12 arena with educational resources and opportunities through various programs such as the Appalachian Rural Systemic Initiative (ARSI), the June Harless Center Distance Learning Project, a demonstration site at Kellogg Elementary School, the IBM Learning Village, Partnership Schools Project, and Toyota’s Science on Wheels. Science on Wheels was a joint project between the Toyota USA Foundation and Marshall University (College of Education and Human Services). The project consisted of a member of the Marshall University staff who traveled around in a specially equipped minivan to local elementary and middle/junior high schools to do science presentations. The students were guided through educational and entertaining science experiments.

The School of Extended Education offers the College Courses in High School Program which provides high school students an opportunity to find out what a college class is like, gives students an opportunity to “jumpstart” their college careers, reduces costs (approximately 1/3 the cost of an on-campus course), requires no driving to campus or trying to find a parking space on or near campus, and increases students’ self-confidence.

Faculty, staff, and students of the College of Science also provide service to the K-12 community through Health Science and Technology Assessment (HSTA), LEGO City.
Project MERIT (Mathematics Education Reform Initiative for Teachers), WV State Science and Engineering Fair, and Appalachian Collaborative Center for Learning (ACCLAIM).

Marshall’s K-12 technology outreach has been steadily increasing. We have taken a leadership role in providing access to university and non-university resources through technology by offering gateway services that link K-12 schools with university departments, as well as outside organizations such as museums, zoos, and NASA. Marshall University has also become a provider of K-12 enrichment programming via the Community School for the Arts Project in which Marshall and the Huntington Museum of Art collaborate to offer cross-curricular programs to elementary schools.

Based upon the demand for such a program, Marshall University has developed and implemented a web-based program in library science to meet the need for K-12 school media specialists to obtain graduate certification. Courses allow students already in the workforce to complete coursework with few or no visits to Marshall’s campus.

Community

In addition to educational outreach programs, Marshall shares expertise, skills, and time with external constituencies via other community outreach projects. Faculty, staff, and students of the College of Health Professions provide service to the community through programs such as the Ebenezer Outreach Clinic, the Appalachian Rural Outreach Primary Care Nursing Center (AROPCNC), the Marshall University Speech and Hearing Center, the Scottish Rite Childhood Language Center, and RuralNet. Their faculty also serve as board members and volunteers at numerous agencies such as Ebenezer Medical Outreach, St. John’s House, Lincoln Primary Care Center, Head Start in Logan, Lawrence, and Cabell Counties, and the West Virginia Dietetic Association.

In an effort to help feed those less fortunate, Marshall students and faculty advisors from several departments joined forces in 2004 and 2005 on a project titled “Empty Bowls.” Ceramics students and others created nearly 1000 soup bowls, and Weaving students created blankets, which were then sold at a soup luncheon at First Presbyterian Church in downtown
Huntington. Journalism, Graphic Design, and Marketing students provided the necessary public relations to promote the event to the university and regional community. These departments also absorbed the costs of the event, ensuring that all proceeds, totaling over $10,000, were donated to the Huntington Area Food Bank, which serves multiple food pantries and similar charities across the Tri-State region.

Recognizing that children who live in poverty are especially at risk for problems learning to read, faculty and students from the Department of Communication Disorders engage in emergent literacy activities with young children at the Huntington City Mission while the staff conduct parent meetings. Faculty and students meet with people from the City Mission on a weekly basis.

The Department of Modern Languages, and in particular the Spanish section, translates and interprets regularly for the community. Sometimes there are fees involved, but frequently the services are provided gratis. The department has assisted the Huntington Police Department, the West Virginia State Police, Cabell-Huntington Hospital and St. Mary’s Hospital, in various types of emergencies. Members of the department have interpreted for various courts and for lawyers in town. Translations involve documents such as birth and marriage certificates, medical records and adoption papers. Occasionally there are requests to translate articles, pamphlets providing instructions or leaflets advertising a product, and invoices and letters for area businesses. The Office of Admissions at Marshall University has requested the translation of student transcripts from European and Latin American Universities and members of the department have always complied. The College of Liberal Arts also runs a Psychology Clinic that is available to the community.

Marshall is actively engaged with the community through its involvement in local business and economic development programs. Faculty, staff, and students of the Lewis College of Business provide service to the community through programs such as EntrePREP, the Leadership Intern Program (LIP), Making Jobs–the Mini-Society entrepreneurship workshop, the Robert C. Byrd Institute for Advanced Flexible Manufacturing (RCBI), and Careers in Coal. Additionally, members of the college’s faculty are active in professional organizations
such as the Society for Human Resource Management and the American Accounting Association. Faculty members also do consulting work for regional companies.

Faculty, staff, and students of the College of Information Technology and Engineering provide service to the community through programs such as Exploring Engineering: Academy of Excellence (EEAE); the Center for Environmental, Geotechnical, and Applied Sciences (CEGAS); the Infinity Project; and the Rahall Transportation Institute, which are involved with K-12 outreach initiatives.

The Community and Technical College, although no longer an official part of Marshall University, provides service to its external constituents through numerous programs such as the Cisco Networking Academy, Computer Learning Center, Continuing Education, Deckhand Training, Earn a Degree/Graduate Early (EDGE), LEGO Camps, Read Aloud Project, Skills Training Employment Program (STEP), and the Small Business Development Center. Combined, these programs served a total of 2,258 individuals in 2004.

The Enrollment Management division TRIO program assists individuals in the community through service programs such as Financial Aid Workshops, Admissions’ presentations, Day on Campus programs, and Career Service events and placement services. (Low-income, first generation youth and adults are served by staff and students of the TRIO programs through outreach programs such as Upward Bound, Educational Opportunity Center, Student Support Services and two Talent Support programs.) Marshall University libraries provide service to the community through Library Instruction Sessions, serving over 4,770 individuals, and through the Library Associates Program.

Faculty, staff, and students of the Marshall University Graduate College provide service to the community through programs such as the Summer Enrichment Program, the WV Prevention Resource Center, and WebCT Conference. Combined, these programs have served an average of 12,820 individuals. Members of the Marshall University Graduate College maintain mutually beneficial relationships with the community through outreach programs such as the Accomplished Teachers’ Project (ATP) and the Marshall University Community Clinical Services Center in South Charleston. Members of virtually all colleges
and schools provide service to the professional community through participation in state level professional organizations.

**Global Environment**

The university reaches out to the world by educating a citizenry capable of working effectively in a global environment. The university concomitantly encourages students to participate in either the student exchange or study abroad programs. The National Student Exchange Program, of which Marshall is a member, allows students to study at other universities in either the United States or Canada.

The National Student Exchange is a consortium of four-year colleges and universities in the United States, its territories and two universities in Canada. The program features a tuition reciprocity system which allows students to attend their host institution by paying either the in-state tuition/fees of their host institution or the normal tuition/fees of their home campus. Work completed while on exchange at the host campus is brought back to the home institution and credited to the student’s degree program. Marshall also offers a Study Abroad Program. Honors students, in particular, are encouraged to enroll in foreign study programs for a summer term or an entire semester. Marshall University offers a variety of study and exchange programs in Japan, New Zealand, England, France, Spain, Mexico, and Korea. Scholarships are available through the Honors Program.

The Center for International Programs was established in 1993. Its mission is to assist in globalizing Marshall University and the surrounding community through a coordinated effort. In addition, the Marshall Plan requires that every student complete six-credit hours of international courses so designated by the university.

**Cultural Environment**

The university furthers the intellectual, artistic, and cultural life of the community and region by sponsoring numerous lectures, musical productions, plays, and art exhibitions. The Marshall Artists Series represents a cooperative effort between the university and the
community to bring professional theatre, musical performances, and international films to the surrounding community. The Birke Art Gallery holds lectures and exhibitions which are free and open to the public.

The College of Fine Arts provides service to the community through the Community School for the Arts and the Fine and Performing Arts. Combined, these programs serve an average of 77,711 individuals annually via numerous lectures, musical productions, plays, and art exhibitions.

The Department of Art sponsors events throughout the academic year. In addition, the Department of Music sponsors numerous musical performances throughout the year. The Department of Music’s Preparatory Division offers music instruction and enrichment in private and group settings for all age groups. Individuals do not need to be enrolled at Marshall University to participate in these programs.

The Department of Theatre offers faculty-produced plays featuring students and non-student talent throughout the year. The Pickled Pepper Players is a touring children's theatre company sponsored by the Marshall University Department of Theatre. The company consists of students in our professional training program. Pickled Pepper performances run about 30 minutes. The performance may be followed by discussion between the actors and the student audiences. Prior to the performance dates, schools and teachers receive a classroom guide with discussion topics and suggested activities to prepare their students for the presentation and to assist teachers in building on the children's experience.

To lift the spirits of those affected by Hurricane Katrina, in December 2005 the Pickled Pepper Players gave a number of performances along the Gulf Coast. An appreciative citizen of Bogalusa wrote a letter to the editor of the Herald-Dispatch, praising the efforts of Marshall University.
Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Marshall University is very involved with its constituencies and with the community and quickly responds to those who rely on it for service. Marshall is responsive to its internal constituencies, which consist of students, staff, faculty, and administrators, as well as to its external constituencies.

We have responded to students’ needs in numerous ways including increased campus parking via a parking garage, the President’s Strategic Plan Survey, Student Satisfaction Survey, course and faculty evaluations, degree audit, block scheduling, extended hours, off-site centers, access online, adding Open Houses, Honors Council, UNI 101 peer mentors, student ambassadors, extending late registration, payment plan, One Card, scholarships, financial aid, multicultural events, and a survey in Orientation through which students may obtain a tutor.

We have responded to staff needs through staff employee of the month awards, establishing a Staff Council office, and professional development opportunities.

Our response to faculty has been in various forms including an Annual Report – Planning Page, Faculty Senate, faculty and staff grievance policy, shared governance, Banner training, advisement training, and assistance with teaching effectiveness.

We have responded to the needs of our external constituencies in a variety of ways including One Room School and CrossRoads 2000 Projects. These two National Telecommunications and Information Administration – Technical Opportunities Grants (NTIA-TOP) provided an easily replicable model for sustainable, cost-effective distance learning via Marshall University. These early pilot grants set the national stage for demonstrating the benefit of rural broadband by linking the university technical know-how with community needs. These grants created multi-use learning resource centers providing high-speed access to online education, video streams, health services, interactive meeting for economic development, education and health care, new economy career training software and global informational resources to our most rural and disadvantaged WV populations. These technologically
advanced centers in Logan, Wayne, Mullins, Gilbert, Point Pleasant, Gassaway and South Charleston directly served more than 9,000 West Virginians providing them with lifelong learning, economic and education skills for the 21st century.

Examples of K12 responsiveness include the annual Principal-Counselor Conference, the state P20 Council, and the June Harless Center. Business responsiveness includes cooperative training agreements and specialized training for major employers including Alcon and INCO and the overall mission of the Institute for Development of Entrepreneurial Advances (IDEA). We are responsive to our legislative group via Legislative Liaisons. The Social Justice Annual Report includes information on the institution's efforts in the area of social justice which is reviewed by the Commission on Multiculturalism and includes what was accomplished: short term (one year) goals; long term goals; and the financial commitment utilized to achieve the goals.

Marshall University remains dedicated to improving the quality of West Virginia’s teachers through the Accomplished Teaching Project (ATP). The ATP provides support for teachers seeking certification from the National Board for Professional Teaching Standards (NBPTS). This project is vitally important as education scholars agree that the single most effective way to increase student achievement is by increasing the quality of the teacher. In the past five years, the ATP has evolved into a state-wide system of support for over 100 National Board Candidates. The program includes a two-day summer institute, and six hours of intensive coursework and support during the certification process. We have been very successful at meeting our goals: spreading the support program and supporting teachers through their certification process. Our success rate is above the national average which translates into improved student achievement in the state of West Virginia.

INTERNAL

Student Voice

Marshall values the thoughts and opinions of its internal constituents, the students, and responds accordingly. Each spring all students graduating from Marshall University are surveyed by the Office of Program Review and Assessment with assistance from the Office
of Institutional Research and Planning. In addition, an annual Association of American Medical Association Survey is given to each graduating medical school class. The survey includes questions regarding the academic setting and other information related to student satisfaction.

Marshall University libraries utilize LibQUAL+, a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. The Association of Research Libraries (ARL) offers these to the library community. The program’s centerpiece is a rigorously tested web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals are to foster a culture of excellence in providing library service; to help libraries better understand user perceptions of library service quality; to collect and interpret library user feedback systematically over time; and to provide libraries with comparable assessment information from peer institutions. Two student surveys have been conducted, in 2003 and 2005, the latter yielding 445 undergraduate, 155 graduate, and 87 faculty responses. Other surveys of students including Career Services, Orientation surveys, and the UNI 101 survey.

In addition, the Student Government Association (SGA) sees all documents regarding students and gives input on them to the Faculty Senate and the President’s office.

Several offices and student organizations promote diversity on campus and support students with differences. Major organizations and offices that promote diversity are Multicultural Affairs and The Center for African American Students’ Programs (CAASP). CAASP is the catalyst for involving African American students individually and collectively in university life and for facilitating majority student participation in cross-cultural activities as well as for learning about racial and ethnic differences. The CAASP’s objectives are to maintain and broaden a comprehensive information system that will inform students and the university community of services and programs; to assist in the development of black students’ academic, leadership, organizational, and personal skills; to assist in raising the university community’s racial consciousness, awareness, sensitivity and development; to enhance African American students’ potential for improved self-understanding and awareness of their impact on the environment; and to discover ways to help students to relate to new challenges.
and demands in our society. The 15 Year Perspective summarizes the achievements of Multicultural Affairs and addresses the continuing challenges to attracting and retaining students and faculty of color.

The Lambda Society is a student organization committed to providing support to the lesbian, gay, bisexual, transgender, and straight communities of Marshall University and the surrounding area; educating all people concerning the realities of lesbian, gay, bisexual, and transgender life; and working for equal rights and justice for all people.

The Lesbian, Gay, Bisexual, Transgender Outreach office offers various events throughout the year. These include lectures, guest speakers, World AIDS Day, National Coming Out Day, Pride Week, and a variety of other events. Valerie Scott of Oakland, California, was so impressed with the work Marshall University is doing to protect the rights and promote opportunities for LGBT students that she endowed a scholarship fund to “advance LGBT issues” as well as other minority initiatives.

The Center for the Study of Ethnicity and Gender in Appalachia (CSEGA) was made possible by a grant from the Rockefeller Foundation in 1996. The program was established to research and promote research on the various aspects of the people, cultures, and lives within the Appalachian region. The scholars supported by the first grant conducted research on women banjo players, Italian coal miners, African American Appalachian schoolteachers, Cherokee family heritage, and women workers in the glass industry. In March 2000, CSEGA hosted a national conference on Marshall’s campus where Rockefeller scholars, in addition to numerous other regional scholars supported by the second grant, conducted research on Appalachian links to Southwestern Latinos, Appalachian gays, lesbians, and bisexuals and transgendered persons, the role of African American women in mine strikes, race and gender in the Kanawha textbook controversy, and Latina textile workers in Appalachia. In the spring of 2003, CSEGA hosted an online conference – “Appalachia Wired: Webs of Diversity.” This allowed an audience from around the world to hear and participate in the scholars’ presentation. The Center for International Programs was established in 1993. Its mission is to assist in globalizing Marshall University and the surrounding community through a coordinated effort.
Political organizations are pervasive on the Marshall campus. Organizations like the College Democrats have as their goals to elect Democratic candidates, to encourage youth involvement in the Democratic Party, to support the ideals of the Democratic Party at all levels of government, to instill in young people the values for which the Democratic Party stands, and to provide young people with the skills and experience they will need to lead our nation. College Republicans embrace similar goals. Their mission is to promote conservative solutions to the issues that confront students and the general population.

Marshall’s Campus Christian Center is but one of several campus centric religious organizations that provide multiple opportunities for worship and emotional support. Marshall Catholic Newman Center recommends and executes ways in which the community, both as individuals and as a group, can help provide for the material and spiritual needs of others. The center seeks ways in which people can be attentive to each other, especially on a social level. Baptist Campus Ministry is committed to helping students come to a personal relationship with Jesus Christ and providing opportunities for Bible study, worship, prayer and small group relationships to enhance the growth of students. Campus Crusade for Christ and the Campus Light Ministry place strong emphasis on doctrine, discipleship, and the local church. There are numerous others including the Muslim Student Association, Campus Ministries International, and Students for Christ and People Reaching out with Love (PROWL).

The Marshall University Women’s Center strives to ensure a campus community in which women and men can live and work together in a mutually respectful and supportive environment where equality, responsibility, and personal empowerment are encouraged and fostered. The center works toward fostering, recognizing, and affirming the abilities, accomplishments, and potential of Marshall’s women. Through a variety of educational programs, culturally-diverse events, resource opportunities, and comprehensive support services, Marshall’s Women's Center strives to address the needs of the women of Marshall and the surrounding community.
The Educational Opportunity Center provides free services to encourage adults interested in completing their education. Its counselors provide one-on-one advising to help prospective students discover what career or school is best for them, to locate schools in their areas, to complete financial aid and admission forms, and much more. One-on-one services include assistance with admissions to any school, assistance in locating sources of financial aid, career planning and interest testing, scholarship information, individualized academic advising, school selection and previewing, referrals to Community Resources, and information on GED classes and testing.

**Staff Development**

In an environment of statewide budgetary constraints, Human Resource Services’ training and development program has in recent years been limited to trying to address the most immediate and pressing needs for training. Human Resource Services operates in close association with the Office of Equity Programs. While Human Resource Services is actually the recruiting agent for university vacancies, Equity Programs provides guidance, oversight, and assistance in ensuring that affirmative action is taken and that equal employment opportunity is provided. In the course of developing goals for changes in the net staffing of females and minority persons, Equity Programs acts diligently and consistently to encourage diversity at the university and to create an environment that is friendly toward and supportive of diversity. Human Resource Services publishes monthly online training and development schedules that list the workshops and topics available for a particular month.

**Faculty Reward**

The university recently adopted a faculty evaluation and compensation plan intended to reward faculty for meritorious performance. Although teaching is recognized as the major faculty role, this plan rewards faculty who spend a significant amount of time in scholarly and creative activities as well as service activities (whether engaging in service to the university, to their profession, or to the regional community) and scholarly/creative activities. Other than ensuring that a faculty member will receive salary increases based primarily on merit, this plan gives each faculty member some flexibility in determining how that merit is
to be determined. Realizing that each faculty member has unique strengths, and realizing that different faculty strengths are necessary for the overall good of the institution, Marshall University developed and approved a faculty evaluation and compensation plan that allows faculty members, in conjunction with their Deans and Chairs, to give different weights to their particular areas of responsibility when determining merit.

**Human Capital Development**

The Marshall University Mission Statement posits that faculty will remain current in their fields of expertise and incorporate that expertise in the educational process as appropriate. The university supports faculty in this endeavor by providing INCO Foundation Grants to assist faculty when attending conferences and workshops designed to increase their expertise in subject matter that they teach in the classroom. Maximum amounts of the awards are $1,000 per year and applications are evaluated by a faculty committee on a competitive basis. The Drinko Academy each year awards a Drinko Faculty Fellowship to one faculty member who receives reassigned time and resources to support a specific project in his/her discipline.

The Marshall University Mission Statement also indicates that faculty will improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for a life of learning. It further says that faculty will help students develop the ability to navigate through a rapidly changing society. To support faculty members in pursuit of these goals, the Center for Teaching Excellence (CTE) sponsors workshops specifically geared to helping faculty improve classroom instruction. Some examples of such workshops conducted in recent years are John Chaffee “Critical Thinking,” James Eison “Active Learning,” and Joan Middendorf “Classroom Civility.” Additionally, the CTE provides support for faculty to attend workshops off campus that address teaching and learning. The CTE also provides competitive financial support for and assists faculty with curricular design. For example, through the generosity of Mr. Charles and Mrs. Mary Lou Hedrick, the Department of Communication Disorders was recently awarded a $5,000 grant to develop departmental exit outcomes for students.
The Marshall University Mission Statement states that faculty will contribute to the body of knowledge through completion of scholarly and creative activities. The university supports faculty in this endeavor in numerous ways. First, it makes Quinlan Travel Grants to present research at professional meetings available to faculty on a competitive basis. Faculty members may receive a maximum of $500 per year. The research committee also awards up to $250 per year to faculty to help defray the cost of conducting research. The Graduate College awards forty faculty summer research grants in the amount of $2000 each to help faculty start research projects and it also awards three hours of reassigned time each spring semester to enable ten qualified faculty to spend more time completing research projects. The Drinko Academy awards the Drinko Fellowship to one faculty member per year. This award gives the faculty member six hours of reassigned time plus a $5000 stipend for one year, followed by three hours of reassigned time plus a $1000 stipend the second year. The academy also awards a $1000 stipend to a student to assist the faculty member in his or her research project during the first year. Finally, the Marshall University Research Corporation (MURC) helps faculty with grant proposals and contracts, and by sponsoring numerous grant writing workshops each academic year.

The Marshall University Mission Statement also says that faculty will regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region. The university supports faculty in these endeavors through shared governance. Appropriate faculty committees are assigned these tasks throughout all levels of the university. For example, each department has a curriculum committee that regularly updates its curriculum. Its recommendations are sent to the college curriculum committee for approval. From there, recommendations must be reviewed by the library, the registrar, and all university Chairs and Deans. Next, the undergraduate recommendations go to the appropriate Faculty Senate standing committee and the graduate recommendations go to the Graduate Council. Similar procedures are in place for program review and curricular changes.
Marshall University, through its academic programs and other operations, impacts the communities it serves in a variety of ways. It is a valued educational resource for thousands of West Virginians, other regional residents, students and alumni from around the world. Likewise, in addition to training physicians, Marshall’s School of Medicine also provides an important medical resource for patients and doctors throughout the region. Moreover, the great number of cultural, athletic and entertainment opportunities available through the university’s various programs enrich the lives of its friends and fans that are located in West Virginia and throughout America.

**Contribution to Economic Development in West Virginia**

The mission of Marshall University has, for a very long time, emphasized a strong focus and commitment to economic development. *Owning the Opportunity: MU-2010*, a ten-year strategic planning document for the institution, covers ways for the institution to enhance and expand efforts for economic development through curriculum review, instruction, and collaboration with higher education institutions, K-12, community, regional and statewide constituencies.

The university has commissioned an economic impact study currently being developed by the Center for Business and Economic Research (CBER). The document, due for completion in March 2006, will further demonstrate and emphasize the university’s commitment to economic growth.

Workshops and training for business/industry, education and community groups continue to increase with support from entities such as the Center for Business and Economic Research, Robert C. Byrd Institute (RCBI), the Rahall Appalachian Transportation Institute, and Marshall’s Office of Information Technology. Placement of students in business, industries and agencies both locally and throughout the state is a major goal for our institution. The percent of resident graduates working in West Virginia following graduation based on 2000 data is as follows: bachelor’s, 68.7%; master’s, 79.9%; and post master’s, 66.7%. Average
earnings, based on 2000 data is as follows: bachelor’s, $22,176; master’s, $32,305; post master’s, $40,399.

Marshall has always been a leader in collaborative coordination and interaction with K-12 to improve the quality of education. Some examples are the continued effort to address the “shortage” areas in specific disciplines as detailed in the five-year update. New program development such as biotechnology, forensic science, graphic arts and technology management are some examples of curriculum matching the needs of the area for economic development. Many examples of programs, workshops and training have been detailed in the Compact/Master Plan.

Most recently the consortium of Bluefield State College, Concord University, Marshall University, Southern West Virginia Community College and West Virginia University Institute of Technology combined to establish a Higher Education Center in Beckley to assist in education and economic development in Raleigh, Fayette, Wyoming and Summers counties.

**Economic Impacts**

Formerly part of the College of Business, the Center for Business and Economic Research (CBER) is now a stand-alone entity. Serving as a research arm of Marshall University, the CBER's mission is to conduct business and economic research pertinent to the West Virginia and tri-state regional economies; provide related research and service support to College faculty; support university economic development and service efforts; conduct surveys to establish the demand for services and programs in the region and state; integrate with the business community through direct faculty involvement in research related to the West Virginia and tri-state economies; provide business and economic development support to private and public sector constituencies; disseminate information, research findings, and data; and encourage and support faculty in their intellectual pursuits and contributions.

A CBER economic environmental scan, “A Comprehensive Analysis of the Regional Economic Impacts of Marshall University (Core Document),” was performed in 1999. The
The university has plans for a new scan in 2006. According to the 1999 report, Marshall University was considered of great significance to the economic well-being of the region it serves. Marshall employs approximately 2,000 full-time faculty and staff with more than $71 million in salaries and wages annually. The university is also one of the region’s top consumers, purchasing millions of dollars of goods and services from local vendors each year. Data from 1999 estimates suggest that, in the aggregate, Marshall University is directly or indirectly responsible for more than 8,947 jobs, $225 million in incomes and $397 million in total economic activity each year. Moreover, Marshall, through its academic, athletic, cultural and medical programs attracts thousands of students and visitors to the region each year. The expenditures of these students and regional visitors measurably contribute to regional demands and the overall prosperity of local communities throughout southern and western West Virginia.

Marshall is also concerned with the needs of employers and employees of area businesses and industries. The Southern West Consortium WorkForce Development SCAN 2002 was implemented and included phone interviews from 446 businesses to help define training needs in basic skills, job readiness, computer skills and academic certificates in accounting, business, computers and education. In addition, Marshall undertook a Transportation Study, in order to understand the needs of its external constituents. In November of 1999, the Center for Business and Economic Research and the Appalachian Transportation Institute began a comprehensive examination of a 13 county region of West Virginia with the aim of identifying ways to improve the efficiency of transportation to, from, and within this region. A federal $10,000,000 grant has allowed Marshall to help supply many of these needs.

Educating for the Next Economy

Many of West Virginia’s traditional industries have experienced major declines. For example, at its peak two decades ago, Union Carbide Technology Center provided employment for more than 2,400 employees in South Charleston, many with advanced academic degrees. In 2001, DOW Chemical acquired Union Carbide and downsized the staff by more than 60%. When a major Huntington industry, International Nickel (INCO) was purchased by Special Metals, similar reductions and the loss of pensions resulted. These are
but two examples of some major economic impacts that have negatively influenced our communities as our traditional job markets shift to a more diversified research-centric economy. Numerous economic environmental scans have been used to help focus the university’s academic direction.

**Future and Transfer Students**

Enrollment Management also provides annual scans to determine students to target for recruitment based on demographic projections. For example, given the campus capacity, the declining West Virginia high school classes, and the heavy dependence on tuition and fees, the admissions recruitment efforts have shifted to include a greater focus on out-of-state markets. A scan of retention and graduation rates indicates a greater need to focus on the retention of upper level students. A need to take the pressure off of the lower-level enrollments has resulted in a greater focus on transfer students as these students are more likely to take upper-level courses.

Marshall’s transfer policies and practices create an environment supportive to the mobility of learners. Marshall is a part of the [West Virginia Virtual Learning Network](https://wvln.org) (WVVLN), which is a distance education consortium of the 17 state colleges and universities of West Virginia. The primary mission of WVVLN is to provide West Virginia citizens with access to educational programs from the state’s institutions of higher education by 100% online education technologies. This consortium also assists in the development of distributed education transfer policies.

Marshall University’s articulation agreements have been established to assist prospective transfer students in coordinating their curricula with Marshall University’s curricula. Articulation agreements have been put in place with [West Virginia Northern Community College](https://www.wvncc.edu), [Southern West Virginia Community and Technical College](https://www.swcctc.edu), [West Virginia University–Parkersburg](https://www.parkersburg.wvu.edu), and [Kentucky Community and Technical College System](https://www.kctcs.edu). In addition, the Admissions Office of Marshall University maintains a web page dedicated to policies for transfer students and publishes transfer newsletters and a comprehensive transfer guide for each major feeder institution.
Another measurement of Marshall’s dedication to engagement and service can be found in its diverse programs and projects, which serve a large, varied group of constituents. The following examples illustrate ways that Marshall has developed and revised its service projects and programs in response to the needs of its constituents.

In an attempt to better serve the prospective student, a number of activities have been adopted. During the last five years, the institution has increased its Open Houses from one to four a year. A Saturday Orientation program better meets the needs of the nontraditional student and a Transfer Orientation program specifically addresses the needs of the transfer student. The Admissions Office now offers Saturday campus visits at least once a month in addition to tours daily during the rest of the week. Residential tours have been added as part of the campus tour. This addition meets both the needs of the traditional freshman and the out-of-state student. A new Parent Resource office has been developed to better meet the needs of the traditional students who have become more dependent than ever before on their parents for decision-making.

The value of the services provided to the prospective student has been recognized through the growth in the populations to which the services have been targeted. The institution has seen a growth in each of the markets targeted to include out-of-state students, transfer students, nontraditional students, early entry students, online students, and graduate students. It is expected that the institution will also see an increase in the retention of these populations as the services for continuing students are matched to their needs. Examples such as the building of the new Commons Residence Halls and the development of Transfer Guides for partner institutions demonstrate how the recruitment population’s needs are matched with the services provided once they are at the institution.

**Marshall’s Responsiveness**

As part of its mission, Marshall identifies priorities in research related to economics, culture, environment, education, health and social services, manufacturing, transportation, biotechnology and diversity in West Virginia. New business formation flows directly from research, development, and commercialization of new technologies. The university’s faculty,
facilities, and knowledge contribute substantially to the resource base that attracts new businesses to the state.

In 1996, Marshall University led the effort to create a regional economic development initiative called Advantage Valley, which encompasses three states--West Virginia, Ohio, and Kentucky and includes the two Metropolitan Statistical Areas (MSA) of Charleston, West Virginia, and Huntington/Ironton/Ashland. The Southern Growth Policy Board (SGPB) was commissioned to provide an Economic Development Assessment with Strategic Recommendations. SGPB is a non-partisan public policy think tank that develops and advances visionary economic development policies by providing a forum for partnership and dialog among a diverse cross-section of the region's governors, legislators, business and academic leaders and the economic and community-development sectors. This report provided some clear expansion of entrepreneurial education activities and academic shifts to support Information Technology and Biotechnology. Advantage Valley recently received a $2 million award from the W. K. Kellogg Foundation for the development of an Entrepreneurship Development Collaborative that will include all academic institutions in this service area.

In Huntington, the Mayor’s Task Force on High Technology advocated in 2000 for additional doctoral degrees, foci in the areas on forensic science, technology, and medicine, and creation of a collaborative focus to build Kinetic Park, a regional technology park. Marshall University held a community conference called “Creating a Vision for Kinetic Park” to assist in developing a collaborative community plan. University faculty and staff also participated on collaborative teams for the creation of the Chemical Alliance Zone, West Virginia Forum on Innovation and Technology, West Virginia Biotechnology Trade Mission, and the Biotech Alliance which assists in the marketing and promotion of biotechnology developed at Marshall and aids in the development of new partnerships to support biotechnology research at the university and community.

In 2002, MU hired BioAbility Inc., to examine Marshall’s Biotechnology potential. The report recommended the creation and implementation of a strategy to move from being a non-research educational institution to being a university with a capacity for research and its
commercialization. Because of Marshall's commitment to the economic development of the region, it has established the Institute for Development of Entrepreneurial Advances (IDEA). IDEA's primary focus is the commercialization of technology and science developed on the Marshall campus and in the region. This includes the development of a comprehensive multidisciplinary curriculum in entrepreneurship for science, technology and business students, providing entrepreneurship training and awareness programs for faculty and other scientists and creating student teams to evaluate innovations and develop business plans. Several patents and new courses in Entrepreneurship continue to be developed. Marshall, in collaboration with WVU-IT, has an initiative that will allow students at the Huntington campus to receive a bachelor of science degree in civil engineering. Students enrolled in the engineering program at Marshall will complete their degree through West Virginia Tech without having to leave Huntington.

The Robert C. Byrd Institute for Advanced Flexible Manufacturing (RCBI), having four locations statewide, is the only regional facility that provides manufacturers access to advanced equipment, affordable workforce development and technical training programs, all of which are designed and customized to meet the needs and demands of manufacturers. The RCBI also provides assistance to compete for Department of Defense Contracts. For more than a decade, RCBI has provided technical training initiatives to 5,000 individuals who represent more than 600 industrial firms from West Virginia and the surrounding region.

Multi-modal transportation access and corresponding infrastructure development is a necessary catalyst for future development of a diverse and equitable economy and increased standard of living for the region’s rural communities. In 1998, the Nick J. Rahall II, Appalachian Transportation Institute (RTI) was created and reflects an intense period of dialogue, debate and planning by Marshall University and its constituents. The education program involves multidisciplinary programs of course work and experiential learning that reinforces the transportation theme of the Institute, and attempts to meet the unique needs of Appalachia. The students work with faculty on research, education, and technology transfer projects in exchange for financial support.
Partnerships with the Environmental Protection Agency (EPA), WV Department of Environmental Protection (WVDEP), US Army Corps of Engineers, and other agencies, provide multi-institutional studies using advanced DNA technologies to identify variations in bacterial contamination as well as Microbial Source Tracking in the Ohio River. The Fresh Water Institute provides a learning laboratory for our students and faculty to provide real world solutions to our communities’ environmental problems. Numerous projects have been tackled by the Fresh Water Institute.

**Critical Societal Needs**

Created three decades ago to address West Virginians' health care needs, the Marshall University Joan C. Edwards School of Medicine has matured into an institution characterized by student-focused educational strategies, focused research and solution-oriented service. A community-integrated school that both supports and draws strength from existing hospitals, the School of Medicine has emerged as a national leader in the move toward increased emphasis on primary care in medical education. Its success in producing primary care physicians has been recognized through awards or high rankings of the American Academy of Family Physicians, the Association of American Medical Colleges, the Council of State Governments, and the National Rural Health Association.

The School of Medicine’s mission, educational scope and size make it unusually flexible in its ability to tailor-make solutions to community problems. The highest values of the School of Medicine are excellence, innovation, economy and responsiveness. Students are integrated into the community to provide them with proper service values; community service projects are required as part of rural placements. An excellent example is the Marshall-Hospice Model program that is a national model for training students in the ethical care of the dying. Exposing students to community service, promotes this value as a lifelong habit. Plans are being made to expand the service and engagement opportunities by the completion of the Fairfield Clinical Practice and Teaching Center, to expand multi-specialty primary health care clinics in Putnam, Logan and Mason counties and to utilize electronic medical records for all visits and inpatient records.
The John Deaver Drinko Academy at Marshall University is devoted to enhancing public understanding of American institutions and the responsibilities of citizens to their society, particularly our sense of shared values and common purpose. The efforts of the center are designed to counteract the erosion of our civil culture, evident in the steady decline of citizens' participation in voting and jury duty, despite an expansion of the franchise in the 20th Century and federal laws protecting voting rights. The academy sponsors visiting professors, and faculty and student research at Marshall University.

Marshall University highly values and emphasizes the importance of life-long learning. The outreach efforts of Marshall University are the epitome of life-long learning in action. Marshall reaches out to its constituencies--the K-12 arena and the community—via numerous collaborative ventures. Marshall also collaborates extensively with other institutions of higher learning, with K-12 educational institutions throughout the region, and with businesses and organizations within the community. It has even established K-12 partnerships as far away as California.

Core Component 5d

Internal and external constituencies value the services the organization provides.

Evaluation of Services Involves the Constituencies Served

Marshall University’s internal and external constituencies value the outreach and engagement which the university provides. Internally, student satisfaction is measured in several ways including the Library Quality Survey, retention and graduation rates, the number of first generation students attending Marshall, and the pride students have in their campus, which can be viewed annually at Sweat Equity Day. Faculty at Marshall remains at Marshall despite low market salaries; in addition, they volunteer for committee and service work. The fact that staff value Marshall can be seen by United Way contributions and by the low number of employee grievances filed.

Externally, community satisfaction may be measured in numerous ways including Employer Surveys, alumni rate of giving, the number of alumni who are donors, improvement in
community and rural health, donors to the Libraries’ building fund, and attendance at sporting and cultural events, **Bleed Green** event, and media coverage. In addition, several community businesses offer student and staff discounts, and students get to ride city transit buses for free in September.

All of Marshall’s academic and service units, including Distributive Education, aggressively measure the level of learning that occurs within their various programs. The outreach units of the various colleges all utilize program evaluation forms for their non-credit offerings. The Marshall University libraries also conduct numerous user surveys annually by surveying individuals physically entering the facility, via Internet surveys and email mailings, as well as question/answer boxes. The 2005 results of LibQual Library Assessment showed an overall increase of .13 points with general satisfaction gains in user perception of quality of service, treatment, and support for learning, teaching and research. All areas meet or exceed comparable national data.

Marshall continues to seek ways to monitor student success, the level to which students find the academic work challenging and beneficial, the richness of the out-of-class experiences, the overall campus environment, the exposure to diverse cultural experiences, the extent to which they are active learners, the degree of student-faculty interactions and the scope of technology uses. New products and resources such as **TracDat** Assessment Tool and National Survey of Student Engagement, to be administered during the new Annual Assessment Day scheduled in April, are currently being reviewed for deployment for major assessment of academic work and the tracking of student engagement.

Existing tools such as the **Flashlight Program** for accessing technology and the Annual Graduating Student Survey continue to provide ongoing key satisfaction feedback. Flashlight is a combination of resources and software products designed to help educators and their institutions study and improve educational uses of technology. It is developed and maintained by the non-profit TLT (Teaching and Learning with Technology) Group, and is used to evaluate procedures that can help us determine how electronic technologies (computers, audio conferencing, videos, interactive television, etc.) are influencing our educational strategies and to what extent these strategies are effective in helping Marshall
University deal with the triple challenge of providing equitable access, assuring valuable educational outcomes, and containing costs. All distributed education courses use this tool.

*Service Programs and Student, Faculty, and Staff Volunteer Activities are Sought After and Valued by Civic and Business Leaders*

As previously mentioned, MU’s students regularly provide volunteer services to the community, and community leaders praise their work. MU’s faculty and staff members also regularly donate their time and expertise to countless projects and organizations. While the recipients of the services are grateful, MU’s volunteers report that they receive much satisfaction and enjoyment from their volunteer work. MU’s outreach efforts also exemplify its commitment to providing valuable lifelong learning opportunities for its constituents. Entities such as United Way and other business and nonprofit organizations often seek involvement from Marshal University faculty, staff, and students in volunteer, charitable, and research activities. Faculty members and students in Accounting are often asked to help the elderly and others prepare their state and federal tax returns.

Community leaders also testify to the usefulness of MU’s programs of engagement through their financial and public support. Community organizations financially support many programs, such as multicultural programming, Faculty Development (Quinlin and INCO – *International Nickel Company*), June Harless Center (*Verizon*), Internships (*AT Massey Coal*), and K12 Outreach (*Toyota*). Community entities also heavily support MU’s Intercollegiate Athletics program. What is more, the West Virginia Legislature provided two separate appropriations of $200,000 each to support the Robert C. Byrd Center for Rural Health and its many outreach, service and research programs. The state appropriations reflect a continuing commitment to the School of Medicine’s missions.

*External Constituents Participate in the Organization’s Activities and Co-curricular Programs Open to the Public.*

Marshall University provides a unified web calendar for events that are of interest to the entire Marshall and regional community. This calendar provides both on and off-campus university events. Community members can use this site to see where and when an event
will occur along with a full description of the event. This product also stores information concerning community usage of facilities and reports can be generated by facility and utilization. Community members may use free of charge or in some case rent most of the university faculties including computer labs, conference rooms, specialized video conferencing areas and classrooms on all campuses. The Facilities Scheduling Office provides the details for all facility use on the main campus as well as provides full catering services via Sodexho. Events including proms, weddings, alumni events, business meeting, conferences, residence halls, dining halls, practice fields, video links for families of our troops in Iraq, and community training are just a few examples of community usage. The campus routinely hosts major community planning events including Creating the Vision for KineticPark, NSF Teacher Education Roundtable for Science and Math Outreach, Innovation Forum for Economic Development and the WV Biotechnology International Trade Mission.

Marshall and the Greater Huntington Area enjoy a wide range of campus activities, such as athletic events, Marshall Artist Series programs, convocations, forums, and University Theatre productions. On campus, the Birke Art Gallery offers exhibitions of work by students as well as regional and nationally known artists. A new Fine and Performing Arts Center, opened in 1992, provides a variety of cultural events. The Marshall Artist Series presents nationally and internationally renowned performing artists in the field of music, dance and drama. Films, lectures and prominent speakers round out the annual schedule. Attendance at these performing arts events has increased substantially in recent years as evidenced by university box office data and informal observations of audience size for non-ticketed events. Summer camps for children including LEGO Virtual Space Camp, Youth Technology Camp, K-8 Learning Disability Camp and numerous annual sports camps including Sports Camp for Visually Impaired, Soccer, Softball and Football camps attract hundreds of children annually and are usually filled to capacity.

**Service Learning and Internships**

At Marshall University, Service Learning is a course-based, credit-bearing form of experiential education in which students participate in organized service that meets community-identified needs, followed by reflection on the service activity, in order to gain 1)
further understanding of course content, 2) an enhanced sense of civic responsibility and engagement, and 3) a broader appreciation of the discipline's role in analysis of social systems and community improvement. There are three general models of service learning from which faculty and community partners might choose, depending on the discipline and the course level. They are Discipline-Reflective Service Learning, Problem-Based Service Learning and Community-Based Research.

In spring 2004, we offered our first SLP-designated course. We now have approximately 11 different courses (a total of 20 sections) being offered in the English, Women’s Studies, Art, Psychology, Philosophy, Accounting, Criminal Justice, Journalism, and Exercise Science departments. We average about 120 students per semester who are participating in these courses and projects. (We also have a handful of courses which involve Service Learning but have not yet received an official designation because the faculty have not applied for it.)

Membership on the Service Learning Committee is open to all full-time Marshall University faculty. Political Science students work with students at-risk in an academic enrichment after-school program and review why certain public policies are failing to address the culture and poverty in the region. Business students write business plans or marketing strategies to help high school students in art/shop classes sell their products. A statistical psychology course contracts with a non-profit organization to produce and administer a statistically valid survey instrument assessing changes in client quality of life.

An internship is a supervised, off campus work/study arrangement with external agencies or institutions. Usually students, with faculty approval, register for an internship course for which they will receive credit. They generally serve as trainees under the supervision of an individual at the off-campus site. A Marshall faculty member usually serves as a coordinator and resource person. Students may expect regular site visits from a faculty member as well as on campus training seminars, although internship experiences will vary across departments. Internships and Capstone Practicum sites all provide formal assessments of the experience and are required as part of the Marshall Plan and the Capstone Experiences. The Public Service Internship Program places qualified students in state government agencies for an off
campus learning period of one semester. Students enrolled in this program work a forty hour week with an executive agency in a supervised intern program.

The Organization Provides Programs to Meet the Continuing Education Needs of Licensed Professionals in its Community.

The Continuing Medical Education (CME) program at Marshall University Joan C. Edwards School of Medicine is committed to serving the health professionals of the state of West Virginia and the tri-state region by providing need driven educational programs that directly impact patient care. Twenty-seven sponsored regularly scheduled conferences as Medical Grand Rounds and two annual conferences including Research Day are established by the CME. The need for conference presentations was established in 1994 and provides person to person contact to address these needs to even our most rural locations. Web-based programs have been designed to offer CME credits, including the Health Care Informatics course and a Pain Management and End-of-Life Care course. CME has received commendation in Essential 2: Educational Planning and Evaluation, which is published in the Best Practices in Accreditation Handbook. The department of CME participates with the West Virginia State Medical Association in policy reviews for accredited hospitals and sponsorship status. National requirements for validation of clinical content is now achieved for sponsored activities by an established CME Planning and Attestation Process plus a CME Effectiveness Policy requiring quarterly focus group reviews of participant impact studies for each Regularly Scheduled Conference (RSC).

Continuing education units (CEU’s) are available from the following organizations, which have designated the WVPRC as an approved provider: WV Certification Board for Addiction & Prevention Professionals; WV Board of Examiners in Counseling; National Commission for Health Education Credentialing; WV Nursing Board; and the WV Board of Social Work Examiners. Law enforcement CEU’s are requested from the WV Law Enforcement Training Board. Forensic Science provides law enforcement, the judiciary and forensic scientists with training and courses for credit that meets their continuing education and course requirements. In addition to offering teacher preparation programs, Marshall University is actively involved in the continuing education of all professional teachers. The West Virginia Board of
Education has approved a program of continuing education for teachers and school service personnel.

**Strengths**

- Marshall’s commitment to engagement and service is widespread and involves almost all of its units and departments.

- Marshall’s outreach programs and projects serve a diversified population, both internally and externally. External constituents consist of a wide range of individuals and groups from the K-12 arena, businesses and economic development organizations, community members, alumni, state legislature, and government agencies.

- Service learning enhances the educational experience for Marshall’s students.

- We have a very positive Town/Gown relationship.

- Marshall provides excellent service in all areas related to healthcare, including national models of Hospice training.

**Opportunities**

- Marshall should investigate and implement reward/recognition systems for faculty and staff that go beyond financial compensation. There should be more focus on service to the community, research, and continuous quality improvement that creates greater public value.

- Marshall University supervisors should receive periodic supervisory training. All staff should receive training in quality, customer services, communication, and teambuilding.

- We need to develop a means of promoting and measuring service learning in credit courses.
• We need to continue to collaborate with K-12 education to increase access to and preparation for higher education, especially for graduates of the West Virginia Public Schools.

• We need to continue to improve student life, being mindful that most of our students commute to campus.

• We need to ensure continuing support for the technology infrastructure and other infrastructure items to support academic programs.

• We need to expand web-based and distributed education courses; bring MUOnline to its full potential.

• We need to improve integration of service and engagement throughout all units.

• We need to continue to work to serve the Community and Technical College as an administratively linked institution.