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SR-91-92-5(AP)

Marshall University

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ACADEMIC PLANNING COMMITTEE
Recommendation

SR-91-92-5(AP)

To approve the attached draft of the Supplemental Statement to the Mission Statement.

FACULTY SENATE PRESIDENT:

APPROVED
BY SENATE: Robert Sawrey DATE: 9-26-91

DISAPPROVED
BY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

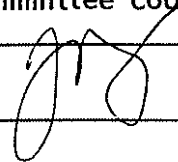
APPROVED: JW Kelly DATE: 10-16-91

DISAPPROVED: _____ DATE: _____

COMMENTS:

While I am in general agreement with the supplemental mission statement passed by the Faculty Senate, I am concerned with the elimination of the section entitled "Areas of Current Emphasis." This specific section is a requirement of the Board of Trustees and must be addressed. Thus, I am not forwarding the supplemental mission statement to the Board of Trustees until we can develop an adequate section on "Areas of Current Emphasis."

I am asking the Faculty Senate to initiate the process to develop an adequate and meaningful statement regarding Areas of Current Emphasis at Marshall University. I would be most willing to meet with the appropriate Senate Committee or representatives to discuss my ideas regarding this section. In fact, the current work of the Planning Committee could yield such a statement.



Section 13 added 920924 - See SR-91-92-137 (APC)

SR-91-92-5(AP)

Draft

September 20, 1991

SUPPLEMENTAL STATEMENT

1. Admission Standards

a. Undergraduate

1. Current

- High school diploma with 2.0 GPA or GED, and
- Composite score of 17 on ACT or combined score of 670 on SAT, and
- BOT required high school units

Those not meeting these standards may be admitted into the Community and Technical College's Transition Program.

2. Future

Faculty committees are cons the adoption of more restrictive requirements.

b. Graduate

1. Current

Full: GPA of 2.5 or higher

Provisional: Bachelor's degree and GPA of up to 2.5. Student must achieve and maintain at least a 3.0 GPA during first 18 hours.

2. Future

Full: To be admitted with regular status, students with an undergraduate GPA of 2.5-2.99 must score 1500 or better on the GRE (total of the three sub-tests); students with an undergraduate GPA of 3.00 or better must score at least 1200 on the GRE.

Provisional: Students not meeting the standards for regular admission may be provisionally admitted. They will be subject to rigorous advising to remediate their academic deficiencies and they must obtain a 3.0 in their first 18 hours of graduate work to be fully admitted.

2. Current Retention Status and Goals

A longitudinal (cumulative) retention study of first-time, full-time freshman (excluding Community and Technical College students) showed that of the cohort starting in 1982-83, 38.5% graduated within five years. Of the cohort starting in 1983-84, 33.6% graduated within five years.

A cross-sectional retention study conducted in the fall of 1988 centered on full-time students (excluding Community and Technical College students). These students were grouped by their student level (e.g. freshman, sophomore, etc.) and then determination was made of the percentage at each level who either returned in the fall of 1989 or graduated. The results are as follows:

<u>Student Level</u>	<u>Percent Returning or Graduating</u>
Freshman	68%
Sophomore	31%
Junior	88%
Senior	92%

Any re-enrolled student, full-time or part-time, was counted as a returning student.

Efforts to improve the retention rate include better (i.e. mandatory) advising, more extensive orientation activities, more scholarship and financial support, and the availability of classes when needed during the summer and the regular school semester.

3. Geographic Area of Recruitment

Approximately 85% of our students come from West Virginia, and the bulk of our recruiting effort is centered in state, but an effort is also made to recruit students in Ohio, Kentucky, Virginia, Maryland, and Pennsylvania.

4. Geographic Area of Outreach Services

Marshall University offers courses concentrated in a six county region of southwestern West Virginia, with several exceptions as identified for the colleges listed below. Additionally, Marshall offers a number of courses through telecommunications which have a statewide focus.

College of Business

The present site of the Executive MBA program offered in Mingo County is Matewan, WV. Further, professors are reassigned to the Center for Regional Progress for research and for local assistance to organizations.

Community and Technical College

Marshall's Community and Technical College primarily serves Cabell, Lincoln, Mason and Wayne counties. In Cabell County, the Community and Technical College teaches courses on the Marshall campus.

Lincoln, Mason and Wayne Counties, the Community and Technical College teaches classes in high schools and vocational technical centers.

The Community and Technical College also provides instruction in Police Science Technology and Legal Assisting at the State Police Academy at Institute.

College of Education

For all programs the College of Education serves a six county area. In instances where College of Education programs are not offered by COGS, the college may deliver programs in counties outside the six county restricted area (athletic training courses are offered in Mercer County). The vocational, technical and adult education programs have statewide delivery responsibilities.

School of Nursing

The School of Nursing currently participates in educational outreach services through the SATNET - Satellite Network to seven sites: Bluefield State College, COGS, West Liberty, WV Northern Community and Technical College, West Virginia State College, West Virginia University, West Virginia at Parkersburg, and Southern WV Community and Technical College. It also has been presenting courses from our RN/BSN program in Logan for the past three years.

The School of Nursing allows nursing students to use clinical sites in Mason, Putnam, Lincoln, Wayne, Kanawha, Mingo, and Logan counties in West Virginia. It also places students in agencies in eastern Kentucky and in Lawrence County, Ohio. In the near future, courses from the Master of Science Nursing core curriculum will also be offered by SATNET.

Economic Development

Economic development activities have been primarily in southern and southwestern counties, but have included some areas in the eastern part of the state.

Medical School

Using the Hamlin clinic as a model, the School of Medicine plans to develop similar facilities in rural West Virginia. The Hamlin clinic, a multidisciplinary service facility staffed by clinicians from Marshall's faculty, also provides training to nurse practitioners, physician assistants, medical students and residents from West Virginia and surrounding states. The Hamlin clinic also serves as a research center for rural geriatrics. Grants from private and federal agencies have been awarded to the School of Medicine to support research projects based primarily at the Hamlin Clinic.

The School of Medicine will extend its outreach services through a series of rural mini-campuses. The planned rural mini-campuses will enhance the focus on service and education in primary care

for rural areas. These mini-campus will be linked to the medical school by computers, which will allow access to specialists and library resources, thereby reducing feelings of isolation experienced by many physicians practicing in rural areas. Lack of peer interaction and academic stimulation are concerns which must be addressed when striving to cultivate an interest in rural practice.

5. The Maximum Enrollment Without Requirements for Significant New Facilities

- a. Current square footage and value (Attachment #1.)
- b. Building projects to alleviate current overcrowding (Attachment #2.)

Enrollments are expected to remain within the 12,000-15,000 range over the next five years.

6. The Orientation Toward Full-time Residential Versus Full- and Part-time Commuter Students.

Around 1,800 of our approximately 12,500 students live on campus. This proportion is expected to decline slightly over the next five years.

7. Current and Future Plans on Student Housing.

Inasmuch as occupancy rates are dropping, no new dorms are anticipated during the next five years.

The last few years have seen a change in student demographics. The current traditional residential student population has declined as reflected in the following occupancy statistics:

Fall 1990	92%	Spring 1991	85%
Fall 1989	97%	Spring 1990	91%
Fall 1983	100%	Spring 1989	90%
Fall 1987	100%	Spring 1988	86%

Off-setting this decline somewhat, will be the anticipated increase in non-traditional students. Apartment accommodations at University Heights for such students (older, married, parents) will need to be re-evaluated.

8. Current Faculty Teaching, Research, and Service Loads.

Responses vary from college to college. According to University formulas, faculty have a total work load of 15 hours. Most faculty teach 12 credit hours and devote the remainder of their load to advising students, developing the curriculum, serving on departmental, college and university committees, and conducting research. Some graduate faculty have a teaching load of nine hours and a research load

of six hours. Of course 12 credit hours of classroom instruction translate into many hours of preparation beforehand and hours of grading after class. Similarly, committee and other obligations consume many hours each week.

Attached is a portion of the report to AACTE that relates to faculty load in the College of Education during the fall 1990 semester. We are making every attempt to attain NCATE faculty load requirements. In so doing, the load for faculty teaching only undergraduate courses or an undergraduate/graduate mixed load is 12 semester hours. For faculty teaching only graduate courses, the load is 9 credit hours. For supervising student teachers, 18 full-time student teachers constitutes a full 12 credit hour load. (Attachment #3.)

Current teaching load within the College of Business is 12 credit hours. There is a high expectation for research in preparation for AACSB accreditation and for University and community service and student advising.

The College of Fine Arts by nature of the traditional delivery systems in the arts has special factors which translate contact hours of teaching in certain categories to credit hour computation for the purposes of meeting the normal 12 credit hour teaching load. In accordance with standards of the national accrediting associations in the arts, the following conversion factors are applied:

- a. Applied music individual instruction is computed at a conversion factor of 3 hours credit for every 5 contact hours taught.
- b. Music Ensembles. Major ensembles rehearsing 3 or more contact hours per week are considered the equivalent of a 3 credit course. Minor ensembles or coached ensembles meeting up to 3 hours a week are considered as the equivalent of a 2 credit course.
- c. Theatrical Productions. Directing of a main stage production is considered the equivalent of a 3 credit course.
- d. Art Studio Courses. Currently 4 contact hours in studio is the equivalent of a 3 credit hour course. As we actively pursue accreditation from NASAD, we will need to increase the instructional time provided for each credit earned by the student, which will result in amended load conversion factors.

9. Plans for New Degrees

Associate Degree

Respiratory Therapy
Medical Assistant
Physical Therapy Assistant

Baccalaureate Degree

Bachelor of Applied Science
Occupational Therapy
Engineering Technology/Manufacturing
Sciences

Master's Degree

Applied Physics

Computer Science
Operations Research & Management
Economics
Interdisciplinary Masters in Human
Resources
Training and Development
Visual Arts

Doctoral Degree

Vocational Technical and Adult Education
(cooperative)
Biomedical Science (stand-alone)
Community & Regional Planning
(cooperative)
Educational Policy Studies (cooperative)
Psy.D (cooperative)

All proposed new programs are funneled through the university-wide Academic Planning Committee which recommends to the Faculty Senate whether or not to send a letter of intent to the Board of Trustees. If the BOT approves an intent to plan, new programs are considered first by the sponsoring college; then, graduate programs are referred to the Graduate Committee, while undergraduate programs are referred to the Academic Standards and Curricular Review Committee. All proposed programs are submitted to the Faculty Senate and then to the President. The President reserves the right to prioritize the proposed programs and seek their adoption by the Board of Trustees at his or her discretion.

10. The Mix of Graduate Vs. Undergraduate Students.

Currently there are about 10,000 undergraduate and 2,000 graduate students at Marshall. This 5:1 ratio has been maintained for years and is expected to remain fairly constant over the next five years.

11. Identification of Initiatives Contemplated in Telecommunications.

Nontraditional delivery systems will provide new opportunities in undergraduate instruction, graduate studies, continuing education, and post graduate professional training. Working with other University of West Virginia institutions, Marshall University expects to utilize fully telecommunications for the successful electronic distribution of coursework. Consortiums in specific disciplines are needed to apportion the load of distance learning and avoid duplication. The three major distance learning producers (Marshall, WVU, and COGS) must decide areas of concentration, with each institution focusing on a categorical delivery area, teaching quality, fiscal efficiency.

Integrated Voice and Data. In late 1987 Marshall University installed its current integrated Voice and Data >Intra-Campus >Network called MUnet, which provides connections from office desktops, laboratories, and classrooms to central and departmental computing and telephone facilities. Network information outlets connect telephones, terminals, personal computers (PCs), Apple Macintoshes, workstations, timeshare computers, computer servers, disk servers, and print servers into an

integrated network.

Voice Component. Voice telephone communication is provided by an AT&T System 85 Digital Telephone Switch and Integrated AUDIX Voice Mail System. Telephone features include hold, conference, call coverage, call pickup, call waiting, calling party identification, abbreviated dialing, long distance network access/billing, remote system access, automated attendant service, automatic call distribution and digital voice mail services. Voice Network plans in the next three years include the introduction of ISDN service to the public network as it becomes available from C&P Telephone. Other projects include participation in a Software Defined Network which will provide flexibility and cost savings for voice and data networking to remote users. This is essential to the School of Medicine's Rural Campus concept and audio-/computer assisted teleconferencing. A teleconferencing bridge and integration of voice and text mail services are also planned.

Satellite. Marshall will continue to increase the number of courses offered via satellite. As transmissions increase, uplink time becomes scarce, and sharing of the microwave time is a limiting factor. Currently, the use of the state EBA microwave link is essential to reach the uplink site at Institute. Marshall is exploring the installation of its own satellite uplink dish to eliminate future scheduling problems. By 1993 Marshall should have direct uplinking from its Huntington campus. A satellite/teleconference electronic classroom center is to be built to provide teacher-friendly low manpower transmissions and receptions.

Cable Transmission. Marshall now produces a law enforcement series for regional cable systems, and is considering being a center for other program distribution. During the next two years public service programs and courses could be delivered via Century, Armstrong, and Dimension cable systems in the Huntington-Ashland area with access to more than 100,000 homes.

12. Professional/Specialized Accreditation 1989-90.

See Attachment #4

MARSHALL UNIVERSITY
Educational and General Square Feet

<u>Building Name</u>	<u>Gross Sq Ft</u>	<u>Bld Year</u>	<u>Current Value</u>
Old Main A	10,719	1870	785,241
Old Main B	21,801	1896	857,250
Old Main C	18,831	1898	411,480
Old Main D	21,058	1899	514,350
Old Main E	57,168	1907	1,543,050
Smith Hall M H	82,125	1966	4,348,080
Smith Hall	121,670	1966	9,709,920
Smith Hall Com	31,670	1969	2,315,100
Library A	54,313	1931	5,139,778
Library B	53,912	1967	6,688,385
Science Hall A	129,586	1950	3,733,630
Science Hall B	85,584	1984	7,700,000
Harris Hall	58,680	1975	4,422,000
Pritchard Hall	37,385	1955	3,350,970
Gullickson Hall	102,892	1959	8,855,300
Henderson Center	234,283	1981	22,680,000
Sorrell PP	42,860	1965	1,517,880
Ceramic/Sculpture	8,050	1983	124,300
Storage 20th Street	7,824	1978	220,000
Community College	27,452	1942	1,928,450
Doctors Memorial Bldg	83,543	1940	9,355,500
DMB Annex	3,200	1979	93,440
Jenkins Hall	50,337	1937	3,894,750
Corbly Hall	100,951	1980	6,551,888
Northcott	41,768	1915	2,038,200
Help Center	2,400	1974	70,280
Public Safety	4,991	1958	225,000
Placement Center	4,018	1965	55,000
Storage 19th	3,000	1940	90,000
President's Home	12,400	1923	1,222,400
ENRC	46,854	1984	3,543,981
Medical Ed Building	70,422	1980	12,834,000
Huntington Hall	15,000	1932	1,348,640
U Hgls Storage (Barn)	6,510	1928	25,000

**MARSHALL UNIVERSITY
Facilities Data**

Number of buildings devoted to Instruction and research	<u>20</u>
Gross square feet devoted to Instruction and research	<u>1,075,449 sq ft</u>
Current Library square feet (support enrollment of 7,500) (current volumes of 480,000 is 262,000 fewer than number recommended for Marshall)	<u>108,226 sq ft</u>
New Library square feet necessary to meet a student enrollment of 15,000	<u>130,000 sq ft</u>
Fine and Performing Arts Center Phase II	<u>81,800 sq ft</u>

A master plan for future facilities development is currently in preparation.

Institution Marshall University ID 2065

7-11

PROFESSIONAL EDUCATION FACULTY

B-7 Faculty Characteristics. Please supply the number of individuals who teach one or more courses in professional education, provide professional services to education students (e.g., advising or student teaching supervision), or administer some portion of the professional education unit during the fall term. This includes individuals from outside the professional education unit that are directly involved in providing the services listed above but would not include cooperating teachers unless they hold faculty rank. Please record "0" in the blank if there are no individuals in a given category.

	I. Appointed full-time in professional education	II. Appointed part-time in professional education, full-time in institution	III. Appointed part-time in professional education, not otherwise employed by institution	IV. Graduate teaching assistants appointed in professional education
a. Total	<u>82</u>	<u>34</u>	<u>55</u>	<u>0</u>
b. Gender				
1. Female	<u>23</u>	<u>13</u>	<u>28</u>	<u>0</u>
2. Male	<u>53</u>	<u>21</u>	<u>27</u>	<u>0</u>
3. Data Unavailable	<u>6 (vacancies)</u>	<u>0</u>	<u>0</u>	<u>0</u>
c. Racial/Ethnic Origin				
1. American Indian/Alaskan Native	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
2. Asian/Pacific Islander	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>
3. Black, Not Hispanic Origin	<u>2</u>	<u>0</u>	<u>0</u>	<u>0</u>
4. Hispanic	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
5. White, Not Hispanic Origin	<u>73</u>	<u>34</u>	<u>44</u>	<u>0</u>
6. Other/Data Unavailable	<u>6</u>	<u>0</u>	<u>8</u>	<u>0</u>

B-8 Staffing. Give the number of professional education courses (count each section of a course separately) taught by individuals from the groups defined above in B-7. Allocate sections according to identified instructor of record. (Note: Total should equal the number of sections offered during the report year.)

	I.	II.	III.	IV.
	<u>161</u>	<u>5</u>	<u>35</u>	<u>0</u>

NOTE: Dual level courses counted only as one section.
Of the sections enumerated above, how many were team-taught 2

B-9 Faculty Size and Teaching Load for full-time professional education faculty members (as defined in B-7, column I only) per term

a. How many faculty members teach only undergraduate courses? What is the average number of credit hours taught by each member? What is the average number of courses taught by each member? (Count each section of a course separately.)	<u>14</u> <u>11.78</u> <u>4.57</u>
b. How many faculty members teach only graduate courses? What is the average number of credit hours taught by each member? What is the average number of courses taught by each member? (Count each section of a course separately.)	<u>5</u> <u>9</u> <u>3</u>
c. How many faculty members teach both undergraduate and graduate courses? What is the average number of credit hours taught by each member? What is the average number of courses taught by each member? (Count each section of a course separately.)	<u>57</u> <u>19.41</u> <u>3.73</u>

NOTE: Summer school sections not averaged in load; only regular loads are taught by most faculty.

(Please continue on reverse side)

MARSHALL UNIVERSITY
PROFESSIONAL/SPECIALIZED ACCREDITATION
1990-91

<u>LAST ACCREDITATION</u>	<u>NEXT REVIEW</u>	<u>COLLEGE/SCHOOL AND PROGRAM</u>
1983	1991	<u>College of Education</u> TEACHER EDUCATION. National Council for Accreditation of Teacher Education West Virginia State Department of Education
1990	1995	
1990	1995	ATHLETIC TRAINING. National Athletic Training Association
1988	1993	COUNSELING AND REHABILITATION. (Student Personnel and Agency Counseling). Council for Accreditation of Counseling and Related Educational Programs of the American Association for Counseling and Development
1988	1993	DIETETICS (DIDACTIC PROGRAM). American Dietetic Association.
1991 Awaiting initial approval		PARK RESOURCES AND LEISURE SERVICES - The Council on Accreditation, sponsored by the National Recreation and Park Association and the American Alliance for Leisure and Recreation
1984	1990 Awaiting Approval	<u>College of Fine Arts</u> MUSIC. National Association of Schools of Music
1985	1991 Awaiting Approval	<u>College of Liberal Arts</u> JOURNALISM. Accrediting Council on Education for Journalism and Mass Communications.

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ATTACHMENT #4

SR-91-92-5 (AP)

		<u>College of Science</u>
	1991	MEDICAL TECHNOLOGY. Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association
1986	1991	MEDICAL LABORATORY TECHNICIAN. Committee on Allied Health Education and Accreditation (CAHEA) of the American Medical Association
		<u>Community College</u>
1988	1991	MEDICAL RECORD TECHNOLOGY. American Medical Record Association and the American Medical Association's Committee of Allied Health Education and Accreditation.
1989	1994	LEGAL ASSISTANT. American Bar Association. Standing Committee on Legal Assistants.
		<u>School of Nursing</u>
1987	1994	NURSING, BSN. National League for Nursing
1990	1991	West Virginia State Board of Examiners for Registered Nurses
		<u>School of Medicine</u>
1989	1995**	MEDICINE Liaison Committee on Medical Education of the American Medical Association and Association of American Medical Colleges
		RESIDENCY PROGRAMS. Accreditation Council for Graduate Medical Education
1988	1991	INTERNAL MEDICINE
1990	1994	PATHOLOGY
1988	1991	TRANSITIONAL
1990	1992	FAMILY PRACTICE
1990	1992	PEDIATRICS
Provisional		
1985	1990	GENERAL SURGERY
		Awaiting Approval
1986	1992	CONTINUING MEDICAL EDUCATION. Accreditation Council for Continuing Medical Education

*Was previously accredited at the Cabell Huntington Hospital.

** There will be an interim site visit in Spring 1991 to briefly review specific areas.