

# MARSHALL UNIVERSITY

VOTER FRIENDLY CAMPUS PLAN  
2022-2023



PROOF

## Voter Friendly Campus Planning Team

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# Marshall University Quick Facts

- **A student-centered research university** located in downtown Huntington, West Virginia, with additional locations 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

- 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, Sun Belt Conference
- 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 2020 Data)

- **Total:** 11,962
- **60% Female; 40% Male**
- **Undergraduate:** 8,776 (73%)
- **Graduate:** 2,515 (21%)
- **First Professional:** 671 (6%)
- **Minority Students:** 1,386 (12%)
- **International Students:** 254 (2%)
- **Out-of-State:** 1,792 (15%)
- **Students from:** 49 states and 56 countries
- **Average Incoming Freshman ACT:** 23
- **Average Incoming Freshman GPA:** 3.64
- **First to Second Year retention rate of first-time freshmen 2019-20:** 77%%

Degrees Granted 2019-20: 2,796 - [www.marshall.edu/quick-facts](http://www.marshall.edu/quick-facts)

## 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

State	County	Headcount	State	County	Headcount	State	County	Headcount	State	County	Headcount
<b>Alabama</b> <b>3</b>			<b>Maryland</b> <b>11</b>			<b>Pennsylvania</b> <b>70</b>			<b>West Virginia</b> <b>10500</b>		
	Calhoun	1		Allegany	4		Allegheny	18		Barbour	19
	Cullman	1		Garrett	1		Beaver	3		Berkeley	62
	Shelby	1		Washington	6		Bedford	1		Boone	139
<b>Georgia</b> <b>10</b>			<b>New York</b> <b>5</b>				Blair	1		Braxton	13
	Carroll	1		Broome	2		Butler	5		Brooke	14
	Cherokee	1		Chautauqua	1		Cambria	4		Cabell	3728
	Floyd	1		Steuben	2		Columbia	1		Calhoun	10
	Gwinnett	5	<b>North Carolina</b> <b>9</b>				Crawford	1		Clay	34
	Hall	1		Buncombe	1		Erie	1		Doddridge	2
	Jackson	1		Burke	1		Fayette	1		Fayette	126
<b>Kentucky</b> <b>303</b>				Davie	1		Greene	12		Gilmer	8
	Boyd	133		Forsyth	4		Lackawanna	1		Grant	7
	Carter	21		Henderson	1		Lawrence	1		Greenbrier	142
	Casey	1		Polk	1		Mercer	2		Hampshire	9
	Clark	1	<b>Ohio</b> <b>706</b>				Monroe	1		Hancock	24
	Clay	1		Adams	4	<b>South Carolina</b> <b>10</b>				Hardy	11
	Elliott	2		Ashtabula	1		Greenville	7		Harrison	217
	Floyd	7		Athens	3	<b>Tennessee</b> <b>15</b>				Jackson	115
	Garrard	1		Belmont	4		Oconee	3		Jefferson	51
	Greenup	62		Brown	1		Claiborne	1		Kanawha	1348
	Johnson	13		Clermont	15		Greene	1		Lewis	13
	Knott	3		Gallia	99		Knox	8		Lincoln	212
	Knox	1		Guernsey	4		Lawrence	1		Logan	202
	Laurel	3		Harrison	1		Macon	1		Marion	87
	Lawrence	20		Highland	3		Putnam	1		Marshall	49
	Letcher	1		Hocking	3		Sullivan	2		Mason	453
	Lewis	3		Holmes	1	<b>Virginia</b> <b>34</b>				McDowell	36
	Madison	5		Jackson	13		Bath	1		Mercer	161
	Magoffin	2		Jefferson	1		Botetourt	4		Mineral	8
	Martin	5		Lawrence	378		Carroll	1		Mingo	125
	Morgan	1		Meigs	20		Giles	3		Monongalia	68
	Nicholas	1		Monroe	1		Grayson	1		Monroe	14
	Perry	3		Morgan	1		Montgomery	2		Morgan	6
	Pike	5		Muskingum	6		Patrick	1		Nicholas	71
	Pulaski	1		Perry	1		Pulaski	1		Ohio	62
	Rowan	3		Pike	9		Russell	2		Pendleton	6
	Russell	2		Ross	12		Smyth	1		Pleasants	11
	Whitley	2		Scioto	112		Tazewell	5		Pocahontas	22
				Trumbull	1		Wise	1		Preston	12
				Tuscarawas	4		Wythe	2		Putnam	1181
				Vinton	2		Independent Cities	9		Raleigh	295
				Washington	6					Randolph	103
										Ritchie	16
										Roane	42
										Summers	22
										Taylor	9
										Tucker	9
										Tyler	7
										Upshur	39
										Wayne	545
										Webster	53
										Wetzel	19
										Wirt	16
										Wood	220
										Wyoming	88
										Unknown	139
										<b>Grand Total</b> <b>11676</b>	

April 30, 2020

# MARSHALL UNIVERSITY

## OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING

# Voter Friendly Campus Data Request

Fall 2019 Enrolled Students with Permanent Address in Appalachian Region

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



# 4.30.20

DATE OF DATA  
REPORT FROM  
OFFICE OF  
INSTITUTIONAL  
RESEARCH AND  
PLANNING



## FALL 2019 TOTAL ENROLLMENT:

**12,862**

Count of Students from Appalachia: 11,676  
Percentage of Fall 2019 Students from Appalachia: 90.8%

Count of Students from West Virginia: 10,500  
Percentage of Fall 2019 Students from West Virginia: 81.6%

## FALL 2019 ENROLLED STUDENT FIRST GENERATION STATUS BY STUDENT LEVEL

Headcount First Gen Status	Student Level Undergraduate	Masters/Specialist/Advanced	Professional	Grand Total
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 2018 WV general election, the voter turnout rate was 47.93% (50.30% for the U.S.)
- In the 2020 WV general election, the voter turnout rate was 63.25% (66.8% for the U.S.)

*(Data from the WV Secretary of State Office, US Census Bureau)*



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%

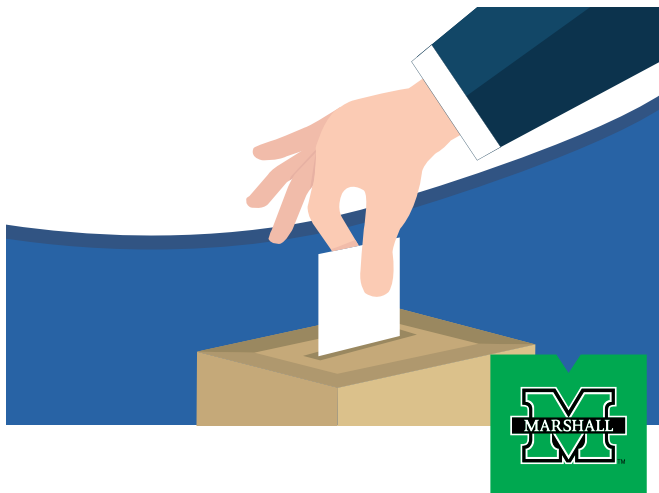
MU STUDENTS ARE FROM AN  
APPALACHIAN COUNTY



# Get your Vote on!

## Cabell County *Early Voting*

### ROOM 2W22



### 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).

A flyer for the Cabell County Early Voting Precinct. It features the 'Get your Vote on!' logo at the top. The text reads: 'The Cabell County Clerk's Office has placed an Early Voting Precinct on Marshall's campus. Vote for your representatives. Must be a registered voter in Cabell County.' Below this, the voting schedule is listed: 'OCT 26-28 &amp; OCT 31-NOV 4TH 8:30 am - 4:30 pm' and 'SATURDAY OCT 29TH &amp; SATURDAY NOV 5TH 9:00 am - 5:00 pm'. The location is 'Memorial Student Center, Room 2W22'. At the bottom, there is a website link: 'Contact: https://cabellcountyclerk.org/contact/ or/for more info go to: www.marshall.edu'. A small Marshall University logo is in the bottom right corner.



# LEADERSHIP

Faculty from Marshall University Libraries (Kelli Johnson and Kacy Lovelace) and the Departments of Political Science (Patricia Proctor), History (Montserrat Miller), and Leadership Studies (Tim Melvin) are directly involved as members of the Voter Friendly Campus Planning Team. Key individuals from Student Affairs include Assistant Dean for Student Advocacy and Success, Michelle Biggs, and Program Coordinator of the Women's and Gender Center, Blair Bocook.

Numerous students are involved, joining the effort through their connection to the Student Government Association, the Women's and Gender Center, and a wide range of student organizations, including, the Society of Black Scholars, the Pre-Law Club, College Republicans, College Democrats, HERD Against Misogyny, the Student-Athlete Advisory Committee, and Pi Sigma Alpha, the Political Science Honorary. Students have also joined in on voter registration and voter information drives through the LEAD Center (Leadership, Engagement, Activities and Development), the Ambassadors for Social Change program, and the Center for African American Students.

The Voter Friendly Campus Planning Team has consulted with, and received advice from, the League of Women Voters of the Huntington Area, the Office of the Governor of West Virginia, the Office of the Secretary of State of West Virginia, the Cabell County Clerk's Voter Registration office, Young West Virginia, and from West Virginia Free. Assistant Dean Michelle Biggs coordinates directly with the County Clerk's office in providing early voting in the Marshall Memorial Student Center. The Voter Friendly Campus Planning Team also works with ALL IN Campus Democracy Challenge to access resources and data about best practices and voter registration efforts taking place across the country.

Associate Dean of University Libraries, Dr. Kelli Johnson, and Kacy Lovelace, Assistant Professor/Research and Student Success Librarian are the persons responsible for Marshall University's Voter Friendly Campus initiative.

## EXECUTIVE SUMMARY

This action plan was developed by Marshall University's Voter Friendly Campus Planning Team, which includes faculty, staff, and administrators. The plan seeks to increase overall student voting rates, to elevate the voting rates of students of color to the same rate as white students, to add electoral engagement to "UNI 100" class syllabi as a learning objective, and to strengthen the integration of Marshall University's "ethical and civic thinking" learning outcome into the general education curriculum. The plan is being implemented on Marshall's main campus, which is located in Huntington, West Virginia, with digital outreach to all students on all campuses and to those who are full-time online learners.

This action plan was developed out of a shared concern for democracy and a sincere commitment to the responsibility that Marshall University bears in developing the civic consciousness of its students. The plan ties in directly to the institution's commitment to civic learning and democratic engagement, as reflected in its Mission and Vision statements, its Core Curriculum, its programming priorities, and in administrative, faculty, staff, and student culture.

The action plan, focused on both short-term and long-term goals, began to be implemented during Marshall's 2020 Week of Welcome, which preceded the start of the Fall semester. The plan runs through 2030. It is being implemented through the collaborative efforts of the Voter Friendly Campus Planning Team, with the incorporation of additional individuals and units who express an interest in participating in the effort to achieve the goals. Dr. Kelli Johnson and Kacy Lovelace are in charge of the overall plan and its virtual components. The John Deaver Drinko Academy for American Political Institutions and Civic Culture, the Simon Perry Center for Constitutional Democracy, Student Affairs, and the Women's and Gender Center are among the groups that work to facilitate the face-to-face dimensions of the initiative and provide voter education, civic literacy, and civil discourse programming for the campus and the community.





The working group's members have various unique strengths. Michele Biggs, Assistant Dean of Students, brings experience and the ability to mobilize and enthuse staff and students to become involved in the initiative. Dr. Kelli Johnson, who has extensive experience as a community and campus organizer, has acted to convene and lead the group toward action. Dr. Tim Melvin's unique strength is in assessment. He is also Director of the President's Commission on Diversity, Equity, and Inclusion. Dr. Montserrat Miller is a Professor of History and Executive Director of the John Deaver Drinko Academy for American Political Institutions and Civic Culture, a unit which partners naturally with any and all voter registration and voter information initiatives. Patricia Proctor, Esq., as Founding Director of the Simon Perry Center for Constitutional Democracy, is the Pre-Law Club faculty advisor and organizer of the institution's premier lecture series, bringing in top scholars from across the United States to discuss contemporary challenges to our democratic system of governance. Other members of the team bring skills in the area of communications, marketing, and digital media. All members deliberate in planning. In addition to leading the Voter Friendly Campus Planning Team, Dr. Kelli Johnson is also responsible for the virtual portion of the campaign. Dr. Montserrat Miller coordinates the face-to-face component of Marshall's voter registration/voter information events. Patricia Proctor leads the faculty in civil discourse and voter education programming.

The identification of campus stakeholders and new partners is an ongoing endeavor, reflecting the spirit of participatory democracy that defines the culture of the Voter Friendly Campaign Planning Team.

The College of Business, College of Engineering and Computer Science, College of Business, College of Health Professions, School of Medicine, and School of Pharmacy should become involved as the Planning Team moves forward toward consolidation of its efforts. According to Marshall's 2020 NSLVE report, students enrolled in College of Business, College of Science, College of Health Professions, and College of Engineering and Computer Science voted in 2020 at a rate lower than institution's average. Their support and involvement will be solicited through personal contact with individuals in leadership in those academic units.

The Voter Friendly Campus Planning Team embraces inclusivity of diverse campus and community stakeholders, remaining strictly non-partisan and open to diversity in terms of ideology, gender, class, age, ability, race, religion, and all other forms of identity.

The working group has the support of the Office of the President and upper administration, which stepped in to provide additional funding for the intensification of face-to-face voter registration/voter information efforts in the final six weeks leading up to the last day for voter registration in West Virginia in Fall of 2020. The Office of the President, along with the Office of Legal and External Affairs, have supported voter education efforts in the Fall of 2022.



Marshall Athletics, through the Student Athlete Advisory Committee was extensively involved in 2022 National Voter Registration Day efforts. Moving forward, we need to involve the Office of Fraternity and Sorority Life so that students involved in Greek letter organizations can lend their support to our efforts and share information about voter registration processes and election issues.

The working group is in regular communication through email and through Teams. Email exchanges are typically initiated by Michelle Biggs, Kelli Johnson, Kacy Lovelace, Chris Hodge, and Montserrat Miller. Though some turnover has occurred since our efforts began in 2020, there has been no problem recruiting new individuals to take the place of those who have left on the Voter Friendly Campus Planning Team.

## COMMITMENT AND LANDSCAPE

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 across 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:

### *Mission Statement*

"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>Footnote i</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>Footnote ii</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:

"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 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>Footnote iii</sup>

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>Footnote iv</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 and aligned 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. All programs also undergo a five-year review, which allows departments to fine tune their course offerings to better support the relevant domains of critical thinking for that discipline.

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 more than month-long celebration of the ratification of the U.S. Constitution. It 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. <sup>Footnote v</sup>

In 2020, the Drinko Academy 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 ratification of the 19<sup>th</sup> Amendment to the Constitution that guaranteed women’s right to vote in the United States. Campus partners in this endeavor included the Simon Perry Center for Constitutional Democracy, 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 Minor program, and the Women’s and Gender Center. The Women’s and Gender Center provided materials and staffing for voter registration tables at all Marshall University Women’s Suffrage Centennial programs over the course of the 2019-2020 academic year. <sup>Footnote vi</sup>

The Drinko Academy also coordinated programming for Women’s Equality Day on August 26, 2021 and 2022. Both programs were presented in collaboration with the League of Women Voters of the Huntington Area and other campus partners.

### 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. Attendees include 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 they 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>Footnote vii</sup>

The Fall 2022 *Amicus Curiae* lecture series has featured Dr. Joseph Uscinski, professor of political science at the University of Miami, speaking on the impact of conspiracy theories in American politics; Lawrence Norden, Esq., Senior Director, Election and Government Program at the Brennan Center for Justice at New York University School of Law, speaking on the impact of false claims about the 2020 election; and, Nadine Strossen, the John Harlan II Professor Emerita, New York Law School, past national President of the American Civil Liberties Union (1991-2008), and Senior Fellow at FIRE, speaking on how hate should be resisted with free speech, not censorship.

The Simon Perry Center also offers two other programs that illustrate Marshall’s to civic learning and democratic engagement. The first of these is the Dan O’Hanlon Essay Competition, which invites students to grapple with burning questions about our contemporary political system. In 2021, the essay prompt was: “Should Section 230 of the Communications Decency Act of 1996 be abolished or reformed, or Big Tech be regulated by government in some additional way? If so, why and what should the change or



regulation be? If not, why not?” The 2022 essay prompt was: “Should the U.S. Constitution guarantee equal rights for women?” 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>Footnote viii</sup>

The second Simon Perry Center program evidencing the institution’s commitment to civic learning and democratic engagement 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>Footnote ix</sup> Certainly relevant to undergraduates preparing to study the law, the Minor in Constitutional Democracy offers any and all students at Marshall solid preparation in the rights and obligations of citizenship.

### Court on Campus Program

Working in a collaborative partnership, the Drinko Academy, the Simon Perry Center, and the Office of the President regularly host Court on Campus programs as part of the civic literacy initiative. Such programs have involved the Supreme Court of Appeals of West Virginia holding an oral argument session on the main campus with large groups of students attending in order to watch the rule of law in action. Temporarily suspended with the onset of the pandemic in 2020, the Court on Campus program is set to return with a 4<sup>th</sup> Circuit Federal Court of Appeals oral argument session in March of 2023 and a Supreme Court of Appeals of West Virginia oral argument session during Constitution Week in September of 2023.

### 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; 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; Dr. Jerome M. Adams, U.S. Surgeon General; Ms. Sylvia Cyrus, Executive Director, Association for the Study of African American Life and History; Angela Dotson, first Black journalist to edit a section of *The New York Times*; John W. Franklin, public historian and editor and compiler of *My Life and an Era: The Autobiography of Buck Colbert Franklin*, survivor of the Tulsa Race Massacre of 1921; and, Dr. William Turner, Professor emeritus of Black and Appalachian studies at Berea College. Each of these distinguished speakers addressed a sizeable audience (face-to-face or virtual) about issues related to history, civic learning, and democratic engagement. 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 15<sup>th</sup> and the 19<sup>th</sup> 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>Footnote x</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 for students on campus and from grades K-12 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 2021, the Woodson Lyceum offered its fourth 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. <sup>Footnote xi</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.

### Center for Teaching and Learning

The Center for Teaching and Learning oversees the institution’s curricular efforts to increase civic engagement through promoting the pedagogies associated with Community Based Learning courses. The CBL Director is Professor Sandra Kemper. CBL pedagogies “combine academic theory with community engagement to enhance student learning <sup>Footnote xii</sup> by offering hands on-experience outside the classroom.” 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>Footnote xiii</sup>

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.” <sup>Footnote xiv</sup> 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.

### Higher Learning Commission Quality Initiative

Other equally significant programming priorities at Marshall coming from the Office of Academic Affairs signal institutional commitment to civic learning and democratic engagement in endeavors that are most certainly permeated by clear diversity, equity, inclusion, and social justice objectives.

As of Fall 2022, the university entered into a three-year HLC Quality Initiative cycle entitled: “Building a Stronger and More Inclusive Marshall Community.” Programming in each of the three years will be built around a theme. The year one theme is “Complexities of Identity”; the year two theme is “Building Bridges”; and the year three theme is: “Recognizing and Celebrating our Differences.”

The intended outcomes of the Quality Initiative are as follows:

- growth in attitudes and knowledge about, and improvement in skills when interacting with, individuals from cultures different from their own, as measured by the results of Marshall University's Diversity Climate Survey and embedded questions;
- to increase the number (and success) at Marshall University of students, faculty, and staff from chronically underserved populations;
- enhancement of learning through Marshall's faculty/student/staff and community partner reciprocal relationships.

The HLC Quality Initiative has built assessment tools and strategies into its plan. The data generated will enable us to better understand campus attitudes toward diversity, equity, and inclusion and how to improve democratic engagement with the community.







## University Leadership

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

Marshall University's 38<sup>th</sup> President, Brad Smith, is firmly committed to civic learning, democratic engagement, and civil discourse. Assuming the mantle of the Presidency on January 1<sup>st</sup>, 2022, Smith is seeking to build on his predecessors' efforts to embrace a more visible and meaningful role for the university in the community. He is personally invested in diversity, equality, and inclusion, in regional economic development, and in meeting the needs of a more broadly conceptualized future audience for higher education.

The university's official democratic engagement is coordinated through the Office of Legal and External Affairs. H. Toney Stroud serves as Chief Legal Officer and General Counsel. Charlotte Weber serves as Vice President for Government Relations, and Sara Payne Scarbro serves as Associate Vice President for Government Relations. Weber and Payne Scarbro facilitate institutional collaboration with West Virginia state officials, the Legislature, and leaders in the business and non-profit communities. <sup>Footnote xv</sup> Payne Scarbro 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>Footnote xvi</sup> The Alliance has brought citizen leaders and government officials together in its 40 Top Virtual Roundtable Series. <sup>Footnote xvii</sup> It has also organized a highly successful annual Small Communities, Big Solutions Conference to celebrate West Virginia achievements, confront challenges, and recognize the individuals and organizations who have brought about positive change. <sup>Footnote xviii</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 oversees the Collegiate Recovery Network in the state. <sup>Footnote xix</sup>

Together, Weber and Payne Scarbro facilitate regular opportunities for faculty, staff, and student contact with elected officials. 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 them.

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>Footnote xx</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. The establishment of the Alliance for the Economic Development of



Southern West Virginia, and of the Office of Legal and External Affairs itself, 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.

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, Esq., the Founding Director of the Simon Perry Center, for example, has served 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. Dr. Kelli Johnson serves on the Board of Directors of the West Virginia Humanities Council, the Fairfield Development Corporation, Coalfield Development Corporation and the Huntington Human Relations Commission. She is also a member of Mayor Steve Williams's Diversity Advisory Committee. Proctor's and Johnson's community engagement activities, along with those of many other members of the faculty, staff, and administration, further demonstrate that the university's commitment to democratic engagement extends beyond the academic or theoretical realm.

In July of 2021, Marshall University hired Dr. Cicero Fain, III as a Visiting Diversity Scholar. His duties include the responsibility to interact with local and state leaders in the area of minority affairs. Dr. Fain's work represents another expression of formal democratic engagement at Marshall, focused on the past, present, and future of the Black Fairfield neighborhood that is located immediately adjacent to the main Huntington campus. Dr. Fain's award-winning University of Illinois Press book, *Black Huntington: An Appalachian Story*, was selected as one of the two common texts for the HLC Quality Initiative year one Complexities of Identity programming cycle. In October of 2022, Dr. Fain was named Assistant Provost for Inclusive Excellence. In this position, he will continue his work to redefine Marshall's relationship to the Fairfield neighborhood, working directly with the full panoply of civic organizations representing that community.

## MU Libraries

In addition to supporting the programming initiatives detailed above, Marshall University Libraries is committed to maintaining online resources for students through the HERDVOTES website, to managing the university's participation in the Students Learn Students Vote Coalition, and to helping staff face-to-face voter registration/voter education initiatives. It has also produced a LibGuide that serves the efforts of the Voter Friendly initiative.

## GOALS

**Vision:** to increase overall student voting rates, to elevate the voting rates of students of color to the same rate as white students, to add electoral engagement to "UNI 100" class syllabi as a learning objective, and to strengthen the integration of Marshall University's "ethical and civic thinking" learning outcome into the general education curriculum.

### Long-Term Goals (six to eight years)

General election student voting rates: By 2028, the institution's student voting rates will increase by 6% over 2024 turnout levels, with students of color voting at the same rate as white students.

Midterm election student voting rates: By 2030, the institution's student voting rates will increase by 6% over 2026 turnout levels, with students of color voting at the same rate as white students.

Civic learning and democratic engagement: By 2028, the institution will add electoral engagement to UNI 100 class syllabi.

Civic learning and democratic engagement: By 2030, the institution will take measures to emphasize and specifically measure "ethical and civic thinking" as a general education course learning outcome.

### Short-Term Goals (two to five years)

General election student voting rates: By 2024, the institution's student voting rates will increase by 6% over 2020 turnout levels, with students of color voting at the same rate as white students.





Midterm election student voting rates: By 2026, the institution's student voting rates will increase by 6% over 2022 turnout levels, with students of color voting at the same rate as white students.

Civic learning and democratic engagement: By 2024, Student Government Association representatives will join the Voter Friendly Campus Team, and the institution will further increase the number of students participating in Marshall's voter registration and voter education initiatives.

Civic learning and democratic engagement: By 2024, the School of Medicine, the Pharmacy School, and the Colleges of Business, Science, Health Professions, and Engineering and Computer Science will each have faculty and students participating in the Voter Friendly Campus initiative.

Civic learning and democratic engagement: By 2024, at least one member of the Voter Friendly Campus Planning Team will be involved in UNI 100 planning and assessment processes.

Civic learning and democratic engagement: By 2026, at least one member of the Voter Friendly Campus Planning team will be involved in the review of the institution's general education requirements.

## STRATEGY

Overall, Marshall University is a campus that is firmly committed to civic learning, democratic engagement, and voter participation by students, faculty, and staff. Marshall's curricular commitment to ethical and civic learning as a general education learning outcome is longstanding. So, too, is its curricular and programmatic commitment to civic literacy and civil discourse. While the student voting rate climbed dramatically from 2016 to 2020, much work remains in order to build confidence in democracy and to teach competency in the skills upon which democratic self-government depends. Ultimately, every member of the Marshall institutional family should actively exercise the rights, and shoulder the responsibilities, of democracy. In working toward that ideal, and in seeking to meet our more specific long-term and short terms goals, the following strategies have been identified:

- The Voter Friendly Campus Planning Team will work to foster civic consciousness among all recognized student organizations by involving their membership in voter registration and voter education efforts on campus. There will need to be **more outreach** to fraternities and sororities

in order increase the number of students participating in voter registration/voter education events. Expansion will necessitate a **systematization of the processes** through which tables and chairs, popup tents, and tabling materials are set up, students are scheduled to staff, and then all infrastructure is broken down and returned to storage.

- There will have to be **more formalized collaboration** with the Deans, Associate Deans, and Student Government Senators from every college in the university in order to **design appropriate responses** to data set forth in Marshall's NSLVE report. Those colleges whose student voting rates are below that of Marshall's average student voting rate should be **assisted in designing and executing plans to improve participation** in upcoming elections.
- **Support from university leadership will need to be secured** by the Voter Friendly Campus Planning Team in order to have a seat at the table where general education curricular decisions are made. **Faculty will have to be involved** in making the case for the inclusion of electoral engagement in UNI 100 syllabi, and for emphasizing ethical and civic thinking outcomes in general education courses. This strategy is informed by peer-reviewed research, which indicates that student voter outreach efforts to other students can increase turnout. Footnote xxi
- **Greater resources will need to be allocated** in order to support the Voter Friendly Campus initiatives, particularly in terms of part-time student assistants to coordinate student outreach.

## NSLVE

The NSLVE report dated October 2021 indicates that Marshall's student voting rate was 63.9%, an increase of 12.8% between 2016 and 2020. Yet the voting rate at Marshall in 2020 was still 2.1% below the national average for all institutions included in the data set. Marshall's NSLVE report thus points to notable successes, but also to ongoing challenges that spur us to continue our work.

Marshall registration rates in 2016, 2018, and 2020 were above the average of all institutions included in the NSLVE data set. Our 2020 registration rate of 87.8%, represents a 3.5% increase over the 2016 rate and a 4.7% increase over the 2018 rate. This suggests that efforts to register students to vote on campus have proved successful and should be further expanded to achieve even better results.



Marshall's yield rates (voting rates of registered students) in 2016, 2018, and 2020 were below the average of all institutions included in the NSLV data set, even though turnout of registered voters at Marshall climbed between the general elections of 2016 and 2020 by 12.2%. This suggests that we should continue to expand our efforts to encourage turnout in order to achieve better results.

Marshall's overall voting rates in 2016, 2018, and 2020 have hovered at, or just below, the average of all institutions included in the NSLVE data set. In 2016 it was 51.2%, in 2018 it was 37%, and in 2020, it was 63.9%. The fact that the standard variation in 2020 voting rates across institutions was so wide (from a low of 19% to a high of 89%) makes the 12.8% increase in Marshall's voting rate from the 2016 general election to the 2020 general election even more impressive. This suggests that we should continue to expand our efforts in order to achieve better results.

NSLVE data indicates that our strategies are working, though clearly, other factors related to national and state politics have concurrently acted to drive up college voting rates across the country. Footnote xxii NSLVE data specific to fields of study, however, have led us to further refine our strategy to address colleges and majors within which voting rates in 2020 were below our institutional average. The following academic disciplines were those whose voting rate were below Marshall's institutional average of 63.9%:

Math	54%
Business, Management, and Marketing	57%
Computer and Information Sciences	54%
Health Professions	60%
Criminal Justice	61%

Without the NSLVE report, we would be unaware of these disciplinary disparities. Awareness of the variation in voting rate by field of study offers us rich opportunities to target groups whose increased participation will help us to achieve our goals.

The NSLVE report dated September 2022 provides further detail in voting rates at Marshall by race and ethnicity. We can see that voting rates on our campus among students identifying as Black more than doubled between 2018 and 2020 from 23% to 49%. Likewise, voting rates on our campus among students identifying as Hispanic rose between 2018 and 2020 from 33% to 55%. These dramatic increases among students of color indicate that further efforts directed specifically at these populations can yield impressive results.

And finally, the September 2022 NSLVE report confirms the importance of Marshall early voting site, which has clearly facilitated early voting for our students, driving early voting numbers up from 292 in 2014, to 1,025 in 2018, to 2,006. Early voting, in fact, accounts for a significant portion of Marshall's 12.8% increase in voting rate between 2016 and 2020. Peer-reviewed research supports the connection between establishing a campus early voting site and increased student turnout. Footnote xxiii



## EVALUATION

The purpose of this evaluation is to gauge the progress that Marshall University is making toward the Voter Friendly Campus goals we set in our action plan. Since the information contained within the NSLVE is relatively new to us, and this is our first evaluation of the progress that we have made, the NSLVE data is paramount for evaluating that progress and for adjusting our goals and action plan as we receive new data about our civic participation rates on campus. Additionally, data from HerdVotes and LibGuides can be used to measure the effectiveness of the resources that we have made available online.

Evaluating the effectiveness of our efforts to increase student voter engagement will need to be regular and ongoing. Before each election year, we will need to analyze the new NSLVE data that we receive. We want to know if our efforts to increase registration rates and voter turnout are reflected in the actual numbers of students voting. We also want to know if our efforts increase registration from election year to election year. Knowing what method students are using to vote allows us to tailor our registration efforts and to bolster information about preferred voting methods. Demographic information related to age, ethnicity, sex, education level, and field of study inspires new ways of reaching groups who are underrepresented in our efforts and improve our registration rates and voter turnout. We are also evaluating the success of our campus voter outreach efforts, including attendance and types of interaction. Additionally, we will continually evaluate the impact of MU's early voting precinct, the first on-campus early voting precinct in the state of West Virginia and our efforts to spread the word about it on campus.

This evaluation will be carried out by members of our Voter Friendly Campus Team, which is made up of faculty and staff from various departments across campus. This evaluation will then be used by campus organizations and groups who are involved in student voting initiatives. We will aim to complete this evaluation in the Spring of each election year so that we can properly prepare for our Fall initiatives.

In addition to the NSLVE report and evaluation of current voter registration initiatives, the following information can assist us in our efforts:

- Website traffic information from HerdVotes and LibGuides.
- Tracking interaction types when engaging in voter registration efforts. What questions are students asking about the voter registration process, i.e., are students asking how they can change their address so that they can vote on-campus instead of at home?
- Are there any civic initiatives happening on campus that we are not aware of that could serve to increase our campus-wide efforts?

Our vision for a successful, voter friendly campus is one where registration rates continue to climb with each election cycle, and one where actual voter turnout closely matches these registration rates. One of our short-term goals was to increase 2020 student voting rates by 3% over 2018 rates. Through our efforts, student voter registration rates increased by 4.7%. Of those registered students, we also saw a 26.9% increase in voting rates. Of the total student population, there was a 28.3% increase in student voting over 2018 numbers.

Our long-term goals include an increase in the student voting rate of students of color by 6% from 2020 – 2024 and 12% from 2020-2028. From 2018 to 2020, there was an increase in student voting from students of color: 19% Asian, 26% Black, 22% Hispanic, and 31% students of two or more races. We believe that our concentrated voter registration initiative has encouraged these increases and will bolster our efforts in increasing voting rates of students of color.



## REPORTING

The Marshall University Voter Friendly Campus plan is publicly available via the [HerdVotes](#) Website as well as the [Voter Friendly Campus library research guide](#) (LibGuide). Our NSLVE report also resides in these two publicly-accessible locations. Our 2020 plan is also accessible through the All In Campus Democracy Challenge website.

The Voter Friendly Campus plan will be shared with all campus organizations and groups who are involved with student voting as well as with units that may choose to take a bigger role in student voting initiatives in future, like the Division of Student Affairs. We believe that sharing this readily-accessible data through our HerdVotes website and our LibGuide will give everyone on campus the key student voter information that they need to reach out to groups who are underrepresented in our voting coalition. We have also made our campus community aware of our efforts through our faculty and student campus newsletters.





## SUMMARY

**There are many examples of Marshall University's programmatic commitment to civic learning and democratic engagement.** From the Medical School to the Pharmacy School, to the Social Work Program, to Women's, Gender, and Sexuality 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 evidenced 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 Department of Political Science's various Legislative internship programs and in the Faculty Senate's organization of Legislative fora for the university community. The university's institutional culture of participatory democracy is reflected in its commitment to shared governance and its current efforts to redefine and reinvigorate what that means.

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 4 May 2022).

<sup>2</sup>See: <https://www.marshall.edu/mission/> (accessed 4 May 2022).

<sup>3</sup>See: <https://www.marshall.edu/mission/> (accessed 4 May 2022).

<sup>4</sup>See: <https://www.marshall.edu/hlccreditationreview/files/Marshall-Assurance-Argument-Bookmarked-9-16-2015.pdf> (accessed 4 May 2022).

<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 4 May 2022).

<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 4 May 2022).

<sup>9</sup>See: <https://www.marshall.edu/spc/minor-in-constitutional-democracy/> (accessed 4 May 2022).

<sup>10</sup>For a recording of Dr. Higginbotham's 2020 Carter G. Woodson Lecture, see: <https://www.youtube.com/watch?v=KvoFtMSAN90>

<sup>11</sup>See: <https://www.marshall.edu/woodsonlyceum/> (accessed 4 May 2022).

<sup>12</sup>See: <https://www.marshall.edu/ctl/community-engagement/cbl> (accessed 4 May 2022).

<sup>13</sup>See: <https://www.marshall.edu/ctl/community-engagement/cbl> (accessed 4 May 2022).

<sup>14</sup>See: <https://www.marshall.edu/cortex/> (Accessed 4 May 2022).

<sup>15</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>16</sup>See: <https://www.marshall.edu/aedswv/about-the-alliance/> (accessed 4 May 2022).

<sup>17</sup>See: <https://www.marshall.edu/aedswv/projects/> (accessed 4 May 2022).

<sup>18</sup>See: <https://www.marshall.edu/aedswv/small-communities-big-solutions/> (accessed 4 May 2022).

<sup>19</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 4 May 2022).

<sup>20</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.

<sup>21</sup>Thessalia Merivaki, "Making National Voter Registration Day a Course Assignment," *Political Science and Politics*, Volume 55, Issue 2, April 2022, pp. 387-389.

<sup>22</sup>Maricruz Ariana Osorio and Melissa R. Michelson, "College Students have been Voting at Record Rates." *Washington Post*, August 30, 2022.

<sup>23</sup>Tyler Hallmark and Andrew Martinez, "MSI Vote: Ensuring Democracy and Promoting Voting through the Power of Minority Serving Institutions" Penn Center for Minority Serving Institutions, 2017.

**PROOF**







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