

# MARSHALL UNIVERSITY

VOTER FRIENDLY CAMPUS PLAN  
2020-2021







## Voter Friendly Campus Planning Team

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# Marshall University Quick Facts

- **A historic public university** located in downtown Huntington with additional campuses and centers in South Charleston, Point Pleasant, Teays Valley and Beckley
- **Founded 1837** as Marshall Academy
- **Named For John Marshall**, 4th Chief Justice of the United States
- **Accreditation:** Higher Learning Commission of the North Central Association
- **Research Funding:** \$39 million annually
- **Alumni:** 91,120

## PROGRAMS OFFERED (2015-16)

- 2 Associate Degree Programs
- 57 Baccalaureate Degree Programs
- 52 Master’s Degree Programs
- 2 Education Specialist Degree Programs
- 4 Doctoral Degree Programs
- 3 First Professional Degree Programs

## ATHLETICS

- NCAA Division I, Conference USA
- NCAA Men’s Sports: Baseball, Basketball, Cross Country, Football, Golf, Soccer
- NCAA Women’s Sports: Basketball, Golf, Soccer, Softball, Swimming and Diving, Tennis, Track/Field, Cross Country, Volleyball
- Spirit Groups: Cheerleading, DanceTeam, Marching Thunder, Pep Band
- Student-Athletes: 395
- 32 Intramural Sports offered through The Rec including: Soccer, Basketball, Flag Football, Dodgeball and Wiffleball
- 10 Club Sports: Hockey, Men’s and Women’s Rugby, Tennis, Sports Fencing Club, Men’s and Women’s Lacrosse, Cycling, Wrestling, and Equestrian



## Campus Life

- **230** recognized student organizations
- **Student Services:** Center for African American Students, College Program for Students with Autism Spectrum Disorder, Career Services, Counseling Center, Health Services, H.E.L.P. Program, Security/Escort Service, Tutoring, Women’s Center, Student Resource Center, Writing Center
- **Study Abroad Programs:** 250 sites in 50 countries
- **Housing and Residence Life:** 3 freshman halls, 7 upper class halls, 2,560 total capacity
- **Cars:** All students are permitted to have cars and may purchase a university parking permit.
- **National Student Exchange Program:** 200 colleges within the U.S. and Canada
- **Fraternities:** 11; **Sororities:** 7
- **Services:** Student Legal Assistance, Student Engagement and Community, Veteran and Military Support
- **Career Services:** 3,430 jobs posted, 508 internships posted in 2015-16a

## Student Body (Fall 2017 Data)

- **Total:** 13,259
- **59% Female; 41% Male**
- **Undergraduate:** 9,499 (72%)
- **Graduate:** 3,837 (23%)
- **First Professional:** 724 (5%)
- **Minority Students:** 1,463 (11%)
- **International Students:** 546 (4%)
- **Out-of-State:** 2,364 (19%)
- **Students from:** 49 states, 56 foreign countries, 55 West Virginia counties
- **Average Incoming Freshman ACT:** 22.3
- **Average Incoming Freshman GPA:** 3.5
- **First to Second Year retention rate of first-time freshmen 2016-17:** 72%
- **Degrees Granted 2016-17:** 2,723

## Faculty/Class Size

- **Undergraduate student/faculty ratio:** 19 to 1
- **Faculty with Ph.D. or terminal degree in the their fields:** 86% with school of medicine
- **Minority Faculty:** 19% of full-time instructional faculty
- **Average Class Size:** 21



April 30, 2020

MARSHALL UNIVERSITY  
OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

**Voter Friendly Campus Data Request**

\*Appalachian Region determined using ARC definition available at [www.arc.gov/appalachian\\_region/CountiesinAppalachia.asp](http://www.arc.gov/appalachian_region/CountiesinAppalachia.asp)

# 0.2.3.4

DATE OF DATA  
REPORT FROM  
OFFICE OF  
INSTITUTIONAL  
RESEARCH AND  
PLANNING

Count of Students from Appalachia:	11,676
Percentage of Fall 2019 Students from Appalachia:	90.8%
<hr/>	
Count of Students from West Virginia:	10,500
Percentage of Fall 2019 Students from West Virginia:	81.6%

Headcount	Student Level	Masters/Specialist/Advanced	Professional	Grand Total
First Gen Status	Undergraduate			
1GN	4632	645	114	5391
Not 1GN	4790	771	229	5790
Unknown		1336	345	1681
<b>Grand Total</b>	<b>9422</b>	<b>2752</b>	<b>688</b>	<b>12862</b>
Percent First Gen:	49.2%	N/A	N/A	





49.2%

MU STUDENTS ARE FIRST  
GENERATION STUDENTS

81.6%

MU STUDENTS ARE  
FROM WEST VIRGINIA

## Voting Data

- In the 2016 WV general election, the voter turnout rate was 57.4% (60.20% for the U.S.)
- In the 2018 WV general election, the voter turnout rate was 47.93% (50.30% for the U.S.)

*(Data from the WV Secretary of State Office and Ballotpedia)*



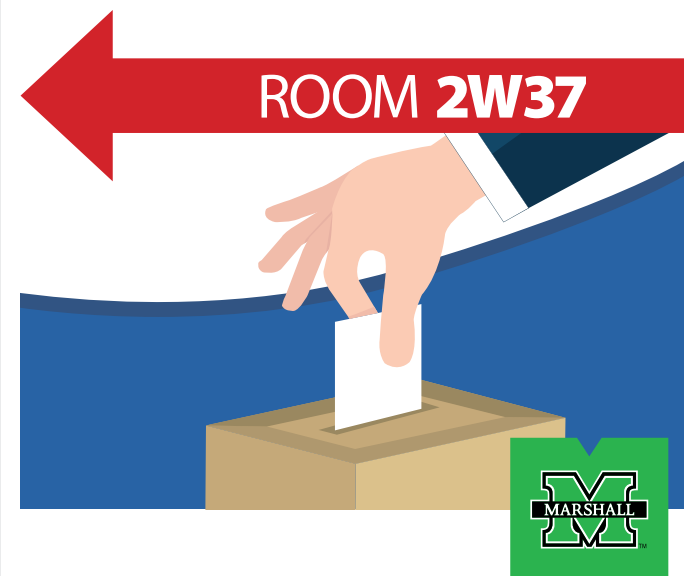
MARSHALL UNIVERSITY PRIMARILY SERVES THE SOUTHERN  
WEST VIRGINIA REGION AS WELL AS SURROUNDING COUNTIES  
MANY OF WHICH ARE WITHIN APPALACHIA. MANY MU STUDENTS  
ARE ALSO FIRST GENERATION.

90.8%

MU STUDENTS ARE FROM AN  
APPALACHIAN COUNTY

**Get your  
Vote on!**

**Cabell County  
Early Voting**



## In The Press

Young voter turnout more than doubles in Cabell County  
([WOWK-TV](#))

Marshall to become early voting location  
([The Herald-Dispatch](#))

WVU to bring voting to downtown campus  
([The Daily Athenaeum](#))

## General Information

- Marshall University is the first on-campus early voting precinct in the state of West Virginia (West Virginia Secretary of State's office, 2018).
- Any registered voter in Cabell County can utilize the early voting precinct. Students who registered in another West Virginia county can cast a provisional ballot, which is counted during the canvassing period of the election, once it has been verified that the student did not cast a ballot in any additional county other than Cabell (West Virginia Secretary of State's office, 2018).
- Since opening in 2018, voter turnout among voters ages 18-24 has more than doubled (Cabell County Clerk's office, 2018).
- Approximately 1,500 voters utilized the facility in 2018 (Cabell County Clerk's office, 2018).
- Marshall University's early voting precinct employs five full-time staff members for four weeks, each election year (Cabell County Clerk's office, 2019).
- Marshall University's early voting precinct is the most ADA compliant early voting precinct in Cabell County (Cabell County Clerk's office, 2019).
- Following the success of Marshall University's early precinct, West Virginia University will open its on-campus early voting precinct in the fall of 2020 (West Virginia Secretary of State's office, 2020).







# COMMITMENT

Marshall University’s institutional commitment to civic learning and democratic engagement is evidenced in its Mission Statement, its Vision Statement, in the Marshall Creed, in its Core Curriculum, its programming priorities, and in administrative, faculty, staff, and student culture. There is a significant and highly visible commitment on the part of the President –and numerous others on campus— to community engagement. That commitment extends through the institutional hierarchy to administrators, faculty, staff, and students and is highly visible both internally and externally. Civic learning and democratic engagement are prioritized in both the curriculum and in co-curricular initiatives.

Marshall’s Mission Statement references the symbiotic relationship between higher education and a vibrant and pluralistic civil society in several respects. Note, especially, the italicized portions of the text below:

“Marshall University is a public comprehensive university with a rich history as one of the oldest institutions of higher learning in West Virginia. Founded in 1837 and named after Chief Justice John Marshall, definer of the Constitution, Marshall University advances the public good through innovative, accredited educational programs. Marshall University’s mission, inspired by our Vision and Creed, includes a commitment to:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional *education that prepares students to think, learn, work, and live in an evolving global society.*
- Create opportunities and experiences to foster *understanding and appreciation of the rich diversity of thought and culture.*
- *Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.*
- *Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.*
- *Cultivate the development of an inclusive, just, and equitable community.”<sup>1</sup>*

Marshall’s **Vision Statement** emphasizes a strong connection between the work of the university and a broader sense of public wellbeing, asserting that Marshall seeks “to inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future.”<sup>2</sup>

The **Marshall Creed** goes a step further by setting forth ideals of civility, civic commitment, and democratic engagement. Again, note, especially, the italicized text below:

“Inspired by the example of John Marshall, we, the students, faculty, and staff of Marshall University, pledge to pursue the development of our intellects and the expansion of knowledge, and *to devote ourselves to defending individual rights and exercising civic responsibility.* We strive to exemplify in our own lives the core values of John Marshall’s character: independence, initiative, achievement, ethical integrity, and *commitment to community through association and service.* As Marshall University, we form a community that promotes educational goals and that allows individuals maximum opportunity to pursue those goals.

We are an educational community in which all members work together to promote and strengthen teaching and learning; *an open community uncompromisingly protecting freedom of thought, belief and expression; a civil community treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways; a responsible community accepting obligations and following behavioral guidelines designed to support the common good; a safe community respecting each other’s rights, privacy and property;* a well community respecting and promoting physical and emotional health; an ethical community reflecting honesty, integrity and fairness in both academic and extracurricular activities; *a pluralistic community celebrating and learning from our diversity; a socially conscious community acting as citizens of the world and seeking to contribute to the betterment of people and their environments; and a judicious community remaining alert to the threats posed by hatred, intolerance and other injustices and ever-prepared to correct them.”<sup>3</sup>*



## Core Curriculum

Marshall University’s **Core Curriculum** (general education requirement) is built around nine domains of critical thinking, all of which relate directly to the skills and values upon which democratic political cultures are based. These nine domains of critical thinking are: “communication fluency, creative thinking, ethical and civic thinking, information literacy, integrative thinking, intercultural thinking, inquiry-based thinking, metacognitive thinking, and quantitative thinking.”<sup>4</sup>

Illiteracy in any of these domains threatens democracy because democratic engagement depends upon the ability of citizens to wrestle with complex problems, exhibit tolerance of cultural differences, engage in self-reflection, make thoughtful and informed decisions about both quantitative and qualitative information in the voting booth, engage in reasoned debate within representative bodies, and formulate creative grassroots efforts to address social challenges.

Marshall University Board of Governors’ policy mandates that all course syllabi list which of the nine domains are among the learning outcomes. Presented in a matrix, the domains are set forth in all syllabi, along with how the skillset will be practiced, and how it will be assessed in the course. All programs at the university undergo an annual assessment process and submit an annual Assessment Report, which forms part of the larger dataset used by the Higher Learning Commission for accreditation.

## PROGRAMMING

Marshall University’s commitment to civic learning and democratic engagement is evidenced in its **programming priorities.**

### John Deaver Drinko Academy

The John Deaver Drinko Academy for American Political Institutions and Civic Culture, established in 1994, has worked for more than a quarter century to offer support to Marshall University’s academic programs. It encourages initiatives that engender public commitment to civic engagement as a means of strengthening our democracy. Funded primarily through private donations, the Drinko Academy engages in program support and development, it hosts special events and confers citizenship awards, and it sponsors scholarly research, original creative expression, and community projects. Reporting directly to the Office of the President, the Drinko Academy – along with the Simon Perry Center for Constitutional Democracy and the College of Arts and Media— annually organizes what has become a month-long celebration of the ratification of the U.S. Constitution, holds fora on civic responsibility, and sponsors lectures and other programs designed to reinforce respect for the rule of law and elevate civic literacy levels among campus and community constituencies (see 2019 Marshall University U.S. Constitution Celebration poster to the right).<sup>5</sup>

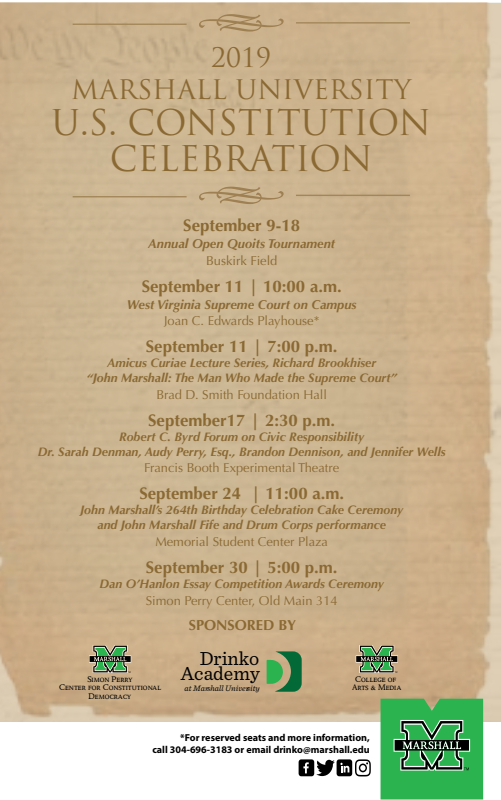
In 2020, the Drinko Academy has worked collaboratively with other units on campus and in the community –including the Huntington Area League of Women Voters, Delta Sigma Theta Sorority, and the Office of the Secretary of State of West Virginia — to present programming celebrating the 100th anniversary of the ratification of the 19th Amendment to the Constitution, giving women the right to vote in the United States. Campus partners in this endeavor have included the Office of the Associate Vice President for External Engagement, Marshall’s Community Outreach Coordinator, the Simon Perry Center, the Dr. Carter G. Woodson Lyceum, the Department of History, University Libraries, University Communications, the School of Music, the Theatre Department, Student Affairs, the Women’s and Gender Studies program, and the Women’s and Gender Center. The Women’s and Gender Center has provided materials and staffing for voter registration tables at Marshall University Women’s Suffrage Centennial programs.<sup>6</sup>

### Simon Perry Center for Constitutional Democracy

The tremendous success in terms of initiatives and outreach on the part of the Simon Perry Center for Constitutional Democracy, established in 2011, serves as further evidence of Marshall University’s commitment to civic learning and democratic engagement in its programming.

The Simon Perry Center, with funding from the West Virginia Humanities Council, organizes the *Amicus Curiae* Lecture Series, Marshall University’s most high-profile civic learning outreach program. *Amicus Curiae* lecturers address critical questions about the history of, and contemporary challenges to, our democratic constitutional system of government. Typically, two or three nationally-recognized

authors, scholars, and/or jurists per semester deliver lectures to audiences averaging 300 people, comprised of faculty, staff, and students, along with attorneys earning Continuing Legal Education credits, local high school social studies students, community members and individuals from area assisted living facilities.





The lectures are free and open to the public and are recorded, edited, and later broadcast on West Virginia Public Television. Audience response forms collected at each lecture offer the Simon Perry Center the opportunity to gauge the effectiveness of the programming. The *Amicus Curiae* Lecture Series is one of the clearest examples of the way in which Marshall University communicates its commitment to civic learning and democratic engagement to external audiences.<sup>7</sup>

The Simon Perry Center also offers two programs that illustrate some of the ways in which Marshall communicates its commitment to civic learning and democratic engagement to internal audiences. The first is the Dan O’Hanlon Essay Competition, which invites students to grapple with burning questions about our contemporary political system. In 2019, the essay prompt was: “Should the United States Supreme Court be changed, perhaps by expanding the number of seats on the Court, imposing term limits, or in some other way? Or should the Court remain the same?” Previous years’ prompts have dealt with the issues related to free speech on college campuses, with the continued utility of the electoral college, and with the 2010 Citizens United U.S. Supreme Court case.<sup>8</sup>

The second Simon Perry Center program evidencing the institution’s commitment to civic learning and democratic engagement to internal audiences is the Interdisciplinary Minor in Constitutional Democracy. The academic program “is designed to promote the study of the U.S. Constitution, the Supreme Court, the legal application of the Constitution, and U.S. politics and governance.”<sup>9</sup> Certainly a useful course of study for undergraduates preparing to study the law, the Minor in Constitutional Democracy also offers any and all students at Marshall solid preparation in the rights and obligations of citizenship.



**The Dr. Carter G. Woodson Lyceum**

The Dr. Carter G. Woodson Lyceum is another initiative through which the institution communicates its programmatic commitment to civic learning and democratic engagement to both internal and external audiences. Among its many undertakings, the Woodson Lyceum coordinates Black History Month programming at the university. The Lyceum’s recent programs have included annual Carter G. Woodson lectures by Dr. Carla Hayden, U.S. Librarian of Congress, Dr.

Cassandra Newby-Alexander, Dean of the College of Liberal Arts at Norfolk State University, and Dr. Evelyn Brooks Higginbotham, Chair of the Department of History at Harvard University and President of the Association for the Study of African American Life and History. Each spoke to sizeable audiences about issues related to history and civic learning. Dr. Higginbotham’s 2020 presentation, part of the university’s Women’s Suffrage Centennial celebration, was entitled “African Americans and the Vote,” and addressed the complex histories of both the 15th and the 19th amendments to the U.S. Constitution and the impediments to



African American access to the ballot over the course of the last 150 years.<sup>10</sup> The Lyceum’s annual Carter G. Woodson Lectures have attracted audiences comprised of faculty, staff, and students, along with members of the public, elected officials, and state and federal government representatives. The Lyceum’s Black History Month programming includes poster design contests on campus and in the public schools. The Lyceum plays a very significant role in outreach and collaboration with a wide variety of constituencies in the community. In 2020, the Woodson Lyceum is offering its third Black History Institute summer study program for public school teachers; and in past years, it has also offered a Summer High School Journalism workshop on campus (cancelled this year due to COVID-19).<sup>11</sup>

The activities and programs of the Drinko Academy, the Simon Perry Center, and the Woodson Lyceum are supported, and regularly attended, by the President, senior administrators, and members of the Board of Governors, demonstrating clear commitment on the part of institution’s leadership to civic learning and democratic engagement.

Other equally significant programming priorities at Marshall signal the university leadership’s commitment to civic learning and democratic engagement.

**Center for Teaching and Learning**

Marshall University’s Center for Teaching and Learning offers Community Based Learning pedagogy training for faculty seeking to develop courses that carry a CBL designation. Community Based Learning pedagogies “combine academic theory with community engagement to enhance student learning by offering hands on-experience outside the classroom.”<sup>12</sup> Among the goals of the CBL program are: “To encourage civic engagement, ethical development, appreciation for diversity, and deeply integrated learning among students at all levels in all disciplines; to enhance the quality of teaching, assure the integrity of the curriculum, and expand pedagogical resources through faculty development in experiential, community-based learning; to establish constructive partnerships between the community and higher education in order to alleviate social, economic, and environmental adversity and to enrich the quality of community life both on and off campus; and, to enlarge the scope and application of research in higher education and to acknowledge the community’s role in the academic enterprise by facilitating community-based action research projects and supporting the dissemination of research results.”<sup>13</sup>

**CORTEX (Community Based Learning Program)**

The CORTEX program is another example of Marshall’s commitment to democratic engagement. Housed in the Center for Teaching and Learning, CORTEX faculty experts offer assistance in community problem solving.

Projects have included: “optimizing garbage collection in the City of Huntington, contributing to the production of a Revitalization Business Plan for the Keith Albee Performing Arts Center, Patrol Zone Realignment for the Huntington Police Department, and recommendations related to Curbside Recycling.” Faculty participating in CORTEX projects serve as important role models for students whose civic educations must emphasize the duties that citizens in a democracy have to serve their communities.

There is ample evidence, beyond these few examples, of Marshall University’s commitment to civic learning and democratic engagement. From the Medical School, to the Pharmacy School, to the Social Work Program, to Women’s and Gender Studies, to the Women’s and Gender Center, there is a culture of civic commitment that faculty impart to students and/or that students bring to campus of their own accord, inspiring faculty to collaborate in the realization of a myriad civic goals. That culture is evident individually among the staff and collectively through Staff Council civic projects. It is evidenced in the Student Government Association’s work to make early voting available on campus and in the work of Student Affairs to create co-curricular resumes demonstrating civic education and involvement and to provide new tools such as TURBOVote. It is evidenced in the Faculty Senate’s organization of Legislative Fora for the university community and in the commitment to shared governance itself, a vital form of democratic engagement on any campus. And it is also exemplified in the role that administrators, faculty, staff, and students have played in lobbying the legislature on vital bills such as campus carry.







## University Leadership

The **culture of commitment to civic learning and democratic engagement** that is patently observable at Marshall is exemplified by the University’s leadership and by the formal structures of democratic engagement at the administrative level.

Marshall University’s 37th President, Dr. Jerome A. Gilbert, is firmly committed to civic learning and democratic engagement, modeling those values to campus and community constituencies consistently since coming to Marshall in January of 2016. Dr. Gilbert has led the university to embrace a more visible and meaningful role in the community. He is personally invested in neighborhood revitalization initiatives, new globally-recognized collaborative responses to the opioid epidemic, and more concrete and innovative commitments on the part of the institution to address issues of diversity, equality, and inclusion, and regional economic development. He regularly attends and voices his support for civic learning programming, he engages with the democratic process at the local, state, and national levels, and has won numerous awards for community engagement. In January 2019, he was recognized by the West Virginia Dr. Martin Luther King, Jr. State Holiday Commission with a “Living the Dream Award,’ and in February of that year he received the “Community Innovator Award” from Huntington, West Virginia’s Harmony House Coalition for the Homeless program for the wide array of contributions he has made to civic projects. It is widely recognized that Dr. Gilbert is firmly committed not only to the academic and fiscal wellbeing of Marshall University, but also to its civic well-being. He views the institution as one that bears a sacred civic responsibility within our democratic polity. His words and actions model that belief and he calls for the entire Marshall family to follow suit. President Gilbert is strongly in favor of efforts to increase voting and has expressed interest in a campaign to encourage every eligible student on campus to register to vote.

The university’s formal democratic engagement structure involves three levels. Charlotte Weber serves as Vice President for Federal Programs and Director of the Robert C. Byrd Institute.<sup>15</sup> She facilitates regular opportunities for faculty, staff, and student contact with members of West Virginia’s Congressional delegation. Faculty and administrative lobbying efforts, such as those undertaken by the Drinko Academy and the Simon Perry Center to fund the American History for Freedom Program and to pass the American Civics Education Act, are mediated through her.

At the intermediate level of the university’s formal democratic engagement structure, Sara Payne Scarbro serves as Associate Vice President for External Engagement, facilitating institutional collaboration with West Virginia state officials, the Legislature, and leaders in the business and non-profit communities.<sup>16</sup> She also Chairs the Operations Council of the Alliance for the Economic Development of Southern West Virginia, a partnership comprised of ten institutions of higher education that collaborate on projects designed to relieve economic distress.<sup>17</sup> During the COVID-19 crisis, the Alliance has brought citizen leaders and government officials together for twelve weeks of programming in its 40 Top Virtual Roundtable Series.<sup>18</sup> In more normal times, the Alliance has organized an annual Small Communities, Big

Solutions Conference to celebrate West Virginia successes.<sup>19</sup> The Alliance features four working groups. Entrepreneurship works to prepare a small business leader and entrepreneurship survey; Tourism works with the West Virginia Tourism Office to prepare an asset inventory; Workforce identifies barriers and solutions to employment; Addiction and Recovery overseas the Collegiate Recovery Network in the state.<sup>20</sup>

It is worth noting that the Alliance for the Economic Development of Southern West Virginia exemplifies the role Marshall University plays in helping to preserve and protect our system of democratic self-government. Scholars of comparative democratic systems assert that democracy can only function where it rests on a well-developed civil society; that is, the “terrain between the state and the private realm where individuals come together to collectively pursue public affairs.”<sup>21</sup> A rich civil society serves as a training ground for leaders, inculcates habits of self-government, facilitates networking, and generates creative public policy solutions that democratic systems depend upon. President Gilbert’s establishment of the Alliance for the Economic Development of Southern West Virginia patently demonstrates that the university’s commitment to democratic engagement is not simply theoretical but also a matter of active and collaborative participation in the public realm.

In addition to the work of the Alliance for the Economic Development of Southern West Virginia, there are any number of faculty members and program directors whose community engagement work further enriches the civil society upon which our democracy depends. Faculty, staff, and administrators serve on boards of charitable foundations and professional organizations and assume leadership roles in many realms. Patricia Proctor, the Founding Director of the Simon Perry Center, for example, also serves as President of the Huntington Museum of Art Board of Trustees, on the West Virginia Humanities Council, and on

the Board of West Virginia Public Broadcasting. The Senior Vice-President for Communications and Marketing, Ginny Painter, convenes an ad hoc working group that brings together representatives from the Office of the Mayor of Huntington, the Huntington Regional Chamber of Commerce, the local hospitals, and others, to facilitate collaboration and avoid working at cross purposes in service to the community. Will Holland, Director of Community Outreach, has established an innovative co-curricular Board Fellows program that places students on local and regional non-profit boards. These activities further demonstrate that the university’s commitment to democratic engagement is extends beyond the academic or theoretical realm.

In 2019, Marshall University added a third level to its formal democratic engagement structure in hiring Lacy Ward, Jr. as its Community Outreach Coordinator. Ward works on behalf of the institution with local officials, and especially as liaison to the Fairfield Alliance, which seeks to develop a grassroots, holistic re-development plan in the historically African American neighborhood located between Marshall’s main campus and its growing health science complex.

## MU Libraries

In addition to supporting the programming initiatives detailed above, Marshall University Libraries is committed to hosting Voter Registration Day for the second consecutive year, which is a nonpartisan civic holiday celebrating our democracy. Library staff will utilize three laptops and use <https://www.vote.org/> as a guide. They will assist individuals in checking their voter registration, registering to vote, and requesting absentee ballots. They will NOT advocate for any party or candidate.







SUMMARY

Marshall University’s commitment as an institution to improving civic learning and democratic engagement is strong and clearly visible to both external and internal audiences. While civic learning and democratic engagement take many forms, informed citizen participation in the electoral process is one of the most vital components of successful self-government. Low voter registration and voter turnout rates are a threat to democracy and must be addressed from multiple angles; higher education has a vital role to play in inculcating habits of responsible citizenship. The institution’s Mission, Vision, and Creed statements, the basic building blocks of its Core Curriculum, its programming priorities, its civic cultural orientation, its leadership and formal structures of democratic engagement all collectively prepare Marshall to undertake new efforts to advance student electoral participation.

<sup>1</sup>See: <https://www.marshall.edu/mission/> (accessed 20 May 2020).

<sup>2</sup>See: <https://www.marshall.edu/mission/> (accessed 20 May 2020).

<sup>3</sup>See: <https://www.marshall.edu/mission/> (accessed 20 May 2020).

<sup>4</sup>See: [https://www.marshall.edu/hlcaccreditationreview/files/Marshall-Assurance-Ar-](https://www.marshall.edu/hlcaccreditationreview/files/Marshall-Assurance-Argument-Bookmarked-9-16-2015.pdf)  
[gument-Bookmarked-9-16-2015.pdf](https://www.marshall.edu/hlcaccreditationreview/files/Marshall-Assurance-Argument-Bookmarked-9-16-2015.pdf) (accessed 20 May 2020).

<sup>5</sup>For a fuller description of Drinko Academy programming related to civic learning and democratic engagement, see: <https://www.marshall.edu/drinko/> (accessed 20 May 2020).

<sup>6</sup>See: <https://www.marshall.edu/womenvote/> and <https://sos.wv.gov/about/Pages/WV19Amend.aspx> (both accessed 20 May 2020).

<sup>7</sup>See: <https://www.marshall.edu/spc/amicus-curiae-lecture-series-on-constitutional-democracy/> (accessed 20 May 2020).

<sup>8</sup>See: <https://www.marshall.edu/spc/about-the-perry-center/> (accessed 20 May 2020).

<sup>9</sup>See: <https://www.marshall.edu/spc/minor-in-constitutional-democracy/> (accessed 20 May 2020).

<sup>10</sup>For a recording of Dr. Higginbotham’s 2020 Carter G. Woodson Lecture, see: <https://www.youtube.com/watch?v=KvoFtMSAN9Q>

<sup>11</sup>See: <https://www.marshall.edu/woodsonlyceum/> (accessed 20 May 2020).

<sup>12</sup>See: <https://www.marshall.edu/ctl/community-engagement/cbl> (accessed 20 May 2020).

<sup>13</sup>See: <https://www.marshall.edu/ctl/community-engagement/cbl> (accessed 20 May 2020).

<sup>14</sup>See: <https://www.marshall.edu/cortex/> (Accessed 20 May 2020).

<sup>15</sup>See: <http://www.rcbi.org/> (accessed 21 May 2020).

<sup>16</sup>The Marshall University Faculty Senate also has a Legislative Affairs standing committee that engages directly with elected officials; and a long-time staff member in the Office of the President, Bill Burdette, also acts as a legislative liaison.

<sup>17</sup>See: <https://www.marshall.edu/aedswv/about-the-alliance/> (accessed 21 May 2020).

<sup>18</sup>See: <https://www.marshall.edu/aedswv/projects/> (accessed 21 May 2020).

<sup>19</sup>See: <https://www.marshall.edu/aedswv/small-communities-big-solutions/> (accessed 21 May 2020).

<sup>20</sup>See: <https://www.marshall.edu/ucomm/2019/10/30/the-alliance-for-the-economic-development-of-southern-west-virginia-to-set-up-a-collegiate-recovery-network-in-southern-west-virginia/> (accessed 21 May 2020).

<sup>21</sup>Pamela Beth Radcliff, *Making Democratic Citizens in Spain: Civil Society and the Popular Origins of the Transition, 1960-1978* (London: Palgrave Macmillan, 2011), 2; and Neera Chandhoke, *State and Civil Society: Explorations in Political Theory* (Thousand Oaks, CA: Sage Publications, 1995), 9.



Goals and Strategy

Long-Term Goals

- By 2024, the institution will increase student voting rates by 6% over 2020 turnout levels, with students of color voting at the same rate as white students.
- By 2028, the institution will increase student voting rates by 12% over 2024 turnout levels, with students of color voting at the same rate as white students.
- By 2028, strengthen the integration of the Marshall University learning outcome “ethical and civic thinking” into the general education curriculum.

Short-Term Goals

- In 2020, the institution will increase student voting rates by 3% over 2018 turnout levels, with students of color voting at the same rate as white students.
- By 2021, add electoral engagement to “UNI 100” class syllabi as a learning objective to the course.

Strategy

- Building from the current HerdLink and TurboVote initiatives, we suggest collaborating with as many campus partners as possible to launch a multipronged social media campaign aimed at increasing voter registration via TurboVote.
- We suggest a marketing push during the Fall semester (August-October) to increase awareness of TurboVote through campus media outlets (University Communications, Digital Signage, The Parthenon).
- We suggest the integration of voter registration efforts into Constitution Month (September), with increased voter registration efforts lasting through National Voter Registration Day (September 22nd).
- We suggest an expansion of our Voter Registration Day efforts: make this initiative campus-wide with longer available hours.
- Fully fund TurboVote to enable data collection for all campus voter registration efforts. Encourage campus partners currently engaged in voter registration efforts (Women’s and Gender Center, Libraries and student groups, etc.) to use TurboVote for voter registration efforts at Marshall University to provide a comprehensive portrait of campus voter registration efforts.



# Reporting

Marshall University is committed to effectively communicating its voter friendly initiatives campus-wide with the following tools:

## Herd Votes Website

We will create the <http://www.marshall.edu/herdvotes> website, which will serve as the home to all voter friendly campus initiatives at Marshall University. In addition to sharing our plan for increasing voter initiatives ,we will also share other Marshall voter-affiliated websites, programming opportunities and helpful resources for those navigating the voting process.

In light of the current situation with COVID-19, it is imperative to have a digital presence for our audience. We will promote this new website by:

- Creating ads/graphics with new website info, and sharing those graphics via the weekly “We are Marshall” faculty/staff newsletter, weekly Herd Happenings student newsletter, myMU online portal, our digital campus Orca TV screens and the online event calendar (Trumba).
- Embedding web link on appropriate departmental web pages (i.e. John Deaver Drinko Academy, Simon Perry Center for Constitutional Democracy, etc.)
- Embedding reference points about the new website into scripted speaking engagements during Constitution Month, National Voter Registration Day, U.S. Constitution and Citizenship Day, etc. We will also share graphics on social media channels prompting audiences to visit our website during these celebrations.
- Included in future Student Handbooks, a digital publication distributed to 13,000+ students each year via HerdLink, mass email and social media.
- Included in Week of Welcome communications/ UNI 100 curriculum for incoming freshmen

## Student Affairs Polling Location

We will continue to promote this polling location during election season via HerdLink, the Herd Votes website, the online myMU portal, our campus ORCA TV screens, the faculty/ staff/student newsletters, the online event calendar and social media.

## Other Communication Tactics

- Campus-wide emails sent out during election seasons
- Flyers / posters
- Election Day activities and events
- Student organization/ peer- to-peer interactions
- Voter-related speaking engagements

**We will publish this report on our /HerdVotes website for both internal and external audiences to review.**



# Evaluation

Marshall University will evaluate all Voter Friendly Campus programming in several ways.

- Working with the university’s Office of Assessment and the university’s Qualtrics software, the planning committee will develop post-event surveys to gather data and information about student voter insights and trends.
- The planning committee will conduct a debrief after every voter friendly campus event to review what worked well, what needs improvement and potential changes for future events.
- With help from the Office of Institutional Research, the planning committee will track voter registration numbers and assess which activities are most effective in encouraging student registration.
- Marshall University will also participate in the National Study of Learning, Voting and Engagement (NSLVE) to track student voting rates.
- In partnership with the Division of Student Affairs, the planning committee will conduct focus groups with student voters to garner qualitative insights as to why they vote, how they want to receive communications regarding voting reminders and resources for encouraging peers to participate in voting activities.







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