

9-27-1990

SR-89-90-117 (AP) REVISED

Marshall University

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ACADEMIC PLANNING COMMITTEE

Recommendation

SR-89-90-117 (AP) REVISED

To approve the following addition to the Mission Statement:

Created in affiliation with the Huntington Veterans Administration Medical Center, the Marshall University School of Medicine is a community-based institution which provides the most desirable economic package for medical education and health services for West Virginians. The mission of the Marshall University School of Medicine is to maintain and improve the health of West Virginians by educating physicians and basic medical scientists, rigorously investigating significant issues involving health, and providing direct and supportive health services to West Virginia citizens, health providers and institutions. This affects all portions of West Virginia and the central Appalachian region, but especially the southern, central and Ohio River areas of the state.

The School of Medicine will continue to expend a large measure of its resources in the area of rural primary care. This focus will allow a strategic response to special health care problems within the state. The orientation to rural primary care will be expressed in special efforts in recruitment, basic sciences and clinical education, graduate medical education, research and continuing clinical support and education. The School of Medicine aspires to regional and national excellence in its programs.

FACULTY SENATE PRESIDENT:

APPROVED BY SENATE: Kathryn Cheyke DATE: 9/27/90

DISAPPROVED BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: Alan B. Fulea DATE: 10/8/90

DISAPPROVED: _____ DATE: _____

COMMENTS:

ACADEMIC PLANNING COMMITTEE

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UNIVERSITY PRESIDENT:

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DISAPPROVED: _____ DATE: _____

COMMENTS:

ACADEMIC PLANNING COMMITTEE

Recommendation

SR-89-90-117 (AP)

To approve the attached Mission Statement.

FACULTY SENATE PRESIDENT:

APPROVED BY SENATE: Kathryn Clizyk DATE: 5/17/90

DISAPPROVED BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: Don Fitzgibbon DATE: 5/25/90

DISAPPROVED: _____ DATE: _____

COMMENTS:

The Faculty Senate approved the following amendments to the Mission Statement: The deletion of "or consent" from line 5 & 6, 3rd para., page 11, references to the appendices on pages 11 and 12 were deleted, and the addition of "physical" on line 2, page 8.

Mission Statement
Marshall University
1990 - 1995

PART I HISTORY OF THE INSTITUTION

Marshall University's origin may be traced to 1837, when residents of the Guyandotte area decided their youngsters needed a school that would be in session more than three months a year. According to early accounts, they met at the home of lawyer John Laidley, planned their school, and named it Marshall Academy in honor of Laidley's friend, the late Chief Justice John Marshall. At the spot called Maple Grove, they chose one and one-quarter acres of land on which stood a small log building known as Mount Hebron Church. It had been the site of a three-month subscription school and remained that for another term. Eventually \$40 was paid for the site.

On March 30, 1838, the Virginia General Assembly formally incorporated Marshall Academy. Its first full term was conducted in 1838-39. For decades the fledgling school faced serious

problems, most of them financial. The Civil War forced its closure, but in 1867 the West Virginia Legislature revived it by creating the State Normal School at Marshall College to train teachers. The college began its real growth, however, during the tenure of President Lawrence J. Corbly from 1896 to 1915. In 1907, enrollment exceeded 1,000.

Since then Marshall's expansion has been consistent and sometimes spectacular. The College of Education, first called Teachers College, was organized in 1920 and the first college degree was awarded in 1921. The College of Arts and Sciences was formed in 1924, and the first graduate degree was awarded in 1938. The Graduate School itself was organized in 1948. The College of Applied Science came into being in 1960; the School of Business was formed in 1969. These were merged into the College of Business and Applied Science in 1972. In 1974 the School of Medicine and Associated Health Professions was established. The Community College was organized in 1975, and the College of Science was authorized by the West Virginia Board of Regents in 1976. In 1977, the Board approved a change of name for the College of Arts and Sciences to the College of Liberal Arts and for the College of Business and Applied Science to the College of Business. In 1978, the School of Nursing was established as a separate entity. The

other Associated Health Professions were transferred from the School of Medicine to the College of Science, and the School of Journalism was authorized as a part of the College of Liberal Arts. The most recent addition was the College of Fine Arts in 1984.

Marshall was granted University status in 1961. As of June 30, 1987, there were 42,857 alumni.

From 1969 until 1989 Marshall was governed by a Board of Regents. Through legislative action in July 1989, Marshall became part of the University of West Virginia System governed by a Board of Trustees and was granted doctoral level III status.

Marshall University is the only urban, metro university in the State of West Virginia, is fully accessible to the handicapped, and educates proportionately more West Virginians than any other institution of higher education in the state.

PART II STATEMENT OF PHILOSOPHY

While institutions of higher education differ in size and function, they share a common core of values; these help shape and guide their academic life. Marshall University is committed to seven basic principles.

The first and most basic commitment of Marshall University is to undergraduate education. The institution's traditional strengths have been the quality and breadth of undergraduate

instruction, close interpersonal relationships between students and a faculty dedicated to excellent teaching, and the availability of programs not usually offered at other state institutions. Marshall University will continue to emphasize the excellence of undergraduate education as the cornerstone of the institution.

A second and major commitment of Marshall University is the enhancement of graduate education. Marshall offers a wide range of master's and professional graduate degrees, and the university will expand this range of master's level programs in areas of evident need. Arrangements will be sought with other graduate institutions within the University of West Virginia system to facilitate the offering of more cooperative doctoral level programs. In instances in which the state is not now being served, Marshall University will selectively inaugurate and sustain stand-alone doctoral programs.

Third, Marshall University is committed to expanding the body of human knowledge and achievement through research and creative arts activities. A vigorous commitment to both research and creative achievement is a vital component of any modern university. The quest for knowledge will be continued and nurtured at Marshall because it is central to the process of education. While new discoveries and/or the development of new applications of

existing knowledge are intrinsically worthwhile, such research and creative activities also reinforce all other components of the University's mission. A university is fueled by ideas; the continual reconsideration of old ideas and the thirst for new ideas energizes our academic community and contributes to the well being of society.

A fourth characteristic of Marshall University is its commitment to society through public service. Marshall recognizes the three basic functions of any major university -- the discovery, transmission, and application of knowledge; and these functions are interrelated and accomplished through the activities of teaching, research, and consultation - each of which represents service to society. The university is committed to the idea that public service is an end result or outcome of all work that is generated through these three functions.

The university encourages interaction with individuals, businesses, and educational, governmental and community agencies. It is ready to provide consulting, technical assistance, collaborative research and other services which contribute to economic growth and stability. The university is committed to enhancing the quality of life by providing a variety of cultural events and by encouraging and participating in the development of new cultural programs. Marshall has demonstrated that it is a major influence in improving

the quality of health care, and it will continue to provide a wide range of regional and national health-related services.

A fifth commitment of this university is diversity in its student body, its faculty and staff, and its educational programs.

The university is fully committed to a program of affirmative action and to an environment of teaching and learning which recognizes and welcomes diversity of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, and handicap. Students drawn from diverse cultural, racial and ethnic backgrounds enrich the atmosphere of a campus and help each other understand a world larger than the one drawn from immediate experiences. Marshall University's students are best served by a faculty and staff who likewise come from diverse backgrounds.

The University also is committed to programs which promote multi-cultural and international understanding. Exposure to many cultures and value systems is an integral part of a well-rounded education. Marshall University is committed to developing programs in international education and multi-cultural experiences for students, faculty and staff because they enrich our lives, make us better citizens, and prepare us to live in an increasingly interdependent world.

A sixth commitment of Marshall University is to academic freedom and shared governance. This principle holds that faculty members must have unimpeded freedom to teach and to perform research. Nowhere is the right to pursue one's own inquiry and to publish those findings more forcefully stated than in the American Association of University Professors' 1940 Statement on Academic Freedom. As a university, Marshall fully subscribes to that statement. Moreover, participatory governance on the part of the faculty must exist at all levels of the university, as faculty members understand what is required in the transmission of knowledge and research.

Finally, Marshall University is committed to assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance. This commitment to quality is not intended, however, as a barrier to access for students. As a comprehensive university with a broad range of programs and services, Marshall is committed and suited to meet diverse demands. Through the Yeager program, the John Marshall scholars' program, and the Honors program, Marshall can and does serve the academically talented. Likewise, Marshall provides special preparatory programs for students not academically ready for college.

PART III GOALS FOR STUDENT LEARNING & DEVELOPMENT

Universities differ from other institutions by being especially concerned with the intellectual, social, emotional and physical development of a particular segment of society. Marshall University's philosophic goals for its students offer broad guidelines for the design of educational programs, curricula, and supporting services.

1. To Develop Critical Thinking and Reasoning. The ability to think logically, critically and creatively is an indispensable characteristic of an educated person. Marshall's curriculum will engage students actively in thinking about issues and will give them opportunities to examine problems in an analytical manner.

2. To Develop Proficiency in Written and Oral Communication. The writing, reading, listening and speaking skills of Marshall graduates will be highly developed, and students must be able to demonstrate their proficiency in these skills in classes and independent projects or through participation in artistic endeavors and creative works. Marshall will endeavor to foster in students an enduring commitment to the continual use and improvement of writing, reading, listening and speaking.

3. To Develop An Awareness of the Breadth of Human Achievement. One of the primary purposes of any university is to convey to students the breadth of intellectual, artistic and scientific achievements. The University will impress upon its students the contributions of world cultures, their economic and political systems, the diversity of artistic and intellectual endeavors, and the methodology, attitude and achievements of science. In conveying an appropriate sense of past achievements, the curriculum will also focus on the complexity and velocity of change in the present and its implications for the future.

4. To Develop A Sense of Community and Social Responsibility. Wherever possible, the University will integrate societal issues into its classes, curriculum, and programs -- issues that will encourage students to examine carefully questions of social justice. The outcome of these endeavors is to produce students who through conviction exhibit social responsibility and who through their actions contribute to the social amelioration of problems in our communities and in society.

5. To Prepare Students for Personally Satisfying Careers. The University has a responsibility to make available to students the opportunity to develop skills and knowledge required for employment and career advancement. A broad range of career planning, selection, preparation and placement programs and

services will be provided to assist students in entering careers which are personally satisfying and which make meaningful contributions to the maintenance and further development of society.

6. To Facilitate Emotional Development and Clarification of Personal Values. The University through its acts, affirmative action programs, and support services will assist all students in developing a positive sense of self-worth. The University will provide students with the opportunity to examine personal values, to make choices, and to develop a coherent code of behavior consistent with those choices.

7. To Enhance Aesthetic Sensitivity. The arts contribute to the individual and to society by projecting and reflecting values which shape every culture. They provide opportunities for creation and aesthetic experiences which stimulate deeper understanding of the human condition. Marshall University will continue to provide opportunities through which students and the community may be more fully enriched by exposure to the fine and performing arts.

PART IV PROGRAMS & PRIORITIES

Present resources clearly hamper the role Marshall University can and should perform in the state; nevertheless, our priorities for the allocation of additional resources will further the academic mission of the university and will be directed to

three areas: existing academic programs, accreditation, and new degree programs.

A variety of programs at Marshall must be provided with new resources in order to achieve regional and national standards of academic quality and to accommodate planned enrollments. It is assumed that program review will dictate the allocations of resources.

New resources must also be allocated to accreditation. While Marshall is a fully accredited regional institution, many units of the University will need to seek, attain, and maintain professional accreditation.

While Marshall University recognizes the value of intercollegiate athletics, there is always a danger that athletics or other non-academic programs may overshadow the academic mission of the institution. The status of athletic or non-academic programs should not be altered or upgraded without the advice of the Faculty Senate, nor should any athletic or non-academic project or concern take precedence over academic projects and concerns.

And, finally, a claim on future resources must be made for new degree programs. Marshall was charged by the Carnegie report to devise several "select, non-duplicative doctoral programs" in disciplines important to West Virginia's future

economic growth, Marshall is proposing a range of stand-alone and cooperative degree programs.

PART V CONCLUSION

This document defines the mission of Marshall University. It is a statement of intent, designed as a broad framework within which to describe and direct future development of the institution. It is intended to have a degree of permanence that will enable individual units to develop their own long range goals. The Mission Statement is likewise intended to be a working document guiding administrators and faculty who in the future will make key decisions for the University.