

**SURVIVAL OF THE FITTEST? THE REBRANDING
OF WEST VIRGINIA HIGHER EDUCATION**

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ABSTRACT

During the years 1996 to 2005, West Virginia produced the greatest proportion (56.25%) of regionally accredited institutional rebrandings. In addition, the state experienced the greatest proportion (25%) of the specific “college-to-university” rebranding strategy than any other state. This study set out to discover the reasons why West Virginia produced such a high percentage of “college-to-university” changes. Using a mixed method approach of analysis, the researcher used quantitative and qualitative methods to determine the rationale, strategies, and implications of the college-to-university change.

As West Virginia was viewed as a nested population in Appalachia, a population of 51 institutions that experienced the college-to-university change located in 10 states containing Appalachian counties was generated. Administrators from these schools were surveyed and the returns provided a basis for interviews of West Virginia administrators. Additionally, 103 institutions in the United States that rebranded as universities were analyzed in regard to effects of the rebranding five years following the change. The variables studied included the following: enrollment, tuition, Carnegie Classifications, the numbers and types of graduate programs, and undergraduate selectivity.

The study focused on the rebrandings at the following West Virginia institutions: The University of Charleston (1979), Salem-Teikyo University (1989), Wheeling Jesuit University (1996), West Virginia University Institute of Technology (1996), Mountain State University (2001), Concord University (2004), Fairmont State University (2004), Shepherd University (2004), West Virginia State University (2004), Ohio Valley University (2005), and the planned changes at West Liberty State College. This dissertation features information concerning the rationale for change, how the change was realized, the relationship of the change to regulatory bodies, reactions by stakeholders to the change, the effect of the change upon enrollment, the implications of institutional prestige, and administrative advice regarding the change. In addition, a case study on retaining an institutional brand was conducted of the “Allegheny” higher education brand and its usage among institutions in Appalachia was included. This case study examined how Allegheny College has protected its brand and gained brand dominance in the wake of the rebranding efforts of other institutions.

To understand the rebranding phenomenon, a total of 22 individuals were interviewed, 34 administrators returned surveys, and an additional 48 individuals provided information specific responses. A total of 102 unduplicated respondents participated in this study and these included: past and present university administrators, institutional staff, researchers, governmental representatives, alumni, accreditation liaisons, and educational consortia staff.

DEDICATION

In every conceivable manner, the family is a link to our past, bridge to our future. – Alex Haley (n.d.)
You don't choose your family. They are God's gift to you, as you are to them. – Bishop Desmond Tutu (n.d.)

First, I dedicate this work to my wife, Pam, and my daughters, Lora and Kristen who unselfishly allowed me to finish this project over the last several years. They have been great. Never did they complain about me being away gathering research and conducting interviews. Nor did they complain about the living room becoming a reference resource room, although, Pam was glad to see all of the books, papers, and other sundry items finally boxed up and stored away. I thank my family for their unwavering support in this process, which simultaneously occurred during a year at work when my job responsibilities and workload increased five-fold. This often caused me to work late evenings and many weekends. As the girls started seeing printed copies of this work, finally they stopped asking, “What’s a dissertation?” You all are truly wonderful.

Second, I dedicate this work to my mother, Genevieve B. Akerberg, and my late father, Charles E. Owston. My mom and dad were the only ones in their immediate families to graduate high school. In turn, they wanted even more for their three sons. They saw the value of a college education and wanted us to have this opportunity. They promised that the three of us would get at least four years of college and we all did. All of us have overachieved by going beyond just one college degree. Two of us now also have doctorates. While my father only lived to see one of us enter college, Mom continued to make our education possible even when it did not seem financially feasible. It was a great sacrifice for her to leave home every evening and work to accomplish this goal. Thanks Mom for believing in us in the first place and for being one of my greatest cheerleaders as I was writing this – always advising, “Jim, just get it done.” Well Mom, I finally did.

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Education is not filling a bucket, but lighting a fire. – William Butler Yeats (n.d.)
You are out of your mind! Your great learning is driving you mad. – Festus to Paul, Acts 26:24 NASB

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college to a graduate school in 10 years is unprecedented. I learned more in the three years that I served as your executive assistant than I could have discovered in reading hundreds of texts. Thanks for your continued support.

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SURVIVAL OF THE FITTEST? THE REBRANDING OF WEST VIRGINIA HIGHER EDUCATION

CHAPTER ONE: REBRANDING -- AN INTRODUCTION

We do what we must, and call it by the best names. – Ralph Waldo Emerson (n.d).
Your premium brand had better be delivering something special, or it's not going to get the business –
Warren Buffet (n.d).

In an April 2006 editorial, *New York Times* columnist Stephan Budiansky recounted his research for a satirical novel set on the campus of a university. “The idea was to have a bunch of gags about how colleges prostitute themselves to improve their *U.S. News & World Reports*’ rankings and keep up a healthy supply of tuition-paying students while wrapping their craven commercialism in high-minded sounding academic blather.” Budiansky continued, “One of my best bits, or so I thought, was about how the fictional university . . . had hired a branding consultant to come up with a new name with the hip, possibility-rich freshness needed to appeal to today’s students. Two weeks later, a friend called to say it was on the front page of *The Times*: ‘To Woo Students, Colleges Choose Names That Sell’” (p. A19). While listing numerous illustrations of recent college rebranding, Finder (2005) headlined his article with the rebranding experience of Pennsylvania’s Arcadia University. Within a year following the institution’s name change from Beaver College, Arcadia University experienced a 52% rise in freshman applications, a 31% increase in freshman deposits, a 25-point boost in average SAT scores, and a gain excess of 100% in annual giving (O’Neill, 2002). Finder (2005) elaborated, “Names have gained increasing importance in the world of higher education” (p. A1).

An institution’s name is part of its unique branding and part of its overall marketing strategy. Tim Westerbeck (2006), managing director of Chicago based

marketing firm Lipman and Hearn, explained, “Not long ago, the concept of marketing in higher education was shunned as superficial at best, a symbol of crass commercialism unsuitable for the hallowed halls of academe at worst. Today, its unlikely that a campus president could complete a day on the job without some discussion of the institution’s brand, targeted constituents, demographic segments or some other topic that sounds like corporate-CEO-speak” (p. 51).

In Ferguson’s 1986 study of institutional transformations from the previous 20 years, she noted that the competition for students had steadily increased. Therefore, schools had adopted marketing practices from the private sector in order to appear more attractive to potential students. An institution may even enlist the expertise of marketing professionals to improve institutional image. According to Lipman and Hearne, they have provided “market research and planning, strategic positioning, and compelling communications” to over 300 educational institutions (“Home Page,” n.d.; “Our Education Clients,” n.d.). One strategic positioning tactic is to transform an unsuccessful brand to one that is successful. In 2002, Western Maryland College hired Lipman and Hearn for an undisclosed price to make the final selection from over 400 suggestions of new names (Karpovich, 2002). Western Maryland, a private college near Baltimore, emerged as McDaniel College (n.d.) and dispelled several public misconceptions about the school (Lowery, 2002).

During the past several decades, the tendency for American colleges and universities to implement institutional transformations has steadily increased (Morphew, 2000). Spencer (2005; personal communication, May 11, 2006) enumerated 785 colleges and universities that experienced name changes during the years from 1992 to 2001.

While Spencer counted all institutions listed in the *HEP* (Higher Education Publications) *Higher Education Directory* that changed names during this 10-year period, he did not discriminate based upon an institution's accreditation status. A more recent itemization of institutions (see Appendix C) accredited by the six regional accrediting bodies (see Appendix D) yielded 532 rebranded institutions for the years 1996 through 2005. A large percentage of West Virginia institutions of higher education were involved in rebranding strategies during this same 10-year span (see Appendix C). Gumpert, Ianozzi, Shaman, and Zemsky (1997b) suggested that institutional re-identification is an emerging trend that will dynamically affect the entire American higher educational arena.

In the recent past, 27 West Virginia higher educational institutions have altered their institutional images via name modifications. In some cases, the identity modification occurred concurrently with changes in accreditation status, mergers into other institutions, becoming regional campuses of larger institutions, or by evolving into an independently accredited community and technical college (CTC). Six institutions (Blue Ridge CTC, Marshall University Graduate College, Mountain State University, Salem International University, West Virginia University Institute of Technology, and Wheeling Jesuit University) experienced multiple transformational activities during the past 30 years. Seven component community and technical colleges achieved independence from their parent institutions. Six institutions (Bluefield State CTC, Fairmont CTC, Glenville State CTC, Marshall University Graduate College, Potomac State College, and West Virginia University Institute of Technology) ceased to exist as independent, unique entities by being absorbed into other institutions. In addition, the legislature authorized the creation of a new freestanding community college: Eastern

West Virginia CTC. As will be discussed further in this chapter, West Virginia experienced a greater proportion of rebranded accredited institutions from 1996 to 2005 than of any other state, territory, or former territory of the United States.

While institutional rebranding is on the rise, there is a void in the literature regarding a high percentage of institutional rebranding for any single geographic area, let alone West Virginia. Koku (1997) and Morpew (2000) analyzed a number of rebranded institutions by comparing institutional enrollments from the Integrated Postsecondary Education Data System (IPEDS). Koku's (1997) study of enrollment gains and losses at rebranded four-year colleges and universities only included a partial list of the 140 institutions he studied. While it is unknown if any West Virginia schools were represented, the partial listing of 45 schools did not include any West Virginia institutions. Unfortunately, Morpew's (2000) study of colleges that rebranded as universities did not list any of his sample institutions; therefore, it is uncertain if he analyzed any West Virginia schools. While Spencer (2005) included nine West Virginia schools in his count of institutions that rebranded during a 10-year period, only one WV school transformation qualified for inclusion in his sample – The College of West Virginia's evolution from Beckley College. Spencer reported very little information regarding the phenomenon as it directly related to West Virginia or its institutions.

As with Koku (1997), Morpew (2000), and Spencer (2005); several other researchers pursued a variety of institutional rebranding topics. Garvey (2007), Hauck (1998), Taccone (1999), Perry (2003), Rosenthal (2003), and Tisdell (2003) each examined a single institution and the reasons and results of the rebranding process. Ferguson (1986) conducted a descriptive study of 12 institutions in the Middle Atlantic

States that underwent a significant change in name, status, or admission based on gender during the years 1966 to 1986. Her study explored the marketing strategies of four schools in each of the three categories. While Ferguson analyzed schools in Delaware, Maryland, Pennsylvania, and Virginia, her study was limited to the marketing practices of 1986. Hartford (1975) analyzed the factors that influenced Colorado state legislators to confer university status upon Southern Colorado State College to become the University of Southern Colorado (now Colorado State University – Pueblo). Reed (1978) and Misite (1996) chronicled the process of merging one institution into another. Morphew, Toma, and Hedstrom (2001) compared two rebranded institutions with a third that had experienced other significant changes. Furthermore, Toma and Morphew (2001) compared and contrasted the repackaging of two anonymous institutions: one from the Midwest and one from the East.

In addition, three researchers studied brand perceptions in higher education. Morrison (2000) compared students' brand perception at 10 well-known liberal arts colleges in the South and correlated these perceptions with enrollment trends. Cobb (2001) analyzed brand perception in relationship to students' intent to persist and concluded that successful branding efforts were a predictor of retention. Kelly (2004) surveyed stakeholders at 25 Jesuit branded institutions (including Wheeling Jesuit University) and concluded that the Jesuit brand was synonymous with quality education. Although these researchers examined a variety of themes, there were no studies on institutional identification from one single state or region and no qualitative multi-institutional studies regarding college-to-university upgrades.

The transformation of West Virginia colleges to universities merited further research and such a study added to the body of knowledge. Ehrenberg (2001) expressed “We do not have wide base of empirical knowledge about the . . . characteristics of institutions that change classifications” (p. 4). In addition, a mixed method study provided information rich data that can aid administrators and become the basis for future research. In his 2000 study on college-to-university transformations, Morpew concluded: “An in-depth qualitative study of several of these institutions, their motivations, and the outcomes associated with their change would go a long way toward documenting and understanding this trend in higher education and determining the organizational impact of this kind of transformation, their students, and their faculty” (p. 22).

Employing an atypical dissertation model, the structure of this mixed method study emerged during the data analysis process. The final document includes eight independent chapters related to the findings – the subject matter for which was determined as primary themes emerged from the final analysis. An introductory chapter identifies West Virginia’s rebranded institutions since 1976, and it explains the rationale, background, and process for the study. The independent chapters relate to the following major themes: the rationale for the change, processes involved in the change, legislation and regulatory bodies, stakeholder reactions, enrollment, prestige, administrative advice, and brand protection and retention. The final chapter concludes the entire document.

Changes at WV Public Four-Year Colleges, Campuses, & Graduate Institutions

Concord University

On February 27, 1867, West Virginia's first governor Arthur I. Boreman signed into law House Bill 76 establishing the "West Virginia Normal School for the instruction and practice of teachers of common schools in the science of education and the art of teaching to be established at Marshall College in the county of Cabell" (Lewis, 1912). In 1868, the name of Marshall College was permitted to be retained and, over the next several years, five branches of the State Normal School (Marshall College) were established (Fast & Maxwell, 1901; Lewis, 1912; Maury & Fontaine, 1876).

Founded in 1872 at Concord Church (now Athens), Mercer County, Concord University had its beginning as the Concord Branch of the West Virginia Normal School. The school officially opened in 1875 (Miller, 1907). On July 1, 1919, all of the branches of the West Virginia Normal School became independent of each other and the legislature officially rechristened the Mercer County branch as Concord State Normal School – a name that had been in use since the 1870s (Ford, 1921). During Dr. Frank Marsh's administration, the institution's name changed twice: in 1931 to Concord State Teachers College and in 1943 to Concord College ("History," n.d.). In 1973, the state merged Concord College and Bluefield State College (BSC) under one administration in preparation for a complete institutional merger. During this period, BSC discontinued a number of liberal arts programs, closed its dorms, and increased its emphasis on community college education. The merger plans having failed, Concord and BSC separated in 1976 (Brown, 2004; Poole, 1989). With Concord having met criteria

outlined in the West Virginia State Code, Senate Bill 448 (2004) authorized the designation of Concord University (“University Status,” 2004).

Fairmont State University (FSU)

West Virginia Normal School at Fairmont originated as a private teacher preparatory school in 1865. The same year, a stock company took control of the institution and received a charter under the corporate name of “The Regency of the West Virginia Normal School.” In March 1868, the state of West Virginia purchased the institute and renamed it as the Fairmont Branch of the West Virginia Normal School (Marshall College). Throughout its early years, the State Normal School branch was known as Fairmont State Normal School. Fairmont’s subsequent appellations mirror Concord’s with changes occurring in 1919 as becoming independent of Marshall and officially known as Fairmont State Normal School, 1931 as Fairmont State Teachers College, 1943 as Fairmont State College, and 2004 as Fairmont State University (Fast & Maxwell, 1901; Ford, 1921; Miller, 1907; “The Story,” n.d.).

Marshall University Graduate College (MUGC)

Established in 1958, Marshall University Graduate College began as the Kanawha Valley Graduate Center of Science and Engineering of West Virginia University (SB 79, 1958). In 1972, West Virginia House Bill 618 created the West Virginia College of Graduate Studies as an independent public institution. During the same year, the institution began occupying space on the campus of West Virginia State College located in Institute. When the state legislature restructured West Virginia's Board of Regents into two systems in 1989, the school was renamed as the University of West Virginia College

of Graduate Studies (SB 420, 1989). Within three years, the legislature re-identified the institution as West Virginia Graduate College (HB 4596, 1992). In June 1995, West Virginia Graduate College moved from West Virginia State's campus to its own facility in South Charleston. The campus library followed after a merger with Marshall University and the construction of the Robert C. Byrd Academic and Technology Center in 1998 ("The History of Marshall," n.d.). While Marshall and West Virginia Graduate College entered into an affiliation status in 1996, WVGC was wholly absorbed by Marshall University and was re-christened Marshall University Graduate College in July 1997 ("The Merger," 1998).

Although its name suggests that MUGC is a regional campus of Marshall, Senate Bill 67 (1997) called for the institutions to integrate operations, budgets, and programs completely. The West Virginia Higher Education Policy Commission ("Locations of Public Higher Education Institutions," n.d.) does not currently list Marshall University Graduate College as a distinct institution. This is unlike institutions identified as regional campuses of West Virginia University; WVU regional campuses have distinct accreditation and budgetary independence.

Although MUGC is Marshall, the level of control MU exerted over MUGC was not always clear from MU's own marketing efforts. One area that segregated the intuitions was the graduate college's unique web presence. Beginning June 4, 1997, MUGC operated its own Internet domain: mugc.edu ("Whois Lookup: mugc.edu," 2006). This site, which additionally redirected traffic from the former wvgc.edu domain, acted as a separate web presence for MUGC for two years ("Internet Archive for wvgc.edu," 2006). Although linked to and from marshall.edu, the mugc.edu Internet domain depicted

MUGC as being distinct from the Huntington main campus; this distinction was compounded by the issuance of mugc.edu and not marshall.edu email addresses to faculty and staff in South Charleston (“Internet Archive for mugc.edu,” 2006).

As early as September 1997, the usage of the mugc.edu domain became an internal issue regarding MUGC’s identity and the Strategic Plan Task Force (1997a & 1997b) voted that all of Marshall, including Marshall University Graduate College, utilize the marshall.edu domain; however, the issue emerged for discussion again at the Task Force’s December 1997 meeting. Although the committee approved domain integration to marshall.edu in 1997, the mugc.edu domain was officially used through 1999, and some faculty continued using the mugc.edu email address in syllabi as late as spring 2000 (Hankins, 2000; “Satellite and Video Networks,” 1999). The last update to the mugc.edu website occurred on April 29, 1999 (“Internet Archive for mugc.edu,” 2006). The October 6, 1999 update to the Marshall University homepage had the mugc.edu domain replaced with a marshall.edu address for the South Charleston campus. Although unused, Marshall University renewed both the mugc.edu and wvgc.edu domains up through 2006; the domains are no longer retained by MU (“Whois Lookup: mugc.edu & wvgc.edu,” 2006).

Identity confusion also occurred in the 1998-1999 Marshall University Graduate College catalog. In most references, the initial catalog following the merger utilized the name “Marshall University Graduate College” globally as a distinct school encompassing all graduate education at Marshall University regardless of campus location; however, other passages in the same catalog used the name exclusively for the South Charleston location.

Over time, the identity discrepancies have lessened, but some still exist nine years after the merger. The Marshall University Graduate College (2006) website stated “MUGC has two main offices to serve you: one on the Huntington campus and one in South Charleston. In addition, graduate courses or even full programs are sometimes offered through Marshall University’s regional centers in locations like Teays Valley, Point Pleasant, or Beckley.” Other older pages still accessible on the Marshall site, however, clearly label the former West Virginia Graduate College as MUGC (“MUGC Virtual Tour,” 2000). Marshall University’s most recent graduate catalog (2004) referenced the MUGC campus location as Marshall University’s South Charleston campus; however, campus signs identify the site under both names, albeit “South Charleston Campus” takes precedence. While the terminology “Marshall University Graduate College” originated with acquisition of the former West Virginia Graduate College, it appears that officially the name no longer refers solely to the South Charleston campus, but rather identifies a cadre of graduate offerings irrespective of the campus location.

Potomac State College West Virginia University (PSC)

Established in 1901 as the Keyser Preparatory Branch of West Virginia University, PSC began operations during the following year as West Virginia Preparatory School. In 1921, the state legislature granted the institution junior college status as Potomac State School. Academically linked to West Virginia University, legislators solidified this relationship in 1935 by officially naming Potomac State School of West Virginia as a regional campus of WVU. The name was officially shortened to Potomac State College in 1953 (“Role and Mission,” 2002). As a regional campus of WVU, PSC

operated with budgetary independence and its own president until 2005. House Bill 2224 (2003), however, dissolved PSC's regional campus status and called for PSC to fully merge into WVU as a divisional branch campus on July 1, 2005. Solidifying the change from regional to divisional status, WVU replaced the position of institutional president with a campus provost at Potomac State College West Virginia University ("Dr. Kerry O'Dell," 2005).

Shepherd University

Formed in 1871 as a private school named Shepherd College, the institution came under the auspices of Marshall College as Shepherd College and Branch of the West Virginia State Normal School in 1872 when the state legislature assumed control of the institution. During the next several decades, the school was referenced variously as the Shepherdstown Branch of the West Virginia State Normal School, Shepherd College, Shepherd College and State Normal School, and Shepherd State Normal School. Similar to other state normal schools, it became independent of Marshall in 1919 officially as Shepherd College State Normal School. The legislature renamed the school as Shepherd State Teachers College in 1931. It returned to its original name in 1943. With the passage of SB 448 in 2004, the term "College" was replaced with "University" in the school's name (Fast & Maxwell, 1901; Ford, 1921; Miller, 1907; "Shepherd University," 2004).

West Liberty State College (WLSC)

Although its name has not changed since 1943, West Liberty State College is included in this study as it anticipates becoming West Liberty University by 2009. West

Liberty's beginnings date from its March 30, 1837 charter by the Virginia General Assembly. Instruction, however, did not begin until 1838. From 1838 to 1870, the school operated as West Liberty Academy (Snively, 1955). For 32 years, West Liberty served as a preparatory high school and not as a college.

In 1870, the State purchased the building and grounds of West Liberty Academy for \$6,000 and transitioned the campus to the West Liberty Branch of the State Normal School (Marshall College) (Fast & Maxwell, 1901; Lewis, 1912; Maury & Fontaine, 1876; Shaw, 1917). As with the other branches of the State Normal School, the legislature on July 1, 1919 individualized all as independent institutions. The standardized name of West Liberty State Normal School began to be used exclusively, whereas up to this time, several naming variations were in use (Ford, 1921). Further name changes occurred in 1931 and 1943 with West Liberty State Teachers College and West Liberty State College respectively (Brenner, 2003).

Because of its early founding, West Liberty touts the honor of being the oldest higher educational institution in the state; however, there are several challengers to this claim. Marshall University has also claimed the distinction as being one of the oldest if not the oldest. Marshall's claim dates to Isaac Peck's school of instruction that began during summer 1837 at Mt. Hebron Church. Peck's subscription school evolved into Marshall Academy during the following year. Even though the Virginia General Assembly chartered Marshall Academy on March 13, 1838, Marshall's instruction predated West Liberty's operations by nearly a year (Lewis, 1912).

Because these schools were founded as academies, Bethany College takes exception to the claim that either West Liberty or Marshall is the oldest college in the

State. At time of the West Virginia's formation in 1863, Bethany was the only institution providing collegial curricula and has continued to do so since. Chartered as a "college" by the Virginia General Assembly on March 2, 1840, Bethany College considers itself as the oldest higher educational institution in West Virginia (Sandercox, 1989). If Bethany claimed its forerunner institution, Buffalo Academy, its 1822 founding predated West Liberty's charter by 15 years.

Using the academy argument, two other schools could claim an earlier establishment date. On November 29, 1814, Monongalia Academy was founded. This institution and its property was donated to the State in 1867 and was the genesis of West Virginia University. The public school system purchased the old Monongalia Academy and a building from WVU in 1868 and the school resumed operation as a high school that year (Fast & Maxwell, 1901; Miller, 1907).

Although WVU is directly descended from the Monongalia Academy, it chooses not to count the academy as part of its official history. WVU prefers to chart its founding from 1867 (Brenner, 2003; Songe, 1978). Likewise, the West Virginia School of Osteopathic Medicine (WVSOM), which succeeded the Greenbrier Military Academy, could claim Lewisburg Academy's 1812 founding as its own. Like WVU, the WVSOM prefers to disregard all forerunner institutions as being part of its own lineage ("WVSOM at a Glance," 2004).

West Virginia School of Osteopathic Medicine (WVSOM)

When the Greenbrier Military School announced its closing following the 1972 graduation, the school's administration announced that the campus was going to be

transferred lock, stock, and cannon barrels to the West Virginia Society of Osteopathic Medicine to establish a new osteopathic college. This occurred within days of the closing of the Military School. It was hoped that the new school would begin operation during fall 1972; however, due to funding issues and a general confusion over osteopathic medicine, its opening was delayed (“GMS to Become,” 1972; Kerr, 1974).

Established as a private institution, the Greenbrier College of Osteopathic Medicine eventually accepted an initial class of 36 students during fall 1974. After two financially disappointing years, the school appealed to the State of West Virginia for assistance. In 1976, the WV Board of Regents assumed control and changed the institution’s identity to the West Virginia School of Osteopathic Medicine (“Centennial Celebration,” 2002; “WVSOM at a Glance,” 2004).

Often a topic of legislative debate, WVSOM sparked controversy because of perceived competition with the allopathic programs at Marshall and WVU. In 1989, the Carnegie Foundation recommended that the state either privatize WVSOM or merge the school with Marshall University. While the Foundation did not believe that West Virginia could adequately support three medical schools, supporters appealed to Governor Gaston Caperton to allow the school to continue as an independent, state supported institution. Under a recommendation of the Senate Education Committee, WVSOM continued under the newly created University of West Virginia system (Kabler, 1989; Vandergrift, 1989). Although the name and control of ownership have changed, the school’s mission to train osteopathic physicians for service in rural Appalachia remains intact (“WVSOM at a Glance,” 2004).

West Virginia State University (WVSU)

West Virginia Colored Institute was founded in 1891 as a land-grant institution under the Second Morrill Act. Originally offering secondary and vocational education for the state's African-American population, a transition to college classes occurred in 1915 in tandem with a name change to West Virginia Collegiate Institute. In 1929, the name was further changed to West Virginia State College – a name it utilized until 2004 when legislation permitted its current identity as West Virginia State University (SB 448, 2004; Thorn, n.d.).

In 1956, the West Virginia State Board of Education voted for West Virginia State College to surrender its land-grant status and funding to West Virginia University effective July 1, 1957. Due to alumni requests that WV State return to its original land-grant status, President Hazo W. Carter, Jr. began an effort to reverse the decision in 1988. After a series of incremental steps beginning in 1991, the U.S. Department of Agriculture reinstated West Virginia State as a full status, land-grant institution in 2001 (“History of Land-Grant Status,” 2006).

West Virginia University Institute of Technology (WVUIT)

West Virginia University Institute of Technology began operation as Montgomery Preparatory School in 1895 as a branch of West Virginia University. Over the years, it has experienced significant institutional change. With a focus on vocational education in 1917, the school became West Virginia Trade School. As the school moved into junior college status in 1921, the name changed to New River State School. A further name alteration occurred when the addition of baccalaureate programs precipitated a 1931 re-

identification as New River State College. Ten years later, the introduction of business and technical programs resulted in the institution's fifth name: West Virginia Institute of Technology.

While its identity had remained constant for over 50 years, the West Virginia state legislature designated its status as a regional campus of West Virginia University in 1996 (SB 591, 1996). Reflecting the change, its name was adjusted to represent its affiliation with WVU as West Virginia University Institute of Technology ("Profile & History," n.d.). At the beginning of the 2006 legislative session, Governor Joe Manchin, III announced another planned change to the Fayette County based institution. In Manchin's state of the state address, he announced the removal of the WVUIT's engineering program from the Montgomery regional campus to become "a division of WVU's College of Engineering and Mineral Resources" housed at a new technology park in South Charleston (pp. 10-11). Many WVU Tech stakeholders considered the loss of WVUIT's flagship program as the institution's death knell (Keenan, 2006b). To compensate, Manchin's (2006) plan called for WVUIT and its former component Community and Technical College to merge back into a single institution with the CTC president assuming duties as president of the entire institution.

The governor's announcement created a firestorm and numerous bills followed in the 2006 legislative session. House Bill 4560 and Senate Bills 720 and 740 (2006) all attempted, unsuccessfully, to return WVUIT to its independent status and the former name of West Virginia Institute of Technology. The passage of HB 4690 (2006), however, sealed WVUIT's fate. While allowing the engineering program to remain

partially in Montgomery and partially in South Charleston, the bill removed the school from its regional campus status and fully integrated the site as a division of WVU.

While the version of the bill at its passage called for the institution to become identified as the Montgomery Campus of West Virginia University, the final version retained the name West Virginia University Institute of Technology. With the change that occurred on July 1 2007, the president transitioned to a provost's position and WVUIT surrendered its specific site accreditation and came under the accreditation umbrella of WVU. Not affected by these changes, the Community and Technical College of West Virginia University Institute of Technology retained its own independent status, presidential appointment, and accreditation status ("Summary of HB 4690," 2006). In a report prepared on October 12, 2006, the Community and Technical College of WVU Institute of Technology recommended that the CTC remain a separate institution, continue to be administratively linked to WVU Tech, and retain its current name.

Changes in West Virginia Public Institutional Governing Boards

It is worthwhile to enumerate other public higher education brand changes in the last three decades. These include the various iterations of state controlled governance and policy boards. Prior to 1969, the State Board of Education governed all West Virginia public institutions of higher learning with the exception of West Virginia University. As the state's flagship institution, WVU was the only public college or university with its own governing board. In 1969, legislators abolished the WVU Board of Governors and transferred control of all public higher educational institutions from the State Board of Education to the newly created West Virginia Board of Regents.

At the recommendation of the Carnegie Commission, the state legislature revamped the institutional reporting structure into two separate boards in 1989. The Board of Trustees of the University of West Virginia System (University System) governed WVU, Marshall, the College of Graduate Studies, and the West Virginia School of Osteopathic Medicine. All other public colleges reported to the State College System Board of Directors (College System). Each board employed its own chancellor and permitted individual institutions to have their own boards of advisors, who served to advise current institutional presidents and actively participate in presidential succession (Hoblitzel, n.d.). The passage of SB 653 in 2000 dissolved the separate university and college boards and reorganized policy reporting of all public colleges and universities under the Higher Education Policy Commission (HEPC). The HEPC serves as a policy board and not as an institutional governing board. Newly created boards representing each institution assumed the governance responsibilities; WVU and its regional campuses retained a single board for its entire organization.

Changes at WV Community and Technical Colleges

As with the state boards, community college education in West Virginia has experienced a significant amount of recent change. West Virginia has two types of community colleges: freestanding (i.e., West Virginia Northern Community College and Southern West Virginia Community College) and the former community college components (now known as affiliates) of larger four-year institutions. The genesis of West Virginia's current community and technical college system developed during the decades of the 1950s, 1960s, and 1970s. During the 1970s, three freestanding community colleges were created. Further legislation in the 1990s officially designated services areas

for the state's community colleges and established a new freestanding institution in the Eastern Panhandle. During the first decade of 21st century, changes in governance, control, accreditation, and institutional names occurred almost as frequent as every legislative session.

The earliest documented excursion into community and technical college education began at West Virginia State College. WV State began the development of community college courses and degree programs during 1953. The school's first associate's degree program was in commerce. During subsequent years, WV State introduced programs designed to prepare students in technical and vocational fields. Although community education began in the 1950s, West Virginia State's Community College was not recognized as a division until 1971 ("History of the Community and Technical College," n.d.).

In 1961, the state legislature allowed four-year colleges to establish two-year branch campuses to provide associate degrees and serve an adult population. That same year, West Virginia University established its Parkersburg branch campus. Operating under the jurisdiction of WVU for 10 years, the legislature granted the school status as an independent entity as Parkersburg Community College in 1971. With the reorganization of the West Virginia higher educational system in 1989, Parkersburg Community College returned to regional campus status as West Virginia University at Parkersburg (SB 420, 1989; "WVU at Parkersburg," n.d.).

Also in 1961, West Liberty State College established its first branch campus in Hancock County, WV. On May 9, 1972, West Liberty's branches in Ohio and Hancock counties became West Virginia Northern Community College. The school began

servicing Wetzel County in 1973 and opened its New Martinsville branch in 1975 (“About Northern,” n.d.; Asbury, 2001).

In 1963, Marshall University established branch campuses in Logan and Williamson, WV. The two campus locations merged into the independent Logan-Williamson Community College in 1971. During the same year, the school adopted the name Southern West Virginia Community College. Southern extended its service area to Wyoming County in 1974 and to Boone County in 1977 (“History of Southern,” 2006; “Statement of Affiliation Status: SWVCTC,” 2006).

Already having offered vocational programs, West Virginia Institute of Technology was the first four-year institution in the state to establish an official community college division. Beginning in 1966, the division emerged from existing programs in technical education and business. In 1971, Davis Hall was designated as the division’s permanent home on WV Tech’s campus (“Profile: Community and Technical,” 2004).

Bluefield State College’s (BSC) entrance into community college education also began in 1966. Brown (2004) explained that the school moved toward a commuter based community college model of education during the tenure of six white presidents at the historically black college. In 1975, Bluefield State acquired Greenbrier Valley Education Center in Lewisburg from WVU. Renamed as the Greenbrier Valley College Center, the center was established in 1969 (“Greenbrier Valley Center,” 1975). The center eventually moved to the former campus site of Greenbrier College for Women, which operated from 1812 to 1972 under a variety of names (“Timeline of West Virginia’s Women’s History,”

2006). With an expansion of BSC's service area in 1995, the school began offering programs in Beckley (Brown, 2004; SB 547, 1995).

Glenville State College offered its first extension classes in Nicholas County, WV during Fall 1973. Because of the popularity of course offerings both in Summersville and Craigsville, the Nicholas County Commission sought permission to secure a permanent location for Glenville State in Summersville. Dedicated in 1986, the Nicholas County Center of Glenville State College offered associate's degrees and general studies courses leading to four-year degrees ("Nicholas County Campus," 2006), Senate Bill 653 (2000) established the center as the headquarters of Glenville State Community and Technical College. All of Glenville's Community and Technical College offerings, including those delivered on the main campus, were coordinated from Summersville.

Fairmont State and Shepherd established community college divisions in 1974 and Marshall established a campus based community college in 1975. Fairmont expanded its offerings to over 25 sites including the Gaston Caperton Center in Clarksburg and the Robert C. Byrd National Aerospace Education Center in Bridgeport. Likewise, The Community and Technical College of Shepherd began offering classes in Martinsburg in 2001. By May 2003, the CTC completely relocated to Martinsburg (Casto, 2005; "Fairmont State Community and Technical College," 2006; "History of Blue Ridge," n.d.).

Senate Bill 547 (1995) designated the official service areas of all community colleges. The bill also authorized a minor name change for all community colleges to become community and technical colleges (CTC). At the time of the transformation, CTC components were associated with Bluefield State College, Fairmont State College,

Glenville State College, Marshall University, Shepherd College, West Virginia University Institute of Technology, and West Virginia State College. In 1999, the legislature authorized the establishment of freestanding Eastern West Virginia CTC to serve Grant, Hampshire, Hardy, Mineral, Pendleton, and Tucker counties. While currently operating under the accreditation of Southern West Virginia Community and Technical College (as a regional campus), Eastern was to begin the process to attain its own regional accreditation through the Higher Learning Commission of the North Central Association of Colleges and Schools by 2006 (HB 3019, 1999). The NCA granted candidacy status to Eastern on October 10, 2006 (“Statement of Affiliation – Eastern,” 2007).

In 2001, the state legislature authorized the seven component CTCs to emerge from their parent schools as distinct and independently accredited institutions; each former component CTC would have its own faculty, president, and administration. Inextricably linked, all seven of the newly designated independent CTCs would remain affiliated with their parent institutions through the sharing of cultural heritage, facilities, library resources, and similar names. While the same board jointly governs the independent CTCs and their parent schools, the CTCs operate under the jurisdiction of the Community and Technical College System of West Virginia and not the Higher Education Policy Commission. The newly independent CTCs were Bluefield State CTC, Fairmont State CTC, Glenville State CTC, Marshall CTC, CTC of Shepherd, CTC of West Virginia University Institute of Technology, and West Virginia State CTC. In addition, West Virginia University at Parkersburg reports to the WVCCTCE for policy initiatives and to the WVU governing board for institutional control (“Process for Achieving,” 2001).

Further changes among the CTCs occurred on July 1, 2003 when New River Community and Technical College (NRCTC) emerged as a new institution based in Beckley. Administratively linked to Bluefield State, New River CTC absorbed two recently separated and independent CTCs, dissolving these institutions in the process: Bluefield State CTC (campus locations in Beckley, Bluefield, and Lewisburg) and Glenville CTC (campus location in Summersville). NRCTC operated under the simultaneous regional accreditation of its parent schools until it achieved its own accreditation (“Preliminary Information Form,” 2004).

The complete separation of the community college components from their parent institution, as illustrated in Table 1.1, contributed to the overall loss of full time equivalent (FTE) students for four of the seven parent schools. All existing CTCs, except Eastern WV CTC, have achieved regional accreditation from the North Central Association (“Directory of Higher Learning Commission Affiliated Institutions,” 2006).

Table 1.1
Net Enrollment Gain or Loss at CTC Parent Institutions (WVHEPC, 2004).

PARENT SCHOOL	2003 FTE	2005 FTE	NET GAIN OR LOSS	% GAIN OR LOSS	CTC 2005 FTE
Bluefield State College	2,937	3,506	569	19.37%	1,200
Fairmont State University	6,806	7,423	617	9.07%	3,287
Glenville State College	2,184	1,313	-871	-39.88%	466
Marshall University	16,551	13,920	-2,631	-15.90%	2,400
Shepherd University	4,676	5,206	530	11.33%	1,524
West Virginia State University	4,997	3,344	-1,653	-33.08%	1,614
WVU Institute of Technology	2,395	1,698	-697	-29.10%	666

FTE comparisons are between 2003 and 2005, as the CTCs began to be listed as separate institutions beginning in 2004. New River CTC's 2005 FTE of 1,666 was split 72% to 28% based on the percentage of the total number of degrees and certificates offered by Bluefield State CTC and Glenville State CTC from 1992-2002. Source HEP Higher Education Directories 2004 & 2006.

In 2004, Senate Bill 448 created the West Virginia Council for Community and Technical College Education (WVCCTCE). This board, a peer counterpart to the HEPC, exercises policy jurisdiction over the state's community and technical colleges (CTC). Like the HEPC and the former University System and College System Boards, the WVCCTCE has its own chancellor.

The 2006 legislative session provided for additional changes in the community and technical college system. Senate Bill 792 (2006) rebranded the Community and Technical College of Shepherd as Blue Ridge Community and Technical College. Under the same bill, the legislature called for Fairmont State University to reabsorb Fairmont Community and Technical College on July 1, 2006. "The bill to reunite the schools was proposed after Blair Montgomery, president of Fairmont State Community and Technical College, learned that the school's 3,000 students would have to reapply for financial aid because it was accredited separately from Fairmont State University" (Porterfield, 2006). Additionally, the reunification bill renamed the school as Pierpont CTC of Fairmont State University in honor of Marion County native and West Virginia's provisional governor Francis Harrison Pierpont (Byrd, 2006).

Often characterized as the "Father of West Virginia," Pierpont was influential in founding of the state during the Civil War. When the Commonwealth of Virginia seceded from the Union at the outset of the war, 48 counties in the state's western portion opposed this secession. Western Virginia legislators began meeting to question the formation of a new government. At the Second Wheeling Convention, Pierpont, was elected on June 20, 1861 as the provisional governor of the "Reorganized State of Virginia." When these counties became the State of West Virginia in 1863 and its constituents elected a

permanent governor, Pierpont assumed the role as governor of the “restored” state of Virginia. With its seat of government in Alexandria, Pierpont’s jurisdiction eventually encompassed twelve Virginia counties and two independent cities that were under Union control. At the war’s end in 1865, Pierpont became the governor of the entire Commonwealth. With the enactment of reconstruction in 1868, the federal government replaced Pierpont with a military commander and he returned to private law practice in West Virginia. (“Francis Harrison Pierpont,” n.d.; Head, 1908; West Virginia Archives & History, 2006).

Institutional Changes at West Virginia Private, Not-for-Profit Institutions

Appalachian Bible College (ABC)

Appalachian Bible Institute had its genesis in September 1950 as a home mission of the Independent Baptist Church in Pettus, Raleigh County, WV. The school’s official mission was to provide biblical training to youth in Appalachia. The next several years were pivotal for the school: it was incorporated in 1954, it became associated with the National Home Mission Fellowship in 1955, and acquired 95 acres of debt free property near Beckley at Bradley, WV.

In 1967, the Accreditation Association of Bible Colleges admitted the school as a member. During the following year, the WV State Board of Education approved Appalachian Bible to offer the Bachelor of Theology degree. With additional baccalaureate degrees added in 1976, the school changed its name to Appalachian Bible College (ABC) in 1978 to more accurately describe its mission. In 2000, the Higher

Learning Commission of the North Central Association approved ABC for regional accreditation (“History,” 2007).

Mountain State University (MSU)

Founded as a junior college in 1933, Beckley College served southern West Virginia for six decades as a feeder school for the state’s four-year institutions. Within a year following the appointment of Dr. Charles H. Polk as its president, Beckley College advanced to a baccalaureate degree granting institution in 1991 as The College of West Virginia. In 1998 & 1999, the Higher Learning Commission of the North Central Association of Colleges and Schools approved The College of West Virginia for its initial graduate programs in nursing and health science (“Decade of Progress,” 2000). With the accreditation of five additional graduate degrees in 2001, the institution’s change in status precipitated an additional name change to Mountain State University (Schwitzerlette, 2001).

In addition to changes in status and identity, Polk and David Hardesty, president of West Virginia University, signed a quasi affiliation agreement in 1999. This agreement allowed both institutions to collaborate on degree programs and provided to WVU permanent campus facilities in Beckley (“Decade of Progress”). In 1999, the school expanded its service area to include a campus in Martinsburg, WV (“Diehl,” 2005). During the fall of 2003, MSU added the Academy at Mountain State University, an independent college preparatory school (“MSU Academy, 2002). The institution further expanded by opening campuses in Beaver County, PA and Orlando, FL in 2004 and a center in Hickory, NC in 2007 (Amos, 2003; Mountain State University, 2007).

Ohio Valley University (OVU)

With intent on creating a Church of Christ affiliated college in the Ohio River Valley, the Ohio Educational Foundation was created in 1956. Upon deciding upon Parkersburg, Ohio Valley College was established in 1958 and held classes at the South Parkersburg Church of Christ (“History of OVU,” n.d.). In 1993, Ohio Valley wholly absorbed a suburban Philadelphia institution: Northeastern Christian Junior College (Brenner, 2003). On June 4, 2005, the board of trustees unanimously moved to rename the school officially as Ohio Valley University (“Ohio Valley College,” n.d.). Although OVU had no approved graduate programs at the time of the name change, the North Central Association approved OVU to offer a Master’s in Education on May 22, 2006 (“Statement of Affiliation Status: OVU,” 2006a & 2006b).

The University of Charleston (UC)

Founded as Barboursville Seminary in 1888 by the Methodist-Episcopal Church, South, The University of Charleston has experienced numerous changes during its 119-year history. Its initial transformation occurred during its second year when the name was adjusted as Barboursville College. The name UC held for the majority of its existence, Morris Harvey College, occurred in 1901 when the school assumed a new name to honor a prominent donor (“About The University of Charleston,” 2002; Brenner, 2003).

To attract a larger student population during the Great Depression, Morris Harvey College relocated to Charleston in 1935, where it merged with Kanawha Junior College in 1939 and the Mason College of Music and Fine Arts in 1956 (“About The University of Charleston,” 2002; Brenner, 2003; “College Takes Option,” 1940; “Morris Harvey to

Merge,” 1956). Following the merger of the three largest Methodist denominations in 1939, the Methodist Church concerned about having two colleges in a small state began efforts to consolidate Morris Harvey with West Virginia Wesleyan and close the Charleston campus. Upon the school’s request, the Methodist Church permitted Morris Harvey College to disaffiliate itself from the organization in 1942 to become an independent college (“About The University of Charleston,” 2002; “Book of Discipline,” 2000; & Steel, 1974).

The institution continued to experience growth in the 1940s and necessitated the construction of permanent campus facilities in Charleston’s Kanawha City area in 1947. The most recent institutional change occurred in 1979 when Morris Harvey College became a university and was re-identified as The University of Charleston (“About The University of Charleston”).

Wheeling Jesuit University (WJU)

Organized by members of the Society of Jesus’ Maryland province, Wheeling College opened its doors to 90 students on September 26, 1955 (“Wheeling Jesuit – 1950s,” n.d.). In 1987, the college reaffirmed its religious heritage as a Roman Catholic institution of the Jesuit tradition with the inclusion of Jesuit in its title (“Wheeling Jesuit – 1980s,” n.d.). Kelly (2004) identified Jesuit branded institutions as providing “a passion for quality; a study of the humanities and sciences regardless of specialization; a concern for questions of ethics and values for both the personal and professional lives of the student; [and] the importance of religious experience and care for the individual” (pp. 181-182). Further changes occurred with the addition of new master’s degree programs

and the institution's elevation to university status; Wheeling Jesuit College became Wheeling Jesuit University in 1996 ("Wheeling Jesuit – 1990s," n.d.).

Institutional Changes at West Virginia Proprietary Institutions

American Public University System (APUS)

American Public University System is a private, proprietary institution located in Charles Town, WV that offers undergraduate and graduate certificates and degrees at a distance. The school was founded in 1991 as American Military University to serve the education needs of military personnel. In 2002, the institution added the American Public University to offer degrees to individuals interested in service related careers. American Military University and American Public University were consolidated under their parent organization created in 2002: the American Public University System ("Overview and Fast Facts," 2006). Operating with national accreditation from The Distance Education and Training Council since 1995, APUS achieved higher status regional accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools on May 22, 2006 ("Degree Granting Institutions," n.d.; "APUS Earns Regional Accreditation," 2006; Statement of Affiliation – APUS, 2006).

Huntington Junior College (HJC)

In 1936, Chester A. Riley, Jr. founded Huntington College of Business, Inc. in downtown Huntington. Later known as Huntington Junior Business College, this proprietary school has continuously retained its local ownership and currently offers associate degrees and non-degreed diplomas. In 1997, the Higher Learning Commission of the North Central Association approved the institution for accreditation at the associate

degree level (“College History,” 2001). Huntington Junior Business College changed its name to Huntington Junior College in 2001 (Rodenhouse, 2002).

Salem International University (SIU)

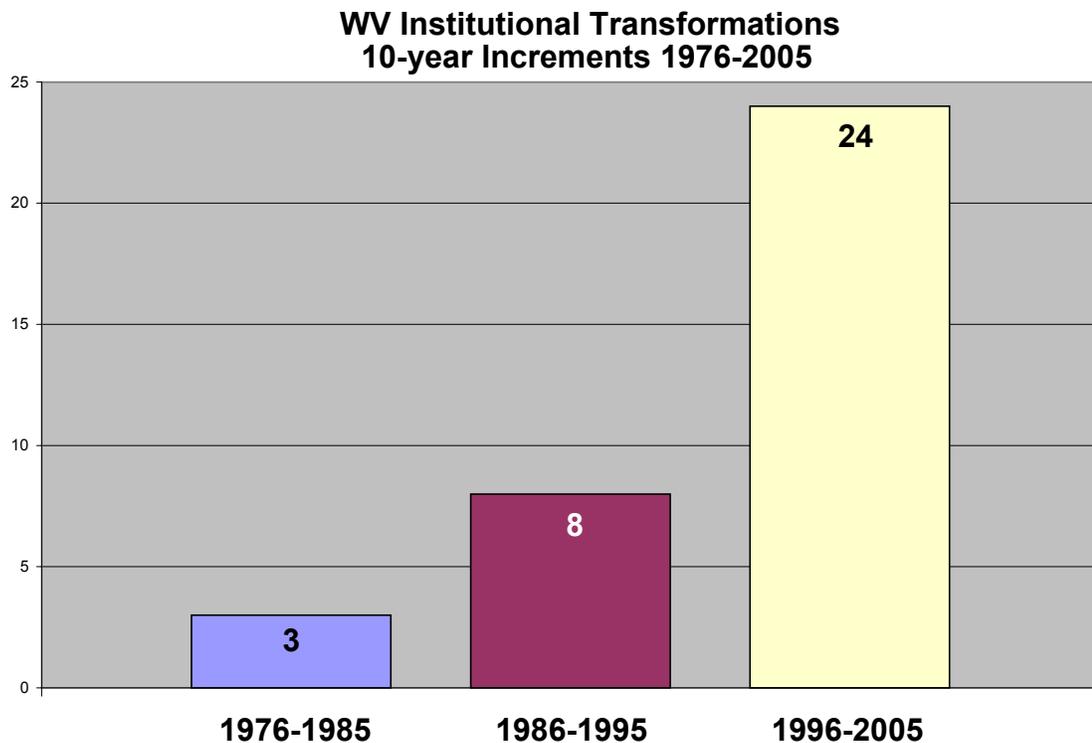
Established originally by the Seventh Day Baptist Church in 1888 as Salem Academy, Salem College operated as an independent, private institution for 100 years. To underscore its educational mission, the school’s stockholders voted to replace the word “academy” with “college” during the second year of operation. (Randolph, 1905). The institution merged with Japan’s Teikyo University to form Salem-Teikyo University in 1989. This partnership continued until 2000 when the school was renamed Salem International University. During 2001, SIU forged a new partnership with Informatics Holdings Ltd., a Singapore based, for-profit, private institution (“The History of SIU,” n.d.).

Due to continued financial difficulties, Salem International University entered into its third ownership agreement since 1989. On June 8, 2005, Salem Education, LLC of Philadelphia, PA acquired ownership of Salem under the wholly owned corporate name of Salem International University, LLC, incorporated in the state of Delaware. The Palmer Group of Philadelphia owns 100% of the equity of Salem while TL Ventures of Wayne, PA has invested 60% of the capital of Salem Education, LLC. With the change in ownership, Salem ceased being a not-for-profit institution of education with 501(c)3 tax status to that of a private, for profit institution of higher education (“Salem International,” 2005).

West Virginia and the Amount of Institutional Rebranding

On the surface, there appear to be a large number of institutional changes occurring at both public and private West Virginia colleges and universities since 1976. By enumerating all of the name and status changes that have occurred in the identified 27 current and former institutions, the majority of rebranding tactics occurred during the years 1996-2005. Figure 1.1 illustrates this phenomenon while also accounting for multiple changes experienced by certain institutions. From 1996 to 2005, 24 rebranding strategies occurred at 21 WV institutions.

Figure 1.1
All West Virginia Institutional Transformations 1976-2005



With so many changes occurring at West Virginia higher educational institutions, how does West Virginia's experience compare to that of other U.S. states and territories?

Only one other study provided a comparison. Spencer (2005) researched institutions that completely changed identity during 1992-2001, identifying 785 rebranded institutions in the United States. Of this group, nine complete name modifications occurred in West Virginia. According to Spencer (personal communication, May 11, 2006), the following were included in this listing:

Beckley College to The College of West Virginia

University of WV College of Graduate Studies to WV Graduate College

National Education Center to Corinthian Schools

Southern WV Community College to Southern WV CTC

West Virginia Institute of Technology to WVU Institute of Technology

Wheeling Jesuit College to Wheeling Jesuit University

WV Career College to WV Junior College (Charleston)

WV Career College to WV Junior College (Morgantown)

State College System of WV to WV Higher Education Policy Commission.

With these data, Spencer (2005) ranked West Virginia at 34 out of 53 U.S. jurisdictions. While a rank of 34 may appear insignificant, an investigation of his method reveals the following: (a) all institutional changes in the HEP (Higher Education Publications) Higher Education Directory were included in the master listing, regardless of the institution's type of accreditation; (b) branch campuses without individual institutional accreditation were included separately and not tabulated with the parent institution; (c) name changes of schools within a university (sub schools) were included; (d) system/governing board name changes were included; (e) not all U.S. associated jurisdictions were included in the tabulation; and (f) ranking was based upon the sheer

number of changes. Ranking, therefore, could favor jurisdictions with a greater number of institutions and for which name changes could occur on a larger scale (Spencer, 2005; personal communication May 11, 2006). While included as a basis of his ranking, Spencer (2005) eliminated the majority of these schools as unsuitable for his study's population of 134 institutions that completely altered identity. Additionally, Spencer counted institutions that experienced multiple rebrandings only once (Spencer, personal communication, May 11, 2006). Unfortunately, his study is the only one that included any data concerning West Virginia higher education rebranding.

Spencer (2005) used the criterion of inclusion in the 1993-2002 *HEP Higher Education Directories* as the constant; because of this, his numbers may have skewed toward institutions with lower status accreditation. Revisiting his technique, but counting only schools individually accredited by the six regional accrediting bodies (see Appendix D), this researcher eliminated certain business schools, religious schools, and specialty schools from the master institutional list. In addition, this researcher's focus on individual campus regional accreditation allowed for the omission of branch campuses operating under the accreditation of a parent institution and high status medical or legal schools accredited in field but lacking regional accreditation. Similar to Spencer (personal communication, May 11, 2006), an institution with multiple name modifications was included only once in the tally and not for every modification.

To compile a list of rebranded institutions, a master list of the 3,036 qualifying institutions needed generated. Membership lists for all six regional accrediting bodies for 2005 provided the basic inventory of institutions in all 50 states, six U.S. territories, and three former trust territories that remained administratively linked to the U.S. The total

number also included 73 former regionally accredited institutions that merged into other regionally accredited schools. Colleges that evolved from existing institutions to become individually accredited were also enumerated. Not included in each state's or territory's total were the following: (a) branch campuses that do not have individual institutional accreditation; (b) schools that lost accreditation; (c) schools that closed; (d) schools applying for accreditation; and (e) schools with accreditation candidacy status. Schools experiencing sanctions were included as having accreditation status. The accreditation, although hampered, remained intact. Of the total, 532 regionally accredited institutions experienced at least one rebrand between 1996 and 2005.

Table 1.2

Top 10 Institutional Rebranded States 1996-2005 Ranked by Number

Rank	State	Number Rebranded	2000 Population
1	California	37	33,871,648
2	New York	34	18,976,457
3	Georgia	33	8,186,453
4	Minnesota	33	4,919,479
5	Kentucky	29	4,041,769
6	Pennsylvania	24	12,281,054
7	Texas	23	20,851,820
8	Missouri	22	5,595,211
9	West Virginia	18	1,808,344
10	Illinois	16	12,419,293

By using these parameters, West Virginia had a combined number of 32 regionally accredited institutions during this period; 18 experienced a rebranding. Schools such as Bluefield State CTC, Glenville CTC, and Eastern CTC that operated under the accreditation of other institutions are not included in West Virginia's total. WVSOM was eliminated, as it has specialized rather than regional accreditation. Schools without regional accreditation (Corinthian Schools and WV Junior College) and the West Virginia Higher Education Policy Commission, included in Spencer's master list, were also

eliminated (personal communication, May 11, 2006). Table 1.2 compares the top 10 geographic areas based on the specific number of rebranded institutions; as noted, West Virginia ranks ninth.

While ranking ninth may itself indicate some significance, the percentage of rebranded institutions signifies the relative influence the phenomenon exerts within a state or territory. As reported in Table 1.3, West Virginia ranked first nationally with 56.25% of all its regionally accredited institutions experiencing a transformation.

Table 1.3
Top 10 Institutional Rebranded States 1996-2005 Ranked by Percentage

Rank	State	Percentage Rebranded	2000 Population
1	West Virginia	56.25%	1,808,344
2	Kentucky	49.15%	4,041,769
3	Georgia	42.86%	8,186,453
4	Minnesota	39.29%	4,919,479
5	New Hampshire	32.00%	1,235,786
6	Connecticut	31.71%	3,405,565
7	Montana	28.57%	902,195
8	Missouri	28.21%	5,595,211
9	Oregon	25.58%	3,421,399
10	Maryland	25.45%	5,296,486

Proportionately, WV experienced more institutional rebranding than any other U.S. state or territory. These rebrandings, as occurred elsewhere, had a number of variations. Nonetheless, one type of modification emerged as the most common – the rebranding of a college to a university.

Koku (1997) identified 300 institutions that changed names during the years 1979 to 1988. To narrow his focus to institutions that had strategic name changes, Koku eliminated two-year schools, medical and pharmacy schools, merged institutions, and institutions that changed names in order to honor individuals. Of the 140 remaining

institutions, he compared enrollment data five years prior to the name change and five years after the name change. Unfortunately, Koku only provided a partial list of the schools within his study. While Koku looked at all types of strategic name changes, a significant number (32) of the 45 colleges and schools identified as institutes became universities. Additionally, Koku acknowledged two universities that dropped that designation in favor the name “college.”

From 1990 to 1997, Morphew (2000) identified over 120 colleges that became universities. In 2001, Morphew, Toma and Hedstrom estimated 125 college-to-university transformations for the decade of the 1990s. In Spencer’s (2005) study of institutional name changes from 1992-2001, he included 85 institutions that simply replaced the name “college” with “university” as part of a larger group of 130 schools categorized as experiencing superficial changes. He omitted this category from his overall population of schools; focusing instead upon institutions that completely changed their identities. Of the 134 institutions identified as such, several added “university” as part of the name change implementation. Spencer’s sample of 48 schools included 23 former colleges that became universities in the process.

In reviewing data from the *HEP Higher Education Directories* for 1996 through 2005, 151 institutions transitioned to university status. Eight West Virginia schools experienced this type of rebranding during the 10-year period. Concord College, Fairmont State College, Ohio Valley College, Shepherd College, West Virginia State College, and Wheeling Jesuit College all replaced “college” with “university” in their institutional names. In addition, West Virginia Institute of Technology became a regional campus of West Virginia University and added the WVU brand (and hence the word

“university”) as part its designation in 1996. WVUIT changed mission in 1997 to reflect its status in the University of West Virginia system. When The College of West Virginia completely rebranded in 2001, it did so as Mountain State University. By 2005, 12 four-year schools in the state had “university” in their names; three additional two-year schools included the WVU name as regional campuses of the flagship university. With the addition of eight new university named schools during 1996-2005, West Virginia numerically ranked fourth in the U.S. with colleges transitioning to university identification as depicted in Table 1.4.

Table 1.4
Top 10 University Rebranded States 1996-2005 Ranked by Number

Rank	State	Number of University Rebranded Schools	Total Number of Regionally Accredited Schools	2000 Population
1	Georgia	16	77	8,186,453
2	Missouri	13	78	5,595,211
3	California	12	280	33,871,648
4	West Virginia	8	32	1,808,344
5	Ohio	8	109	11,353,140
6	Michigan	7	84	9,938,444
7	Kentucky	6	59	4,041,769
8	Pennsylvania	6	134	12,281,054
9	Illinois	6	153	12,419,293
10	Oklahoma	5	39	3,450,654

Of the states experiencing high numbers of college-to-university rebranding, Georgia, with the largest number at 16, experienced a majority of these changes simultaneously. The largest number of these occurred with a single decision by the state governance board. At its July 1996 meeting, the Georgia Board of Regents reaffirmed name changes approved for several institutions during the previous month and redefined terminology by adopting the following: “All institutions with both a baccalaureate and a master's degree mission will be called ‘state universities.’” This single act approved 13

institutions to become universities; however, additional funding was not commensurate with the change in status. Furthermore, the Regents were explicit that the change in nomenclature did not signal alterations in institution missions nor was it tacit approval of the addition of academic programs. The Regents also limited the establishment of PhD programs to the state's research universities (Georgia Board of Regents, 1996).

While Georgia's legislation was exclusive to state operated institutions, other states such as New Jersey required both public and private institutions to follow strict guidelines to qualify to wear the name university. With a policy enacted in 1993, The New Jersey Commission on Higher Education required that an "institution must meet national standards for inclusion as a master's level college or university" in the Carnegie Classification of Institutions of Higher Education "and demonstrate that it has met New Jersey's eligibility criteria for at least five years" (Hammond-Paludan, 1998, ¶ 6). These criteria included the following:

1. a broad range of baccalaureate degree programs as well as graduate studies leading to masters' degrees in at least three areas;
2. graduate students who demonstrated superior achievement at the undergraduate level;
3. faculty whose competence is known beyond the institution; and
4. resources to support graduate education, including laboratory facilities, library support, and financial support for graduate student and faculty research (Hammond-Paludan, 1998, ¶ 7).

Likewise, West Virginia enacted policy changes providing colleges the opportunity to rebrand as universities. Resembling a compromise of the requirements outlined by Georgia and New Jersey, the HEPC would allow West Virginia state colleges

to apply for university status – a designation previously limited to two institutions, WVU and Marshall, and their related campus locations.

For nearly 100 years, West Virginia University (WVU) was the only institution in the state with a university designation. Formed in 1867 as the Agricultural College of West Virginia, the legislature approved the WVU name in 1868 (Howe, 1999). Although predating WVU's founding by three decades, Marshall College in Huntington did not offer graduate degrees until 1938; the university name would come later. According to Casto (2005, p. 8), "Marshall gained university status in 1961, ushering in a period of undreamed expansion."

With advent of the 21st century, other WV state college administrators also dreamed of expansion as universities and petitioned for the opportunity to change status. At its regular meeting on February 15, 2002, the WV Higher Education Policy Commission expanded the opportunity for state colleges to become universities by approving the "Criteria for Designation of University Status." While the criteria appear lax by New Jersey's standards, the rules require institutions to meet certain conditions beyond just the offering of a graduate program. These criteria, which apply only to state controlled institutions, are as follows:

1. offer at least one master's level program;
2. have an approved mission statement which provides for the offering of graduate programs;
3. obtain approval of the Higher Learning Commission of the North Central Association to offer any master's degree program;
4. have faculty, excluding community and technical college faculty, in which at least two-thirds of tenured and tenured track faculty hold the terminal degree, typically the doctorate.

The WV Legislature passed Senate Bill 448 on March 13, 2004. This bill authorized Concord, Fairmont State, Shepherd, and West Virginia State to become universities. Although SB 448 had passed both legislative houses, it was not yet enacted into law. On March 15, HEPC Chancellor J. Michael Mullen recommended to the four colleges' presidents to be patient concerning the legislation. He advised, "An institution's name will not determine status as a university . . . Institutional name changes require legislative approval and are a prerogative of the legislature." Furthermore, Mullen recommended that an institution not use the university nomenclature until "it attains university status."

Governor Bob Wise signed SB 448 (2004) into law on March 21 and the subsequent changes to the West Virginia State Code occurred April 12, 2004. The institutional changes nearly doubled the number of colleges that became universities since 1996 and, as indicated by Table 1.5, West Virginia ranks first in the percentage of college-to-university transformations during the period.

Table 1.5
Top 10 University Rebranded States 1996-2005 Ranked by Percentage

Rank	State	Percentage of University Rebranded Schools	2000 Population
1	West Virginia	25.00%	1,808,344
2	Georgia	20.78%	8,186,453
3	Idaho	20.00%	1,293,953
4	Missouri	16.67%	5,595,211
5	Oklahoma	12.82%	3,450,654
6	New Jersey	10.64%	8,414,350
7	Kentucky	10.17%	4,041,769
8	Oregon	9.30%	3,421,399
9	New Hampshire	8.00%	1,235,786
10	Ohio	7.34%	11,353,140

Statement of the Problem

From 1996 through 2005, West Virginia experienced the highest percentage of institutional rebranding in the 59 states and territories identified by the *HEP Higher Education Directory* as comprising or administratively tied to the United States. During this 10-year period, 56.25% of West Virginia's regionally accredited institutions experienced at least one identity change. West Virginia far exceeded the national average of 17.46% for similar institutional changes. In addition to the overall rebranding percentage, West Virginia ranked first nationally with the highest percentage of college-to-university conversions. One quarter of West Virginia's regionally accredited schools adopted the university name. The national average of similar conversions is 4.87% for 1996-2005.

In addition to ranking first with the proportion of rebrandings, West Virginia also ranked within the top 10 numerically of those states and territories experiencing name changes. Additionally, West Virginia had the fourth largest number of college-to-university conversions. With the greatest proportion and a large number of institutional rebranding in general and the greatest proportion and a large number of college-to-university transformations specifically, this phenomenon warrants further study.

Background and Literature Review

Rebranding strategies are not isolated to West Virginia. Koku (1997), Morpew (2000), and Spencer (2005) suggested that such institutional changes are, in fact, representative of trends generally occurring in the field of higher education. Morpew's (2000) analysis of 105 colleges that became universities suggested that less selective institutions were more likely to change names. In addition, institutional resources acted as a negative predictor if an institution were to change name and/or status. It is perceived that by changing one's name, and hence one's status, there are positive comparisons with successful larger research institutions; therefore, the institution in question becomes more attractive to prospective students and will gain additional resources in the process (DiMaggio & Powell, 1983).

Koku (1997), however, saw no significant changes in enrollment five years after a strategic name implementation. Furthermore, he cautioned administrators when planning such changes as these did not always prove successful. Such was case when Ohio's Jefferson Technical College transformed into Jefferson Community College. Although Taccone (1999) reported higher graduation rates following the change in mission and name, Jefferson Community College experienced a consistent decrease in overall student enrollment.

Reasons for Rebranding

Institutional name changes occur for a variety of reasons. Spencer (2005) identified six categories of rebranding: (a) to honor benefactors; (b) to remove inappropriate words; (c) to increase enrollment; (d) to increase prestige; (e) to accurately

describe purpose; and (f) to achieve independence. Similar to Spencer, Koku (1997) noted the following rebranding motives: (a) widening the school's appeal; (b) counteracting spiraling enrollments; (c) honoring a philanthropist; (d) indicating a merger of institutions; and (e) eliminating categorization as a regional institution. Morphew (2000) hypothesized the following as reasons for rebranding: (a) to adapt to new higher education markets; (b) to become more like mainstream institutions; (c) to match its current or proposed institutional mission; (d) to send a message of legitimacy; (e) to increase prestige; (f) to increase tangible resources; and (g) to reflect that organizational changes have occurred or are forthcoming.

While many of the categories listed by Spencer (2005), Koku (1997), and Morphew (2001) overlap, it is difficult to identify a single purpose for individual institutional name changes because more than one reason for the change may exist; therefore, a single identifiable rationale may be difficult to ascertain. Perry (2003) listed several factors influencing Trenton State University's decision to rebrand. The reasons included the following: the college was not located in Trenton; the City of Trenton had a negative image; it shared a common name with two undesirable entities – Trenton State Prison and Trenton State Psychiatric Hospital; and the limiting moniker “state college.” Multifaceted criteria can be further illustrated by the phenomenon of double-directionally named institutions (southwest, northeast, etc.) seeking to drop this identifier to relinquish the perception of a regionally limiting identity. This is similar or identical to Spencer's (2005) category of the elimination of a regional perception; however, this may have been only one of the stated reasons.

The underlying reasons for the double-directional name changes indicate that motivations are often complex and difficult to pigeonhole into one distinct category. The University of Southwestern Louisiana and Northeast Missouri State University changed identities to the University of Louisiana at Lafayette and Truman State University respectively to avoid confusion with other institutions. An association with lower status community colleges, which utilize this naming convention in greater numbers, often stigmatize double-directionally named four-year schools. The double-directional name also geographically stereotyped institutions as capable of serving only a regional population; the name created the perception that the university was less than adequate and was unable to serve an entire state unlike a flagship institution (Morphew, Toma, & Hedstrom, 2001; Tisdell, 2003).

Similar name changes occurred at other institutions. Northeast Louisiana University evolved to become the University of Louisiana at Monroe and shed the regional descriptor (Tisdell, 2003). Southwest Missouri State University petitioned the Missouri legislature six times to become Missouri State University because, as President John Keiser stated, the name “describes what we are now, not what we want to be” (“About Missouri State,” 2006; Kumar, 2005). The motivation for Southwest Texas State University’s change to Texas State University-San Marcos is varied and complicated. According to Texas Senator Jeff Wentworth, the Southwest Texas State name change was necessary because of the following reasons: the “name implies a regionalism that is detrimental,” “11 colleges in Texas had ‘southwest’ in their names,” and the university “is not even located in southwest Texas” (Stutz, 2003; “Texas State,” n.d.).

Double-directional rebranding is not limited to public institutions. Southwestern at Memphis, a Presbyterian Church in the U.S.A. school, rebranded to improve its national reputation. According to Morrison (2000) and Carter (Karpovich, 2002), the “Rhodes” brand has a distinctive sound, and it suggests a connection to Cecil Rhodes and his prestigious scholarship program. Despite this perception, the institution selected the name “Rhodes” to honor its former president Peyton Nalle Rhodes. A Southwestern employee for 58 years, Peyton N. Rhodes joined the physics faculty in 1926, governed as president from 1949 to 1965, and continued to serve the institution until his death in 1984 – the year of the name change (“Rhodes College Catalog,” 2002). While no legitimate connection existed between the Memphis institution and the Oxford scholarship program, seven Southwestern at Memphis/Rhodes College alumni have been honored as Rhodes Scholars (“Rhodes Student,” 2003).

In 2000, the Rhodes brand was compromised when Corinthian Colleges changed names of three for-profit institutions in Arizona, California, and Missouri to Rhodes College. To protect its identity, Rhodes College (of Memphis) filed a trademark infringement suit against Corinthian because it “caused actual confusion among the public as to the affiliation, connection or association . . . of defendants’ services with plaintiff’s” (Dries, 2001). In an apparent agreement, Corinthian retained the name Rhodes College, Inc. (RCI) for its wholly owned subsidiary established in 1996, however, RCI renamed the individual campus locations as branches of Everest College (Corinthian Colleges, 2006; Dries, 2001). Ironically, the same month Corinthian Colleges named the first of its campuses as Rhodes College, the State of Tennessee adopted a brand similar to

Southwestern for a newly created community college in Memphis – Southwest Tennessee Community College (2000).

In each double-directional example, a complete institutional transformation resolved institutional identity problems. Such measures have become typical since 1980. Gumport et al. (1997b) signaled that institutions adapted to the change in the higher education landscape after 1980 as a coping mechanism. Gumport et al. identified three educational eras in the later half of the 20th century: massification – 1945 to 1974, a period of expansive growth in institutions and enrollment; maturation – 1975 to 1988, a period of continued but slower growth; and post-massification – 1989 to the present, a period of great change. They identify the specific trends of the post-massification era as the following: (a) the student's view a college education as a right rather than as a rite of passage; (b) the flattening of student enrollments; (c) the increase of non-traditionally aged students; (d) the increase of tuition; (e) competitive institutional discounting; (f) the "for profit" invasion into the higher education sector; (g) increased distance educational offerings; (h) a switch to a more vocationally based educational model; and (i) the diminishing of governmental support (Gumport et al., 1997b, pp. 24-33). Any of these trends might lead an institution to consider a name change and all of the trends began occurring more frequently during the 1980s. Appendix E provides a graphical representation of the enrollment trends of the primary institutions in this study.

One area of concern for traditional institutions of higher learning is the expansion of proprietary or for profit colleges and universities. Northern Virginia Community College commissioned a study in 2005 to determine the factors that attributed to their stagnating enrollment numbers despite an increase in overall local population and an

increase in the number of local high school graduates. Gabriel et al. (2005) surmised that much of their institution's flattening of enrollment was the result of the growth of local proprietary schools. Three nearby proprietary campuses (Strayer University, University of Phoenix, and ITT Technical Institute) experienced an average 92.3% growth in enrollment from 1999 to 2003. Northern Virginia Community College had a 1.1% enrollment increase during the same period.

Gabriel, Chang, Dennett, Henderson, and Resch (2005) attributed proprietary institutional success as based on the schools' providing the following: (a) accelerated degree programs; (b) career centered programs; (c) individualized student attention; (d) scheduling and location convenience; (e) flexible admission standards; (f) counseling and job placement; (g) high job placement rates; (h) an appeal to minority students; and (j) high degree attainment success (pp. 13-15). In addition to the local proprietary campuses that were analyzed, additional students may be enrolled in accredited, online programs based outside the area or state. Having reviewed the marketing strategies of their competition, Gabriel et al. (2005) concluded that innovative techniques used by proprietary institutions have been successful in attracting students. These schools employed extensive Internet advertising, offered free online classes, and concentrated on their branding.

In addition to a growth in proprietary institutions in the post-massification era there has been an increase in the number of institutions that have folded. From 1997 to 2002, Zhao (2002) reported that 27 of the nation's 1600 private institutions have suspended operations, an increase of 35% from the previous five-year period. Increased competition for students has prompted institutions to be more innovative in their quest to

remain viable. Toma and Morpew (2001) add, “What has evolved . . . is a newer kind of higher education environment where traditional student numbers are down, and institutions are engaged in a constant search of ways to attract students to their campuses and degree programs” (p. 6).

Colleges to Universities

One such change during the post-massification period, as noted by Koku (1997), Morpew (2000), and Spencer (2005), is the rebranding of colleges as universities. Toma and Morpew (2001) recognized that the term “university” has a greater appeal to international students. In addition, two-year schools have discontinued words such as “community” or “junior” in order to minimize their limitation of scope. Unaccredited institutions also utilize the word “college.” Judson College in Illinois has considered the transformation to a university. In regard to a potential name change Provost Dale H. Simmons (2006, ¶ 1-3) explained Judson’s reasoning:

In our area, the community colleges are changing or have changed their names by dropping the word "Community" from their name. Thus, we have Harper College and College of DuPage. Our local Community College has also launched what it is calling the Fox Valley University and Business Center with more emphasis on the first three words than the last three in that title. To add to the confusion, an unaccredited Bible College with extremely narrow theology and course offerings has established itself in an old hotel on the edge of our campus Add to this the fact that we have a very strong Adult program, which tends to be advertised much more aggressively and differently than the traditional programs, and you can

understand why we are fighting on several fronts to make our identity clearer. Simply stressing that we are a College does little to nothing to help to distinguish our scope and mission from a Bible College, or two-year college, or even a degree completion program. Thus, moving to the University label seems to make more sense in our specific case.

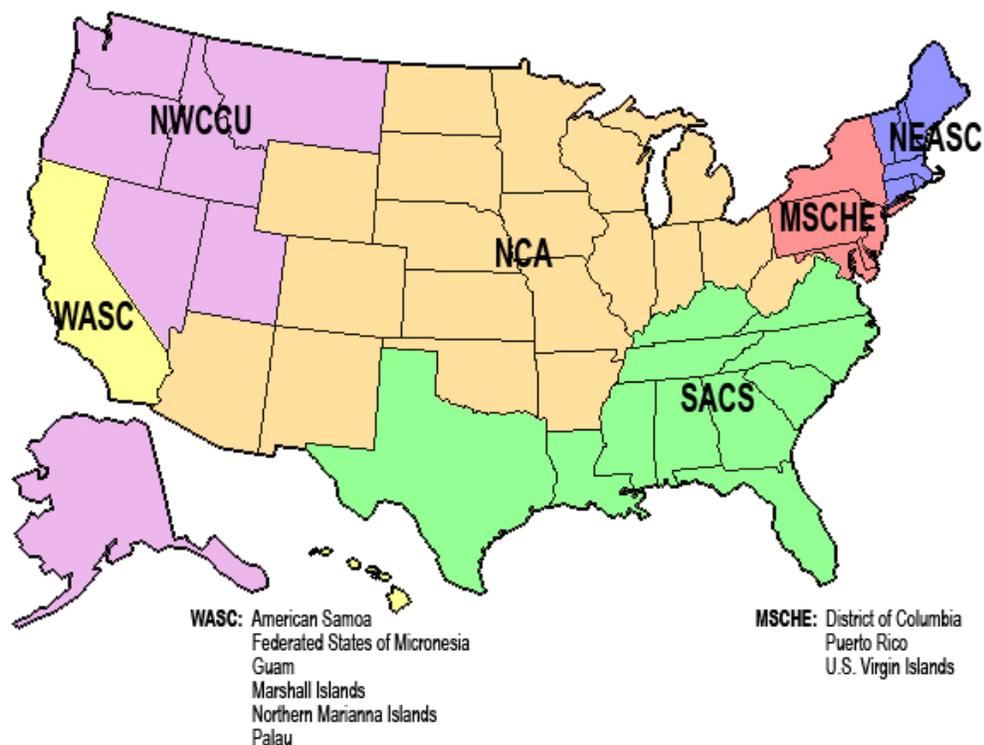
In addition to being confused with two-year and unaccredited institutions, the term “college” overseas may be synonymous to “high school” (Koku, 1997). The distinction of the name “university” has aided Bethel University both at home and abroad. While enrollment has increased at the Minnesota based institution, Barnes (2006) credited the change as greatly influencing the school’s international programs. Marian College’s Sheryl K. Ayala (2006b, ¶ 1) added, “Our biggest competition is colleges like ours in the state that are becoming [sic] universities and are garnering the international market, and institutions with graduate programs similar to ours that are universities and, therefore, have a perceived credibility factor.”

While a certain amount of prestige is associated with the term “university,” defining the word may prove difficult. Fincher (1999) provided an explanation of the characteristics of university education: “a distinctive pattern of instruction, research, and public service through general, graduate, and professional programs” (p. 2). Larie (2004) traced the current university model, a postmodern university, as evolving from the historic medieval university and consisting of “academicism, information and knowledge acquisition, production, and dissemination” (p. 47).

Although many colleges seek to become universities, some states have no official definition of the term “university.” In most cases, colleges do not have any distinct

guidelines to meet in order to become universities; however, there is a consensus that universities usually offer graduate and/or professional degree programs (Fincher, 1999; Koku, 1997; Morpew, 2000). Of the six regional accrediting bodies (see Figure 1.2), only two offer official definitions. The Western Association of Schools and Colleges (WASC), which accredits institutions in California, Hawaii, and the Pacific Ocean territories, specifies that a university is “An institution with numerous graduate degree programs and adequate resources to support them . . .” (WASC, 2001, p. 123). While WASC provides a definition of “university,” assistant director for research and substantive change, Christie Jones, stated, “WASC does not have a requirement for changing the name of an institution from a college to a university” (personal communication, April 7, 2006).

Figure 1.2
Regional Accrediting Bodies



The Northwest Commission on Colleges and Universities (NWCCU, 2003) more specifically defines “university” as “A large, multi-purpose institution with extensive graduate degree offerings, library, and other resources, and/or several schools with graduate offerings” (p. 174). Dr. Albert E. Johnson, Jr.; NWCCU vice president, stated that “changing institutional names is an area largely ungoverned by regional accreditation; while there is a working definition for the word ‘university,’ the NWCCU does not intrude into the workings of a college.” Johnson explained, “We are interested in an institution’s mission and its goals. If a less than qualified institution calls itself a university, we may question it; however, if a school does not meet its own standard, a day of reckoning will eventually come” (personal communication, April 7, 2006).

Other accrediting bodies have similar policies to the NWCCU. Dr. Barbara Brittingham, director of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC), explained “Our commission reviews substantive changes, but a simple name change would not trigger that; the exception being if the name change appeared to be deeply misleading” (personal communication, April 7, 2006). The Southern Association of Colleges and Schools’ (SACS) Resource Manual for the Principles of Accreditation advised, “Integrity, essential to the purpose of higher education, functions as the basic contract defining the relationship between the Commission and each of its member institutions. It is a relationship in which all parties agree to deal honestly and openly with their constituencies and one another” (2005, p. 1). Dr. Ralph Russell, SACS’ director of institutional support, added, “If a name were suggested by an institution that was misleading or obviously inaccurate, we would ask for additional information/justification

to be reassured that the institution is dealing ‘honestly and openly with their constituencies’” (personal communication, April 11, 2006). SACS has no “definition of the term ‘university’” and “There are no requirements to be met by an institution desiring to begin using the name ‘university’” (Ralph Russell, personal communication, April 11, 2006).

Similar to SACS, the Middle States Commission on Higher Education (MSCHE) is not involved in the approval process for name changes. According to Margaret Robbins, MSCHE’s executive assistant to the executive director, “Middle States does not have any requirements for an institution to change its name [including from a college to a university], as long as the name is just that, a name change, not a change of ownership or sponsorship” (personal communication, April 10, 2006). Likewise, the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) requires colleges becoming universities only to supply a letter with an effective date of the name change. According to NCA information management coordinator Lil Nakutis, “An internal name change does not need approval; a change in mission, however, requires a focused site visit . . . Normally, a change in name accompanies a change in mission and the mission change would require NCA approval.” Ms. Nakutis added that one NCA School, “Vincennes University in Indiana, although currently offering bachelor’s degrees, operated for many years as a two-year institution using the university name” (personal communication, April 7, 2006).

In some cases, a state may have stricter guidelines and is the agency that grants permission to change names to a university. Brittingham explains that the NEASC does not have “any particular requirements for an institution to call itself a university, though

some states in New England do” (personal communication, April 7, 2006). As stated previously, Georgia’s Board of Regents (1996) exerts influence over only public institutions and has specific guidelines for university status for state institutions. Likewise, California reserves public institutional usage of the terminology “university” only for the campuses of the California State University system, campuses of the University of California system, and the Hastings College of Law (California State Education Code §94110, n.d.). Joni Finney of the former state-operated California Higher Education Policy Center argued, “the name ‘university’ implies a certain level of research activity and scholarship” (Lively, 1997, p. A33). In addition, the state of California does not “regulate, subsidize, or intrude upon private education” (California State Education Code §66010, n.d.).

Other states; however, do “intrude” upon private education. As stated previously, New Jersey has strict guidelines for universities and enforces these for both public and private institutions (Hammond-Paludan, 1998). Likewise, the Commonwealth of Pennsylvania requires public and private schools to comply with state code. Pennsylvania defines “university” as “A multiunit institution with a complex structure and diverse educational functions, including instruction, promotion of scholarship, preservation and discovery of knowledge, research and service. A university meets the following criteria:

- I. Consists of a minimum of three units.
 - A. The first unit provides for study of the arts and sciences at the undergraduate level.
 - B. The second unit provides advanced degree programs through the doctorate in the arts and sciences, with an adequate number of majors in the various disciplines.
 - C. The third unit provides a minimum of five professional programs at the graduate level.

- II. Has a broad cultural basis from which undergraduate and graduate units draw upon the arts and sciences for basic course whether or not these are an integral part of the programs provided in the unit.
- III. Provides access to cultural facilities and opportunities to the community and utilizes similar assets of the community.” (“Definitions,” 1992, “University” section, ¶ 1).

Rosenthal (2003) noted that the Pennsylvania Department of Education estimated the entire application process for the private Philadelphia College of Pharmacy and Sciences to become the University of Sciences in Philadelphia would take less than a year. In reality, the process was a two-year ordeal.

West Virginia, while having criteria for state colleges desiring university status, does not exercise similar control over private institutions (HEPC, 2002). The NCA, the regional accrediting body for West Virginia institutions, has no compliance rules regarding a name change to university. For a private institution to change its name in West Virginia, it needs only to meet the following provisions in order to reserve and register a new name with the Secretary of State: (a) the name must be available, (b) it must not conflict with existing names, and (c) it must not violate any naming restrictions (“Business Organizations,” 2006). The process, at least for a private institution in West Virginia, is not intrusive; thus, making the transition to a university brand easier in West Virginia for private colleges than for private colleges in certain other states. Additionally, the lack of state imposed regulations provides West Virginia private colleges more freedom in becoming universities.

Rebranding and Strategic Planning

As noted, institutional metamorphoses occur for a variety of reasons. Effective institutional change, however, begins with planning and includes clear purpose statements, dialogue, faculty leadership, resource allocation, and incremental steps (Lozier & Covert, 1982). The optimum situation for brand modification, as Martorana and Kuhns (1975) have suggested, is for the institution to initiate the change and to include support from the administration, faculty, and students. This gathering of support takes time to acquire. Spencer's (2005) research indicated that name change strategic planning occurred over periods of not more than three years.

Other research, however, suggested that planning takes longer. Hauck (1998) researched the underlying factors involved in changing Grand Rapids Bible College to Cornerstone College and determined that the entire process extended across 15 years. Although an unusual example due to litigation, Tisdell (2003) indicated that the University of Louisiana at Lafayette took 16 years or more to implement a name change. Rosenthal (2003) tracked the University of the Sciences at Philadelphia's name change as being planned over a period of 20 years. The College of New Jersey's rebranding process was the result of 21 years of institutional realignment that eventually culminated in a new institutional identity (Perry, 2003). With the exception of the University of Louisiana at Lafayette, external forces exerted only minimal influences on these institutions. On the other hand, changes deriving from legislative driven public policy allow the institution little control or input into a proposed transformation (Morphew, 2000; Newcombe & Conrad, 1981). Such externally directed change may still be effective; however, it may

only occur because of the motivation produced by the mandated initiative (Borland, 1980; Newcombe & Conrad, 1981).

The nature of the name. Educational administrators often fail to address fully the core marketing issue of creating an institutional brand (Venable, 2001). Branding can be achieved without a complete metamorphosis, and may be developed via recruitment efforts, a competitive pricing structure, and an emphasis on programmatic quality (Lawlor, 1998; Rosen, Curren, & Greenlee, 1998; Venable, 2001). Perceiving a need to reinvent an institution, administrators enter into transformational activities with the impression that the change will reap the positive results of attracting and retaining students. Since administrators view students as precious commodities, the transformation produces the result of increased competition in the higher educational arena (Dill, 1997; Gumpert, 1997a).

In the case of rebranding, not all institutional change can be viewed as being equal, as branding alterations can be classified as either minor or major. Since little research is available regarding higher education institutional change, it is helpful to examine similar strategies in realm of business and industry. Rau, Patel, Osobov, Khorana, and Cooper (2003) examined businesses that altered their names following the Internet crash of 2000 and subsequent stock prices of these firms. They broadly termed the name changes in two categories: major and minor. According to this definition, West Virginia has experienced both types of modification.

Rau et al. (2003) viewed a minor change as either the addition or deletion of .com to a business name – slightly altering an existing brand. A minor change is comparable to Spencer's (2005) categorization of a superficial higher education name change. A major

change constituted a completely new name unrelated to the former. Major changes would encompass a complete rebranding (e.g., The College of West Virginia to Mountain State University). A minor change in higher education may be simply the replacing of “college” with “university,” as in the case of Concord College transition to Concord University, an adjustment of the previous brand name. Minor changes do not always require major retooling of the institution’s identity.

In the case of the four colleges that became universities under SB 448 (2004), it was necessary for two of the institutions to adjust their Internet domain names (Fairmont changed from fscwv.edu to fairmontstate.edu and West Virginia State moved from wvsc.edu to wvstateu.edu). The Web presence of both Concord (concord.edu) and Shepherd (shepherd.edu) were generic enough not to be affected by the change from a college to a university (Burke, 2003; 2004; 2005). Rau et al. (2003) demonstrated financial gains from businesses experiencing even minor name modifications; however, businesses initiating major changes exhibited significantly greater returns on investment. These findings were consistent with Horsky and Swyngedouw’s (1987) conclusions that a business’ rebranding strategies positively affect a firm’s stock prices. The positive financial outcomes resulted because the changes created a perception that the new identities are associated with increased profit and improved business performance.

Robert A. Sevier (1994) senior vice president of Stamats, a higher educational consulting firm, suggests that a strong institutional image will result in an increase in student enrollment. While Brooks’ (1978) study of factors that influenced high achieving high school graduates’ selection of a specific institution did not specifically address institutional branding, he considered an institution’s image an important variable that

influence students in their decision. Therefore, students have become consumers. Even Ivy League Yale University now refers to its student body as its customers (Budiansky, 2006).

During the post-massification era, colleges and universities have utilized traditional business strategies and have hired consultants to aid in their specific institutional market position. Toma, Dubrow, and Hartley reported that “Like businesses, colleges and universities must work hard and smart to build themselves as brands. They must associate who they are and what they do with what people perceive to be positive and thus are interested in supporting” (2005, pp. 27-28). Koku added, “Similar to the steps taken by business organizations, colleges and universities attempt to convince their stakeholders that viable steps have been taken to address their concerns, meet the changing needs as well as the new challenges in the environment by sending credible and observable signals as changing their name or logo” (1996, pp. 55-56). Sevier (2002a) equated building a strong institutional brand to similar strategic planning and its results as found in the private business sector. Much of the recent higher education marketing and branding studies have referenced Sevier’s books and articles.

In addition to Sevier’s works, nearly all of the studies that focused on institutional rebranding have utilized marketing literature geared for business organizations. Of these references, two authors were cited frequently: Dr. Phillip Kotler, professor of marketing at Northwestern University’s Kellogg School of Management; and Dr. David A. Aaker, professor of marketing from the University of California at Berkley’s Haas School of Business. In addition to their faculty assignments, both Aaker and Kotler operate marketing consultancy firms. While both have contributed scores of books and articles,

Kotler (1982 & 1984) has addressed numerous core-marketing principles including branding, while Aaker's (1996 & 1999) writings have focused primarily on creating and managing brands.

In *Strategic Marketing for Educational Institutions*, Kotler and Fox (1985) defined branding as "The products and services of an educational institution can be branded—that is, given a name, term, sign, symbol, or design, or some combination, that identifies them with institution and differentiates them from competitor's offerings" (p. 225). In addition, Kotler (1982) advised, "The power of a brand name should never be underestimated" (p. 295). A brand in itself cannot be successful, as Aaker (1996) surmised, without the creation of "brand equity."

Aaker (1996) described "brand equity" as "a set of assets (or liabilities) linked to a brand's name and symbol that adds to (or subtracts from) the value provided by a product or service to a firm and/or that firm's customers" (pp. 7 & 8). He added that the "brand equity" asset set includes: "1. Brand name awareness; 2. Brand loyalty; 3. Perceived quality; [and] 4. Brand associations" (1996, p. 8).

According to Aaker (1996), brand awareness is how a consumer views and reacts to a specific brand. These reactions include familiarity, liking, and name recognition. Toma, Dubrow, and Hartey (2005) added that a school with a known brand has more success in recruiting students.

Brand loyalty is an important asset as it creates a perception of the value of a particular brand by consumers (Aaker, 1996). Toma, Dubrow, and Hartley (2005) declared that strong brand loyalty aids institutions in that it reduces overall marketing costs and builds a basis for fundraising among alumni.

In regard to perceived quality, Aaker (1996) emphasized its importance because “only perceived quality has been shown to drive financial performance” (p. 17). Many times, as Toma, Dubrow, and Hartely (2005) illustrated with Notre Dame, the school’s successful football program extended to the perceptions of academic quality even when the academic programs were not superior. When quality is present in established programs, colleges and universities have greater success when recruiting students into newer curricular areas.

Brand associations are any attributes based upon the individual brand’s identity and are “what the organization wants the brand to stand for in the customer’s mind” (Aaker, 1996, p. 25). Toma, Dubrow, and Hartley (2005) explained that “These associations give consumers a reason to purchase the product, create positive attitudes and feelings, and facilitate the extension of the brand into other areas” (p. 33).

By using signaling theory and cross-sectional analysis from the discipline of finance, Horsky and Swingedouw (1987) studied 58 businesses that changed names and concluded that there is an association between changing a firm’s name to positive financial performance. Rau et al. demonstrated similar results in 2003 regarding Internet based businesses. With the evident success in the business model for rebranding and the trend for colleges and universities to use business marketing models, the institution’s brand becomes one of its most important intangible assets and “its reputation is . . . conveyed by its name” (Tadelis, 1997, p. 2). Hence, an institution as Tadelis associated with business firms, “will be recognized by its name, which is uniquely associated with its characteristics and past performance” (p. 2). Therefore, the choice of the best possible

brand is important. As previously noted, Koku (1997), Morpew (2002), and Spencer (2005) listed a variety reasons that inaugurated changing an institution's identity.

Influences of name choice and adoption. Who chooses what name and when should the change be implemented? At the College of New Jersey, the board of trustees emerged as the change agent (Perry, 2003). In some cases, as Rosenthal (2003) observed, senior administration controlled the implementation in its entirety. At the University of the Sciences in Philadelphia, one president initiated the name change process by introducing new programs, reorganizing the institution, and applying for university status through the Commonwealth of Pennsylvania State Board of Education. Building upon this foundation, his successor implemented the change of name. Morpew (2000) and Spencer (2005) noted that state legislators were often the change agent for institutional name change. Hartford (1976) observed, "State legislatures may have the power to create or eliminate state institutions of higher education or to create, modify, or disband governing boards for public higher education. In fact . . . the state legislature has the power to control virtually any facet of public higher education" (p. 2).

Besides the legislature, other bodies may have an impact upon the change. At the University of Louisiana at Lafayette, state agencies competed for the right to decide on the institution's name (Tisdell, 2003). While the Board of Trustees for State Colleges approved a name change from University of Southwest Louisiana to University of Louisiana (UL) in 1984, the state legislature and Louisiana State University, the flagship institution, fought the implementation. Although in operation under the UL moniker for one month, a Louisiana district court reversed permission for the name change; the appellate court upheld the lower court's ruling (Tisdell, 2003). While litigation was

pending, the institution issued each graduate two diplomas: one bearing the name and seal of University of Southwest Louisiana and another with the name and seal of University of Louisiana (Simoneaux, 1984). Sixteen years later, the legislature permitted the institutional change with the caveat of the addition of its location (Tisdell, 2003).

As with the University of Louisiana at Lafayette, other examples of litigation prompted by institutions exist. In 1996, Trenton State College changed its name to the College of New Jersey. Princeton University challenged the name in court because the College of New Jersey was the Ivy League school's original name, used until 1896. Settled without litigation, both schools agreed that references to the name "College of New Jersey" were not to cause confusion between the separate histories of both institutions (Perry, 2003; "Princeton Settles," 1996).

Disagreements between institutions about the same or similar names do not always end in litigation. Two Philadelphia institutions that selected the same brand nearly simultaneously illustrate that brand conflicts can be solved simply and amicably. After over a year in narrowing down a choice in names, the president the Philadelphia College of Pharmacy announced to the campus community the consultant's choice for the proposed new name. The president promised to recommend the name Philadelphia University to the board of trustees for final approval, seek permission from the State Board of Education, and begin rebranding efforts within the year (Rosenthal, 2003). Rosenthal also reported that president Gerbino also mentioned that the name was copyrighted. Unfortunately, the U.S. Copyright Office (2001) does not extend copyrights to names, titles, slogans, or short phrases. It is possible that new name appeared in a document, which was copyrighted, but the name itself could not be protected by

copyright. As word spread of the new name choice, an officer of the Philadelphia College of Textiles notified the Philadelphia College of Pharmacy that his school had already selected the name Philadelphia University and had received the requisite permission from the State Board of Education for its usage. Within six months, Philadelphia College of Pharmacy selected the University of the Sciences in Philadelphia as its name choice. Once the State Board of Education granted permission for the name, the institution properly protected their brand with a trademark (Rosenthal, 2003; U.S. Patent & Trademark Office, 2004).

Implementation of the change. The success of rebranding efforts does not always relate to the purpose of the change or whether if the locus of the change agent is internal or external to the organization. Optimum success results when adequate planning occurs and the institution researches all considered names (Blake & Blake, 1991; Borland, 1980). Kaikati and Kaikati (2003) identified six rebranding strategies that businesses have employed individually or in tandem when planning such changes. These included the following: “(a) phase-in/phase-out strategy; (b) combined branding strategy via one umbrella brand; (c) translucent warning strategy; (d) sudden eradication strategy; (e) counter-takeover strategy; and (f) retrobranding strategy” (p. 20).

Phase-in/phase-out: according to Kaikati and Kaikati (2003), the phase-in/phase-out strategy has “the new brand tied in some way to the existing brand for a specific introductory period. After the transition period, the old brand is gradually phased out.” Northeast Missouri State University began its rebranding process with a 1985 legislative mandate for a change in mission. Within seven years, Northeast had succeeded in

becoming Missouri's most selective state institution in regard to enrollments (Franey, 1997; Morpew, Toma, & Hedstrom, 2001).

While enrollment numbers decreased from 6000 to 5500 students, the university attracted top ranked students and a total student population from regions other than the northeast quadrant of Missouri. One quarter of the institution's undergraduate population were from outside Missouri. With these enrollment changes, Northeast moved from its previously defined regional status (Cheney, 1996; Morpew, Toma, & Hedstrom, 2001).

In addition, the institution focused its programmatic offerings that negatively influenced the quantity of students while increasing the quality of student applicants. Northeast eliminated 94 undergraduate and 29 graduate programs to focus upon high quality programs in science and the liberal arts (Morpew, Toma, & Hedstrom, 2001). Beginning in 1993, Northeast Missouri State began the process of choosing a new name. This process included the formation of a committee that pursued the idea of an identity change. In addition, the school hired a consultant, conducted focus group meetings across Missouri, and surveyed 20 thousand stakeholders regarding a name choice (Thomson, 1996).

In 1995, Missouri Governor Mel Carnahan signed the legislation approving the name change to Truman State University that occurred on July 1, 1996. President W. Jackson Magruder explained, "the law put off the effective date for a year, giving the university a chance to get accustomed and to accustom others to the change" (Thomson, 1996, p. 1A). For the year prior to the official change, Northeast Missouri State marketed the institution as "soon to be Truman State University" and Truman State positioned itself

as “formerly Northeast Missouri State University” for one year following the name change (Thomson, 1996, p. 1A).

Even prior to the name change, the institution had strengthened its focus and subsequently increased the school’s visibility on a national level. *Money* magazine consistently ranked the institution high in its “Best College Buys.” In 1992, Northeast Missouri State entered *Money*’s rankings at 16. During the next several years, the school advanced to the top ten: 1993 – eighth; 1994 – fifth; 1995 – third; 1996 – fourth; and 1997 – eighth (Cheney, 1996; Hiscocks, 1996; Thomson, 1995a & 1996; Topolnicki, 1997). In 1999, *U.S. News & World Reports* named Truman State as the number one regional university in the Midwest (“The Top Regional Public Schools,” 1999). According to *Money* magazine, Truman State’s advantage is its size because “faculty members . . . are more apt to reach out to students than are professors at huge state universities” (Topolnicki, 1997, p. 100). Thomson (1995a) also identified schools in 11 states that have modeled the university’s highly selective criteria. In addition to rebranding the name, Truman State University reinvented itself and reaped the benefits.

Combined branding: the combined branding strategy “combines existing brands in some manner” and may include “umbrella branding” (Kaikati and Kaikati, 2003, p. 21). Numerous examples of combined branded institutions exist due to mergers. When Western Reserve University merged with Case Institute of Technology in 1967, the federation of these two geographically adjacent schools produced the combined brand of Case Western Reserve University (“Visiting Case,” 2004). While the official institutional name had not changed, the school branded itself solely as Case because its image “consultant concluded all great universities have single-word names” (Budiansky, 2006,

p. A19). Umbrella branding is illustrated in the numerous statewide higher educational systems created since the 1950s. Some of the more notable umbrella brands include the State University of New York (SUNY), the University of California, and the California State University systems of institutions (Brenner, 2003).

Translucent warning: the translucent warning strategy “relies on alerting customers before and after the actual brand name change . . . [and] is usually accomplished through intensive promotion” (Kaikati and Kaikati, 2003, p. 21). Due to increasing problems surrounding the name Beaver College, the suburban Philadelphia institution surveyed 6,638 stakeholders regarding a change of its name – most believed that a change was necessary. According to president Bette Landman, “The word ‘beaver’ too often elicits ridicule in the form of derogatory remarks pertaining to the rodent, the TV show *Leave it to Beaver*, and the vulgar reference to the female anatomy” (Romano, 2000, p. B9). In addition, Internet filtering software blocked access to the institutional website and had the potential to endanger student enrollment numbers (O’Neill, 2002). While the name Arcadia University was one of six contenders presented to focus groups, the school’s trustees voted 23 to 1 in favor of new name in November 2000. Following the late night session, President Landman rounded up students at midnight to announce the new name, which would be effected in July 2001 (Todt, 2000). While often maligned by late night talk host and shock radio jocks, Beaver/Arcadia capitalized on the additional publicity it garnered during the process. According to Landman, “Inadvertently, the fact that our own name was the butt of many jokes meant that people across the country and outside the country heard the fact that we were changing our name” (Kirp, 2003, p. 14).

Arcadia's 22 month media blitz before, during, and after the name change influenced the largest freshman enrollment in the school's history (O'Neill, 2002).

Sudden eradication: the sudden eradication strategy “involves dropping the old brand name almost overnight and immediately replacing it with the new name, with no transition period” (Kaikati and Kaikati, 2003, p. 21). According to Mountain State University executive vice president James G. Silosky (2003), Beckley College utilized this strategy when rebranding as The College of West Virginia.

Following the accreditation visit, Dr. Polk called us together and said that with the trustees' permission, he was going to change the name of Beckley College and we had been Beckley College since 1933. We went through some strategy sessions, and he went to the board and told them he wanted a particular name and he wanted to change it overnight. I remember some of the nervousness of the staff at such a sudden change, but on a Sunday afternoon in September 1991, he directed us to replace the signs, mentioning that we would deal with the change shock the next day. Students and faculty arrived to find that they were [attending and] working for a new institution. Dr. Polk simply noted that everyone would get used to it and that we were not going to have dialogue about it and that would make it harder than it really was (Silosky, 2003).

Counter-takeover: Kaikati and Kaikati (2003) defined counter-takeover rebranding as when an acquired brand is preferred over the existing brand. The University of Maryland, College Park was an example of this strategy that fused the Maryland State College of Agriculture located in College Park with the University of

Maryland under the University of Maryland name. According to Brenner (2003), “The original University of Maryland was in Baltimore and housed the medical and technical departments. After the merger, the various departments became schools within the new institution at College Park” (p. 145). Nine years following the creation of the University System of Maryland in 1988, the school officially became University of Maryland, College Park (Brenner, 2003; University System of Maryland, 2005).

Retrobranding: Retrobranding occurs when an abandoned brand is reinstated (Kaikati and Kaikati, 2003). Like the University of Maryland, Transylvania University in Lexington, Kentucky experienced a counter-takeover branding strategy. In 1865, Transylvania University, the oldest institution west of the Allegheny Mountains, merged with Kentucky University in Harrodsburg. While the institutions consolidated in Lexington on Transylvania’s campus, the school retained the younger school’s brand of Kentucky University. That same year, Kentucky University (KU) added two colleges to the institution: the College of the Bible and the land-grant Agricultural and Mechanical College. With conflicts over a religious controlled school receiving governmental funding, the Commonwealth of Kentucky separated the Agricultural and Mechanical College from its parent in 1878. After a series of name changes, the new school (now the University of Kentucky) became the State University of Kentucky in 1908. With confusion created by the similar names, KU reverted to the Transylvania brand that it abandoned 43 years earlier (Owston, 1998).

As noted by Koku (1997), rebranding implementation strategies are not enough to ensure success as other factors must be present. Lewin (1947, 1957), a pioneer in organizational change theory, based successful transformations on the inclusion of three

steps: (a) a disruption of existing norms; (b) the strengthening of supportive factors and the weakening of opposing factors; and (c) a stabilization of institutional norms following the implementation of the purposed change. Blake and Blake (1991) emphasized that the institution both promote and protect the new brand following the selection process.

Stakeholder Reactions to Institutional Rebranding

Existing and potential students. Nguyen and LeBlanc (2001), Cobb (2001), and Sevier (2002a) indicated that successful brands not only attract potential students, but they also serve to aid in retention. A successful brand will build enrollment and slow attrition. Toma, Dubrow, and Hartley (2005) explained that a strong brand is an integral part of a building an institutional culture that is attractive to students and donors. Administrators may view institutional name changes as a panacea to provide a more positive image for colleges and universities. Unfortunately, these changes may be neither warranted nor successful.

There is no guarantee that branding changes will provide the necessary student growth for an institution to remain solvent. The publicized financial difficulties plaguing two West Virginia institutions (WVUIT and SIU) indicate that rebranding alone was not significant enough to attract students (Keenan, 2006a; Salem, 2005). While administrators may perceive that rebranding activities are catalysts in gaining a larger student population, Koku (1997) concluded that, while some institutions experienced growth, such strategies had little or no effect upon enrollment at most institutions. Simply changing the name without a strategic plan may be an exercise in futility.

Pennsylvania's Seton Hill College became a "university" in 2002 and, while an enrollment increase occurred, the name change was not the only factor. According to Vice President for Academic Affairs, Mary Ann Gawelek (2006, ¶ 1), "the changes are related but not a direct correlation. We instituted a range of strategies at the same time." According to the institutional website, "The transition from college-to-university status is the culmination of more than a decade of embracing change, expansion, and growth. The change to university status reflects the continuous improvement in the quality, breadth, and depth of Seton Hill's academic program, expanded undergraduate programs of the highest quality, distinctive graduate and professional programs, and a commitment to national and international outreach" ("About SHU," "When and Why" section, ¶ 1).

Having upgraded from a college to a university in 2001, Michigan's Spring Arbor University made the change for "prestige, [its] growing graduate programs, [and to] have a leg up on competitors who still identify themselves as 'college'" (Overton-Adkins, 2006, ¶ 1). Betty J. Overton-Adkins, Vice President for Academic Affairs, added:

In the five years since the name change, enrollment has grown about 25%. However, I am not ready to associate this entirely with the change. I think it did benefit us in some ways. At least during the re-naming roll-out, there was lots of publicity and I got questions over and over again about the distinctions between a college and a university. People did notice. But[,] along with the name change, we have also been more aggressive in our marketing, new program development, and our tuition discounting.

We are intentionally growing, and I think the reasons for our growth are multifaceted (2006, ¶ 2).

Faculty. Lewis (1994) identified problems among faculty who were loyal to a former brand and had exhibited negative behavior and institutional distrust following the implementation of a new college name. Rosenthal's (2003) study of the rebranding of the Philadelphia College of Pharmacy to the University of the Sciences in Philadelphia suggested that faculty did not believe that administration involved faculty in a significant role in the overall transition process. While faculty generally approved of the new name, Rosenthal indicated that they doubted the institution had truly become a university.

In contrast, Trenton State College began changing its culture 20 years prior to rebranding as the College of New Jersey. Cultural changes included limiting enrollments, becoming more selective in admissions, revitalizing campus facilities, and hiring more qualified faculty. Although stakeholders generally disapproved of a rebranding to any name, the cultural changes permitted a smooth transition to a new brand identity (Perry, 2003). If rebranding occurs without a corresponding alteration of institutional culture, the changes are perceptually ineffective (Hall, 1997; Lewis, 1994; Sackmann, 1991).

Alumni. In addition to potential negative faculty reactions, Grant (1994) warned that name changes and mergers could have a disastrous effect upon alumni loyalty and financial support. Tisdell (2003) researched University of Southwest Louisiana alumni regarding the institution's rebranding as the University of Louisiana at Lafayette. Alumni responses to the name change were strongly polarized with nearly equal numbers supporting the new name as those who disapproved of the change. Consequently, alumni contributors and contributions decreased the very year of the name change.

The public at large. In addition to alumni dissatisfaction, Gumpert et al. (1997b) stated that a shift to graduate status might even be detrimental to the mission of small local colleges by contributing to a loss of focus and dissolution of an institution's overall mission. This is a concern for faculty and staff at Wisconsin's Marian College in its consideration of becoming a "university." Sheryl K. Ayala (2006a, ¶ 1), Vice President for Academic Affairs, reported, "our admissions people are concerned that their numbers will decline in the traditional undergraduate areas due to the fact that our reputation has been as a small caring college. They are afraid that the university status might scare people away who seek that small, close, caring environment." Administrators must weigh any change in affiliation, name, or status against a lack of positive outcomes.

These changes, as identified by Koku (1997), include the merging of institutions as an institutional rebranding tactic. Reed (1978) identified some negative results from merger of the private New College into the public University of South Florida (USF) system in July 1975. New College, known for its quality liberal arts programs, experienced increased bureaucracy that impeded new programmatic additions and prevented the specific marketing of its own programmatic mix. With its unique undergraduate mission hampered, the legislature allowed New College to separate from USF in 2001 to become an independent public institution (Selingo, 2001).

On the contrary, Misite (1994) analyzed the merger of two small private New England colleges. She concluded, with all of the inherent problems regarding the union of two schools, the merger-acquisition was successful in producing a much stronger institution in terms of student enrollment and income. While a number of West Virginia's smaller colleges have affiliated or merged with larger institutions, the public appears to

perceive the rebranding or merger activities as a benefit or a liability to the smaller institution on an individual basis.

When Southern West Virginia Community College emerged from the Logan and Williamson branch campuses of Marshall University in 1971, the local public perceived an opportunity for the institution to serve its constituent population more effectively (Burgraff, 1995). The 2006 fate of West Virginia University Institute of Technology, however, created widely polarized opinions ranging from support to hostile animosity from various stakeholder populations (Keenan, 2006a & 2006b; Porterfield, 2006).

Implications Regarding West Virginia

With the research suggesting that positive outcomes do not always result from an institutional change, a question arises as to why so much rebranding has occurred within West Virginia higher education during the last 30 years. Certain external factors may have warranted the amount of rebranding. Several dynamics that possibly influenced institutional change are demographic realignment, enrollment trends, over-saturation of higher educational institutions, regional poverty, and student persistence issues.

Demographic realignment. While an association may or may not exist, West Virginia public and private higher education transformations also occurred during a period of demographic realignment in the state. According to the 1990 United States census, West Virginia suffered a significant population loss requiring elimination of a House of Representatives' seat and subsequent congressional redistricting. Although the 2000 census reported a slight (.08%) population gain, the demographic profile indicated that West Virginia has shifted to an older population base, with the median age having increased from 35.3 to 38.9.

In addition, the next generation of traditional age college students in the state has declined. From 1990 to 2000, the census reported an 11.49% loss in primary and secondary school students in West Virginia. It seems reasonable to suggest that a loss of constituent population may have been a factor in the amount and proportion of institutional change within West Virginia. The emerging trend of diminishing numbers of college bound students may have created the perception of having a negative impact upon budgets and income.

Enrollment trends. During the massification period following World War II, Gumport et al. (1997b) explained the growth trends in higher education enrollment and an increase in campus facilities, faculty, and the number of institutions. The growth in higher education was attributed to a number of factors: the establishment of the G.I. Bill, the growth in family size (the “baby boom”), social and political changes in the U.S., and the expansion of federal financial aid. According to Brooks (1978), West Virginia’s public higher education experienced unprecedented growth from 1950 to 1970 and “every [state] institution in 1970 was drawing students from greater distances than in 1950” (p. 140). Brooks additionally credits the expansion of new highway systems in West Virginia as one of the many factors that contributed to enrollment growth. Institutional growth, however, did not occur at every school. Three West Virginia institutions closed during the massification period: Storer College, Greenbrier Military School, and Greenbrier College.

Storer College was rooted in the 1865 establishment of a Free Will Baptist mission school at Harper’s Ferry that provided education to African-Americans. In 1867, the West Virginia Legislature chartered the private school as Storer College, “an institution of

learning for the education of youth, without distinction of race or color” (Burke, 2004, p. 8). Ironically, the state’s first historically black college was forced to close due to advancements in the area civil rights. According to Burke (2004), the very legislation that created opportunities for African-Americans was responsible for the closing of Storer. Up until the enactment of *Brown vs. the Board of Education* (1954), Storer received special funding from the state of West Virginia for the education of its black citizenry (Burke, 2004). With civil rights’ advancements, the legislature ceased funding Storer because it was a private institution and, with the potential for African-Americans to enroll in any state institution, separate but equal facilities were no longer necessary.

Likewise, the civil rights movement also influenced the solvency of two Lewisburg institutions: Greenbrier Military School (GMS) and Greenbrier College. At the time of their demise in 1972, the schools shared the distinction of being the oldest educational institutions in the state having both descended from the Lewisburg Academy that was founded in 1812. Although in its final years it was only a preparatory school, GMS offered associate’s degrees under its junior college department from 1934 through 1966. In 1965, both GMS and Greenbrier College for Women refused to sign a statement of compliance with the Civil Rights Act of 1964 and therefore forfeited any further rights to federal funding (“Two Private Schools,” 1965).

Because of this, GMS ceased operations of its Reserve Officers Training Corps (ROTC). Upon August 1965 announcement, the school denied any connection with the compliance issue and the elimination of the ROTC program. GMS charged that the Army’s program had lost its value to students (“GMS Denies,” 1966; “GMS Official Denies,” 1965). Two months previous, however, the Army cited GMS’ unit as an Honor

Military ROTC Unit because it had attained “high standards of training and discipline during the [1964-65] school year” (“GMS Again Selected,” 1965, p. 8). Around the same time, GMS ceased operation as a junior college and only admitted high school and junior high school students (Rawl, 1972).

By May 1972, GMS closed and immediately transferred its property to the Greenbrier School of Osteopathic Medicine (“GMS to Become,” 1972). While officials denied that a lack of compliance with the Civil Rights Act of 1964 contributed to the school’s demise, they also noted that eventually GMS acquiesced and integrated. The lack of funding and a diminished interest in military education at the time of the Vietnam War was cited as the primary cause for its closure (Rawl, 1972).

Figure 1.3

The former Greenbrier Military School now WV School of Osteopathic Medicine



Likewise, another school that ceased to exist during the massification period was Lewisburg's Greenbrier College, formerly known as the Greenbrier College for Women. As the case with its companion institution several blocks away, the school refused to comply with the Civil Rights Act of 1964 and became ineligible for federal funding ("Two Private Schools," 1965). While a four-year institute, the Greenbrier College provided two years of college preparatory study and two years of college curricula. This continued until 1971 when Greenbrier College dropped its high school programs ("Greenbrier College Begins," 1971' "Greenbrier College for Women," n.d.).

Figure 1.4

The former Greenbrier College now Greenbrier Valley Center of New River CTC.



As with GMS, Greenbrier College traced its lineage to the coeducational Lewisburg Academy's founding in 1812. A separate school for young ladies was established as the Lewisburg Female Institute by the Virginia General Assembly in 1858

“for the purpose of educating young women”; however, it is uncertain if this iteration was operational prior to the Civil War. If so, the war forced its closure (“Greenbrier College for Women,” 2005). Through the efforts of concerned citizens, Lewisburg Female Institute was reestablished in 1875. Upon adding a college component, the school renamed as Lewisburg Seminary in 1908 and became Greenbrier College for Women in 1923 (“Greenbrier College Begins,” 1971)

In an effort to boost enrollment, the school became coeducational during fall 1971 and the name was shortened to Greenbrier College. Only four men, however, lived on campus (“Greenbrier College Begins,” 1971; “Greenbrier College Board,” 1972) during its only coeducational year. According to Brenner and Schneider (2004b), the school closed in June 1972 after a campus fire and never reopened; however, there is nothing to substantiate this claim. Within days of Greenbrier Military School’s announcement of closure, Greenbrier College followed suit citing low enrollments and hoped that another entity would assume its facilities. It does not appear that the school had ever integrated (“Greenbrier College Board,” 1972; Steele, 1972). Despite the closings of Greenbrier College, Greenbrier Military School, and Storer College, the massification period was a period of growth both in enrollment and in the number of institutions in West Virginia.

During the post-massification period (1989 – present), however, West Virginia institutions did not fare as well. An analysis of enrollment from 1996 to 2000 shows an aggregate growth of only 1,367 students for all regionally accredited institutions in West Virginia combined (see Appendix F). This minimal growth represents only a 1.60% gain in enrollment. Of the 25 regionally accredited institutions in 2000, only 11 experienced growth from their 1996 numbers. Those experiencing the largest enrollment growth were

Shepherd College (995), WVU (798), and Marshall (434). The schools with the largest proportional growth from 1996 to 2000 were Ohio Valley (28.03%), Shepherd (27.62%), and Appalachian Bible College (21.69%). The institutions experiencing the greatest losses were Southern West Virginia CTC (-633), Wheeling Jesuit University (-230), and Glenville State (-182). Proportionally, the greatest losses were recorded by SWVCTC (-20.44%), Salem-Teikyo University (-19.65%), and Davis and Elkins (-17.79%).

Fortunately, the trend reversed in the 21st century; West Virginia experienced an aggregate gain of 14,713 students and a proportional growth of 16.79% from 2000 to 2005 (see Appendix G). Of the 32 tracked institutions, all but seven experienced growth. Since the former CTC component institutions were not reported as being institutionally distinct until 2005, a comparison of enrollment between 2001 and 2005 necessitated the consolidation of the CTC's enrollment numbers with its former parent. With this inclusion, the greatest gains in enrollment were at Fairmont (4,065), WVU (2,940), and Bluefield State (2,417). By proportion, Mountain State University (113.84%), Bluefield State (101.20%), and Fairmont State (61.78%) had the greatest percentage of growth. All three schools with the greatest losses also had the greatest proportion of loss; these were Glenville State (-481 / -21.28%), The University of Charleston (-233 / -19.19%), and WVU Institute of Technology (-229 / -8.83%).

Since a proportionate growth in population has not occurred, the reasons for the aggregate growth in enrollment are unknown (U.S. Census, 2005). Some possible explanations, however, could be emerging distance learning markets outside of West Virginia, an influx of out of state students, increased marketing efforts, the emergence of distinct community and technical colleges, rebranding activities, the PROMISE Scholarship

program influencing students to attend a WV school, or a combination of these factors or others.

A factor to consider is the competitive pricing structure of state supported institutions within West Virginia. In difficult economic times, a student may choose to remain in West Virginia rather than pay higher tuition elsewhere or decide to attend a West Virginia institution than paying higher residential rates in his or her home state. In factoring the national tuition averages, Sayre (2006) computed West Virginia's in-state four-year tuition rate as averaging \$4,152 – ranking the tenth lowest in the nation (see Appendix H).

Removing special program rates, West Virginia's average tuition cost at four-year institutions averages at \$3,057 which is the lower than Sayre's (2006) computed figures for the lowest tuition rates in the nation, (the District of Columbia) which averages at \$3,210 ("Student Fees," 2006). West Virginia's average two-year rate is even lower at \$2,481 ("Student Fees," 2006). Non resident tuition at West Virginia's four-year public institutions averages at \$8,007 and less expensive than the resident rates for the states of Illinois, Pennsylvania, New Hampshire, New Jersey, Ohio, and Vermont. In addition, the average two-year non resident rate for West Virginia schools is \$7,500, which is additionally lower than resident rates for four-year institutions in Massachusetts, Michigan, and South Carolina (see Appendix I) (Sayre, 2006; "Student Fees," 2006).

Higher education over-saturation. When compared to surrounding states, West Virginia has more regionally accredited institutions per capita than its surrounding states. Table 1.6 compares the number of institutions to the general population and to traditional college aged students (18-24 years of age). The column identified as "accredited schools

2005” represents only regionally accredited colleges and universities listed for each of the six states as of 2005. It does not include institutions formerly having individual regional accreditation prior to 2005, institutions with only specialized accreditation, or institutions operating as foreign corporations with primary locations (and accreditation status identification) in another state (i.e., Argosy University, Corinthian Colleges, DeVry University, and University of Phoenix).

Table 1.6
Saturation of Higher Educational Institutions

SATURATION OF HIGHER EDUCATIONAL INSTITUTIONS
 West Virginia compared to surrounding states

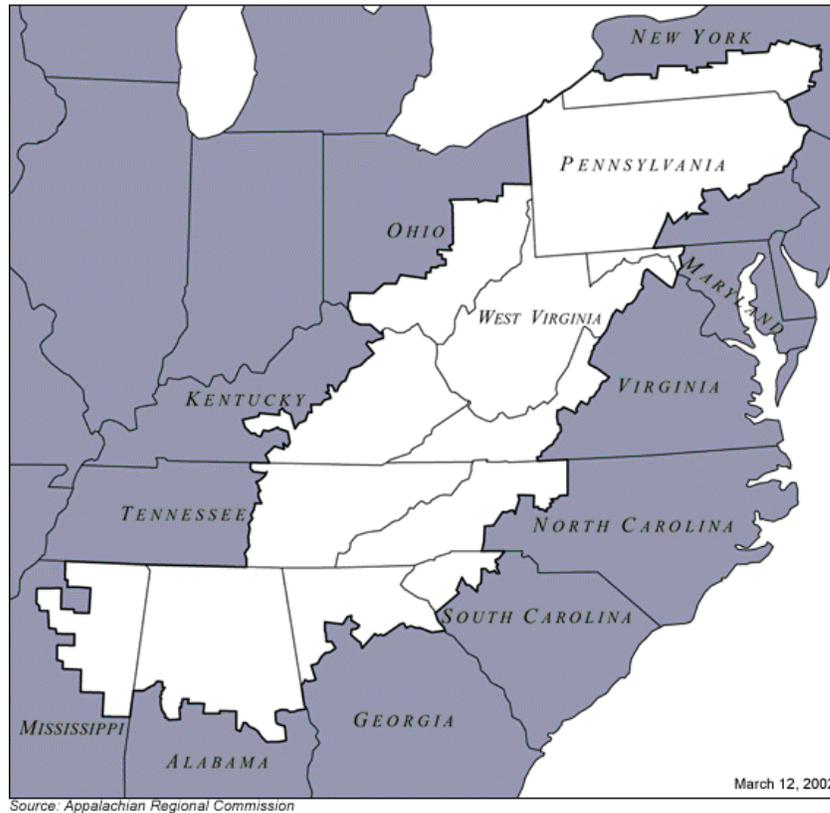
STATE	ACCREDITING BODY	REGIONALLY ACCREDITED SCHOOLS 2005	RATIO OF POPULATION TO 1 SCHOOL	RATIO OF 18-24 AGES TO 1 SCHOOL
Maryland	MSCHE	55	109,800 : 1	8,840 : 1
Virginia	SACS	71	106,600 : 1	9,570 : 1
Ohio	NCA	109	105,200 : 1	9,690 : 1
Pennsylvania	MSCHE	134	93,500 : 1	8,230 : 1
Kentucky	SACS	59	85,200 : 1	8,200 : 1
West Virginia	NCA	31	60,600 : 1	5,750 : 1

Even though West Virginia has an overall lower number of regionally accredited institutions than its neighboring states, it has more institutions in relation to its population. By dividing the population category by the number of accredited institutions, a ratio can be determined. The general population represents U.S. Census Bureau estimates for 2005 and the 18-24 category represents actual 2000 census data. In West Virginia, a greater level of competition among schools for students and resources may be inferred. The greater density of institutions and a shrinking population base could be factors leading to the implementation of redefined and new institutional brands.

Regional poverty. According to the Appalachian Regional Commission’s (2002) definition of Appalachia, West Virginia is unique being the only state that lies completely

within the region (see Figure 1.5). Long associated with poverty, Appalachia is traditionally characterized by high unemployment, a higher poverty rate, and a lower per capita income than the national average (“About ARC,” n.d.).

Figure 1.5
The Appalachian Region



While conditions have improved overall, West Virginia continues to lag behind the United States and the majority of Appalachia in most economic indicators. While Kentucky and Mississippi have the worst economic records for the region, West Virginia hovers between the rank of third and fourth worst Appalachian state in all categories (“County Economic Status in Appalachia,” 2006). See Table 1.7 for an economic comparison between West Virginia and the other states’ Appalachian counties. Poor

economic conditions may influence an institution’s ability to raise philanthropic support, attract the best students, and compete with other regions for qualified faculty members.

Table 1.7
Economic comparisons: Appalachian Region

Region	Appalachian Counties	Unemployment Rate 2001-2003	Per Capita Income 2002	Poverty Rate 2000	Economic Status*
United States	410	5.5	26,420	12.4	N/A
Appalachian Region	410	5.6	20,422	13.6	2.5
Appalachian Alabama	37	5.4	22,022	14.4	2.5
Appalachian Georgia	37	4.0	23,037	9.2	3.3
Appalachian Kentucky	51	7.0	13,668	24.4	1.5
Appalachian Maryland	3	5.3	20,048	11.7	3.3
Appalachian Mississippi	24	7.9	16,091	19.4	1.7
Appalachian New York	14	5.7	18,780	13.6	3.0
Appalachian North Carolina	29	6.0	21,168	11.7	2.9
Appalachian Ohio	29	6.3	18,037	13.6	2.5
Appalachian Pennsylvania	52	5.8	22,206	11.4	3.0
Appalachian South Carolina	6	5.6	21,982	11.7	3.0
Appalachian Tennessee	50	4.9	19,936	14.2	2.6
Appalachian Virginia	23	5.7	16,901	15.7	2.7
West Virginia	55	5.7	17,856	17.9	2.2

*Economic status (ranked from 1 – 5):
 1 Distressed 2 At Risk 3 Transitional 4 Competitive 5 Attainment

Source: County economic status in Appalachia, fiscal year 2006. Appalachian Regional Commission

Student persistence issues. While population shifts, increased competition, and issues surrounding poverty limit the available pool of college applicants, other factors may influence an institution’s student retention efforts. While West Virginia has steadily improved in college student persistence since 1980, the most recent figures fall below the national average (Appalachian Regional Commission, 1980; 1990; & 2000).

In Oliver’s (2003) study of private institutions in West Virginia and surrounding states, she identified a number of factors that could negatively influence a student’s overall success as a college student. These include the educational attainment of the parents of the student (who do not view education as important), absence of a home support structure conducive to success, a lack of success during the first year of college, the availability of low-level employment that does not require a degree, and an inability to

pay for education. These predictors of poor retention further shrink the number of potential students and require institutions to implement aggressive strategies to address these issues and/or to introduce increased competitive marketing strategies.

Theoretical Perspective

A study of this nature must analyze the phenomena without preconceived notions from scientific constructs that relegate and regulate thought. This researcher has chosen to approach this study through a postmodern perspective. Lyotard (1984) explained that postmodern thought challenges preconceived notions and allows for new explanations of phenomena. Sandikci (1999) added, “Postmodernism rejects the realist and modernist ideas of reality, meaning, and representation” introducing “multiplicity, indeterminacy, and free play of signifiers” (p. 8). In understanding how institutions operated during the last part of the 20th and first part of 21st centuries, a postmodern approach rejects old, tried and true, scientific reasoning for explanations that emerge via the research process. The explanations, however, may serve only to define the phenomenon as it related to the specific instances studied.

Larje (2004) considered that during post-massification era – the period analyzed in this study – universities developed from postmodern models. According to Rosenau (1992), postmodernism is based upon the idea the “reality has collapsed, and today it is exclusively image, illusions, or simulation” (p. xi). Since brand re-identification is often based upon audience perception, these changes may reflect a selective view of reality as Sandikci (1999) observed the “postmodern aesthetic is associated with an emphasis on spectacle and surface” (p. 70).

Much of the postmodern view of reality, as Dixon (2002) suggested, is a process of the technological revolution. The rise in the adoption of technologies, as Constat (1998) observed, “continually redefine[s] the nature of social relations and alter[s] the conventions of material production in the manner that renders many aspects of everyday life ephemeral, if not completely unpredictable” (p. 26). Therefore, the increased reliance on technology and the postmodern effect upon the nature of how businesses and institutions operate introduced new models and innovative practices toward reaching the bottom line. Gumpert et al. (1997b) suggested that increased competition, due to innovative practices in the post-massification era, has challenged colleges and universities to become innovators in order to compete in the educational arena. Rebranding is one of these innovative practices.

In addition to innovation, Horn (1998) explained that postmodernism rejects “expert only” opinions, allowing for the inclusion of stakeholders in the decision making process. The success of an institution’s rebranding effort is often linked to stakeholder reactions. When The University of the South, often nicknamed “Sewanee,” changed its official name to “Sewanee: the University of the South” in 2004, alumni felt disenfranchised and claimed the school was disassociating itself from 147 years of southern heritage (Strout, 2004). In 2003, Mary Washington College’s board of visitors considered a name change to Washington and Monroe University; however, students, faculty, and alumni protested the proposed change. Acquiescing to stakeholder pressure, the Virginia institution became the University of Mary Washington (“New Name,” 2003). Texas State University at San Marcos experienced a schism in the student body over the change from Southwest Texas State University. One student complained of the lack of

stakeholder involvement in the decision claiming, “there was never a vote of all students, faculty, and alumni” regarding the change (Rooney, 2003, p. A8). A postmodern approach to institutional name changes would seek a more inclusive method of change.

Along with stakeholder perceptions, a postmodern view of reality permits some subjectivity during the synthesis of information. Kidd (2002) suggested that viewing phenomena through a qualitative, postmodern/postpositivist lens, while attempting to be objective, allows for some necessary subjective observations with the formulation of conclusions. Some bias occurred when interviewees provided information about their specific institutions and the overall success of their rebranding efforts.

Purpose of the Study

This study’s purpose is three-fold: (a) to determine whether a relationship exists between the demographic and economic factors that affect West Virginia and the amount of institutional change that has occurred among public and private colleges and universities within the state; (b) to identify what planning occurred in concert with institutional transformations; and (c) to understand how administrators perceived the results produced by institutional changes. An analysis of the data may suggest that some of these factors are unique to West Virginia higher education, thus suggesting that context exerts a powerful influence on institutional choices relating to image or rebranding.

In addition, governmental factors may also prove significant. While Morpew (2000) identified five states (Georgia, Montana, New Jersey, Oregon, and South Dakota) as having produced the majority of public college-to-university transformations in the 1990s, he concluded that these were sweeping systemwide changes and were initiated by

strong statewide governing boards. These changes, based upon public policy, resulted in a majority of state supported colleges' becoming universities with a single legislative act (Morphew, 2000). While public policy continues to dictate changes transpiring at West Virginia's public institutions, similar sweeping, systemic change of state colleges to university status has not occurred to the extent of the aforementioned states. Senate Bill 448 (2004) allowed a majority (four out of seven) but not all of the state colleges to have university status. In addition, public policy has dictated several systemic changes in West Virginia's community colleges.

Even though systemic changes have occurred, the proportion of brand changes occurring in West Virginia higher education is significantly higher than that of other U.S. jurisdictions. During the years 1996 to 2005, over half of the existing regionally accredited institutions in West Virginia rebranded; during the same period, one quarter of the total number of regionally accredited institutions began using the nomenclature "university." It is this researcher's intent to understand the general reasons why so many West Virginia institutions have employed rebranding strategies; and specifically, to determine why so many institutions evolved into universities.

Research Questions

This study addressed the following questions:

What factors were responsible for the specific institution's decision to rebrand as a university?

What was the administration's justification for believing that the institution met qualifications to be called a university?

What was the institution's strategy for the rebranding process?

What procedures did administration use to implement the institutional change?

What influence did regulatory bodies have upon the change?

What were the reactions of stakeholders to the change?

How did senior administrators perceive the success of the institutional change?

Did the change produce any indicators of increased prestige?

What suggestions did administrators provide upon revisiting the change.

What methods can institutions use to retain ownership of a brand?

Since this study is qualitative in design, additional questions were developed based upon the responses to interview questions.

Methods

This research project is a qualitative phenomenological study proceeding from a postmodern orientation. Johnson and Christensen (2000) defined a phenomenological study as “the description of one or more individual's consciousness and experience of a phenomenon” and “it can be used to focus on the unique characteristics of an individual's experience of something” (pp. 315-316). While an analysis of each of the aforementioned institutions experiencing transformation would be optimum, this study was purposefully limited to universities that have evolved from colleges with a focus on 11 West Virginia institutions. Five of these were the public college-to-university rebranded institutions since 1996: West Virginia University Institute of Technology, Concord University, Fairmont State University, Shepherd University, and West Virginia

State University. Five included the private institutions that converted to university status since 1979: The University of Charleston, Salem-Teikyo University, Wheeling Jesuit University, Mountain State University, and Ohio Valley University. In addition, West Liberty State College was included, as the school intends to become West Liberty University during or before 2009.

Although differences in the 11 institutions exist, they were chosen because all have similar experiences in transitioning from a college identity to the university name. The public institutions are examples of higher educational institutions that were influenced by externally driven public policy changes. Being public institutions, the ultimate locus of control is the state legislature. In regard to the five private institutions, these schools have policies that were primarily driven via internal influences. The differences in locus of control may affect how staff members view institutional change. Borland (1980) indicated that faculty perceived a diminished role when the change was externally based. While not the case for the entire sample, several years have transpired since some schools employed rebranding tactics; the ability to view perceptions longitudinally may provide an opportunity to determine if it was perceived as being successful.

Data Collection and Participants

This particular study's design utilized purposeful sampling, for which Patton (2002) stated that the interview subjects "are selected because they are 'information rich' and illuminative, that is, they offer useful manifestations of the phenomenon under study" (p. 40). Data collection included surveys, reported quantitative data, follow-up

interviews, and a review of pertinent primary source documentation such as institutional minutes, memos, policies, press releases, and legislation.

It was the researcher's intent to view the changes in West Virginia's higher educational institutions by determining the reasons for change and assessing the positive and negative perceptions and reactions to the various changes that have occurred within these institutions. The assessment represented an administrative perspective. By doing this, the researcher hoped to be able to gain an understanding regarding this phenomenon that has transpired within and across West Virginia higher education. For this to occur, it was necessary to compare college-to-university rebranded institutions in West Virginia to other geographic areas' university rebranded institutions. This research was conducted in three phases with the final phase having dealt specifically with West Virginia institutions.

Phase One

As described elsewhere in this chapter, Phase One required the construction of a working list of individual regionally accredited schools from jurisdictions that are administratively linked to the United States. The Council for Higher Education Accreditation (CHEA) defines accreditation as “a process of external quality review used by higher education to scrutinize colleges, universities, and educational programs for quality assurance and quality improvement” (2003, p. 1). Currently, the U.S. Department of Education (2007) recognizes 59 private bodies which accredit institutions or educational programs. The majority are specialty/programmatic accrediting bodies that accredit specific disciplines and single purpose institutions. Examples of programmatic accreditors include the American Library Association Committee on Accreditation, the

National League for Nursing Accreditation Commission, and a host of others (CHEA, 2006).

Two types of accreditors offer institutional accreditation: national and regional. Despite the name, national accreditation is of a lower status than regional accreditation. CHEA (2003, p. 2) reports that 64% of schools operating with national accreditation do not offer degrees and 79% are for-profit institutions; “Many are single-purpose institutions focusing on . . . education in business and technology” and “Some are faith based.” According to CHEA (2003, p. 1), “Regional accreditors operate in six specific clusters of states (regions) in the U.S. and review institutions . . . 97.4% or more [of the institutions] are both degree-granting and nonprofit.”

The listing of schools included the 2005 membership lists of the six regional accrediting bodies: MSCHE, NCA, NEASC, NWCCS, SACS, and WASC. Both NEASC and WASC have separate commissions distinguishing between two-year and four-year institutions; these commissions are listed as separate entities by the U.S. Department of Education and the Council on Higher Education. Since the other four regional accrediting bodies make no such distinctions, all NEASC and WASC accredited institutions were included in the master list of schools under one parent body listing. Included in the list were 73 regionally accredited institutions that merged into other regionally accredited institutions during 1996 through 2005. The *HEP Higher Education Directories* for 1997 – 2006 provided the list of merged institutions. The number of regionally accredited schools totaled 3,036. This master list, however, did not include branch campuses that do not have individual accreditation, schools in application or candidate for accreditation status, schools that closed, or schools that lost accreditation.

From that list, 532 rebranded institutions were identified from the *HEP Higher Education Directories*; 151 of these were colleges that became universities.

Phase Two

To create a list of questions for interviews that was conducted during Phase Three, a survey was sent to presidents of colleges that became universities in states that have Appalachian designated counties. Since only 12 non-West Virginia, Appalachian region colleges became universities from 1996 to 2005, it was necessary to draw from a larger population. In the 13 Appalachian states, 60 colleges evolved into universities. Eight of these were eliminated as they were West Virginia institutions; New School of New York City was also eliminated as it became a university in 1998 but dropped the university name in 2005 (Rodenhouse, 1999; Burke, 2005). Since New School was the only New York institution that would have qualified, New York was not included. Likewise, Mississippi institutions were not part of the population, as the state experienced no college-to-university transformations during the period. Despite a merger with the University of Toledo in 2006, the former Medical University of Ohio is included as its initial university transformation occurred in 2005 (“UT-MUO Merger Timeline,” 2006).

The mailings included a cover letter, anonymous consent to participate in a research study form, survey instrument (see Appendices J, K, L and M), and a self-addressed, stamped envelope. Non-Appalachian schools received a slightly different cover letter than the Appalachian regional schools. The presidents (and one chancellor) of the 51 institutions (see Appendix N) were sent the survey on November 29, 2006. To guarantee accuracy of the current president’s name and the university’s mailing address, this information was gathered from the institutional web site rather than from a compiled

published source. If the university president was not in office at the time of the change, this researcher asked that the president distribute the survey to the current most senior level staff member who was employed during the transition. This individual served as the president's proxy.

Nineteen responses were initially received with four via the online survey tool. Since the first mailing occurred several weeks before institutional winter break, all but one of the responses were received prior to December 22. Not desiring the survey to coincide with the arrival of a large amount of mail that accumulated during the holidays, the second mailing was postponed until January 2, 2007. With post offices closed on January 2 due to a National Day of Mourning over former President Gerald R. Ford's death, the second mailing was further delayed until January 3. The second mailing garnered an additional eight responses. A third and final request for participation was mailed on January 27, 2007 and produced seven participating responses. In addition, two institutions declined to participate in the study. The total response produced a sample of 34 institutions – 66.67% of the population studied (see Table 1.8).

Table 1.8
Survey responses for Phase Two.

Survey Responses by Method			
	Paper	Online	Percentage
First mailing	15	4	37.25%
Second mailing	6	2	15.69%
Third mailing	4	3	13.73%
Total	25	9	66.67%

The survey contained a modification of Spencer's (2005) instrument of six open-ended questions. Spencer provided permission to use and modify his survey instrument (see Appendix O). In order to facilitate survey return, these questions were altered to having forced answer choices using the results mentioned by Spencer, Koku (1997), Morphew (2000), Perry (2003), and Rosenthal (2005). The complete survey with the forced choice answers is located in Appendix M. The modified questions are as follows:

Since changing name and status can be multifaceted, please rank the major compelling reasons for the change of name to a university.

In your best estimation, what was the length of time necessary to implement the name change? This should begin from the time university status was first suggested until official adoption of the new name.

Was the name change perceived as successful? ___ YES ___ NO

If so, please rank the five top reasons the name change can be perceived as successful.

What was the most interesting component of the process of changing the institution's name to a university?

What advice would you give other institutions who are considering the change from a college-to-university?

To Spencer's (2005) original questions, the survey contained the following forced choice questions (see Appendix M for answer choices):

When your institution changed names and became a university, who was perceived as the primary change agent(s) in renaming the institution and seeking university status?

How many regionally accredited graduate/professional degree programs were being offered by the institution at the time of the name change?

In addition, a series of nine statements on a four-point Likert scale gauged the administrator's perceptions regarding the success of the name change (see Appendix M).

The responses aided in the formulation of interview questions for Phase Three of the research.

In order to facilitate return, respondents had the opportunity to utilize a printed survey returned via a self-addressed, stamped envelop or to submit their answers online at the researcher's personal Website: www.NewRiver.net (see Appendix P). This site acted as a conduit to a survey hosted by SurveyKey.com and did not require a respondent to type in the lengthy web address (URL) generated by the software.

Operated by JetMan Productions, Inc., SurveyKey.com is an Internet survey creation and hosting service. While SurveyKey.com offered a free service called their "basic plan," 256-bit secure socket layer (SSL) technology and password restriction was only available through subscription to SurveyKey.com's "pro plan" at a cost of \$54.00 per quarter. The "pro plan" was purchased for six months, and only the researcher had direct access to the data (see Appendices Q & R).

In the mailing, a four-digit code was assigned to each university. This code was utilized as a password gateway at NewRiver.net that allowed the respondent to proceed to the SurveyKey.com secure survey. These codes were processed separate from the survey as an email message to the researcher. The password to enter the survey web site at SurveyKey.com was set to the word "college." The codes also alerted the researcher that a specific school had completed the online survey and that no further mailings to that specific institution was necessary.

Likewise, these codes served a similar purpose of identifying institutions that returned the paper based survey. The codes were encrypted into the zip code of the return address (but not on the main address) on all survey return envelopes. The codes were

additionally altered with each mailing to determine which mailing produced the response. For example, if a school was coded as 0101, its code was merged into the researcher's zip code of 25801 and was embedded into the return address as 25801-0101. The second mailing replaced the initial zero with a three (e.g., 25802-3101) and the third mailing used a five (e.g., 25801-5101). This allowed the researcher to identify the school and the mailing that produced results.

It was noted by one respondent that on December 5, 2006 the password gateway located on the NewRiver.net site was failing to activate the survey. Apparently, an electrical storm the previous evening, which resulted in a power failure throughout the Beckley, WV area, caused damage to the server hosting NewRiver.net and other area Internet sites. This system failure, which allowed hosted sites to appear operational, prevented Internet forms processing and required a reinstall of the server's processing engine. After notification that this would require at least one additional day to accomplish, the researcher disabled the password gateway on NewRiver.net and provided a direct link to the survey site. The survey was operational within an hour of the respondent's email and his complete survey response was posted within several minutes after being notified. On Thursday, December 6, 2006, the password gateway at NewRiver.net was restored. Outside of the one response processed on December 5, no other attempts to access the survey occurred until after the original password gateway was reestablished. No other calls or emails were received during this period.

One additional potential problem regarding the online survey was noted on December 12, 2006. One respondent submitted the survey at 9:24 AM but did not answer any questions. The survey was arranged to only allow one access per computer to the

survey to prevent duplicate submissions by the same individual. An Internet browser cookie impeded further access to the survey. Fearing that a respondent was attempting to access the survey a second time without success, this feature was immediately disabled and allowed individuals who may have experienced technical difficulties multiple opportunities to participate. The respondent never submitted another electronic survey response; however, a paper version matching the password gateway code of the failed electronic submission arrived within several days following the survey attempt. While the possibility to reenter the survey was now available, duplicate gateway codes were never noted, and therefore subsequent submission entries did not occur.

Table 1.9
Survey responses by geography.

Survey Responses by Geographic Locations			
State	Number of Institutions	Number of Responses	Percentage of Responses
Alabama	1	1	100.00%
Georgia	16	9	56.25%
Kentucky	6	6	100.00%
Maryland	2	1	50.00%
North Carolina	3	2	66.67%
Ohio	8	5	62.50%
Pennsylvania	7	4	57.14%
South Carolina	1	0	0.00%
Tennessee	3	2	66.67%
Virginia	4	4	100.00%
Appalachia	12	8	66.67%
Total	51	34	66.67%

As the surveys were returned, several respondents provided documentation concerning their institution's strategic plan and rationale for the transition from a college to a university. Several university administrators indicated that they had additional information and offered to become interview subjects. Following the reception of a signed consent form, two of these administrators were interviewed via telephone. The

processing of these interviews followed the guidelines set forth in Phase Three of this research project. Thirty-four completed surveys (a response rate of 66.67%) were returned, which represented nine of the 10 states in the original population (see Table 1.9). Appendix S contains the results of the survey.

The initial tabulation of the data indicated that a large percentage of the institutions indicated a growth in enrollment since the university name adoption. To see if this growth was significant, it was necessary to replicate Koku's 1996 study regarding the impact of a strategic name change upon institutional enrollment. Koku confirmed his hypothesis "That the name change strategy is not effective in increasing student enrollment in colleges and universities" (1996, p. 60). In his study, Koku selected 140 institutions that employed a strategic name change and compared enrollment data five years prior to the name to change to enrollment data from five years following the name change.

In Koku's (1996) population, the name changes spanned 10 years from 1978 to 1988 and excluded 1986 from which no data was available. From the yearly enrollment figures for each institution, the percentage of growth or loss in enrollment from one year to the next was tabulated. Unfortunately, not all enrollment data was available and the number of schools represented in the pre and post name change event tabulations varied from 113 to 139 in any given event year. Koku compared the means of the incremental enrollment changes from the five years prior to a strategic name change to the means of the incremental changes from the five following a name change. He analyzed the data with a two-sampled T test and failed to reject his hypothesis. Koku concluded that a strategic name change did not indicate a significant growth in enrollment (1996).

To replicate Koku's study, this researcher created a list of regionally accredited colleges that adopted the university designation during the years 1996 to 2001. Since enrollment figures were only available up through 2006, it was necessary to limit the population to those where a complete ten-year cycle of incremental change data could be generated. A population of 103 institutions was generated from the *HEP Higher Education Directories* for 1997 through 2002.

For enrollment data collection, the researcher originally desired to utilize enrollment reports from the Integrated Postsecondary Education Data System (IPEDS); however, data for this period was inconsistent. Whereas total student head count might be available on one year's IPEDS report, fall full time enrollments or full time equivalent (FTE) data may only be available the next year. The inconsistencies in the data types available did not allow for an accurate growth or loss comparison from one year to the next. In addition, IPEDS data did not exist for the year 1999. The only available and consistent enrollment data was reported directly by institutions to the yearly *HEP Higher Education Directories*.

To test if a rise in prestige occurred, similar measures were used to compare these indicators five years following the change. Sevier (2002a) indicated that a rise in a university's tuition is a signal of the institution's prestige that he and others have termed as the "Chivas Regal" effect. The idea is that parents and students will be willing to pay more at a well-known institution, and if a university raises tuition, prestige will come via a self-fulfilling prophecy. To test the "Chivas Regal" effect as an indicator of prestige, incremental rises in tuition were compared five years prior to the change to five years following the change.

Likewise, Morpew (2000) indicated that when a college became a university, it had a greater emphasis on graduate education. Morpew analyzed three areas of prestige: Carnegie Classifications, the number of graduate degrees awarded, and undergraduate selectivity. Using methods similar to Koku (1997) rather than Morpew's, this study compared changes in Carnegie Classification, the number and types of graduate programs, and undergraduate selectivity. While Morpew used a snapshot method comparing data from two different years without emphasis on the distance from the name change, Koku's model provided a basis of looking at these indicators at the time of the change and five years later. Each institution could be compared equally.

Although Koku (1997) used five-year increments, data earlier than 1996 was not readily available. Since these indicators did not fluctuate as much as enrollment and tuition, the year of change was used as the benchmark figure and were compared to the data from the fifth year after the change. Carnegie Classification data came from the *HEP Higher Education Directories 1997-2007* and the Carnegie Foundation for the Advancement of Teaching. Institutional catalogs and archived web sites were accessed for the number and types of graduate programs for the 103 institutions. *U.S. News and World Reports America's Best Colleges 1998-2008* were used for selectivity data. While the entire population of schools was used for most indicators, selectivity data was only available for 71 schools.

Phase Three

Interview subjects. To narrow the scope of this study, the third phase included only institutions that evolved from colleges to universities. West Virginia has 10 such

institutions (see Table 1.10) – five public and five private. The five public schools are West Virginia University Institute of Technology, Concord University, Fairmont State University, Shepherd University, and West Virginia State University. Private institutions that exhibited a university rebrand are The University of Charleston, Salem International University, Wheeling Jesuit University, Mountain State University, and Ohio Valley University. Although West Liberty State College would not undergo its change until 2008 or 2009, it was included as this public institution is currently working through the change in status process.

The 22 interview subjects represented administrators from all 11 West Virginia institutions in this study, one representative of West Virginia Independent Colleges and Universities, a representative of one of the West Virginia governing boards, a legislator, two administrators from Georgia, and two administrators from Pennsylvania. Forty-eight additional individuals from institutions, governing boards, consortia, accrediting bodies, researchers, state agencies, and the federal government participated in one to three question interviews. Institutional representatives were from West Virginia, Kentucky, Maryland, Pennsylvania, North Carolina, and Virginia.

Table 1.10
West Virginia Colleges Rebranded as Universities

Current University Name	Date of University Designation	2005 Graduate Degree Programs*	Carnegie Classification**	2005 Graduate & Professional Students
The University of Charleston	1979	4	Bachelor's: Diverse	40
Salem International University	1989	3	Bachelor's: Diverse	232
WVU Institute of Technology***	1996	1	Bachelor's: Diverse	29
Wheeling Jesuit University	1996	6	Master's – Smaller Programs	467
Mountain State University	2001	7	Master's – Medium Programs	365
Concord University	2004	1	Bachelor's: Diverse	66
Fairmont State University	2004	1	Bachelor's: Diverse	45
Shepherd University	2004	4	Bachelor's: Diverse	65
West Virginia State University	2004	2	Bachelor's: Arts & Sciences	26
Ohio Valley University	2005	1	Bachelor's: Diverse	0
West Liberty State College	In the Future	0	Bachelor's: Diverse	0

Degree programs from the Higher Learning Commission of the North Central Association of Colleges and Schools' individual Statements of Affiliation Status (SAS). Program listings represent only currently accredited programs and do not consider those in candidacy status. Enrollment data from Integrated Postsecondary Education Data System (IPEDS) reports from the National Center for Educational Statistics of the US Department of Education.

*Graduate programs were based on the institutional Statement of Affiliation Status (SAS) from the Higher Learning Commission of the North Central Association. Schools that had two degrees (i.e., an MA and an M.Ed.) in the same programmatic fields were counted as having two distinct degrees. Graduate certificates were not counted as these are no longer specified on the SAS.

**Carnegie Classifications were based on 2003-2004 data; classifications may be different for subsequent years.

***WVUIT became a division of WVU on July 1, 2007; separate accreditation status expired at that time.

The 11 institutions also represent a majority of the geographic regions of the state of West Virginia (see Figure 1.6), as the regions correspond with the service areas defined by the Community and Technical College System of West Virginia. UC & WVSU represent Advantage Valley. Southeastern West Virginia is home to Mountain State University, Concord, and WVU Tech; OVU represents the Mid Ohio Valley, and the North Central West Virginia region includes SIU and FSU. Shepherd is in the Shenandoah Valley and WJU and West Liberty are in the Northern Panhandle. Two regions are unrepresented in this study: the Southern Mountains and the Potomac Highlands. These two regions include only two-year institutions Southern WV CTC, Potomac State, and Eastern WV CTC.

Figure 1.6
Geographic Regions of West Virginia

GEOGRAPHIC REGIONS OF WEST VIRGINIA



Interview questions. The interview questions dealt with general topic areas on how the change was implemented, its effects (perceived and actual), the return on investment, and any hindsight perceptions of how the change could have been better implemented. While answers from the Phase Two surveys guided the primary interview questions, other questions followed the major benefit areas identified by Nguyen and LeBlanc (2001), Cobb (2001), and Sevier (2002a).

Nguyen and LeBlanc (2001) concluded that institutional loyalty, and hence student retention, occurred when students had favorable perceptions of both institutional reputation and image. While a number of brand indicators exhibited positive correlations with student retention, Cobb (2001) noted that a strong brand focused upon institutional

quality was the most significant branding tactic influencing a student's intent to persist. Furthermore, Sevier (2002a) identified the additional benefits of a successful brand: (a) an ability to charge higher tuition; (b) greater constituent loyalty; (c) increased alumni satisfaction; and (d) messages that are superior to those of competitors.

The questions are as follows:

Do stakeholders exhibit a greater brand loyalty to the newer brand?

Have stakeholders' perceptions of the institution improved since the rebranding?

Has student enrollments increased since the rebranding?

Has student retention increased since the rebranding?

Has the institution significantly increased tuition in response to the rebranding?

Has the institution exhibited greater alumni satisfaction with the new brand?

In addition, questions about the rebranding implementation strategy emerged and aided in classifying the changes along the six areas defined by Kaikati and Kaikati (2003).

The interview process, as Patton (2002) suggested, served to "capture direct quotations about people's personal perspectives and experiences" (p. 40). Snowball sampling occurred in several instances as interviewees identified "one or more additional people who meet certain characteristics and may be willing to participate in the research study" (Johnson & Christensen, 2000, p. 176). Prior to all interviews, participants signed a waiver of informed consent as set forth by the Marshall University Institutional Review Board (see Appendix T).

Survey respondents were guaranteed anonymity and interview subjects were assured confidentiality as legally possible. This study did not identify interview subjects by name or by specific title. Since university administrators were interviewed, no direct association with their current or former institution was noted in this study's analysis of results unless it was key to the discussion at hand. In addition, this study did not classify an institution's former or current administrative participants as such. Several participants were no longer in the employ of the institution or agency that they formerly represented.

Data Analysis

Results from the Phase Two surveys were analyzed and sections tabulated according to theme. The semi-structured interviews were audio-taped and transcribed to a written format. Once transcribed, the data was sorted, coded, and organized in preparation for interpreting and reporting the results. Thematic descriptors identified the relevant topic areas that emerge. See Appendix U for a sample transcribed telephone interview and Appendix V for a sample transcribed live interview.

As the data were categorized, an ongoing inductive analysis occurred (Johnson & Christensen, 2000). Triangulation was achieved by using multiple methods of data collection and, as Merriam (1995) stated, provided dependability and validity. These methods included analyses of official institutional documentation, legislative information, and relevant news archives. Spencer (2005, p. 23) qualified his study's validity in the following manner:

The validity of this study is dependent on the interviews. The information from the interviews was limited to the colleges and universities included in

the study. Each college and university presented unique circumstances surrounding the name change process, which included but were not limited to political elements, funding, alumni responses, and current student perceptions.

Dissertation Structure

Significance

As the researcher generates hypotheses and conclusions are drawn, this study should add to the body of knowledge regarding institutional image. While some of the literature indicated that such changes have a minimal impact upon enrollment, this study was to either support or negate this assumption in respect to a region that has endured significant demographic and economic shifts in recent years. By assessing institutional change within the context of geographic boundaries, this study stands to provide unique information of some value to higher education administrators. Therefore, a localized focus provided a different perspective than previous studies and, as Bogdan and Biklen (1998) suggested, would “describe something that never has been described before” (p. 206).

This study has the potential to aid administrators in making decisions regarding rebranding as an attempt to recreate an institutional identity. Administrative experiences relating to the transformation process and the perceptions of the rebranding’s success or failure will become a resource for administrators considering similar institutional changes. Thus, new information generated from this study will assist higher education administrators in the basic functions identified by Gulick and Urwick (1937) as planning, organizing, developing, coordinating, and budgeting.

According to Haller and Kleine (2001), “Educational administration is an applied field, a field in which practitioners apply knowledge to solve real problems in schools” (p. 6). As resources become scarcer and institutions are forced to become increasingly competitive, the understanding and application of such data could aid in the survival or loss of certain schools. This is of particular importance in West Virginia, where the subjects of closing, changing of status, reallocating resources, or merging certain institutions are perennial undertakings in the Legislature. These findings will be applicable to other regions similar to West Virginia where the future of specific public higher educational institutions remains uncertain (Jarvis, 2003).

Definitions

For the purpose of this study, the following terms are defined.

Appalachia: as defined by the Appalachian Regional Commission, the region of the United States that consists of 410 counties of 13 states surrounding the Appalachian Mountain range. West Virginia is the only state completely within Appalachia.

Brand identity (as related to colleges and universities): the marketable distinction that a college or university possesses. Compared to product brand identities, institutional brands are the qualities that attract students to a particular school. In essence, the brand becomes synonymous with a particular college or university.

Chief Executive Officer (CEO): a generic term used to reference an institutional president or branch campus provost.

Foreign corporations: institutions operating in one state as a branch of a parent college or university whose headquarters are located in another state. In most cases, these

branch campuses do not have individual accreditation and may operate under the accreditation of a regional accrediting body outside of the jurisdiction where the branch campus is located.

Individual accreditation: component campuses/branches of larger institutions with regional accreditation status separate from the parent institution.

Regional accreditation: the imprimatur placed upon public, private, and proprietary institutions by one of the six regional accrediting bodies. Regional accreditation in West Virginia is granted by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA).

Stakeholder: a person directly or indirectly affected by an institutional transformation. Directly influenced stakeholders include college or university students, alumni, faculty, staff, administration, and trustees. Community leaders and state legislators are indirect stakeholders.

Limitations

While this undertaking contributes to the body of literature, problems exist due to the existence of only one identifiable higher education research model – Spencer’s (2005) dissertation regarding institutions that changed name during the years 1992 to 2001. In addition, the 10-year period of analysis (1996 to 2005) produces the distinct probability that certain direct agents of a particular institutional change may have been unavailable to complete the survey during Phase Two. Some participants may only have been able to provide a current perspective to a previous transformation, whereas the direct change agent would have been able to elaborate further regarding the actual purpose of the

change. The *HEP Higher Education Directories* provided much of the data for the analysis of the 103 rebranded institutions. Because this data may have been reported by university offices that do not typically handle enrollment figures, it may not be as accurate as data from other sources. The *HEP Higher Education Directories*, however, reported the data in a more consistent manner than conventional sources. Additionally, interview subjects during the third phase may have provided an unrepresentative personal perspective regarding the success of their institution's change.

Delimitations

This study is limited to an analysis of regionally accredited West Virginia institutions that rebranded as universities. This subset of rebranded institutions may provide evidence that these changes are related to other changes occurring in West Virginia over the past 30 years. Of the 10 institutions in West Virginia that became universities and the one in the change process, the interview subjects were limited only to administrators that are current West Virginia residents. Therefore, West Virginia's distinctive demographics, economic condition, political climate, and other variables may constitute unique circumstances that may not be applicable to any other geographic region.

In addition, the preliminary survey of institutions in Phase Two is limited by geography and only includes states that have counties designated as part of Appalachia. Regionalism raised unique issues related to the entire region, individual states, Appalachia, the three subregions of Appalachia as defined by the Appalachian Regional Commission (see Appendix W), or the Appalachian counties of an individual state. With the exception of West Virginia, only a portion of the 12 other states are designated being

within Appalachia. Because of having no qualifying institutions, New York and Mississippi were eliminated from this study.

CHAPTER TWO: RATIONALE FOR A COLLEGE-TO-UNIVERSITY CHANGE

It's common for men to give six pretended reasons instead of one real one. – Benjamin Franklin (n.d.).
There is only one justification for universities . . . They must be centers of criticism. – Robert M. Hutchins (n.d.).

In August 2007, Pennsylvania's Waynesburg College quietly leaked to the press that the institution would soon be changing its name. Although reporters inquired further about this possibility, the medium-sized college's public relations department only acknowledged that the school would soon become "Waynesburg University." Apparently instructed by the administration, staff deferred any additional comments until the August 20 press conference. The media, however, was quick to note a trend developing, as 13 colleges in the Keystone State made similar adjustments in the recent past (Schackner, 2007). One editor even speculated, "The word 'college' seems to have gone out of fashion" ("College No More," p. A4).

While keeping up with the "Joneses" of higher education could have been one of Waynesburg's motivations, it was not a reason that the school's administration openly acknowledged. One of the cited factors was that the university designation matched Waynesburg's current identity. President Timothy R. Thyreen elaborated, "While changing our name better reflects the institution we have become, our core values, our mission, and our personal attention to our students will remain the same" (Stevens, 2007, p. B1). Reinforcing this rationale, Senior Vice President Richard L. Noftzger further explained, "Receiving this designation as university recognizes the comprehensive institution that we have become" (Stevens, p. B1).

In addition to having a name that reflected the school's mission and overall composition, having a marketable name played an important role in the overall decision to rebrand. According to board member Bill DeWeese, "As the word university implies, it

reaches out to broader horizons than just our local community . . . and now it's time to think out of the box" (Stevens, 2007, p. B1). President Thyreen recognized that international markets often equated the designation "college" to a high school education. He further reasoned, "It will be beneficial to us when students in other countries see Waynesburg University rather than Waynesburg College. It will make a dramatic difference" (Stevens, p. B1). Although Waynesburg University's decision was multifaceted, the matching of its name to its current identity appeared to be the administration's primary rationale.

As this study further explores the rebranding of West Virginia colleges to university status, this chapter investigates the rationale utilized by the various institutions for adding the "university" brand to their names. A mixed method approach for data collection was used. By using quantitative data, this chapter will seek to discover reasons both regionally and nationally for such changes and will determine if West Virginia's institutions followed suit. In addition, historical and qualitative research were also employed. The historical data included, but was not limited to, the following primary source materials: governmental records, accreditation documents, board minutes, interviews, and newspaper and television reports. These overlapping methods aided in the analysis of rationale of the 10 West Virginia institutions that became universities during the last 30 years.

Since the bulk of these changes occurred between 1996 and 2005, there was a concentration of materials from this 10-year period. Since this chapter will ascertain the rationale for the change, information regarding the actual change process and the results produced by the change will be discussed in further chapters. The information provided

about specific West Virginia institutions is reported up to the moment of the name changes. Occasionally, information subsequent to the change was provided, as these later factors helped facilitate understanding of the institution's rationale for seeking to become a university.

During the period of West Virginia's greatest number of university name adoptions (1996 through 2005), the *HEP Higher Education Directories* listed 151 U.S. colleges that rebranded as universities. With nearly five percent of the 3,036 regionally accredited institutions having experienced this type of change, a perceived benefit in transforming a college to a university must exist. The reasons for the rebranding, therefore, could be legion.

Spencer (2005) identified a number of factors that might influence a decision to change an institutional name. Among a larger list, he included a) increasing enrollment; b) increasing prestige; and c) accurately describing purpose. In addition, Koku (1997) noted the following motivations: a) widening the school's appeal; b) counteracting spiraling enrollments; c) indicating a merger of institutions; and d) eliminating categorization as a regional institution. Morpew (2000), as well, enumerated possible reasons that included a) adapting to new higher education markets; b) becoming more like mainstream institutions; c) better matching its current or proposed institutional mission; d) sending a message of legitimacy; e) increasing prestige; f) increasing tangible resources; and g) reflecting organizational changes that have occurred or are forthcoming. While the aforementioned motivational factors are by no means an exhaustive list, single institutional studies suggested that often several factors may precipitate the need to change.

From 1996 to 2005, eight West Virginia institutions adopted a “university” brand. While eight schools may not constitute a large number, these schools represented one fourth of all of the regionally accredited institutions in the state. Numerically, West Virginia ranked fourth highest in the nation for college-to-university rebranding. Proportionally, however, West Virginia placed first in the nation. Such a large number of college-to-university changes raises the question, “What are the reasons for this phenomenon to occur?”

Several hypotheses can be generated regarding possible reasons this large percentage of college-to-university changes occurred in West Virginia. These include the following: a) the loss of statewide population and an older median age; b) a national trend of enrollment loss due to a smaller population of post baby-boom generations; c) higher education institutional over-saturation in West Virginia; d) state and regional poverty; and/or e) traditionally poor retention rates. Any, all, or a combination of these factors could stimulate the need to find innovative methods to attract students. One of these techniques could involve an institution’s rebranding itself as a university in an effort to attract more students. To better understand the reasons why these changes occurred with such a large frequency in West Virginia, the researcher embarked upon a mixed method study by utilizing quantitative data culled from similar institutions in a 10-state region and a qualitative study that examined historical data and analyzed interviews of administrators involved in the change process at 10 West Virginia institutions.

While only eight changes occurred in WV during the years 1996 to 2005, the researcher drew upon data collected about two earlier changes: Morris Harvey College to The University of Charleston in 1979 and Salem College to Salem-Teikyo University in

1989. As part of this study, comprehensive interviews were conducted with 17 West Virginia past and present higher education administrators. Four of the subjects represented multiple institutions. Two administrators from the state of Georgia participated regarding the system-wide change initiated in that state in 1996. Additionally, a West Virginia legislator and two Pennsylvania administrators were also interviewed. Forty-eight short interviews regarding institutional specifics and written documentation completed the qualitative data. Additional quantitative data from all 103 institutions in the United States that participated in a college-to-university change between 1996 and 2001 were collected to analyze the longitudinal impact of this type of strategic name change.

Regional Perspective

In determining trends in a larger geographic region similar to West Virginia, it was determined to survey university presidents at 51 former colleges in a 10-state region that surrounds Appalachia. Each of the following 10 states includes Appalachian designated counties: Alabama, Georgia, Kentucky, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. Two additional states with Appalachian counties, New York and Mississippi, were omitted because there were no qualifying institutions during the years 1996 to 2005. Because only 12 institutions in the Appalachian counties of this 10-state region rebranded as “universities,” it was necessary to survey administrators at rebranded universities in non-Appalachian counties as well.

The university presidents were asked to provide information on their specific institutional change and, if they were not institutional employees at the time of the

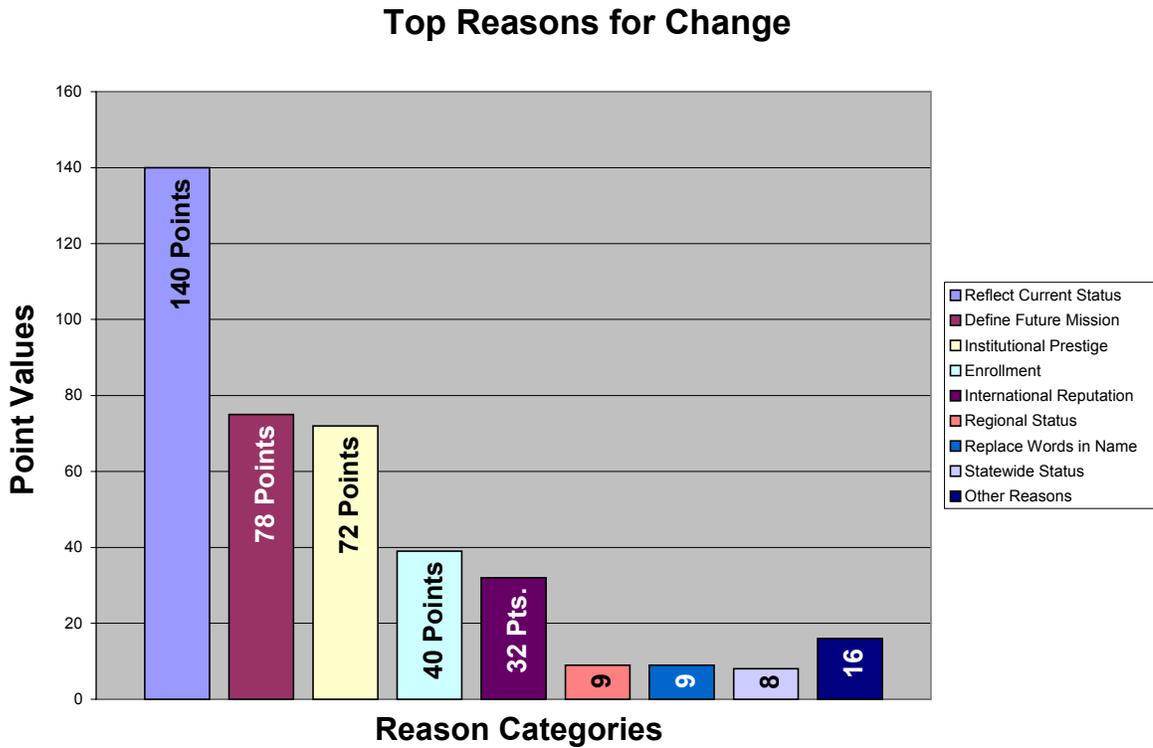
change, they were to designate another administrator who would act as a proxy. Of the 51 surveyed institutions, 34 or nearly 67% participated.

As part of the series of questions, each participant was asked to identify the five most significant reasons why his/her specific institution became a university. The questionnaire was a modified version of Spencer's (2005) instrument and included a list of twelve items based upon the items identified by Koku (1997), Morphey (2000), and Spencer (2005). These categories are listed below:

- to honor a benefactor
- to more adequately describe the institution's mission at the time
- to adequately define a future mission or goal of the institution
- to increase institutional prestige
- to replace inappropriate words in existing name
- to signify independence from a parent institution or system
- to signify a merger into another institution or system
- to increase enrollment
- to more accurately describe the institution's location
- to signify that the institution had intrastate regional institution status
- to signify that the institution had statewide institution status
- institutional economic problems

Additionally, respondents provided custom reasons to the list. Only 11 institutions provided five reasons; the majority provided three or fewer reasons. The categories were rated by importance (e.g., the most important reason was given five points, second most important reason four points, and so on). Thirty distinct reasons were provided (see Appendix S). Because many of the categories were similar, these were compressed into nine major themes (see Figure 2.1).

Figure 2.1
Top reasons why colleges change to universities.

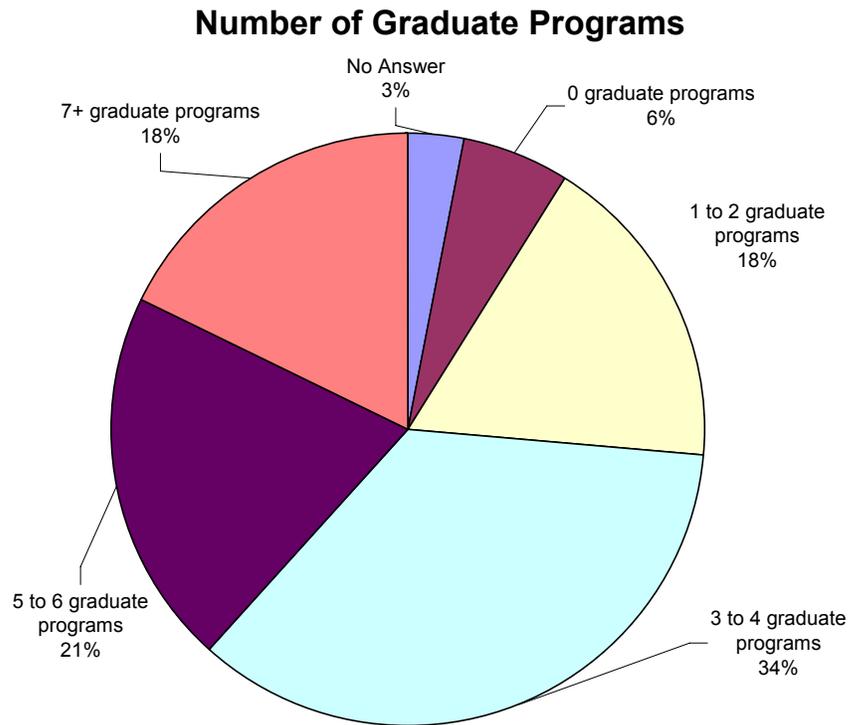


The primary reason for the change (with 140 points) was attributed to being a reflection of the institution’s current status. Other significant reasons included the following: a) defining the institution’s future mission (78 points); b) enhancing institutional prestige (72 points); c) to increasing enrollment and/or applications (40 points); and d) increasing international recognition and attracting international students (32 points). All remaining factors paled by comparison.

“Reflection of the current mission of the institution” as the primary motivation agrees with the data self-reported by these institutions regarding graduate programs. The majority of the schools (73%) reported that their institutions had three or more graduate programs operational at the time of the name change (see Figure 2.2). In a number of

states, including West Virginia, university status is based partially upon the ability and the permission to offer graduate degrees.

Figure 2.2
Number of graduate programs when the change occurred.

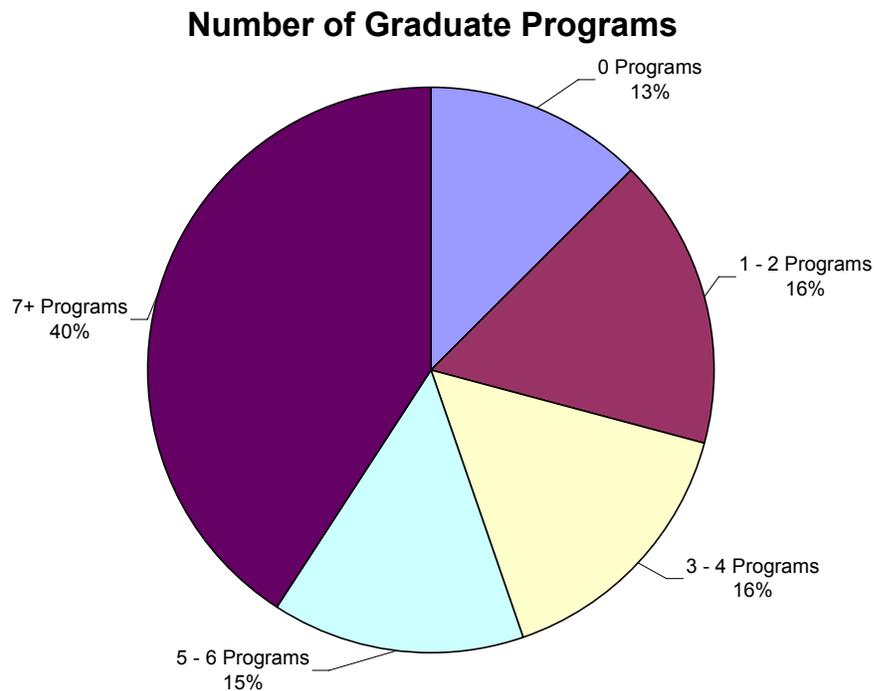


National Perspective

On a national level, catalog and archived website data of the entire population of 103 institutions that experienced a college-to-university rebranding from 1996 to 2001 were consulted. This information was collected for the year of the change as well as for five years following the change. The numbers and types of graduate programs were enumerated. These programs were then categorized according the U.S. Department of Education's ranking of graduate programs (see Appendices X and Y).

As noted in Figure 2.3., 13% were not offering any graduate programs during the year of the change. Forty percent of the 103 institutions were offering a minimum of seven graduate programs during the year of their name changes. Twenty percent offered research doctorates and/or first professional degrees. While the exact reason for an institution’s change cannot be known simply from counting and ranking the types of graduate programs, an inference may be made that many of these schools could have been seeking to identify themselves as universities to reflect an existing mission. Therefore, accurately describing one’s mission could serve as a rationale for adopting the university designation.

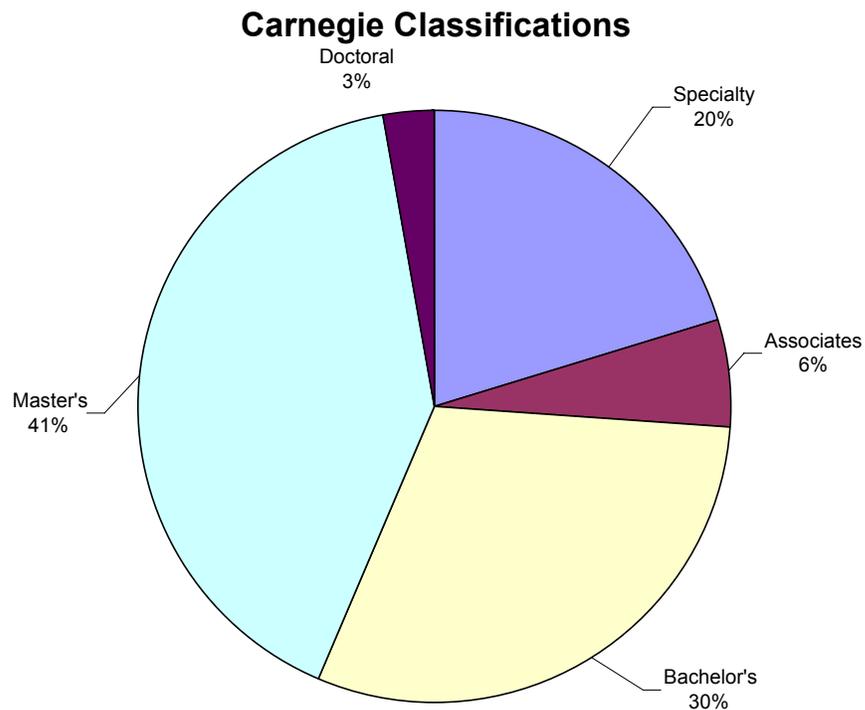
Figure 2.3
Number of graduate degrees and certificate during the year of the name change year.



Additionally, the schools’ Carnegie Classifications were also tracked for the year of the name change (see Figure 2.4) and for five years following the name change. While

one can draw only inferences from these data, the numbers and the types of programs provide insight concerning whether an institution was using the name change for the purpose either defining a future or an existing mission. These data will be reviewed in greater detail in a subsequent chapter.

Figure 2.4
Carnegie Classification of population schools: Year of the change.



West Virginia and the Rationale for a College-to-University Transition

During the past 30 years, West Virginia was plagued with numerous issues that affected nearly every higher educational institution in the state. Some of these difficulties included a failing economy, a declining population of the next generation of college students, low college going rates, and a large number of colleges and universities per capita. In addition, West Virginia's public institutions have experienced added anxiety

regarding governance and funding; oftentimes an institution's administration feels powerless in regard to its own future. When the legislature ignores an institution's specific needs, the need for survival escalates. As one administrator editorialized, "There are some people in the legislature that, instead of overtly closing colleges, just let them go – starve to death until it became obvious they have to close."

All or any of the aforementioned issues could be detrimental for any college on the brink of disaster. Although these conditions have persisted, it appears that only three of the former colleges outlined in this study transitioned to university status in order to survive. By interviewing 17 West Virginia higher education administrators, three reasons emerged as the primary factors in deciding to seek university status: a) survival, b) to define a future mission of the institution, and c) to describe an institution's current mission. Additionally, supplemental reasons included the following: a) to align the institution with the current definition of the term "university," b) to better position the institution in stateside markets external to West Virginia, c) to become more attractive to international students, and d) to contribute to the economic benefit of the region. As an aside, one female administrator, when discussing the multitude of recent college name changes in West Virginia speculated that, "most of the name changes . . . have not come about from expansion; they've come about from the testosterone from the top."

Whether testosterone or expansion was the motivation, the three primary reasons for institutional change can be compared to Tuzzolino and Armandi's (1981) corporate interpretation of Abraham's Maslow's hierarchy of needs. Zenisek (1979) tied organizational need to economics and the result of how a business responds to market changes. Tuzzolino and Armandi (1981), while addressing self actualization, collapsed

Maslow's five categories into four primary areas: survival, safety, affiliation, and status. While the categories do not perfectly correlate with changes occurring in West Virginia higher education, one can draw some parallels.

Because most mergers in West Virginia satisfied lower level needs, the representation of the affiliation and status needs are tenuous at best. The mergers that produced Salem-Teikyo University and West Virginia University Institute of Technology were influenced by a need to survive and will be discussed further. Ohio Valley's absorption of Northeastern Christian Junior College in 1993 served to strengthen the programs at OVC and allowed the school to advance to the baccalaureate level. This merger better represents the need of a safety or, as is termed by Martin (1976), a "security need." The only adequate example of an institutional merger not based upon survival or safety needs would be Marshall University's absorption of West Virginia Graduate College. While this study references this particular merger, it was not included for primary consideration, as the school had utilized the term "university" twice in its history (see Appendix Z).

Even Tuzzolino and Armandi concluded that a "collapsed three-tier hierarchy might prove more tractable" than their four main categories or all five Maslowian categories (1981, p. 27). Unfortunately, Tuzzolino and Armandi did not identify these three tiers; however, Martin (1976) abbreviated organizational needs as survival, security, and prominence. Prominence can be equated to Tuzzolino & Armandi's status need. The great difficulty in addressing the level of needs at the time of name change is that the analysis is subjective in nature. Tuzzolino and Armandi (1981) recognized this shortcoming from their work, but concluded that it "might offer the added objectivity

needed in the assessment of organizational effectiveness” (p. 27). Although Maslow’s hierarchy is often discussed across disciplines, there appears to a dearth of literature utilizing this theoretical perspective in regard to organizational growth.

The Need to Survive

Since a number of authors have referenced business models to understand college and university branding, there is the precedent to follow suit (Koku,1997; Kotler and Fox, 1985; Sevier, 2002a; Toma, Dubrow, and Hartley, 2005). In the realm of business, the need to survive is at the lowest level and strategic planning becomes a mission critical to exist (Martin, 1976). By the situations at the time of the name change, three institutions in this study qualify for being at the survival level: The University of Charleston, Salem-Teikyo University (now Salem International University), and West Virginia University Institute of Technology.

The University of Charleston. Privately controlled Morris Harvey College (MHC), the only regionally accredited institution in West Virginia’s capital city, began its path to rebranding with the emergence of serious financial difficulties that began in the early 1970s. For the 1973-74 school year, the board of trustees approved a 20% hike in tuition in order to help balance the school’s overextended budget. The decision, however, was counterproductive and resulted in loss of 200 local students. According to board chair Deal Tompkins, “It’s kind of self-defeating as far as revenue raising is concerned. There is too much of a spread between state tuition and ours” (“Moore blames,” 1974, p. 1A).

Fearful of rumors of the establishment of a state operated community college in Charleston and a repeat of the 13% enrollment loss from the previous fall, Morris Harvey's board feared the worst (Withrow, 1974). In an unprecedented move, the MHC trustees conveyed the school and its property to the State of West Virginia on April 20, 1974 to be effective July 1. In a press conference, Governor Arch Moore conditionally accepted the gift valued at between \$27 and \$34 million. Moore's acceptance was on the condition that the acceptance of the school met the approval of the Board of Regents, the State Public Lands Corporation, and both houses of the legislature ("Moore Blames," 1974; Steele, 1974).

It was proposed that the campus, which was being used by the West Virginia College of Graduate Studies (COGS), could become COGS' permanent home. MHC was already hosting more than half of the current COGS offerings ("Moore blames," 1974; Steele, 1974). Considered a win-win situation for the school and the state, President Marshall Buckalew said the institution could become "a growing dynamic force in the system of education in the State of West Virginia . . . the college must go forward" (Steele, 1974, p. 1A). Later Buckalew defended the solvency of his institution: "Morris Harvey is not going out of business. It is not a failure . . . the decision was made . . . in the best interest of Morris Harvey College and the community it serves" ("Buckalew defends," 1974, p. 10A). While faculty and students had mixed reactions, the decision played more favorably among some of MHC's student body ("MHC Students," 1974). Leonard Riggleman, MHC president from 1931 to 1964 and an emeritus trustee, was the decision's major opponent. Riggleman publicly criticized the board and intimated that his protégé Buckalew should be fired ("Buckalew Defends," 1974; "MH 'Giveaway,'" 1974).

Governor Moore, the plan's chief supporter, called a special legislative session to address a number of issues including the acquisition and the need to front the school \$2 million for its operating costs (Grimes, 1974; "MH Among," 1974). Operating under the assumption that on July 1 the Board of Regents would own the institution, Buckalew announced a \$200 to \$250 reduction in tuition for the next school year and planned raises for faculty (Withrow, 1974). On July 1, Morris Harvey's status remained unchanged. Moore, the Board of Regents, the State Public Lands Corporation, and the House of Delegates all approved the gift; however, a decision to accept Morris Harvey continued to stall in the State Senate ("Moore Blames," 1974). Senate President William T. Brotherton, Jr. defended the Senate's decision on a concern regarding whether "Morris Harvey College could be integrated into the higher education system on a basis that would benefit all of education in West Virginia" ("Revenge Denied," 1974).

Needing to enter its fall annual fund drive and not willing to wait for another legislative session to deal with the issue again, the MHC board withdrew the offer on October 3, 1974 ("Moore Blames," 1974). In wake of the decision, Buckalew tendered his resignation and left the school in 1975 (Hendricks, 1978). Over the next three years, problems escalated at the Charleston school. One involved the hiring of Buckalew's successor. In May 1975, the trustees offered the position to Dr. Hugh L. Thompson, a graduate of Shepherd College and then president at Sienna Heights College in Adrian, Michigan. Thompson refused to come to Charleston after receiving a host of threatening letters and phone calls regarding the board's decision. During this time, MHC was also involved in a \$2 million dollar capital campaign. Although the school raised significant funds, it fell short of the intended goal (Hendricks, 1978).

Robert Bliss, former vice president of the National Merit Scholarship Corporation, was hired as president in August 1975 and resigned in less than two years. Former board chair Deal Tompkins served as acting president until July 1978. During Tompkins' tenure, he instituted another 20% tuition increase and announced that MHC had planned to increase tuition at a rate of 20% over the next five years. To make up for budget deficits, MHC nearly exhausted its endowment by drawing upon the funds for operating expenses (Hendricks, 1978). As one administrator reminisced, the "school was at the brink of bankruptcy." In addition, the students perceived the school as little better than a high school and was commonly known by students as "Harvey High" (Gadd, 1978).

Dr. Thomas G. Voss, the former president of Tennessee's oldest college, took over the reins at Morris Harvey in July 1978. Voss had honed his administrative skills with six years' experience as the CEO of Tusculum College. At age 35, he had new ideas that propelled the school's name frequently onto the front pages of the *Charleston Gazette* and the *Daily Mail*. Not all of the publicity was favorably received and Voss was much criticized for his radical approach, which included the firing of most of MHC's top administrators. The new president "vowed to reverse the college's gloomy financial picture within three years and increase its diminished enrollment" (Hendricks, 1978). The most controversial, however, regarded the sanctity of the Morris Harvey name.

In a well choreographed press conference held on the morning of December 15, 1978, Voss announced that in six months the Morris Harvey brand would be diminished in role to become the Morris Harvey School of Arts and Sciences. Readers of that afternoon's *Daily Mail* learned about Voss's issuing telegrams to the school's 34 trustees to attend a special meeting held two days previously. It was then that Voss unveiled his

plans to the board of a name change to The University of Charleston (UC). While the vote of the board was unanimous, a few board members later indicated that they were not entirely pleased with the decision although they did not object at the time of the vote (Gadd, 1978; Gadd & Grimes, 1978).

Nearly everyday until the end of 1978, the Charleston papers covered some aspect of the story. The *Daily Mail* supported the change stating “as traumatic it is for many, changing the name of Morris Harvey to the University of Charleston is far better than another alternative: no college at all” (“The New University,” 1978, p. 4A). Sensitive to the issues raised by alumni, the editors further stated “it will be far more satisfying to point to the school they used to attend than to point to the spot where their alma mater once stood” (“The New University,” 1978, p. 4A).

Figure 2.5

The current University of Charleston entrance on MacCorkle Avenue.



The adoption of the “university” moniker was a new concept in West Virginia and it was widely criticized. The last time a college emerged as university was in 1961 when Marshall College became Marshall University. Voss admitted that, of the several names suggested, he felt that the school “should identify itself with the community of service” (Cheshire et al, 1978, p. 1B). Since the school did not have any graduate programs, Voss characterized UC’s status as an “undergraduate university” citing 88 other such schools in the United States (Cheshire et al, 1978, p. 1B). Utilizing a university model, Voss organized UC into three schools overseeing programs in business, health, and arts and sciences. He was hopeful that by summer the school would have its initial accredited graduate program. True to his word, the North Central Association approved the University of Charleston to offer a Master of Science degree in Environmental Studies on July 23, 1979 – just 22 days after the university name became official (Cheshire et al, 1978; Lil Nakutis, personal communication, February 12, 2007).

While the news media characterized the move as necessary for the institution’s survival, Voss placed a more positive spin on the motivation. “I think these days every decision a private institution makes deals with survival. But I think that the question is not a question of survival, but a matter of purpose. I think that reorganization and a name change give every indication of our new purpose” (Cheshire et al, 1978, p. 1B). Voss expected that over the next year UC would be receiving additional grants and gifts tied to the name. While the name change occurred in July 1979, Voss did not expect that a full transformation to a university would occur until December 1981 (Cheshire et al, 1978).

Salem-Teikyo University (now Salem International University). Salem International University’s nearly 120-year history is characterized by its very struggle to

exist. Started as Salem Academy and rechristened a year later as Salem College, the school was founded by members of the Seventh Day Baptist Church. Although connected to the denomination, the school was ecumenical in spirit. The incorporators, many of whom had familiar connections to the failed West Union Academy decades earlier, did not want to risk the same failure as West Union because of its sectarian requirements (Randolph, 1905). For many years, Salem operated as a stock based institution that paid dividends to its shareholders.

One story from its first decade illustrated the institution's struggles and its tenacity to survive. In 1895, the sleepy hamlet of Salem, WV transformed almost overnight from a village of 200 to an expansive shantytown of 5,000. An oil and gas boom in the region brought thousands of hard living and hard drinking men into this small religious community. In an effort to obtain the college's property to build a brewery, several of the men decided to buy up a controlling share of the stock. Because the school's incorporators' splitting the stock foiled their plan, the men plotted a more direct route to ownership and that was to first burn down the school. When the drunken mob approached with torches, President Theodore L. Gardiner armed with a double-barreled shotgun and a revolver called out, "The first man who steps foot on this campus dies like a dog." He then accentuated his intentions by firing one shot over the mob's heads. Gardiner saved the school, but the men attempted to torch the entire town and inadvertently managed to destroy every saloon in the process. The town's original residents considered the result as an act of divine intervention and Salem College continued ("Mission to Appalachia," 1976; Smucker, 1988, p. 23; Taylor, 1992).

While not officially a religious school, Salem held the characteristics as such for many years because of the denominational composition of its board. Dancing and drinking were prohibited and campus activities were suspended on Saturdays – a day reserved for worship. The Seventh Day Baptist characteristics and the quasi-proprietary stock operations ceased prior to Salem’s receiving accreditation candidacy from the North Central Association in 1961 (“Statement of Affiliation – SIU, 2006). According to one administrator, “they had to do two things. They had to give up being a stock institution and they had to give up a homogeneous board of trustees and had to go to something more heterogeneous. And that happened in the 50s, and it really changed the character of the institution.” Salem embarked upon its second iteration and North Central accredited the school in 1963 (“Statement of Affiliation – SIU, 2006).

In the late 1960s and 1970s, Salem developed its third persona as a career preparation institution. This identity switch was largely due to the help of Senator Jennings Randolph and Title III funding for work related training. Randolph’s connections to Salem ran deep. His grandfather, Jesse Randolph, was one of the first incorporators and served as chair of the board. Both he and his father were Salem graduates and both had served on its board – Senator Randolph doing so from the time he was a student (Smucker, 1988). As one administrator reminisced,

Salem always was a poor school. Its constituents were poor; its students were poor. They were great ministers. They were great mid level managers. They were great teachers, but they were not wealthy, except for a couple of dozen people who really distinguished themselves financially. So, Salem was always dependent on where the next amount of money

would come from to keep the lights on and still give the scholarships to students that they brought in from so many different places. So the next phase, I think partially because of Senator Randolph, was to take advantage of all of the career orientation and all of the funds that our government was making generously available for schools that focused really not on what we would consider a liberal arts education, but really focused on career preparation. So, Salem moved very, very much in that direction; and in fact, it was totally characterized in [its] publicity, in catalogues, and everything dealt with “come to Salem and get a job.” “Find out what you’re going to do.” “Train yourself to be in the workplace.”

During this time, Salem had one of its strongest financial periods. Many returning Vietnam vets were taking advantage of the G.I. Bill. Tuition rich, Salem’s board saw the opportunity to build a modern campus about a half mile from its primary location. The “Valley of Learning” is where the bulk of Salem’s campus activities have occurred for the past 30 to 40 years. During the enrollment boom, Salem also opened a center in Clarksburg to offer learning opportunities for several hundred students from Clarksburg and Bridgeport.

Unfortunately, this period of expansion ceased. Each year, Salem’s funding diminished as did the number of students taking advantage of these programs. Without the funding, Salem was overwrought with debt from the building of the Valley of Learning. They had no contingency plans for times of economic distress. In addition, the school’s current mission was no longer viable and Salem needed to move back to its

liberal arts roots. During this fourth period, Salem applied for accreditation of its first master's degree program: a Master's of Arts in Education. The NCA granted permission on July 23, 1979 – the same day as the University of Charleston's initial graduate offering (Lil Nakutis, personal communication, February 12, 2007).

While this period exhibited mounting financial difficulties, one administrator characterized the return to the school's liberal arts roots as a time of redefinition and excitement.

There was a real identity crisis of almost every institution in West Virginia. It was the time when everybody now was going to focus on “what is our mission going to be?” In some ways, this was precipitated by the North Central Association and their focus on the college education program – the mission and the outcomes assessment had to have a certain continuity. So, that's when . . . the college went back to being a very traditional liberal arts school. The curriculum was revised and the faculty was augmented. It was kind of an exciting time academically. I think that the community . . . especially the people who had been there a long time, never really bought into all this career activity. We, as the faculty, somehow saw teaching someone to be an accountant as [being] a little different. This could be done in a community college or they can do it in a business school. The faculty who had been there a long time in particular still had this real sense of what a liberal arts kind of education should be. And so, one of things we did . . . started off as a real return to a liberal arts focus and everything that would go with that for an institution.

Unfortunately, the liberal arts mission could not sustain Salem College. When financial problems were imminent, members of the board were able to raise support for Salem; but with economic changes in West Virginia – less and less funding became available.

Well it was, it was a solid school academically – financially, it had numerous problems. And, we were fortunate that the West Virginia economy was very good for our principle supporters – even though our tuition was real low because our students were poor and our scholarship assistance was very generous. Whenever it came to the point that we needed funds, then there were a half a dozen people we could go to and the budget was covered – expenses were covered – the bills were paid. There was no question that that was going to happen. Senator Randolph was instrumental. He had friends that were also wealthy – Armand Hammer being one. Mr. Marriot would contribute and some of the West Virginia people who were local and had sizeable discretionary income. As you may remember, the bottom dropped out of the West Virginia economy – so the people who were supporting us locally were not any less wealthy, but the amount of discretionary money they had was dearly limited. So then, we were faced with two problems. One was, how do we finance ourselves and secondly, what do we need as an identity to be competitive so that we're not recruiting the same students who want to go to Beckley, or want to go to Wheeling, or who want to go to Buckhannon, or Charleston or the state schools. What would be something we could look at that could provide

adequate financing, but also which would provide us an identity, which would allow us to be competitive.

As the school approached its 100th anniversary, Salem College was on the brink of economic disaster. Deferred maintenance was rampant and some buildings had no repairs in 10 years or more (Kur, 1990; Salem-Teikyo, 1990). Enrollments were consistently down. Fall full-time equivalent undergraduate students were 495 in 1987, 512 in 1988, and 372 in 1989 (Salem-Teikyo, 1990). During the 1980s, Salem borrowed heavily and owed nearly \$4 million by 1988. Fiscal year 1986-87's balance was a loss of nearly a million dollars: \$967,251 of expenditures over revenue. By 1988-89, an influx of students and tuition helped improve the situation; however, Salem continued to lose money with its deficit of \$284,988 (Salem-Teikyo, 1990). During this period, the North Central Association conducted a comprehensive visit in 1985 and a focused visit in 1987. Several areas of concern were noted regarding faculty pay, faculty turnover, a lack of academic atmosphere, and small enrollments in many programs. Salem addressed these concerns during the 1990 NCA focused visit (Salem-Teikyo, 1990).

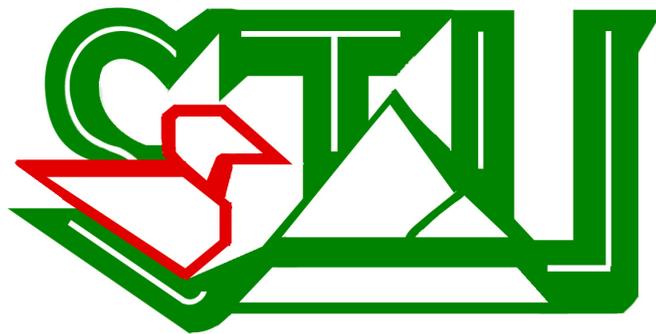
In survival mode, Salem's administration began looking for an opportunity to keep the school afloat. That opportunity occurred through an affiliation with Teikyo University of Tokyo, Japan. According to one administrator,

I don't see how we could have survived . . . Our endowment had always been meager. . . and our expenses were really high – there was just no way we could have survived as an institution without looking for a different kind of partnership. So, that became a major responsibility . . . to identify that partnership and keep on going.

Another administrator credits Salem’s president for saving the institution:

Ron Ohl is to be greatly praised for that because he basically saved the school by bringing in the Teikyo affiliation. I think they found a niche. No one in West Virginia really was looking at that whole global philosophy and diversity which it so sorely needs. So, it was it was a way for them to take on a different persona, and as a result of that, they attracted several new markets. It really was a marketing hinge. I think they did the right thing, and they did it at the time when it was not fashionable. That takes real guts.

Figure 2.6
Salem-Teikyo University logo from the 1990s.



On July 28, 1989, Salem College and Teikyo University publicly announced the merger and unveiled the new name of the institution: Salem-Teikyo University. The *New York Times* reported, “The merger will be one of the most extensive joint educational ventures by American and Japanese institutions and the first one created on an existing American campus and involving a name change” (Carmody, 1989, p. 16). The university name was key to Salem-Teikyo’s success as one administrator reflected that it gave the

school “a credible identity which many institutions wanted to draw on in terms of [recruiting] international students.” According to NBC’s Bob Kur (1990), Salem was now experiencing “growth at a college that almost went out of business . . . but now it’s in a financial position that many schools would envy.” Salem was now in its fifth identity and had tremendous success with the first five years under the Salem-Teikyo banner. Due to a variety of reasons, however, Salem’s cycle of survival would return in 2000 with a new name and a new partner.

Figure 2.7
Salem International University campus entrance.



West Virginia University Institute of Technology. During the halcyon days (1961-1986) of President Leonard C. Nelson, West Virginia Institute of Technology gained a national reputation as a quality school of engineering. As one administrator recalled, “They had a lot of really outstanding faculty members and they did have a

national reputation . . . A lot of these Tech old timers had connections to business and industry and they [the students] were going out there with really good jobs.”

During the 1990s, however, West Virginia Tech’s reputation began to wane as a number of the engineering faculty retired and “hiring replacements for these specialized engineers was just too competitive to bring them in at high enough salary.” Furthermore, new faculty just did not have the connections to business and industry, as did the seasoned professionals. “So they had kind of a double whammy, they [the graduates] weren’t going out with good salaries anymore within the state, and of course [the] in-state industry was being diminished too. So, everything just seemed to work against Tech at the time.”

In addition to the engineering department’s problems, numerous difficulties affected Tech’s bottom line. One administrator characterized the conditions at Tech in the 1990s as producing “the perfect storm.” Used often as analogy to describe multifaceted disasters, the Merriam Webster company (2006, ¶ 4) defined “the perfect storm” as “a critical or disastrous situation created by a powerful concurrence of factors.”

The terminology has its roots in the Halloween Storm of 1991 where a “collision between a high pressure system, a low pressure system, and the remnants from a dying hurricane—sent high winds and Atlantic Ocean waves crashing into the East Coast, from New England to Cape Hatteras” (NOAA, 2000, ¶4). The actual coinage of the phrase came by happenstance when Bob Case, Deputy Director of the Boston Weather Forecast Office, answered the telephone a year and a half later in spring 1993. Sebastian Junger, a journalist, expressed interest in getting an explanation of the formation of this storm as he was writing a book on the subject. In an attempt to use non meteorological language,

Case (2000) categorized the synergy of events as “it was the perfect situation, a perfect storm.” At that moment, Junger expressed that had the title forthcoming best selling book (Case, 2000).

Like the Halloween 1991 storm, “the perfect storm” over West Virginia Tech was characterized by multiple factors that created a devastating situation. One administrator described the situation in the following manner:

The State College Board of Directors had decided that Tech had been super funded or funded in excess, and they decided to cut back over a five or ten-year period their level of funding to a level equal to a level of Shepherd, Concord, Bluefield, and other state colleges. This began drawing large amounts of money out of the budget – \$250 thousand a year out of the base budget – and they were just having trouble managing that, and so they thought if they could affiliate with us that the name recognition and maybe doing some back room operations would take some cost out and that would help them. At the same time, the state began 547 [SB 547, 1995] which mandated pay increases for faculty and staff, but only bellied up part of the money. So every year, Tech would lose a big chunk of change and get a small portion of it back and have to spend more than it got. This put them in a very bad way and then we ran into declining high school enrollments in West Virginia, and the 18-county primary service area of Tech was the heart of enrollment declines. Fayette, Webster, eastern Kanawha counties, and everything. So, I view Tech’s issues as almost the “perfect storm.” Their own board of directors was pulling

money out of them and giving it other people, their service area was declining in high school enrollments, and the state was withdrawing money from all colleges at the same time . . . That's why John [Carrier, Tech President] . . . wasn't sure they could survive on their own as an institution without a partner.

At this time, West Virginia's public colleges and universities were under two distinct systems. The Board of Trustees of the University of West Virginia System [University System] governed Marshall University, West Virginia Graduate College, West Virginia School of Osteopathic Medicine, and all campuses of West Virginia University. All other public colleges in the state reported to the State College System Board of Directors [College System]. As previously indicated, the state had enacted Resource Allocation Model (RAM) and the Resource Allocation Policy (RAP) that called for equitable funding within the two systems (SB 547, 1995). Coleman (1996b) estimated that Tech was losing \$450,000 annually through RAM/RAP.

As described by one institution's self-study, RAM and RAP created additional problems: "While the models were extremely complex with a number of various factors, the principal driving factor was the FTE enrollment in the fall semester prior to the allocation year. However, the system as conceived had numerous problems for all institutions, including promotion of competition instead of partnerships among colleges" (WVNCTC, 2002, §1.a). Another administrator further explained the policy's impact upon Tech:

What was happening was the university system declared equity in their Resource Allocation Policy. What they said essentially was that Marshall

and the Osteopathic School and WVU were equitably funded and they didn't need to make any adjustments. The Board of Directors [of the State College System], and you've got to give them a little credit for this, took the approach a little more seriously and . . . would actually allocate and reallocate funds among and between institutions, which was kind of gutsy when you think about it. In other words, they would take some funds from one school to another based on the criteria . . . at that time in the Resource Allocation Policy. So Tech, because they were a little behind the eight ball in enrollment and other things, they were starting to have some of their funds diverted to schools that were growing like Shepherd.

Additionally, Tech was reeling from the Senate Bill 377 (1993) mandate that colleges eliminate program duplication by geographic regions. This precipitated the phasing out of Tech's teacher education program, which some saw it as a positive move for Tech. According to an editorial in the *Beckley Register-Herald*, "The president of West Virginia Tech, John P. Carrier, clearly understands that Tech cannot be all things to all people. He successfully followed a mandate to reduce redundant academic programs that students can find at other state colleges" ("Editorials: WVU, Tech," 1996, p. 4A). One administrator considered this action of great financial consequence to Tech: "teacher education and business . . . are kind of the cash cows at most colleges. You just need education and business to keep your enrollment . . . So they were going to have a hole [in enrollment] there."

Short on capital, other factors relating to facilities and deferred maintenance were also haunting West Virginia Tech. Under the College System, an institution was not

responsible for securing its own bonds for building projects; the entire 10 colleges worked as a unit and a bond was “amortized out among all the institutions.” Therefore, anytime one of the other nine schools needed a new facility, Tech was required to participate in the financing. Tech’s yearly commitment for bond indebtedness to the College System was \$284,525 (West Virginia State Code §18B-2-9d, 1996). By transferring to the University System, Tech was not relieved of this obligation. One administrator explained, “We insisted that, even though Tech was going to the other system, that they still had to make an annual payment to our capital fund to pay off bonds on buildings . . . So, Tech owed quite a bit of money to us over the years . . . So each year, that came off the top of their budget – but again, that probably added to their financial troubles.” Tech’s obligation continued over three years, and its last payment to the College System’s Board of Directors was in fiscal year 1998-99 (West Virginia State Code §18B-2-9d, 1996).

By the mid 1990s, a number of schools in the College System had problems regarding deferred maintenance. Tech was no exception. One administrator explained, “We let our residence halls really get in disrepair. If you were a parent, I don’t think, if you visited the campus you would have let your child go there and I think probably Tech’s dorms were the worst [in the state].” Another administrator characterized Tech’s campus at the time as being “run down” and in “need of intervention and a lot of infusion of money.”

With so many uncontrollable factors colliding at Tech, “the perfect storm” analogy is fitting. By 1995, Tech President John Carrier knew he needed to do something for the school’s very survival. In the third year of his presidency, Carrier came to Tech in 1992 following a position as academic dean at Concord. A historian by discipline, one

administrator felt that Carrier was not a good fit for Tech: “I go back to his lack of a science background . . . the guy was a liberal arts guy. He was smart enough, and that’s just not the same thing.” Carrier, however, was perceptive enough to know that the school was in trouble and began having talks with West Virginia University’s president David Hardesty about the possibility of a merger of the two schools. Additionally, another administrator speculated that Carrier “wanted protection from Marshall.” Therefore, Carrier logically aligned Tech with West Virginia University.

It is obvious that Carrier’s past was also instrumental in the development of the entire merger concept. One administrator mentioned, “John was from Texas – he was from East Texas State and he saw them become a part of the Texas A&M system, so he had professional friends that seemed to be satisfied going under the umbrella of a large state university. I think that he felt that their [Tech’s] funding was in jeopardy and they were weak politically.”

Although discussions of the merger did not play well initially in Huntington, as Marshall feared an expansion of WVU in the southern part of the state. Nevertheless, Carrier drummed up support in the media and the legislature. Often incorrectly characterized as David Hardesty’s efforts to create his own fiefdom in the state, the merger was actually the brainchild and personal agenda of John Carrier and Tech and not of WVU. One administrator explained, “For a merger to truly work the party that wants to be merged into a larger organization has to want it . . . [WVU] was not going to go down there and beg the legislature to do this because we [WVU] had our own [SB] 547 problems. We had declining enrollment here. We had a lot of issues on our belt. The people of Montgomery and the people of Tech were going to have to say ‘we want to be

part of you.”” Tech, the citizens of Montgomery, the College System, the University System, and the Legislature all accepted the proposal. Regarding the ease of the legislative process, another administrator reminisced, “I would say that the way was paved from [University System Chancellor’s Charles] Manning’s board – [board member] Kay Goodwin’s connection to [Governor Gaston] Caperton and Hardesty – they got to [House Speaker Bob] Kiss and to [Senate President Earl Ray] Tomblin and I’d say that was pretty smooth.”

On a positive note, Tech was unlike any other school in the system as it had a graduate program. The North Central Association approved Tech to offer a Master’s in Engineering on July 23, 1979 – incidentally, the same day that the NCA permitted UC and Salem to offer their initial graduate degrees (Lil Nakutis, personal communication, February 12, 2007). One administrator stated, “Since Tech was the only school in the College System with a graduate degree, Carrier felt that the school should have been in the [state’s] University System.” This became one of Carrier’s rationales for merger as one administrator noted:

I believe that was part of his case . . . I’m not sure that case would have come up if they were [still] super funded. He was looking for where his future would lead because he knew it was going to be a rocky road. I think he thought, well if I have to take this kind of money out of my budget, I’ve got to find partners that understand me. And from moving from the Board of Directors [College System] to the Board of Trustees [University System], he did get that – [colleagues who] understood graduate education better.

On July 1, 1996, West Virginia Institute of Technology and West Virginia University consummated the relationship and West Virginia University Institute of Technology or WVU Tech was born. Although, there would be issues – one administrator characterized its success, “By and large, there was a mixed reaction, but on the whole in ’96, it was optimistic. People had seen what had happened at Parkersburg [WVU-Parkersburg]. They had wanted to be associated with the university. This put the university name on them. We had an affiliation; we didn’t have a division [i.e., a WVU division].”

Figure 2.8

West Virginia University Institute of Technology as one enters Montgomery.



The Need for Security

Martin (1976) characterized the need for security, which correlated with Maslow's safety needs, as an organization's need for customer approval. Tuzzolino & Armandi (1981) associated the following characteristics with this level: "the successful attempts toward achieving closure," "profit," a "competitive position," "managed competition," and "organizational slack" (p. 24-25). Herold, Jayaraman, and Narayanaswamy (2006, p. 373) define organizational slack as "excess resources that both cushion the organization from environmental changes and represent an opportunity for discretionary allocations."

These characteristics describe a secure institution that is poised for positive change. Therefore, an institution that is beyond survival, but has not quite attained its desired level of notoriety, would be positioned as having a security need. A college that transitioned to a university in preparation of what it will become is secure, but has not yet attained full university status. Drawing upon the definitions of university formulated in Chapter One, full university status could be defined as having operational graduate programs and an organization divided into multiple academic units. One institution, Ohio Valley University, is at the security level because they do not yet have an operational graduate program.

Ohio Valley University. Over the years, Ohio Valley College has experienced steady, incremental growth. By acquiring Northeastern Christian College of Villanova, Pennsylvania in 1993, the Church of Christ school was able to transition from an associate's degree granting institution to a baccalaureate level school. In 1994, the school had the opportunity to purchase 136 acres and a large facility from the Wheeling-

Charleston Catholic Dioceses. The facility was the former home of the St. Joseph Preparatory Seminary, which had ceased operation in 1987. Now OVC's North Campus, additional facilities were added to the property ("About us," 2007; "History of OVU," n.d.). As Ohio Valley grew, it became a school of choice for students who were not from the Church of Christ religious tradition. With its increased involvement in Parkersburg and Vienna communities, Ohio Valley was poised for a move to the next level.

On the unanimous recommendation of its board, the school officially changed its name to Ohio Valley University (OVU) on June 4, 2005. With this change, administration organized the university into three academic units: the College of Professional Studies, the College of Undergraduate Studies, and the College of Graduate Studies. In time, additional colleges are planned for future expansion ("Transition," 2005).

The university name came within the first eight months of the new presidency of Dr. James A. Johnson. According to Johnson, "We have been diligently exploring this opportunity for some time and it has always been an expectation among our constituency that we would declare university status some day" ("Transition," 2005, p. 12). While the board had desired in the past to make this change, one administrator stated, "Basically the reason they had not made a name change was because they didn't understand all that it entailed. They didn't know if it was simply a name change, a change in status, or a change in accreditation. They were afraid to ask because of what red flags may come up."

Similar to John Carrier's previous merger experience, Johnson was the co-chair of the name changing committee when Lubbock Christian College transitioned to Lubbock

Christian University in 1988. Additionally, there are some parallels to the experience at The University of Charleston. These include the relative newness of the president, the adoption of the university name prior to the addition of graduate programs, the immediate reorganization of the institution into academic units, and the removal of certain staff members. Unlike UC, the announcement of the new name drew little fire from OVU's stakeholders, and while graduate accreditation did come, it was not as swift as UC experienced.

Figure 2.9
Ohio Valley University's North Campus entrance.



Reminiscent of the UC name change, questions arose concerning the school's lack of graduate programs. OVU represented itself as comparable to other universities in a category of "general" baccalaureate-level institutions that graduate fewer than 20

students per year from master's programs" ("Transition," p. 19). OVU's administration considered the graduate program question a moot point, as one administrator explained:

We had a couple of people just ask out of curiosity. You don't have graduate programs, do you? . . . and to those people who would ask, we'd say according to North Central Association and the definition of university, we just have to have a plurality which would be two schools. Technically, it is more than a name change . . . We did have to do some organizational changes . . . we had to organize into schools or colleges and we did that. You do not have to offer graduate courses to be a university . . . We do have plans, [however], to offer graduate courses in a couple of areas in the near future.

Within a year of the name change, the Higher Learning Commission of the North Central Association approved OVU to offer a Master's of Education degree with concentrations in special education, curriculum and instruction, and educational leadership. The date of the approval was May 11, 2006 and OVU was given additional permission to offer the degree 100% online (Lil Nakutis, personal communication, February 12, 2007; "Statement of Affiliation – OVU," 2006). Although approved, the institutional website offers the following cryptic announcement regarding the master's program: "In May 2006, The Higher Learning Commission of the North Central Association of Colleges and Schools formally approved graduate programs for Ohio Valley University. Once graduate programs are in place, a graduate supplement to the academic catalog will be published and courses will be offered" ("OVU College," 2007 ¶ 2). One administrator explained, "We are approved and highly recommended to offer

graduate programs by North Central. However, we are currently working through issues with the state on that particular program.” In addition to the forthcoming Master’s in Education, OVU added a number of undergraduate concentrations during the fall of 2005 (“OVU Expands,” 2005).

Despite setbacks regarding the graduate program’s official start, the university identification distinguished Ohio Valley from other schools. More than anything, as one administrator explained, the new name provided a better image and increased positioning in the marketplace:

I think I would rather say quality – perception of quality. I think is just some that just comes with the connotation [of being a university] . . . There’s a lot a places you could talk about, and I won’t mention them, but they’re a university and that’s a horrible place. But, if you just compare Ohio Valley College to Ohio Valley University – you tell me, which one is going to have the higher quality? I think if you did that on a blind test – 80% of the people – [would say] yeah, Ohio Valley University – the higher quality. A lot of people . . . haven’t heard of us before – That’s a new marketing technique. The people that have heard of us before, “hey, they’re not a college anymore – they’re a university” – I think it’s just a win – win.

Another administrator summarized, “There’s a whole list of reasons why we did it and it really was done from the standpoint of repositioning us for future growth and [it was] seriously a rebranding of where we are and where we are going.”

The Need for Status

According to Tuzzolino and Armandi (1981, p. 24), an organization fulfills its status needs when the organization has a “standing relative to others” in the marketplace. This standing is influenced by the organization’s “market share, patent position, price leadership, and corporate image” (Tuzzolino & Armandi, 1981, p. 24). Martin (1976) lists acceptance as key for this level. For an institution of higher education, these attributes could be comparable to enrollments, brand position, tuition costs, institutional image, and acceptance via accreditation at the graduate level. Institutions in this study that were already operating graduate programs when the transition to university status occurred, are considered as operating in the realm of the status need. When Incarnate Word College transitioned to the University of the Incarnate Word in 2006, President Louis J. Agnese, Jr. announced, “The structural shifts we are proposing do not constitute a dramatic change from the way we are currently operating. What we are proposing is clearly a natural evolution of the path we have followed for some time. The benefits we reap by calling ourselves what we are will be simple, direct, and unpretentious” (p. 8). In essence, the name reflected what the institution already had become.

For the purpose of this study, these schools are Wheeling Jesuit University; Mountain State University, Concord University, Fairmont State University, Shepherd University, and West Virginia State University. While some of these institutions had difficulties in their recent past, survival was not the motivation for becoming universities. These transitions do not appear to be reactionary, as one administrator explained:

The fact that what was happening in West Virginia, the fact that it was happening, I’m not sure it had that much of an influence on what we did.

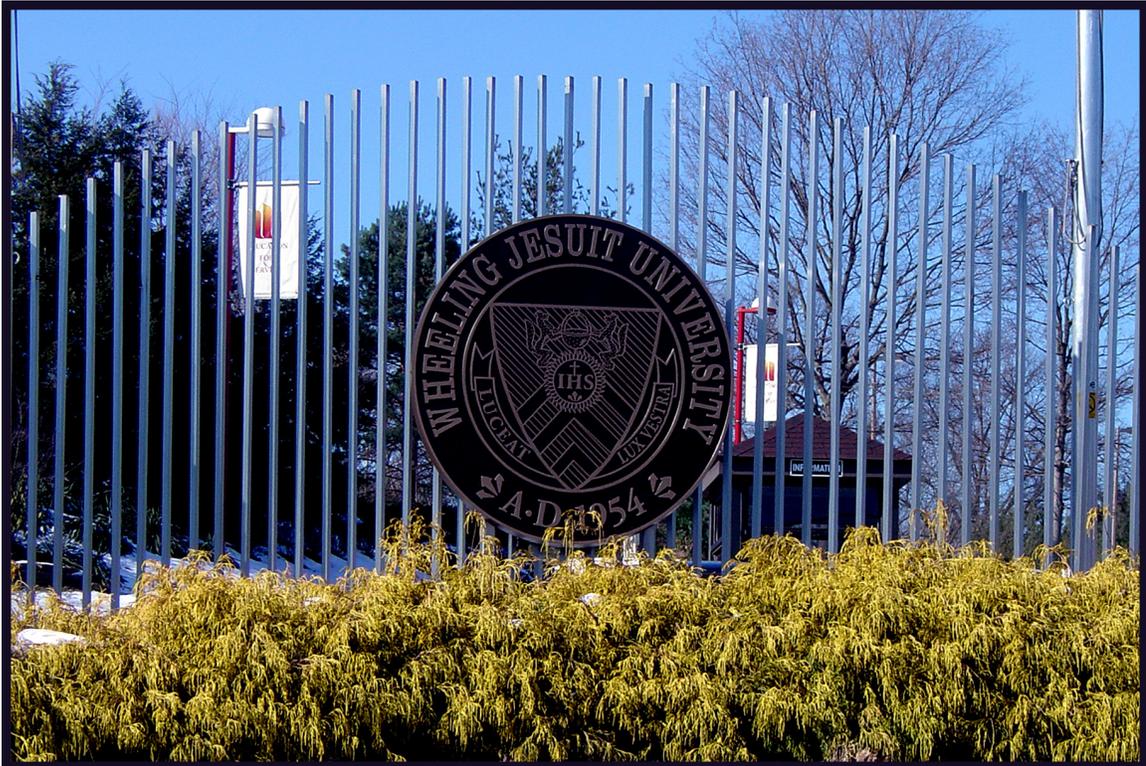
What was happening in West Virginia in 2001 was happening in 1990; and now today in 2007, it is becoming real and we know the demographics and the dynamics here. So, I'm not certain there is anything there that caused it [the name change]. The dynamics? No, the main reason for the name change – broad, generically had to do with one – name recognition; and two – branding that gets you into being a player.

While the process of becoming a university could be categorized as a security response, Tuzzolino and Armandi (1981) indicated that security and status needs can and often do overlap.

Wheeling Jesuit University. Originally named Wheeling College, the school experienced many of the same problems as did the Morris Harvey and Salem. Wheeling College had serious operational issues in the early 1980s and its very existence at the time seemed tentative at best. One administrator described the situation:

There was a real question that it was going to exist or not. There was a deficit budget, a falling enrollment, [and] deteriorating buildings. So, I had a program . . . We will make the campus attractive to students and conducive to teaching – the first thing. We'd do that, and there would be an increase the amount of dollars that we'll have and therefore we will be able to increase the salary . . . We went on that . . . and that's what we kept doing. We kept building the campus – first thing, we had to make it attractive to students – that meant we had to build up the facilities. The grounds were always nice, but you had to build up the facilities and make them conducive to teaching and the enrollment started to grow.

Figure 2.10
Wheeling Jesuit's front gate near the I-70 interchange.



The next plan was to improve the image of the school – this began with the institution’s first name change to Wheeling Jesuit College. The addition of the term was a tie to the school’s traditions as a Jesuit institution and the change occurred on May 1, 1987, but was not publicly announced until July 17 of the same year (“Statement of Affiliation – WJU,” 2006; “Wheeling College,” 1987). According to one administrator, the term Jesuit was necessary to clarify the school’s identity:

The principal thing you try to do is to recruit students. As the recruiters went around, they’d say “Wheeling College,” and that sounds very much like it’s a state college or city college or something like that, and they were always answering: “Wheeling College?” “That’s a Jesuit college.” I said, “That’s a crazy thing to do, why not put the name Jesuit in right off the

bat” – so it would be[come] Wheeling Jesuit College. So, that was the basis of going after that particular change. It better stated what you were. It stated that it was a college. It stated it was a private college by putting the [name] Jesuit in, and it traded on the importance of the Jesuit name since . . . the Jesuits run about 48 different high schools and 28 universities throughout the United States. We were the youngest.

As Kelly (2004) suggested, the Jesuit imprimatur has a certain *je ne sais quoi* as the Jesuit schools have a reputation for quality education. One administrator explained, “What the indoctrination is at Harvard, and Yale, and Princeton, the same can be said for the Jesuit schools. When you walk out of there, you are well balanced – you understand what liberal arts is all about.” Another administrator explained the Jesuit difference:

The Jesuit tradition in education is really part and parcel of our mandate . . . we have ways of teaching. [We have] a very strong emphasis on philosophy as a handmaid into theology. [There is] a very strong rational approach – theology is really a science. It’s faith seeking understanding. You have this doctrine of faith . . . and you try to say, “how does this doctrine of faith fit with the rational nature that God also imposed upon us?” . . . So much of our training has very strong concepts of loyalty, strong obedience, and strong discipline. We are open to a lot of . . . the world, but we always bring a sense of education, strong discipline, strong rational approach [which are] the handmaids of theology. Those are some of the characteristics of Jesuit education.

As with UC, Salem, and WV Tech, North Central approved the institution's first graduate program, a Master's of Business Administration, on same day: July 23, 1979 (Lil Nakutis, personal communication, February 12, 2007). By May 1996 when the school added "university" its name, Wheeling Jesuit had three graduate programs and was seeking accreditation for a fourth ("WJU Graduate Catalog," 1996). One administrator emphasized that neither rebranding of the institution was actually a name change: "It's a very important concept in advertising – you don't change the name, you add to it . . . I always claimed to everyone else [that] we are not changing the name; we are adding to the name. So it's not a change of name." Name change or not, the addition of the Jesuit brand and later the university identification was done to aid recruiting efforts. "The whole concept of changing to Wheeling Jesuit College and then to Wheeling Jesuit University was to attract more students. I think in that sense it has an attractive feature – it's a university."

Mountain State University. Like other private colleges in the state, Beckley College was barely existing at the end of the 1980s. In a little over two short years, the institution witnessed the death of one president, the hiring and subsequent firing of his replacement, an interim president from among the staff, and the hiring in 1990 of its current CEO: Dr. Charles H. Polk. When Polk arrived at the junior college in July, he was unprepared for what he would find. The endowment was gone, scholarship funds were depleted and had been used to cover operating costs, and the profit and loss statement was reported on one simple index card that revealed that the school only had a few thousand dollars at any given time for expenses let alone have funds to use as a contingency ("Decade of Progress, 2000). The school's academic reputation was no

better than its finances. One administrator recalls, “The lack of quality that it represented and also the proverbial joke about going to BC and getting your ‘C’— all synonymous with what the school had been; synonymous with its previous leadership.”

Beckley College had not always been in a state of financial uncertainty. Much like Salem, the school was incorporated with stockholders and was solvent for most of its early history. The founding of Beckley College often mirrors MSU’s current successes with the institution’s ability to act and react to challenges and opportunities. With the disappointments of the 1980s behind the school, MSU’s current employees will be quick to acknowledge the speed by which decisions are made and plans are implemented. One administrator commented, “If you don’t like something, don’t worry because it will change soon.” This responsiveness was noticed outside of the institution. In comparing MSU to other schools, one legislator observed, “You need a higher education system that is flexible and can react quickly enough to offer the degree programs that are needed. Some people make the argument that Mountain State has been doing that and that’s why they have survived.”

The ability to adapt and change is not new to the school and this attribute may be embedded within its own institutional DNA, as Beckley College was founded within a whirlwind of activity. Within 35 days of its suggestion, the school was chartered, administration and faculty hired, a library started, classroom sites secured, students enrolled, and classes conducted (“College is Taking Over,” 1933; “Library,” 1933). During the next 30 days, a president was appointed, evening and extension classes were being offered, a mascot was chosen, and a basketball team was organized (“Allen Given

College Post,” 1933; “Blue Eagle Recognizes,” 1933; “Bumgardner,” 1933; “The New College,” 1933).

The Beckley College vision started as an idea suggested by a former high school educator, Barton “Barty” Wyatt (“The New College,” 1933). Wyatt, whose name is omitted from the published annals of the school’s history, was the original architect of the initiative. Inspired by the recent successes demonstrated by Kanawha Junior College in Charleston and Armstrong College in Alderson, Wyatt outlined the following in an August 1933 letter to the Beckley Chamber of Commerce:

There is a strong demand and a real need for a junior college in or near Beckley. The city’s location midway between Concord College and New River State [now WVU Tech] and being nearly fifty miles from either institution makes it impossible for the 600 boys and girls in and around Beckley to have the advantage of a college education. Beckley is so located that the boys and girls graduating from the twelve high schools within a radius of fifteen miles of the city could come to such a college and return home each day, which would mean a great savings to parents . . .

The junior college movement is becoming very popular in the leading cities of the country, and there is no reason why Beckley should not support one adequately. It is possible for Beckley to open a standard recognized junior college offering two years college work in temporary quarters by October 1st (“College in Beckley is Wyatt Plan,” 1933, pp 1 & 9).

Wyatt further advised the chamber about the issue’s immediacy: “Whatever you do, do it quickly as the time is short” (“College in Beckley is Wyatt Plan,” 1993, p. 9). Inspired by this possibility, Charles Hodel, owner of the local papers and later one of the school’s original trustees, promoted the idea immediately: “If junior college work can be given successfully to high school graduates in communities all about us, there is no reason why it cannot be done in Beckley” (“Junior College Possibilities,” 1933, p. 2). Within a week, Grover C. Hedrick, Beckley mayor and Raleigh County Bank president, called for a meeting to discuss the issue, and the Chamber of Commerce appointed a citizen’s committee. Unfortunately, no one involved with the project up to that point had any experience in organizing a college (“Mayor Calls Meeting,” 1933).

Figure 2.11
Beckley College capital stock issued to one of the school’s founders.



As fate would have it, two young men who knew the business of education arrived on the mayor's doorstep. D.K. "Ken" Shroyer and Dr. George E. Hartman, former New River State employees, heard of the endeavor as they were traveling to Florida to invest in a circus. At Hedrick's invitation, Shroyer and Hartman were tasked with organizing the school ("Interest in College," 1933; "Ken Shroyer Dead," 1974; "Organizing a College," 1933). Hedrick, Shroyer, and Hartman each invested \$100 for one share of capital stock (see Figure 2.11) and Beckley College was incorporated on August 30 ("Beckley College Charter," 1933). Although the task seemed daunting, the initial enrollment projection of 80 students was met and classes began September 11 ("College is Now Ready," 1933).

Founded at the height of the depression, the *Daily Mail* reported, "To launch a new college in these days of economic uncertainty requires a high deal of courage and confidence" ("Beckley College," 1933, p. 4). The article reflected some of the same concerns that West Virginia institutions have faced even to the present day, "West Virginia already has a large number of educational institutions in this class with the result that keen competition exists" ("Beckley College," 1933, p. 4). Despite the conditions of the time, Beckley College found its niche as a junior college. Unfortunately, that mission could not sustain the school in the 1990s. One administrator explains, "Although I think they had done some marvelous things to get the school where it was, to keep it alive . . . [There wasn't] any opportunity to move the institution beyond where it was at that point without making a major statement about what it was going to be."

In 1991, the administration began positioning for the future. Two major initiatives occurred: North Central accreditation of its first baccalaureate degrees and a change of name to The College of West Virginia (CWV). There was no announcement of the name

change, although advertisements hinted at it with “Beckley College, the College of West Virginia.” On the same Sunday that staff erected new signs on campus, the *Register-Herald* theorized that this tag line “was suggesting that the institution’s marketing strategy is looking beyond the southern part of the state” (“BC President,” p. 13). According to one administrator, the new name moved the school to a regional focus: “It positioned us in our mind to be all over West Virginia. Because back in that time frame, we were laying the foundations of how we were going to become an operation everywhere in West Virginia we could.”

As early as 1991, a university type structure was in place with three schools identified as the School of Arts and Sciences; the School of Business and Technology; and the School of Nursing, Health, and Human Sciences. One administrator saw this as a natural part of the institution’s growth:

If you’re going to be one, you’ve got to look like one, and part of the organization of the institution early on was to try to begin to look like one. Knowing that we have had evaluation team after evaluation team and the iteration and reiteration of schools of business, school of arts and sciences, etc., begins kind of in a build-up way to begin to add credibility to your claims. And I’m not sure that it was a deliberate kind of thing, but given the fact that I’ve always been and remain a very sociopolitical person – looking around the trees rather than through the trees, and so on to what’s the next stem – connecting the dots. It always seemed very easy, and when you start connecting the dots: we’re college, now we’re a bigger college, now we’re an organized college, now we’re one with schools, you begin to

layer that on how you can build that in a pyramidal kind of fashion so ultimately you are getting to that pinnacle of a doctoral granting institution.

The 1990s produced growth in programs, enrollment, facilities, partnerships, and delivery modalities for The College of West Virginia. A move directly toward university status included the establishment of a graduate council and the introduction of graduate programs. On February 27, 1998, the Higher Learning Commission of the North Central Association approved CWV to offer the Master's of Science in Nursing with concentrations in Administrator/Education and Family Nurse Practitioner (Lil Nakutis, personal communication, February 12, 2007). The National League for Nursing Accrediting Commission subsequently approved the MSN degree. The NCA approved six additional graduate programs prior to institution's move to university status.

Figure 2.12

Mountain State University's "tombstone" on the south side of the campus.



Although the CWV brand helped reposition the institution, the local community had difficulty accepting it.

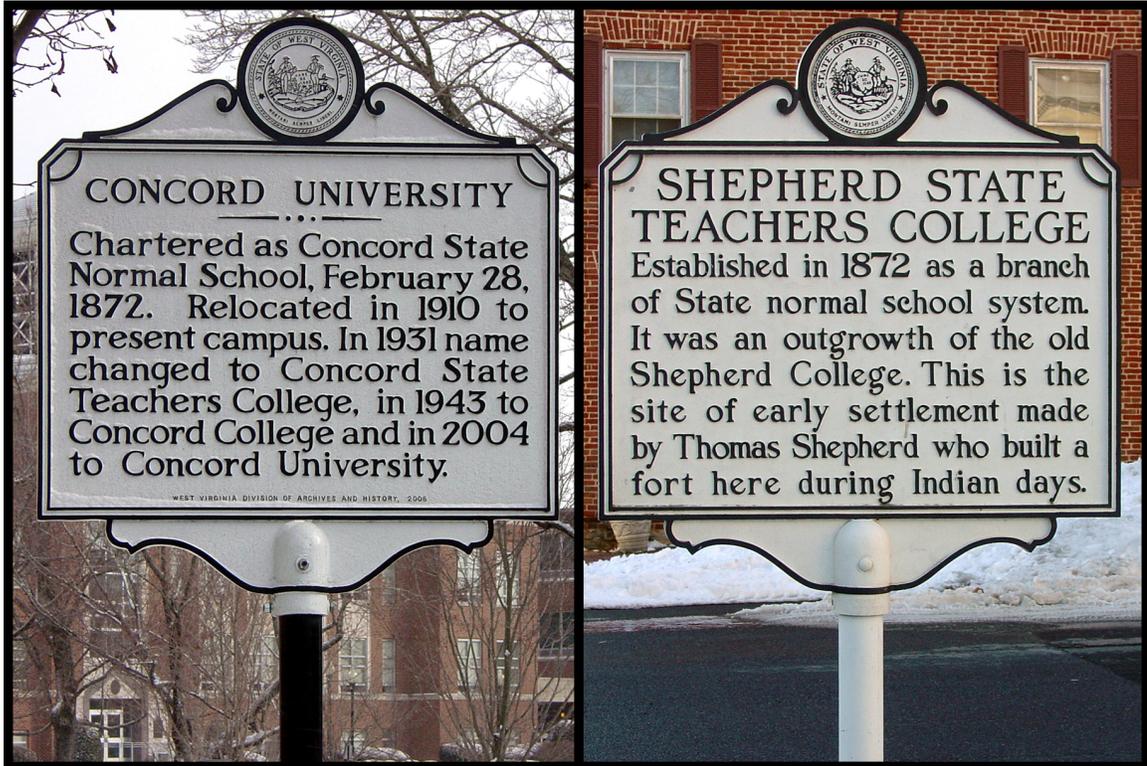
We went for 10 years with The College of West Virginia as a flag; and I don't say this derogatorily, but the old guard of Beckley who had familiarity with it just could not make the break and they never did with Beckley College to The College of West Virginia. While we accomplished a lot with changing the name, particularly from an external point of view, internal in this community – I am not so sure how significant that was. We dealt with The College of West Virginia – it was a good name. It was reflective of what we were at the time, but I think it too outlived its usefulness after a 10-year period.

Just shy of the tenth anniversary of the first name change, The College of West Virginia became Mountain State University on August 20, 2001. A move to a new identity with university status was necessary to position the institution outside of West Virginia.

In 1990, we were trying to escape from our past. In the year 2001, we weren't trying to escape from our past, but we were trying to define what we were going to be in the future. And given the fact that we were beginning to see that our long term objectives could be fulfilled, part of that fulfillment would be getting beyond the borders of West Virginia. It was apparent that you could not go into Florida or Pennsylvania and be The College of West Virginia . . . I don't think that we could have been the

player that we are now or hope to be in the future without riding on a good brand and Mountain State University is a good brand.

Figure 2.13
Historical markers at Concord & Shepherd.



The Four Sisters – Concord, Fairmont, Shepherd, & WV State. Although motives and the specifics differed from campus to campus, the process leading to university status for these “four sister” institutions is inextricably intertwined. Concord University, Fairmont State University, Shepherd University, and West Virginia State University all became universities simultaneously in accordance to with the laws of the State of West Virginia. Additionally, Concord, Fairmont, and Shepherd (along with Glenville and West Liberty) share an early history. This commonality included the following: a) being branches of the WV State Normal School (Marshall College); b) becoming independent of Marshall in 1919; c) dropping “Normal School” for “State

Teachers College” in 1931; and d) dropping the “State Teachers College” designation in 1943 for their most recent college name (Ford, 1921; “History,” n.d.; Maury & Fontaine, 1876; “The Story,” n.d.).

The prequel. While Senate Bill 448 (2004) granted status, the process of the “four sisters” becoming universities can be traced back several decades through the efforts of West Virginia State College. One administrator chronicled this history:

Probably Hazo Carter, president of West Virginia State [started the process]. I think that West Virginia State had gone to the legislature and asked for a change in its name. They were the only historically black institution that was a land grant that wasn't a university and that was the basis of their claim. They had been given land grant status by the federal government again, and again the result of Dr. Carter's leadership and his influence with Senator Byrd and others for which there was a substantial financial reward. The federal government provided land grant money and that ended up leveraging state money for matching which West Virginia State continues to get. And when West Virginia State asked for that, the legislature thought that, [and] I don't know who it was, thought that there may be other institutions that might want to change as well . . . If there was a seminal event or action, I would say it was what they started . . . Dr. Carter probably worked for a decade on achieving land grant status. I think it was in that.

The process began in 1988 when West Virginia State's president, Hazo Carter, mounted a crusade to return the land-grant status that the school had enjoyed from 1891 to 1957. Created during the Civil War, the first Morrill Act of 1862 provided property and funding for the support of one college in each state or territory that would specialize in the area of agriculture and mechanics. The founding of West Virginia University in 1867 was a direct result of the land-grant system. By 1890, it became necessary that separate but equal facilities for African-Americans needed similar Congressional funding and the Second Morrill Act was signed. As a result, West Virginia Colored Institute (now West Virginia State University) was established on March 17, 1891 as a land-grant institution under the 1890 act (Byers & McMeans, 2006; "Second Morrill," 2006).

In October 1956, the State Board of Education, which oversaw higher education at the time, voted to transfer West Virginia State's land-grant status to West Virginia University effective July 1, 1957. During the spring of 1957, the state legislature passed two bills that upheld the Board of Education's decision and personnel and funding were transferred to WVU. Unfortunately, this act cost the region millions of federal dollars that were lost without an 1890 land-grant institution in West Virginia. While Carter's efforts spanned 13 years, incremental victories happened over time and full land-grant status was eventually restored to WV State in 2001 ("A Compendium," 2004). One administrator believed that had State not lost land-grant status in the 1950s, the institution would have had sufficient funding to have sought university status at an earlier date.

In the 1970s, all of the 1890 land-grant schools, which were the historically black schools, started to receive federal money as land-grant institutions . . . They used those funds to help develop graduate programs,

which also helped them to become universities. Because we were not in the pipeline for that funding, we did not have the resources to be able to do that. So I feel that university status, that if we had not had the land-grant status removed in the 50s, we would have had resources in the 70s and 80s to become a university. So this really should have happened many years ago.

Figure 2.14

West Virginia State University on WV 25 in Institute.



Although West Virginia State returned to full land grant status, there were issues concerning its “college” designation. A 2003 *Charleston Gazette* editorial, that championed WV State’s cause for university status, incorrectly identified State as “the only land-grant school in America lacking that [university] designation” (“Real U-name,” 2003, p. 4A). Of all of the 106 land-grant institutions, there were three institutes and 26

colleges in addition to WV State. The institutes and 23 of the colleges were granted land-grant status as tribal colleges in 1994; most of these schools located on or near reservations are community or technical colleges. The remaining three, created under the 1862 act, are in the Pacific territories of American Samoa, Micronesia, and the Northern Marianas. Before 2004, West Virginia State remained the only 1890 land-grant school still designated as a “college” (“Land-Grant,” 2007).

The loss of land-grant status was not West Virginia State’s only miss at becoming a university. For several decades, the College of Graduate Studies (COGS) coexisted on the same campus sharing State’s facilities. While a merger of the two bodies could have occurred without difficulty, this never materialized.

We were told, for some reason it couldn’t be worked out. I don’t know of anyone who was given a satisfactory answer to that. But for some reason, it just couldn’t work out. There are many people who remember being told that [and] who also realized that within three years of COGS leaving this campus for some reason it was able to be worked out with Marshall. It could have been possible when COGS was at Institute – miraculously it became possible when COGS moved off campus.

Another administrator theorized the reason why this did not happen:

I don’t know how much of it was due to West Virginia State at the time [being] perceived as a pretty weak institution . . . But in reality, State should have had a graduate program and there shouldn’t have been a

graduate college and Marshall probably shouldn't be located in South Charleston, but that's not the way it is.

Graduate courses / graduate centers. Undaunted, West Virginia State began working on graduate classes in 1999. Following a recommendation from the academic vice president to begin graduate offerings in the school's strongest programs, the biotechnology faculty began developing curricula. President Carter communicated State's intentions to College System Chancellor Clifford Trump ("WV State," 2000a).

West Virginia State, however, was not the only institution that faced the university question. When Shepherd President David Dunlop first met with the media following his appointment in 1996, a reporter asked when Shepherd would become a university. Dunlop recalled, "That was, I think, the first question I was asked at a press conference when I took this job . . . I deferred to the chancellor [Trump]" (Tuckwiller, 2001, p. 1A). While that idea was not on the horizon in 1996, it would become a goal for several of the state colleges. During 1999 and 2000, Concord College and the Northwest Education Research Center (NORED) (2000) assessed the unmet needs for graduate education in 14 counties in West Virginia and Virginia. NORED provided Concord recommendations for graduate programs and suggestions regarding a change in their mission to fill the void.

Each school realized that students within their region were not being served in the area of graduate education. One administrator commented in that regard:

I think the reason, as much as anything of what the consultant said, you know you need to give these four institutions a chance of graduate programs is because . . . WVU, and to a lesser extent Marshall, had not met

the market's needs. It was still a strong preference by faculty to have the students on campus for two years. When in fact, my view is that master's degrees have turned into professional development type programs where people are doing them while they're working. They are not going to take two years off work to sit on a campus and at the regional sites. We do most of our graduate work online – that's where the market is for growth in West Virginia – probably the whole country really. I won't be surprised – very few disciplines are the majority of students going to be on campus for master's degrees for the future. Simply because people want to go out – they need to go out and make money and pay their college loans off if nothing else.

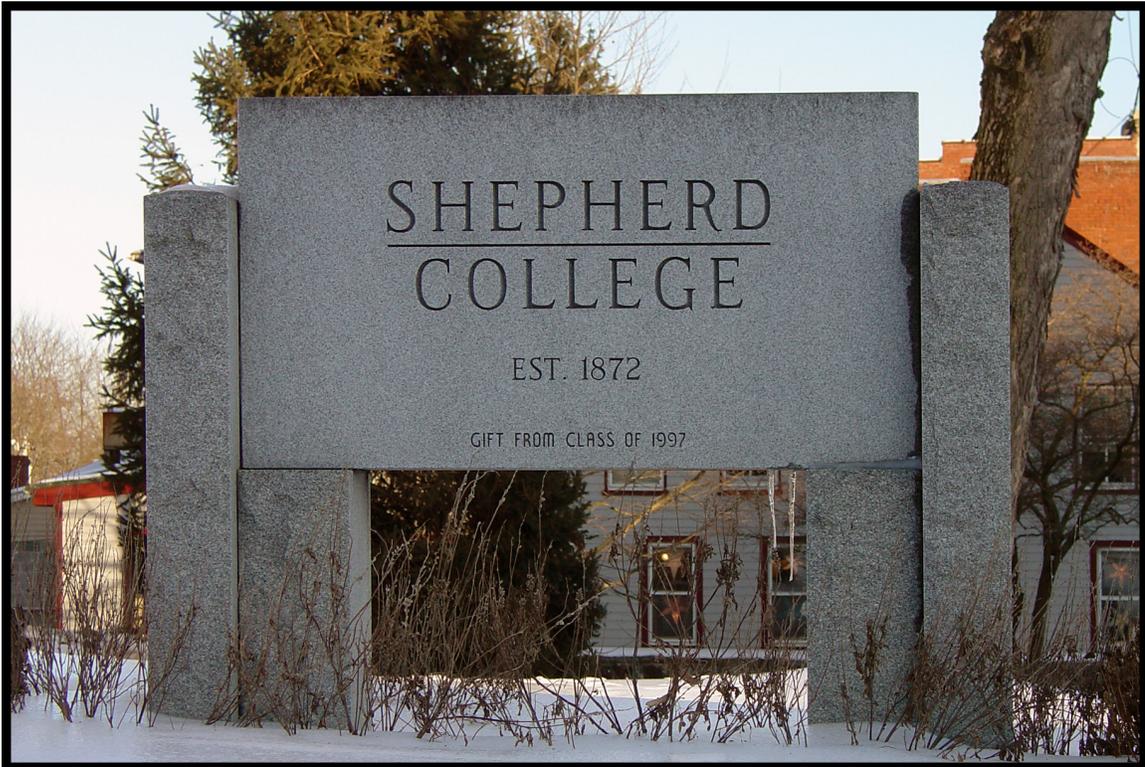
One-method schools could use to position themselves for university status was to begin developing graduate courses. West Virginia's state colleges, “under the accreditation guidelines of the Higher Learning Commission of the North Central Association, with West Virginia Higher Education Commission concurrence, may offer up to five graduate level courses within a single year” (Flack, 2001a, p. 3.1).

In addition to graduate courses, Senate Bill 653 (2000) permitted five schools to develop “graduate centers for their regions to broker access to graduate programs by contracting with accredited colleges and universities in and out of the state.” In addition to the four future universities, West Liberty State College was also among this number. In addition to brokering graduate education, the bill gave latitude for the five schools to work collaboratively with other institutions on graduate education and to begin to develop their own graduate programs (SB 653, 2000). The bill was signed into law on March 19,

2000. One administrator recalls, “I think as much as anything it’s related to the graduate programs. In one of the reorg bills, maybe in 653, it indicated that the HEPC could give us authority to offer graduate programs after some review. I think that really got the ball rolling; that’s what they ultimately used as a differentiation between us and the three or four campuses that didn’t get the name change.”

Figure 2.15

Three years after the name change, Shepherd’s two primary signs still have “college.”



In June, Shepherd’s plan for graduate education was approved by the HEPC – the first degree, a Master’s of Arts in Teaching (MAT), was to be cooperatively delivered with the help of Marshall University (“Shepherd College New Academic,” 2001). This was the first graduate proposal approved by the HPEC. By September 2001, Fairmont, Shepherd, and State all revised their mission statements to include graduate education. The HEPC approved the new missions of Fairmont State and Shepherd.

WV State, however, was the only one to broach the topic of university status. “We take great pride in our accomplishments and envision building our community college programs, baccalaureate education, and graduate offerings to become a university recognized for excellence in teaching, research, and service” (Flack, 2001b, WVSC Mission Statement, 2001). The reference to university was stricken and Dr. Carter was told to address that issue separately in November 2001 (Mullen, 2001). West Virginia State presented their argument to become a university and concluded with the following:

Our rationale for university status encompasses our complexity, the multifaceted nature of the communities that we serve, and our commitment to graduate education. We are proud of our past but we are pulled by the future. The College does not wish to replicate yesterday, but does intend to create tomorrow. Our justification for university status is value-driven and not event driven . . . the time has come for West Virginia State College to become West Virginia State University (2001, p. 14).

By December 2001, the HEPC approved WV State’s proposal for four new self-developed graduate courses that were to begin January 2002 (Flack, 2001a). At the same meeting, Concord’s new mission statement reflecting graduate level education was also approved (Flack, 2001c). As one administrator recalled, the mission change had to come before moving on degrees or a change in status. “So, there was a slight shift in mission here and that preceded the university, and we didn’t need the university name to affirm the importance of that truth – of that new part of our name.”

Figure 2.16
Concord University's main entrance.



At the January 2002 meeting, the Commission addressed the issue of university status and presented three alternatives, with West Virginia State initiating the process. As one administrator recalls, “When we started along this path it was discovered by some that there were no criteria for university status in West Virginia. So eventually, we had criteria, but those criteria came about really because we started talking about becoming a university.” Another administrator explains the process: “Rather than awarding the change of names they came up with a plan to create criteria that institutions had to meet. And I think that the Policy Commission ended up studying . . . Maryland and Georgia and some other states to determine what criteria they had applied.” By February 2002, the HEPC had drafted criteria for state colleges to offer master’s degrees, and the specific “Criteria for Designation of University Status.” While criteria overlap, West Virginia now

had a mechanism that allowed institutions to move to the next level. The criteria for both are as follows.

Criteria for offering master's degrees:

1. an approved mission statement which indicates that the institution may offer graduate degrees;
2. approval of the Higher Education Policy Commission to offer any master's level degree programs;
3. approval of the Higher Learning Commission of the North Central Association to offer graduate programs;
4. at least two-thirds of the institution's baccalaureate faculty hold the terminal degree, typically the doctorate;
5. faculty must have a proven record of scholarship, including substantial research and publication;
6. library holdings must meet the American Library Association's standards; and
7. demonstrated adequacy of resources to offer graduate degree(s) without compromising the baccalaureate mission.

Criteria for university status:

1. offer at least one master's level program;
2. have an approved mission statement which provides for the offering of graduate programs;
3. obtain approval of the Higher Learning Commission of the North Central Association to offer any master's degree program;
4. have faculty, excluding community and technical college faculty, in which at least two-thirds of tenured and tenured track faculty hold the terminal degree, typically the doctorate. (WVHEPC, 2002).

By the time the criteria were approved, all five colleges had submitted their graduate degree plans to qualify for Senate Bill 703's (2001; Flack, 2002b) provision that the HEPC could identify one of the five institutions as a regional graduate center that

would be allowed to develop four of its own programs. Each school submitted their proposals and the programs were as follows:

Concord College:

Master's of Education

Fairmont State College:

Master's of Education for Middle Childhood Education

Shepherd College:

Master's of Arts in Curriculum and Instruction

Master's of Science in Information Technology

West Liberty State College

Master's of Education in Reading

West Virginia State College:

Master's of Arts in Media Studies

Master's of Arts / Master's of Science in Biotechnology

Master's of Science in Education (Middle School Math and Science) (Flack, 2001a, 2001b, 2001c, 2002a, 2002b).

Although the Commission felt that all of the submissions were “meritorious,” it chose Shepherd because it “most closely met the requirements in the statutory criteria, particularly in regard to regional population growth” (Flack, 2002b). While SB 703 appeared to limit growth to one center, the commission noted that SB 653 did not prevent schools from developing graduate partnerships and programs (Flack, 2002b). One administrator recalled this situation,

I think the first bill that came out – the 2000 bill, was written by friends of Shepherd and made it appear that . . . you had to be in a region of the state with a fast growing population or some such. The HEPC kind of ignored that criteria as they put us all on the march toward getting permission to offer the degree programs.

Accreditation. One of the HEPC’s criteria for university status was an accredited master’s degree program. Several of the institutions followed the advice of SB 653 (2000) and became partners with another university. One administrator recalled the process:

What happened initially, we all, at least we worked with Marshall, we had a three-year period of transition where we partnered with Marshall on degrees in education and criminal justice and we moved those over to our own when we started. I think everybody else did similar sorts of things but I can’t say that for sure.

West Virginia State and Concord did not collaborate with other institutions on developing their degree programs, West Liberty worked with WVU, and Fairmont and Shepherd with Marshall (“Concord,” 2002; West Liberty, 2001; “WV State,” 2002a & 2000b).

[Marshall had] people willing to do it. You know, I think that Marshall is a little hungrier in terms in wanting to develop their graduate programs and get a more statewide presence. It may well be it was just a person-to-person type issue. It started with the School of Education and I think we

had a good contact down at Marshall that was easy to deal with. From what I hear, WVU is pretty bureaucratic. It takes a long time to get much done – so the two of us work well together.

Figure 2.17
One of Fairmont State University's main entrances.



While Fairmont State was coordinating two programs with Marshall, Shepherd collaborated with Marshall only on the Master's of Arts in Teaching. Shepherd's faculty developed the Curriculum and Instruction degree without Marshall's help ("Fairmont," 2001; "Shepherd," 2002). Additionally, the four schools worked with each other as well as with other institutions. Concord worked with WVU on a number of initiatives that aided Concord in receiving \$30,000 in funding from the Claude Worthington Benedum Foundation (2004 p. 27) to develop a "Professional Development School model of teacher preparation at public institutions in the state."

At some point, West Liberty State College conceded that they were unable to meet the HEPC's faculty requirements and ceased progression toward university status (J.D. Carpenter, personal communication, February 13, 2007). The remaining four pressed on and in April 2003, the HEPC approved five programs: Concord's M.Ed., Fairmont's M.Ed. in middle childhood education, Shepherd's M.A. in curriculum and instruction, and two degrees for West Virginia State. State's biotechnology degree was proposed with three iterations: an M.A., an M.S., and a B.S./M.S. dual degree; the second program was the M.A. in media studies ("WV State," 2002a & 2000b). All programs began in the fall of 2002 and, by the summer of 2003, the NCA approved all five programs. According to one administrator, "I think that we had concluded that we were derelict in our duties not to begin to offer high quality master's programs, as resources permitted, for the people of this region."

Continuing their lead, West Virginia State was the first to receive North Central approval for both degree programs on June 30, 2003. Concord, Fairmont, and Shepherd followed suit on August 3, 2003 (Lil Nakutis, personal communication, February 12, 2007). Although all the four schools met West Virginia's criteria for university status, only the legislature could approve a name change. This did not come easily and will be discussed in a subsequent chapter.

On March 13, 2004, the WV Legislature passed Senate Bill 448 (2004) which authorized the name change of the "four sister" institutions. Governor Wise signed the measure on March 21 and it was recorded in the respective House and Senate Journals on April 7. Additionally, the four schools recognized different dates for the name change. Shepherd claims March 13, Fairmont and WV State use the April 7 date, and Concord

waited until next fiscal year and adopted the designation on July 1, 2004 (“Statement of Affiliation Status – Concord; Fairmont; Shepherd; WV State,” 2006).

As an addendum, West Liberty State College (WLSC) is strategizing to become West Virginia’s next public university. The Higher Learning Commission has approved WLSC to offer five graduate classes or 20 hours of graduate credit hours (Statement of Affiliation – WLSC, 2007). West Liberty is currently offering two graduate programs in collaboration with other institutions: a Master’s of Science in Nursing with Marshall and a Master’s in Education Administration with WVU (“WLSC Collaborative,” 2007).

Exactly five years after the WLSC Board of Governors approved proposing an M.Ed. in reading to the HEPC, the board approved the decision to move on seeking university status. According to the December 11, 2006 minutes, “Based on the latest data submitted to the staff of the West Virginia Higher Education Policy Commission (HEPC), the administration of West Liberty State College believes that the College has fulfilled the criteria established by the HEPC for ‘University Status.’ This resolution provides authorization for the administration to fully pursue all appropriate steps with the HEPC and, if necessary, the West Virginia Legislature, in order to establish University Status for West Liberty State College” (§ 10). To prepare for a name change, West Liberty began to use a new website domain name: westliberty.edu. Secured in July 2006, it currently mirrors the existing wlsc.edu domain (“Who is: westliberty.edu”, 2006). WLSC is scheduled for a comprehensive visit from the Higher Learning Commission of the North Central Association during the 2007-2008 school year (“Statement of Affiliation – WLSC,” 2007).

Supplemental Reasons for College-to-University Name Changes in West Virginia

Since institutional transformations can be multifaceted, there are numerous supplemental reasons in addition to survival, striving to become a university, or choosing a name that more accurately defines one's current status (Morphew, 2000; Spencer, 2005). While there could be untold reasons for a college to emerge as a university, several surfaced during the interview process as being significant. These included the following: to align the institution with the current definition of the term university, to better position the institution outside of West Virginia, to become more attractive to international students, and to increase the region's economic base.

To align the institution with the current definition of the term university. Since the 1960s, there has been a tendency to transition state colleges to university status (see Appendix AA). In analyzing the 411 member institutions of the American Association of State Colleges and Universities (AASCU, 2006), there are currently 374 universities, 35 colleges, one institute, and one designated as a school. Institutions with dual names as North George College and State University; City University of New York, Queens College; and West Virginia University Institute of Technology were considered universities.

Fourteen states have at least one AASCU member institution designated as a "college" (see Table 2.1). In half of those states, at least 50% of the AASCU members are colleges. The nine AASCU members from West Virginia include the following: Bluefield State, Concord, Fairmont, Glenville, Marshall, Shepherd, West Liberty, WV State, and WVU Tech. One administrator suggested that there has been a change in the university definition:

It's a national trend and . . . over time our vocabulary in higher ed has changed so that college to most people denotes a two-year institution and university is a four-year institution; it doesn't matter how big or small they are. There are a few exceptions. Liberal arts colleges tend to be colleges . . . but the names just get lost. I mean, you've got Boston College with 20 thousand plus students – probably research intensive, and you've a university somewhere that's a two-year institution with a thousand students in it. If there was a surefire definition of university that applied to all universities, it doesn't exist today.

Table 2.1
Percentage of college members in the AASCU.

STATES WITH ASCCU MEMBER COLLEGES			
State	Colleges	Totals	Percentage
Vermont	3	3	100.00%
Rhode Island	1	1	100.00%
West Virginia (pre 2004)	7	9	77.78%
Massachusetts	7	9	77.78%
Colorado	4	6	66.67%
New Hampshire	2	3	66.67%
Nebraska	3	5	60.00%
New Jersey	4	8	50.00%
West Virginia (now)	3	9	33.33%
Idaho	1	3	33.33%
Nevada	1	3	33.33%
Utah	1	3	33.33%
South Carolina	2	12	16.67%
Georgia	1	17	5.88%
TOTAL	33	411	8.03%

Georgia was one state that made systemic changes in 1996. During that year, the Georgia Board of Regents and Chancellor Stephen R. Portch decided to change the names of a number of colleges to reflect the type of degrees these schools offered. One administrator explained the rather involved structure in Georgia:

And he [Portch] wanted as much as possible for the names of the . . . 34 institutions to accurately to reflect in a sense the curriculum, but really it was about the degree granting authority of the institution. And so, he wanted it structured so you could tell from the name of the school what kind of degrees they offered. And, what was developed then was a five-tier structure . . . and unfortunately it is sort of hierarchal . . . and some schools in the perception were higher and lower – better and worse.

1. But at the top of this structure, were the four research universities. There were a couple of . . . variations from this general theme because you couldn't tell from three of the four names of the research institutions that they had full doctoral degree granting authority. The four research universities were then and are still Georgia Institute of Technology [Georgia Tech], which does not have university in the name; the University of Georgia, which does; the Medical College of Georgia; and Georgia State University. And, Georgia State is anomalous in that group . . . none of them [the research universities] had any name changes.
2. The next . . . are the regional universities, [of] which [there] are two: Georgia Southern University and Valdosta State University. And they at the time were authorized to do . . . bachelor's and master's degrees up through the Ed.D., and not the Ph.D.
3. And then . . . schools that were . . . authorized to offer bachelor's and master's degrees, but not doctorates. Chancellor Portch wanted all of them

to have “State University” in the title . . . We’ve already got two exceptions because we have a research university [Georgia State] and a regional university [Valdosta State] that are called “State University.” But, set that aside. He wanted to be sure that all of the schools that had bachelor’s and master’s [degrees] were state universities . . . It was simply a way to reflect the fact that we did master’s degrees based on the name of the institution.

4. Just to finish the line of reasoning, there’s a category of schools that offer mostly two-year degrees but a couple of bachelor’s degrees based on the needs in the local area . . . For example, one of these schools might offer two-year degrees plus a bachelor’s degree in nursing because there is a strong need in their part of the state. Those are “State Colleges.” So, if you’re called a “State College,” that means you offer mostly two-year degrees, but a couple of bachelors degrees.
5. In Georgia, if you are a public institution that is just called a “College,” that means you are only authorized to offer two-year degrees.

The schools in Georgia named “College” were previously identified as “Junior Colleges.” In addition to these five levels of the University of Georgia Board of Regents System, a parallel system of schools exists. The Technical College System emphasizes vocational and technical education. Some of these schools hold regional accreditation through the Southern Association of Colleges and Schools. With states like Georgia identifying “junior colleges” and Maryland identifying “community colleges” simply as

“colleges,” the possibility of confusion and misperception of the term “college” could occur as one administrator explained.

There’s another thing happening simultaneously – a lot of the community colleges were taking the word “community” out of their name. So just down the road in Western Maryland . . . there was Garrett Community College in Garrett County, Maryland. And Garrett Community College changed their name to just Garrett College. So, when our admissions people would go to the western part of Maryland to recruit students with the name Shepherd College, the high school students said, “OK, Shepherd College that must be like Garrett College – they must only have two-year programs.” And when a University would recruit in that area, then they would say, “They must be like Frostburg University. They have four-year programs and master’s degrees.” And so, we were not able to properly position Shepherd on our recruiting trips because people were confusing us with community colleges. So in the long term, I think it's more important for us to be able to send our admissions folks on the road and talk to the people who are looking for a four-year institution as opposed to people thinking we were a two-year institution. I think that’s even more important than the ability to offer master’s programs.

Another administrator advised, “States have to look at what’s going on. Everybody should want their institutions to be viewed for what they are. So if the peer group is called a ‘university,’ then you should probably look at naming your institutions ‘university’ as well.”

To better position the institution outside of West Virginia. Slightly over 91% of members of the AASCU are currently designated as universities. When West Virginia institutions are competing against schools in neighboring states, the university name has a competitive edge, as one administrator noted: “We’re happy with it; we’d rather be a university. But it’s mostly for out-of-state audiences. And, if we’re trying to recruit more out-of-state students, then I think when they look around in their state everybody’s a university except two-year institutions . . . I think on a regional or a national scale, the university name better reflects who we are.”

Figure 2.18

“Open for Business” sign: I-81 at the Virginia / West Virginia line.



Another administrator expressed that being a university allowed his school to become a product that is exported outside of West Virginia:

I think there is a reality here that to sell West Virginia outside of West Virginia – there is nothing, outside of our state demographically, that you can look at that ranks high on the list – the reasons to be here – to sell it – to work here and all of that kind of thing – and it’s not in the fact that we stick signs up on our borders that say “Open for Business” – that doesn’t tell you very much (see Figure 2.18). And it’s my assumption that it [the university name] is that kind of thing that will propel us into future growth which will occur outside of West Virginia and not inside West Virginia.

The “university” name may have been a factor in increasing out-of-state enrollments at one administrator’s school. “I believe we started getting applications from states where we had not seen applications. When we received applications, the person didn’t write in ‘oh, it’s ‘cause you’re a university.’ But at the same time we became a university, then we started getting applications from states that we normally did not have an interest from students.”

To become more attractive to international students. Not only did the “university” designation aid in marketing elsewhere within the U.S., it allowed schools to strengthen their outreach to international students. This was the fifth most important reason for changing names to “university” according to the survey’s sample population. As one administrator suggested, “if you were an international student you were on the Web and you were trying to find a good school on the east coast, moderately priced – you might feel stronger about it if it had university status.” In many overseas countries, college is synonymous with high school, as one administrator explained.

We're small but we got a fairly nice percentage of international students on our campus. And something that we became aware of is that many, many of our international students cannot attend a place that has "college" on the transcript – because where they're from, a "college" is a prep school; it's like high school or vocational tech . . . We had many international students come and visit their friends who are going to school here and said, "Now this is where I would like to come. Small school, nice small teacher – student ratio, closed environment. I would love to come here, but I can't – it's a college." And it doesn't matter that we're a four-year [school]. The fact is when they get back home that . . . that diploma has the word "college" on it. It's just too much red tape for them – too much hassle. Whereas, a university – they come right on through. So, we know literally we've had international students walk right by our table at various student fairs because it says "college" – they just literally walk right by and wouldn't stop. So, that is another reason why we wanted to make a change.

One administrator reminisced about being at Richard M. Nixon's alma matter, Whittier College. At that time, Whittier's president wanted to change from a college to a university, as the name would be helpful in attracting international students as an administrator reminisced.

The president there really, really wanted the institution to change the name from college-to-university . . . His argument was prestige and image, but with a very specific goal. He saw a real market for that institution to

attract Japanese students: in his mind, rich Japanese students. And, he argued that in Japan there is a huge difference in status between a college and university. So in order to attract these masses of Japanese students that he saw as a major potential market, changing the name from college-to-university would communicate the status of the institution and then would result in a huge increase in international students – Asian international students.

With Salem-Teikyo it was not enough to be owned by Teikyo Univeristy. The “university” identification brought assurance to its international student base and their families.

Now in terms of the international students who were coming to study in the United States. Their parents had very little appreciation that in the United States that a college and university could mean the same thing. So for the international students who were coming – they didn’t understand [about] going to a college because when you’re going to school everything is geared for those who were bright enough to be able to take the examinations and go on to a university. So for about five, six, or seven years, if we were anything but a university; we would not have had the enrollment . . . In a lot of these places, the traditional name of a college was like a seminary for women or a high school kind of level . . . so without the “university” name we would have had a lot of confusion – they wouldn’t have known what they were coming to.

For the economic benefit of the region. Last, several of the administrators saw the potential for institutions to create additional revenue to their primary service areas. The ability for an institution to offer graduate programs was beneficial to the students, the school, the region, and the state. The pragmatic solution was to allow other institutions besides the flagship universities to enter into graduate education. One administrator emphasized the permitting of other institutions to offer graduate degrees would not harm the existing efforts of WVU and Marshall.

But it was equally true if you look at the data that we have as a state, one of the lowest percentages of not only college graduates, but of people with master's degrees. And further if you look, the only two places in West Virginia where there were any significant clusters of master's degree educated people, one as you might guess would be around Morgantown and the other one around Huntington. Well, guess why? That's a no brainer. And I think that there were people in the legislature [that] . . . held this position and still would today – that Marshall and WVU had been trying to expand master's programs into other parts of the state through outreach types of programs. But it really didn't catch on in any great numbers . . . If we would allow some of the four-year institutions to offer graduate programs, then the employers in those areas would benefit and it would be good for workforce development at the graduate level . . . It seemed to be a win-win and Marshall and WVU could focus their resources on their own campus, do their own mission better, and it would be a win-win for everybody.

Allowing smaller institutions the opportunity to become universities and offer master's degrees, it was argued, helps to increase an individual's quality of life, and this creates a domino effect upon the local economy.

One thing it will do, it should increase the number of West Virginians who have opportunity for graduate education. As you know, West Virginia ranks last in the United States in the percentage of adults with college degrees: I think about 14.4 percent. Often there is a relationship between an individual's personal income and their level of education. So, the belief that I have is that you have more people who have opportunities for graduate education. I really give the legislature credit for understanding this. As you have more people who have more access to graduate education, that you end up having people, not only people who are highly educated, but you probably have individuals who have higher incomes – they put more money into the economy – it affects the kind of housing they can afford – the kind of taxes they pay – the kind of cars they drive. All of this circulates through the economy.

Summary

As with the changes elsewhere, the West Virginia changes are similar to those found in the region surrounding Appalachia and analogous to the inferred reasons elsewhere in the country. While economic conditions and the demographic shift in West Virginia have been so pervasive, there is no indication that these indicators were a factor in the university change outside of the three institutions at the survival level. The primary

reason in West Virginia, as well as in other areas of the United States, was to align an institution's name with its current mission. The offering of graduate programs is often part and parcel of the current definition of the term "university." Becoming a university additionally allows schools to expand beyond the borders of the state and the nation to seek students. In turn, being a university has positive effects upon the local economy. There can be many reasons for change. It appears, however, that there is one primary motivation in West Virginia: to have a name that fits an institution's current programmatic identity.

CHAPTER THREE: REALIZING THE “COLLEGE-TO-UNIVERSITY” CHANGE

People only see what they are prepared to see. – Ralph Waldo Emerson (n.d).
The most pathetic person in the world is the person who has sight, but has no vision. – Helen Keller (n.d.).

During Fred Honsberger’s afternoon drive show over Pittsburgh’s KDKA radio, a commercial on the afternoon of May 3, 2007 announced the following: “Chatham University: ‘We are you.’ Chatham is now a university with three distinct colleges: Chatham College for Women, the College for Graduate Studies, and the College for Continuing and Professional Studies” (Chatham University, 2007). It was one of the first announcements for Chatham University’s new name and status. Chatham’s transition to university status, however, did not come without strategic planning. Neither was it effected by a simple change in nomenclature.

Because the Pennsylvania Department of Education required approval before a change in name could occur, Chatham applied during summer 2006 for permission to rebrand in order to match its change in status and mission. Working for nearly two years on this possibility, Chatham involved the public, alumni, and other interested parties to participate in two open forums during the month of January 2007. To consider the application, the Department of Education conducted a focused visit on January 16, 2007 with seven evaluators who interviewed faculty, staff, students, and trustees about the proposal. Additionally, Chatham constructed a “University Transition Team” to work through issues and to address any stakeholder concerns (Frances, 2007).

One of the ways Chatham communicated this move was for its president, Esther L. Barazzone (2007), to formulate a document of Frequently Asked Questions (FAQs). Distributed to stakeholders, this essay explained several of the reasons for the proposed

change and the rationale is listed as follows. The definitions of “college” and “university” had changed. Chatham had already, by current definition, attained university status. The change, although driven in part by marketing issues, was to make plans for its future growth. Even though Chatham met what it considered as the definition of a university, it had to pass the litmus test of the Pennsylvania Department of Education’s regulations regarding the adoption of the university designation (see Chapter 1).

To accomplish this goal, necessary and required organizational structures were incorporated. Chatham established three distinct colleges within the proposed university. Although the institution had enacted directional changes in the past, the institution had not reached the level of enrollment whereby they felt justified in moving to the next level. To alleviate alumni concerns at the former women’s college, the tradition was being maintained in the continuation of the Chatham College for Women. The university’s other divisions catered to a coeducational student base (Barazzone, 2007).

With all of the changes in place, the Pennsylvania Department of Education on March 24, 2007 opened Chatham’s application for potential protest during a period of 30 days (Zahorchak, 2007). With no oppositional hearing requested, the Department of Education approved the move on April 23. On May 1, Chatham formally announced its new name to coincide with the school’s tradition of celebrating May Day (Grant, 2007). Reflecting upon the change, chair of the board S. Murray Rust, III, observed, “We’ve been actually like a university for a long time. We’re really just now calling ourselves what we really are” (Grant, 2007, p. B1).

Like many of the new universities in this study, Chatham took some necessary steps to realize the transition to university status. In some ways, Chatham’s experience

was like that of most other schools that have rebranded. This chapter will focus on some of the administrative planning involved in making the “college-to-university” change. These include changes in institutional structure, the brand selection process, the time commitment involved, and finances and funding. While marketing of the name change may be mentioned in regard to specific actions by the institution, it will not be of primary consideration in this study. Since most institutions had graduate programs at the time of their rebranding, this also will not be addressed. Only two West Virginia schools had known problems regarding academic programs and Chapter 4 discusses both of these situations.

Data Collection

The data for this chapter came from three sources. The first includes the results of a survey of 34 administrators from colleges that became universities from 1996 to 2005 in states containing counties designated as part of Appalachia. The surveys included both quantitative and qualitative data. Second, interviews of 21 administrators and one legislator were conducted. Of the 22 interviewees, 18 were from West Virginia, two from Georgia, and two from Pennsylvania. The interviews ranged in length from 30 to 90 minutes. In addition, questions were asked of 48 other administrators. These short interviews, of one to three questions in length, served to answer specific concerns regarding those individuals’ areas of expertise in regard to the name change process. Finally, historical documents in the form of minutes, publications, press releases, catalogs, and newspaper articles added to the information presented in this chapter. Several survey respondents and interviewees provided additional documentation as a resource.

Changes in Organizational Structure

In the process of a college rebranding to a university, Chapter 1 recognized the inherent problem that there was no universal and authoritative definition of the term “university.” Two characteristics that emerged from the discussion of what constituted a university were an emphasis on graduate education and a multi-unit structure. While not everyone agreed that both characteristics were necessary, certain states have these as requirements. Pennsylvania and New Jersey require both characteristics for their public and private universities (“Definitions,” 1992; Hammond-Paludan, 1998). Only two of the six regional accrediting bodies, Western Association of Colleges and Schools (WASC, 2001) and the Northwest Commission on Colleges and Universities (NWCCU, 2003) had a specific definition of “university.” Only NWCCU required that universities were to have graduate programs and a multi-unit structure.

The regional accrediting body for West Virginia’s institutions of higher education, The Higher Learning Commission of the North Central Association of Colleges and Schools, had no specific requirements for a school to adopt the university designation (Lil Nakutis, personal communication, April 7, 2006). The West Virginia Higher Education Policy Commission (2002) required public institutions to offer at least one graduate degree, but a multi-unit structure was not a prerequisite for university status. Unlike New Jersey and Pennsylvania, West Virginia’s private institutions were not required to have either a graduate program or a multi-unit structure when adopting a university brand (“Business Organizations,” 2006). Private institutions can adopt the name without programmatic or structural changes. This lack of regulation in regard to a “university”

definition has not prevented West Virginia's private institutions, however, from adopting the traditional university type of organization.

At The College of West Virginia, one of the transitional steps it made from the junior college persona of Beckley College was to adopt a university type structure. This was accomplished 10 years prior to the university name change. One administrator reflected on this change:

If you're going to be one [a university], you've got to look like one. Part of the organization of the institution early on was to try to begin to look like one. Knowing that we have had evaluation team after evaluation team and the iteration and reiteration of schools (the school of business, the school of arts and sciences, etc.) begins . . . in a build-up way, to begin to add credibility to your claims. I'm not sure that it was a deliberate kind of thing, but given the fact that I've always been and remain a very sociopolitical person looking around the trees rather than through the trees and so on to what's the next stem – connecting the dots – it has always seemed very easy. When you start connecting the dots, we're a college; now we're a bigger college; now we're an organized college with schools. You begin to layer that on how you can build that in a pyramidal kind of fashion so ultimately you are getting to that pinnacle of a doctoral granting institution – which, I guess, that part of the self-study process we are going through right now. In all likelihood, we will ask for a doctorate in a particular program.

At Ohio Valley University, part of the process of moving to the next level was to reorganize the institution along a “university” structure. One administrator expressed the reasoning regarding these changes.

Technically, it is more than a name change. There is more to it than a name change. We did have to do a few things . . . We had to do some organizational changes, which was to reorganize our regular departmental divisions. We organized into schools. We created schools and colleges . . . We did not have to have a graduate school. It is just that happens to occur in most cases when a college goes to a university and they divide into a plurality of schools. The graduate school does not have to be one of them. You do not have to offer graduate courses to be a university. So now the other thing is that we do have the intentions and we do have the plans to offer graduate courses in a couple of areas in the near future. So we did go ahead and organize a graduate school, and we’ll get those [graduate] programs approved through the North Central’s Higher Learning Commission.

This type of organizational change does not come without a financial commitment. Chatham University estimated that the creation of its three new colleges would cost the institution \$700 thousand to \$1 million annually (Grant, 2007). Similar budgetary issues affected most institutions. As the level of bureaucracy increased, a larger financial commitment was required for staffing, space, utilities, and other miscellaneous administrative costs.

Many times the extent and the timing of organizational changes determine the overall fiscal impact. The financial ramifications upon one West Virginia institution had detrimental consequences on its overall bottom line as it expanded its structure to be too large too soon. When Thomas Voss became president of Morris Harvey College in 1978, he began immediately to restructure the college into distinct units to position the institution to become The University of Charleston (UC). One administrative faculty member explained the organizational structure: “The college structure went to the funding source. Business went to the Jones-Benedum College of Business. We had the Morris Harvey College of Arts and Sciences. We had the Carleton Varney School of Art and Design, and the Health Sciences College. It was a complete restructuring of the organization.” Eventually, UC had seven distinct schools all with their own administration.

Another administrator reflected upon the economic issues related to this type of large structure at a small school.

Another part of his [Voss'] agenda that did not make sense was that he wanted to impose a university structure on an institution that didn't have that many students. So he established each division in the institution as a competing division. Therefore, if I'm teaching in business and we have business students that take a course in arts and sciences, I am responsible to pay the people in arts and sciences for the course my business student takes. [This is] because I, in the business division, am responsible for my own budget. It was a Harvard model of every tub on its own bottom, and when I came to the university, we had seven deans. We had one dean for

every 100 students. It was an incredible bureaucracy and the deans helped me understand that they taught out of the goodness of their heart – they were full-time administrators. There were terribly high administrative budgets – top heavy. I don't know if I can remember all of them. We had a dean of interior design, we had a dean of music, we had a dean of business, we had a dean of nursing, we had a dean of the Evans' College of Continuing Education, and the dean of the Morris Harvey College of Arts and Sciences. That was all a part of his [Voss'] philosophy and the university model that the institution adopted. That part of it made no sense to me and one of the first things I did was to – abolish is a strong term – but we abolished all of those divisions and became one institution. We were not going to have six or seven deans; we are only going to have one. We needed to stress our collective family approach rather than the competitive approach of this group against that group.

UC's top-heavy structure led to a problem of overcapitalization. Their experience warrants a scrutiny of budgets prior to an organizational change. Even when a plurality of schools or colleges is desired, limiting the number of units based upon the available revenue would be wise. This is especially the case when such a change may not be required. Unlike West Virginia institutions, the Commonwealth of Pennsylvania required Chatham to retool to a multi-unit institution. If the changes are not necessary, schools would benefit to study the changes made at The University of Charleston that led to large deficits and plan accordingly.

The Brand Selection Process

When rebranding a college to a university, internal structural changes do not constitute the most visible aspect of the rebranding process. The new brand usually held this distinction. In some cases, the selected name became a lightning rod for controversy. Because individual institutions had little or no input into the name selection process, the choice of names at some Georgia institutions caused problems with their stakeholders. Some of these issues remain 10 years following the rebranding (see Chapter 5).

To create an immediately recognizable structure within the system, Georgia's Chancellor Stephen Portch decided that a naming hierarchy based on degree programs was necessary. By doing this, Portch hoped to alleviate confusion regarding institutional missions. Part of this initiative included moving all of the colleges that offered master's degrees to the designation of "State University." While the decision was popular with some institutions, others were not as accepting. One school in the system was Georgia College; however, the change to "State University" was not possible because another school in the system was already named Georgia State University. In an effort to maintain his rebranding agenda, Portch decided that the school would be renamed as Atkinson State University in honor of the school's founder Susan Cobb Atkinson. Alumni and the Georgia College Foundation balked at not having any input into the decision and the Georgia Board of Regents intervened and stopped the rebranding process (Badertscher, 1996a).

In a conciliatory move, Portch allowed institutional stakeholders to submit names for approval. While 30 names were submitted, the top three choices were very similar

and included the following: Georgia College & State University, Georgia College and State University, and Georgia College – State University (“New Name,” 1996). Max Crook, president of the Georgia College Foundation, observed, “I’m sure there are those who felt (Georgia College & State University) is somewhat of a cop-out, but there’s no way you’re really going to make everybody happy” (Badertscher, 1996a, p. B1). Additionally, the school received the tagline “Georgia’s Public Liberal Arts University” as an official designation (Fincher, 1996, p. A1).

While the compromise name at Georgia College & State University was not without its critics, it was more widely accepted than the compromise that occurred at North Georgia College. One of the six senior military colleges in the United States and steeped in the military tradition of its corps of cadets, North Georgia alumni resented that they were not involved in the name change decision. While the proposed name for the school vacillated between “North Georgia State University” and the “State University of North Georgia,” alumni complained that retaining the “North Georgia College” brand was not among the list of choices. According to alumni president Bill Easley, “We didn’t want to lose the tradition of our name. Our name is part of our military tradition” (Harmon, 1997, p. D5). Fearing that this military tradition would eventually be exchanged for a liberal arts focus, alumni mobilized immediately and let forth a storm of protest (Wooten, 1996).

By having powerful alumni in the state legislature, pressure to continue with the North Georgia College brand resulted in the compromise name of North Georgia College and State University. An official tagline of “The Military College of Georgia” was also included in the new name (Badertscher, 1996b). While not universally popular, the new

name attempted to appease alumni dissenters. It did not. Bill Noyes Perry echoed the sentiments of alumni: “The Georgia Board of Regents has changed the name of North Georgia College to ‘North Georgia College and State University,’ giving new meaning to the word ‘superfluous.’ This action ignored the opposition of practically all alumni . . . If this institution deserves university status, fund it as such, restore its name, and forget about uniformity for the sake of uniformity” (1997, p. A11). See Chapter 5 for information concerning the ongoing problems associated with this name choice.

Types of Changes

Unlike the experience at some Georgia schools, rebranding as a university is generally a painless endeavor as long as the selected name is a logical choice and key stakeholders have the perception that they were involved in the decision process. There are two primary methods of rebranding an institution: refurbishing an existing brand and creating a new identity. Rau, Patel, Osobov, Khorana, and Cooper (2003) termed these strategic name changes as minor and major.

While Rau et al. (2003) adequately described a major rebranding as a complete retooling of the business’ identity, their terminology did not adequately describe some of the changes that occurred at rebranded universities. Because of this, the minor designation was divided into minor-simple and minor-complex. Minor-simple name changes are those where only the word “college” or “institute” was replaced by the term “university,” and the changes occurred without any additional alterations.

Minor-complex changes represented names that retained the primary identifier of the original brand but other changes were also included. These additional changes

included the addition of words, the subtraction of words, the inclusion of another brand (as a result of a merger), the reordering of the name, and the retaining of the original name with “college” or “institute” while adding the “university” designation.

Occasionally, several of the above examples were used in tandem. For example, when Northwestern College rebranded as University of Northwestern Ohio, it reordered its name and added the geographical identifier “Ohio.” Another example of the use of two minor-complex tactics was the College of Notre Dame’s rebranding to Notre Dame de Namur University. See Table 3.1 for minor-complex rebranding examples.

Table 3.1
Examples of minor-complex university rebranding.

Old Brand	New Brand
Word Addition	
Columbus College	Columbus State University
Webber College	Webber International University
Word Subtraction	
Concordia Teachers College	Concordia University
Cornerstone College and Grand Rapids Baptist Seminary	Cornerstone University
Other Brand Inclusion	
Baylor College of Dentistry	Texas A&M University – Baylor College of Dentistry
West Virginia Institute of Technology	West Virginia University Institute of Technology
Name Reorder	
Cumberland College	University of the Cumberlands
Incarnate Word College	University of the Incarnate Word
Retaining College/Institute with the University Addition	
Union Institute	Union Institute and University
Clayton College	Clayton College and State University

For the vast majority of schools, the process required a simple replacement of the word “college” with “university.” Of the schools considered for this study, 53% implemented a minor-simple rebranding. The second largest group, those enacting the minor-complex name change, augmented the primary brand identifier in addition to

adopting the “university” designation. Thirty-four percent of the schools identified in this study employed this tactic. Finally, only 13% of the colleges which transitioned to university status did so with a completely different identity. Table 3.2 illustrates the percentages of the various name change tactics.

Table 3.2
Percentages of the types of branding strategies employed by universities.

	All 103 U.S. Schools 1996-2001	All 51 Survey Schools 1996-2005	All 10 WV Schools 1979-2005	Average of Unduplicated 147 Schools*
Minor-simple	49.51%	62.75%	60.00%	53.06%
Minor-complex	35.92%	31.37%	20.00%	34.01%
Major	14.56%	5.88%	20.00%	12.93%

*The number of 103 schools included 14 of the 51 survey and three of the 10 West Virginia schools.

Not only is the retaining an existing brand a popular rebranding strategy, it also is less expensive and stakeholder support becomes easier to secure. One administrator at a completely rebranded institution observed that to do it correctly, the chief executive needs to be the primary change agent.

I think there is a difference between others and us. It is one thing to change from Elon College to Elon University – because you still are Elon in the minds of all of your stakeholders. But to do what we did – to become in the minds of everybody altogether new – is a much tougher thing to accomplish. You really have to have a grasp on the process. If you are going to do it as president, I think you ought to do it personally and I don’t think you ought to farm it out and let your subordinates, your community, and everybody like that take hold and work in the process.

During the past 30 years, West Virginia institutions followed the national and regional trend of having minor-simple name changes. Of the 10 institutions and the one currently working through the name-change process, most schools simply replaced the word “college” with “university.” Three institutions, including West Liberty State College’s plan to drop “State” from their name, had minor-complex name changes. The two rebranded institutions combined an existing name with another brand. In the case of West Virginia Institute of Technology, the insertion of “University” not only indicated the school’s change in nomenclature and move under the jurisdiction of the University of West Virginia System Board Of Trustees, it signified that it now was a regional branch campus of West Virginia University. The Salem-Teikyo University brand combined the two existing brands of Salem College and Teikyo University. Only two schools completely rebranded. Morris Harvey College became The University of Charleston and The College of West Virginia metamorphosed into Mountain State University. Table 3.3 indicates the types of changes experienced by universities in West Virginia since 1979.

Table 3.3
University name change types in West Virginia.

Year	Former Name	New Name	Change Type
1979	Morris Harvey College	The University of Charleston	Major
1989	Salem College	Salem-Teikyo University	Minor-Complex
1996	Wheeling Jesuit College	Wheeling Jesuit University	Minor-Simple
1996	West Virginia Institute of Technology	West Virginia University Institute of Technology	Minor-Complex
2001	The College of West Virginia	Mountain State University	Major
2004	Concord College	Concord University	Minor-Simple
2004	Fairmont State College	Fairmont State University	Minor-Simple
2004	Shepherd College	Shepherd University	Minor-Simple
2004	West Virginia State College	West Virginia State University	Minor-Simple
2005	Ohio Valley College	Ohio Valley University	Minor-Simple
????	West Liberty State College	West Liberty University (proposed)	Minor-Complex

Brand Name Selection

In most instances, the selection of a name was a simple replacement of the “college” designation with that of “university.” Even with minor-simple changes, certain institutions entertained the possibility of altering their names even further. In some cases, administrators entertained the idea of adopting minor-complex variations of the existing brand or creating a radically different brand altogether.

Concord University. When Concord College considered the move to “university status,” the faculty senate was involved in the name selection process. At the October 27, 2003 meeting of the Concord Faculty Senate, several suggestions were made in regard to a name change of the institution with the status change. The following ideas were presented: a) retain the Concord College brand; b) become Concord University; c) rebrand as Concord University, but retain the Concord College name for the undergraduate programs; d) rename as Concord College and University; and e) change to Concord College and State University. Most of the motions regarding the proposed names failed for lack of a second. Since the senate could not reach consensus, a motion to table the discussion passed.

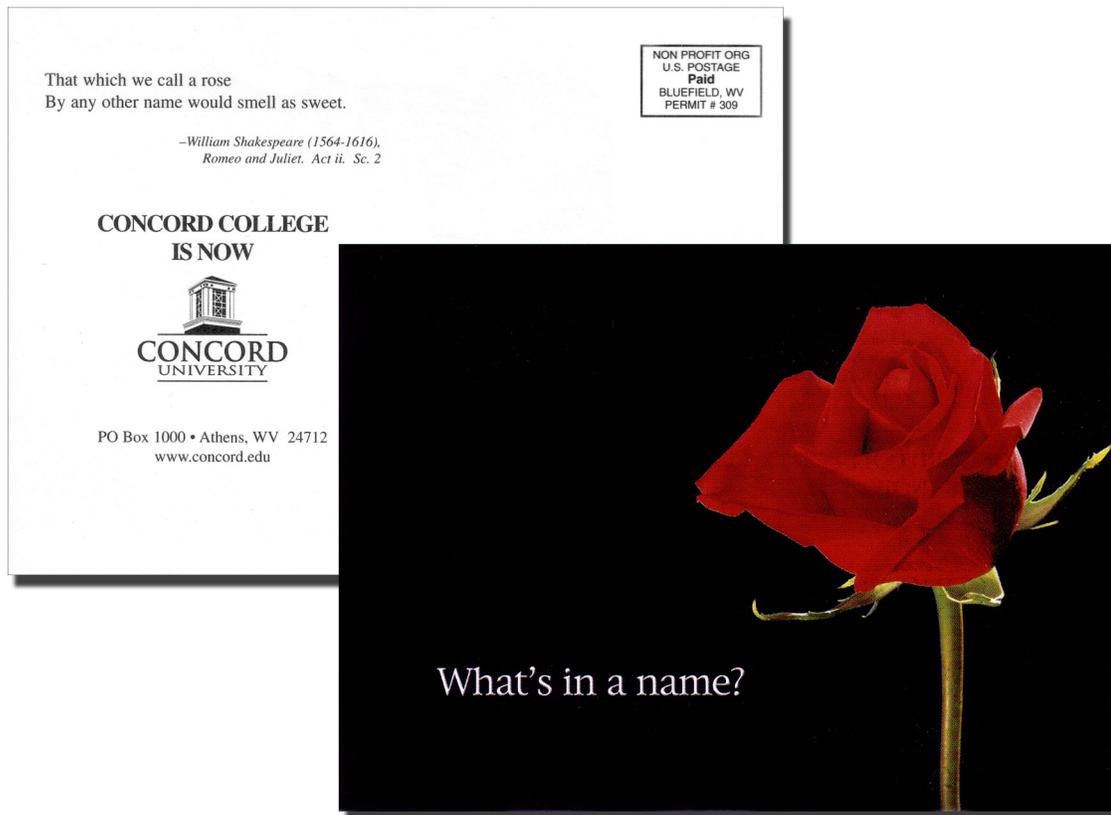
Several days later, Concord President Jerry Beasley reported the following to the Concord College Board of Governors:

Concord College has earned university status based on the criteria established by the Higher Education Policy Commission. Campus constituencies have had the opportunity to discuss the opportunity, and several informal polls have been conducted around the campus with the majority of people indicating that the College should seek university status.

The name change, however, is not a clear-cut issue, and requires more research and discussion among college constituencies (2003b, p. 1).

At this same meeting, Concord’s Board of Governors resolved for the administration to “explore the feasibility of legislation that would add ‘university’ to the name of the institution” (2003a, p. 2). In addition, the Board affirmed “the historic significance of ‘Concord’ in the name of institution and expresses its commitment to retain the name in any changes” (p. 2).

Figure 3.1
Emphasizing “Concord”: Concord University’s name change announcement – 2004.



At the November 10, 2003 faculty senate meeting, senate president Charles Brichford reported the results of an email poll he had conducted regarding the proposed name. Although only a minority of Concord’s over 100 full-time faculty members

participated, the overwhelming choice was Concord University with 26 votes. Other suggestions included the following: a) retain the Concord College name – 4 votes, b) Concord College and State University – 3 votes, c) neutral – 3 votes, d) University of Concord – 1 vote, and e) “whatever the president says” – 1 vote (p. 1).

By February 12, 2004, Dr. Beasley addressed the Concord College Board of Governors concerning university status. Since Concord had met the Higher Education Policy Commission’s criteria, the decision rested with the legislature. “Dr. Beasley indicated that contact by Board members with legislators encouraging the approval of university status for Concord would be appropriate and helpful” (Concord College Board of Governors, 2004a, p. 3).

Ohio Valley University. When deciding on a name, Ohio Valley College took a broad look at their current name and surveyed a number of constituent groups. One administrator recalled the process.

We had a new president on board and one of his major initiatives was to move the college to university status. Before we could do that, we felt that we needed to do some marketing research to determine perceptions. “Was this a good thing?” I think this was something that was going to be a presidential mandate, but we felt like we needed to do our due diligence and gauge perceptions among several audiences. We surveyed our current student body. We surveyed our alumni base. Those were the two [groups] that we felt that really were the primary targets for a name change and would be the most vocal about something like that . . . We surveyed name changes in other institutions and we formulated a committee made up of

faculty, staff members, students, alumni representatives, and also local area business leaders; [the committee included] 16 people, I believe, in total.

We met on a regular basis and investigated the name change and the impact that it would have on this institution. We talked about the possibly of different names. We had brainstorming sessions about names. We asked, “Should it be just a straight switch from college to university or was there a better, more appropriate, and more descriptive name we could use?”

The survey responses indicated that stakeholders had issues with the school’s current name. These were investigated and addressed by the name change committee. One problem centered around the misconception that the institution was located outside of West Virginia. One administrator explained, “Since Ohio Valley was kind of nebulous, we would always get the question that frequently came up: ‘Where in Ohio are you located?’ That happened a lot.” Another administrator added that “many of our alumni wanted to add the name ‘Christian,’ as ‘Ohio Valley Christian University.’ I think that was a big factor in it too. ‘Do we want to change the name completely? Do we become the ‘West Virginia Christian University?’”

Several names were suggested by stakeholders and included names relating to the school’s heritage (“Stone-Campbell University” and “Highland University”) as well as location names (“University of the Ohio Valley” and “River Valley University”) (Personal communication, March 5, 2007). One administrator related the process by which “Ohio Valley University” was chosen by the name change committee: “The names kept getting narrowed down and narrowed down. The list went to administrators and to

our board with recommendations. After this, the name they wanted was ‘Ohio Valley University.’ They took the three finalists – the three top names and gave it to our executive committee of our board. That was one of the top three – I think it was the top one.”

Mountain State University. Besides The University of Charleston, only one other school participated in a major change of identity when becoming a university and that was The College of West Virginia’s rebranding as Mountain State University, a process that gained momentum during summer 2000. During the weekly meeting of The College of West Virginia Senior Staff on August 22, 2000, Dr. Charles H. Polk announced that he wanted to change the institution’s name in March 2001. His plan was to introduce the idea to the board during the September meeting and focus the entire meeting in October on this subject. As it had been discussed for several years, the idea was not a new one. The president, however, was beginning to set the wheels in motion to become a university. The initial proposed name would take on a minor-simple name change from The College of West Virginia to “The University of West Virginia.” Staff were directed to contemplate any negative issues and have answers prepared. Legal counsel was charged to register the name with the Secretary of State’s Office (“Senior Staff Minutes, 2000a).

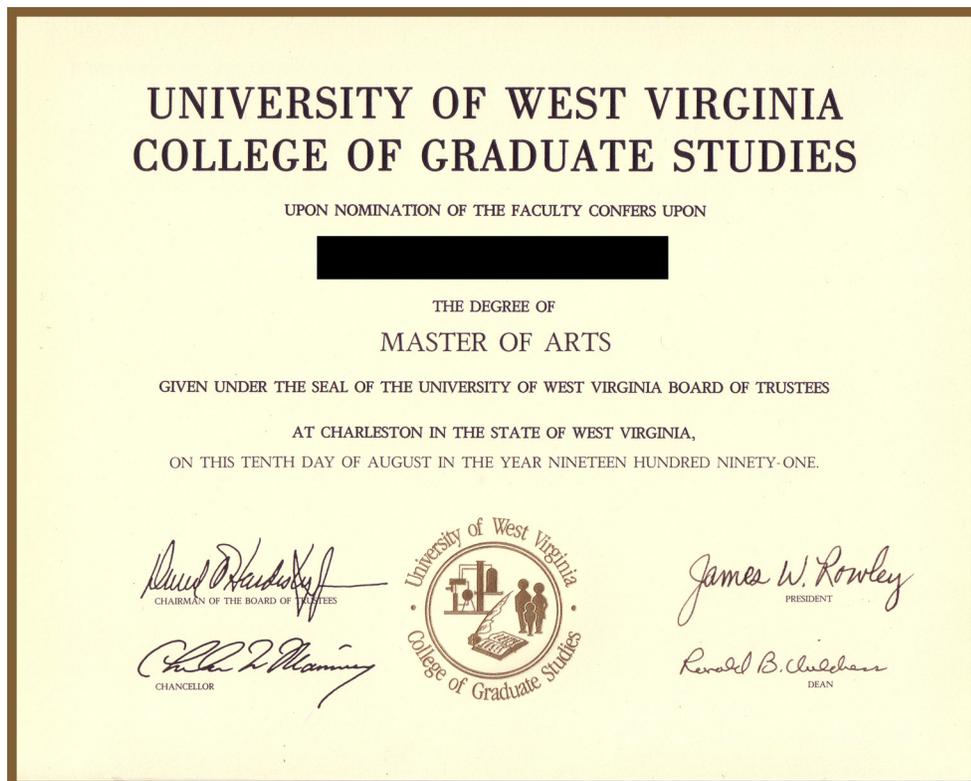
By the next meeting on August 29, 1999, corporate council, E. Layne Diehl, announced that the Secretary of State denied the institution’s request to reserve the name “The University of West Virginia.” An administrator explained: “They denied our request because they felt the name was too similar to that of West Virginia University.” By the October 3 Senior Staff meeting, Dr. Polk had received a number of suggestions for

names for the institution and requested that Ms. Diehl attempt to register “The University of West Virginia” name again with the Secretary of State (Senior Staff Minutes, 2000b).

As information filtered through various communication channels, senior administration became aware of additional problems with the “The University of West Virginia” identification. Although the name was similar to WVU, the State had actively used the name up through June 30, 2000. The University of West Virginia was the umbrella name for the statewide governing board for WVU and its branches, Marshall University, the West Virginia School of Osteopathic Medicine, and the former West Virginia Graduate College (formerly known as the College of Graduate Studies or COGS).

Figure 3.2

University of West Virginia College of Graduate Studies’ diploma.



From 1989 to 1992, the College of Graduate Studies (COGS) used “The University of West Virginia College of Graduate Studies” as its official name. A concerned CWV employee provided copies of his COGS’ diploma and transcripts that bore The University of West Virginia name (see Figure 3.2). According to the Senior Staff minutes (2000d) from October 9, 2000, staff members concluded that as the State of West Virginia had used the name until recently, “The University of West Virginia” was no longer a viable choice. One administrator confessed, “That may have put the kibosh to that. I remember something did. That was one of the favored choices, as I think Dr. Polk thought that he could go head to head [with the state] at that particular time.”

During this process, Dr. Polk requested that Executive Assistant Cindy Alexander (now Vice President and Chief of Staff) draft a “memo to all employees asking for their input and ideas for names” (“Senior Staff Minutes,” 2000c, ¶ 1). This was accomplished via an email message and suggestions for names began to pour into the president’s office. One administrator credits CWV’s former Senior Vice President of Enrollment Services and Corporate Development for the idea to involve staff in the process:

David Harpool felt that rather than making the selection of the name at the table, we should open in up to the University at large and have everyone give names . . . It was very positive actually and one of the reasons is because they wanted the whole staff to be a part of it. I give credit to David Harpool for that. He wanted to include everybody. I think that was a good move.

With the floodgates opened, faculty and staff submitted 70 names that bordered on the esoteric (“Adaptable University,” “University of Nonconformity,” and

“Freedom’s Choice University”) to the localized (“New River University,” “University of Southern West Virginia,” and “The University of the Virginias”) (“University Names List,” 2000). The suggestions were reminiscent of the selection process when the school’s original name was chosen; however, there was one exception – the amount of time it took to reach consensus. *The Raleigh Register* reported on how the school’s maiden name was decided in only one meeting: “Many [names] were suggested, ranging all the way from the sublime to the ridiculous, but on a vote there was a return to the most obvious ‘Beckley College’” (“Charter for College,” 1933, p. 3). By the October 16, 2000 Senior Staff meeting, the administration discussed the name change issue in detail in preparation for the monthly board meeting scheduled for the next morning. According to the minutes, “The two name choices that most (but not all) seemed to agree with were ‘Chancellor University’ and ‘Mountain State University’” (“Name change” section, ¶ 1).

There were issues with every type of name. Localized names were too geographically limiting. One administrator explained:

In fact, there was only one serious contender to the [Mountain State] name change: the University of Southern West Virginia. I nixed that because I thought it was too regional. We were trying to escape Beckley College and The College of West Virginia, which was focused on the entire state. To step backwards to being the University of Southern West Virginia, we would have pegged ourselves as an Appalachian focused institution serving that particular population. That wasn’t a good move.

While several staff members preferred a nebulous name for the University, these names had the potential to accelerate marketing problems, as one administrator admitted:

We considered names like “Adelphia” and a whole host of other things. We thought, “How are we every going to find enough money to put that brand on a pole, on a brochure, on a network, on a TV station without a lot of explanation?” Mountain State kept rising; it kept floating to the top. It was something that could play anywhere It’s more marketable and less bound to geography. You could use Mountain State and think Colorado, Vermont, West Virginia, or any number of places.

One issue with the Mountain State University name was the addition of the word “State.” Although West Virginia is the “Mountain State” and numerous businesses not connected to government use this same moniker, there was the potential to create the expectation that the institution was a public and not private entity. A Mountain State University administrator justified this inclusion:

Frankly, when I made that decision back in 2001, it was a deliberate decision. I think there are two ways of looking at brands. One that it needs to create in the minds in someone the absence of questions and with it you find the money and promote it and to make it well known. The other is creating, to some extent, a brand with confusion. Then when you are out there trying to spread that brand around, I think in the minds of many people they begin to think in terms of flagship institutions. They think about the University of Texas and North Carolina State and all of those

kinds of schools. It was a judgment that I made. It was better to have, not a deceptive element, but an indication that this institution was like others.

Another MSU administrator echoed a similar opinion regarding the “State” identifier:

I think that state universities are looked upon favorably. [They provide] inexpensive, quality education. The College of William and Mary is a state school; the University of Virginia is a state school; Virginia Tech is a state school. I have very favorable impressions of state schools.

The fact that the institution involved stakeholders in the name choice made the internalization of the new identity much easier upon constituents. An administrator recalled,

I think that the institution was really for it. We did our homework internally. There is always that cheerleading kind of thing you always do internally for your faculty and staff in building the expectation that I’m no longer at The College of West Virginia, but now I’m an employee of a “university.” Folks that have real market savvy could see taking it and transcending the boundaries of West Virginia and everything else. Getting “Mountain State” into their gut was more of a personal issue, and quite frankly, other than a few people saying that “I would like to change it to something else,” I don’t recall anybody fighting over the issue.

Before the name selection process was completed, legal counsel advised that the school needed to register the chosen name as a trademark prior to its implementation (“Senior Staff Minutes,” 2000e). As recommended, The College of West Virginia filed

the “Mountain State University” name with the U.S. Patent and Trademark Office on November 20, 2000. This was one full month before the Board of Trustees passed the resolution to accept the new name.

Brand Implementation Strategies

Kaikati and Kaikati (2003) identified six rebranding implementation strategies (see Chapter 1). While each West Virginia school can be associated with one of these strategies, it is difficult to assign an accurate and specific tactic to Concord, Fairmont State, Shepherd, and West Virginia State (the “Four Sisters”). This is due to the legislature’s, and not the institutions’, controlling whether and when these four schools could change their names. Additionally, the change of brands for these schools was not without public knowledge, as the media frequently reported the schools’ desire for university status and their subsequent progress. During the 2004 legislative session, the drama surrounding “university status” for these institutions played out on an almost daily basis.

Phase in/phase out. The “Four Sisters” are probably best associated with a “phase-in/phase-out strategy” that tied the old name with the new name for a time and acknowledged association with the old name for a period following the change. With the legislature’s not providing any additional funding for the name changes, the schools often used old stationery and promotional materials until they needed replaced. Signage was another issue. While it appears that Concord and Fairmont State have replaced all signage (including Concord’s historical marker), the old name remains on signs at Shepherd and West Virginia State three years following the name change.

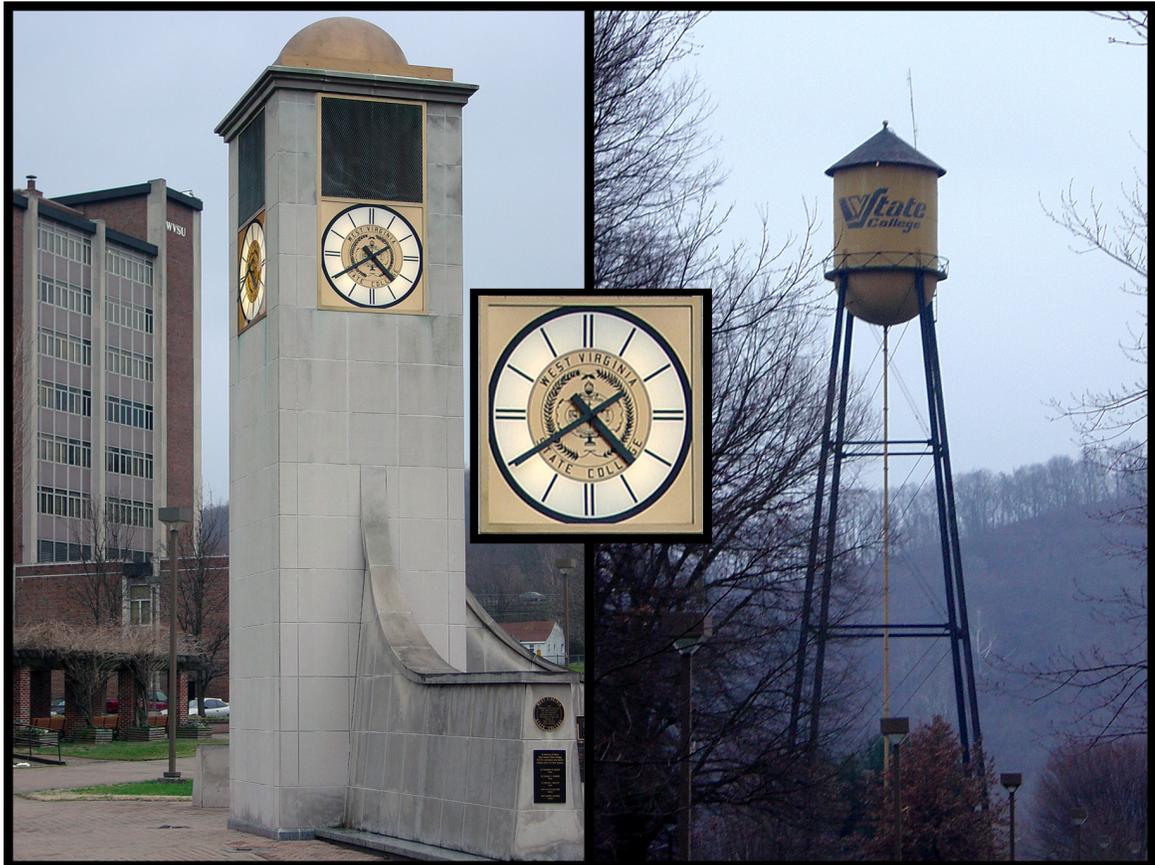
At Shepherd, both main signs on campus retained the “Shepherd College” name. One, located on North King Street, was a gift of the class of 1997 (see Chapter 2, Figure 2.16) and may prove difficult to change due to an alumni connection. The historical marker on campus dates to the 1931 name change to Shepherd State Teachers College and was not changed when the school returned to its original name of Shepherd College in 1943. According to the West Virginia Highway Markers Database, at one time a Shepherd College marker was located on WV Highway 45 with the following inscription: “Incorporated as Shepherd College, 1871. Chartered by act of the Legislature, Feb. 27, 1872, as the Shepherd College State Normal School. Name changed in 1931 to Shepherd State Teachers College and in 1943, to Shepherd College” (West Virginia Memory Project, 2007, ¶ 2). The marker is currently missing. Concord’s new historical marker is a testimony that the West Virginia Division of Culture and History will update these highway markers. See Chapter 2, Figure 2.13 for a comparison of the current Concord and Shepherd markers.

Unlike at Shepherd, West Virginia State University changed its primary signage and replaced WVSC with WVSU on the tallest building on campus, Wallace Hall. In addition to the historical marker, two structures, the carillon and the water tower still bear the “college” brand (see Figure 3.3). One administrator provided the reasoning.

It has changed everywhere on campus and the two examples have not been conscious decisions. The water tower, when you look at our priorities on what we paint, is the reason . . . [painting] the water tower has not been one of those [priorities]. It is also true with the carillon. You still have many alumni who were here when it was West Virginia State College . . .

These two are really the only exceptions. There is another perspective that relates to our homecoming. Alumni are here that attended in the '40s, '50s, and '60s and they probably think it is great. It has not been a conscious decision not to do it. When we list all of our priorities, these two items have not been on the priority list. . . It has not been a conscious decision and it is not something we are trying to shy away from. Our plate is so full on trying to get other things done.

Figure 3.3
Vestiges of the West Virginia State College brand.



Sensitive to this specific issue, both the graphics on the website in 2004 and a 2006 publication: *West Virginia State University: A Land Grant Institution* depict the

water tower with the word “College” removed (Byers & McMeans, 2006; “Internet Archive: wvstateu.edu,” 2007). Edited with Adobe Photoshop or a similar program, the word was “airbrushed” out of a side view of the tower that emphasized “WV.” This deliberate alteration may indicate that a planned repainting of the tower is imminent. By removing “College,” this marketing piece has greater market longevity.

In addition to signage, the dates the “Four Sisters” adoption of the new names varied as well. Shepherd, which has more examples of older signage than the other three schools, dates its change from earliest date: the passage of the name change bill by the legislature on March 13, 2004 (“Statement of Affiliation Status – Shepherd,” 2006). Fairmont State and West Virginia State date their name changes from the date the governor signed the bill into law: April 7, 2004 (“Statement of Affiliation Status – FSU,” 2006; “Statement of Affiliation Status – WVSU,” 2006). Concord, which acted in a proactive manner regarding signage, waited until April 20 for its Board of Governors (2004b) to draft a resolution adopting the “Concord University” name to be effective the beginning of the fiscal year on July 1, 2004.

Combined branding. Kaikati and Kaikati (2003) defined a “combined branding” strategy as the combination of two brands into one new name. Both Salem-Teikyo University and West Virginia University Institute of Technology combined existing brands with those of other institutions. WVU Tech’s announcement was similar to the legislative issues experienced by the “Four Sisters” in that it received media promotion prior to the change’s being implemented. At Salem-Teikyo University (1990), the merger was known on campus because faculty participated in a focused visit from the North

Central Association during June 1989. The official announcement of the merger and name change occurred with a public ceremony on July 28, 1979 (Carmondy, 1989).

Translucent warning. Two institutions, The University of Charleston (UC) and Mountain State University (MSU) both employed what Kaikati and Kaikati (2003) described as “translucent warning.” This strategy called for each institution to phase in the name with intense promotion. In both cases, the schools announced the proposed changes six months before their rebranding. While MSU’s experience was better received (see Chapter 5), both schools held well-choreographed press conferences to announce the forthcoming changes. With this approach, one Pennsylvania administrator also suggested, “Dispose of items with the old name. You can phase in the name change, but once you change, only use your new name.”

Sudden eradication. Kaikati and Kaikati (2003) defined as the “sudden eradication method” the dropping of the previous name in deference to the new name. This occurred at two institutions: Wheeling Jesuit University and Ohio Valley University. With Wheeling Jesuit University the rebranding was not viewed as a “name change,” but rather as a name addition with the title “university.” One administrator explained,

It’s a very important concept in advertising – you don’t change the name, you add to it. You can change the name if you want to – that’s one thing and it’s a totally different name. I always claimed to everyone else we are not changing the name, we are adding to the name. So it’s not a change of name.

This identical philosophy was also exhibited at a Maryland school. One administrator explained, “We didn't change our name, just our designation. Moving from a ‘College and Seminary’ to a ‘University’ spoke to one overall mission.”

While stakeholders were involved in providing input into the name change decision, the name change occurred at Ohio Valley in tandem with its announcement on June 4, 2005. According to one administrator, “We had a signing ceremony and we had a press conference when we did it. We all sat down and signed the resolution. It was a neat little press conference.”

Institutional Colors and Mascot

As with name changes, Koku (1997) suggested that by changing logos, “Colleges and universities attempt to convince their stakeholders that viable steps have been taken to address their concerns, meet the changing needs, as well as the new challenges in their environments by sending such credible and observable signals” (pp. 55-56). While a detailed discussion regarding logo changes is beyond the scope of this study, schools that experienced a “college-to-university” change may have altered an existing logo or created a new one. As a part of an institution’s overall marketing plan, a logo is likely to change more frequently than a school’s name or its institutional colors or mascot.

The colors and mascot, however, are often considered sacred territory and have become part and parcel of an institution’s overall brand identity. One Mountain State administrator observed that when his school rebranded, the most often asked question from the media concerned whether the school was changing colors and its sports mascot. “I was taken aback when media rep after media rep asked me if we were changing our

colors and mascot with the new name. I couldn't understand the interest in something superficial like that when more important questions about curricula could have been asked." A Shepherd administrator admitted that alumni had real concern about these issues. "People wanted to know, 'Are you going to change everything that goes with that?' And I said, 'What?' 'The mascot, are we still going to be Rams?' 'Of course, we are.' We didn't change the mascot, and we didn't change the colors and that was a good decision."

Georgia College and State University (GCSU) used the name change as a time to update from its former mascot the "Colonials" to the "Bobcats," and from its old colors of brown and gold to its present colors of navy blue and hunter green. While students protested the new name because of their lack of involvement in the choice, the students selected the mascot and color changes at a special ceremony (Durrence, 1996; Walker, 1996).

GCSU Students were invited to enjoy a free lunch, view mock-ups of T-shirts in five color variations, and inspect proposed logo designs featuring the five mascot choices. The existing colors and mascot were also included among the five. The pep band performed and cheerleaders chanted by using each of the mascots' names. By obvious acclamation, the students chose the Bobcats and the blue and green color combination. While *The Macon Telegraph* reported the event as, "bizarre," President Ed Spier concluded, "Obviously there was a lot of spirit and enthusiasm here today. It was good to see everyone supporting the changes" (Durrence, 1996, p. B1).

To gauge the level of alumni attachment to these institutional symbols, Ohio Valley University surveyed alumni about the colors and the mascot. One OVU

administrator recalled, “On our alumni survey about the name change, we wanted to get a broad stroke on the whole perception of the thing [name change]. So we threw in two questions: ‘Because we are changing to university status, do you think the mascot should change?’ ‘Do you think the school colors should change?’”

Following Ohio Valley’s merger with Northeastern Christian Junior College, the school combined Ohio Valley’s colors of royal blue and white with Northeastern’s crimson and white (“Official OVU,” 2007). An administrator explained the sensitivity regarding the triune colors of OVU:

You have to know our history a little bit to know how we arrived at our school colors. We actually surveyed two alumni groups because we merged in the early ‘90s with a college in Villanova, Pennsylvania. A lot of their faculty and staff packed up and relocated to teach here because they believed in our mission of Christian education in the northeast of the United States.

In addition, OVU had a long tradition concerning their unique name: the “Fighting Scots,” as one administrator explained.

On the outset you might think, Church of Christ – it must have ties back to the Restoration Movement’s Alexander Campbell and a Scotland influence and all of that, but it doesn’t. Actually, when our first president, Don Gardner, was first building the college and recruiting in this area, he would always refer to the college up on the hill and our campus is located on one of the highest points in Wood County. The name evolved when our first

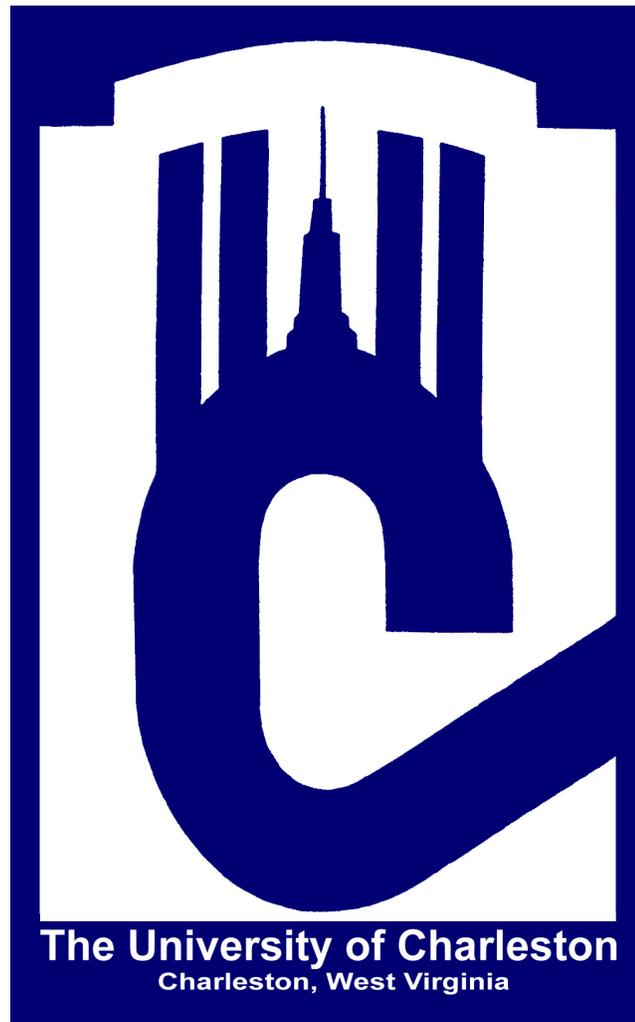
dorms were built and they took on sort of a Scottish theme. They called them Highland and Heather. Those names just rather stuck. Then our first basketball team was called the Highlanders, which also was building on the same Scottish theme. You had Heather, Highland, and Lowland, which were buildings on our own Scottish moor here in Parkersburg, WV. Eventually our school newspaper was dubbed as the Highlander. The name eventually evolved into the Scots: the Ohio Valley College Scots. At one point in time in our history, we went backwards in my mind when we adopted a Scotty dog as a mascot. How ferocious was that as an athletic opponent? We quickly dropped that and dubbed ourselves as the Fighting Scots. That's how we stuck with that name, and we're that way today. A lot of the students embrace it because that's who we are. If we study it, they might be inclined to change it to something else. We haven't talked about it in a long time because there is a lot of brand equity in name of the "Fighting Scots". . . The overwhelming response was, "Don't change your mascot; don't change your colors."

One West Virginia school appears to have poised itself for a color change; however, shortly after the name change announcement, the new colors were apparently scrapped. When Morris Harvey president Thomas Voss announced to the public that the name was changing to The University of Charleston, the new logo in blue and white served as his press conference backdrop (see Figure 3.4). Featuring a "U" formed from a depiction of Riggleman Hall's windows and a "C" from the West Virginia Capitol's

dome, the *Charleston Gazette* and *Charleston Daily-Mail* both reported the logo's colors. The Morris Harvey College colors, however, were maroon and gold.

Figure 3.4

Original University of Charleston logo in blue and white.



While one administrative faculty member remembered an early UC catalog with a blue and white cover, however, no one interviewed remembered an official adoption of this color scheme. Usage of the color combination, if any, was limited at best. In the January 1979 *Alumni Publication*, alumni questioned the mascot and colors: “Will we

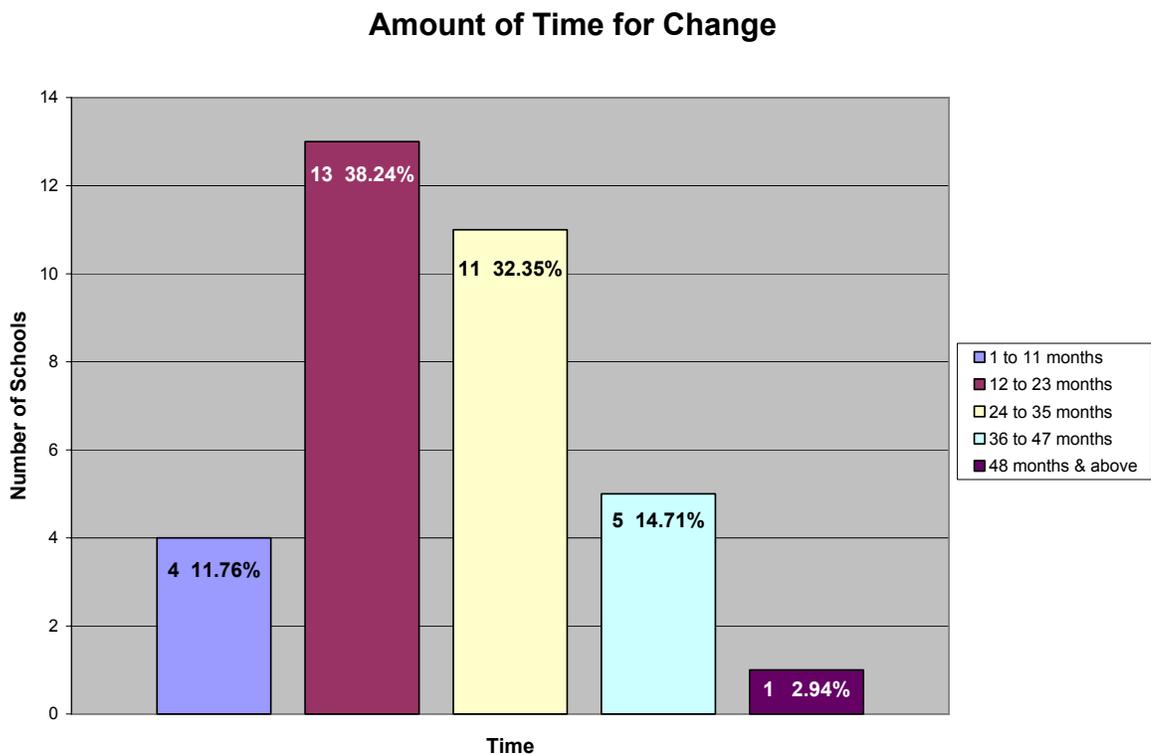
still be known as the ‘Golden Eagles’ with Maroon and Gold as our school colors?” To which administration simply replied, “Yes!” (“Alumni Questions,” 1979, p. 3).

Since there appears to be a strong alumni connection to the mascot and colors, one Pennsylvania administrator advised, “You need not change your colors because you’ve changed your logo. If you do change your colors, be certain they work in all situations, (e.g., business cards, banner, etc.)” Not all schools will face this issue, as some specialty schools will not have institutional mascots. One Ohio administrator explained where the emphasis occurred at his school: “We didn’t have a mascot, but we did need new signage, logos, ads, etc.”

Time Commitment

In his study of institutional name changes, Spencer (2005) reported that institutional rebranding occurred in generally less than three years. The amount of time to make the “college-to-university” change varied from institution to institution. In some cases, this occurred in less than a year. From the time that James Johnson became president at Ohio Valley College, the transition to university status occurred eight months later. Within five months from his hire, Tom Voss announced the name change to The University of Charleston; the new name went into effect within six months of the announcement. West Virginia Institute of Technology’s absorption by West Virginia University and its subsequent adoption of the “university” name occurred within 10 months. Likewise, four administrators of the 34 institutions participating in the survey indicated that the change occurred in less than one year.

Figure 3.5
Survey schools and the amount of time needed for the “college-to-university” change.



According to the survey results, the average time for the change to occur was less than two years (see Figure 3.5). The mean amount of time was computed at being between 21 and 22 months. In some instances, the stated amount of time for the change may have been underreported. For example, some survey respondents from Georgia institutions listed numbers lower than the actual time involved which was between 18 and 24 months, depending upon the school. One respondent provided a time-line:

The Board of Regents (BOR) of the University System of Georgia began to study mission development and review policy direction in December 1994. Mission statements of all 34 system schools were analyzed. In October 1995, the Board of Regents and its committee on nomenclature and identity reported names of senior and two-year colleges in GA were

not consistent with national patterns. It was recommended that “State University” should be added to all institutions in the University System of Georgia that have both undergraduate and master’s programs. The associate degree programs should continue to use “college” in their names. All changes to the new names were effective by July 1, 1996.

Not all institutions, however, made the change on July 1. Due to disagreements with the selected names, some took up to six additional months for the rebranding to occur. At several of the institutions, the Chancellor had to broker the name change and this was, as one Georgia administrator voiced, “How we got the stupid name we got.” Five of the eight participating Georgia schools reported a lesser amount of time than 18 to 24 months. One administrator even enumerated the period as “one day.” This answer was probably tied to the respondent’s interpretation of the question, since the name change was officially decided upon and subsequently announced at one meeting of the Board of Regents.

Georgia administrators were not alone in underestimating the time involved in the process. An Alabama administrator listed two years, but supplied institutional documentation that indicated that the process really began eight years prior to the rebranding. The same type of interpretation was seen at several West Virginia institutions. The stated timeline may have been based upon an institution actively seeking to change the name rather than the entire time involved in the planning that would lead to the “university” name. For example, one Mountain State University official indicated that the process occurred over a two-year period. Others remembered that the talks began

seven years prior to the change. The school's university type of structure, however, was implemented 10 years before the adoption of the "university" name.

Likewise, a West Virginia State University administrator clocked the process at four years. The same individual, however, tied the process to the reinstatement of land grant status at the school. With this in consideration, the entire period became extended to 16 years. Such lengthy planning periods are consistent with rebranding experiences of Truman State University (11 years), Cornerstone University (15 years), the University of Louisiana at Lafayette (16 years), the University of the Sciences of Philadelphia (20 years), and the College of New Jersey (21 years) (Hauck, 1998; Morpew, Toma, & Hedstrom, 2001; Perry, 2003; Rosenthal, 2003, Tisdell, 2003). While the process for rebranding as a university may be under two years on average, there is probably more time spent in long-range preparation than was reported.

Funding and Finances

Cost of Rebranding

The strategic planning required for a "college-to-university" rebranding must take into consideration the financial costs. With the Georgia system's initiative to brand all master's level institutions as state universities, the state provided no additional funding to bring these changes to fruition. Because of this, some schools took longer to complete the rebranding process. One Georgia administrator reflected,

Part of it was tooling up too. For example, there were many changes.

Look around the state; for example, there is Kennesaw down in northwest Atlanta. Kennesaw was Kennesaw College and they changed to Kennesaw

State University. West Georgia College changed to State University of West Georgia. There were a number of things that had to be done, as you can imagine. These included everything from signage to everything else. Part of it was related to how quickly items with the old name were used up. We didn't just toss our old stationary in the trash can. We were told [by the Chancellor], "Use everything up so that you are not wasting anything." So that meant that certain schools decided to wait. In other cases, like in our case, it was because the protest was so heavy on the name change that the chancellor had to personally get involved and broker a name change.

As with Georgia, West Virginia's rebranded public universities were not provided additional funding for the change. Most felt that the amount spent for changing the name was not a significant amount. One Concord University administrator estimated the costs incurred with the change in status:

In our budget, it was relatively insignificant. It was a one-time cost and we probably didn't do all that we probably should have done as quickly as we should. At some point, we tried to estimate that cost and I forget what it was, but it was less than 100 thousand. It was probably in the neighborhood of 50 [thousand].

Likewise, a Shepherd administrator indicated that the cost was negligible in regard to the overall institutional budget:

On the grand scheme of a \$50 million budget, [it was] insignificant. I would say \$30 thousand or less and we didn't just chop it off. A lot of

things we just kind of phased out as we ran out. We used up existing supplies, so maybe \$15 thousand. The budget was not part of the decision in my mind.

Additionally, private institutions indicated that the cost of rebranding was not outrageous. A Mountain State administrator reflected, “In the scheme of things, it did not cost very much.” In similar fashion, A Wheeling Jesuit administrator explained:

It cost very little; we just changed stationery. I didn’t make a big issue of it. People told me that it would take a big outlay, but I didn’t find it to be a big outlay. We changed stationery very simply. I also put out a key chain. I didn’t find it costly at all. Not many signs had to be changed. In fact, we did an awful lot of building when I was there. We did a front entrance, I had a great big seal made – it was Wheeling Jesuit College. I left it there. It was only after I left that somebody took it down and changed it to Wheeling Jesuit University. People don’t look at those things that much. Now it says Wheeling Jesuit University – WJU.

At Ohio Valley University, many employees personally replaced items that bore the old name (see Chapter 6). One administrator implied that other costs were minimal.

Did it cost us? It did, but didn’t have to. There weren’t any papers to file until our other ones expired. So we went down and changed the DBA to doing business as Ohio Valley University and those costs are minimal.

We also decided that we wouldn't change anything until the existing inventory had to be replaced anyway. While we said that, we didn't hold to it. What happened was we did put the sign up as Ohio Valley University – all we had to do was change the word “college” to “university.” That was not a big change and it may have cost me \$500.

Although costs were at a minimum in West Virginia, larger markets may require a substantial investment to guarantee the success of rebranding. A higher advertising cost per thousand may contribute to some of the greater expenditures. One administrator in a major market advised, “Calculate actual costs. It is quite expensive. Every brochure, letterhead, uniform, sign, etc., will need to be changed. Estimate at least \$1.5 million in the first year and follow up with at least \$500 thousand in advertising each year for three to five years after the initial campaign.”

Sale and Leaseback Model

A financially solvent institution will not have the same experiences as a school on the brink of bankruptcy. When Salem College was having difficulty surviving as an institution, its administration sought to find a financial partner. Based on an idea featured in the *Wall Street Journal* on how to generate needed capital, Salem administrators desired a sale and leaseback arrangement. Ashworth defines this funding source as “a technique whereby a property owner raises funds from its property portfolio by selling the property without having to sacrifice the use of the property” (2002, p. 227). The purchaser provides the originating business with an influx of capital and this will show as a profit on the seller's ledger. Consequently, the property no longer belongs to the

originating business and is no longer considered as one of the business' assets. The originating business then can use the property as a lessee as opposed to being its owner (Ashworth, 2002).

The merger arrangement that created Salem-Teikyo University included the sale of the Salem College campus to Teikyo University of Tokyo. One administrator explained,

Initially, we raised the capital by doing a sale-leaseback. We sold them the property and then our board leased back the property in order to run the institution. Just as if someone might go downtown and buy an office building, and then would lease back the office space back to the company that sold the property. The new owner would be responsible for the upkeep.

This arrangement allowed the institution to continue and to address many years of deferred maintenance. After several years, Teikyo University began to be able to handle its Japanese students domestically and their interest in their holdings in America began to wane. According to one administrator, Salem-Teikyo needed another partner because of this loss of students.

Then all of a sudden, Teikyo had to begin to pull back . . . And it wasn't Teikyo's fault by the way. Just simply, when the bubble burst in Japan, the chairman and the president of the university said, "I know we've got these campuses in the United States, but I've got these enormous complexes in all of Japan as well as in Taiwan and, you know, I can fill all my stuff, I just can't fill yours" . . . When Teikyo could no longer provide

the students to make it worthwhile for them, then I thought, “Well, here we go again.” I began to look for another partner to sustain our international mission.

To continue with its international market niche, Salem-Teikyo’s administrators began searching Asia for another partner. When ownership of Salem International University (the school’s new name at the end of the Teikyo relationship) was transferred to Informatics Holding, Ltd., Teikyo University sold their interest in the property to the new partner. Teikyo, however, did not need to recoup its entire investment, as one administrator remembered:

Teikyo invested close to \$15 million more or less in terms of improvements to the campus. However, they did not generate this in income. Fortunately, they didn’t feel that they had to get that investment back, and so the real issue became where can we find a partnership that allows us to have an international focus. Then as a result, [we needed to] be able to transfer the school from Teikyo to whatever other international partner by using the same concept as the sale and leaseback.

In the sale and leaseback arrangement, Salem College transferred to Teikyo University the following properties: its original Main Street campus site, the Valley of Learning (built in the 1960s and 1970s), the Jennings Randolph family home, the Fort New Salem tourist site, and the Equestrian Center. Informatics Holdings, Ltd. transferred Fort New Salem, the 19th century replica village, to the Fort New Salem Foundation in 2003 (“Save the Fort,” 2007). The current owners, The Palmer Group,

transitioned the Randolph family home from its role as Jennings Randolph Center for Public Service to the president's residence ("Jennings Randolph Recognition Project," 2005). Additionally, administration transferred 986 boxes of Senator Randolph's papers to West Virginia's Division of Culture and History (Smith, C.F., 2007). After cancelling a number of low-enrollment programs, the school's Equestrian Center was auctioned off during spring 2006 ("Salem University's Horse School," 2006).

Figure 3.6

Salem International University's Admin Building with Salem College archway.



A Byrd in the Hand

While not having a direct effect upon a college's ability to transition to a university, funding appropriated through West Virginia's senior senator has aided institutions in moving to the next level. Sometimes that next level was university status. In many cases, the appropriations that Senator Robert C. Byrd secured for West Virginia's

colleges and universities were vital for several institutions' continued and future success.

Table 3.4 provides a five-year snapshot of funding secured by Senator Byrd and West

Virginia's other congressional representatives for the years 1998-2003.

Table 3.4

Top West Virginia recipients of unshared Congressional earmarks 1998-2003.

School	National Rank*	Funding (rounded)
West Virginia University	5	\$ 95.2 million
Marshall University	20	\$ 62.2 million
Wheeling Jesuit University	21	\$ 60.8 million
WV School of Osteopathic Medicine	158	\$ 7.6 million
Concord University	179	\$ 6.0 million
WV State University	230	\$ 4.0 million
Glenville State College	258	\$ 3.1 million
WV Wesleyan College	280	\$ 2.7 million
West Liberty State College	302	\$ 2.3 million
Mountain State University	323	\$ 1.9 million
Potomac State College of WVU	331	\$ 1.8 million
Southern WV CTC	335	\$ 1.8 million
WVU-Parkersburg	420	\$ 1.0 million
Huntington Jr. College	447	\$ 0.9 million
Alderson Broaddus College	498	\$ 0.6 million

*The list was based on institutions that received funding in fiscal year 2003. Several WV schools that received higher earmarks in the preceding four years are absent from this list as they had no FY 2003 federal earmarks. Figures and rankings from *The Chronicle of Higher Education's* "Top Recipients of Pork" (2003).

Often criticized by the Citizens Against Government Waste (2006) and other detractors as the "King of Pork," it is no secret that Robert C. Byrd has provided funding to various enterprises across the state. One administrator made no apologies for the funding provided by West Virginia's senior senator and Congressman Alan Mollohan.

The Chronicle of Higher Education featured me on the front page, I believe in color. It was the first time they ever put somebody in color and it just so happened that I was there when they did an article called "The Pleasures of Pork." They asked, "How do you feel about that?" Both my

mother and father were Alsatian and I said, “My family heritage meal was pork and sauerkraut. The federal delegation gives me the pork and I supply the sauerkraut. It’s a damn good meal and I love it.” They [*The Chronicle*] didn’t know what to do with that.

Figure 3.7
Senator Byrd and the author at The College of West Virginia’s commencement, May 1995.



Byrd’s penchant for helping his home state is legendary. In speaking of Byrd, Nevada Senator Harry Reid remarked, “It has been a great example for all of us to never lose sight of the fact that you are elected by the people from your state, and the people in your state should have first priority” (Steelhammer, 2002). Higher education is no exception. Like other facilities in the state, Robert C. Byrd’s name graces buildings at both public and private colleges and universities in West Virginia. The Senator, however,

denies any involvement in his name's appearing on the fruits of his labor: "It has never been my expectation that any facility be named for me, although I am humbled that some have. It is a deep honor when West Virginians make the kind gesture to name a project for me in appreciation for my efforts in their behalf" (Clines, 2002). Table 3.5 enumerates the Byrd named projects at West Virginia schools.

Table 3.5
West Virginia higher education facilities named for Robert C. and Erma Ora Byrd.

School	Byrd Named Project
Alderson Broaddus College	Robert C. Byrd Technology Center
Bethany College	Robert C. Byrd Health and Wellness Center
Davis & Elkins College	Robert C. Byrd Conference Center
Fairmont State University	Robert C. Byrd National Aerospace Education Center
Higher Education Center - Beckley	Erma Byrd Center
Marshall University	Robert C. Byrd Biotechnology Science Center
Marshall University	Robert C. Byrd Rural Health Center
Marshall University	Robert C. Byrd Institute (4 locations)
Marshall University Graduate College	Robert C. Byrd Academic and Technology Center
Mountain State University	Robert C. Byrd Learning Resource Center
Shepherd University	Robert C. Byrd Science and Technology Center
Shepherd University	Robert C. Byrd Center for Legislative Studies
University of Charleston	Robert C. Byrd Center for Pharmacy Education
University of Charleston	Erma Byrd Art Gallery
West Virginia University	Robert C. Byrd Health Sciences Center
West Virginia University	Robert C. Byrd Cancer Research Laboratory
WV School of Osteopathic Medicine	Robert C. Byrd Clinic
Wheeling Jesuit University	Robert C. Byrd National Technology Transfer Center
Wheeling Jesuit University	Erma Ora Byrd Center for Educational Technologies

That Wheeling feeling. At a national level, one of the greatest recipients of federal funding was Wheeling Jesuit University (WJU). From 1990 through 2003, Wheeling Jesuit received a total of over \$108 million with \$105.5 million of these appropriations going solely to the institution. While other schools may have received greater appropriations, the greater percentage of these funds were shared across other agencies and universities (see Table 3.6). For example, Georgia Tech received nearly \$132 million in appropriations, but shared almost \$117 million with other schools and

organizations. While Georgia Tech had individual appropriations that represented 11.52% of its total allocation of federal funds, Wheeling Jesuit received 97.69% of its total appropriations as assigned solely to the school.

Table 3.6
1990-2003 appropriations: Wheeling Jesuit compared to select research universities.

School	Total	Shared	Unshared
Wheeling Jesuit University	\$108,045,500	\$2,500,000	\$105,545,500
Carnegie Mellon University	\$103,800,101	\$59,922,400	\$43,877,701
Virginia Polytechnic Institute (Virginia Tech)	\$58,251,672	\$34,655,818	\$23,595,854
Massachusetts Institute of Technology (MIT)	\$75,475,000	\$53,850,000	\$21,625,000
Georgia Institute of Technology (Georgia Tech)	\$131,796,000	\$116,608,000	\$15,188,000
Harvard University	\$91,000,000	\$79,250,000	\$11,750,000
Stanford University	\$34,898,845	\$33,800,000	\$1,098,845
University of California at Berkeley (UC Berkeley)	\$8,401,484	\$8,216,000	\$185,484

Source: ("Congressional Earmarks for Higher Education, 1990-2003," 2003).

WJU administration credits both Alan B. Mollohan, a member of the House Appropriations Committee, and Robert C. Byrd, Chair of the Senate Appropriations Committee, for its success in garnering federal funds. The greater portion of these funds came through Senator Byrd's help. The close relationship between the Roman Catholic university and the Baptist senator transcends any differences in religious beliefs and extends back to the 1980s. One WJU administrator reminisced about the beginnings of this relationship:

I met Senator Byrd early on through a good friend, Harry Hamm – the editor of the newspaper [*Wheeling News-Register*] – and he told me I needed to get as close to Senator Byrd as I could. I got close to him in a very fascinating way. The faculty was definitely opposed to what I was about to do. I was going to bring the ROTC into Wheeling College at that time and they were all promoting peace. I wanted the ROTC in order to

bring in more students and help pay for them. Well, the faculty opposed me bitterly, but, I couldn't get the ROTC to respond because we were too small a school at the time. So I called up Senator Byrd's office and I got Jimmy Huggins who was an assistant and I said, "I'd like to talk to Senator Byrd and see if he could help me on the ROTC [project]." About week later, I got a call, "Could you come to Washington to visit with people from the Pentagon?" "Of course, where do I go at the Pentagon?" I never forgot this. I can almost hear his voice now and there was just horror in Jimmy Huggins' voice. "Oh, Father, we don't go to the Pentagon. The Pentagon comes to us. You'll meet in Senator Byrd's office." So I went in and there were two colonels sitting there. Senator Byrd sat at the head of the table and I sat across with one of the Senator's aids. Senator Byrd said, "Tell the colonels what you would like." I did and one of the colonels responded, "I don't think we could do that for you." I listened to that and I said, "I think you're making a mistake" and I fought back rather strongly. They fought back and I responded. Finally, after about 15 minutes, Senator Byrd looked at his watch and said, "Gentlemen, I have to go in a few minutes. Could I say a few words?" He addressed the colonels, "I think that the Father has made some very good points and I hope you'll give him some consideration and so on and so forth. Now totally apart from that, let me talk to about all of the appropriations that I've gotten for the army." He talked about the appropriations that he got for the army, and then he stood up and said, "Gentlemen, I want to thank you for

coming,” and he left the room. The two colonels walked away. I didn’t know what the dickens had happened and I said to Senator Byrd’s staff member, “I didn’t quite catch the connection here.” I tell you, I really didn’t know what had occurred. I went home and in about two or three days, I got a call from the general who headed up the Army ROTC. He said, “I think probably we could give you the ROTC.” I said, “Holy cabbage!” The whole point of the story is that I learned how government works. Later on, Senator Byrd’s aid told me that, “Senator Byrd was absolutely impressed with you, that you didn’t cave at all. You just kept coming. You just kept coming and he likes strong leadership.”

Figure 3.8

Wheeling Jesuit’s Robert C. Byrd National Technology Transfer Center.



Wheeling Jesuit's largest funded project was the Robert C. Byrd National Technology Transfer Center (see Figure 3.8). Since 1990, WJU secured over \$45.5 million in appropriations for the building, equipping, and staffing of the facility that bears the senator's name. Most of the funding came from the National Aeronautics and Space Administration (NASA) "to help start businesses that use technologies developed in federal laboratories" (Brainard, 2002, p. A23). An administrator recalled how WJU got the appropriation: "South Charleston, Parkersburg, Morgantown were all vying for it. I wasn't even on the radar. I started going around Washington very quietly making friends. The next thing I knew, Senator Byrd announced that it was going to Wheeling Jesuit University." Widely criticized for such a large amount going to a school of only 1,400 students, President Thomas Acker countered, "Entrepreneurship since the time of Thomas Edison and Ben Franklin has taken place in small settings" (Jordan, 1992, p. A1).

With its marked success in receiving federal grants, a WJU administrator advised on how to secure this funding.

The key to working to appropriations, and Mollohan are Byrd are dominant and this makes it why perhaps I think it can be successful, is that you create an idea, you act on it quickly, you don't pocket any money, and you overachieve what you promise. In every one of our projects, we did that. Here's a project. We'd act decisively and quickly. That's why I couldn't wait for faculty. I'd tell people we were going to do this. Give me your opinion within one month; otherwise, it was going to be done. I always overachieved and I didn't pocket any money. I couldn't use the money anyway. That's a politician's dream – they want to give away

money. They want to give it to their district. The hardest thing is to find someone who will accomplish worthwhile objectives and not cause scandal.

Table 3.7
The 11 study schools and their federal appropriations from 1990-2003.

School	Unshared	Shared	Total
Wheeling Jesuit University	\$105,545,500	\$2,500,000	\$108,045,500
Shepherd University	\$12,220,000	\$0	\$12,220,000
Mountain State University	\$7,418,182	\$0	\$7,418,182
Concord University	\$6,025,000	\$0	\$6,025,000
University of Charleston	\$3,645,706	\$2,000,000	\$5,645,706
Fairmont State University	\$3,300,000	\$2,300,000	\$5,600,000
West Virginia State University	\$3,986,000	\$0	\$3,986,000
West Liberty State College	\$2,288,950	\$0	\$2,288,950
Salem International University	\$100,000	\$0	\$100,000
Ohio Valley University	\$0	\$0	\$0
WVU Institute of Technology	\$0	\$0	\$0

Source: ("Congressional Earmarks for Higher Education, 1990-2003," 2003).

Shepherding Byrd's papers. Of the 11 West Virginia schools in this study, Wheeling Jesuit received the lion's share of the congressional funding (see Table 3.7). While not netting the large dollars that WJU had, Shepherd University has two Byrd-named facilities: the Robert C. Byrd Science Center and the Robert C. Byrd Center for Legislative Studies. Located 90 miles from the nation's capital, "the mission of the Center is to promote a better understanding of the United States Congress, both historically and in a contemporary setting. The Center's research and programs focus on the history of the U. S. Congress and the Constitution, civic education, and the meaning of representative democracy" ("About Us," n.d., ¶ 1). According to Joe Stewart of the Congressional Education Foundation, "What we don't want is a mausoleum, a statue, and lots of files. It has to be a living, viable center" (Deutsch, 1996, ¶ 2). This mission fits

well within Shepherd University's planned master's program in history as one administrator explained:

We're working on a master's in public history and it would have a component that would deal with archaeology and preservation. That's a big thing around here. Most of Shepherdstown predates the Civil War and there's a lot of old log cabins and a lot of preservationists in the area. There are a lot of the park service folks with Antietam and Harpers Ferry nearby. Those people have an interest in this degree and so we thought a public history degree would be different. We also have the Robert C. Byrd Center for Legislative Studies and, of course, that ties in with public history. We're going to become the library which will provide a great deal of public history of the U.S. Congress with Senator Byrd's papers. I don't know of anyone else in the region who has a public history degree.

A turning point. In July 1994, several administrators from The College of West Virginia (CWV) along with a contingency of Senator Robert C. Byrd's longtime friends traveled to DC to make a special request. The group, scheduled to meet only 30 minutes with the Senator, asked permission to use Senator Byrd's name in a fundraising effort to build a larger library facility on CWV's campus. After three hours of discussion, Byrd permitted the fundraising campaign. Within a week, Senator Byrd phoned Dr. Charles H. Polk at home. Byrd explained that he was going to attempt to fund the library through a grant through the U.S. Department of Housing and Urban Development. By October, the funding of \$5 million became a reality. According to President Polk, "This was a turning point – it meant we were really getting started; we were really on our way . . . the

institution would finally have the credibility it had sought for so long, and that other things would begin to fall into place” (“Decade of Progress,” 2000, p. 18).

Figure 3.9

Detail of the entrance sign on Mountain State University’s Robert C. Byrd LRC.



Groundbreaking for the Robert C. Byrd Learning Resource Center was held in December 1995 and the building opened in July 1997 (see Figures 3.9 and Appendix AB). In addition to the library, the building houses computer labs, faculty offices, and a student dining facility. The improved facilities, an emphasis upon technology, and an increase in library holdings contributed to the approval of graduate programs and eventual university status as Mountain State University. Additionally, Byrd provided funding for a second building on MSU’s campus (see Figure 3.10). Named for longtime trustee, Mona K. Wiseman, Wiseman Hall opened in September 2007 and the facility houses health science

classrooms, laboratories, a testing center, and faculty and staff offices (“Mountain State University Facility Named,” 2007).

Figure 3.10

Wiseman Hall – new health and technology facility at Mountain State University.



Back to the future. Although not an example of funding through Senator Byrd, he helped West Virginia State College regain its original land-grant status. Over a 12-year period, administrators and staff met with Governor Gaston Caperton, Senators Byrd and Jay Rockefeller, Congressman Bob Wise, and others to lay the foundation for land-grant status to be reinstated at West Virginia State. In 1999, Senator “Byrd amended the House of Representatives Bill 1906 to once again establish West Virginia State University as an original 1890 land-grant Institution” (“A Compendium,” 2004, p. 4). The reestablishment of land-grant status allowed State to participate in land-grant funding and was one step in

the process of the school's becoming a university. Senator Byrd's involvement directly aided this transition.

A prescription for success. In 2003, The University of Charleston (UC) began efforts to fill a void in the region's educational offerings by planning to establish a School of Pharmacy. Not only would the school create opportunities for students in the southern part of the state, it received the blessing of West Virginia University, the only institution in the state offering a professional pharmacy doctorate. Willing to cooperate, WVU's Dean of Pharmacy, George Spratto, expressed, "We would be very pleased to work together. It's important we work together. We are prepared as they go forward to work in any way we can" (Cox, 2003, p. 7A). In a 2006 editorial, UC's President Edwin Welch outlined several justifications for the school's first professional program:

- First, the School of Pharmacy will provide needed pharmacists for southern West Virginia.
- Second, the School of Pharmacy will champion a rural pharmacy emphasis.
- Third, the School of Pharmacy will help provide much needed substance abuse education to rural areas of the state where drug abuse is widespread.
- Fourth, the School of Pharmacy will provide educational opportunities for students desiring to become pharmacists.
- Fifth, the School of Pharmacy will have a dramatic economic impact on the Charleston area.

- Sixth, the School of Pharmacy will attract to Charleston talented faculty members, administrators, and their families.
- Seventh, the School of Pharmacy will bring to Charleston or retain in Charleston 300 students each year who would otherwise live and study elsewhere.
- Eighth, the School of Pharmacy will graduate pharmacists who will live and work in southern West Virginia.
- Finally, the School of Pharmacy will bring added stature to Charleston and to Southern West Virginia (Welch, 2006, p. 5A).

Not only would the program have an economic impact on Charleston and the surrounding region, it breathed new life into The University of Charleston following several disappointing years of enrollment. One administrator explained that UC needed a niche market to compete successfully with WVU and Marshall's presence in the Kanawha Valley.

For the future of the university and its role in southern West Virginia, it was critical for us to do more in graduate work as a support for the undergraduate program. Nursing was our big program; 40% of our students were in nursing. You're very vulnerable to the ups and downs of one career track, and – there is no nice way to say this, it's just a fact – nursing doesn't have the same stature as having a med school and institute. It doesn't pull support, respect, or stature for the institution in the same way. It is fine for us to serve the community, to provide nurses for the

hospitals that need them, and to provide careers for men and women who want them. That's a great service. If you want to be the outstanding quality institution in the State, you need something more to rely on than nursing. A graduate education helps you do that. There's nobody really offering [residential] graduate education in Charleston, you've got to go to Morgantown or Marshall to get it. So there's a niche. I mean it's the state capital. Somebody ought to be doing it. If it is true, and I believe that it is, there are two drivers of economic development in successful communities. One is successful higher education and the other is health care. Either we're it, or we are going wait for WVU to come down and take over Charleston. When WVU merged with Tech and Marshall took over the Graduate College, we said, "Well look out, here they come. Are we going to just go away and say, 'Let them do it because they have price advantages over us, or are we going to say no and create a quality advantage?'" All of those thoughts were shaping what we were going to do. Out of that came the need to provide graduate education and that will raise the quality of the undergraduate programs that support and feed into those graduate programs. We looked at a variety of possible alternatives and had no idea when we started the process that pharmacy should be it. We didn't know enough [about it]. As we studied it, it became clear that pharmacy was an option. It became clearer that it was a "no-brainer." There was only one other school in the state and they had many more apps than they ever could accept, so they were rejecting quality students. There

was an interest as far as students were concerned. Some pharmacies in southern West Virginia were open two days a week sometimes instead of five because they didn't have a [full-time] pharmacist. So there were jobs for them. West Virginia is the oldest state [mean population] in the country and should probably be having 12 or 13 pharmacists for every 100,000 in population. We had five. The national average was nine. Clearly there was a need for that. There were only 89 [pharmacy] schools in the country and they needed to produce thousands and thousands of pharmacists over the next 20 years . . . When we made the case, Senator Byrd said, "Yep, we need it." He wanted to do it. Darrell McGraw, the attorney general, had money that came to the state for health care issues because it was from health care and drug settlements. He thought it was appropriate that the use of that money go to do drug education in southern West Virginia. That became a part of how we structured the program. Students and faculty would do drug education outreach. So its just a win-win-win. It's increased our undergraduate enrollment in pre-pharm. We had zero students in that area before. Now it's our largest recruiting major. We've added faculty, quality people, at the undergraduate level who will support the program. Now this weekend we'll decide what the second graduate school is that we'll do.

It was a natural for Byrd to support certain West Virginia institutions. Although a graduate of Marshall University and American University, Byrd began his educational career at three southern West Virginia institutions: Beckley College (now Mountain State

University), Concord College (now Concord University), and Morris Harvey College (now UC) (Amer, 2005). One UC administrator commented on the Byrd connection: “He has an affinity for this institution. Evelyn Harris is the best, most significant faculty member he has ever had. She still teaches part time for us.” As he sat at the front of the class in a suit and tie, Harris fondly remembered the young politician: “He was older. He knew everything. He was the brightest one in the whole class. He took a lot of my government classes” (Crockett, 2004, p. 1D). Signaling his ability to speak on topics in duration, Byrd could elaborate on an answer for 30 minutes. Harris quickly learned to conserve class time by waiting until five minutes before the class’ end to ask the young state delegate a question (Crockett). As an alumnus, Byrd would later support the name change initiative with the following statement:

Morris Harvey College is to be congratulated on achieving an important milestone in qualifying to serve the people of Charleston as The University of Charleston. As a former student, I feel close to the institution and am particularly interested in its progress. This increase in Morris Harvey’s role will add not only to its stature but also to the academic quality of the city itself (Byrd, 1979, p. 1).

Because of Byrd’s fond memories of Morris Harvey College, UC administration desired to find some manner to honor the Senator.

There’s a real tie to this institution. It has always been my vision that someday there would be the right project – where across the river from where he began his legislative career, that we would have a facility that would carry his name. We could recognize him and his legacy, not just for

this institution and not just for this state, but also for the country. That came together in a fortuitous way.

Figure 3.11

University of Charleston's Robert C. Byrd Center for Pharmacy Education.



The \$9.6 million provided through Byrd was just a start of the process as one administrator explained:

Obviously, when you have the funding for a building as a starting block for creating a school, that's a tremendous advantage. Now you still need another \$6 million for the startup costs. We've been able to raise all but a portion of that, and this summer [2007] we'll probably wrap up all that fundraising. There was no impact on the operational budget of the institution from adding the school. It's all been done through fund raising, which was an important assurance to provide to the undergraduate faculty

and staff that they weren't going to have to subsidize the pharmacy school. We have several hundred applications for 80 positions for next year. We've recruited phenomenally talented faculty and administrators to start this school.

While it has taken several decades, The University of Charleston has finally attained the status of a university nearly 30 years after adopting the university name. Part of this has come through seed money for the School of Pharmacy. An administrator explained the current situation at UC:

We are "on a roll" right now. We moved from virtually open admissions to a competitive, rigorous admissions process. We are having more people coming than we could handle. So that's exciting. The challenge now is whether you are still creative. Whether you say, "We've settled that problem, so we'll keep doing it that way." The challenge is how to continue to change in appropriate ways so that the institution continues to serve the world and the community as it emerges, rather than one that was there when we made a decision five years ago. It's still exciting and challenging to continue to evolve the institution. We hope that we don't get into too many ruts and that we continue to be successful.

The sky's the limit. As part of the overall projects funded for the North Central West Virginia Airport in Bridgeport, Senator Byrd secured \$3 million in funds for the establishment of the Mid-Atlantic Aviation Training and Education Center in 1990 (Schonberger, 1990). The appropriations from the Federal Aviation Administration

(FAA) were used for the Robert C. Byrd National Center for Aerospace Education. An additional appropriation of \$300,000 in additional FAA funding went to the center in 1991 (Cordes, 1991). Fairmont State received a total of \$6.3 million for the center (“A Mountain of Federal Pork in W.Va.,” 1997). In addition to Fairmont State’s presence, Marshall University operates one of its four locations of the Robert C. Byrd Institute for Advanced Flexible Manufacturing (RCBI, 2001) at the airport. Fairmont State University is one of RCBI’s educational partners.

Figure 3.12

Fairmont State University’s Robert C. Byrd National Aerospace Education Center.



The have-nots. While numerous West Virginia schools have benefited from Byrd’s assistance, not everyone had the opportunity to feed from the fiscal trough. Although receiving federal appropriations, West Liberty State College does not have a building named for Byrd. One administrator speculated that this was primarily because

of his school's location. West Liberty is sandwiched between two schools who have received Byrd funding. One recipient of large appropriations, Wheeling Jesuit University, is approximately eight miles south of West Liberty. Five miles to the north, the Robert C. Byrd Health and Wellness Center is located at Bethany College.

Figure 3.13

Bethany College's Robert C. Byrd Health and Wellness Center.



One school that could have used the help of the Senator during times of a tremendous financial burden was Salem. Former Senator Jennings Randolph was a member of the school's board and personally aided the school in time of need, and Senator Jay Rockefeller helped open up doors of opportunity with the Japanese. Senator Byrd, however, never assisted the north central West Virginia school. An administrator explained the situation:

Senator Byrd told me, “I’m not going to do anything to help you, but I won’t do anything to hurt you.” True to his word, he never did anything to hurt us; but he never did anything to help us either. That happened when he became so interested in Wheeling. In addition, Jennings Randolph and he were not always the best of friends. They had respect for each other but there was no mutual empathy. This was Jennings’ school and that was his position. I went to talk to him [Byrd] in Washington. We sat down and he was gracious. He called me a number of times afterwards and said, “You didn’t misunderstand me?” I said, “No Senator Byrd, I really did not. I did not misunderstand you.” “I don’t want you to misunderstand. I’m not against you. I’m just not going to do anything to help you.” I knew where we stood and I really appreciated that.

For those institutions that Byrd helped, the appropriations positioned the schools for university status or true university functionality. It allowed some universities to have credibility and standing that would not have been possible at the time without the additional funding. Senator Byrd realized his financial impact upon West Virginia and was quoted as saying on election night 2000, “West Virginia has always had four friends: God Almighty, Sears Roebuck, Carter’s Liver Pills, and Robert C. Byrd” (Clines, 2002, ¶ 10).

Summary

As administrators envision the transition from a college to university status, strategic planning is necessary. Strategic planning consists of making needed

organizational changes, allotting adequate preparation time, involving constituents in selecting the new name, and securing proper resources. Organizational changes may be warranted, but extending the size of the institution's structure increases bureaucracy and has the potential to be expensive. Schools that have had successful organizational changes in preparation for a name change limited their organizational size.

In considering a name, a minor-simple name change may be the easiest adjustment. Like the examples of Concord University, Ohio Valley University, and Mountain State University, involvement of constituent bodies will minimize problems. One Pennsylvania administrator recommended that a name change "can be an effective way to ensure the future viability of an institution. It can also be a very difficult journey if the reasons for changing are not solid. You should not have a hard time explaining the change to any constituent." Unless there was widespread support to change the mascot and school colors (as was the case at Georgia College and State University), it is best not to tamper with these traditions.

The time involved in seeing the task to fruition averages nearly two years. While some schools took less time, a number have underestimated the actual time allocated planning the rebranding. Although the active pursuit of a new name may last only months, strategic planning could extend upward to and beyond a decade. A Pennsylvania administrator advised, "Proceed slowly, but intentionally. Seek broad-based support."

Finally, funding for the change is critical. Large institutional appropriations can serve to build credibility for the change and may allow institutions to move to the next level. As demonstrated by West Virginia institutions, the investment for rebranding does

not have to be substantial. It will require, however, some capital investment as another Pennsylvania administrator observed: “Back up the name change with dollars to invest in advertising, web site, and recruitment efforts.” These recommendations will greatly contribute to the rebranding’s overall success.

CHAPTER FOUR: REGULATORY BODIES AND THE “COLLEGE-TO-UNIVERSITY” CHANGE

*There are two great rules of life . . . The first is that everyone can, in the end, get what he wants, if he only tries. That is the general rule. The particular rule is that every individual is, more or less, an exception to the rule. – Samuel Butler (n.d.).
Hell, there are no rules here; we are trying to accomplish something. – Thomas Alva Edison (n.d.).*

For 19 long years, supporters of Southwest Missouri State University (SMSU) wanted a name that reflected its stature as the second largest institution in the state. Because they had attracted students from across the “Show-Me State,” they also desired statewide status to replace their existing regional designation. What they desired was to be Missouri State University. Even when other schools in the state were being rebranded, Southwest Missouri State sat in the wings patiently waiting for a suitor to punch her “name change” card, but year after year, the answer was the same – a resounding no. From behind the scenes, her big sister, the University of Missouri, prevented any romance between the legislature and SMSU from even remotely being kindled.

While a number of Missouri’s public institutions had rebranded over the past 20 years, nothing typified the perseverance of what eventually became Missouri State University in 2005. Although students petitioned for the dropping of the double directional moniker in 1979, the beginnings of SMSU’s courting ritual began in 1986. During the first day of the 1986 legislative session, Senate Bill 662 requesting the name change was introduced in the State Senate and died shortly afterward in the Senate Education Committee. Two years later, separate bills were introduced in the House and Senate. While the House bill was defeated in a floor vote, the Senate version never advanced out of the committee (Goodwin, 2005).

While the name change idea was put on hold, efforts to move to statewide status began in 1993. During that year, SMSU's entrance standards increased. This mirrored the steps previously taken by Northeast Missouri State (now Truman State University) in its move away from a regional designation. By 1995, Governor Mel Carnahan signed Senate Bill 340 into law, which extended SMSU's mission to one that incorporated a statewide mission in public affairs ("Statewide Mission," 1995; Thompson, S.C., 1995).

After a hiatus, the name change agenda returned every legislative session from 2002 through 2005. In 2002, the House passed the bill and the Senate Education Committee approved it; however, Senator Ken Jacob led a filibuster that effectively killed the bill in the Senate. Jacob, whose jurisdiction included Columbia, MO – the hometown of the main campus of the University of Missouri, made it known that he was protecting the state's flagship institution (Flory, 2002). While bills were introduced in 2003, these were not taken seriously after Ken Jacob threatened another filibuster (Goodwin, 2005). Jacob, however, sponsored a bill to move SMSU into the University of Missouri system as its fifth campus. This would effectively change the school's funding structure. SMSU vehemently opposed this proposed change in school governance (Carlisle, 2003; "Southwest Missouri State Opposed," 2003). When the dust settled at the end of the session, little sister Missouri Southern State College was elevated to "university status" and received an altered name; however, as Steve Kohler reported, SMSU was "left at the 'name change' altar once again . . . the school likely will remain a bridesmaid for quite a while" (2003, p. 1B).

For a third straight year, bills were introduced in both the House and Senate to rename Southwest Missouri State University as Missouri State University. Hoover

termed the 2004 ongoing battle among lawmakers as “the ugliest fight in the legislature so far this year” (2004, p. B1). The bill failed to garner enough support in the House and, after another Ken Jacob 16-hour filibuster, it failed in receiving a third and final reading (Goodwin, 2005; Hoover, 2004).

In 2005, the request was a different matter as two key events changed the political landscape. First, Governor Matt Blunt, whose hometown is the same as SMSU’s, made no secret about his position of supporting the change. Second, outgoing SMSU president John Keiser and the University of Missouri-Columbia president Elson Floyd met and agreed to a compromise that would effectively limit SMSU’s growth. Under the agreement, Missouri State University could offer only engineering and doctoral programs (*sans* audiology and physical therapy) in cooperation with the University of Missouri (Goodwin, 2005; Kumar, 2005).

Of the six times bills to rebrand SMSU were placed before the legislature, the Senate approved the measure for the first time in 2005. The bill passed 25 to seven. Likewise, the House passed the measure 120 to 35. Governor Blunt signed the bill into law during a special celebration coinciding with the school’s 100th anniversary on March 17. On August 28, 2005, SMSU officially became Missouri State University (Goodwin, 2005).

The 19-year long ordeal pitted the pros and cons of changing SMSU’s name. Proponents argued that the “Southwest” double-directional name was limiting; that the school had a statewide presence and its name and mission should reflect this; that the new name currently described the school and not what it wants to become; that it would aid in the recruiting of athletes; and that private donations would pay for the rebranding efforts.

Its detractors, however, viewed the name change as an attack on the University of Missouri (Carlisle, 2003; Kohler, 2003; Kumar, 2005; & Sonderegger, 1989).

Oppositional arguments ran the gamut and included the following: Missouri State was the University of Missouri's original name; Missouri State would want increased funding; Missouri State would seek to steal the University of Missouri's land-grant status; such a change would create a second tier system; and taxpayers would have to foot the bill for ancillary costs (Flory, 2002; Kumar, 2005; Shelton, 2005). The reasoning on both sides of the decision was similar to what has occurred elsewhere in the United States; however, in most cases, such legislation rarely continued more than a few years.

Some of the arguments in the Southwest Missouri State University battle were comparable to those voiced in 2004 in West Virginia. While similarities may exist with Missouri and other states, West Virginia has dynamics that are distinctive to its own geography and its history. These differences extend to the state's higher education system. Often these regional perspectives have influenced the decisions made by the State Legislature in regard to all of public higher education. This includes the "college-to-university" change and other related legislation.

As part of this study, an interview was conducted with a long-time legislator. Although representing only one side of this bicameral body, this individual's role in several key leadership positions provided him the opportunity to work with members of both the State Senate and the House of Delegates. With an insight into the workings of West Virginia government, this legislator provided information related to the "inner sanctum" of legislative decisions.

Additionally, this legislator provided expert opinions regarding the future of the state's higher educational system. His candid and frank discussion of these matters added substantially to the body of knowledge concerning West Virginia's legislative climate. To provide completeness, comments from institutional administrators regarding these issues as well as other documentation were provided. While this chapter discusses the political aspect of governing bodies and legislation, it additionally addresses issues relating to regulating bodies that approve degree programs.

Statewide Governance of Higher Education

When the University of Georgia Board of Regents approved the change of Georgia's four-year institutions to "university status" in 1996, their actions elicited both approbation and criticism. Marc Cutright, former public affairs director of North Georgia College, penned an acerbic editorial condemning these and similar actions elsewhere under the aegis of state legislatures.

Today, being a mere college is considered a low station, particularly when the title of "university" is a pen stroke away. State legislatures, enamored in these lean times of mandating gobs of good things that don't cost a dime, are buying into and handing out wholesale promotions. Higher education budgets across the country may be getting whacked with an ax, turning professional salaries into prison guards and highway asphalt, but that's no reason to ignore our self-esteem. Poof! You're a university. (Cutright, 1996, p. A15).

Not everyone in Georgia agreed with Cutright's assessment. One business faculty member at Kennesaw State University replied concerning her school's "university status" that was long overdue.

Kennesaw State looks like a duck (as of fall quarter 1995, it had 12,100 students enrolled in five schools, and its school of business is the second largest in the state). It acts like a duck (it offers over 30 undergraduate degree programs and has approximately 1,000 graduate students in business, accounting, professional writing, education, public administration, and nursing). It quacks like a duck (as of the fall of 1995, it had 364 full-time faculty, 80 percent with doctoral degrees, placing its percentage of doctorally qualified faculty below only the University of Georgia and Georgia Tech). It is a duck. (Ingram, 1996, p. G2)

Although Georgia's legislature had nothing to do with the rebranding issue, and since there are only a few states that have not already rebranded their state colleges (see Chapter 2), Cutright's evaluation of this situation illustrates the power these regulatory bodies wield in relation to higher educational institutions. According to Douglass B. Hartford, "Even though the state legislatures may be viewed with cynicism or disdain, they are a major controlling force in American public higher education through their powers to enact laws and appropriate funds" (1976, p. 1). Hartford suggested that a state's legislature had the power to hold an institution's very destiny in its hands.

In his study of the rebranding Southern Colorado State College to the University of Southern Colorado, Hartford provided some insight into this legislative process. While Hartford's research is 30 years old and deals with one particular piece of legislation that

occurred in another state, he analyzed numerous influences over state representatives that transcend geographical boundaries. Some of these exerted a varied amount of pressure upon individual legislators to pass this one particular bill. These included the following: constituent populations, the governor, members of the legislator's political party, the school and its governing board, and committee approval. In addition, Hartford examined demographic variables specifically related to the individual legislators. These included the legislator's seniority, residence, and college educational experience. Finally, Hartford asked lawmakers to provide their perceptions on why fellow legislators supported or did not support the passage of the name change bill.

Hartford drew two conclusions from his data: "(1) that the legislators generally ascribed what may be termed [as] 'higher' motives to their own behavior than they did [to that] of their colleagues and (2) that the primary influence on the final passage . . . was the personal and political influence of the bill's sponsors" (1976, p. 113). Additionally, he inferred that "in attempting to influence legislative actions, the merits of one's case may really be less than who is pleading it" (p. 113). While it would be incorrect to apply Hartford's specific conclusions to elected representatives in other states, similar influences over other lawmakers in regard to higher education may be reasonably suggested nonetheless.

In some states, such as Georgia, the University System Board of Regents (BOR) operates independently of the state legislature. Although funded by the legislature, the BOR controls institutions and the chancellor reports directly to the governor. One Georgia administrator explained,

We have a board of regents that is responsible for the 35 state-funded institutions of higher education. The Board of Regents actually gets its budget from the Legislature. There is very little influence. Now, members of the Legislature will call people and call the chancellor on occasion because legislators are legislators – they’re the same everywhere. They call and they put on the pressure and try to get things done for their constituents. But, direct influence? No. They approved the budget for the University System of Georgia. Beyond that, the Board of Regents is the regulatory body for the University System of Georgia.

In West Virginia, The Higher Education Policy Commission (HEPC) is the governing board for all four-year colleges and universities. Created by the Legislature, seven of its 10 members are appointed by the governor. The HEPC (2007) is charged with implementation of policies created by the Legislature, which are then signed into law by the Governor. While the HEPC was addressed in Chapters 1 and 2 regarding the criteria for rebranding, the following section will be devoted primarily to West Virginia’s Legislature and its decisions relating to the effecting of the “college-to-university” change in West Virginia.

West Virginia’s Legislature and Higher Education

In regard to higher education, members of the Legislature face both challenges regarding and influences from the institutions in their own districts. One of the challenges relates to the geographic placement of colleges and universities in West Virginia. One legislator explained:

One reason is the simple geography of West Virginia and the shifting of the demographics. If you look at the way our colleges were placed a hundred years ago, which is when most came into existence, it probably made rational sense then more so than it does now. This continues to be a challenge and when you run into the political side of it, it is awful hard to say from the Legislature, “We’re going to close one of the three medical schools” or “We’re going to allow this college or this university to run a program and say no to another college or university.” It really also becomes difficult, because at the end of the day while only the Legislature can directly make those decisions, it’s really a much more complex issue than the Legislature – a part time Legislature – is able to make.

Another higher education challenge is the inability for schools to change quickly and meet service area needs.

One of the things is ongoing, and this goes back to again when I was first a member of the Legislature, is “Have we done a good job rationalizing both the geographic location and types of degrees that are being offered?” One of the arguments that I’ve made to why I think community colleges or private colleges have been so successful in this state, particularly if you look, for example, at Mountain State University . . . it was on its death bed at one time, but it has the ability to change or fashion its degree offerings quickly. Unlike a public institution, that [ability] allowed it to survive or prosper.

Finally, higher education institutions often sway legislators and their decisions. The greatest examples of this were attributed to supporters of either WVU or Marshall, and those two groups were often pitted against each other.

The Legislature is under tremendous pressure. This is particularly true regarding those legislators from a district that has a major public higher education institution and that they need to preserve and protect the turf of that institution, to expand it, and to allow it to grow. Certainly I have seen that push and pull. One of the things that I tell people is that I have an advantage or disadvantage depending on how you want to look at it. My degree is from out of state, so I'm not really in this battle between Marshall and WVU. I, at least, try to look at it from what's best for the state. I also represent one of the largest districts in the state that does not have a sited public higher education institution . . . This allowed me a little more flexibility than most legislators to look at the state and ask, "Is this the right thing?" I have certainly seen those fights occurring. People almost literally would come forward and say, "If WVU is getting something, what's in it for Marshall or vice versa?" This is probably part of the reason that we have a disjointed, non-rational higher educational delivery system.

One administrator sized up the climate that exists within West Virginia higher education: "Clearly there could be more cooperation than competition. The competition between Marshall and WVU is in many cases absurd and everyone knows it." The infighting between educational outlets has prevented institutional efficiency from actually occurring in West Virginia. In 2001, WVU and Glenville State began talks concerning a

merger as occurred with West Virginia Tech in 1996. WVU President David Hardesty promoted this merger and indicated it would help to control spiraling expenditures, but, one WVU administrator admitted, however, that political opposition ended these discussions (Tuckwiller, 2001):

You know, I'll tell you another story behind the scenes that most people don't talk about. Glenville came to us and wanted to merge – so we've been kind of burned a couple times [and] we decided to go very slow on that. But they came for the right reasons and said, "We feel like we've got to merge our systems. We want you to help us in designing strategic programs so we can succeed. We may need some help in bonding capacity." All the things you would want to hear in a merger. Almost immediately, people downstate started to kill that merger because they felt that "WVU is getting too big."

While a merger would have expanded the WVU brand to a fourth branch campus, one legislator did not believe that this agenda was directly prevented by Marshall University's pressure:

Certainly Marshall was cognizant of it, they were interested in it, and probably made some pitches at the time that either they should be the institution to do that or it should be done in a different way. There also were arguments, serious arguments at that time, that Glenville should be shut. It shouldn't disappear, so to speak, but it should be converted into something of a more non-traditional four-year college degree program instead of emphasizing the technical and community courses. I think it's

an oversimplification to say that it didn't happen because Marshall came in and said, "We want it" or "We're [the Legislature] going to close it" . . . You cannot argue that Marshall and WVU, in particular, are two major higher education presences in the state. They have an interest in how the system as a whole is designed. They have to have an interest in that, they're involved, they have concerns, but I think it's an oversimplification to say they [Marshall] came in and killed it because they weren't happy.

Although it did not occur, the WVU/Glenville merger would have had similarities to WVU's merger with West Virginia Institute of Technology (WV Tech).

The Rebranding of West Virginia Institute of Technology

In late 1995, WV Tech approached West Virginia University about a possible affiliation. Hoping to better position the Montgomery-based school to become more financially viable, WVIT became WVU Tech on July 1, 1996. As a regional campus of WVU, integration was slow and the relationship finally culminated in the end of WVU Tech's regional campus status as it changed roles to a WVU division on July 1, 2007. One WVU administrator characterized the initial reactions to the affiliation in 1996:

I would say . . . there were mixed reactions, but on the whole in '96 it was optimistic. People had seen what had happened at Parkersburg [WVU Parkersburg]. They had wanted to be associated with the university. This put the university name on them. We had an affiliation. We didn't have a division. We weren't planning to cut their budget. They were hoping a lot more money would come in. I think it was optimistic. In fact, there were

also opponents. In any merger of a higher education institution, the loss of identity of even one degree can get people really close to it . . . A change of identity, in some people's minds, meant that it would no longer be the Tech that they knew.

Another administrator described the legislative process for this transition as being "pretty smooth." Much of this was justified by the Legislature's understanding of the funding issues for higher education and the need to cut unnecessary duplication of services. According to one legislator, the state's financial climate had been in peril since the 1980s and anything that would relieve this strain was welcome:

The state had a horrendous fiscal position. Because of that, and moreso than in usual years, we were dramatically looking for ways to try to control certainly the growth of the budget, if not actually do deductions . . . When I first came on [in the 1980s], we reduced the budget to \$1.4 billion down from \$3 billion. However, 70% of the budget goes to education and probably 80% of the 70% goes to public education. What we started doing is that we actually started digging into the details on the premise that if you are really serious about trying to control costs or cut the budget, you have to look at education, because that's where the money is, so to speak.

Because of the May 14, 1984 decision handed down by Judge Arthur Recht in the *Pauley v. Bailey* case concerning inadequate public school funding, the Legislature's hands were tied in regard to cuts in public educational funding (Grimes, 1984). With

cutbacks to public education being limited to nonexistent, higher education became a target for budget reductions. One legislator explained,

Higher education, because it is not a constitutional right, presented some other opportunities. At the same time, given a state like West Virginia's demographics, the last thing you want to do is to cut your nose off to spite your face . . . One of the things we were looking at early on in the state is "Can you make the system more efficient?" One of the first things that obviously came to the forefront was, "Can you combine things and create efficiencies?" That is really the genesis of what happened to Tech and WVU.

To create these efficiencies, WVU and Tech argued that a merger of the institutions would provide some economic stability without the loss of service and programmatic offerings. A legislator outlined the reasoning:

There was an argument made to the Legislature that you could combine these two schools without ruining the quality or the breadth of the programs that were being delivered . . . At the time of the presentation, this could be done and would eliminate a pretty broad layer of duplicated services. You don't have to have a separate registrar at Tech and another one in Morgantown. Those functions, and many of the financial functions, could be taken over and run from Morgantown, so to speak. That is the brief history behind it and why it [the merger] was done.

During the beginning of the 2006 legislative session, Governor Joe Manchin's "State of the State" address announced that the engineering program at WVU Tech would be moving to South Charleston. The announcement, however, produced an intense response from Fayette County residents. Setting off a wave of controversy that resulted in the introduction of numerous bills in the Legislature, a compromise bill eventually passed moving Tech from a WVU branch campus to a WVU division effective July 1, 2007. In addition, the engineering program remained in Montgomery as well as having an additional presence in South Charleston (HB 4690, 2006).

A legislator detailed that many of the problems with West Virginia's higher education system were historical and that this has created unnecessary programmatic duplication. The engineering move to South Charleston was an effort to eliminate this replication of services.

Part of the problem is, and I'll give you an example, the debate is ongoing although there has been no change. Should this state have three medical schools? Can the state afford to have three medical schools? It would make sense to consolidate them. Likewise, engineering is obviously a degree program that you want to have. Does every college or university in this state need to have an engineering program? Wouldn't it make more sense to try to consolidate your resources and have three or four engineering schools located strategically throughout the state? So anybody who decides they want access to that degree can do it without really having to travel too far. You add to that . . . distance learning. Do we need to have a college on every corner, so to speak? That's where that came from

. . . I don't want to speak for the Governor, but my recollection of the concern was that . . . there was a distinct and dire need for a quality engineering program in the Kanawha Valley and the surrounding counties; however, there was not a need for two or three. It would actually be counterproductive to have two or three. So then the debate was joined by Marshall, who was looking down the road of having their own engineering program or certainly a more developed one than they had in the past. WVU was saying that really isn't necessary. We could provide the resources to do that whether it is in conjunction with Marshall or in conjunction with Tech. That again is kind of the background of how that came to the forefront.

On the subject of whether the WVU/Tech merger was successful, this legislator admitted that some found the issue debatable:

With the passage of time, there certainly are people that are of different opinions now as to how successful it has been. Certainly, the data that I have seen . . . [had indicated] there were actual cost savings. The broader argument today has become, "Have you preserved some things?" Number one, people want to preserve the identity [of Tech]. While I am not saying that is unimportant, I think it is less important to me and probably less important to members of the Legislature than it was to preserve the programs and the delivery of the higher education services in that part of the state. I will also admit it has become an open debate as to whether

those programs have been preserved and continue to the degree and to the extent that they did 10 or 15 years ago.

Time will also reveal if WVU Tech's 2007 move from a regional campus to a WVU division was successful in eliminating duplication of services with the ultimate goal of saving taxpayer dollars. Per the legislation, WVU Tech's individual regional accreditation was eliminated on July 1, 2007. It now holds accreditation under West Virginia University's umbrella. Additionally, President Charles Bayless simultaneously assumed the role of campus provost. Not included in the change to divisional status, the Community and Technical College at WVU Tech retained its own accreditation and president.

The Separation of Community and Technical College Component Schools

In 1995, Senate Bill 547 was the first step in granting the state's component community and technical colleges more autonomy. After a series of legislative actions culminating in 2004's Senate Bill 448, seven component Community and Technical Colleges (CTC) had been removed from the administrative control of their former parent institutions; however, they retained an affiliation with and in most cases a presence on the campus of their originating schools. The one exception was Glenville's CTC, which was split between Fairmont State CTC and New River CTC, which has an affiliation with Bluefield State ("Process for Achieving," 2001; "Preliminary Information Form," 2004).

As will be addressed in Chapter 6, the loss of the CTCs at two schools within the study contributed to a loss in enrollment. In the case of West Virginia State, the parent institution lost federal funding because it could no longer claim the CTC students. While

many of the parent institutions were hesitant to lose their CTC components, one legislator explained why from a governance perspective it had to happen:

It goes back to [the four-year institutions'] protecting "what's mine."
"Protecting my turf" became . . . more important than making sure
community college degree offerings were tailored to the job opportunities
particular to a state like West Virginia. We are not creating a tremendous
amount of jobs for four-year degrees and the jobs we are creating are often
ones that require some additional training, whether it be technical or some
higher education beyond high school . . . These are the jobs that West
Virginia is creating. I won't give you the particulars, but we had situations
where hospitals were screaming, "We need nurses!" The colleges,
particularly the public institutions, were cutting back or saying no to an
expansion of their nursing programs. We had some public institutions
saying no to other needed health care degrees. I don't mean doctors or
nurses, but technician type programs. I remember one nightmare where
the private sector was willing literally to step in and pay to run a particular
program so they could keep those types of technicians available because
they couldn't find them, hire them, and keep them. The public institutions
said, "No, we'd rather not bother with it." Those are horror stories we
were running into. You also had a system, to some extent, that allowed the
parent institution to benefit financially from the community college
programs. They were drawing those resources from the community
colleges in terms of the tuition and fees, [but] the benefits of these dollars

were not going to the delivery of the community college programs. They were being used to subsidize other programs. When you look at all that and recognize what West Virginia's economic opportunities were, and even to some extent continue to be, it was just suicide. That is why it was so important to Senator [Lloyd] Jackson and Delegate [Jerry] Mezzatesta to say, "We've got to sever this relationship. We've got to set the community colleges off pretty much by themselves so they can at least make these intelligent decisions that are not being trumped by the four-year institutions they are controlled by."

The Four New Universities

Criteria for change. In 2000, five of the state's four-year schools were identified to begin offering graduate programs and to become graduate centers in their specific regions. As time progressed, four of these institutions expressed interest in gaining "university status." Unfortunately, there were no criteria in place to grant status. Both the Legislature and the West Virginia Higher Education Policy Commission began drafting specific criteria. A legislator recalled,

There are a number of accreditation issues and there are also a number of issues from the standpoint of how are you going to draw the line and allow this distinction going to be made rather than just the façade of tacking up a bigger sign that says "University" on it. What really makes something a "university" as opposed to a "college?" There wasn't any real distinction or difference in our system, so we also needed to develop those

[criteria] from a rational standpoint. This was so we could say, “All right, Concord, you’ve met the criteria; Shepherd, you’ve met the criteria; College X, you have not and the answer is no.” So we also had to put those in place and decide really what those criteria were [going to be]. I know that was one of the issues and we went ahead and developed a set of criteria, some of which were actually in the statutes. I think some of the others had to be developed by the [WV Higher Education] Policy Commission. You’ve got to do *these* things before you are a university.

When five institutions initially desired to move to the level of university, only four completed the process. West Liberty State College dropped out because it failed to meet some of the criteria established by the Higher Education Policy Commission in its “Criteria for Designation of University Status” (2002). One of the criteria that West Liberty failed to meet was the requirement to have two-thirds of the institution’s baccalaureate faculty as being terminally degreed. A West Liberty administrator explained that this issue has been resolved:

Nine or ten years ago, we were in sad shape with 38 or 39% of faculty holding doctorates – terminal degrees. That is the advantage of retirements. When non-terminally degreed faculty retired, we replaced them with faculty holding terminal degrees. So that has been a real plus for West Liberty State College. We’ve been real aggressive in that area for the past five or six years. In that nine-to-10 year frame, we’ve moved from 38 to 39% to over the 67% mark. In fact, right now we are at 70 to 71% of our faculty is holding terminal degrees. That was far and away a major

hurdle. A few years ago, we couldn't have applied. We didn't have two-thirds of our faculty holding terminal degrees . . . I'm guessing with a ballpark figure of about 30 positions, all have been replaced with terminally degreed faculty. It really allowed us to bump up quickly and get us over that criterion hurdle. For many years it was almost an autopilot deal. If you've been here long enough, regardless of your degree and most individuals were not holding terminal degrees, then "You're on tenure," "You're on tenure," "You're on tenure." We've greatly tightened that up in the past decade. It's not an autopilot deal anymore. It has specific criteria with the standard expectation. Other than in a few unique areas, you must have a terminal degree to receive tenure. If not, West Liberty State College will not grant you tenure.

Another criterion that West Liberty has also met is in regard to its institutional mission. The "Criteria for Designation of University Status" (2002) required institutions to "have an approved mission statement which provides for the offering of graduate programs" (§ 2). One West Liberty administrator commented,

Our mission statement, we're solid with that. We do not have an exclusive mission statement. If our mission statement had the words in it like, "undergraduate education," it would need to be changed; however, it doesn't. It does not have any language exclusive of graduate education. We're in good shape and it will not have to be changed. We could change it, but I don't think that it is going to have to be changed. It incorporates graduate education as well as undergraduate education.

Figure 4.1
West Liberty State College's main entrance.



The road to good intentions. West Liberty intends for its change in status to occur in either 2008 or 2009; however, the decision of whether it can become a university falls under the purview of the State Legislature. Experience has indicated that this process is not guaranteed, nor is it an easy road. Even after the four institutions met all of the HEPC's criteria for "university status" by 2004, the Legislature was hesitant to grant status for fear of requests for additional funding. One legislator admitted,

It wasn't something I came easily to, because I was concerned about some of the rationale and the reasons behind it. The Legislature, not just myself but a number of us, were concerned that immediately following the providing that status that there were going to be substantial additional funding requests. That was really the biggest concern. There also was a

concern in particular that there were certain things that a university was able to do from a standpoint of research that bring with it potential for federal funding, and also bring with it a requirement for additional funding from the state to match or provide a part of that funding. That concerned us. As opposed to turning it on its head, like everything else you deal with in the Legislature, there are two sides to everything. Some of this we were cognizant of, but we also came to the decision to do it. In today's market, there are distinct advantages for an entity to be a "full-blown university" as opposed to being a quote "college." There was the matter of balancing those two issues.

Additionally, the Legislature was not going to view these new universities as equivalent in status to WVU or Marshall. While the university name would be applied as it had for WVU and Marshall, one legislator indicated that the new name would not imply equality with the West Virginia's two largest institutions.

Our concern was, if you want to be a university for these good reasons, we'll find a way to make this work. If the move resulted in institutions' standing in line with WVU and Marshall next year and making the arguments for a higher level of funding, the ability to do this research, the permission to offer new programs, and to have additional funding from the state to do all of that, we didn't want to be put into that position. We know, as anybody knows about the state's higher education system, the system's resources as for how it was [originally] designed. It wouldn't be fair to the other institutions to allow these four to switch and jump up the

line and say, “Well now you made us jump across the line” or “You pushed across the line.” Even though they were the ones that wanted to go across the line, [it wouldn’t be fair to allow them] to say “We need a bigger check.”

This point was reiterated by Delegate Mezzatesta who introduced language into the name change bill (SB 448, 2004) indicating that no additional funding would be forthcoming. According to Mezzatesta, “These schools will get university status in name only” and that the bill would “make clear that this state has two research and doctoral institutions [WVU and Marshall] from now on” (McCormick, 2004, ¶ 2).

Is paved through hell. Having already met the criteria, a rough road was traversed by the “Four Sisters” as they waited for the Legislature’s approval to become universities. Although Hartford (1976) concluded that the legislative sponsors of the University of Southern Colorado bill had more influence over their fellow lawmakers than did the views of the various committees, this was not the case in West Virginia. From January 14 to February 13, 2004, legislators introduced seven bills to change the names of these four schools (see Chapter 5 for details). None passed, as the decision appeared to rest with the House and Senate Education Committees. According to one administrator, there was a *quid pro quo* arrangement regarding the acceptance of the Community and Technical College measures in order to receive the “university” name:

The separation of the community colleges was part of the process, that if we fought too hard on separating the community colleges then they [the Legislature] wouldn’t change our names. Jerry Mezzatesta was the Chair

of the House Education Committee at the time, so there were plenty of threats floating around, both direct and indirect.

While an administrator remembered this scenario, one legislator did not believe this was the case and felt that perhaps Delegate Mezzatesta's strong personality was misread:

I really have no personal knowledge of that. I know on a number of occasions Delegate Mezzatesta was accused of things, sometimes I think unfairly, that he didn't do. Delegate Mezzatesta has a strong personality. Senator Jackson felt as strongly about the community college bill as did Delegate Mezzatesta, and perhaps even more strongly. But Senator Jackson worked and dealt with people differently. So it may have been a function of that more than anything else . . . I never was personally aware of someone being threatened. I also can tell you this, that I was in the Legislature long enough to know that one of the best ways you can spoil the broth, so to speak, is to start throwing stuff into the mix to be unpalatable and it wouldn't be the first time somebody said, "We're being threatened." "We're being attacked." The Legislature felt strongly, and I think for legitimate reasons, that the change in the community college system was needed. The higher education system was collectively, maybe one person [school] more than others, failing the state. The system needed to be redesigned. There might be a dozen people, and I'm just picking a number, that didn't feel that way, but it was a strong and firm belief by two of the most knowledgeable education policy people. I'm not saying that all

college presidents didn't have the same background and degree as Delegate Mezzatesta and Senator Jackson. But the two people in the Legislature who were the leaders in that area, had knowledge and had an understanding of the system. They felt strongly about it. Most of the Legislature felt strongly about it. We had both anecdotal and concrete data that I think reflected that the system wasn't working . . . Maybe they were threatened, I don't know. I wasn't at every meeting. But for somebody to come forward now to say, "That happened because we were threatened and had to back off" or they had to accept it for political opposition, I don't believe that's true because I think the Legislature would have done it anyway because there was a strong consensus in the Legislature it was something that needed to happen.

Strong convictions and passion notwithstanding, Delegate Mezzatesta was abrasive to a number of individuals on numerous occasions. Another administrator recalled that several years prior to the name change issue, he witnessed Mezzatesta attack and humiliate his institution's president in a public forum. These actions, as the administrator recalled, were "without warrant and were unnecessary."

Additionally, the media recorded examples of similar behavior. A search of the Higher Education Policy Commission's (2003 & 2004) archives of press clippings provides additional documentation of Delegate Mezzatesta's usage of threatening language on more than one occasion. None of these, however, involved representatives of any of the colleges in question, although the Higher Education Policy Commission's employees were frequently under attack. One of the more audacious examples was

termed by *Charleston Gazette* reporter Phil Kabler as the “Mezz Meltdown.” According to Kabler, Mezzatesta told Robert Morgenstern, the HEPC’s Legislative Affairs Director, that “Whenever [Chancellor] J. Michael Mullen steps down as higher education chancellor, that he [Morgenstern] should look for work back in New York, because he’ll never work in West Virginia again” (2004, ¶ 2). Whether administrators perceived threats or actually experienced intimidation, communication between Mezzatesta and these particular institutional representatives was not documented. Mezzatesta’s “track record,” however, indicates that such behavior would not have been out of the question at the time.

While the trail blazed by the “Four Sisters” was rocky, the Legislature’s experience in granting status may make this type of legislation easier for the next candidate for “university status.” Familiarity with the process aided the Ohio Legislature with passage of a subsequent bill for the Medical College of Ohio. One survey respondent, Vice President of Governmental Relations at the University of Toledo William McMillen, illustrated the differences:

When the new president proposed changing the name of the institution [Medical College of Ohio] to the Medical University of Ohio (MUO), the one-word change took about 80 pages of legislation in the form of an amendment to the state budget bill. It was passed in the spring of 2005. That fall, the MUO president and the president of the University of Toledo began talks, which resulted in the merger of the two state institutions on July 2, 2006, with the MUO president assuming the presidency of the new institution. This was done as a free-standing piece of legislation that was, ironically, shorter than the name change amendment. I think the merger

would have happened anyway if MUO (now called the “Health Science Campus”) would have still been called the Medical College of Ohio, but the merger of two “universities” was definitely easier to pull off. Plus, the legislators already knew us and that we were doing interesting things in northwest Ohio.

With this in mind, West Liberty may have an easier path to “university status” because the Legislature previously has experienced this approval process in the past.

Degree Approving Bodies

Williams and O’Connor (2003) defined the philosophy behind regional accreditation as a “system of quality assurance that is based on the premise that the diverse institutions of higher education in the United States can best be evaluated through a process of self-evaluation and peer review” (p. 64). According to Murray’s study of the regional accreditation process at two-year institutions, the very process of seeking approval from regional accrediting bodies produced desirable institutional changes. These changes were manifested in the following positive benefits: improved student learning outcomes, enhanced faculty qualifications, and increased institutional effectiveness (Murray, 2004). Jones (1986) reported that when proprietary business colleges achieved regional accreditation status, it exerted a positive effect upon institutional resources, library holdings, and institutional staffing.

Therefore, regional accreditation is an imprimatur signaling that an institution has been evaluated and has met an acceptable level of quality associated with its programs. This is especially true at the graduate level. If an institution is seeking “university status,”

it usually has sought the approval to offer at least one graduate program. Regarding the schools that became universities from 1996 through 2001, over 87% already were already offering graduate or professional degree programs prior to the name change (see Table 4.1).

Table 4.1
103 University branded schools (1996 – 2001) with and without graduate programs.

Schools	Change Year		5 Years Later	
With Graduate and/or Professional Programs	90	87.38%	95	92.23%
Without Graduate and/or Professional Programs	13	12.62%	8	7.77%

For state institutions in West Virginia, the Higher Education Policy Commission required that an institution seeking “university status” must have at least one regionally accredited graduate degree program (WVHEPC, 2002). Table 4.2 identifies the year each West Virginia school in this study was regionally accredited and when the first graduate program was approved by the Higher Learning Commission of the North Central Association (“Affiliated Institutions: West Virginia,” 2007).

Table 4.2
Regional accreditation and graduate program approval years for WV study schools.

School	Year HLC Accredited	1st Grad Program Approved
West Virginia State University	1927	2003
Fairmont State University	1928*	2003
Concord University	1931	2003
West Liberty State College	1942	
Shepherd University	1950	2003
West Virginia University Institute of Technology	1956	1979
University of Charleston	1958	1979
Wheeling Jesuit University	1962	1979
Salem International University	1963	1979
Ohio Valley College	1978	2006
Mountain State University	1981	1998

*Fairmont State was regionally accredited 1928-1934 and then from 1947 onward

The Higher Learning Commission of the North Central Association (HLC), as with all regional accreditation bodies, accredits institutions and not programs *per se*.

According to the HLC's *An Overview on Accreditation* (2003, p. 12),

Institutional accreditation speaks to the overall quality of the organization without making judgments about specific programs. Institutional accreditation is accreditation of all programs, sites, and methods of delivery. The accreditation of individual programs, such as those preparing students to practice a profession, is carried out by specialized or program accrediting bodies that apply specific standards for curriculum and course content.

Although the HLC does not accredit programs, prior approval is required for “program offerings at a new degree level” and “regular course offerings that are not currently included within the organization’s affiliated status” (Higher Learning Commission, 2003, p. 7.2-2).

Planning for Graduate Degree Approval

A request for approval of a new graduate program can be made through a regular comprehensive visit by Commission evaluators or through a request for a focused visit to evaluate a specific programmatic change. To prepare for the HEPC’s criteria regarding graduate programs, West Liberty State College has been working with both West Virginia University and Marshall University in cooperative master’s degrees. One administrator explained,

We have done collaborative programs with Marshall University and with WVU. We think those have been successful – a couple of collaborative master’s. As any institution evolves, it certainly should have its own graduate programs. When we achieve university status, our programs aren’t going to be doctoral programs and we’re not going to have 15 or 20 master’s programs out there. You start with one and maybe down the road, West Liberty State College might have three, four, or five longer term. But, we’re not going to be a graduate machine or anything like that. We will serve the Northern Panhandle and the Tri-State Area in the area of graduate education and have the resources to do it effectively. It’s a natural evolution to continue what we have done for 170 years in the area of undergraduate education.

Although West Liberty will experience a comprehensive visit in November 2007, administration does not expect approval of the Master’s of Education degree it is seeking during that particular visit. Approval, however, may be granted in a separate review.

What we’re doing at this time, and we may need another focused visit, is that we’re trying to incorporate much of our graduate component in our undergraduate visit. If we do it right and get as much information in there as possible, we might not even have to have a focused visit. They will not combine a graduate visit with the undergraduate. But if we get enough in there, it would be what they call a “paper review.” This is a report out of Chicago – a panel type of review without a separate focused visit. Since they would have just been here, that panel review will probably take place

in the Spring 2008. We've been in contact with the folks at the HLC in Chicago and they're fairly optimistic that they will be able to do this without a separate independent focused visit.

Graduate Approval Difficulty

West Liberty is confident that they will be successful in seeking program approval for their Master's of Education degree; however, approval is not automatic. One school in this study experienced some problems the first time it sought programmatic approval at the graduate level. When The College of West Virginia (CWV and now Mountain State University) was considering entry into graduate education, it requested that the Higher Learning Commission review its application for a Master's in Business Administration (MBA). The site visit occurred on November 18 and 19, 1996 and it was evident that the reviewer panel was not in favor of granting this approval. During the visit's exit interview, one team member expressed, "I don't think you have 'graduate culture.'" When asked to explain this terminology, the reviewer responded, "I can't define it, but I know it when I see it and I don't see it here." One administrator recalls this disappointing visit.

That team that came into look at us for an MBA told us that we didn't have graduate culture, didn't look like a graduate institution, didn't sound like a graduate institution, and didn't have the faculty of one. That was a very, very pointed statement: "You cannot because you are not." At that particular time, there may have been an element of truth to that. Maybe you have to learn the hard lesson before you learn what the good lesson can be. We also learned in trying to become something, how you can

politically screw it up. Because, the person who developed the proposal for North Central didn't involve his subordinate faculty. As a result, when the team came in and tried to look at faculty ownership, they couldn't find any. The dean was the only one who knew anything about the proposal to do an MBA. So all of the faculty really innocently convinced the visiting team that we didn't have it – because they didn't know about it – they didn't own it.

Wisely, CWV administration asked the Higher Learning Commission to disregard the request for the MBA program. According to Lil Nakutis, Information Management Coordinator for the Higher Learning Commission, “The College withdrew its request for the MBA. Since there was no official action on this request, we do not consider it a part of our official permanent file” (Personal communication, October 1, 2007). One MSU administrator reflected on how the College moved forward from this disappointment:

That was the only time that came up. When we got our first approval to award graduate programs, I cannot recall any issue at that time whether anyone questioned if we were capable or whether we were qualified. In a short period of a year, we made dramatic changes.

A year and one day later, another team from the Higher Learning Commission conducted a focused visit regarding graduate education. During the beginning of the following year, CWV was approved by the HLC to offer a Master's of Science in Nursing (MSN). This graduate program also received programmatic accreditation by the National League for Nursing Accrediting Commission (2007) in March 2000. The program,

originally approved for two concentrations – Administration / Education and Family Nurse Practitioner, added a third, Certified Registered Nurse Anesthetist, in 2004 (“Statement of Affiliation Status – Mountain State University,” 2007). The new concentration received approval from the Higher Learning Commission, the National League of Nursing, and the Council on Accreditation of the American Association of Nurse Anesthetists.

In addition to the MSN, Mountain State was approved to offer the Master’s of Health Science (MHS) in 1999 and the following programs in 2001: Master’s of Science: Physician Assistant (MSPA), Master’s of Science: Strategic Leadership (MSSL), and both the Master’s of Science and Master’s of Arts in interdisciplinary studies (“Statement of Affiliation Status – Mountain State University, 2007). Mountain State University also offers several graduate certificates. Although the initial foray into graduate education was frustrating, one MSU administrator illustrated how the school is perceived today,

This is a very competitive business in spite of the fact that everybody says, “We just think that what you have done is marvelous and you guys have made great strides.” Deep down, they know that we’ve only made strides because we’ve taken students from them and nobody likes that. The reality is that looking at who we are and what we’ve become, people at least have to tip the hat and say, “Well, you guys did do it.” I don’t think today that we suffer from any unnecessary or valid criticism about being a school that deserves graduate education.

Graduate Program on Hold

Only one other West Virginia school has had a known issue regarding graduate programs; however, the problem did not occur with the Higher Learning Commission of the North Central Association. On May 22, 2006, the HLC approved Ohio Valley University to offer a Master's of Education in the following concentrations: special education, curriculum and instruction, and educational leadership. The M.Ed. degree was also approved for distance delivery via the Internet ("Statement of Affiliation Status – OVU," 2007). As of October 2007, Ohio Valley University has yet to offer the degree. When questioned about the issue during the Spring 2007, an administrator explained, "Yes, we are approved and highly recommended to offer graduate programs by North Central. However, we are currently working through issues with the state on that particular degree program" (Personal communication, March 5, 2007).

In regard to education degrees offered in West Virginia, the WV Department of Education (WVDE) must also approve these programs before they can be offered. According to Sharon Drake of the WVDE, "If a college or university has NCATE (National Council for Accreditation of Teacher Education) approval, then the Department of Education will automatically approve the program; however, if the program is not NCATE approved, the school will need to go through program review process" (Personal communication, March 8, 2007). The process for approval requires institutions to apply for review by the Educator Preparation Program Review Board. Kellie Crawford, Teacher Quality Coordinator for the WVDE, outlines the three possible outcomes following the Program Review Board's approval. "The recommendation to approve is forwarded to the West Virginia Board of Education who makes a move to do one of three

things. They could approve the program, approve the program with conditions on some things they want to them [the school] to clarify or work on before the action of ‘full-blown’ approval, or deny the program’s approval” (Personal communication, October 11, 2007).

Although the WVDE has been working with OVU on the regular review of its baccalaureate degree program in education, Ohio Valley has not formally presented the graduate degree to the program review board. To make application, Crawford explained that candidates need to submit the following information:

They would need to outline the process that their institution went through as far as the program’s internal approval is concerned. This would include meeting minutes and a statement of approval from their president. It also includes the curriculum plan for that particular program. The application includes all the of syllabi, all of the assessments they are going to use, and the curriculum vitae of all faculty. It’s a pretty complete block of information that shows exactly what they are going to be doing and how exactly they are planning on implementing things. (Kellie Crawford, Personal communication, October 10, 2007).

Crawford continued, “We haven’t received anything from OVU . . . nothing in the last year.” During spring 2007, OVU had gone through its regular state-approved review process that occurs about every five years; however, “there were some things that passed with conditions and these programs were not lining up with standards. They are making changes to remove the conditions.” Because of this, Crawford speculated, “Adding new

programs (M.Ed. concentrations) may have been put on the back burner for a while” (Personal communication, October 11, 2007).

The earliest that OVU would have an opportunity for program approval is April 25, 2008 (“Program Review Calendar,” 2007). If applied for and approved at this time, it will be nearly two years since the degree and its concentrations were approved by the HLC. Lil Nakutis of the Higher Learning Commission did not believe, however, that such a delay would jeopardize the HLC’s degree approval standing (Personal communication, October 10, 2007). With that said, another HLC liaison indicated that, while there are no definite commission rules on the subject, she “would have a problem if two or three years passed without activity on an approved program” (personal communication, October 18, 2007).

Summary

In any “college-to-university” change, there will be regulations and regulatory bodies that are involved in the process. In some cases, an institution may need to work through processes with these organizations. The number of regulatory groups will vary depending on the school, its location, its type of control, and its specific situation. Administrators may need to address concerns of a number of agencies that include, but are not limited to the following: a board of regents, the state legislature, an accrediting body, and the state department of education. For institutions requiring legislative approval, it may be an uphill battle. Southwest Missouri State’s 19-year ordeal illustrates that rebranding legislation may be an arduous journey for some schools. Legislators may have agendas based on their alma mater or another school located in their legislative district. The system may be taxed financially and lawmakers may perceive a name

change request as a clandestine method for an institution to seek additional funding. There may be compromise measures that need to met before the rebranding legislation is passed. The institution's agenda may not be supported by key legislators and therefore have a difficult time getting passed. If there is any lesson that institutional administrators can learn, it is to persevere.

While few problems existed in regard to approval of degrees at the graduate level, the experiences of some West Virginia institutions may serve as examples. West Liberty is positioning itself for graduate approval and front loading the process in a comprehensive site visit may alleviate a later focused visit. The College of West Virginia (Mountain State University) learned the difficult lesson of having faculty ownership and support of the requested program. As for Ohio Valley's approval at the accreditation level as opposed to state approval, perhaps an initial choice of a less restrictive graduate program may have been a better choice. By seeking accreditation for a Master's in Education, OVU's foray into graduate education has been delayed. Since West Virginia must approve educational programs, another programmatic choice would have hastened OVU's move into the graduate arena.

With the numerous examples from West Virginia, institutions may have an idea what to expect in regard to the generic regulatory process. These cover governance and degree approval. Anticipating problems in advance will serve to make the "college-to-university" change smoother. Approvals of such changes are often steeped in political agendas. Securing the right champion, as did SMSU with Governor Blunt, may make the difference in whether an institution's desires to rebrand will be fulfilled.

CHAPTER FIVE: REACTIONS TO THE “COLLEGE-TO-UNIVERSITY” CHANGE

If you want to make enemies, try to change something – Woodrow Wilson (n.d.).
The only human institution, which rejects progress, is the cemetery – Harold Wilson (n.d.).

In 2001, Toma and Morphey conducted a qualitative study of two private institutions that underwent a “college-to-university” change. One school, an unidentified Midwestern university, had a smooth transition because it consciously involved key constituent groups in the process. By interviewing groups of students and community leaders, Midwest Metro University (as Toma and Morphey identified the school) understood the “opportunities and pitfalls associated with changing their name and they intended to research the relevant variables well prior to the name change” (2001, p. 18).

One of the primary groups Midwest Metro interviewed was military personal who were distance-learning students at the school’s many sites nationwide. Important to the process, this group represented 60 to 70% of the college’s revenue stream. The various focus groups provided valuable information to the school and allowed administration to build a case for the change and to understand how such a transition would benefit its most important stakeholders. When considering rebranding, Kaikati and Kaikati (2003) recommended the significance of assessing stakeholder reactions prior to instituting a new brand. Engaging the reactions of key constituent populations is founded in a business assumption called “stakeholder theory” (Freeman, 1984; Kaler, 2006).

An early proponent of “stakeholder theory,” Freeman (1984) defined it as “groups and individuals who can affect the organization, and . . . managerial behavior taken in response to those groups and individuals” (p. 48). According to Kaler (2006), the basic idea of “stakeholder theory” is that corporate decisions and organizational management

are grounded in the best interests of its stakeholders rather than in the primary interests of its stockholders (i.e., to increase profits). While proprietary institutions are geared toward stockholder interests, not-for-profit institutions have no corporate investors that benefit from a well-managed profit margin. Although this level of control is missing from many institutions, there is no guarantee that profits are being ignored. Legislatures, governing boards, and religious denominations may require at least fiscal responsibility and a constant eye toward the bottom line. Failure to do so may place the institution in jeopardy, and it may begin operating in survival mode (see Chapter 2).

While the extent that stakeholder influence has upon the viability of a college or university is not known, this does not diminish the importance of stakeholder acceptance of a proposed change. To involve stakeholders in the process, administrators need to identify their institutions' key stakeholders. Cooper and Argyris (1998) defined the stakeholders in business and industry as "any group or individual, which [sic] can affect or is affected by an organization. This wide sense of the term includes suppliers, customers, stockholders, employees, communities, political groups, governments, media, etc." (1998, p. 612). Cooper (2005) asserted, "In higher education, the list of stakeholders usually includes at least students, staff, employers of graduates, clients of consulting services, industry, venture partners, and regional communities. They also may include other interested parties such as professional associations, curriculum developers, accrediting bodies, parents, and education and training bodies" (p. 126-127). Notably missing from Cooper's list are alumni.

While not current consumers of an institution's academic mix, alumni can serve in important positions as board members, administrators, faculty, legislators, parents of

students, donors, and in other roles directly related to the institution. Often, alumni and other stakeholders have strong emotional ties to the institution. Lewison (2001) asserted that “[s]takeholder relationships with organizations may be based on emotional and psychological phenomena, and may not necessarily result from rationalized, calculating, utilitarian, and instrumental processes . . . [S]takeholders may have irrational and emotional ties to organizations, and organizations must manage these types of relationships as such” (p. 2). Mercatoris (2006) detailed that alumni often base their financial support of their alma maters on their favorable and emotional memories of their own college experiences. These emotional ties may apply to institutional decisions including rebranding. Martin and Hetrick (2006) noted that key stakeholders must react positively to an organization’s brand for it to be successful. It would appear that stakeholder approval of an institution’s rebranding efforts is critical.

Often stakeholders have contributed an important role in the decisions that occur at colleges and universities. The administration of West Virginia University witnessed this often as a variety of stakeholders voiced opinions concerning a number of university related initiatives. The issues included the following: the absorption of West Virginia Tech, Glenville State College’s unsuccessful request for WVU affiliation, the reduction of Potomac State College from branch campus status to divisional status, the failed proposal to move the WVU Tech’s engineering program to South Charleston, and the restructuring of WVU Tech from branch campus status to a division of WVU. One administrator illustrated the various stakeholder roles:

So, there are all these other actors – there are all these internal constituencies . . . I asked the dean of the Harvard faculty, who was the

teacher when I went to the Harvard School for New Presidents, “Who owns the university?” He said, “Son, that’s a question that should never be asked, let alone answered.” So the legislature plays in these decisions. They may be playing for competitor schools like Fairmont, Marshall, [and] West Virginia State. They might be trying to influence a decision that is being made at Potomac State – for political reasons in their hometown. The alumni play in it. Students play in it. The faculty plays [sic] in it. Administrators play – when I say “play” – have a role to play; and so you just see different results.

While legislative issues were covered in Chapter 4, this chapter addressed the other stakeholders and their respective reactions to the “college-to-university” change at specific institutions. According to Fort and Schipani (2004), “The individual best able to identify the significance of an action to a particular stakeholder group is the stakeholder group in question rather than a manager attempting to hypothesize what the impact might be” (p. 50). While an administrative perspective was sought from surveys and interviews, these opinions and perceptions of stakeholder reactions were analyzed post-change.

Data Collection

Data collection for this chapter included quantitative and qualitative information culled from survey results from participating universities. At beginning of data collection for this project, 51 presidents of institutions that experienced a “college-to-university” name change were invited to participate. These institutions were from 10 states that have counties designated as being in Appalachia; however, only 12 of the schools were actually

in Appalachian counties. The population of schools included those rebranding to a university during the years 1996 to 2005. Three successive mailings produced a return of 67.66% of the surveys, which represented 34 institutions. Institutional presidents or their proxies were asked to rate specific statements on a 4-point Likert scale. Scores on this scale were computed as 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. Five groups were categorized based on whether they supported the name change. These segments included faculty, administration, alumni, the community, and the institutional board. Additional ranking questions and open-ended questions related to other relevant stakeholder issues.

The survey results illustrated the importance of involving stakeholder populations in the decision process. Of the 34 participating institutions, 23 or 67.64% of these administrators recommended to others preparing for the “college-to-university” change to “have input from all stakeholders” and to “address alumni issues first.” Eleven of the schools addressed stakeholder involvement, seven recommended consultation with alumni, and five counseled other stakeholder groups. Additionally, eight other administrators not represented in the above number indicated that their institutions experienced issues with a variety of stakeholders and/or suffered from political interference in the process of the “college-to-university” change. Altogether, 31 (91%) university administrators signified that stakeholder issues existed at some level in their specific institution’s rebranding process.

An examination of the institutional surveys indicated the pervasive nature of stakeholder issues related to a “college-to-university” name change. Institutions representing all nine states from which survey returns were collected reported stakeholder

difficulties. In Virginia, all four new universities experienced concerns relating to their constituent populations while seven of the nine participating Georgia institutions indicated stakeholder difficulties with the unilateral name change of all state colleges to universities in 1996 and 1997.

In addition to the survey results, full interviews ranging from 30 minutes to 90 minutes in length were conducted with 21 administrators and one legislator. Specific question requests of an additional 48 individuals were also utilized to provide information rich data. Responses were gathered via email (23), in person (13), by telephone (11), and through the postal system (1). Many administrators were candid with their responses. Historical data and media reports added to the overall data gathered concerning the 10 West Virginia colleges that became universities and one currently working through this process. Specifically, this chapter addresses the reactions to the “college-to-university” change by the following constituent bodies: students, institutional governing boards, administration, the community at large, faculty, alumni, former employees, and other institutions. While in many cases several stakeholder groups exerted a combined effort in their reaction to the change, each group will be addressed individually.

Reactions of Students

Although the student enrollment is the lifeblood of the institution, it is difficult to pinpoint the amount of influence the student body has in regard to rebranding issues. As consumers of an institution’s primary resource – its educational products – they are often overlooked in the rebranding process. There are several instances, however, where students have weighed in against a proposed name change. At Mary Washington College, students joined with faculty and alumni in protesting the prospective name change to

Washington and Monroe University. The suggested name would honor both Mary Washington, the mother of America's first president, and President James Monroe. In addition, the combined name was suggested as a merger of the institution's undergraduate campus in Fredericksburg, Virginia and its James Monroe Center for Graduate and Professional Studies located in Stafford County, Virginia.

Stakeholders complained that the dropping of Mary Washington's first name as well as the addition of Monroe's bordered on sexism. At a 2003 rally, students chanted, "Who's the Bomb? George's Mom!" and "Hell No, Wash-Monroe!" ("New Name," p. 21). While the name change committee slightly favored (10 to 9) the proposed name and the Virginia Senate voted 38 to 1 in recommending it, the school's board of visitors rejected the proposal following the overwhelming opposition to the name. In a survey sent to students and alumni, 90% of the students and 75% of the alumni favored Mary Washington University as the choice. This specific name, however, was rejected by the committee because of the redundancy in the names of the undergraduate school as Mary Washington College of Mary Washington University. The compromise name of the University of Mary Washington became official on July 1, 2004 (Broida, 2004; "New Name," 2003).

Initial Stakeholder Reactions in West Virginia

While West Virginia schools did not experience the type of student indignation seen at Mary Washington, there is at least one example where students initially rejected the new name of a university. Only the change from Morris Harvey College to The University of Charleston brought any public student reaction to a university rebranding. One alumnus of the institution speculated about the student and faculty reactions: "I

resent the cunning way the decision was made and then announced before the Christmas break – giving students time to mellow in their reaction before returning to the college. Who is left to object? College personnel would be fired if they objected” (Toner, 1978, B1). Some students, however, did have the opportunity to voice their displeasure. One Madison, WV senior stated, “I don’t think it’s a good idea. Everybody knows that the school is in financial trouble. I don’t think changing the name will solve their problems. I’ve been here three years and I’d rather graduate from Morris Harvey College than The University of Charleston. If they had to do something I wish it would have been Morris Harvey University” (Gadd & Gries, 1978, p. A1). A New Jersey sophomore explained, “I don’t like it. I came here to go to a small college. I prefer to graduate from the same school that I entered” (Gadd & Gries). One student from Long Island complained, “I don’t like it . . . There will be too many changes – there already have been too many changes . . . I’ll always say I went to Morris Harvey” (Gadd & Gries).

By the beginning of the new semester, students opposition to the new name appeared to wane. In January 1979, *The Morris Harvey College Alumni Publication* reported a positive spin from the student body: “Progress must be made for growth and this is a good beginning.” “I’m for anything that will enhance the performance and status of our school.” “I was very much opposed to the changing at first; I felt the change to ‘University’ changes the image of MHC. But now that I’ve gotten used to it, it doesn’t sound so bad. So, I will always support the school because I like the atmosphere and believe in what MHC, or UC stands for” (“Students Enthusiastic,” p. 1).

Within another month, another bombshell hit the campus. Morris Harvey College’s deficit was at \$1 million and it was projected to exceed \$1.25 million by the end

of the fiscal year. By June 30, administration expected losses to swell to an amount 12 times what it was during FY 1975-76. Although the school had consistently lost money over the years, desperate times called for drastic actions. Board chair Sidney P. Davis announced that local banks were willing to loan the school \$2 million on a 90 day note. In addition, 20 faculty members (six with tenure) were terminated, 10 individual programs were cut, and the entire music department was eliminated (Mullins, 1979; Johnson, 1988).

Within a week of the cuts, The *Charleston Daily Mail* interviewed 14 students and 13, while not happy with all of the changes, indicated that the cuts were necessary for the school's survival. A lone student was unsure of MHC/UC's survival and did not commit to a definite position on the matter. Only one student indicated that he was disconcerted over the forthcoming name change (Friedman, 1979). Morris Harvey did survive and students began to accept the school's new identity.

With the exception of Morris Harvey College's rebranding as The University of Charleston, there were no other major problems with student acceptance of the changes at the other West Virginia institutions. Most schools did not consult the students in regard to the decision. One Shepherd University administrator explained the feedback received from individual students and the leadership of the Student Government Association,

I don't have any numbers because we didn't survey [the students]. Based on what students told me when I talked to them . . . I would say maybe 70% in favor [and] 30% against. But it wasn't a burning issue. I mean nobody rallied and they didn't have demonstrations. There were a few articles in the school newspaper – some for it, some against it – but I think

now if you ask the student body today, I would say it would probably be at about 95% [for the change].

At Wheeling Jesuit University, the student body benefited from the Jesuit and University additions to the institution's name. One Wheeling Jesuit administrator recalled,

I think they liked it. I think they saw it as a – from their point of view – they saw it as it going to be on their diplomas as university – Wheeling Jesuit University. They like the word Jesuit because that helped them. Because they have all these alumni all over that they could see. Wheeling College – since it was the least known of the Jesuit colleges – the smallest – if they met another Jesuit person, they might not know that it's a Jesuit college. “Oh you went to a Jesuit college?” [The change] to Wheeling Jesuit University, I don't think I had any dissent regarding that change.

At the smallest of West Virginia's new universities, Ohio Valley students greatly supported the change. One administrator explained,

[The students'] response when we did the student survey was overwhelmingly positive. We had a very few that were very vocal saying, “You're too small.” Some supposed that it was too small to do something like this. The reality is we are small when you look at the colleges in West Virginia. I think we are effectively the smallest school in NCAA Division II in the country. That makes us somewhat unique in a sense. So if you

want a small college experience, you're not going to do any better than this place. So we use it as a selling point, and use it to our advantage.

Another OVU administrator spoke of the immediate positive student reaction:

Oh man, that was the thing that blew me away. I was commenting to somebody the other night about that. I still get goose bumps from that . . . The day after we made the change . . . I just happened to be out here watching one of our teams practice . . . At the end of the practice, all the girls gathered around and did their little chant and they ended it with "OVU – OVU – OVU." Wow, they already had it and it just happened. They've already got that worked up and they were proud of it . . . [Students were wearing] a number of T-shirts. One had Ohio Valley College with a red line through college and scribbled on it "University." I mean that first week – that's all you saw the students wearing, and they were proud of it. They were proud of this university.

In another turn of events at Ohio Valley, a student who disapproved of the name change was stifled by his fellow students.

I heard one little story that happened the month we changed. I'm not sure if it was right before or right after, but students were having a get-together off campus at night. It wasn't a formal school event and one said, "This is the stupidest thing I ever heard, becoming a university." The other ten students just killed his negativity. "What do you mean?" They started

defending it and didn't know why. That made me feel good about it how the students embraced it.

Cultural Shift

Although not one of the “college-to-university” institutions, Potomac State’s experiences may illustrate the level of new student acceptance that may also be evidenced at WVU Tech with the July 1, 2007 status change from a regional campus to a division of West Virginia University. Potomac State students have overwhelmingly supported the newer relationship with their parent institution. One administrator clarified the reaction since 2005.

Students love the fact that when they go into Mix [the WVU student portal] that up pops the WVU page. It’s very clear that they are a part of WVU. You go to their bookstore, the alums complain that there’s none of the sweatshirts that say Potomac State anymore because it is all WVU, but because that’s all the students will buy. The students don’t want to buy the Potomac State T-shirts and sweatshirts. They just wanted to buy WVU shirts. Now, some say Potomac State with the WVU logo on them. Those go [and] that clearly shows a shift in culture. They now really see them as a college of WVU.

Direct Student Involvement

While most of the newer universities in West Virginia did not involve students in the process, at least four did. The student government associations at West Virginia Institute of Technology, Concord, and West Virginia State had the opportunity to vote on

the issue. At these schools, student representatives voted in favor of the name changes and the institutions' changes in status. Ohio Valley students, however, were more involved as members on the exploratory committee to discuss the move to university status and the selection of a name. Although important stakeholders, most West Virginia institutions did not include students in the decision process, as did Ohio Valley University. This is in contrast with Pulley's recommendation: "Don't underestimate the desire of students to have a voice in how marketing efforts represent the institution. If you don't include them, they will be vocal in their criticism" (2003, p. A30).

Reactions of the Institutional Boards

Since an institutional board plays a key role in the governance of an institution, it is necessary for administration to secure board support. According to Perkins (2007), "Governing boards play a critical role in the lives of all institutions, but particularly with small tuition-dependant schools. The board ultimately selects the president, and the solidarity and consistency of the board are significant factors in the president's ability to function as a successful change agent" (p. 9).

Board Composition

When James Gallagher became president of Philadelphia College of Textile and Science in 1984, he faced a board resistant to change. In addition, the individual board members did not understand the business of higher education. During his 22-year term, Gallagher was able to change the composition of the board. This allowed him freedom to lead the institution and to be insulated from board micromanagement (Garvey, 2007).

Over time, Gallagher successfully replaced the “old guard” of the board with individuals who were not resistant to change. Many former board members were from the textile industry – an industry and a program at the college that was in decline. Replacing these individuals was necessary to discard the “textile” identification as part of the institutional name and to adopt the university designation. This had been Gallagher’s vision since 1984; however, it did not come to fruition until after the school conducted market research and the board supported the change (Garvey, 2007). In this process, as well as at other schools seeking to make the “college-to-university” change, board support was necessary for the change to occur.

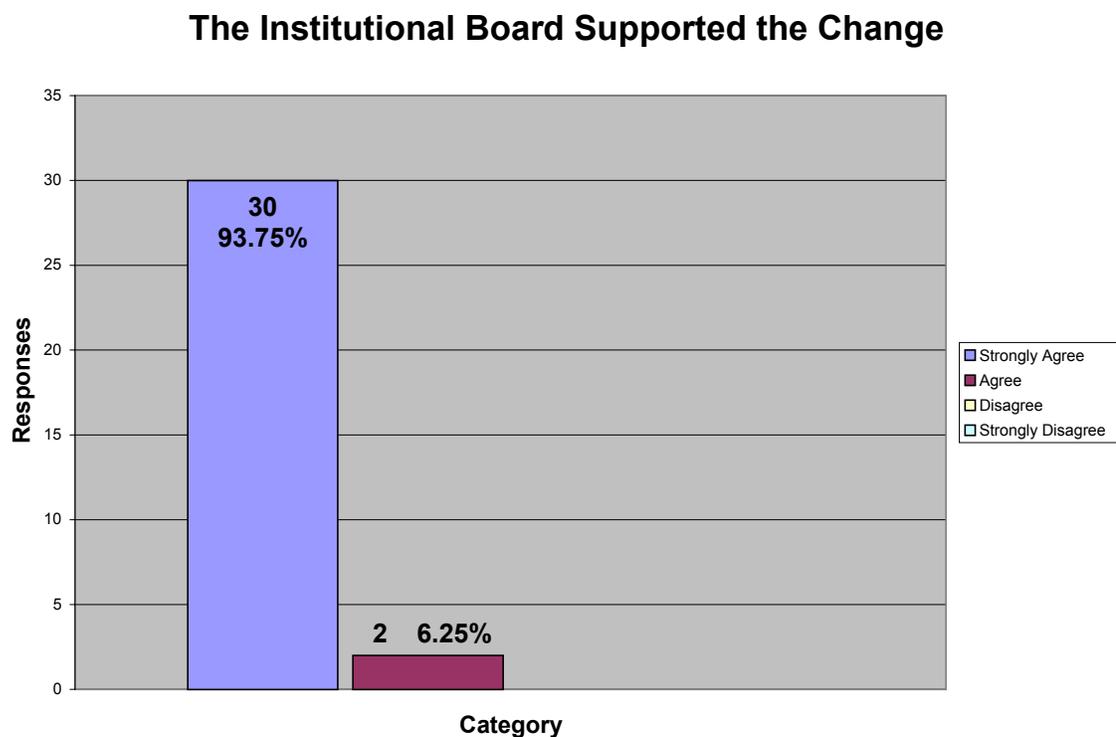
Evaluating Board Support

With the survey results from 34 institutions, the most positive stakeholder reactions were attributed to the area of board support. Out of a possible 4.00, the average score for the participating institutions’ board support was 3.94. While two institutions abstained from this response, the remaining 32 institutions either “strongly agreed” or “agreed” that their respective board supported the “college-to-university” name change (see Figure 5.1). This occurred at institutions where other constituencies disfavored the rebranding.

The board support at the various institutions can be typified by the results experienced by Cincinnati Christian University (CCU) when it transitioned from Cincinnati Bible College and Seminary during the fall of 2004. The difference between CCU and most institutions in this study is that the board, and not the president, was considered the primary change agent for effecting the “college-to-university” transformation. H. David Hale, CCU’s board chair and Logan County, WV native,

explained: “The new name was a unanimous decision of the Board of Trustees in an effort to highlight the wonderful opportunities our school offers students wishing to pursue their education in a Christian environment” (Cincinnati Christian University, 2004, p. 4). West Virginia institutions largely mirrored their regional counterparts and indicated that their boards generally and unanimously supported the change.

Figure 5.1
Board Support for the “College-to-University” Change.



Board Processes

As with the experience at most institutions, the governing boards worked through the process at scheduled meetings and eventually passed resolutions to effect the change. In most cases, the boards discussed options regarding the institutional name. At The College of West Virginia Board of Trustees meeting of October 17, 2000, for example, the board discussed the problems surrounding the working name “University of West

Virginia” and its prior usage. With the administration’s having compiled a list of possible names, board chair Mona K. Wiseman requested that the trustees examine the names and provide their selections to the president’s office. At the board’s annual meeting on December 14, 2000, the trustees passed a resolution stating,

That the name of The College of West Virginia, Inc. will be Mountain State University, Inc. effective August 20, 2001 and that the President or his designate, is hereby authorized to conduct all activities necessary to prepare for the name change and to execute all documents necessary for purposes of changing the name through the West Virginia Secretary of State’s office (The College of West Virginia Board, 2000b, “Name change” section).

Similarly, Concord College’s Board of Governors at a scheduled teleconference on October 31, 2003 reflected upon a report by President Jerry Beasley regarding Concord’s having met the West Virginia Higher Education Policy Commission’s (HEPC) criteria for university status. Vice Chair Dan Dunmyer moved that a resolution be adopted to request that the HEPC confer university status on Concord, explore the prospects of adding “university” to the institution’s name, commit to the name “Concord,” and to affirm the school’s “commitment to high quality undergraduate education” (Concord College Board of Governors, 2003, “Resolution” section). A copy of this resolution was forwarded by board chair Margaret J. Sayre to HEPC Chancellor J. Michael Mullen on November 4, 2003. Following legislative approval, Concord’s Board of Governors passed an additional resolution on April 20, 2004 renaming the school as Concord University. This became effective at the beginning of the next fiscal year.

When Ohio Valley College's board voted unanimously for the change in status and name to Ohio Valley University on June 4, 2005, they combined the signing of the official resolution with a press conference. President James A. Johnson explained, "We have been diligently exploring this opportunity for some time and it has always been an expectation that we would declare university status someday" ("Transition to University Status," 2005, p. 12). The resolution was signed by Dr. Johnson; Dr. Gail Hopkins, board chair; Dr. Joy Jones, provost and senior vice president for academic affairs; and Ron Laughery, board secretary.

Due to the merger with Teikyo University, Salem College's board voted unanimously in June 1989 to rename the institution as Salem-Teikyo University. With this merger, the Board of Trustees was restructured to a smaller board of five individuals: three Japanese members and two American members. "A larger Board of Directors, appointed by the Board of Trustees, would handle management policy, with the trustees making major policy decisions" (Salem-Teikyo University, 1990, p. 6). One administrator explained the composition of the larger board:

Our board was predominantly American. We had representation from the Japanese, but our board was predominantly American. We had great board members: the president of United Airlines, the president of Martin-Marietta, and a head of a major stock brokering company in New York City. [We had] really, really, really good people on the board. Both of the Japanese people who were on our board were independent of Teikyo. One was the former minister of finance for the Japanese government.

Board Difficulties

Unanimous board approval, however, did not occur at every institution. Of the ten West Virginia colleges that became “universities,” two had some slight difficulties in regard to board approval. For Wheeling Jesuit University, the greater difficulty was not in the transition from a college to a university. One administrator recalled the issues regarding securing permission from the Jesuit Provincial to add the Jesuit brand to Wheeling College.

When I came, it was a struggling college and [we] made it grow quite nicely. They [faculty and the board] saw this as part of the growth. Because the name Jesuit is a specific name, it's has kind of a trademark on it. I had to go not only to the board of directors, which happens with any name change, but I had to go to the Jesuit superior and say I wanted to change the name. I had four possible names: Wheeling Jesuit College, Wheeling Jesuit University, the Jesuit University of Wheeling, or the Jesuit College of Wheeling. When I went to the superior, he was taken aback and said, “It's not a university.” I said, “that's not the issue I'm discussing . . . You don't really have a choice whether I call it college or university. That's the board of directors' decision. The only thing I'm coming to you is about is the name ‘Jesuit.’” He was worried about what to do if the college went under all of the sudden when it has the name Jesuit. “What do we do?” And I said, “probably not do a thing. I'm trying to build it. It would be like not allowing Proctor and Gamble to put their brand name on a new product it is trying to sell.” So in the long run, he agreed to allow

me to do it. So, that was a struggle there. He by the way was a Provincial – Jesuits are made up of 10 provinces. He had to get the approval when they had their meetings. I got that. That’s basically what we did and why we did it.

Nine years later, Wheeling Jesuit transitioned from a college to a university and needed permission from its board of directors. One administrator recalled the initial opposition of the board: “I mentioned [changing the name to a university] to a couple board members who said, ‘You’re going to have a hard time proving that to us.’ But I did. I took it to the board, gave them a one-page rationale and they passed it overwhelmingly just like that.”

For the University of Charleston, President Tom Voss made the initial decision to drop the Morris Harvey brand as the institutional name. Initially, the board had very little input into the overall decision – but in its role as trustees of the institution, the board needed to approve this change. According to Voss, “I had two choices. I could close the school down with dignity. Or I could get *carte blanche* from the board of trustees for total renewal” (Watkins, 1982, p. 5). Voss worked through the process of achieving board consensus at a clandestine and hastily arranged meeting. Each (of the 32 board members that attended) was contacted by telegram to attend a “Special Meeting” (Gadd, 1978; Morris Harvey College Board, 1978a & 1978b). According to one administrator,

President Voss called a meeting of the board and they met at the McJunkin Headquarters up on the hill and not here on campus. As they walked into the room, the first thing the president said to them, “Today may be the

most historic day in the history of the institution because before you leave this afternoon you will change the name of the school.”

In addition, board minutes reveal that business was actually conducted in two successive special meetings. Called to order at 12:30 PM, the 27 voting members unanimously agreed in the first meeting to “continue to operate an independent institution of higher education on the present campus of Morris Harvey College” (Morris Harvey College Board, 1978, ¶ 6). The Board then agreed to President Voss’ recommendation “to reorganize and restructure Morris Harvey College” (Morris Harvey College Board, 1978, ¶ 7). A motion for the chief financial officer to prepare a financial pro forma and a financial projections sheet by February 1, 1979 also carried unanimously. In the final act of the first meeting, acting board secretary John Ray introduced a resolution to change the name to The University of Charleston, Inc. The board agreed that, “The proposed amendment be submitted promptly to a vote of a Special Meeting of the Members of the College” and the meeting was adjourned (Morris Harvey College Board, 1978, ¶ 11). The exact differences between the two groups (the Morris Harvey Board of Trustees and the Members of Morris Harvey College) could not be ascertained, as it appeared that voting members of both groups were identical.

Immediately, the second meeting was called to order at 1:00 PM and the motion to change the name was passed unanimously (Morris Harvey College Members, 1978). One administrator explained the order of events:

It was in December of ‘78, and they just did it [changed the name]. When they walked into the room, there wasn’t an agenda to the meeting.

Obviously, therefore, no one else in the constituency of the institution

knew what the meeting was about, what the agenda was, or that this was even a possibility. This was a December meeting and it [the process to begin the change] went into effect beginning in January. It was bang, bang, bang. So the feeling of alienation and the feeling of the imposition of somebody's agenda was severe. Many people at the time thought the name Morris Harvey was quaint, different, [and] distinctive. The University of Charleston had none of those characteristics. It was generic. It sounded like a public institution. I understand some of why he [Voss] did it. Other reasons why he did it were inappropriate.

Within days, some board members suffered from buyer's remorse and questioned the decision. An administrator recalled the situation:

Any of us can be moved by an emotional speech. With any great debate about any subject, there are arguments that can be made that are compelling if you don't think about the alternative. I can talk you into thinking that the world was flat. Somebody wrote a book about that. But, we really know that the world is round. So that's the problem with making decisions too quickly. Snap judgments are not necessarily the best judgments. The entire board made a snap judgment that we ought to do this. They didn't do the background work. They didn't look at the alternatives. They didn't look at strategies for implementation. They didn't know where they wanted to go. You want to have a strategy for how to do this. "How do we get there in the best possible way?" There was no thought given to that.

One of the board members, emeritus trustee Leonard Riggleman, openly questioned the unanimous decision: “That doesn’t necessarily mean that it was unanimous. I think the group was somewhat stunned and surprised” (Hendricks, 1978, p. 5D). Riggleman had a long association with the school. He graduated from Morris Harvey with an A.B. in 1922, became a part-time instructor in 1928, and chaired the religious education department in 1930 until he became the institution’s 20th president in 1931. Riggleman was responsible for moving the school from Barboursville to Charleston. He additionally secured and began building on the present campus site in Kanawha City. Having served as its chief executive for 33 years, Riggleman continued as an emeritus board member from the time he retired in 1964 (Anderson & Burrows, n.d.; University of Charleston, 2007).

Although Riggleman remained silent during the meeting, he later vocalized, “If it couldn’t go along with what it has, I don’t know how it could succeed as a university. Building a university from scratch is a new approach as far as I’m concerned” (Hallanan, 1978, p. 2A). This was not the first time that Riggleman publicly criticized the board’s decision. He previously attacked the 1974 plan to offer Morris Harvey to the state and subsequent decisions regarding the raising of tuition. An administrative faculty member explained:

Yes, at that point [1974] he never saw this as a state institution. The mission had been to provide an alternative to education. Part of the reason that the tuition wasn’t raised over the years is that the goal was that anybody who was a good student and their family wanted them to go here should be able to afford the tuition. When the tuition crept up, he voiced

concerns that we were excluding more and more of the community, although in 1975 it was \$300 a semester; but you know, it was still excluding more and more of the community. Students had the option of getting classes for \$20 an hour or even \$12 an hour at that time [at the state institutions]. We had more than doubled that and it was starting to exclude some people. So, his philosophy and his beliefs were very critical.

While not an active member of the board, the former Morris Harvey president had considerable influence over those on the board who were voting members. Other board members who had supported Voss' rebranding agenda, however, apparently influenced Riggleman. One administrative faculty member provided the common theory on why his open criticism to the rebranding abruptly ended.

My understanding was that Dr. Riggleman went on some trips to a university-owned cabin up in Canada. He would go up there and fish. He had a couple meetings and fishing meetings with members of the board who had known him for a long time. They had brought in the necessity of the concept and talked to him. Now this is anecdotal, as I wasn't there, but I heard that this process took place. He was not very happy and understandably so. He had shepherded the transition and built this campus from scratch. If there was anybody who was going to have a strong identification with Morris Harvey, it was Dr. Riggleman . . . I think that he could have been more vocal, and this is what causes me to believe, to some extent, that some of these anecdotal stories that were relayed [about this] had truth at the base. You could talk to him how different things were

[now as opposed to then] and how it was necessary. You could talk about how we weren't going to destroy the tradition of Morris Harvey College. However, if he had decided to lead an organized opposition to the changeover, it might not have happened. It might have been harder then [for Voss] to get the support needed for the name change.

Although the boards at all of West Virginia's universities all eventually supported the changes, board support is not automatically granted in this type of decision. When the president at Whittier College in California desired to move to university status, the board had the primary role in allowing or denying this strategic move. Since Whittier's board had many alumni members, another key stakeholder group, its support was absolutely necessary. According to Perkins, "Often board members are alumni, alumni parents, or local business leaders, and so have previous friendships with constituencies on campus. These individuals are highly compassionate [sic] about their role and can have a distorted understanding of their roles as trustees" (2007, p. 9).

Seeking to alter the name in order to appeal to international students, Whittier's president could never garner the necessary support from the trustees to make the change. One administrator explained:

He never made the case and – whether he didn't bother to or he just couldn't – he never made the quantitative argument of how this would increase enrollment. It was just his gut sense that it would succeed and was never backed up with numbers. There were many ways he was successful with his gut instinct, but not always. But he tended not to have what you call evidence-based decision-making. I think he believed that by

sort of talking about it, it would get a ground swell of support. That didn't happen and part of that was because the board of trustees had enough alumni on it who had an emotional connection to the word "college." He could never make a business case for it, which is what needed to be done.

The Board as the Change Agent

Although Coleman (1997) suggested that boards are often the motivators for strategic change, this was not the norm for West Virginia schools or even from the larger surveyed region. Nearly all of the West Virginia administrators indicated that the institutional president (with board support) was the primary instigator of the "college-to-university" change. In the survey results from the 34 institutions from states containing Appalachian designated counties, the majority of responses (19 or 55.88%) identified the chief executive officer as being the primary change agent in regard to rebranding as a university.

Universities that identified the institutional governing board as the primary change agent represented only a small percentage of institutions (3 or 8.82%). Although not representing all of the religious-controlled institutions that participated, all three of these schools were church affiliated institutions. Even with the president's role of having been the primary change agent, this did not diminish the fact that the board members needed to ultimately support the change even if they had not led the charge.

Reactions of Administration

While the president was often viewed as the primary change agent, it was necessary for the chief executive officer to have support from a cohesive administrative

management team. In characterizing rebranding efforts, Krell (2006) advised, “The first step in getting employees on board is to get leadership on message” (p. 52). For leadership to direct successful change, presidents had to build this unique lineup. Frequently, this was at the expense of existing administrators. As the Philadelphia College of Pharmacy and Sciences transitioned to the University of the Sciences in Philadelphia, Allen Mishner did just that. Described by Rosenthal (2003, p. 77) as an “entrepreneurial manager,” Mishner envisioned the institution’s moving from its “mom and pop” operational style to a business model approach. In order to do this, restructuring was necessary to move the school in new directions. These new initiatives included a new status and a new name. This resulted in administrators who supported the president’s plan. Over time, Mishner reorganized the composition of the senior staff and replaced its members (Rosenthal, 2003).

Simultaneously across town, President James Gallagher at the Philadelphia College of Textiles was instituting similar modifications. According to Garvey (2007, p. 105),

Gallagher has organized the institution in such a way that it can make changes quickly and can bring new programs to market in a short period of time. A clear organizational hierarchy was put in place that streamlined the decision making process. Equally important, he created a culture that would not slow change by reducing dialogue and, consequently, dissension.

In a similar fashion, several presidents at private institutions in West Virginia made changes to administrative leadership. Having more latitude in operation than their

public counterparts, these presidents were able to make administrative changes at will. Often such alterations were a necessary evil to attain the goals envisioned by the chief executive officer.

At Morris Harvey College/University of Charleston, Dr. Thomas Voss began his presidency by making changes to the structure of the institution within a month of his arrival. He then began to build a university structure. Most recently, Dr. James Johnson at Ohio Valley had to confront issues at the administrative level to move from a college to a university. One administrator explained the challenges at OVU:

When this school first started, it was a two-year college. Organizationally, it was probably run like a good junior-high church camp. When it merged [with Northeastern Christian Junior College], it became a four-year college. They had almost a perfect organizational model of a good two-year college. They conducted themselves as a two-year college. Their administrative policies, their administrative structure, their faculty load, their compensation, everything. It was right in line with what a two-year college would be like. I needed to jack that up – I said we're going to become a university . . . I needed that as my leverage because when I first came here the board asked me what I thought was going to be a biggest challenge a new president would face. And I think everyone thought that the answer was obviously going to be the finances and that's not it. The biggest challenge is going to be the perception.

Early Adopters

One of the interesting reactions at two institutions was the urgency to start using the new name by administration and staff. A West Virginia State University administrator explained:

I'm going to tell you something that was quite a surprise to me because I know this campus very well. The governor signed the bill for university status in April 2004. I thought that people would want to gradually change signs and . . . we'll change over the summer. I was completely caught off guard at how instantly people wanted to change the signs. It was a nice feeling to know that people didn't want to gradually do it.

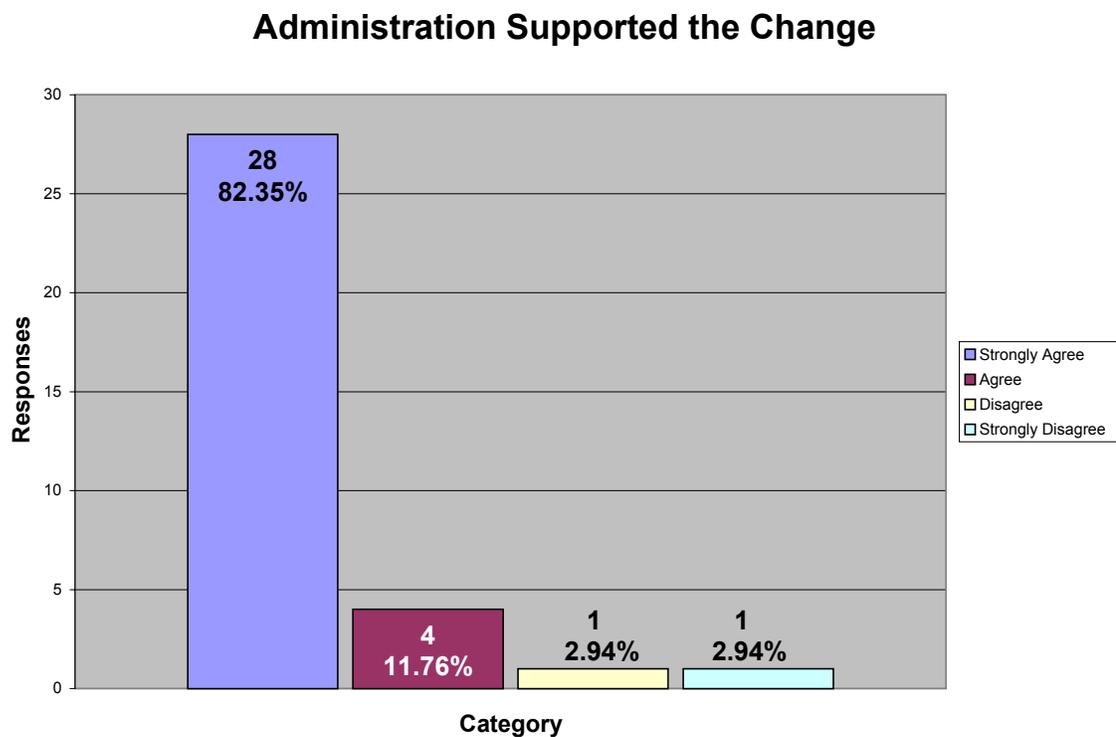
Similarly at Ohio Valley University, the school replaced "College" with "University" on the main sign and were going to gradually start replacing other materials bearing the former brand. One administrator revealed the level of staff enthusiasm for the new identity,

The next thing I know is that everybody is talking about money. The board said, "We've got to ease into this. We're not going to instantly replace everything." Then people began to buy things out of their own pockets. The mats when you come in the front door – those big rugs that say Ohio Valley University – they were down that week. I looked out the window and there's an OVU flag flying on the flagpole. Then the students were walking down the hall with [OVU] T-shirts already made and just like that – overnight we became OVU.

The urgency to move to new status and name was similar to the experiences at other schools in the larger region surrounding Appalachia. In the category “the most interesting component of the process of changing the institution’s name to a university,” administrators rated the “urgency to complete the process” as third behind “alumni reactions” and “the name selection process.” While 11 administrators identified this category as important, three listed it as the number one most interesting component.

Survey Results

Figure 5.2
Administrative Support for the “College-to-University” Change, n=34.



Although some administrative changes occurred at West Virginia schools, administrative support mirrored the larger survey area. On a 4.00 scale, administrative support averaged at 3.74. Of the 34 participating institutions, 32 schools (94.11%)

expressed that schools' administration supported the change, with 28 respondents strongly agreeing that "administration supported the 'college-to-university' change." Four administrators agreed with the statement, one disagreed, and one strongly disagreed (see Figure 5.2).

A Rainy Night in Georgia

The two administrators that responded negatively to the statement "administration supported the 'college-to-university' change" were both from Georgia. While the other six participating Georgia public institutions indicated that administrative staff supported the system-wide name change, several schools did not have administrative support. Outside of wanting the prestige associated with the "university" designation, part of the reason that most administrators supported this move is that Chancellor Stephen Portch expected the institutions to comply with his decision on the choice of institutional names. At the June 1996 Board of Regents of University System of Georgia meeting, Chancellor Portch met privately with the individual presidents prior to releasing the name change recommendations to the Regents. One administrator relayed what was reported to have occurred behind closed doors:

The chancellor handled this very poorly in that he told the presidents, as he called them into a meeting, "These are your new names for those of you who are getting new names." He said, "Now what we are going to do is we're just going to go out and say this is it. We're not going to ask for feedback [from the Board of Regents]. We're not going to ask for a vote. We're not going to do this or that." Kennesaw College was elated to be called Kennesaw State University, as that was a promotion for them.

Everybody [at Kennesaw] was happy with that. Now when they went out, most of the colleges were that way except for [a handful of schools].

A second Georgia administrator recalled that the primary motivating factor at his institution was the “Political pressure [from] the Chancellor of the University System of Georgia.” While some campus administrators were involved in the process, a third administrator speculated that the participation in the process had a minimal effect:

There was some input, but I believe it was fairly scattered and not done in any kind of consistent way. I think most of the consultation was at the upper administrative level of the campuses. On some campuses, there was some level of faculty involvement because that was an institutional choice. But there’s sort of a black box between the campus input and consultation and what the name ended up being . . . There was a sense of how the process was one more example of how the institution was asked for input and then there was no evidence that any attention had ever been paid to it.

The vast majority of the Georgia institutions, however, accepted the new name as a fourth administrator recalled, “This was a system-wide (i.e., state-wide) policy decision to make sure that the names reflected the nature and programs of the schools. The new name was selected over the old name by the Board of Regents. It was a very quick and smooth change here.” Minimizing the impact of the change, a fifth Georgia administrator commented, “The change was in practice, just nomenclature.”

Not all institutions, however, responded in the same manner. A sixth administrator explained the differences on how the decision was received by the various institutions:

The status change was part of a state-wide public higher education governing board decision based on input from a committee with external expertise commissioned by the chancellor. The recommendation was made to elevate all colleges that offered graduate programs to university status. The most challenging events that followed were institutional in scope (i.e., selection of a name). Some institutions had a difficult time with internal constituents' deciding on an acceptable name – alumni are very, very important as one moves in this direction – whereas, other institutions had essentially no problem with the change.

Where the name change was viewed negatively, the emotional response heightened. An administrator at a school with a compromise name brokered by Chancellor Portch with various stakeholders concluded that the process resulted in an “ultimate selection of a compromise name that pleased almost no one and confused almost everyone.” At another school with a brokered name, an administrator opined, “The name change was not successful because everyone universally hates the ‘new’ name. The ‘new’ name is a hybridized combination of the old name and the change in status from a college to a state university and it serves only as an irritant for every faction – alumni, students, faculty, staff, etc. Hence, in my view, the change was an abject failure.”

The ultimate success of the 1996/1997 changes at the 13 Georgia universities may be gauged by the current status of these institutions' names. Two schools have since rebranded again. In 1996, West Georgia College became the State University of West Georgia. Nine years later, the Board of Regents approved the name change to the University of West Georgia on January 12, 2005. According to an institutional press release, "The name 'State University of West Georgia' is longer and more cumbersome than students and other constituencies would like. The new name is more appropriate to the times and the stature of the University" (University of West Georgia, 2005, ¶ 3).

In addition, stakeholders widely supported this newer appellation. West Georgia president Beheruz N. Sethna added, "Rarely have I seen as much consistency of opinion on any issue as I have on the matter of the desired name for our University. Alumni, faculty, staff, students, supporters, and friends from the community were all strongly supportive of the change of name to the University of West Georgia. We have actively sought this change since 1996" (University of West Georgia, 2005, ¶ 2). Another administrator revealed an additional reason for the dropping of "State" from the school's name: "because of the unfortunate acronym [SUWG] of State University of West Georgia was being pronounced as 'sewage.'"

Within months of West Georgia's rechristening, Clayton College and State University received permission to change its 1996 name, as one administrator revealed, "in order to clean up that awkwardness." According to an official press release, "The proposal by the University to shorten its name . . . was the result of a groundswell of opinion that began as far back as the University's November 1996 name change from Clayton State College to Clayton College & State University" (Clayton State University,

2005, ¶ 3). President Thomas K. Harden explained, “The name Clayton State University is the product of a considerable input from all of our constituencies – students, faculty, staff, alumni, trustees, [and] community. I consider this to be another step in the evolution of the University” (Clayton State University, 2005, ¶ 4).

Unlike Clayton, two additional institutions handled their brokered names without officially changing their institutional names. Like all of the colleges offering graduate degrees in Georgia, North Georgia College was to transition to a new name in 1996. One suggestion was the State University of North Georgia. Administration had the foresight, because of the acronym SUNG, to request the other possible choice of North Georgia State University. Stakeholders, however, were divided on tampering with the name. One administrator explained the process of the cumbersome naming of North Georgia College and State University,

Basically, you had two factions. You had what I would call the alumni faction and really, to be honest, they had more political power. They were unwilling to move from North Georgia College. Then you had the other faction – the “state university” faction that was unwilling to stay with North Georgia College. And the chancellor, I believe, and I was not in the room, but I believe in the final analysis he threw up his hands and said if these people aren’t willing to compromise, this is what it’s going to be. He made the decision.

The institution today copes with its name by using a shortened form of its primary brand, as one administrator illustrated:

We just refer to ourselves as North Georgia. We even changed all of our athletic logos. Our athletic logos used to be NGC and we changed our athletic logos to NG. We refer to ourselves as North Georgia. But the standing joke around here is that we cannot use it on billboards because an effective billboard should only contain 8 words and our name has six. [laughs]. So, everybody hates it. Nobody knows what it means when you say it. “NGCSU” is what we say around here along with “North Georgia.” But, when you say “NGCSU” and people say, “What is that?” And you say, “North Georgia College and State University.” “Oh, you’re part of the University of Georgia.” They hear “Georgia” and “University” and they don’t get it. They don’t understand that it’s separate. It’s a horrible name. It does not say what we are or what we do. Its one of those things that we just struggle with constantly. It’s remarkable that we’ve been this really ridiculous name for 10 years . . . Goodness, if you write the name out on a windshield decal, you’ve got to have a Lincoln to get it on the window – a Volkswagen won’t hold our name. It’s an ongoing kind of a sore spot for everybody.

Likewise, Georgia College suffered the same fate as Clayton and North Georgia with the brokered name of “Georgia College & State University.” When the name change process was instituted, it did not start with this name. Georgia College originally became Atkinson State University; however, this name only lasted for only one day (“Georgia College,” 2004). The current name, however, has been a source of contention and confusion. According to Georgia College & State University spokesperson Mitch Clark,

“I think there are a lot of people on campus who think the name is horrible. It’s awkward. It’s clumsy, and it’s confusing to a lot of people. So, I think there are probably people on this campus who have wanted to change it since the day we adopted it Trying to get people to understand who we are is difficult. A lot of people confuse us with Georgia State University, for instance” (“Georgia College,” 2004, ¶ 4 & 8).

While the door was opened in 2004 for the school to rename itself, administration decided to retain the name; however, they would use it sparingly. One administrator explained that they “formally use the new name where they have to for legal things; but as much as they can, they still revert to the old name . . . [The name] “Georgia College and State University” is incredibly awkward. It’s a school that’s been around a long time and has lots and lots of alumni who were offended by having to change the name of their dear alma mater. It’s sort of passive-aggressive, but they just say “Georgia College.”

Two other institutions had name choices that were not accepted on campus. Southern College of Technology became Southern Polytechnic State University. One administrator admitted that the institution had no say in the “Polytechnic” designation, that “Polytechnic was never really part of the discussion . . . that kind of came out of left field when everything got approved all at once.” Although a proposed name was Atlanta Polytechnic State University, spokesperson Ann Watson indicated that stakeholders “wanted to keep 50 years of tradition and keep Southern in the name” (Coleman, 1996, p. F7).

On the short list of names projected for Armstrong State College was “Georgia Atlantic State University.” Having experienced ridicule with a change in mascots from the Pirates to the Stingrays in 1994 and the unfortunate initials applied to Armstrong State

Stingrays, administration realized that acronym GAS-U had as many (if not more) problems. In 1996, the school officially became Armstrong Atlantic State University and it readopted the Pirate mascot (“At Armstrong Atlantic State,” 1997).

At some Georgia institutions, a number of stakeholder groups, in addition to the administration, questioned the names. Faculty and alumni tended to be the major critics of the rebranding. Although the systemic changes in Georgia are unique, administrative support was necessary for a successful integration of the new name by stakeholders. The lessons learned regarding the Georgia experience would be to secure constituent consensus prior to adopting a new or an adjusted brand name.

Reactions of the Community

When Penn State McKeesport sought in 2006 to change its name first to Penn State Allegheny and then in 2007 to Penn State Greater Allegheny, it created a firestorm of opposition from the local community from which it will likely never recover. Although outlined in detail in Chapter 9, this institution sought to rebrand because it wanted to distance itself from the reputation of its host city. The price it will pay locally will be far greater than the cost of signage and stationary. While not a “college-to-university” change, this rebranding signified the connection and pride a local community has in an institution bearing its own name (“Brewster resigns, 2006; Cloonan, 2006a & 2006d; Pittman, 2006; & Zajicek, 2006).

Likewise, when Hayward, CA officials got wind that California State University, Hayward President Norma Rees was planning to eliminate the city’s name from the university’s identification, the city mounted a campaign. Called “Yes to CSUH” (2004),

the city sponsored a Web site (yestocsuh.org) to protest the proposed rebranding to California State University, East Bay. While disapproving of the name change, Hayward allowed proponents to post their opinions as well. While opponents outnumbered those in favor of the new name 631 to 49, Hayward was not successful in blocking the regional identifier from replacing the city name in January 2005 (“Number of Respondents,” 2005).

While opposing the change, Hayward residents kept their collective sense of humor with a David Letterman type list: “Top Ten Reasons why changing the name of ‘California State University, Hayward’ to ‘California State University, East Bay’ is a bad idea” (2005). The list included the following:

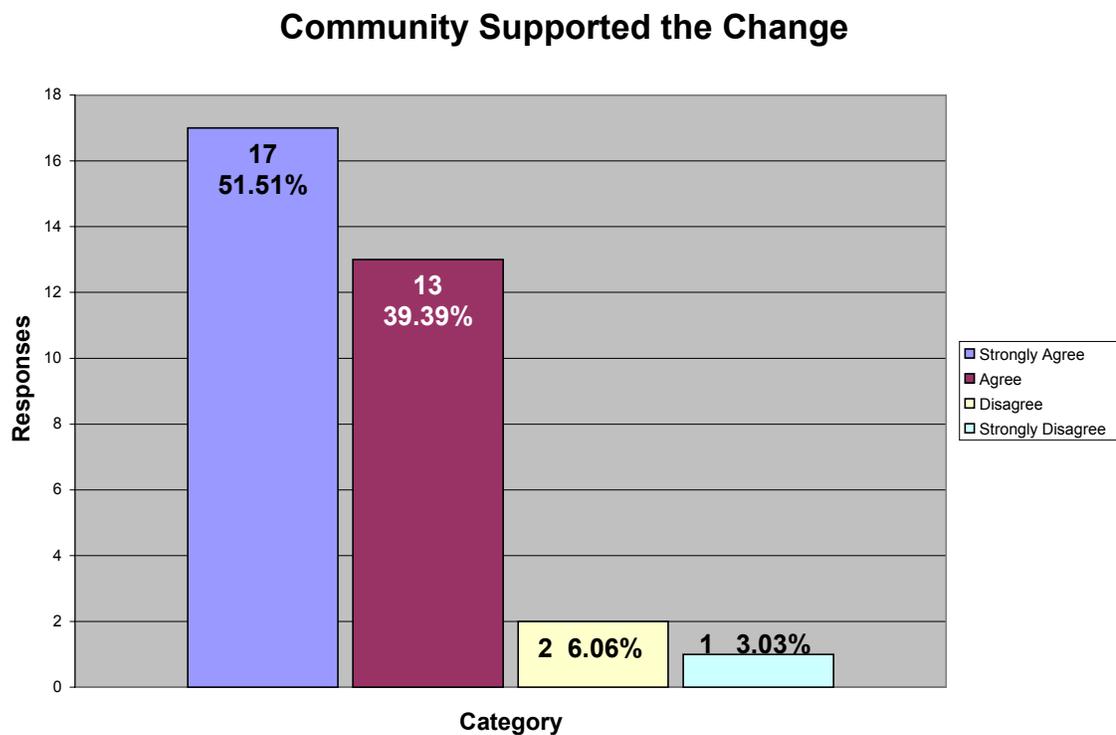
8. “California State University, East Bay - Hayward Hills Campus” will never fit on a T-shirt.
6. If university administrators think Hayward is an unknown, wait until new students try to find “East Bay” on the map.
3. Before too long, the new name will become affectionately shortened to “CSU, EBay” and get confused with an online auction site. (That should increase enrollments!).

Community Support vs. “Community Sarcasm”

While Penn State Greater Allegheny and California State University, East Bay represented instances where the community radically opposed a rebranding, is this generally the case with a “college-to-university” rebranding? To determine how important local opinions contributed to the process, 51 institutions in states containing

Appalachian counties were invited to participate in this research project. “The local community supported the ‘college-to-university’ name change” was one of the statements that administrators were invited to rate on a four-point scale. Of the 34 administrators that responded, only one did not rate this statement; however, elsewhere in the survey this same administrator indicated that “community sarcasm” was the most interesting component of the change. It appears that this particular institution had some difficulty with community support of the change. Of the remaining 33 schools that rated this statement, 17 (52%) “strongly agreed,” 13 (39%) “agreed,” two (6%) “disagreed,” and one (3%) strongly “disagreed.” Ranking third behind board and administrative support, the average ranking for this statement was 3.39 on a 4.00 scale (see Figure 5.3).

Figure 5.3
Community Support for the “College-to-University” Change.



Of the two schools that disagreed (one in Virginia and one in Georgia), these institutions had strong opposition from a number of stakeholder groups. In both cases, stakeholder protests were well publicized. The only school that “strongly disagreed” was a Kentucky institution. The nature of the community’s opposition to this specific name change is not known, as the respondent did not elaborate and a search of a variety of news archives provided no illumination of this issue. The same school, however, has been widely criticized for other reasons since that time.

Table 5.1
“Community sarcasm” as one of the top five most interesting components of the change.

Schools Reporting that Community Sarcasm as One of the Most Interesting Aspect of the Name Change					
	Number 1	Number 2	Number 3	Number 4	Number 5
Schools:	1	3	3	0	1
States:	GA	KY (2); VA	GA; MD; PA	NONE	GA

In addition to the “community support” question, eight schools indicated that “community sarcasm” was one of the top five interesting components of changing the name (see Table 5.1). Of these eight schools, only one represented one of the three that “disagreed” or “strongly disagreed” with the statement concerning community support. While it is not known why this discrepancy occurred, it is possible that while “community sarcasm” was an “interesting component” of the change process, those criticizing the name change were not of a significant number to alter whether the local community as a whole supported the change or not. Likewise, those “disagreeing” or “strongly disagreeing” that the “community supported the change” could indicate that while the local community did not support the change, there was not a significant amount of community sarcasm. In the Penn State McKeesport/Greater Allegheny 2007 change, the

community did not support the rebranding; however, the residents and city officials did not denigrate the institution either (see Chapter 9).

Community Support in West Virginia

Doing the Charleston. In West Virginia, community support was not an issue in most cases. When the local community had issues with the name change, other variables were present. For example, The University of Charleston's inclusion of the city name aided in support from the local community. Part of the support was due to UC's President Thomas Voss' visibility. One administrator explained:

Tom Voss was popular in the community. He had a group of people who thought that he was changing the institution to meet their needs. Every time he had a board meeting, he had a community dinner and would feed lots and lots of people and bring 'em in. He took board members on international trips [whispers] paid for by the institution. He was not very good with numbers. He misreported numbers of budgets and student enrollments to the board to make them feel good. So there were lots of things going on that were not accurate and the institution's health suffered. But there were people in the community who were his supporters, and that kind of dichotomy was there.

The other aspect of local community support was the Charleston identification included in the institutional name. One administrative faculty member explained:

I think that the acceptance was much quicker because we added the Charleston name. Now, this was their school. Morris Harvey College could have been anywhere. Community support and recognition had not been any different than a school 50 or 100 miles away. There wasn't as much interest in this school. When it became the University of Charleston, there was that community linkage. So, I think it was an easier transition. I think that the community leaders were pleased as part of the overall marketing structure. "Do you have schools in your area?" "Yes, we have the University of Charleston." So I think it was much easier and certainly that was the master stroke for the linkage and more community support. 'Cause Morris Harvey [the individual] was not from Charleston, he was from Fayette County. Morris Harvey College was in Barboursville when it became Morris Harvey College so there was never a strong linkage to this community.

While community opposition existed, it came from outside the Kanawha Valley. The City Council of Fayetteville, hometown of benefactor Morris Harvey, sent a resolution to the institution formally stating its disapproval of the removal of the Morris Harvey name. John L. Witt, Jr., the mayor of Fayetteville, complained: "We're really upset at this, and we're going to do everything we can to block it [the name change]" (Williams, 1979, p. 1B). Councilman Charles S. Weatherford added, "We feel that Morris Harvey contributed a great deal to Fayette County and the college . . . We don't understand the reasons for the change of name. I know he was instrumental in the keeping the college going, and it seems to me that the college should respect that"

(Williams). One student echoed the sentiments of Fayetteville when asked what Morris Harvey would have thought about the name change. “He’d turn over in his grave, that’s for sure” (Morris, 1978). Ironically, Harvey’s prophetic epitaph at his gravesite reads: “I would not live always: I ask not to stay” (see Figure 5.4).

Figure 5.4

Morris Harvey monument, grave, and epitaph at Huse Memorial Park, Fayetteville.



You can’t take the country out of Salem. Unlike the situation at The University Charleston, the Salem, WV community did not have issues with the new name, but rather with the international students who were attending Salem-Teikyo University. Following the merger with Teikyo University, the opposition came from former World War II veterans who were concerned with the influx of Japanese students into their town. In an NBC report of the merger, Salem Mayor Donna Stewart explained, “It all goes back to

World War II, really. There are some people, believe it or not World War II, [who believe that] you're supposed to carry this forever" (Kur, 1990). Local resident Corlis Brewer, nine years after the merger, reflected: "A lot of the people here haven't been out of the hollows forever, and we still have a lot who are fighting the Japanese. So you just put all these Japanese students in the middle of it, and it's really interesting to sit back and watch" (Martel, 1997, p. A10).

In the beginning, there were some miniscule problems from local residents in the treatment of Japanese students. Anti-Japanese graffiti touting "Jap, Go Home" appeared in several campus restrooms and a resident pushed ahead of some Japanese students at Dairy Queen shouting, "This is our country and they can wait" (Martel; Uzelac, 1991, p. 3A). Salem VFW Post Commander Richard Stamm reminisced that the situation could have been worse: "There were worries about retaliation, that maybe some radical [individual] would do something they shouldn't" (Martel).

Fortunately, the animosity was short lived. Early on, businesses realized that the Japanese students enhanced the local economy. In the very first group of students, a young lady purchased a car with \$10,000 in cash (Kur, 1990). This influx of capital to the market became the rule rather than the exception, as Uzelac reported, "Perhaps the most obvious change on campus since the Japanese students arrived is the parking lot: It looks like an automobile showroom, with the emphasis on sports cars. It's not unusual for Japanese students, most of whom come from affluent families, to pay cash for a car" (1991, p. 3A).

In time, the students became accepted as Salem resident, Tish Dunkle, recounted: "The world is changing. We need unity instead of separation. This is a small town with

small-town attitudes. But when the Japanese came, it opened our minds. For me, I can't imagine it without them here. Besides, can you think any other small town in West Virginia where you can get sushi?" (Uzelac, 1991, p. 3A).

One Salem administrator explained that many of the negative perceptions reported in the news media were an attempt to balance both positive and negative aspects of the merger.

The people who had concerns were minimal. It was only a problem when the news media came . . . when we did this [merger] and when we did a whole variety of different things. They had to find both the positive and negative. By and large, the Salem community is a terrific community of people. They really, really are – they're just great people. They opened their hearts, they opened their homes, they participated, and they did special programs [for the students]. We did all kinds of summer camp activities, as well as programs during the academic year. They [Salem residents] were very good to us. It's like anything else. All of the sudden you've got a new major partner and you can't help but wonder what they [Teikyo University and the Japanese] wanted out of this. "Why are they doing this?" "Why are they giving us so much money?" "What is it that they want from us in return?" It took a while before they realized that what they wanted, they already gotten. They got a foothold in which we could legitimize their activities in the United States. Subsequently, they went to four other institutions.

WVU's march to Montgomery. When West Virginia Institute of Technology came under WVU's banner in 1996 as a regional campus, the community generally supported the transition. Ten years later, however, the attitude shifted with the proposal to relocate the engineering program to South Charleston. Additionally, the public opposed the legislative redefinition of Tech as a WVU division. Although the South Charleston move did not occur, divisional status was effected on July 1, 2007. One WVU administrator contrasted the local attitudes in 1996 and 2006: "In '96, it was wanted in Montgomery; in 2006 it was not wanted. The change was not wanted." Another administrator added, "What really caused the firestorm was not them becoming a [WVU] division, it was the proposal to potentially moving engineering to Charleston." Another administrator explained the economic impact of moving engineering out of Montgomery: "Because all of the students would buy their lunches locally. They would be housed locally. You know it would be a big economic loss for Montgomery . . . Charleston was anxious to have all of those engineers going to school in [South] Charleston. They thought it would be good for businesses to have those interns."

When Governor Joe Manchin's proposal to move the engineering department was shelved, the legislature slated WVUIT's downgrade to divisional status for the next year. Much like Potomac State's loss of autonomy in 2005, WVU was able to consolidate back-room operations and save operating costs. Montgomery residents, however, feared this change, as one administrator explained:

The townspeople, if they lose control of the computer system and their daughter works for the computer system down there [in Montgomery] and that job no longer exists, it becomes a call to [Fayette County delegate

John] Pino. Moving the engineers or attempting to move the engineers to a much better facility at Tech caused political flack for the governor. These things generated a political layer of unrest . . . But the problem is a classic business or organizational problem with a merger, and if I said anything, we did not have the power to do the merger in the way we said we did. We did not have the power to order up the things that should have been ordered up 10 years ago. We've been negotiating with our own people to get things done for a decade. I think that since we've moved in that [divisional] direction, which I think is because of [WVUIT former president and current provost] Charles Bayless's leadership, they understand that it has to be done. It's been a lot easier for everybody and things are getting better.

The state of "State." In only one other instance, a minuscule issue with an additional West Virginia "college-to-university" rebranding was overshadowed by the institution's base of support. Early in the process, West Virginia State began receiving endorsements from a variety of stakeholders and community organizations, as one administrator admitted:

There was something that took place that I think was somewhat unique. We kept a list of organizations that wanted West Virginia State to become a university. The first time that it surfaced, I think the year was 2000 at an alumni conference in Chicago, IL. The alumni made a motion for this administration to seek university status. The second organization to pass a resolution was the state NAACP . . . We ended up with a list of about 24 or

25 [supporting] organizations. And the thing that makes that list, in my opinion, so impressive is that we did not ask one organization to endorse our university status – not one . . . In every single case, those organizations volunteered to support this move.

One of WVSC's greatest supporters was the *Charleston Gazette*. While supporting State, it did not support the three other institutions simultaneously seeking university status. In a 2003 editorial, the *Gazette* expressed,

West Virginia cannot afford and does not need to puff these schools up in name only. A name change does not mean students or the surrounding communities are better served. If Fairmont, Shepherd and Concord become universities, what's to prevent the rest of West Virginia's four-year colleges from pursuing the same ego-boosting change? . . . However, West Virginia State College is an exception. It truly deserves elevation to university rank. When the Legislature addresses this matter next month, we hope State gets special consideration, by itself ("Real U," 2003, p. 4A).

While West Virginia State University had overwhelming support from most constituents, some local legislators fought the change. Of those in State's primary service area, two Republican Senators, Steve Harrison of Kanawha County and Lisa Smith of Putnam County did not support West Virginia State on this issue. Their dissent, however, did not prevent the legislature from granting university status to State, as well as to Concord, Fairmont State, and Shepherd ("Senate Agrees," 2004).

What was that name again? While most schools typically had support from their local constituents for the rebranding, Mountain State University's (MSU) former brand had difficulty gaining local recognition. A Mountain State administrator spoke of the differences between the 1991 and 2001 name changes.

We went for 10 years with The College of West Virginia as a flag, and I don't say this derogatorily, but the old guard of Beckley who had familiarity with it just could not make the break and they never did with Beckley College to The College of West Virginia. While we accomplished a lot with changing the name, particularly from an external point of view, internal in this community, I am not so sure how significant that was. We dealt with The College of West Virginia – it was a good name. It was reflective of what we were at the time. But, I think it outlived its usefulness after a 10-year period.

Another Mountain State University administrator felt a surge in community support with the new name. “You don't hear many people calling it Beckley College anymore. When it was The College of West Virginia, that's all I heard. For the community, it was a really good move.” A third administrator elaborated on the success of the 2001 name change.

Ten years earlier, we made the change from Beckley College to The College of West Virginia. While there was no opposition to this change that I knew of at the time, the name just never caught on locally. For whatever reason, in the minds of the community and even with some of

our students, we remained Beckley College. After we announced the name change to Mountain State in January 2001, there were two experiences that led me to believe that we would not have the same problems. The first encounter occurring a month after the announcement at a Mardi Gras themed Business After Hours on our campus. At the beginning of the event, the president of the local Chamber of Commerce got up and said something to the effect of, “Beckley is getting its own university, let’s have a big round of applause for Mountain State University.” To which, the crowd responded with overwhelming enthusiasm. The second event happened in June of 2001. I was standing in line at a local McDonalds and was privy to a conversation between an elderly customer and a young female counter worker. Obviously, they were acquainted but hadn’t seen each other for some time. When the man asked the woman what she had been doing, she responded, “I’m studying to be a physical therapist assistant up at the college.” Then she added, with obvious enthusiasm, “And they’re becoming a university this fall!” I knew that we had finally shed the ghost of Beckley College and that we had made the right decision with the new name. I can’t say that we’ve ever had to look back.

Brand expansion. Likewise, Ohio Valley University received community support from outside of its religious brotherhood. One administrator noticed an acceptance by the Parkersburg and Vienna communities.

It’s been great. One of our initiatives was to become a regional institution and more of a community partner. They [the community] really embraced

it. That was one of the stellar things we have done. Now did the fact that we became a university change any of that? Yeah, a little bit. I think it just showed them that we are gaining in quality. This year, it led to one student whose dad is a prominent community leader and is on every board in town. He's one of our students here, but he's not a member of the church [Church of Christ]. We have the mayor's son as a student here. He's not a member of the church either. Basically, the mayor remarked, "I didn't know all of what you had out here." He didn't understand what was going on here. So, it's been a vehicle to get our foot in a lot of doors that we've never been through before.

California here we come. While there has been no evidence of the public's having any impact upon institutional name changes in West Virginia, the community can be an influential stakeholder. In nearby Southwestern Pennsylvania, the public at large had significant influence in blocking a proposed name change. At California University of Pennsylvania, President Angelo Armenti, Jr. announced in 2001 a proposal to change the institution's name in honor of a local businessman and philanthropist, Robert E. Eberly. Although having donated over \$50 million to a number of institutions, including California University of Pennsylvania, the Eberly name change was not to be considered a *quid pro quo* for promised future support. Armenti reasoned that the very name of the school located in the Borough of California, Pennsylvania was confusing to potential students who assumed the university was a West Coast institution. According to Armenti, "The name-change is essential if we are going to survive" (Beveridge, 2001, ¶ 3).

From all appearances, most stakeholders were against the proposal. Some of the more vocal opponents, however, were the local citizenry. One resident argued, “If it is a ‘problem’ explaining our location, how will that be solved by a name change? The school is still in the borough of California, Pa. How will the change transcend location? Will the next step be changing the borough’s name to Eberlyville?” (Folmar, 2001, ¶ 5). A Washington, PA newspaper editorialized, “The junking of a historic name to honor a present-day benefactor seems disrespectful to the past” (“Don’t Tinker,” 2001, ¶ 6). Pam Morosky of Fredericktown commented, “It’s nice of Mr. Eberly to donate money to the college, but there’s a building named in his honor. I think he’s also a big contributor to Waynesburg College. Let them name it Eberly University” (2001, ¶ 1). Monongahela resident James K. Caldwell argued, “Armenti is just a temporary administrator. We, the graduates and residents of the valley, should decide the name of our only local state institute of higher education” (2001, ¶ 5). At one town meeting, over 100 citizens gathered to protest the proposal. Additionally, California University officials and state legislators were flooded with complaints concerning the proposed Eberly rebranding (Metz, 2001).

With a host of negative press, Robert Eberly asked that the family name be withdrawn from consideration. In a letter to Dr. Armenti, Eberly wrote, “In light of the number and often-angry tone of the objections to the proposal to change the name of California University to Eberly University – and out of concern that the Eberly name may be more of ‘the problem’ than a solution – the trustees of The Eberly Foundation request that California University and the State System of Higher Education address the

marketing issues at the university by selecting some other, less objectionable new name for California University” (Metz, 2001, ¶ 3).

Although the Eberly identification was dropped by one Fayette County institution, another Fayette County school adopted the name within two and one half years without any conflict or fanfare. In recognition of the Eberly family’s contributions toward the 1965 construction of a Penn State University (PSU) branch in Uniontown, the local campus rebranded to include the Eberly name. In 2004, the local PSU campus became Penn State Fayette: The Eberly Campus. Over the years, the Eberly family donated \$22.5 million toward the local PSU branch. The name change occurred two months prior to Robert Eberly’s death on May 19, 2004 (Beveridge, 2004; Smydo & Levin, 2004). The difference in the community reactions to Eberly name at both campuses may be summed up by the respective communities’ perceptions of the motivation for its adoption. The public viewed California University’s motivation as being financial. In the Penn State Fayette case, it was viewed positively. Robert Eberly and his parents were actually responsible for the establishment of this particular campus – a school that probably would not have existed without the Eberly family support. Additionally, the name was an addendum to the existing brand and not a complete rebrand as proposed by California University of Pennsylvania.

Reactions of the Faculty

Usually considered an important stakeholder in the acceptance of an institutional rebranding, faculty senates are often provided the courtesy of voting upon a proposed name change. Institutional administrations and the governing boards, however, have occasionally ignored the faculty’s recommendation and have continued with their agenda.

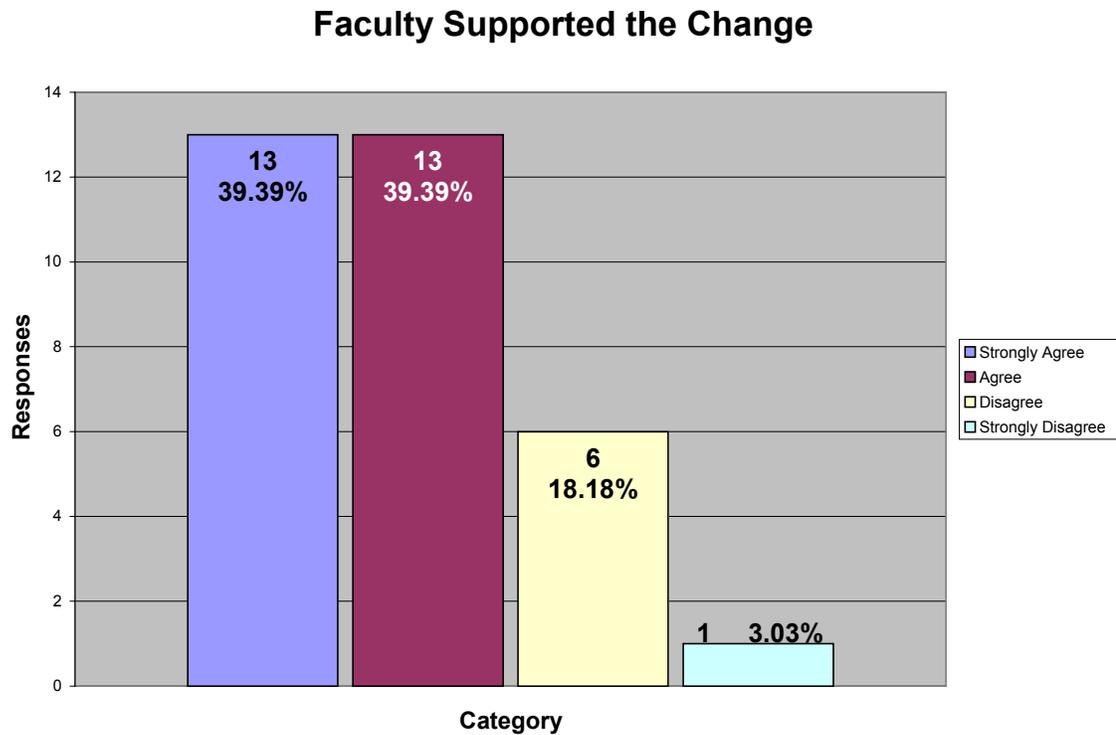
This occurred at California State University at Hayward where faculty narrowly rejected President Norma Rees' proposal to rebrand as California State University, East Bay. The 23-to-20 vote against the new moniker by faculty was not enough to sway the institution's trustees to reject the proposal. While the boards of the alumni association and the institutional trustees both unanimously supported the measure, faculty joined students and community leaders in expressing their opposition. The new name was approved two weeks following the Academic Senate's vote ("Academic Senate Votes," 2005; "It's Official," 2005).

During the same year, another California State University campus had vastly different results. Officially known as California State University, Sacramento, the school was beleaguered by a variety of brands including CSUS, CSU Sacramento, Cal State Sacramento, Sacramento State University, Sac State, and Capital University. Realizing the difficulty of managing multiple brand names, President Alexander Gonzales campaigned to change the name to Sacramento State University with Sac State as an official nickname (du Lac, 2004). With overwhelming rejection by the faculty, President Gonzales acquiesced and dropped the issue (Bazar, 2005; CSUS Faculty Senate, 2005). Faculty senate chair Cristy Jensen remarked, "There was widespread sentiment that we are proud to be part of the California State University system and didn't want that taken out of our name. He [Gonzales] listened to what we had to say" (Maxwell, 2005, p. B1). While the institution officially retained its California State University moniker, the media were asked to use a single informal name: "Sacramento State" (Bazar).

The Nature of Faculty Support or Rejection

While the two California State University system schools treated their respective faculty’s recommendations differently, how did the faculty at other institutions respond to rebranding proposals? Of the 34 institutions responding to the survey, 33 rated the comment “faculty supported the name change.” Thirteen (39.39%) schools each rated this statement as “strongly agree” or “agree”; six institutions (18.18%) “disagreed,” and one university (3.03%) “strongly disagreed.” The average score for this statement was 3.15 on a 4.00 scale (see Figure 5.5). This placed faculty support fourth behind board, administration, and community support. Institutions in five of the ten states indicated that faculty did not support the rebranding.

Figure 5.5
Faculty support for the “college-to-university” change.



Faculty Resistance

In addition to negative faculty reactions, two institutions listed “faculty resistance” as being one of “the most interesting components of the process of changing the institution’s name to a university.” One university rated “faculty resistance” as second behind “alumni reactions.” The other institution, however, listed the criterion as the third most interesting behind “alumni reactions” and “community sarcasm.” One Georgia administrator illuminated the concerns of faculty:

There was a sense of frustration and the feeling of not having any control over what was going on . . . The faculty were not left in a good position to be able to help articulate the reasons for the change to students or to alumni. That ended up creating more negative spin . . . You would expect faculty to be able to [defend the reasons]. Students would turn to their advisor or faculty member and say, “Why did this happen?” Rather than [receiving] any clear explanation of the process, what they got was, “Huh, I don’t know”; “No one asked me”; “No one consulted us”; or “We recommended something else and they obviously just ignored us.” So the lack of connection between campus input and the final result made it a disconnect.

One West Virginia administrator recalled faculty reactions to a similar change at St. Joseph’s University in Philadelphia.

I came there two days after the President announced the change from St. Joseph’s College to St. Joseph’s University and I had to face the faculty

and defend it. I did this within the first week I was there. I walked in . . . and I remember some of the faculty saying, “You are taking a very excellent, first rate college and making it a third rate university.” I probably got off on the wrong foot by replying, “First of all, you have to convince me that it’s a first rate college. There are four rankings of colleges and universities: first rank [tier], second rank, third rank, and fourth rank. The last time I looked at it, you weren’t in the first rank.” There was a fight over the change, but that disappeared in a year. I had none of those problems at Wheeling Jesuit. There wasn’t that long of a tradition there.

While faculty senate minutes confirm overwhelming support at most West Virginia institutions, faculty at two institutions took issue with the processes relating to the change. At The University of Charleston, while faculty did not have any overt resistance to the name change, they felt disenfranchised by their exclusion from the process and had great apprehension concerning the institution’s future. One administrative faculty member explained:

The general feeling of the faculty was one of concern. I still think at that point, Morris Harvey College as an entity had a very real possibility. Other schools had failed. We started to see small schools all around the country – some of them had disappeared. I think that there was some feeling that the name change may have been a lesser evil, but it was a necessary component to struggle through, muddle through, and hopefully we could make it . . . Faculty knew that they had not been involved in the

process. Part of the shock factor included the reduction of the number of faculty. This was really a new era. There wasn't a whole lot that the faculty could say. I think the faculty, as a teaching faculty, was concerned for the students. There was more thinking about, "How can we continue to grow?" The grandstand announcement was one of those, "OK here it is." The board had to have involvement in the process, but with the faculty there was a sense of some disenfranchisement with the process. That didn't become a major source of resistance within the structure. Those concerns expressed were a lot of questions about, "As we move forward, how are we going to be better?" This was more of a questioning component rather than, "You can't do this." The idea of the university structure and the ability to add graduate educational options – there were some things that were attractive to the academicians. There wasn't any real source of organized resistance.

In addition to not being a part of the process, a rise in deficits reported on the heels of the name change announcement precipitated the firing of faculty as part of the institution's restructuring efforts. One faculty administrator remembered the institutional tension in early 1979:

We had gotten to the point where we had a number of tenured faculty in one or two person programs, where we had declining numbers of majors in our traditional programs. So structurally, we weren't really well positioned. By 1978, we found ourselves in declining enrollment in unattractive distributions . . . The University of Charleston name change

was part of the overall structural change . . . So there were a number of things that were considered in that initial structure in naming. The faculty composition then became an issue changing dramatically with a number of tenured faculty and a number of programs that needed to be closed and cancelled. In February – the number I won't swear to but I believe – [that it was] 16 faculty members [who] were not renewed for the following year in that two-day period that was called the “St. Valentine’s Day Massacre.” That took place on February 14 and 15, 1979. That became part of the restructuring. At the same time, as part of changeover in structure, was the elimination of tenure for any faculty member who had not yet achieved tenure. Those that had it were grandfathered in, but those who did not already have tenure could not achieve tenure. Tenure was removed from that point. There was a series of three contracts: one-year, a three-year, and then a five-year contract. With those faculty having a tenure track position, a series of five-year contracts was issued, but nothing longer than five-years.

Even years after the restructuring and the name change, some faculty did not have confidence in their place of employment. One administrator illustrated this with one program’s message to students.

The nursing division told their students, “Go to West Virginia State” and get all of your general education courses there and come here for your nursing courses. They didn’t have confidence in the quality of the educational experience and didn’t want to be here. They were also

primarily interested in saving the students' money. The university was going broke because we only had an 8-to-1 or 10-to-1 student-to-faculty ratio in those high-level nursing courses. We then tell students not to take courses where we might be able to have a ratio that could support the nursing courses. So all kinds of things were going wrong.

Likewise, the faculty and staff at Ohio Valley University viewed their own institution negatively. One administrator elaborated,

We've had to change the perception of the school from the inside out. When I came here, we had faculty members that, for example, would hear that we had a student coming here that's a national merit finalist. A faculty member would say, "Why would she want to come here?" And that attitude was all the way through the institution. It was here. When we interviewed for a couple of key faculty and coaching positions, we had some candidates that were nationally acclaimed. The people on the search committees literally wanted to blackball them because they were too good to teach here . . . None of those people [with the negative attitudes] are here anymore. I needed that leverage, that university leverage, to help with the perception even inside this institution. And it's worked.

With the change to university status, Ohio Valley administration began expecting more from their faculty, as one administrator explained:

When I came here, we had a very low number of our faculty with terminal degrees. That's changing. Basically, these positions are going to be held

by people with terminal degrees. That's not an option. The option is, "Is it going to be you [or someone else]?" Basically, "if you're a program chair or you're a department chair, you're expected to have your doctorate. If you don't want to get your doctorate, you need to leave now and we'll hire someone who has one. If you're willing to get one, I'll be patient. We'll give you whatever." Some have three years and some have four years to get it. "We'll help you, but you have to show marked progress all four years or someone else comes in." It was the fact that we're a university that helped give validity to that [expectation]. Whether it really does or not.

One administrator acknowledged that while there wasn't much resistance to the name change, faculty were responsible for the bulk of the internal issues. Another administrator cited problems specifically related to the faculty.

There were some faculty that were opposed and very strongly opposed [to the name change]. They did not feel that we were large enough to do that. They didn't understand that it was truly a repositioning of our institution from a marketing standpoint. There's a whole list of reasons why we did it, and it really was done from the standpoint of repositioning us for future growth and seriously a rebranding of where we are and where we are going.

One faculty member who had a longstanding relationship with the school eventually changed his position and embraced the idea, as one administrator illustrated:

We still have a faculty member on staff who was the very first student who enrolled at Ohio Valley College. His name is Dr. Phil Sturm. He's a pioneer. Don Gardner, who was our first president, was out recruiting for students. Phil was going to go to one of our brotherhood institutions. By the time he [President Gardner] left Dr. Sturm's living room that day, he had him signing on the dotted line . . . He sold him on the idea of being a pioneer. Dr. Sturm had been at this institution his whole life, and he was opposed to the change to university status. But a year later, he came back and recanted and said, "I admit that I wasn't fully on board, but now I can see the vision. I can see where we are heading and I support the change." That endorsement, because he is respected by our faculty, helped internal relations and helped to solidify things. He was not out campaigning against it. Personally and professionally, I think he just hadn't caught the vision.

Shepherd University achieved faculty support by engaging faculty in conversations on the subject and outlining the reasons and benefits of moving to university status. One administrator recalled the dialogue process:

I went around that year and met with every faculty department and by the time I was done, there were very few faculty [members] opposed to it because they understood that it was primarily a recruiting issue. They also understood that it opened the doors to graduate programs, which they tended to favor. Once they realized, and many of them already had, that our name was being confused with community colleges . . . [and] that this

[university status] can't hurt the quality of the students that come to their classes and it might increase the quality, they were on board.

At the 10 West Virginia institutions that became universities, most faculty officially supported the change. At other institutions in this study, faculty displeasure had little effect in altering the decision to rebrand. In regard to West Virginia institutions, negative faculty reactions were often short-lived and were soon forgotten. To avoid these issues, Krell (2006) recommended, "By including employees in branding initiatives before they are launched, you can ensure that everyone is on message" (p. 49).

Reactions of the Alumni

While faculty are an important stakeholder group on campus, alumni wield a great deal of influence. This was discovered by Case Western Reserve University President Edward Hundert when he began a rebranding process at the Cleveland, Ohio institution. During his second year, Hundert sought to improve the school's image. Often referred by the acronym CWRU (pronounced "crew"), the institution was rebranded as "Case" because "market research had indicated that the acronym was difficult to pronounce and remember, and that it was poorly recognized outside Ohio" (Pulley, 2003, p. A30). There also was an opportunity for increased prestige with a one-word institutional name (Budiansky, 2006).

The Case for "Case"

The official name of the school that recognized the 1967 merger of Case Institute and Western Reserve University, however, remained unchanged. The new marketing brand angered alumni and particularly the alumni of the former Western Reserve

University. Confused by the Case branding efforts, some alumni supposed that an actual institutional name change had either already occurred or imminent (Lipman Hearne, 2006).

Additionally, remnants of an age-old rivalry between the two adjacent campuses prior to the merger fueled alumni alienation. Vice President of University Relations Lara Kalafatis explained, “Western Reserve and Case were archrivals back in the day. It was a Hatfield and McCoy situation” (Strout, 2006, p. A30). Chicago marketing experts Lipman Hearne (2006) revealed that alumni from both historical arms of the institution continued to be irritated over the 1967 merger. Case alumni, who tended to have more animosity than Western Reserve alumni did, credited the merger with the devaluing of the higher national rankings that Case Institute of Technology previously experienced. Lipman Hearne also reported that graduates since the merger followed the same lines of demarcation as their predecessors and that “the University created, enabled and maintained the dividing line between the two entities long after the creation of Case Western Reserve University” (Lipman Hearne, 2006, § 3).

In addition to the loss of the Western Reserve name in the rebranding process that distanced one alumni faction, the new logo unveiled in 2003 was also controversial with most stakeholders. The institution explained the logic behind the Case logo (see Figure 5.6):

The intersection represents the two institutions that originally came together to form Case Western Reserve University, reflecting the ideal of the arts and humanities intersecting science and technology. The half spheres evoke the lines of the global hemisphere, combined to represent

worldwide impact and dedication to global learning. Engaging line work represents the relationships between the university and community partners, Fortune 500 companies, and other partners who help create experiential learning, and can also be seen as a depiction of University Circle. There are gaps yet to be filled—communicating the idea that there is progress and learning yet to be achieved (Case Western Reserve, 2003).

Figure 5.6
2003-2007 Former Case logo from available for download from Case Wiki.



Often nicknamed the “fat man” or “fat surfer,” Lipman Hearne explained the problems caused by the controversial image that was unpopular with a number of stakeholders including alumni (Lipman Hearne, 2006; Mortland, 2007). “The current logo/mark has become a ‘lightning rod’ and is distracting administration and leadership from important work related to institutional leadership, financial concerns, and positioning/branding work. At the institutional and school levels, it is interfering with substantive discussions about programs, research, and fundraising” (Lipman Hearne, 2006, “Key Findings” section). In somewhat of a contradiction, Lipman Hearne assumed, “the logo looks to be a nonissue” with alumni, “the institution name and lack of a coherent ‘story’ are the primary concerns” (2006, “Alumni” section). While the Case brand simplified an unwieldy name, Lipman Hearne’s focus group of high school students

revealed “one-word University identifiers carry the assumption of prestige . . . [and that] ‘Case’ had not earned its way into the one-name group, so they considered that one-word moniker weak” (2006, “Focus Group” section).

During his four-year tenure, President Hundert further alienated alumni groups by consolidating longstanding alumni groups into one umbrella alumni organization. By 2006, Case Western Reserve’s mounting financial crisis and a “no confidence” vote by Arts and Sciences faculty led to Hundert’s resignation (Strout, 2006). Gonzles (2006) reported that alumni dissatisfaction and the resultant drop in donations was “one factor in the . . . resignation of former President Edward Hundert” (p. B2).

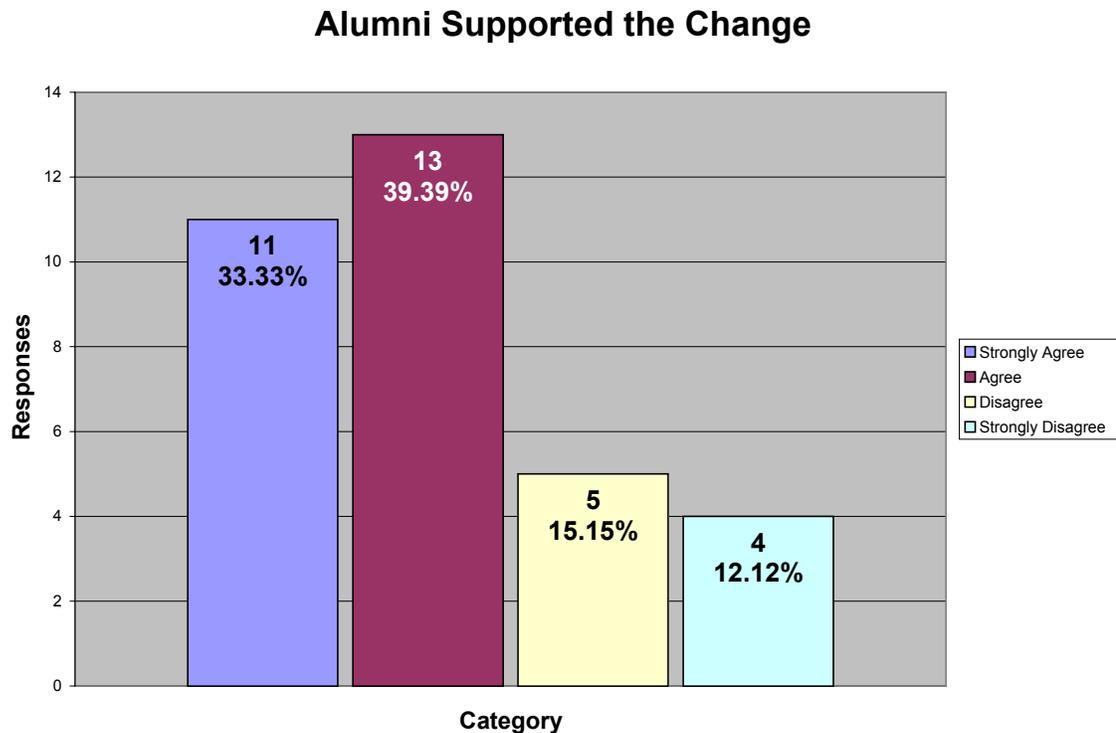
Lipman Hearne’s study concluded, “There are well-established links between brand loyalty and giving. This review and analysis suggests that Western Reserve loyalties are negatively affected by implications that ‘Case’ is dominant” (2006, “Modify Logotype” section). At the beginning of the next academic year, interim president Gregory Eastwood promised stakeholders that the branding issue would be resolved. To thunderous applause, Eastwood recommended a return to the full institutional name and logo that would not be “so much Case in your face” (Gonzles, 2006, p. B2).

Charting Alumni Support

While the challenges and the experiences at Case Western Reserve University were unique, the incident illustrated the importance of alumni participation in the branding process. In a survey of 34 administrators from nine states, alumni were more likely to oppose a “college-to-university” rebranding than other stakeholder groups. In response to the statement, “Alumni supported the name change,” 33 administrators

responded at the following levels: “Strongly Agree” 11 (33.33%), “Agree” 13 (39.33%), “Disagree” 5 (15.15%), and “Strongly Disagree” 4 (12.12%) (See Figure 5.7). The mean institutional score for this criterion was computed at 2.94 on a 4.00 scale.

Figure 5.7
Alumni supported the “college-to-university” name change; n=33.



My Old School

At most West Virginia institutions, negative alumni reactions appear to be at a minimum. Where alumni have been most vocal, these issues seem to have subsided over time. Representing the state’s most volatile responses, Morris Harvey College alumni reacted swiftly and negatively to the surprise announcement of the name change to The University of Charleston. Some independent variables may have influenced the alumni’s attitudes. Although the name change would not be effected until six months later, the

initial shock of the announcement was probably a factor. As time progressed, alumni comments came less frequently. Second and related to the first, alumni were not part of the change initiative process. Their absence in the decision could have led to disenfranchisement. Third, the sheer novelty of the change also may have had an impact upon alumni. In 1978, the idea of a college transitioning to university status was not as commonplace as it is today. Within the recent memory of Morris Harvey's alumni, only one West Virginia school had made this transition—Marshall College to Marshall University and that was 17 years previous (Casto, 2005).

While these hypothetical dynamics may have contributed to alumni indignation, the reigning factor was the loss of an institutional identity and the allegiance to the Morris Harvey name. To Dr. Thomas Voss' credit, the institution retained the Morris Harvey name for the College of Arts and Sciences. One faculty administrator felt that decision tempered the issue: "That was an important part because it allowed for prior graduates to have some point of identification . . . Although we had not had a great deal of support from alumni in the past, it was a real concern about the negative alumni reaction to that change." Morris Harvey College was not, however, a stranger in regard to institutional change. Prior to the UC name, it was on its third name, in its third location, under its third controlling body, and twice had merged with other institutions (see Chapter 1).

In addition, most institutions in West Virginia had been through a series of name alterations. Even today, only two regionally accredited institutions in West Virginia retain their original names: Bethany College founded in 1840 and Davis and Elkins College founded in 1904 (see Appendix Z). Although local news media presented this

argument, alumni were anxious concerning the school from which they held their diploma.

Figure 5.8

Bethany College one of only two WV accredited institutions that retains its original name.



As a tangible piece of connective tissue, UC offered to reissue diplomas to graduates. The replacement diplomas listed the names Barboursville Seminary, Morris Harvey College, and The University of Charleston. For some unknown reason, the second name of Barboursville College was omitted (“New Diplomas, 1979). One faculty administrator explained the overtures made to alumni:

Those tokens, signs, symbols, and things in terms of the process were offered to allow people to evaluate and say, “I think I kind of like this and so I want to go ahead and do this.” If they didn’t, then they didn’t have to take any action . . . [Those not accepting this might say,] “You can’t make

me have a [acknowledge] University of Charleston from an alumni perspective. The institution that I went to is now gone.” The administration said, “No it’s not gone, it has gone through another transition . . . This is just part of an evolutionary process: a necessary part of the evolutionary process. Would you rather have an institution here still where you attended it, or have no institution here [at all]?” So those kinds of offerings were made as an outreach and we were very, very sensitive to the Morris Harvey College name. I think that without retention of the College of Arts and Sciences retaining the name in some form, I think that it would have been not impossible, but nearly impossible to do. That would have been the sign that we didn’t care about anything that happened before. It’s still an ongoing property, we recognize our past, we recognize the traditions of Morris Harvey College.

One remaining area of contention was the former institutional name on Riggleman Hall, the main building on the UC campus. One administrator explained the compromise of allowing it to continue.

We had some conversations on whether the name Morris Harvey be removed from this building [Riggleman Hall] so you stand across the river and you see Morris Harvey College. There wasn’t any signage out front for the University of Charleston. We didn’t have one, and people didn’t know what the name of the school was. It was then 10 years [after the name change] and it hadn’t been done. Ten years later, 20 years after it had been done, it was still a matter of “Don’t you dare touch that because

we are all just hanging by a thread with the allegiance of the alums to the institution. If you do anything to change the Morris Harvey name and its prominence, then you're in trouble." So, we used slashes, UC/MHC trying to bring those folks along.

Figure 5.9

The Morris Harvey name continues on Riggleman Hall.



While the institution made an effort to include Morris Harvey alumni, some still reject the UC moniker as an administrator noted: "There are some alums that still say I went to Morris Harvey College. So, it only sinks in because there are fewer of them than those who identify with the University of Charleston." Those that have eventually accepted the name have recognized that UC is the same institution as Morris Harvey College. One faculty administrator reasoned,

We have many helpful Morris Harvey College alumni that are proud to be associated with The University of Charleston. They have made that [realization], “It’s still my school, whatever it’s called; it’s still my school.” Many of them, because they were loyal before, are going to be loyal to this institution even if we called it Mud Suck Tech. They wouldn’t have liked it, but it was their school. That’s seems to be the characteristic of alumni who are loyal and who were involved when they were a part of the institution in their college days. They might have that same kind involvement today. If there are any open wounds still out there, I’m not aware. I heard for a few years about people who were hurt by it [the name change].

While the University of Charleston’s name change occurred in 1979, later changes at other institutions were met by alumni apathy or by veiled threats of non-support. A Wheeling Jesuit administrator assessed the situation regarding the institution’s two name changes that occurred a decade apart.

Most of the alumni ignored it or didn’t seem to care. They understood that this was a process of growth. Several were very insistent. “I got my degree from Wheeling College and that’s what I want it to be: [a] Wheeling College [graduate].” Others said, “I like the name Wheeling Jesuit College.” A few of them dissented. The way they often try to present themselves is by saying, “I’ll never give another donation.” I don’t remember looking at any of those – they just didn’t like it. So you’ll still find people, I found people that say to me, “I graduated from Wheeling

College” and “I say that’s fine.” I offered any that wanted to get their diplomas updated whether it was Wheeling College or Wheeling Jesuit College I don’t think anyone took it up and I don’t think it really bothered those people. I didn’t have any real dissent that was meaningful – you’ll find dissent in whatever you do. I didn’t have any [major] dissent.

Figure 5.10

West Virginia State Homecoming 2007: Clay Singleton ('86) & Jesse Peterson ('85)



Clay Singleton, from New York, and Jesse Peterson, from Michigan, returned to State’s campus for the first time since graduating. They are pleased with the “university” designation and the many improvements made to the West Virginia State campus in the last two decades.

Like UC and Wheeling Jesuit, a number of schools used the opportunity to issue new diplomas to alumni to build acceptance. West Virginia State University, where the alumni association was the first to endorse the name change, used the opportunity as a fund raising activity. Approximately 100 alumni from West Virginia State took advantage of the offer, as one administrator explained,

You still have many alumni who were here when it was West Virginia State College. Something I've enjoyed talking to alumni about is the fact that in addition to your college diploma, you can now get a university diploma. We've had many alumni take us up on that. You have alumni who now have two diplomas from West Virginia State.

Similarly, Shepherd University reissued diplomas for its alumni who desired them.

One administrator recalled Shepherd's specific promotion:

We sent mailings out to all of the alums that we knew of and I think we published a notice in our quarterly magazine. We gave the opportunity to any alum that had a Shepherd College degree for a donation of \$50 to a scholarship fund that we would present them with a Shepherd University degree [diploma]. Several did that, but not nearly as many as I thought would have. I think we had less [sic] than 200. But, I would have thought it would have been a lot more if for no other reason than the novelty. "Hey I've got two college degrees from the same place, but I only did 128 credits." We weren't overwhelmed with it. But, there are people out there now with two sheepskins on the wall.

Also using this tactic, Mountain State University offered alumni of Beckley College and The College of West Virginia an option for new diploms. Unfortunately, MSU has only actively nurtured its alumni during the last 17 years. One administrator explains some of the issues involved with this:

I don't know how the alumni feel about much of anything. In the past, we hadn't cultivated our alumni and part of that is that we didn't give them anything to remember while they were here. You know all the older alums have had very fond memories of their experience here at Beckley College. It was their saving grace, as we represent economically a poor region. Regarding the name changes, I think it's hard – even when you divorce someone – you still have their name – you still have memories attached. Your educational experience is so intrinsic of who you are – just like your work experience, [and] your credit report. But I think everyone is pleased that the school has grown; because when the school is successful, they can tout that degree even more. One of the ways you can almost test that is to see how many people who have asked to have their diplomas changed.

While the exact number of alumni is unknown, 11 Beckley College graduates and 64 graduates of The College of West Virginia requested new diplomas (Stone, 2004).

Another administrator believed that this was a good move for MSU. “The fact that the university wanted to go back and reissue the diplomas, I think that was a very positive thing for the alumni.”

While not promoting a special campaign as did other institutions, a Fairmont State University administrator explained that alumni could receive an FSU replacement diploma. “We didn't do that [offer replacement diplomas], although I think if they ask for a new diploma it automatically comes up with the university name because we don't have the template for the old one.”

For most institutions, only slight alumni negativity occurred. This was countered by administrations' providing solid reasoning to alumni dissenters. At Concord University, an administrator indicated that the initial reaction was "mixed"; however, "ultimately, the alumni association endorsed it. But it was only after a lot of soul searching by people who were proud to be Concord College graduates and that others before me talked about the value of it [remaining a college]." Additionally, Concord alumni didn't "put a great deal of significance in the name change." At Shepherd, most supported the change; however, as one administrator explained, some individuals had to be convinced.

Shortly after the name change, which took place in March, I went down to Florida for a few days to pay a visit on some alums. I took with me some very nice, large coffee mugs. They were the first ones off the press that said Shepherd University, and I had them gift-wrapped. I visited a couple that graduated from Shepherd in the '50s, I believe, and they lived in Jacksonville. I had never met either one before. I knocked on the door and they invited me in and I presented them with these two gifts. As they opened them and looked at them, there was this long awkward silence and finally the woman says, "I guess you don't know my husband's position on the name change do you?" I said, "I think now I know." We talked for an hour or two. We went out and had lunch for an hour or two. We came back and talked some more. When I left, he was rah, rah Shepherd University. But when I got there that day, he did not want that name change. He didn't go to Shepherd University – he went to Shepherd

College. But, that was the exception. By a vast majority – I would say at least 9-to-1 were in favor of the name change. Today, three years later, it's hard to find someone who doesn't think it was a good move.

A smoother transition occurred at institutions where alumni were involved in the process or at least had a forum to express their opinions. One Ohio Valley University administrator spoke on how his institution involved the alumni beyond their participation on a "name change" committee.

We developed a survey instrument that we sent out to alumni and students. There were several questions. Most were closed-ended, but there were some open-ended questions. We did this to gauge perception and get feedback. It was very revealing. The overwhelming majority of responses were, "Yes, you should move to university status. It would be a good thing to do." We also sent along with that survey our rationale, and I believe we had 10 reasons why we needed to move to university status. As a researcher, more than likely, that biased my results in some way – I had a feeling that it did. I wanted to gauge their opinion and get their take on it after they read our rationale – that was our purpose. We threw it out there and said, "OK, here's why we're doing this. We feel like it's important." More or less, we asked them the question, "Do you agree where we're heading?" Some of our alumni, as you can imagine, were very vocal and very adamant about not doing it. We had responses that said, "Well, you're not big enough." "Don't you have to have graduate programs to

declare yourself a university?” The answer was no, and we attempted to provide a definition of the term “university.”

In Georgia, where alumni were not involved in the process, the transition to university status caused major problems at several institutions. One administrator expressed how very powerful alumni felt disenfranchised by the very process.

I’ll tell you how bad it is. We even continued to print the old sweatshirts, caps, and things like that for our bookstore for old alums who refused to buy the new caps, sweatshirts, and things with the new name . . . It [the name change] resulted in a president leaving in the middle of the night, not only for this, but this was part of it. It resulted in about four years of having to repair relationships with the alumni and the other areas of the institution. It was an extremely unpleasant trip.

Another Georgia administrator admitted that even 11 years later, alumni still complain about the current identity: “There are members of our alumni board that bring that up every meeting now. ‘Why don’t we change it back?’ ‘Who did that?’ ‘Why did that happen?’ ‘Why did they do that to us?’”

Reactions of Former Employees

Not unlike the negative reaction of alumni, former West Virginia Tech employees and their spouses formed a committee to protest recent developments at West Virginia University Institute of Technology. Seven women, whose connections to the school spanned over 40 years, organized “Take Back Tech.” The membership included three former administrative assistants, one former Tech Foundation director, two spouses of

former Tech employees, and a spouse of an inductee in the Tech Hall of Fame (Phillips, 2007b; Williams, 2007).

Formed the day following Governor Manchin's 2006 State of the State address, the group was credited with stopping the move of Tech's engineering department to South Charleston. In the aftermath of the announcement, the women consulted with legislators and traversed Fayette County collecting 7,000 signatures to stop the engineering move. Part of their efforts resulted in a \$3.2 million legislative appropriation for the engineering department. Fearing that WVU planned to move Tech to community college status, the group began to question the 2007 move of Tech from a regional branch campus to becoming a WVU division (Williams, 2007).

According to Senator Robert Plymale, "If I have one word to describe these women, it is 'persistent.' They were very, very concerned about the school. Their efforts were welcome, and the results were better because of their efforts" (Williams, 2007, p. 1B). Plymale, who chaired the Legislative Oversight Commission on Education Accountability (LOCEA), requested that the WVU Board of Governors provide LOCEA its plans for Tech. The report, expected by April 2007 but submitted in June, was not deemed adequate and Plymale requested that a plan be resubmitted by July 1, 2007 – the official date of the WVU Tech change in status (Phillips, 2007a). Meanwhile, Take Back Tech filed suit in Kanawha County Circuit Court to block the Tech status change. Requesting emergency measures, the plaintiffs asked that WVU's plan to move Tech to divisional status be blocked pending settlement of the suit ("Opponents of Tech-WVU," 2007). On July 3, with LOCEA having not received the requested plan, Tech Back Tech

spokesperson Dorothy Phillips opined in a *Charleston Gazette* guest editorial (2007a, p. P7),

Why is it so difficult for the WVU Board of Governors to develop and submit a plan? Would or does the plan safeguard the baccalaureate programs at West Virginia Tech, particularly the engineering program? Or is the ultimate goal to destroy these degrees at Tech despite the specific intent of the Legislature to the contrary? Does the Board of Governors truly hope to revive Tech and its campus or turn it into a community and technical college? A respectable plan would have addressed these concerns and would have eliminated the need for our court action.

At this writing (August 30, 2007), WVU's plan remains unsubmitted and legal action is still pending. While the lawsuit did not block Tech's change-in-status plans, not all Tech stakeholders were pleased with the efforts of Take Back Tech. One Tech student complained about the group and suggested more suitable avenues of pursuit:

I'm a current Tech student, and Take Back Tech has done nothing but make trouble for the school. Before the merger that took place at the beginning of the month, Tech was only a regional branch of WVU. WVU had no obligation to fund anything. Tech chose to become a regional campus, much like WVU-Parkersburg, because the administration at the time wanted more control over the school, something that the new divisional status will force the school to give up in some moderate amount. Tech was also underfunded [sic] for many years by the state legislature, forcing the school to fall millions of dollars behind in basic maintenance.

Take Back Tech, which is made up mainly of residents of Montgomery and the surrounding area, could do other things to really, honestly help Tech. First and foremost, they could clean up the town and rid it of the massive drug problem in the town. Walking through downtown and trying to avoid [sic] the syringes lying all over the sidewalks isn't very encouraging to students. Montgomery has also been unwilling to let new businesses in town, mainly franchises. This has forced several businesses to move across the river to Smithers, and leaving many Tech students who don't have the means of transportation unable to even do basic grocery shopping (Newsie, 2007, "July 11" section).

Reaction of Other Institutions

Ten years before Tech Back Tech's campaigns mounted against a variety of decisions facing the Montgomery institution, there were reactions from administrators in both the College and the University systems toward the proposed WVU – WV Tech merger plans. While other institutions are not considered direct stakeholders, often they create dynamics that can influence a rebranding decision. This was evidenced by a number of cases outlined in Chapters 1 and 9.

Marshall vs. WVU: The Backyard Brawl

In regard to the WVU-Tech merger, Marshall University President Wade Gilley cried foul to the idea. Gilley feared that with Tech as part of the University System, Marshall University would be required to share revenue under the funding formulas at the time. Gilley complained that Marshall was also funding the West Virginia School of

Osteopathic Medicine and anticipated similar resource sharing with West Virginia Tech (Rake, 1996). According to Gilley, Tech “might think they can come over to the University System, and we’ll bail them out. I’m not opposed to the merger, but I want to be assured that Marshall students won’t be taxed for that” (“WVU, Tech Get OK,” 1996, ¶ 6). The editors of the *Huntington Herald-Dispatch* echoed this same cautionary reaction (“WVU-Tech Watch Out,” 1996).

One administrator noted that University System Chancellor Richard Manning had problems with the ongoing WVU-Marshall rivalry, a hostility this proposal had fueled:

He [Manning] was spending most of his time trying to keep Marshall and WVU from killing each other. Wade Gilley was a very aggressive president and he always had this way of . . . building up his institution at the expense of anybody else that got in his way. He had to tear somebody else down in order to build his own place up, and Manning spent an awful lot of time trying to get along with Gilley and trying to hold him down and try to get him from really having open warfare with WVU.

Another administrator, however, viewed Gilley as a shrewd entrepreneur with his own merger plans up his sleeve.

I think Gilley is the slickest good old boy. He could sell me snake oil and swampland in Florida. I’ll never forget having a drink with him at the bar at the [Charleston] Marriot. I was listening to him and saying in the back of my head, “This guy is running a university?” Because he does not come across as such, and I think that is the secret to his success. Before you

know it, he's made the deal and you don't know what happened to you. Regardless to what happened to him, I think that Wade Gilley is one of the most entrepreneurial souls in higher education. I think in his own way, he was trying to position Marshall as the alpha dog.

Figure 5.11

Marshall University Graduate College – possible legislative appeasement for Marshall.



The WVU-Tech merger became a springboard for Gilley to close a deal for Marshall University to affiliate with West Virginia Graduate College during 1996 (SB 591). In 1997, Marshall absorbed the Graduate College and increased Gilley's educational fiefdom ("The Merger," 1998). One administrator explained how the originating affiliation was attached to the WVU-Tech merger bill (SB 591, 1996):

I will tell you that I also went to Wade Gilley, who was the president of Marshall, and to the College of Graduate Studies [West Virginia Graduate College], who were very concerned about WVU's presence in the Valley. I told them eight weeks prior that we were looking at this possibility. We had task force made up of people of both campuses and I really think this prompted them to think about a merger of their institutions, which members of the board forced them [Marshall] to tell me the night before they voted on it. So, I think they both went through in that same bill and I think this [WVU-Tech merger] prompted that merger.

While one legislator was hesitant to admit the Marshall and Graduate College merger was an appeasement to Gilley and Marshall for the WVU-Tech deal, one well-connected administrator disagreed and said this was the exact reason for the creation of the Marshall University Graduate College. "Yes, I do personally believe that it was a trade-off. Maybe even one that even WVU might regret today since Marshall has managed to expand that graduate college and really make it into something." After the smoke cleared, Gilley publicly praised WVU for saving West Virginia Tech (Bias-Jones, 1996).

A Carrier of Leprosy

One other reaction occurred in relation to the WVU-Tech merger. This was the reaction of the other Presidents under the jurisdiction of the Board of Directors of the State College System [College System]. In addition to West Virginia Tech (prior to the merger), the College system included the other seven state colleges and the two free-

standing community and technical colleges. One administrator recalled the responses made by the other College System presidents to the WVU Tech merger.

Presidents don't normally volunteer to give their autonomy away, and so, the other presidents were amazed, as I recall at the time. They were amazed, but they were also fearful that the legislature might see this acquisition as a desirable trend, and that they might want to have it happen with the other campuses. So they were all a little bit fearful that the legislature might think that this was such a good idea, "Let's do this at several other campuses." So they kind of almost all of the sudden acted like [WV Tech President John] Carrier had leprosy. They didn't even want to be seen with him, because they thought they might be tied into the same ideas with their own campuses.

Sue Me, Sue You Blues

Occasionally a rebranding results in a legal battle. When The College of West Virginia (CWV) worked through the process of a new name, it had no idea that another school in West Virginia was using a similar name to its selection of Mountain State University (MSU). However, as CWV began moving to adopt the new identity, a Mountain State College (MSC) representative approached a CWV recruiter about a possible trademark infringement at a college fair held on December 5, 2000. Two weeks previous, CWV had filed an application for "Mountain State University" as a registered trademark with the U.S. Patent and Trade Office (2000). Within weeks of MSC's initial complaint, The College of West Virginia Board of Trustees (2000b) approved the name of

Mountain State University as the school's new name. In addition, the Secretary of State of West Virginia registered the name for commerce within the state and Network Solutions permitted the institution's use of the mountainstate.edu domain name in tandem with its existing cwv.edu domain (Mountain State University v. Mountain State College, 2002; "Who is – mountainstate.edu," 2007).

On December 13, 2000, Jackson and Kelly, PLLC officially contacted CWV in writing stating that the Mountain State University name infringed upon MSC's trademark brand. Using evidence of Mountain State College's April 28, 1999 West Virginia trademark certificate as evidence, MSC's counsel claimed infringement based on three claims: a) use of the mark without consent of the registrant in commerce where it would cause confusion; b) use of the mark in advertising in West Virginia; and c) that corporation names must be unique and distinguishable from existing West Virginia corporations (Mountain State University v. Mountain State College, 2002; WV Secretary of State, 1999). Monika J. Hussell (2000, ¶ 8) advised that "Mountain State College objects to The College of West Virginia's use of the name 'Mountain State University' and respectfully requests that it cease and desist from using 'Mountain State' in its enterprise now and in the future."

On January 5, 2001, CWV responded through Steptoe and Johnson, PLLC. Megan D. Dortenzo (2001) countered, "Please be advised that after careful consideration of your request, my client is going forward with its efforts to change its name to Mountain State University. Please understand that this change is not made lightly" (¶ 2). Dortenzo outlined several reasons that there really was no conflict between the two institutions. These included the following: a) the schools were different in scope; b) the schools

served different types of students; c) there were hundreds of businesses using the “Mountain State” identity; and d) there were numerous examples of schools’ sharing a similar identity to other institutions. In the meantime, MSC sent a second letter for Mountain State University to cease and desist with the name change (Hussell, 2001a).

Six days following this response, CWV officially became Mountain State University, Inc. *doing business as* The College of West Virginia. A media event occurred in Beckley and coverage of the name change was reported by media from Beckley, Bluefield, Charleston, Huntington, and statewide through West Virginia Public Radio. The *Beckley Register-Herald* dedicated the entire front page of the next day’s edition to the name change story and printed a commemorative one-page sheet of the same as a souvenir (“Mountain State,” 2001).

The following Sunday, Mountain State University placed full-page ads in every major newspaper in the state announcing the name change that would be effected in August 2001. Additionally, MSU issued a press release to all West Virginia newspapers. Both the advertisement and press release appeared in the *Parkersburg News and Sentinel* and evoked strong emotions from Mountain State College’s administration. MSC’s counsel threatened legal action (Hussell, 2001b; “Mountain State University Marketing Department,” 2001; *Mountain State University v. Mountain State College*, 2002).

Four days following MSC’s third cease-and-desist letter, Mountain State University filed suit against Mountain State College in the U.S. District Court for the Southern District of West Virginia on February 16, 2001. MSU claimed that its name did not infringe on MSC’s name, that it was not expected to cause any confusion, that MSC’s mark was not considered famous, and that MSU was not engaging in unfair competition.

The suit asked for a declaratory judgment (*Mountain State University v. Mountain State College*, 2002). One administrator explained that the institution was immersed into the name change process at the time of the suit. “We were so far into the process there was no stopping it. We had poured a lot of money, time, and a lot of the publicity had gone out . . . It was so late in the game that there was no stepping back from it.” Another administrator recalled the rationale for the suit.

We made our change and they got a group of attorneys here in West Virginia and said, “You’ve stolen our territory” and so on and so forth. “We’re going to sue you over name infringement” and so on. The reality is that we would have probably won in court because . . . you can look at all the states and find similar kinds of issues. But I guess that’s what that forced us to do what we did.

In addition to the issues raised by Dortenzo, Mountain State University also claimed the following: a) MSC held lesser status national accreditation, while MSU held regional accreditation; b) no one on MSC’s faculty or staff had an earned doctorate, while 50% of MSU’s faculty held doctoral degrees; c) MSC’s advertising was geographically limited; d) MSC served a significantly smaller population; and e) MSU had a population of international students, while MSC had none. Mountain State College’s position included the following: a) they had continuously used the mark since 1888; b) MSC’s usage often was simply shortened to “Mountain State”; c) MSC operated the mountainstate.org domain before MSU registered either the mountainstate.edu [in 2000] or mountainstate.net [in 1999] domains; d) MSU employed reverse confusion in which the public would attribute MSC’s products to Mountain State University; and e) MSC

employees had communicated with individuals who had confused the two institutions (Mountain State University v. Mountain State College; “Who Is – mountainstate.edu,” 2007; “Who Is – mountainstate.edu,” 2007”),

The suit continued for a year and was finally settled just prior to the trial date. A Mountain State University administrator remembered how the settlement occurred:

It went on for about a year and we got in the presence of a federal judge in Charleston [Charles H. Hayden] who sat with us and sat with them and with our respective counsel. He looked at the Mountain State College owner [Michael McPeck] and said, “You two need to work this out.” Then he looked at me and said, “You need to find a way to work this out. If you put me in a situation in making a decision, neither of you is going to be happy.” Those were his words. So, we sat there that day. Our counsel said, “Let’s fight it.” I thought about it and said, “I’m going to make them an offer to just buy out the issue.” I think we made a reasonable offer just to get them off our backs. It would have cost us far more in attorneys’ fees and other kinds of things to fight it. We made a little cash settlement and their owner went home happy and we went away unencumbered. Not unlike what happens in any situation where there’s something dealing with trademark infringement or copyright infringement. Those things are mostly settled. Not necessarily because you need to do it, but reality tells you that it’s so much cheaper to do it that way.

While the settlement amount was undisclosed, one administrator characterized the amount as “not too much.” Another thought that it was “about \$250 thousand.” A third

confessed that, “for trademark licensing settlement, it was considerably lower than most arrangements of that nature.” One administrator believed that Mountain State College’s primary motivation, however, was for MSU to purchase the Parkersburg school.

They [Mountain State College] really were a small insignificant school and what they really truly wanted from Mountain State University was for them to buy them out. That was the whole push all along because they were floundering. I thought that they felt this was a good way to dump this thing. That’s really what they were working for the whole time. That’s why [administration] settled. I think [a number of staff] went up to look at it to see if it was viable and if it was something that may have worked for us. It was in a bad part of town and it was pretty dilapidated and it wasn’t worth what they wanted for it.

A July 26, 2007 visit to the Mountain State College campus in Parkersburg revealed that the neighborhood did not appear to be any better or any worse than most sections of the city. Some buildings in the neighborhood were in disrepair, but these were not unlike houses that once adjoined the Mountain State University campus. Although the interiors were not inspected, a cursory examination of the exterior of MSC’s three buildings revealed that they appeared to be in good repair and could not be considered dilapidated (see Figure 5.12).

While the extent of the confusion created by CWV’s rebranding is not known, there appears to be some to this day. An administrator from another institution slated to be an expert witness for the plaintiff admitted, “A week before the set date for the trial, Steptoe and Johnson were preparing me for testimony and they asked about the possibility

of confusion between the institutions. I honestly said there would probably be some. There should not be much, but I couldn't say that there wasn't going to be any. They were not happy with my answer.”

Figure 5.12
Mountain State College in Parkersburg.



One MSU administrator indicated that, even years following the change, “There were problems with MSU starting nursing program cohorts in the Parkesburg area as people tended to think it was Mountain State College and not us offering the classes.” Several published issues have arisen as well. The 2005, 2006, and 2007 *HEP Higher Education Directories* incorrectly list Mountain State College as being accredited by the Accreditation Review Commission on Education for the Physician Assistant, an organization that accredits MSU’s Master of Science in Physician Assistant program.

Additionally, the popular college social networking site Facebook (2007) up through mid-2007 listed Mountain State University's network home as being Parkersburg, WV. This issue was resolved during summer 2007.

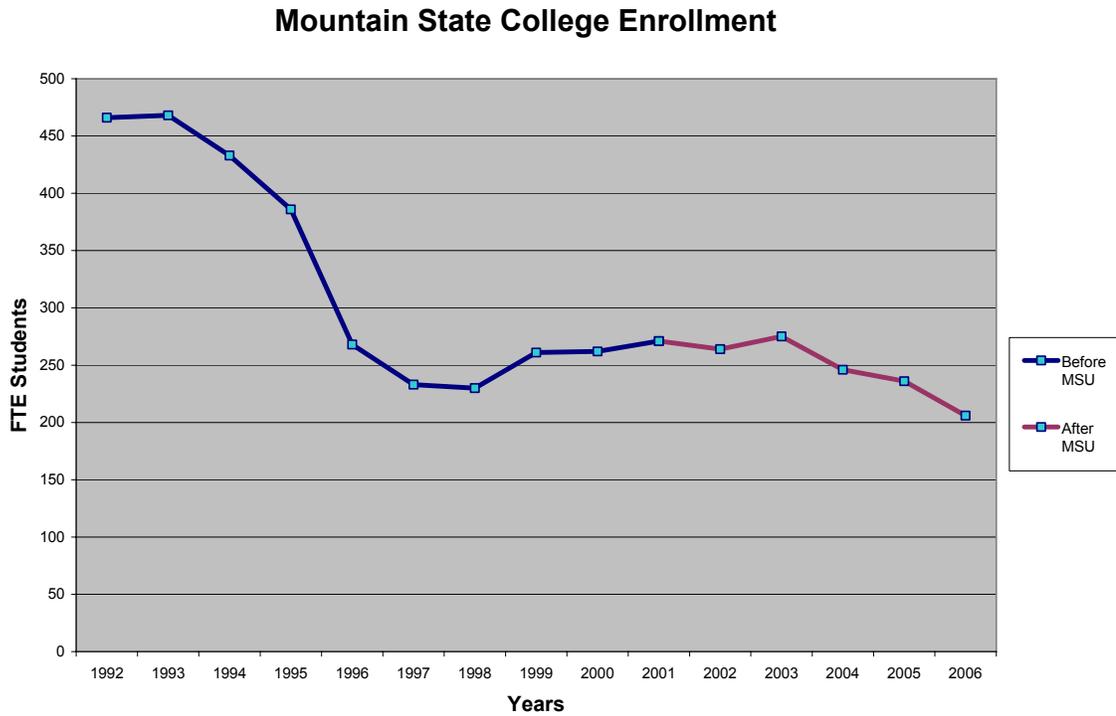
As far as the effect upon Mountain State College, the name change of The College of West Virginia to Mountain State University does not appear to have had any long-term effects upon MSC's enrollment. While more incremental losses occurred in the five years after the Mountain State University change, the average number of students in the five years prior to the change differed only by four FTE students from the post-change average (see Table 5.2). MSC lost a large number of students prior to the years analyzed. From 1993 to 1996, MSC lost 200 students, a 41% loss in three years (see Figure 5.13). These losses occurred well before the MSU rebranding. According to enrollment figures from the *HEP Higher Education Directories*, MSC was in a downward enrollment spiral that eventually stabilized in the late 1990s with 2006 being the worst year in 15. While there is little doubt that MSU's rebranding had some impact upon Mountain State College, it does not appear that it affected the school as MSC had alleged that it would.

Table 5.2
MSC's enrollment pre and post MSU's rebranding (HEP Higher Education Directories).

Mountain State College Enrollment prior to Mountain State University's Name Change							
Year	1996	1997	1998	1999	2000	2001	Average
Enrollment	268	233	230	261	262	271	254
Yearly Percentage Change		-13.06%	-1.29%	13.48%	0.38%	3.44%	0.59%

Mountain State College Enrollment after Mountain State University's Name Change							
Year	2001	2002	2003	2004	2005	2006	Average
Enrollment	271	264	275	246	236	206	250
Yearly Percentage Change		-2.58%	4.17%	-10.55%	-4.07%	-12.76%	-5.15%

Figure 5.13
MSC's reported enrollment trends (HEP Higher Education Directories 1993-2007).



All for One and None for All

A final rebranding issue is the cooperation among institutions seeking to attain university status simultaneously. In conducting interviews of West Virginia administrators, it became obvious that the four 2004 rebranded state universities did not work together through the process. While the institutions did not have active rivalries with each other, a concerted effort of cooperation did not appear to exist either. While Concord had not worked through political connections as vigorously as the others schools, legislators promoted the rebranding agendas of schools within their own regions.

For example, the joint bills of HB 2299 and SB 80 introduced on January 14, 2004 recommended the change of name for West Virginia State College. On February 3, 2004,

Eastern Panhandle delegates introduced HB 4222 to change Shepherd College's name. Two days later, Marion County delegates sponsored HB 4317 for Fairmont State College to become Fairmont State University. Not to be omitted, Southern West Virginia delegates introduced HB 4463 on February 13, 2004 and recommended Concord College's rebranding. In addition to bills favoring the individual institutions, HB 4289 introduced on February 3, 2004 and SB 445 on February 4 recommended name changes for all four schools. None of these bills passed. The name change provision was attached to SB 448 (2004). Originally worded as a piece of Community and Technical College legislation, it eventually contained provisions for the State Board of Education and all areas of higher education.

The four bills introduced in the legislature that favored one school at the expense of the other three suggest that the four institutions acted independently. One West Virginia administrator characterized his institution's position:

We don't care how many other institutions there are as long as Shepherd is included . . . So our view was, we didn't care if West Liberty taught graduate courses. We didn't care if Concord did or anyone else for that matter. For us at the graduate level, you are talking almost exclusively about commuters. I don't know anybody who has applied to come to one of Shepherd's master's programs full-time and has given up a job in . . . let's say Vermont, to come down to one of our master's programs. We're not that type of institution. What we're here to offer is a master's degree to employers and prospective students. Typically, they're part-time graduate students. Almost all hold jobs in the daytime or hold jobs, so we

didn't feel any sense of competition with any other institution. So in that sense, the more the merrier to a certain point. A bigger issue, I think, in my mind is why it was important for Shepherd . . . We felt it was important for us to change the name from Shepherd College to Shepherd University. This was not because we felt that there is more status associated with it; but in most other states, this has already happened. I was in Pennsylvania when places like Shippensburg, Edinboro, Clarion, Millersville, and all of those state colleges became part of the university system. They all changed their names to be universities.

While there was no active cooperation, all four institutions were elevated in status simultaneously. Another administrator remembered a situation in South Dakota where the state colleges had joined efforts to become universities.

I went through this in South Dakota. We had two universities and four state colleges. I was at Black Hills State College at the time. The guy at Northern [State College] wanted it to become a university really badly, and tried to convince the other three of us to let him go for it one year in the legislature and then we could do it some other time. We said, "No, we're all going to do it together," and we did.

Cooperation among the West Virginia institutions may have created a synergistic effect that would have smoothed efforts in the state legislature.

Statistical Results

In analyzing the survey results concerning stakeholders, the SPSS statistical software indicated relationships among several variables. These relationships may explain why some stakeholder groups combined efforts in accepting or rejecting a college-to-university rebranding. Results of a bivariate correlation revealed three combinations of stakeholder reactions that were significant (see Appendix AC).

While the confidence level was high at 95%, SPSS records the correlation coefficient at a fairly low .358. It may be suggested, however, that when the faculty supports a change there is some level of support by the alumni and vice versa. A second examination of stakeholder reactions indicates a correlation between alumni and community responses to the rebranding. With a significance level of .000, which is less than .01, it is extremely high at 99%. The confidence level is extremely high at 99% with a corresponding high correlation coefficient of .623, suggesting that acceptance levels of alumni and the local community are aligned to some degree.

Finally, a third correlation was indicated among the stakeholder variables. Faculty and administration support for the rebranding also showed an extremely high confidence (99%), and a high correlation coefficient as well (.687). While faculty and administration do not always agree on issues, including rebranding agendas, four possible scenarios could explain this high correlation. One, faculty and alumni had very similar views to their institution's rebranding experience. Two, faculty publicly agreed with the school's administration concerning the rebranding agenda for fear of reprisal. Three, since administrators were asked to rate these variables, administration may have perceived faculty supported the change. Four, administration's high acceptance level may have had

a direct and positive influence upon the faculty. Because faculty were not surveyed, it is impossible to judge their real feelings regarding the institutional rebranding efforts.

These correlation data may indicate that the support of one stakeholder group may have similar effects to other stakeholder groups. If faculty supports the change, for example, alumni and administration may be more likely to support the rebranding. Likewise, if alumni support the change, faculty and the community may also support the move to university status. If the community at large accepts the “college-to-university” rebranding, perhaps alumni will be likely to support it as well. No other stakeholder group reactions correlated. See Appendix AC for SPSS output on these variables.

Summary

Various stakeholder groups have had an effect upon the branding agendas at a several institutions. Students, faculty, and alumni redirected the planned changes at Mary Washington College to include the “Monroe” name (for James Monroe) and to eliminate the first name “Mary” as Washington and Monroe University. The school rebranded as the University of Mary Washington. Community efforts stopped a proposed rebranding at California University of Pennsylvania. Faculty prevented California State University at Sacramento from becoming Sacramento State University and angry Case Western Reserve University alumni aided in the reversal of the Case brand instituted three years previous. Former West Virginia Tech employees were instrumental in reversing the move of Tech’s engineering department to South Charleston, but were unsuccessful on other fronts.

Although stakeholders have often influenced college and university branding, these examples appeared to be the exception and not the rule. This was evidenced at the University of Charleston, Penn State Greater Allegheny, and California State University – East Bay. Strong stakeholder reactions did not prevent these schools from following their own rebranding plans. Even though several Georgia institutions indicated stakeholder displeasure of the 1996-97 branding initiatives, only two schools eventually changed their names. Most institutions with stakeholder issues followed their own agendas even when it evoked strong negative reactions. In regard to any institutional marketing decision, Pulley (2003) recommended that administrators “[h]ave a thick skin. What you do is visible to everyone with an institutional affiliation. Learn to accept feedback graciously” (p. A30).

The institutions that included stakeholders in the decision process and provided a forum for expression had the smoothest rebranding transitions. Even with unpopular decisions, institutions that involved stakeholders achieved greater acceptance of the institutional rebrand. Part of Midwest Metro University’s successful rebrand was credited to the school’s having identified its key stakeholder groups: military distance learning students, international students, and local community leaders (Toma & Morpew, 2001). Although other stakeholder groups existed, Midwest Metro involved only those groups that they identified as important to the decision. Along this line of thought, one West Virginia administrator advised others to limit the number of stakeholders involved in the process.

Carefully look at what your particular stakeholders require you to do in getting everybody fully involved. Ours went flawlessly. I don’t know that

others' will. I will say this: the fewer people you can involve in some of these things, the better off you are. The fewer people you ask permission from, the better off you are. If you believe that you have to involve all of your stakeholders in the process, it is awful hard to get there from here.

CHAPTER SIX: RECRUITMENT AND THE COLLEGE-TO-UNIVERSITY CHANGE

*While the law [of competition] may be sometimes hard for the individual, it is best for the race, because it ensures the survival of the fittest in every department. – Andrew Carnegie (1889).
Students who apply but do not enroll are sending a message about your competition. – Robert Sevier (2002b).*

While the rebranding of West Virginia institutions is the main thrust of this study, this particular chapter analyzes enrollment trends at a number of institutions in the United States. By using quantitative data, this chapter examines the effect on enrollment after a “college-to-university” name change, the impact of independent variables upon enrollment, and the relationship between these variables. Schools were surveyed on the topic of the significance of enrollment as a justification for a specific name change, the importance the school placed upon enrollment regarding the overall success of the change, and whether enrollment increased or decreased as a result of the name change. Two independent variables that produced negative enrollment figures were analyzed. Interviews and historical data provided examples and perceptions of the change’s effect upon an institution’s enrollment activities at West Virginia’s regionally accredited institutions.

From 1996 to 2005, 151 regionally accredited colleges rebranded as universities. Eight of those institutions were located within West Virginia. While the reasons for these changes could vary from institution to institution, these transitions ultimately changed each school’s image and character. Whether the institution’s motives are obvious in changing its image or not, nevertheless, the new name is a new brand. Shampeny (2003) speculated that such branding changes are market driven: “With the increasing cost of college tuition, the competition for students, and, in the case of state colleges and universities, decreasing state funding, colleges are continually looking for ways to attract

students, fund their mission and stand out from the crowd” (¶ 5). Increased competition among public, private, and proprietary institutions for students has fueled the impression that “U.S. higher education is the most market-oriented system in the world” (Dill, 2003, p. 137).

Do such changes affect the recruiting of students? In some cases, enrollment increases have occurred. Following the rechristening of New Hampshire’s Plymouth State College as Plymouth State University in 2002, administrators credited the change as being the catalyst that helped the school double its graduate enrollment (Vaznis, 2007). One year after Beaver College became Arcadia University, enrollments increased by 20%, and applications rose nearly 34% (Lowrey, 2002). When the 13 colleges in the Georgia system changed to universities, chancellor Stephen R. Portch expressed optimism that “the name changes will help the 13 institutions attract students and help graduates find jobs” (Lively, 1997, p. A33). Koku (1997) indicated that often the argument for a strategic name change has been that the change will boost enrollments and to correct an overall loss in student population.

While the tactic has worked for some schools, the “college-to-university” name change is not a guarantee that enrollment will increase for every school that becomes a “university.” Koku (1997) set out to determine if higher educational strategic name changes have the same effect upon enrollment that were produced in business as documented by Horsky and Swyngedouw (1987). Rau, Patel, Osobov, Khorana, and Cooper (2003) also documented that even the slightest change in a business name had positive results on its stock prices.

Koku (1997) examined enrollment trends at 140 institutions that experienced a strategic name change between the years 1978 to 1988. To accomplish this, Koku tracked incremental changes of enrollment. By comparing the mean incremental change for the five years prior to the change to the mean incremental change for five years after the change, Koku concluded that there was no statistical significance in enrollment changes after a strategic name change. Even though no statistical significance was calculated, Koku noted that some schools had produced a significant change in enrollment. Overall, the change of an institution's name had little effect on enrollment.

“College-to-University” Rebranding and Institutional Enrollment

Although Koku (1997) analyzed various types of strategic institutional name changes, he did not discriminate solely upon the basis of the category of “college-to-university” rebranding. In addition, Koku's 11 years of enrollment data were not consistent. While his sample contained 140 schools, the number of schools analyzed from year to year varied from 113 to 139 with the average being 132.9. Koku's method took the mean incremental enrollment changes by subtracting the previous year from the more recent year and computing the mean of the changes. He next took the means of five years prior to the change and then means of five years following the change and conducted a two sample mean test. Koku failed to reject his hypothesis that “The name change strategy is not effective in increasing student enrollment in colleges and universities” (p. 60).

While Koku (1997) looked at numerous types of strategic name changes of educational institutions, it was useful to replicate his study using a population of institutions that had only “college-to-university” name changes. Since this particular

study deals primarily with such changes from the years of 1996 to 2005, it was necessary to eliminate those years wherein a full five years of data were not available. Therefore, the entire population of this part of the study were limited to all 103 schools (see Appendix AD) that transitioned to university status between 1996 and 2001.

While Koku did not identify the sources of enrollment data, this researcher originally sought to use data from the Integrated Postsecondary Education Data System or IPEDS. Unfortunately, there were years that the IPEDS data were inconsistent. During one year, head count was reported, while in a subsequent year, Full Time Equivalency (FTE) data were reported. During some years, both head count and FTE data were collected. In addition, no reports were filed for the Fall 1999. In order to achieve consistency, this researcher tracked fall FTE that schools reported to the Higher Education Publications' *HEP Higher Education Directory*. Directories from 1992 to 2007 provided the enrollment data (Rodenhouse, 1992-2002; Burke, 2003-2007).

Koku eliminated all medical schools and institutions that did not offer baccalaureate degrees. No distinction, however, was made in the population of schools that were included in this study. All higher education institutions named as a college, institute, or school prior to the adoption of the university moniker were examined. This included schools that adopted the name by virtue of a merger into another institution or system. In cases where some proprietary schools extended their reach beyond their original campus through merger and/or acquisition (e.g., Argosy University and Colorado Technical University), only the enrollment of the original campus was tracked.

The *HEP Higher Education Directories* proved to be consistent with data missing for only one school (the Graduate School of America, now Capella University) for the

fourth and fifth year before the name change. Enrollments were not reported, as the school was not accredited during these two years. Overall, 99.8% of the enrollment data from the total population was collected. Koku collected 94.9% of enrollment figures for his sample of 140 schools. As with Koku’s study, “to correct for size bias, we calculate[d] the incremental change in enrollment for each school instead of the absolute change in enrollment” (1997, p. 62).

Using Koku’s (1997, p. 62) model and formula, incremental enrollment changes were calculated in the following manner:

$$\delta E\alpha = \frac{(E_i - E_{i-1})}{(E_{i-1})}$$

where,

$\delta E\alpha$ = incremental change in enrollment.

α = 1 to 103 (any of the 103 schools of the population)

E = enrollment

i = time from t-5 to t+5 (five years before the name change to five years after the name change).

An institution’s mean incremental change was calculated for both the pre-change years and post-change years. Appendices AE-AI provide enrollment data, incremental change data, and mean incremental changes for all 103 schools.

The pre-change mean incremental enrollments were compared to post-change mean incremental enrollments via a paired samples test with an α of .05%. A paired samples test was conducted on the 103 schools utilizing SPSS (Statistical Package for the

Social Sciences) statistical analysis software. The difference between pre “college-to-university” name change incremental enrollments and post “college-to-university” name change incremental enrollments suggests that there is an enrollment advantage to colleges that transition to universities. There also is a strong positive correlation of .608 between the pre and post variables (see Appendix AJ). While this positive correlation exists, there was a lower mean score for the post-change results. The mean rate of pre-change incremental enrollment was 0.0693 and the mean rate of post-change increment enrollment slowed to 0.0412. The mean difference between the two was -0.0281. While this will be discussed further, it is not an indication of a loss of enrollment, but rather an indication that enrollment growth had slowed.

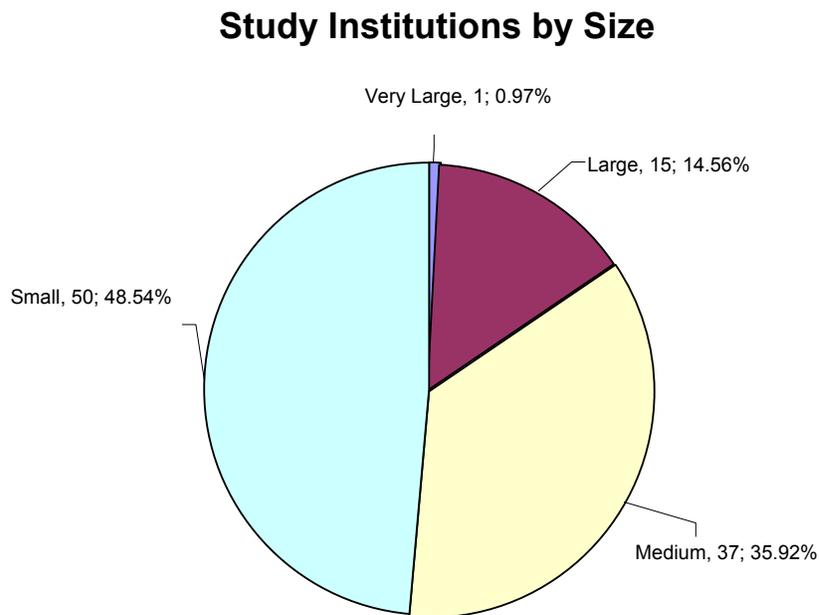
While the significance of the post-change scores differs from Koku’s conclusion, the outcomes may be similar. While growth occurred, the post-change percentage of growth was at a lower rate. While Koku indicated that no significance existed in the rate of growth at institutions making a strategic name change, the “college-to-university” change produced significant negative growth percentages. It must also be noted that Koku’s study addressed all types of strategic name changes during the years 1978-1988. The differences may have occurred because of the earlier years of his study and that he did not specifically address the “college-to-university” change. The reason for slower growth may not be related to the change to university status and may be a result of the economy or other factors.

Institutional Size

Both Koku (1997) and Morphey (2000), who specifically analyzed “college-to-university” name changes based on institutional selectivity, revealed that the majority of

institutions in their studies were smaller colleges; both indicated that there was a perceived benefit for these schools to change names. The smallest of the 103 schools had an FTE enrollment (during the name change year) of 363. The largest school in the study was 12,100. *U.S. News & World Report's "America's Best Colleges"* (2007) ranks college and university size as a) small: less than 2,000; b) medium: 2,000 – 4,999; c) large: 5,000 – 9,999; and d) very large: 10,000 and above. Of the 103 institutions, 50 (48.54%) were small institutions (see Figure 6.1).

Figure 6.1
Study institutions by size.



A majority of the institutions making a “college-to-university” change were small and medium schools. This is consistent with Koku’s findings that “smaller regional schools are more likely, than the bigger schools, to use [a] strategic name change strategy” (1997, p. 67). Spencer (2005) identified 52% of his sample of institutions changing name from 1992 – 2001 as having enrollments of fewer than 2,500 students.

While there is no indication that selectivity and size correlate, Morphey (2000) claimed that “less selective institutions are much more likely than their peers to change their names from college-to-university” (p. 16).

With so many small institutions using the “college-to-university” name change strategy, institutional size may contribute to overall enrollment success when a change occurs. To test the independent variable of size, paired sample tests were conducted on the pre-change and post-change incremental enrollment data for three categories. The small and medium categories included 50 and 37 institutions respectively. Since only one very large institution was represented (Kennesaw State University), it was included with the 15 large institutions in one category (see Figure 6.1).

For each of the three categories, the pre-change mean incremental enrollment was compared to mean post-change incremental enrollment in a paired samples test with an α of .05%. In two of the classifications (small and larger), there was no significant statistical difference between enrollments before and after a name change (see Appendix AJ). While smaller institutions produced no statistically significant difference between pre-and post-change enrollment numbers, larger schools generated even less significant results between the pre and post “college-to-university” name change enrollments. Only one size category indicated a significant difference between pre-and post-event enrollments. Medium sized schools have a greater probability of experiencing an enrollment change (see Appendix AJ).

In addition, all categories indicated a lower post-change mean. Medium sized schools, however, suffered the greatest disparity between pre-and post-name change mean incremental enrollments. Larger schools experienced the least amount of negative change

(see Table 6.1). The numbers do not necessarily represent a loss in enrollment, but rather the average amount of growth (or loss) from year to year. While growth was occurring overall, it was not occurring at the same rate as prior to the name change process.

Table 6.1

Pre-and post-change mean incremental enrollment compared by school size.

Pre & Post Name Change Mean Incremental Enrollments				
	Pre-Change	Post-Change	Difference	Percentage
Total	0.0693	0.0412	-0.0281	-40.51%
Small	0.0760	0.0564	-0.0196	-25.79%
Medium	0.0716	0.0205	-0.0511	-71.37%
Larger	0.0428	0.0414	-0.0014	-3.27%

The rate of slower incremental growth and a continuing overall growth in enrollment can be illustrated by Rowan University, formerly Rowan College of New Jersey. Rowan University’s pre-change mean incremental enrollment was 0.0259 and its post-change mean incremental enrollment rate was lower at 0.0122. Rowan’s overall enrollment, however, grew during the 11-year period. Five years prior to the name change, Rowan had an FTE enrollment of 8,316. During 1997, the year of the name change, Rowan had an enrollment of 9,213 FTE students. Five years following the change, Rowan reported an FTE of 9,788. While the rate of growth slowed, the institution continued on an upward trend. Rowan experienced a 10.79% growth in enrollment during the year of the name change over five years previous; however, its growth from the name change year to five years later slowed to 6.24%. Overall, Rowan had a growth of 17.7% for the entire period.

While a larger institution size may have a slight advantage regarding enrollment growth rates, there was no significant difference between pre-change and post-change years. Where there was a significant difference with medium school enrollments, this category experienced a greater negative change than the other two categories. Therefore,

there is no indication that the independent variable of an institution's size directly related to any change in enrollment after a "college-to-university" name change.

Institutional Type

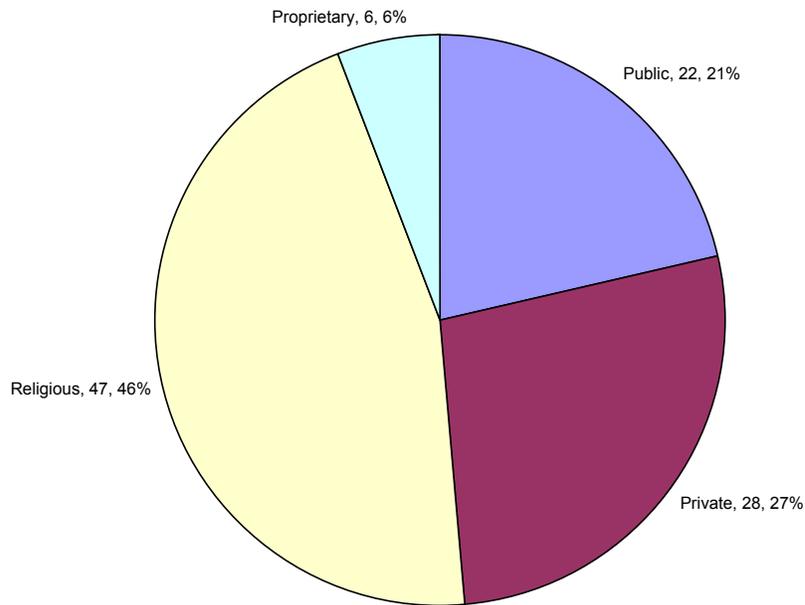
The *HEP Higher Education Directories* additionally provide the type of each accredited educational institution indicated by its level of control. These are categorized as follows: a) "state," or commonly referred to as "public"; b) independent, non-profit, which is commonly referred as "private"; c) under specific various denominational or other religious designations; and d) "proprietary." Other designations are used but are not germane to this study. While collating these data, this researcher discovered a quasi-fifth category – schools that reported their control as "independent, non-profit," but either are under the control of a religious body or are faith-based institutions that has no direct relationship to any one specific religious denomination, conference, or fellowship.

Eight schools represent the former subgroup, while two schools represent the latter (see Appendix AK). Since these schools reported that they were independent, they were considered as such. In addition, two schools changed how their level of control was reported during the 11-year period. Cornerstone University, originally listed as a Regular Baptist college, is now listed as being "independent, non-profit." Baylor College of Dentistry was an "independent, non-profit" institution and was acquired by the State of Texas prior to its name change to Texas A&M University – Baylor College of Dentistry.

For the purpose of this study, institutional types were based on how the school was reported during the year of the change. Faith-based institutions that reported a denomination, conference, or fellowship as the controlling body were simply listed as

“religious.” A list (of the respective religious bodies including specific Roman Catholic orders that control these institutions) is provided in Appendix AK. Figure 6.2 shows the distribution of the various types of schools in the study.

Figure 6.2
Study institutions by type.



A paired samples test on each of the four major categories determined that post-change enrollment was not statistically significant based on institutional type (see Appendix AJ). While religious institutions had the lowest p-value, the value of .079, this was determined not as not being significant at an α of .05. The least amount of significance occurred with proprietary institutions; however, these for-profit institutions had the greatest correlation between pre-and post-change incremental enrollment figures. While all schools experienced growth in enrollment, two-thirds of proprietary schools had slowed rates of growth – some of these were considerably lower than before the name

change. The reasons for this are not known; however, there may be the possibility that branch campus sites were reporting their own enrollments in the years following the name change. In past years, branch campus enrollments may have been computed with the main campus numbers. Only main campus enrollment figures were used in this study. Public and private institutions showed no statistical significance. Therefore, the independent variable of institutional type appears to have little or no effect upon an institution's enrollment following a "college-to-university" name change.

Type of Change

Tadelis (1997) suggested that one of the most powerful intangible assets that a business can have is its name. Therefore, the name choice is very important in creating an image. Horsky and Swyngedouw (1987) indicated that when businesses change names, it is often associated with a positive change in stock pricing. Rau et al. (2003) signified that even a minor name change produced greater stock prices. Koku (1997) concluded that higher education institutions should resist the temptation of utilizing proven business tactics in regard to strategic name changes. Koku found no significance in enrollment following a strategic name change; however, an analysis of the 103 "college-to-university" changes from 1996-2001 indicated a statistically significant difference in incremental enrollment – albeit the growth in enrollment had slowed. This raises the question of whether the type of name change had any impact upon the slowing of enrollment.

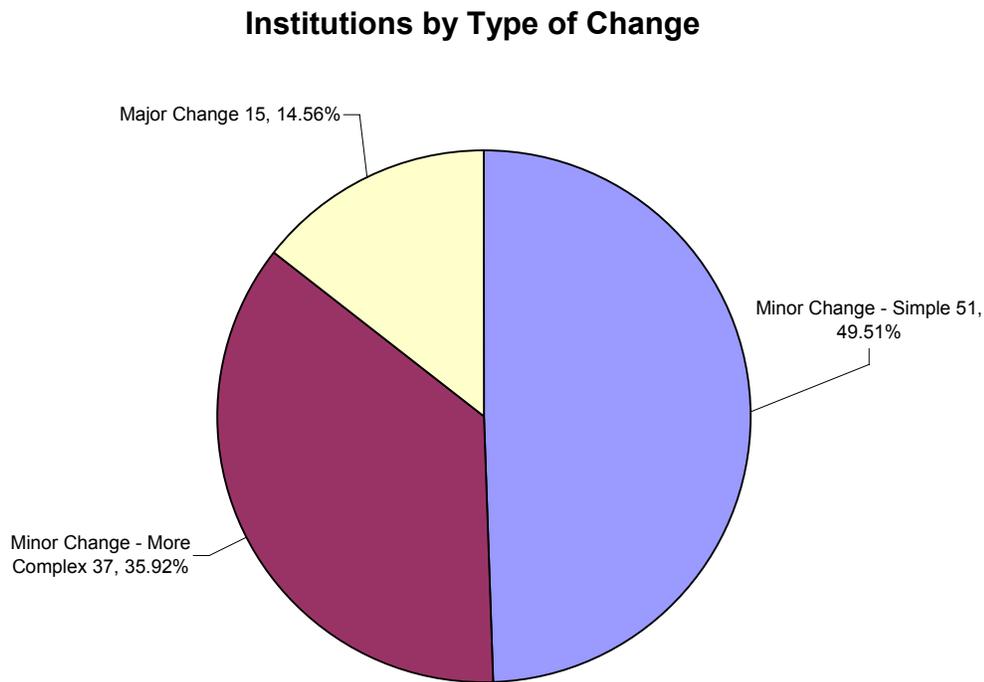
Rau et al. (2003) identified two types of changes – minor and major. When reviewing the various names that institutions had selected, three types of changes emerged: minor change – simple; minor change – more complex; and major change. The

category “minor change – simple” encompasses institutions that simply replaced the word “college” with “university.” Examples of “minor change – simple” institutions are Elon College to Elon University, Kentucky Christian College to Kentucky Christian University, and Park College to Park University.

Institutions identified as having “minor change – more complex” change kept their primary names in tandem with other modifications. These modifications included adding “university” along with additional words, having a rearranged word order, eliminating certain words, or producing a merged identity. Some illustrations of “minor change – complex” are Saint Francis College to University of St. Francis, Armstrong College to Armstrong Atlantic State University, and Marylhurst College of Lifelong Learning to Marylhurst University. These institutions kept their basic identities; however, the name change was more complex than simply replacing the word “college” with “university.”

A major change involves a complete retooling of the institution’s name. Schools in this category included the following: Rosary College to Dominican University, Pacific Christian College to Hope International University, and Suomi College to Finlandia University. Additionally, four institutions changed names due to a merger with other institutions. These included three that had a “minor change – more complex”: Baylor College of Dentistry to Texas A&M University – Baylor College of Dentistry, Union Institute to Union Institute and University, and West Virginia Institute of Technology to West Virginia University Institute of Technology (WVU Tech). One additional merged institution completely changed its identity with a major change: Ricks College to Brigham Young University – Idaho.

Figure 6.3
Study institutions by type of change.



The vast majority of institutions (51) were “minor change – simple.” These schools merely replaced the appellation “college” with “university.” Thirty-seven experienced more intricate rebranding as “minor change – more complex.” Only 15 institutions completely changed identities from their former names (see Figure 6.3).

A paired samples test in each of the categories determined that post-change enrollment was statistically significant based only on one institutional type. Institutions experiencing a “minor change – simple” comprised the only category that experienced a statistically significant difference. Incremental changes from this category were determined to be significant at an α of .05 (see Appendix AJ). Unfortunately, 31 of the 51

schools lost enrollment and the paired samples test indicated that there was a slight negative correlation. From all appearances, these schools experienced negative growth following the “college-to-university” change. The change may have not been influential in the loss of enrollment (see Appendix AJ).

While the “minor change – simple” institutions exhibited a significant change in post-name change enrollment (albeit it was a negative effect), neither of the two additional categories indicated a positive or negative significance in regard to enrollment. Institutions that experienced a more complex minor change and those with a major name change indicated no statistical significance (see Appendix AJ). Therefore, the more complex the type of change, there was an indication that it produced a minimal effect upon an institution’s enrollment following a “college-to-university” name change.

In addition, the independent variables for the 103 schools were tested to see if any relationship existed between or among any of the variable combinations. These variables included the following: institutional size, type of name change, institutional control, and Carnegie Classification. These categories were compared to each other using the non-parametric Chi-Square test. None of the six different combinations indicated a significance at the .05 level. SPSS Chi-Square data for these combinations is found in Appendix AL.

In order to perform a Chi-Square test on enrollment data, the difference between the post-change incremental enrollments and pre-change incremental enrollment was calculated and categorized. Seven categories of enrollment were arbitrarily constructed. These categories and their parameters are as follows: a) Major loss, -10.01% and greater; b) Moderate loss, -5.01% to -10.00%; c) Minor loss, -2.01% to -5.00%; d) Flat

enrollment, -2.00% to +2.00%; e) Minor gain, +2.01% to +5.00%; f) Moderate gain, +5.01% to +10.00%; and g) Major gain, +10.01% and above. The enrollment data were compared to institutional size, institutional control, type of change, and Carnegie Classifications. None of the variable combinations indicated a significance at the .05 level. SPSS Chi-Square output for these data is found in Appendix AL.

Enrollment as a Rationale for and Result of the “College-to-University” Change

While incremental enrollment figures can be important in determining the effectiveness of a “college-to-university” name change, these data are inferential at best. More specific data regarding the importance of enrollment as both a reason to change and a result of the change can be helpful in determining its importance in the overall scheme of the change. Since this study ultimately deals with “college-to-university” changes at West Virginia institutions, it was necessary to collect data from a similar population. Since West Virginia is the only state that lies completely within the Appalachian Regional Commission’s definition of Appalachia, it was determined to look at similar changes at 51 schools within and surrounding Appalachia.

The sample area included the following 10-state region that included Appalachian designated counties: Alabama, Georgia, Kentucky, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. Two additional states with Appalachian counties, New York and Mississippi, were omitted because there were no qualifying institutions during the years 1996 to 2005. Because only 12 institutions in the Appalachian counties of this 10-state region rebranded as a “university,” it was necessary to survey administrators at rebranded universities in non-Appalachian counties as well.

The university presidents were asked to provide information on their specific institutional changes and, if they were not institutional employees at the time of the change, to designate another administrator who would act as a proxy. Of the 51 surveyed institutions, 34 or nearly 67% participated.

Three specific questions resulted in answers that dealt with enrollment: a) “Since changing name and status can be multifaceted, please rank the major compelling reasons for the change of name to a university”; b) “Please rank the five top reasons the name change can be perceived as successful”; and a Likert scale statement, c) “Enrollments increased as a result of the name change.” The first question included as one of the choices, “to increase enrollment.” One of the choices on the second question was “increased enrollment.”

The results of the first two questions were scored by assigning the most important choice assigned with 5 points, the second most important choice 4 points, and so forth. This allowed for scores to be generated for answers. Since participants were able to add their own responses, this often created a list where similar items were somewhat differently represented. To compensate for 30 answers on the first question, similar topic areas were grouped into major categories. The Likert scale used for the third question was based on the following four points: “strongly agree,” “agree,” “disagree,” and “strongly disagree.” Nine Likert scale questions were asked in total (see Appendix S).

Enrollment as a Rationale for the Change

As a motive to make the change, increased enrollment ranked high at number four; however, this category had a score much lower than the top three choices and less than

half the responses than the number one criterion (see Table 6.2). While fourth place indicates some importance in the scheme of reasons, fewer than half of the responding institutions indicated that enrollment had any importance in the decision to become a university. Only one school indicated that the enrollment was the primary reason for the change. Most responses indicated that enrollment was a tertiary reason for the university change (see Table 6.3).

Table 6.2
Top reasons given by sample schools for becoming universities.

Rank	Category	Points	Responses
1	Reflect Current Status	140	33
2	Define Future Mission	78	22
3	Institutional Prestige	72	23
4	Enrollment	40	16
5	International Reputation	32	10

Table 6.3
Reason of “enrollment increases” given by sample schools for becoming universities.

Reason Rank	Responses
Most important reason	1
Second most important reason	0
Third most important reason	7
Fourth most important reason	6
Fifth most important reason	2

Enrollment as an Indicator of a Successful Change

While seeking to increase enrollment was less often cited as a reason to become a university, it was frequently used as an indicator of the institution’s overall success (see Figure 6.4). Increased applications, hits to the institutional web site, and enrollment scored 72 points with 21 total responses. Of the 21 responses, two institutions indicated that an increase in enrollment was the number one indicator of the change’s success (see Table 6.4). Of these two schools, only one indicated that enrollment was a reason for the

name change; however, this institution listed enrollment as the fifth most important reason. Six schools referenced the criterion as the second most important indicator of the change’s success. Of the institutions that listed enrollment-related issues as methods to gauge their success, seven institutions did not indicate that enrollment was the primary reason for the change. In addition, only one school rated “increased enrollment” as the primary motivation in the “college-to-university” rebrand. This particular institution indicated that the strategy did not produce successful results.

Figure 6.4
Basis of the success of the “college-to-university” change.

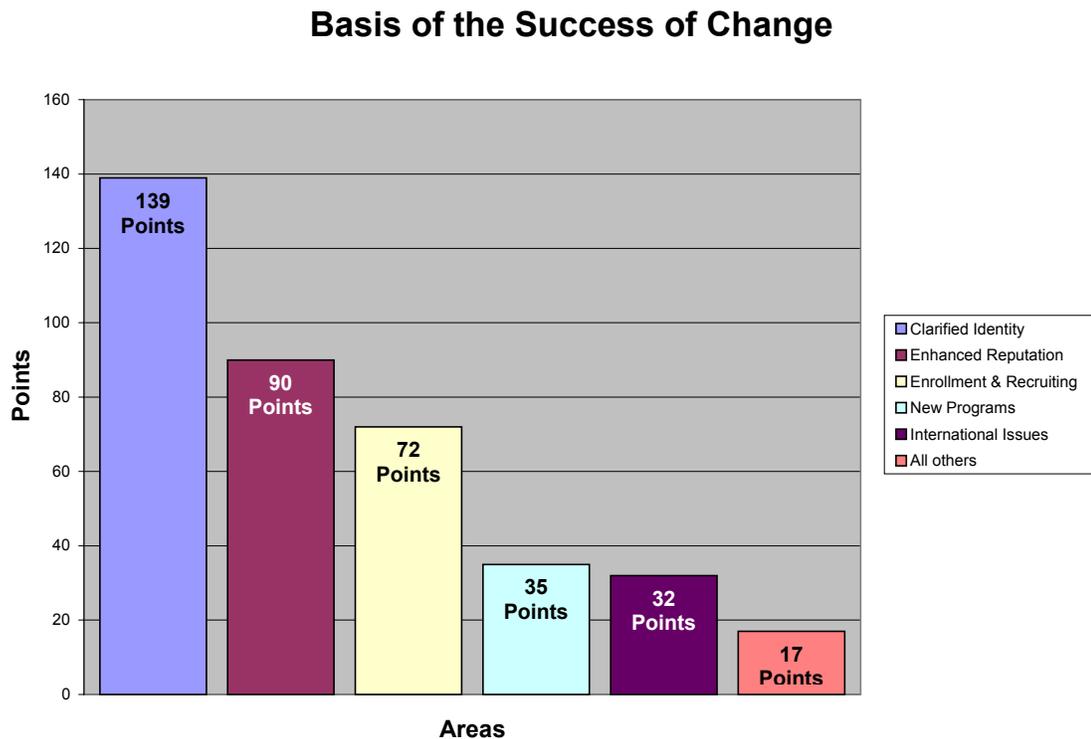


Table 6.4
Enrollment as an indicator of success as given by responding schools.

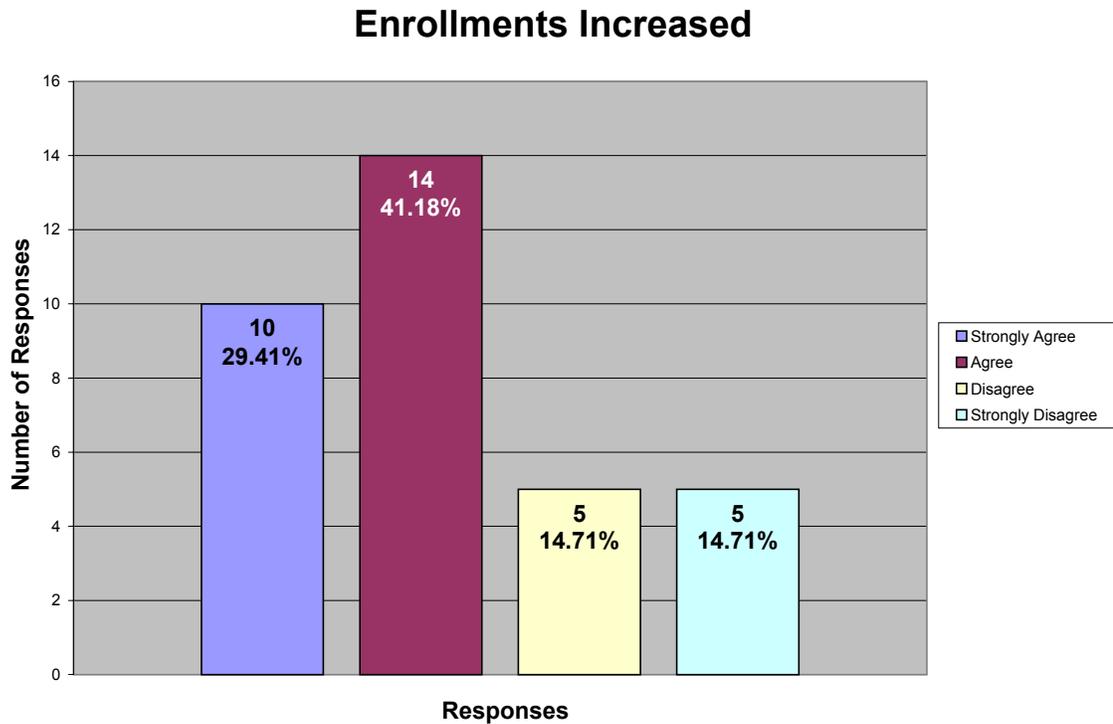
<u>Reason Rank</u>	<u>Responses</u>
Most important reason	2
Second most important reason	6
Third most important reason	9
Fourth most important reason	2
Fifth most important reason	2

Enrollment Growth Credited to the Change

Of the sample institutions, 70.6% of the respondents agreed (14) or strongly agreed (10) that their institutions increased in enrollment following the “college-to-university” change (see Figure 6.5). Ten institutions reported that there was no positive change in enrollment, with five institutions that disagreed and five institutions that strongly disagreed to the statement, “Enrollments increased as a result of the name change.” While a majority of institutions indicated enrollment growth, this indicator ranked the lowest of the nine Likert scale questions with a mean score of 2.85.

Figure 6.5

The institution increased in enrollment (as related to the change).



While slightly fewer than half of the institutions considered an increase in enrollment as one of the reasons to seek university status, the majority of institutions indicated positive enrollment results following the change. This is consistent with the

findings regarding incremental enrollment changes of 103 American rebranded universities between 1996 and 2001. While the results are consistent, some schools had only one or two years of enrollment data available after the change to make a judgment. Of the 34 responding institutions, three rebranded in 2004 and five in 2005. The data provided by these institutions would not be considered longitudinal. In addition, several changes occurred among the sample institutions. One of the responding schools further changed its name nine years after the “college-to-university” change. Another institution, exactly one year after the adoption of the university name, merged with another and completely changed identity. One institution that adopted the university designation by absorbing another school is now in the process of divesting itself of its adopted daughter institution which prompted the name change.

Enrollment in Relation to Other Variables

Since growth in enrollment generally accompanies the adoption of a “university” designation, does a correlation exist between enrollment and other variables? Several other variables were compared to enrollment following the university change and were analyzed with a Pearson bivariate correlation coefficient using the SPSS statistical software package. The responses of the 34 administrators were tested for correlation with eight other variables. During the interview process, administrators revealed a number of additional variables as affecting enrollment following the name change.

Reported Data

Variables were tabulated along with enrollment data of 103 schools that underwent a “college-to-university” change from 1996 to 2001. These data included

incremental tuition changes, the number of pre-and post-change graduate degrees and certificates, and pre-and post-change Carnegie Commission classification changes. The incremental tuition was computed using the same method that Koku (1997) employed for enrollment. Tuition figures were gathered from the *HEP Higher Education Directories* and the mean incremental change in enrollment was computed for the five years prior to the name change to the five years following the change. The difference of the mean post-change enrollment minus the mean pre-change enrollment was compared to the difference of the post-change tuition minus the pre-change tuition. There was no statistical correlation between enrollment and tuition following the name change.

The researcher collected data from institutional catalogs and archived web sites to determine the number and type of graduate programs offered during the year of the change and for five years following the change. Graduate programs were enumerated and ranked along the hierarchy used by National Center of Education Statistics (NCES, 2005) of the U.S. Department of Education. The number of programs were segregated by type and were multiplied by the NCES rank levels. These levels included the following categories: a) post bachelor's graduate certificates – level 6; b) master's degrees – level 7; c) post master's certificates and intermediate degrees (Ed.S., C.Phil, and M.Phil.) – level 8; d) research doctorates – level 9; e) first professional degrees – level 10; and f) post-professional certificates – level 11 (NCES, 2005).

A rank was established for the institution's graduate programs for the year of the change and for the fifth year following of the change. The difference of the more recent number minus the year of the change was compared to the difference in enrollment data. There was no correlation between enrollment and number/rank of graduate programs

following the change. In regard to an increase in the number of graduate programs, 75 institutions had growth in this area, 19 had no change, and nine actually experienced a loss of programs. Of the 75 that experienced growth, two experienced only the slightest of growth comparable to moving a certificate program to the master's degree level, three added graduate certificate programs, and 14 added one master's program or a master's program and the upgrade of a certificate program to the master's level. Only nine institutions experienced a large addition of graduate programs weighted between 103 points (2 graduate certificates and 13 master's degrees) and 326 points (five graduate certificates, 41 master's degrees, and one research doctorate).

Table 6.5

Correlation of enrollment and other variables for population of institutions 1996-2001.

Population of "College-to-university" Changes; N=103	
Variable	Significance
Incremental Changes in Tuition	0.972
Changes in Graduate Degrees/Certificates	0.848
Changes in Carnegie Classification	0.775

Data regarding the institutions' Carnegie Classifications were charted according to the numerical systems used by the Carnegie Foundation for the Advancement of Teaching (2004, 2006). The period encompassed three different classification schemas: 1994, 2000, and 2005. The 2000 classification categories were used as the basis. The major differences between the three categories were in the classifications of doctoral and/or research universities. Since only three institutions were in any of these categories, they were regarded as not changing since the classifications could not be equated across all three numbering systems.

The 2005 categories had a different numbering system than the 1994 and 2000 classifications; however, since the classification names were very similar to the 2000

grouping, the 2000 numbers were applied to the 2005 categories. Carnegie Classification numbers were tabulated for the year of the change and for the fifth year following the change. The difference between the two numbers was compared to the difference in enrollment. No correlation was determined as occurring between the two variables. See Table 6.5 for the significance levels and Appendix AM for the SPSS output table.

Collected Data

At the onset of this study, 51 presidents of institutions that experienced a “college-to-university” name change in the region surrounding Appalachia were invited to participate. Three successive mailings produce a return of 67.66% of the surveys, which represented 34 institutions. The administrators or their proxies were asked to rate specific statements on a 4-point Likert scale. Scores on this scale were computed as 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. Administrators rated nine statements according to this scale. Seven of these showed no correlation with the statement “Enrollment increased following the name change,” and did not produce a p greater than an α of .05 (see Table 6.6). See Appendix AC for the complete SPSS output tables.

Table 6.6
Correlation of enrollment and other variables for sample institutions 1996-2005.

Sample of "College-to-university" Changes; n=34	
Variable	Significance
Faculty Supported the Change	0.422
Alumni Supported the Change	0.499
Administration Supported the Change	0.236
Community Supported of the Change	0.590
Board Supported the Change	0.560
An Increase in Institutional Prestige	0.074
The Institution Exhibits University Culture	0.912
An Increase in Graduate Programs	0.025

Only one variable correlated to enrollment using Pearson's correlation coefficient and that was the statement: "Since being named as a university, the institution has increased the number of regionally accredited graduate and/or professional degree programs." The results of this analysis ($r(34,34) = 0.025, p < 0.05$) indicated a significance. This analysis, however, produced different results than the previously reported data of an actual count and ranking of graduate degrees and certificates.

There are several reasons why this disparity of results may have occurred. Possible explanations are as follows: a) the respondent perceived that the institution experienced a greater programmatic growth than actually occurred; b) since a longer period was measured for some institutions (10 years for the 1996 institutions), a greater growth may have occurred after five years; c) this sample of institutions actually performed better than the general population; d) the percentage of schools without graduate programs was higher in the population (10 out of 103 or 9.71%) than in the sample (1 out of 34 or 2.94%); e) the 103 schools might have reported only undergraduate and not graduate FTE; f) unknown variables attributed to these different results; or g) an error in reporting occurred.

Additionally, 75 (73%) of the 103 institutions had experienced graduate program growth despite there being no correlation with incremental enrollment changes. Eighty-two percent (28) of the sample institutions indicated an increase in graduate programs. The mean score for this variable was 3.06 on a four point scale. As an indicator of the change's success, the sample institutions placed less emphasis on the programmatic variable than other variables. The variables of "clarified identity," "enhanced reputation," and "enrollment increases" were all ranked higher as indicators of success.

Revealed Data

Interviews of two Georgia and 14 West Virginia administrators indicated two factors not directly related to the change that actually inhibited enrollment at rebranded public institutions. In both states, decisions made beyond the institutional level had serious consequences upon enrollment at certain universities. Additionally, these institutions were powerless in controlling the implementation of these mandated factors. This loss of control can have consequences as one administrator observed:

The loss of control of your own destiny – I will tell you in a lot of change literature, and I read a lot about leadership, the people who were leading organizations rarely have stress in change because they get to pick where the change is . . . As long as it is on my campus, I’m controlling the change and there’s no stress. When it is imposed by the legislature, I have stress because I didn’t pick the right place – that’s not the place I would have chosen to change.

The following data is a synthesis of personal interviews, comments from institutional surveys, and written documentation from the various schools, systems, and political entities.

Georgia and the semester system. In June 1996, the University System of Georgia Board of Regents approved that the nomenclature “‘State University’ should be added to all the institutions in the System that have both an undergraduate and a master’s degree mission.” One survey respondent explained the process:

The Board of Regents (BOR), University System of Georgia began to study mission development and review policy direction in December 1994. Mission statements of all 34 systems schools were analyzed. In October 1995, the (BOR) Board of Regents and its committee on nomenclature and identity reported names of senior and two-year colleges in GA were not consistent with national patterns.

Eventually, 13 institutions adopted the name “university” by the end of the year. While the name change agenda produced problems at some institutions, another statewide initiative to move all 34 public institutions from the quarter system to the semester system during the fall 1998 added a tremendous burden on all schools in the system.

Like the nomenclature adjustment, Chancellor Stephen Portch originated the semester system change. As one administrator reminisced, “It was a mess; and in a lot of people’s minds those two events [the name and semester system changes] are compressed; and because the change from quarter to semester system was so traumatic . . . it was a bureaucratic nightmare; it was a record keeping nightmare; students hated it. The chancellor was driving it because he said that ‘the rest of the world is on the semester system, and we will be too.’” Another administrator added,

My personal bias is that it was absolutely unnecessary. He [Portch] used some justifications like – semester system schools finish earlier in the Spring than quarter system schools do. And semester system school students have a leg up on job opportunities and things like that. He cited some research that showed that learning under the semester system might

be better under certain conditions than learning under the quarter system.

But there's also research that shows the other as well.

Some institutions had an easier time making this switch than others. One administrator who led the charge to implement the change at his institution observed,

Actually, with the students, there was a little confusion – but we did a great deal of PR with the students and we provided them with just a massive amount of information. We did a real good job of informing academic advisors of potential problems and making sure that students were advised well . . . We had a policy . . . and I think it was a good one. If we were going to err, we would err in the favor of the student. When a student got into a bind with something where he took a semester system course that wasn't quite in line with what he should have done, we let him have it. We didn't do any wholesale kind of massive things that would be considered doctoring of degrees . . . but if a kid had been in line to graduate and was making normal progress and the actual conversion itself caused a student a problem, then we figured a way to err and benefit the student than to benefit the policy. With that kind of mentality, it made things a lot easier.

In addition to students, faculty had to adjust to the new system. This required the retooling of all programs and classes. One administrator explained that faculty had issues with the change: “[There was] a lot of whining there. Some of it justified, some of it not. Many problems, especially with the sciences, trying to realign a year's worth of courses

taught in three terms now converted into two terms. It was quite difficult [and] there was quite a bit of work.”

Some departments were more adept at moving to the new system. “I think the sciences and the mathematics departments took a systematic approach and did a very strong job with their conversions, but because of the fact they had to, in order to make their courses work.” Other departments adapted over time. The actual conversion did not occur overnight; as one administrator recalled, “we had three years where kids had both semester system and quarter system credits on their transcripts before we got through the cycle of a having a freshman class that was completely under the semester system.”

Table 6.7
1996 rebranded Georgia universities – loss or gain of enrollment from 1998 to 1999.

Institution	Loss/Gain	Percentage
Albany State University	-32	-0.99%
Armstrong Atlantic State University	-180	-3.13%
Augusta State University	-193	-3.50%
Clayton College & State University	-440	-9.33%
Columbus State University	-283	-5.24%
Fort Valley State University	-162	-5.69%
Georgia College and State University	-345	-6.26%
Georgia Southwestern State University	127	5.18%
Kennesaw State University	-233	-1.78%
North Georgia College and State University	-295	-8.94%
Savannah State University	-462	-16.82%
Southern Polytechnic State University	-241	-6.14%
State University of West Georgia	236	2.80%

The semester system change was an independent variable that affected an institution’s ability to gauge the impact the university change had upon enrollment. According to one administrator, “if at the time we were going to see a positive impact from the name change of the institution, we went from quarters to semesters and took a giant step backward. So I can’t attribute growth or decline to the name change because

of this other variable that just blew it out of the water.” When comparing the enrollment figures from 1998 to 1997 of the 13 institutions that became universities, all but two lost students (see Table 6.7).

While it may be coincidental, State University of West Georgia (SUWG) dropped its undergraduate acceptance criteria from “less selective” to “least selective.” This was the only year SUWG had this level of selectivity (*U.S. News*, 2000). Although their growth percentage was lower than Georgia Southwestern State University, the school gained more individual students than any of the other 12 rebranded universities during the 1998-1999 school year.

The quarter-to-semester system change appears to have negatively affected enrollment and will be linked to the name change process. One administrator recalled, “Because that was so traumatic and it happened in such temporal proximity to the name change, people sort of lumped them together in their heads as one negative swirl. And a higher education environment is not known for its love of change.” Another administrator added, “We went through a lot of work for not very much gain at all.”

West Virginia and community college independence. Over the past several decades, certain West Virginia public institutions began creating component community colleges to meet the growing needs of vocational and technical education of for their constituent populations. While three freestanding community colleges were developed in 1971 from branch campuses established in the 1960s by WVU, Marshall, and West Liberty, a series of component community colleges were established as divisions on the main campuses of certain state colleges in the 1960s and 1970s. Some schools, such as

Glenville State and Bluefield State, set up centers in other towns distant from their main campuses but located within their primary areas of service.

The component community college system allowed the state to utilize an existing infrastructure and create institutional divisions different from most other states. One administrator explained, “I don’t know of any state that operates its community college system out of its four-year institution. It’s not a model I’m familiar with and it may be unique in the country. I think invariably either one level, the two-year level or the four-year level, or both [levels] will suffer . . . because neither will have a clear sense of identity. People will have them confused – the institution could become schizophrenic over its real mission.”

While there is no question that community and technical college education was necessary for regional economic growth, there is no clear sense that the model was successful. One administrator added, “We got into this kind of a system way back when. Of all the states that ought to have a strong independent autonomous community college system, it’s West Virginia. We could have been preparing people with associate degrees with job related skills in workforce development; [however,] . . . just being tied to the four-year colleges, they [the community colleges] were practically invisible. Nobody even thought about them.”

As early as 1989, the Carnegie Foundation for the Advancement of Teaching recommended that all of the state’s community colleges become freestanding institutions (Hoblitzell, 2000). Senate Bill 547 in 1995 called for changes at the component community colleges that included the following: a slight change in name with the addition of the word “technical,” a separation of the component institution’s budget, and

a new expedited degree approval process. In 1999, the legislature commissioned the National Center for Higher Education Management Systems (NCHEMS) to perform a study regarding a number of issues including community college education. The study found that “West Virginia was losing the race in the new economy, and state public higher education institutions were seen as having failed to provide access to the community college and graduate programs now seen as necessary for economic survival” (Hoblitzell, 2000, p. 7).

In 2000, SB 653 called for the establishment of independent, accredited, freestanding community and technical colleges in each of the regions in the state. One new school, Eastern WV CTC, was established at this time. Furthermore, SB 653 stated that “the Legislature recognizes that a system of independently-accredited community and technical colleges is essential to the economic vitality of the state” (2000, §18B-1A-5(3)). The independent CTCs were to emerge from the existing component colleges. By 2001, SB 703 called for the establishment of the West Virginia Council for Community and Technical College Education (WVCCTCE) as the governing body of community college education in the state. In addition, SB 703 initiated several processes to allow the component community and technical colleges (CTC) to emerge as independently accredited institutions over the next six years. While originally a division of the Higher Education Policy Commission, Senate Bill 448 (2004) authorized the WVCCTCE to emerge from the HEPC as a separate entity with its own chancellor.

Although SB 653 (2000) called for state funding, it did not occur. One administrator explained that [it was] “purely economic. What happened was . . . an NCHEMS study that said yeah, you should have your own community college system

and you should expend \$170 million to get it going, and really the legislature forgot about the money. So, they tried to set up a community college system with no money.” SB 448 (2004), the “university name change bill,” also included additional definitions of the independently accredited, administratively linked community colleges.

When it came eventually for the institutions to be approved of their new “university” names, certain legislators required a quid pro quo for passage. One administrator recalled, “[It was a] typical political process, I mean, there was lots of horse trading. I think that if I remember correctly that this separation of the community colleges was part of the process. If we fought too hard on separating the community colleges, then they [the legislature] wouldn’t change our names.” Bluefield State College was the only school to protest the signing of SB 448 because they feared losing their stronger associate’s programs to New River CTC. Hoping to generate action against SB 448, a caravan of over 150 Bluefield State’s supporters rallied at the Capitol rotunda on April 1, 2004 (“Bluefield supporters,” 2004). Reading between the lines, it appears that the legislature punished Bluefield as a result of their protest. When the exact wording of SB 448 was edited and submitted for the governor’s signature, there was a provision for the remaining state colleges to achieve university status. Glenville and West Liberty were identified, but Bluefield State College was the only four-year school excluded from this specific proviso (SB 448, 2004).

With the CTC separation, all of the new universities except Concord were directly affected. In addition, West Virginia University Institute of Technology, Marshall University, Bluefield State College, and Glenville State College all lost their component CTCs. In most cases, the CTC remained administratively linked to its parent institution.

Glenville State’s CTC was split between Fairmont State CTC and the newly created New River CTC (which is currently administratively linked to Bluefield State).

The creation of new institutions created a series of problems that included a complete loss of enrollment that was originally attributed to the parent institution but now was now credited to the individual CTC (see Table 6.8). In some cases this loss of enrollment had a negative impact upon income, as one administrator explained: “There were a few people who said that this change was revenue neutral, but it resulted in an unintended consequence.” Because of the CTC separation, two schools lost portions of Title III funding as Historically Black Colleges and Universities. This specific funding was tied to institutional enrollment. With the inability to claim the CTC students, one administrator reported, “West Virginia State University lost \$729,000 while Bluefield State College lost \$1.3 million.” In both cases, the administratively linked CTCs were ineligible for this funding because they were founded after 1965. Therefore, over \$2 million in federal appropriations that could have aided WV schools were lost.

Table 6.8
CTC Parent Institutions FTE and CTC FTE.

PARENT SCHOOL	2004 Parent FTE	2004 CTC FTE	CTC FTE % of WHOLE
Fairmont State University	3,668	2,396	39.51%
Shepherd University	3,183	680	17.60%
West Virginia State University	2,649	1,147	30.22%
WVU Institute of Technology	1,363	574	29.63%

In addition, state appropriations for some community colleges have been more generous than for the four-year institutions. By comparing the proposed fiscal year 2008 budget with FTE enrollments for Fall 2006, the greatest per student appropriation is at Eastern West Virginia Community and Technical College. While Eastern WV CTC is

scheduled to receive the lowest amount of funding at \$1,990,948.00, it receives the most dollars per student with an appropriation of \$7,319.66 (Manchin, 2007a; WVHPEC, 2006). The per student appropriation at Eastern WV CTC has decreased each year as enrollments have increased. In 2003, the school received \$19,320 per FTE student (Manchin, 2007c).

While the funding for most CTCs is below that for their affiliated four-year institutions, two CTCs will have the larger FY 2008 appropriation. Pierpont CTC, now a division of Fairmont State, will receive \$4,016.77 per FTE student while Fairmont State University has the lowest four-year appropriation in the state at \$2,904 per FTE student. Only two institutions are lower than Fairmont: West Virginia State CTC and Blue Ridge CTC. New River CTC also has a larger appropriation than its affiliated parent. While New River is budgeted at \$4,056.77 per FTE student, Bluefield State College has an appropriation of \$3,355.43 (Manchin, 2007a & WVHPEC, 2006). One administrator observed, “New River, for example, is funded significantly better than its former parent institution, Bluefield State. New River has play money. They have money to do some new things.”

The CTC independence produced different reactions at the various campuses. One administrator observed,

I think it plays out differently in different parts of the state. I think that if you look at Glenville State’s stance now, they’re funded at a level that is significantly above West Virginia University. They have fewer students, but they have more money to serve fewer students. You look at Bluefield

State, they have less money to serve the same amount of students. So, the institutions that want the community college affiliated with them really have the political clout to keep them there. Fairmont State got its back . . . Shepherd didn't want theirs – I think they had something of an ambition to be a pure four-year institution they look more like they want to be . . . I think we've got the resources in West Virginia now, and our community colleges have the resources to be catalyzed. And frankly, it is probably in the interest of some of the four-year institutions to give up some of their marginal students to the community colleges.

Some institutions, however, experienced problems because of the separation. Fairmont State University and Fairmont State CTC learned that students were having difficulty with federal financial aid. One administrator explained, "For instance, if you transferred mid-year between one and the other, your financial aid had to be recalculated. If you transferred, you couldn't get your financial aid on the first day of the semester. You had to wait a month or six weeks before you could get it. The whole thing was becoming very complicated and potentially very expensive . . . So it [the reunification] was purely pragmatic in an attempt to avoid problems for our students."

In addition to financial aid issues, the separation of the institutions required the schools to spend additional funds on accreditation, distinct libraries, and software licensing (Byrd, 2006; SB 792, 2006). The practicality of reuniting the schools was felt beyond the Fairmont State campus. One of the sponsors of SB 792 (2006), Senator Mike Oliverio, stated, "We believe Fairmont State will best serve the north-central region of West Virginia as a fully integrated institution . . . We think we can save costs, afford more

construction, and serve students' needs better" (Kabler, 2006, p. 1C). With the passage of SB 792 (2006), the schools were reunited on July 1, 2006 with the CTC renamed as Pierpont Community and Technical College as a division of Fairmont State University. The new name was not sought by either side of Fairmont State, as one administrator recalled: "That was not in the original bill that Senator Prezioso introduced. It was one of those political things that happened and we're very pragmatic here. You can call us whatever you want, just give us the money."

The sharing of resources by the four-year institution and the CTC has created difficulties as well. One administrator explained, "[We] started seeing people acting territorial within both of our organizations. They didn't want to share. They wanted their own this and their own that. And we could just see things spiraling out of control in terms of costs because we were setting up separate organizations to do the same thing." The sharing of resources required faculty to be allocated to one institution or the other. This depended upon where the faculty member performed the bulk of his or her teaching (Hunt, 2005a).

The CTC was also required to pay the four-year institution for support services based on annualized full time equivalent (AFTE) students through the "chargeback model" (Hunt, 2005a). Most institutions were able to agree upon their specific "chargeback model," however, there were issues between West Virginia State University and West Virginia State Community and Technical College. The disagreements at WV State centered around three issues: a) "verification of previous year's revenue and expenditures," b) "splitting of assets between the two entities," and c) "differences concerning what community and technical colleges need" (Hunt, 2005b, p. 2). The WV

Council on Community and Technical Education approved a recommendation to hire an outside firm to aid the two institutions to develop an acceptable “chargeback model” (Hunt, 2005b). While the other institutions agreed on chargeback agreements in June and July 2005, West Virginia State and its administratively linked CTC were not able to agree until six months later with the CTC contributing \$3.1 million for the 2005-2006 academic year to WV State University (Griffin, 2006).

Another issue regarding funding was the fluidity of enrollments across both institutions. This fluctuation caused concern because the chargeback rates were based on a predicted enrollment ratio for the CTC and its administratively linked former parent. One administrator explained,

Numbers have moved back and forth. One thing we tried to do here is to keep enrollment balanced. The way they worked the system [and] the way the legislation is written [is] if both units don't grow and shrink at the same rate, you're shifting overhead from one to the other. And so, we've done our best to maintain enrollment balance. It's been 1/3:2/3 [CTC/four-year] here for a long time – so our goal is to keep it 1/3:2/3 at least until the appropriation is enrollment based. If a student moves from the community college to the university or vice versa, their tuition moves, but the state appropriation stays where it was and so it means the campus whose overhead costs go up is not the campus that's got the money or the institution that's got the money.

Of the four universities in this study involved in the CTC separation, Shepherd experienced the least intrusive transition. This was based partially on a smaller number of

students lost to the CTC and based partially on Shepherd's willingness to aid the CTC in the move to independence. While there is a perception among other institutions' administrators that Shepherd wanted to be rid of their CTC, one administrator clarified the situation:

The legislature actually made that decision, Shepherd didn't. We didn't throw them out. We did help them get relocated to Martinsburg. We did help them to get to be a more independent unit of Shepherd. And we recognized that if we made them more independent enough, they would be sitting out there ripe for separation. You're right, I always believed that it would not be bad for Shepherd or for the Community College [if it left Shepherd] . . . Now that our Community College is gone and is in Martinsburg, they now can focus and promote themselves as [providing] work force development at the associate's degree level. They can do certification, certificate programs, [and] continuing education. They know exactly what they're about and everyone's aware of that. We, on the other hand, are out of that business and can focus on more of the academic side of things, the baccalaureate side, some master's level, and now we have a clearer sense of what we're about and what our priorities are and I think we both have benefited.

Although still administratively linked to its former parent, the Community and Technical College of Shepherd widened the chasm when the legislature permitted the school to become Blue Ridge Community and Technical College on July 1, 2006 (SB 792, 2006).

In the same bill that renamed CTC Shepherd as Blue Ridge CTC, the legislature granted Fairmont State University the permission to reabsorb Fairmont State Community and Technical College (SB 792, 2006) on July 1, 2006. Renaming the school as Pierpont Community and Technical College, the division has retained its presidential position while similar changes elsewhere in West Virginia have downgraded the divisional CEO position from president to provost. This occurred when Potomac State College of West Virginia University and WVU Tech both lost regional campus status.

The reunification of Fairmont's two units was strongly opposed by the West Virginia Council for Community and Technical College Education. WVCCTCE chairman, Nelson Robinson, accused the two Fairmont presidents, Daniel Bradley and Blair Montgomery, of sabotage and that they were "an embarrassment to the community college system" ("FSU hot topic," 2006 ¶ 6). Chancellor Jim Skidmore expressed concern that if Fairmont were allowed to reabsorb the CTC, the entire community college system would crumble ("FSU hot topic," 2006). One administrator analyzed the situation:

Fairmont succeeded last year in getting their community college back under their aegis. I looked for pressure this year and it hasn't happened. I did talk to the people at Glenville and asked them if they were going to make a push to get their community college back . . . Their chairman of the board said no. They thought things were working out for them anyhow even though they're very, very small without that enrollment. From what I know, it seems to be working OK and it didn't breakdown. I thought that

would be the crack in the armor when Fairmont got their's back. But, it hasn't happened.

Figure 6.6
Fairmont State CTC & Pierpont CTC Signage on I-79 South.



From June 2006 & February 2007 – the old sign remained at least six months after the July 1, 2006 change.

While no other schools have moved for reunification, the issue is being explored at West Virginia State University. During a meeting of the WV State Faculty Senate on December 1, 2006, a motion carried specifying that the institutions explore the possibilities of remerging. They also desired that WV State president Hazo Carter set up an exploratory committee in this regard. The faculty senate concluded that “the split seems to have had negative financial repercussions for both institutions [and] the Faculty Senate should consider taking a position on the remerger issue” (WV State Faculty Senate, 2006, p. 4). The Community & Technology College faculty, however, opposed reunification.

It remains to be seen whether other schools will follow Fairmont State's lead for reunification. The impact of the creation of six (now five) new institutions will emerge in time. One administrator recognized the limitations of the current situation:

I think it failed. Not that it had to fail, but in a state with no money, it was bound to fail. You've got Marshall. It probably didn't have much effect on Marshall, although the community college had to go its own way. Ultimately, its costs are going to go up. West Virginia State is struggling, both parts of it. Bluefield: both parts of Bluefield are struggling because they just increased the overhead. If you look the per FTE costs of institutions, there's a huge difference between an institution of two to three thousand and an institution of five to six thousand. There's a real economy of scale as you get bigger. And all we did was create a whole bunch of small colleges . . . If we were a rich state, we could have 20 presidents and have good institutions, but we're not a rich state and it's always going to be true you can save money by sharing overhead costs.

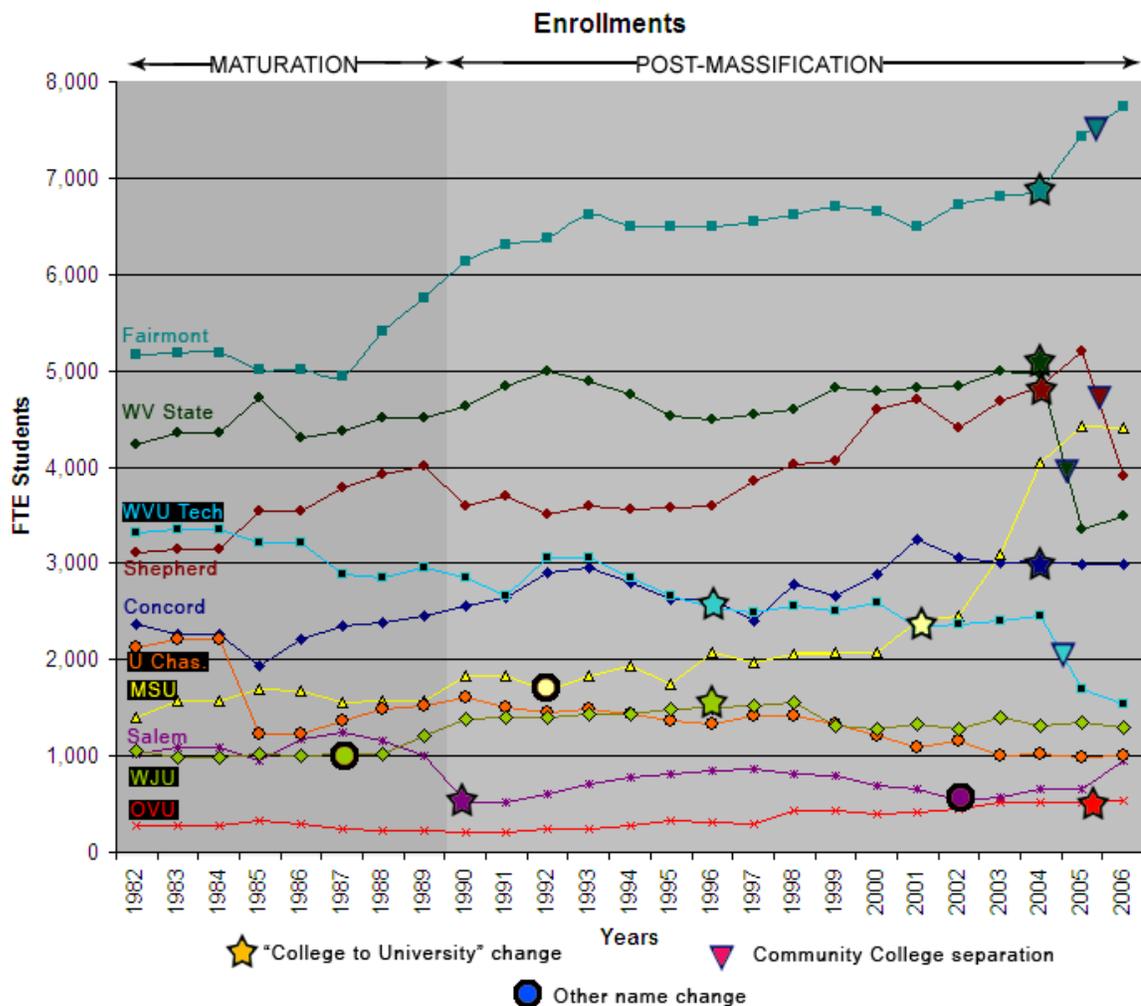
West Virginia “College-to-University” Institutions and Enrollment

Fourteen West Virginia administrators were interviewed regarding the changes at their respective schools; however, very few were willing to conclude that the addition of the university name was the major factor in enrollment growth. While some schools indicated that it had a positive effect, others based growth on conditions that were in motion prior to the name change. As a whole, West Virginia's regionally accredited schools saw an increase in enrollment since 2001 (see Appendix H). One administrator characterized the sources of that growth:

The enrollment increase in the public institutions has come from two places: one, the recruitment of out-of-state students; and two, the offering

of dual enrollment courses in high school. And that's a substantial part of the enrollment of community colleges. My concern with those dual enrollments, because of accreditation . . . is that the publics are required to take those credits and I'm concerned that there are not the quality controls in place . . . The dual enrollment grew exponentially over several years [but] it has begun to level off.

Figure 6.7
 Enrollment trends 1982 to 2006 (HEP Higher Education Directories, 1983-2007).



With the exception of a few institutions, enrollments at the rebranded universities were flat; additionally, some decreased because of the community and technical college bifurcation (see Figure 6.7). This section will address enrollment at the 10 institutions that became universities. This will be based upon the various needs that prompted the change. More emphasis will be given to those institutions that were identified as “survival” schools because their situations are more complex than the other seven institutions.

Schools with the Need to Survive

In Chapter Two, three institutions were characterized as becoming universities to fulfill a survival need. All three, The University of Charleston, Salem International University, and West Virginia University Institute of Technology, have had difficult years following their name changes. While each experienced diminishing enrollments, all three schools appear to be on firmer footing in 2007 than in previous years.

The University of Charleston. The University of Charleston (UC) enjoyed a period of large enrollments in the five years following the name change in 1979; however, it has not been able to sustain those student numbers. Currently, the school serves fewer than half of the students that it did in the early 1980s. While enrollments have flattened in the last five years, UC experienced the worst student graduation (persistence) record in the entire state. In 2006, UC conferred 113 fewer degrees than it did in 2002 (see Table 6.9). This computes to an overall loss of 43.46%. Not only does this figure constitute the greatest percentage of loss in West Virginia, it is nearly double the loss of the second worst record, a loss of 57 graduates that both Glenville and West Liberty equally experienced during the same period (WVHEPC, 2006).

Table 6.9
Degrees conferred by The University of Charleston; (WVHEPC, 2006).

2001-02	2002-03	2003-04	2004-05	2005-06
260	219	208	169	147

Table 6.10
UC Undergraduate Tuition & Fees; (HEP Directories, 2002-2006).

2001-02	2002-03	2003-04	2004-05	2005-06
\$14,900.00	\$16,500.00	\$17,400.00	\$19,900.00	\$20,200.00

Even though graduation numbers are down, The University of Charleston has the appearance of a thriving and vital institution. While UC's reputation will be addressed in a subsequent chapter, part of this perception may be attributed to the school's annual tuition and fees. In academic year 2006-07, UC had one of the state's highest annual undergraduate tuition and fees at \$21,000. In 2006-2007, only two West Virginia institutions surpassed UC in costs: West Virginia Wesleyan College at \$21,300 and Wheeling Jesuit University at \$22,810 (Burke, 2006). By the 2007-2008 academic year, UC had the second highest tuition in the state at \$22,050 behind Wheeling Jesuit's rate of \$23,490 (Burke, 2007). Between 2001-02 and 2005-06, The University of Charleston had a steady increase in tuition with the largest rise (14.3%) occurring during 2004-05 and a mean increase of 8% (see Table 6.10).

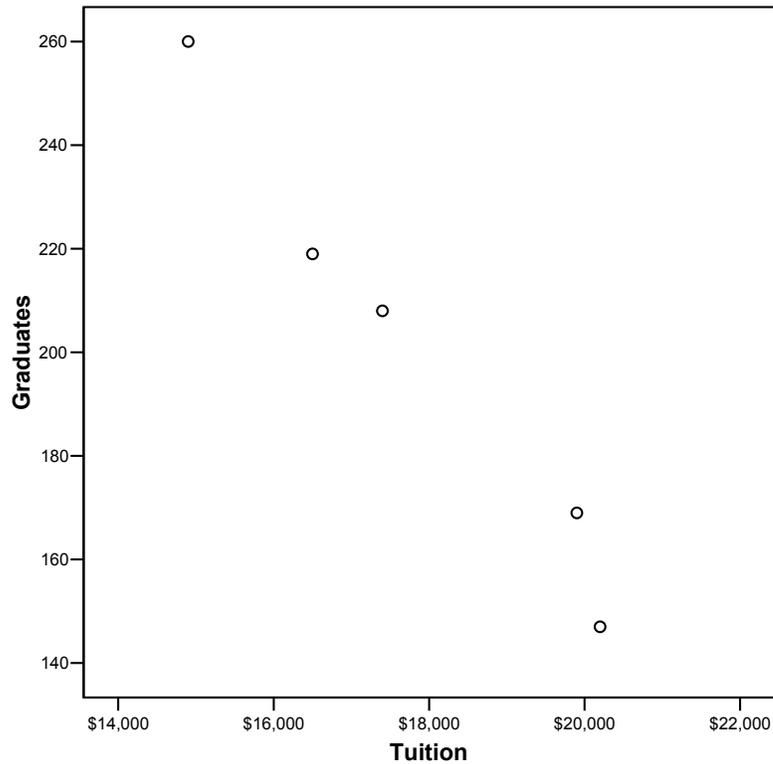
To combat students' inability to pay high tuition rates, UC instituted a grant program in 2005. Hoping to generate an additional 200 full-time students, scholars from Kanawha and its adjacent counties were guaranteed \$7,000 in tuition assistance. An additional grant of \$1,500 was provided to these same students who lived in campus housing ("UC to Streamline," 2005).

Table 6.11
Correlation of UC conferred degrees (graduates) and undergraduate tuition & fees.

		Graduates	Tuition
Graduates	Pearson Correlation	1	-.988(**)
	Sig. (2-tailed)	.	.002
	N	5	5
Tuition	Pearson Correlation	-.988(**)	1
	Sig. (2-tailed)	.002	.
	N	5	5

** Correlation is significant at the 0.01 level (2-tailed).

Figure 6.8
Correlation scatter plot of UC conferred degrees and undergraduate tuition & fees.



Although the tuition rate of growth in the past several years is lower than the 20% increases in the 1970s, there appears to be a relationship between a rise in tuition and fees and the drop in the overall number of graduates. The Pearson bivariate correlation coefficient indicated an extremely high correlation between the rise in tuition and the

decrease in the number of degrees awarded (see Table 6.11 and Figure 6.8). This negative correlation was calculated with an r of -0.002 .

Even with diminishing persistence rates, The University of Charleston reported in fall 2006 its highest fulltime enrollment (1003) since 1986. In addition, student retention rates have increased over the past three years. For the 2006-07 academic year, UC experienced a retention rate of 82%. Retention in 2004-05 was at 68% and at 74.5% in 2005-06 (Karmasek, 2006). Although full-time enrollment was up, 2004-05 figures indicated that the school steadily decreased in part-time enrollment with a 75% loss over 15 years (“UC to Streamline,” 2005). While the current full-time enrollment figures do not represent the 79 graduate students in the Doctor of Pharmacy (Pharm.D.) program, the estimated 100 undergraduate students enrolled in the pre-pharmacy program are considered the major contributor to the 2006-07 increase (Karmasek, 2006).

While UC has been successful in attracting students to its new pharmacy school, its administration also realized that several undergraduate programs in 2005 were not fiscally sound. Because of diminished enrollment, programs in theatre, art education, and music education were completely eliminated. Additionally, several departments were also consolidated to cut costs. History and political science combined to create the public policy department. English and mass communication unified as a single communications department. The departments of information technology and computer information systems also became a single entity. These programmatic cuts and consolidations also resulted in the elimination of some faculty positions. In addition, UC planned to cut several co-curricular activities including the symphony and chorus (“UC to Streamline,” 2005). Similar to the programmatic alignments and additions experienced at Missouri’s

Truman State University, trimming institutional fat may result in a university with a greater potential for future success.

Salem-Teikyo University (now Salem International University). Saved from closure by Salem College's alignment with Japan's Teikyo University, Salem-Teikyo University experienced sustainable growth during the first five years of its new iteration. Part of the school's success was based upon its parent institution's inability to serve its students at its multiple locations throughout Japan, as one administrator observed.

At that time in Japan, the demographics were such that only 30 some percent, who wanted to go to a college or university, could be accommodated in Japan itself. Almost 70% had to go somewhere else in the world . . . Teikyo University was able to admit students to Teikyo University with the understanding that their education was going to be at an American institution. They were able to continue their tremendous growth as a university. Now they had a satellite where those students who really wanted a broader international kind of education had a place where they could go that was safe. Their parents could feel that they could send their son or daughter to the United States because they were going to hold Teikyo University responsible for their welfare. They felt that the environment at Salem had to be OK or Salem wouldn't have made this arrangement with Teikyo or Teikyo with Salem.

This new international market had a profound effect on Salem's solvency and viability. One administrator reminisced that "obviously it brought a great deal of full tuition income. Secondly, it gave us an identity and we became much more successful in

approaching foundations and corporations for funds to help support a variety of different programs.” The agreement with Salem was positive for Teikyo as well, who expanded into other U.S. markets buying other struggling institutions. Besides Salem-Teikyo, Teikyo University also operated Teikyo Lorretto Heights University in Denver, Teikyo-Westmar University and Teikyo-Marycrest University in Iowa, and Teikyo-Post University in Connecticut. In addition, Teikyo had operations elsewhere in Asia and Europe. This global network provided additional opportunities for Salem-Teikyo students as one administrator recalled.

They [Teikyo University] were international themselves. They had major operations in Tokyo, Seoul, and Taiwan. Here were students coming from Korea, Taiwan, mainland China, and a huge number from Japan. We had people that would be educated in the United States, but who could go to staff many companies’ headquarters or companies’ outlets in the countries from where these people came. The first five years were really exciting. We had foreign study opportunities for our students in Germany and England and in Tokyo. We had sister relationships [that] we had established in Korea with a number of a different universities where again the interchange was possible. The same was true with Taiwan . . . [and] China. So. [we were] focusing on Asia, and then looking at the international corporations who were growing so extensively in that area.

Unfortunately for all of Teikyo’s American operations, the excitement after the first five years diminished. One administrator illustrated how the Teikyo arrangement collapsed.

After that, we got into some difficulty and part of the difficulty was that the bubble burst in Tokyo. The higher education institutions now began to absorb a higher and higher degree of those [students] who wanted to study in Japan. [This was] because so many now were not going into higher education. What happened year by year [is that] the percentage of students that would come from Teikyo diminished because they could be absorbed within the Teikyo system in Japan. Obviously, their [Teikyo's] first responsibility was to support their [Japanese] higher education [campuses]. Teikyo is an enormous institution with campuses and property values. It's so widespread. So now, rather than having an excess of students, they had students that . . . could be absorbed by their own campuses. The result was that the steady stream of 200 or so students we had every year coming for four years . . . [and resulted in] 800 full tuition students . . . began to diminish. [Therefore,] the amount of direct income began to fall. As that direct income began to fall, it became increasingly difficult for Teikyo to meet its commitment.

Teikyo's leaseback commitment (as noted in Chapter Three), which provided for the upkeep of facilities, was being neglected. Another administrator who came to Salem during this period noted that, "the buildings and the dorms were in deplorable shape and nothing was being done to address the situation." Salem had returned to its state of trying to survive and could not do so alone; as one administrator remarked, "When all of the sudden, when Teikyo could no longer provide the students to make it worthwhile for them, then I thought 'well here we go again.' [We] began to look for another partner to

sustain our international mission because, by that time, the Americans students who were coming [to Salem] came because they wanted all the opportunities for international activity, which were quite extensive.”

By fall 1999, Teikyo was only sending 19 Japanese students to Salem (Tuckwiller, 2000a). The situation was mirrored at the other Teikyo affiliates. Iowa’s Teikyo-Westmar University became independent in 1995 as Westmar University and subsequently closed in 1997 (“Statement of Affiliation Status – Westmar,” 2007). The other Iowa affiliate, Teikyo Marycrest University, left the Teikyo fold in 1996 as Marycrest International University and eventually closed in 2002 (“Statement of Affiliation – Marycrest, 2007). In 2004, Connecticut’s Teikyo Post University ceased its affiliation with its Japanese parent and became Post University (“History,” 2007). Only one of the five Teikyo affiliates remains as such: Teikyo Loretto Heights University. The Denver institution has had its difficulties as well. In 2000, officials at Teikyo Loretto Heights University indicated that Japanese enrollment had been cut in half (Tuckwiller, 2000a). Currently the school, which is not regionally accredited, has only 128 students and is leasing space to a number of educational concerns in the Denver region (Burke, 2006; Johnson, 2006).

By fall 2000, Salem’s institutional budget was cut, employees were dismissed, and there was no indication that even 19 students would be coming from Japan. Salem-Teikyo’s financial condition was becoming a concern even for students. One student commented, “There’s a lot of buzz, a lot of rumors anyway. More now because of the budget cuts. I have a lot of friends who are very scared and waiting to see what happens. Students are concerned” (McElhinney, 2000). Without the fanfare of the 1989 name

change, Salem dropped the Teikyo brand on October 11, 2000 and rechristened itself as Salem International University (SIU). The decision to remove the Teikyo name was recommended by Teikyo president Shoichi Okinaga (Tuckwiller, 2000b).

During this period, Salem International began shopping for a new partner to sustain the institution. Not limiting their extent to foreign partners, Salem even made overtures to other institutions in West Virginia for help. A Mountain State University administrator recalled, “Governor Cecil Underwood, who was on Salem’s board, contacted us to see if we were interested in taking it over; however, we did not pursue the offer.” One administrator outlined the process of securing a new affiliation. “Actually while we were still associated with Teikyo, we thought that if we are going to look for another partner, then we don’t necessarily want to limit it to Japan We were looking in China, Taiwan, Singapore, Korea; and we had very possible partners in all of those different places.”

By late June 2001, Salem International University announced their new agreement with Informatics Holding, Ltd. based in Singapore. Informatics, which had computer learning centers and franchises in 30 countries, purchased the school for \$1.1 million. The campus was estimated to be worth \$7.3 million (“Singapore Firm,” 2001). Another administrator confided, “I was a little taken aback by the amount of money that they took for the sale of the school. I would have thought the school was worth much more than that.”

The situation was different with the new partner who would not be sending students to Salem, but rather working with the institution to grow offerings for online instruction (“Salem Announces,” 2001). Within three years, Informatics Holdings, Ltd.

was in serious financial straights. Informatics reported a net loss of \$15.3 million in what was termed as “Singapore's worst accounting scandal.” The corporation admitted, “it overstated sales and profits and understated costs” (“Informatics Holdings,” 2004, M11). With the financial troubles of Informatics, Salem began once again looking for a new partner. In 2005, the Palmer Group and several related companies purchased Salem International University for \$1 million and Informatics Holdings agreed to absorb \$7.5 million of debt the school accrued in 2003 and 2004 (“Pa. Firm,” 2005; Tuckwiller, 2005).

Led by the former dean of the Wharton School of Business at the University of Pennsylvania, Russell E. Palmer, The Palmer Group has invested in a number of educational institutions that it has subsequently sold (The Palmer Group, 2002). One administrator speculated that will happen with Salem: [They have] “taken the responsibility of buying schools who were in not such good shape and making them for-profit institutions, building them back up, selling them, and making money on them. They are very successful in doing that . . . They are now the people who actually own the campus. It’s no longer a non-profit institution; it’s a for-profit institution and they’ve made a lot of changes.” One of the areas that hasn’t been changed is Salem’s current emphasis on online education. In 2005, the school reported that it had 400 students on campus with an additional 450 students taking classes online (“University Facing,” 2005). SIU’s latest FTE is 944 students and it appears that the institution is recovering from the low enrollments in the late 1990s (Burke, 2006).

A 2007 development at Salem International University may be a signal that the institution may be considering another name change. On January 18, 2007, SIU

registered the salemu.edu domain and began transitioning from its salemiu.edu domain. Salem International's Chief Information Officer Pieter B. Bresler explained the change: "The institution's board of trustees voted on changing the domain. This was part of the institution's move to update marketing materials and institutional image. The board also wanted to make the domain shorter and *American students* are more inclined to look for the school at salemu.edu rather than salemiu.edu" (Personal communication, October 5, 2007). Another administrator confessed that, "No official reason has been given for the domain change. The rumor is that a name change is coming and the 'International' will be dropped. I'm waiting to see just like everyone else" (Personal communication, October 8, 2007). If the rumor is correct, and it appears likely as Bresler emphasized "American students," it will be the fourth name change for the school in 20 years.

West Virginia University Institute of Technology. During the 10 years since the adoption of the WVU brand, West Virginia University Institute of Technology had diminishing enrollments. One administrator felt that the expectations with the merger did not materialize: "There were some individuals who assumed that the WVU affiliation might result in additional funding to Tech [and] It might result in some kind of surge of enrollment. I believe that, if you look at those two categories, you'll find that there were some things that did not happen." Even with the sagging enrollment, WVU Tech is beginning to increase in the number of full time students as another administrator observed:

Tech's FTE is up and we expect to continue to go forward and to turn around as they get more and more full time students who are into the programs that they have. You know a lot of the colleges don't tout FTE

because they've lost it considerably. Last year, Tech's FTE was up 6.3% and the Community and Technical College . . . was up 51 students. The head count at Tech was down 4% and 1% in the Community and Technical College . . . FTE is where the money and the work is. FTE has turned around but not headcount.

While enrollment has been down in some areas, there are some growth areas at WVU Tech. In discussing the situation at Tech, one administrator analyzed growth and loss at some other southern West Virginia institutions as a comparison.

You know Marshall's enrollment has been flat for five years. Mountain State has grown enormously, but if you look inside there are probably some growth elements at Marshall and loss areas at Mountain State. And that's the way we look at it . . . If [Tech's] finances were stronger, we would be happier and that's what we're addressing: how to get them on a stable financial platform. But I would say that our view of success is mixed and in some areas it's been successful and some it is not.

One of the growth areas at WVU Tech is a cooperative program with West Virginia University in athletic coaching education. Another administrator explained, [WVU's] "sports and physical education [department] is delivering the athletic coaching education program down there on that campus and it has been tremendously popular. So, that's worked very well and they seemed to welcome that with open arms. A lot of it blurs, it's not a crisp line of what's WVU Tech and what's WVU. There is some pushing of the boundaries a little bit." Other programs are doing well, as one administrator

observed: “Nursing has been very successful. We actually shut down a Charleston program and moved it to Tech.”

In addition, there was a fear that WVU would close the engineering program at Tech. These fears were compounded in 2006 when Governor Manchin announced that Tech’s engineering program would be relocated to South Charleston – a move that, as Chapter Four indicated, did not happen.

In actuality, WVU has been supplementing engineering enrollments at Montgomery, as one administrator explained.

So there were people [who] thought that maybe we [WVU] were trying to . . . get quote engineering to Morgantown. In fact, the opposite is true.

Our engineering is growing so fast that we’re sending students down there that we could not educate up here because we don’t have room for them.

People were fearful that we would suck all of the engineering students up here. So that misinformation [is] typical merger stuff. The change in culture, loss of culture, lack of money, fear of the unknown – all of these different things go through any merger in any organization: hospitals, businesses, whatever. [Those attitudes] floated through there [at WVU Tech] for a 10-year period.

On July 1, 2007, West Virginia University Institute of Technology changed status from a regional campus of WVU to divisional status (HB 4690, 2006). In 2005, Potomac State College of West Virginia University moved from a regional campus status to a divisional status (HB 2224, 2003). WVU is anticipating that the switch at WVU Tech

will garner similar growth in enrollment as experienced in Keyser, as one administrator noted: “Potomac State has grown like a weed. Since last year [2005-06], [they have increased] 12% in FTE and 13% in headcount. I mean, numbers don’t lie.” Another administrator added, “they’re [Potomac State] really having to look at controlling the enrollment for the fall ‘07. Even with the new residence hall going in, if they don’t do something to cut that back some, they won’t be able to accommodate the students. They have just taken off.”

If the divisional model used at Potomac State has the same effect at Tech, WVU expects to move Tech’s service area beyond its current region. One administrator deduced, “It may be as much as anything that their base is just evaporating from underneath them and they may not have done as much in the last couple of years as they could have to expand their reputation beyond the region. I think that what you’re going to be seeing now is that they will probably be putting more energy in projecting themselves beyond those immediate 18 counties to try to attract students.”

Schools with the Need for Security

In Chapter Two, institutions with the Malsowian need of safety or security were characterized as having moved beyond the survival level. While survival was no longer an issue, these institutions are moving toward the next level. In regard to this study, the archetype of “universities” fulfilling security needs are those that have adopted the university moniker not as a reflection of what they are, but rather what they will become. One institution in this study is at this level: Ohio Valley University.

Ohio Valley University. While Ohio Valley University (OVU) is the most recent college to become a university, one may be hesitant to attribute growth to this phenomenon after only two academic years. However, OVU's administration is confident that the new name is driving institutional growth and high retention rates. One administrator explained, "Basically we're up 20%. We are in the largest spring [2007] enrollment that we had right now. I'll tell you something else, I think it's a direct relationship . . . our retention numbers this spring are 91% for freshman and 93% overall. Nobody's going to stop that. [Our] retention is off the charts. The same thing [occurred] last year."

In addition to the name change, the large spring 2007 enrollment may also be the result of OVU's working harder to fill seats. Another administrator reflected, "We just busted our tail this spring semester trying to get transfer students in; we had a big transfer student program. We have some adult learning, adult ed. classes . . . [and] all those cohorts are full." Part of OVU's success is related to their association with other institutions. An OVU administrator explained their partnership with an institution across the Ohio River in Washington County, Ohio.

We recruit heavily from Washington State Community College. That's a big partner of ours A lot of the students that Washington State brings through the doors are a natural fit to Ohio Valley as far as socioeconomic background, student profile, grade point, and that type of thing. It's a two-plus-two program . . . We've really done a lot in the past few years to draw back and concentrate more on our efforts in the local area of a 60-to-100 mile radius. There's a great student pool here; and as far as faith based

universities, if you want to stay home and go to a faith based university, we're the only game in town.

Schools with the Need for Status

In Chapter Two, several institutions were identified as converting from a college to a university in order to increase their status. These institutions, as Tuzzolino & Armandi (1981) categorized businesses, are poised for leadership, have attained a certain market share, and have an established image. The six West Virginia schools in this category are Wheeling Jesuit University, Mountain State University, Concord University, Fairmont State University, Shepherd University, and West Virginia State University.

Wheeling Jesuit University. The success at Wheeling Jesuit University (WJU) is multifaceted and will be addressed fully in a subsequent chapter. One aspect that drove both the name change to Wheeling Jesuit College and later to Wheeling Jesuit University was part of the institution's master plan to gain new students. One administrator reflected on the results.

The initial intention [of the name change] was to increase enrollment, and obviously with that increase in enrollment, I had a balanced budget. Only the first year or two, I didn't have a balanced budget because I was trying to dig out from what was left to me. Ever since then, we had a balanced budget . . . Part of that [was] through the enrollment. The whole concept of changing to Wheeling Jesuit College and then to Wheeling Jesuit University was to attract more students. I think in that sense it has an attractive feature – it's a university.

In addition to a quantity of students, enrollment can be measured on the quality of its student body. Another administrator characterized the type of student that attends WJU. “They attract a lot of very highly driven individuals. They . . . [have] Type A [personalities] . . . As much as they say ‘we can make you a leader or follower,’ those [types of] schools are after leaders, because they want people to leave there being highly successful and to make a name for themselves.”

Mountain State University. For Mountain State University (MSU), the institution more than doubled its enrollment in the years since changing from The College of West Virginia. In addition, the school experienced over 172% increase in the number of graduates that it produced from 2002 to 2006 (see Figure 6.9). In 2002, MSU conferred 369 degrees. In contrast, MSU awarded 1005 degrees in 2006 (WVHEPC, 2006).

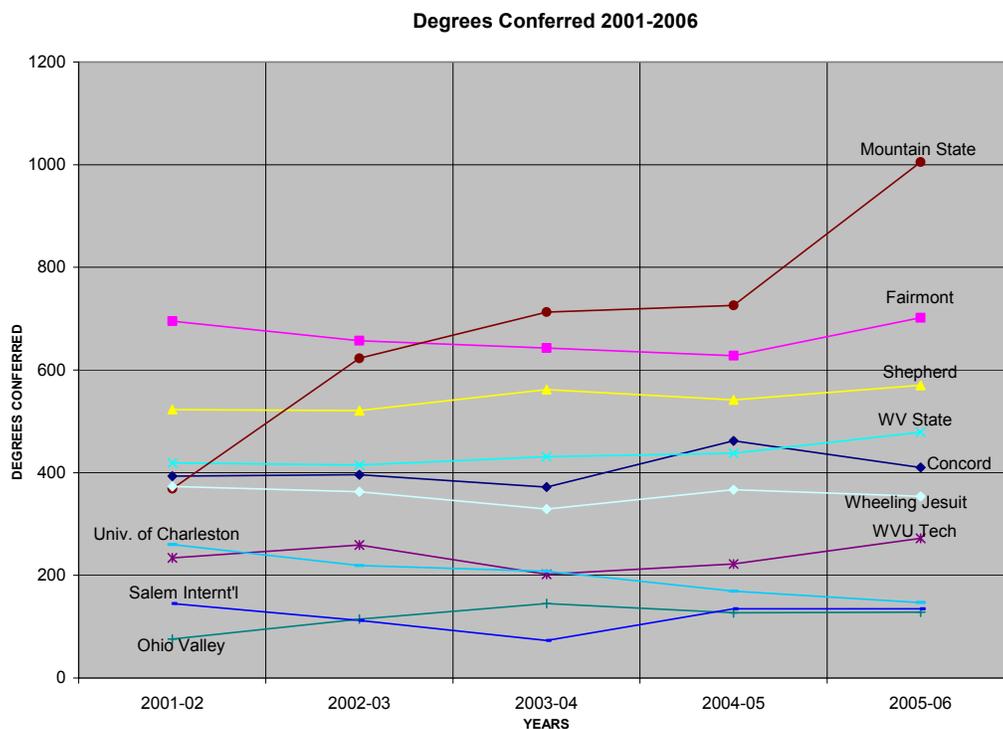
Of all four-year institutions in West Virginia, MSU experienced the greatest percentage of student persistence during this five-year period. The only institutions that surpassed this percentage were two community and technical colleges that had a relatively small number of graduates in 2001-02. Eastern WV CTC had 1 graduate in 2002, but had 19 in 2006 that resulted in a growth rate of 1800%. Marshall CTC grew from 15 to 41 graduates and experienced a 173.33% of growth (WVHEPC, 2006).

While there is a hesitation to credit the Mountain State brand as the primary reason for the school’s growth, one administrator acknowledged its importance in allowing the institution to move into new markets.

I couldn’t tell you the issue of selling of a product over that period primarily occurred as the benefit of MSU as a name . . . [however,] looking at growth from a sales standpoint, I would say that has been

singularly the greatest benefit. But with those sales, goes the opportunity to network and to integrate the institution into a larger environment and I don't believe you can get into that larger environment without having an appropriate brand. It's kind of like trying to sell "oat bran" as opposed to "Cherrios." The brand is going to carry you a long way. We're just really, really new. We're an infant in this business here as far as independent, online, and nontraditional education. Although we've been doing it for years, we are a new player. I don't think that we could have been the player that we are now or hope to be in the future without riding on a good brand and Mountain State University is a good brand.

Figure 6.9
Degrees conferred at the new universities.



Concord University. Concord University, which was less reliant upon the new name than the three other sister institutions, admits that the change had little or no effect on enrollment. The administration acknowledges that other factors may have contributed to overall growth. One of these was the PROMISE Scholarship program. “Yes it helped . . . we already had a fairly substantial scholarship program in place, and frankly . . . it has relieved us of the burden we have because we do get a substantial number of PROMISE scholars.” While the PROMISE program may have contributed a number of students to Concord, one administrator felt that these students would have probably attended Concord if the program were not available.

In a study I read last week, 97 or 98% of those students would go to school anyway . . . Those were people who were already coming. I do think, as it did in Georgia [with the HOPE Scholarship], that [PROMISE] enabled WVU to recruit students that would have gone to the regional colleges . . . After Marshall, WVU, and Fairmont State’s Community College, we have more PROMISE scholars than any other institution. I think that those are people who we were already getting.

This reasoning is consistent with a study conducted on the behalf of the West Virginia Higher Education Policy Commission. According to Nicholson, “A full 97% of the survey respondents reported that they would still have attended college without the scholarship, which suggests that the impact of PROMISE on increasing postsecondary attendance may not be as strong as was hoped” (2006, pp. 71-72). In addition, Nicholson reported that “70% reported that PROMISE was either a ‘fair’ or the ‘primary’ factor in their [students] decision to stay in West Virginia for college, but 71% also responded

‘yes’ when asked whether they would have remained in state in for college even if they had not received the scholarship” (2006, p. 71).

In addition, Concord’s enrollment was related to the increase in community and technical college education in West Virginia. One administrator mused, “I do think that there’s been a change. One of the things that we thought would end up happening would be that there would be a shift with the new community colleges in West Virginia; that some of the students we had been taking would probably end up going the community colleges and we would replace those students with graduate students. And to a certain extent, that has happened.” While related to the “college-to-university” change, one administrator predicted that the foray into graduate education would become a significant portion of Concord’s enrollment. These new programs will be strategically planned and will be funded through alternative sources.

We are offering a program in education, but we will offer others. But, we are not going to do it in a slap bash, haphazard way. We are going to offer solid programs to meet the real learning needs of people. I think that [if] you look at where this institution will be 15 years from now, I would guess that somewhere in the neighborhood of 15 to 20% of our enrollment would be at the graduate level. But, it’s in areas [that will] require resources Have those resources been provided? No, and we don’t expect any help from the state government to do the master’s programs. In fact, they’ve made it clear they would not provide resources for us to move to another level When there’s genuine demand, private resources will become available even when you’re a public institution.

Fairmont State University. Fairmont State (FSU), which has had significant growth even without name change, believes that the name change has had minimal effect on enrollment. One administrator explained, “I doubt locally it makes much difference The community is happy with it, but how we’re viewed by students in high schools, at least in the short term, I don’t think has changed. If a student is looking at us, West Liberty, and Glenville, the fact that we had our name changed to university is probably not going to be a very big factor in the decision of the student.”

Although the name change may not have had an impact upon local enrollment, one administrator indicated that it might have contributed to a greater presence outside of the state. “We think so [that it has increased marketing share elsewhere]. You know it’s hard to quantify those sorts of things.” Quantifiable or not, Fairmont State University remains the third largest public institution in West Virginia behind WVU and Marshall.

Its aggressive movement in developing new graduate programs should only spur more growth. Currently, FSU is approved by the North Central Association to offer the following graduate programs: Master of Business Administration, Master of Education, Master of Arts in Teaching, and the Master of Science in Criminal Justice (“Statement of Affiliation – Fairmont,” 2006). In addition, a Master of Science in Nursing is offered in cooperation with Marshall University (“Graduate Degree Programs,” 2007). One administrator expressed that the current offerings are only a beginning. “We’ll be adding graduate programs. We expect to grow. This area is doing fairly well economically relative to the state as a whole. We’re particularly looking for growth in the computer, IT [information technology] and IS [information systems] areas.”

Shepherd University. Like Fairmont State, Shepherd was in a growth period prior to the name change. While the loss of the Community and Technical College had some impact upon Shepherd's overall numbers, the effect was minimal. Of the new public universities, Shepherd has advanced its number of graduate offerings with sister institution Fairmont State right behind.

Currently Shepherd is approved by the North Central Association to offer the following five master's degrees: Master of Arts in Curriculum and Instruction, Master of Arts in Teaching, Master of Music Education, Master of Business Administration, and the Master in College Student Development and Administration ("Statement of Affiliation – Shepherd," 2007). One administrator explained that newer graduate offerings at Shepherd will be geared to its specific service area population.

We're trying to create a diverse set of offerings and of course need some that are big draws. Our MBA program is a big draw. We're trying to do some others that the community can benefit from and we recognize that they may or may not have large numbers, but we want to try them anyway. We're working on one which would be a master's in public history and it would have a component that would deal with archaeology and preservation. And that's a big thing around here. Most of Shepherdstown predates the Civil War and there's a lot of old log cabins and a lot of preservationists in the area. And a lot of the park service folks and we have a good park service presence with Antietam and Harpers Ferry. And those people have an interest in this degree and so we thought a public history degree would be different. We also have the Robert C. Byrd

Center for Legislative Studies here and, of course, that ties in with public history. Because we're going to become the library which will give you a lot of public history of the U.S. Congress with Senator Byrd's papers. So, that's one. I don't know of anyone else in the region who has a public history degree That gives you a sense . . . It's not just the high enrollment ones, which were tempting, but our faculty and administration together wanted to create programs that mirror the interests of the community.

West Virginia State University. At the time of the name change, West Virginia State was the only one of the four sister institutions with approval for two graduate degrees: microbiology and media studies. While the name change has had a greater impact upon funding opportunities for WV State, there was a positive effect upon applications from new markets. One administrator elucidated, "I believe we started getting applications from states we had not seen applications for. When we received applications, the person didn't write in 'oh, it's because you're a university.' But the same time we became a university, then we started getting applications from states that we normally did not have an interest from students."

Summary

A "college-to-university" name change, as indicated with the population of 103 schools, indicated a significant change in enrollment following the adoption of the name "university." This change, however, did not manifest itself in a positive manner. On average, negative growth or slowed growth occurred. This was especially true among

medium sized institutions (2,000 to 4,999 FTE) and with schools that had a minor-simple name change (just replaced “college” with “university”).

Among the 34 sample schools, a small number indicated that the “college-to-university” change occurred because of a need to increase enrollment. While this was not the primary factor for seeking university status, a majority of the schools indicated that increased enrollments resulted from the rebranding. While many identified increased enrollments as indicator of success of the change, it was not the major predictor of the change’s overall success.

Furthermore, a correlation existed between enrollment and the addition of graduate programs at the sample institutions. Although the results among the population of 103 were different, the majority (75.72%) of the 103 schools experienced enrollment growth. Unfortunately, fewer than half (41.74%) had enrollment at a higher rate than prior to the name change. The majority of the 103 schools either lost students or had stunted growth. Seventy-three percent of the population of 103 schools and 82% of the sample of 34 schools experienced a growth in graduate programs. The results may indicate that enrollment probably increased when new graduate programs were offered.

Outside of medium sized institutions and minor-simple name changes, other variables such as other size categories, other types of name changes, institutional control, Carnegie Classification, and the number of graduate programs did not appear to affect institutional enrollment for the population of 103 schools. As revealed from interviews of administrators and historical data, decisions made at the state level may negatively affect enrollment. This was the case in Georgia with the systemic change from the quarter system to the semester system. In West Virginia, the separation of the community and

technical colleges from their parent institutions reflected a lower overall enrollment number for the four-year parent institutions.

Finally, while West Virginia administrators admitted that the name change to “university” was a positive move and had some impact upon enrollment, the “university” name alone was unable to generate enrollment growth. While factors related to the name change provided growth initially to two of the “survival” schools, this growth was not sustainable. The third “survival” institution did not see similar growth following the name change. While most other West Virginia rebranded institutions have had periods of enrollment growth, this growth was probably related to other factors. Some of these factors may have been in place prior to the name change. Additionally, five of the institutions have not been “universities” for a sufficiently significant amount of time to gauge the impact of the new name.

Although the “university” identification appears to be significant in an institution’s overall market position, other factors or strategies appear necessary to sustain positive enrollment growth. While an increase in enrollment generally occurs with a “college-to-university” name change, one would be wise to follow Koku’s advice regarding strategic name changes. “Using strategic name change as a marketing tool is not a panacea to decreasing enrollment problems, hence higher education administrators who are considering the use of the strategy to boost falling enrollments are advised to proceed with extreme caution” (Koku, 1997, p. 67).

CHAPTER SEVEN: REPUTATION AND THE “COLLEGE-TO-UNIVERSITY” CHANGE

Reality is merely an illusion, albeit a persistent one. – Albert Einstein (n.d).
We do not see things as they are. We see them as we are. – attributed to the Talmud (Ross, 2006, p. 281).

As colleges have transitioned to university status, one of the reasons provided by administrators was to increase the prestige of their institutions (see Chapter 2). When Kentucky Christian College in Grayson, KY became Kentucky Christian University (KCU) in 2004, the school provided its stakeholders 17 reasons for the change. Of these, KCU included the following benefits that occurred because of its new university designation:

- Provides faculty and administrators with greater peer recognition within the broader academic community . . . enhancing their professional expertise and scholarly contributions.
- Raises the bar and challenges the institution to move toward a higher standard of expectation, self-realization, and fulfillment.
- Creates an enhanced image of breadth and diversity, and gives the institution a marketing advantage in recruitment.
- Positions the institution to seek funding for “named schools” and “named chairs” within the University.
- Strengthens the appeal of the institution among corporate donors and foundations (“University: Unity in Diversity,” 2004, pp. 4-6).

Likewise, Kentucky Christian’s sister institution Cincinnati Bible College and Seminary, which added the umbrella brand of Cincinnati Christian University (CCU) in 2004, explained that, “As a university, it becomes easier to requests grants from

corporations and foundations” (“Frequently Asked Questions,” 2004, p. 6). For some, the addition of “university” in the institutional name provided an opportunity to seek additional philanthropic support as well.

Others, however, have discovered the lack of university status caused a loss of such revenue. For over 25 years, Alabama’s Athens State College reaped the benefit of annually distributing \$21 thousand in scholarships provided by the Lettie Pate Whitehead Foundation. In 1991, the foundation pulled its funding from Athens State because “[the foundation’s] board of directors voted to fund only universities” (Athens State College, 1997, p. 8). Additionally, Athens State requested funding from the Olin Foundation to build a new library – a request that was rejected because Olin funded only universities. Although Athens State would not change names until 1998, it began researching the possibility of rebranding as a university as early as 1990. After investigating the process and the results experienced by institutions in Alabama, Georgia, and Tennessee, Athens State’s Planning Council concluded that the university name would greatly benefit the institution. The advantages of such a change were outlined as follows: “a) enhanced prestige, b) increased effectiveness in recruitment, c) increased pride among alumni, and d) enhanced fundraising capacity” (Witty, 1990, p. 3).

While an increase in prestige based upon the adoption of the “university” name is often expected, does it actually occur? Although the perceptions of prestige may result from the change, these are difficult to gauge accurately without surveying numerous stakeholders. In this chapter, empirical data were used to determine if there was a measurable increase in institutional prestige following a “college-to-university” rebranding. Although several measures may imply institutional prestige, four were

identified for this examination: Carnegie Classifications, an increase in graduate programs, undergraduate selectivity in admissions, and a rise in tuition rates. In addition, administrative surveys provided insight regarding the perceptions of an institution's prestige. Data reported in this chapter were derived from the Carnegie Foundation for the Advancement of Teaching, institutional catalogs, *U.S. News and World Reports America's Best Colleges 1998-2008*, and the Higher Education Publications' *HEP Higher Education Directories 1992-2007* (Rodenhouse, 1991-2002; Burke 2003-2007).

Prestige via Changes in Carnegie Classifications

In 2000, Christopher C. Morpew tried to understand the types of institutions that participated in the "college-to-university" rebranding trend. Morpew theorized, "The adoption of the university name and corresponding structures and practices would help a lower status institution to send a message of legitimacy to important external constituents" (2000, p. 5). This was the attitude expressed when Rosary College became Dominican University. Dominican's president, Donna M. Carroll, explained, "'University' communicates a level of academic reputation and opportunities that are consistent with our students' current and future interests" (Lively, 1997, p. A33).

Morpew and Baker (2001), however, argued that the change to university status often created mission drift. Corresponding to this, Morpew (2000) suggested that colleges pursued "graduate education and a . . . 'higher' Carnegie Classification not to serve any need that might be present (though that might occur as a result), but to adopt the practices and structures of those universities perceived as being most prestigious or [being of the] highest status" (p. 8). Morpew and Baker (2001) expressed that, "It has been common for colleges and universities to aspire to a 'higher' Carnegie Classification,

because of the status accorded institutions at the top of the scale. Upon reaching a ‘better’ classification, institutions often trumpet this news to the world as evidence of their improvement in quality and reputation” (pp. 4-5).

While never intended to be a measure of institutional prestige, the Carnegie Foundation for the Advancement of Teaching (2006a) created a taxonomy of accredited, degree-granting institutions in the United States in 1973. The primary use of the classification system was to group similar institutions for research purposes. The creating of the system also aided in promoting the great diversity found within American higher education. The Carnegie Foundation has since adjusted the classifications in 1976, 1987, 1994, and 2000. In 2005, Carnegie completely revamped the system to include multiple classifications for each institution. The Carnegie Foundation (2006b) was adamant, however, that, it “does not rank colleges and universities. Our classifications identify meaningful similarities and differences among institutions, but they do not imply quality differences” (“General Questions” section).

Although Carnegie denies the imputation of quality, this has not prohibited educators from using the categories as badges of honor. In *Knowledge and Money: Research Universities and the Paradox of the Marketplace*, Roger L. Geiger (2004) explained a number of criteria used to judge the prestige of research universities. Geiger outlined the following indicators of success: faculty scholarship, research dollars, and inclusion in federal projects. Although data regarding non-research universities’ participation in some of these advantages are available to some extent, they are often difficult to attain. One additional indicator according to Geiger was the Carnegie Classifications.

Brewer, Gates, and Goldman (2001), while acknowledging that the Carnegie measure was not originated for the purpose of quantifying prestige, realized that the higher education “industry has seized upon the Carnegie Classifications as providing the yardstick for prestige” (p. 47). Doyle (2006) admitted that the previous versions of the measure brought about market segmentation and a desire for administrators to seek to advance to the next higher Carnegie level. Even the perception of prestige associated with higher rankings may have produced a better quality of life for students. Thompson and Bouffard (2003) inferred that at schools with better Carnegie Classifications certain criminal activities (including sexual harassment) were diminished.

To measure whether institutions had gained prestige because of the “college-to-university” change, schools were tracked by the Carnegie Classification applied to the institution during the year of the name change and the classification five years after the change. The Carnegie Classifications were rated according to the hierarchy used by the Carnegie Commission for its 2000 categories. With only a few exceptions, the 1994 classifications were similar to the 2000 measures. In 2005, the Carnegie Commission revised the categories and altered the numerical schema; however, the categories designating all of the affected 18 institutions’ post-five year change data for 2006 were similar to the previous Carnegie designations and were numbered according to the former rankings. The only exception includes institutions classified as doctoral or research institutions. Because these classifications had changed substantially with each iteration, the three doctoral/research institutions in this study were identified as having no classification changes despite the differences in their 1994 and 2000 numerical designations. Using the 2000 configuration as a base, the Carnegie Classifications rated

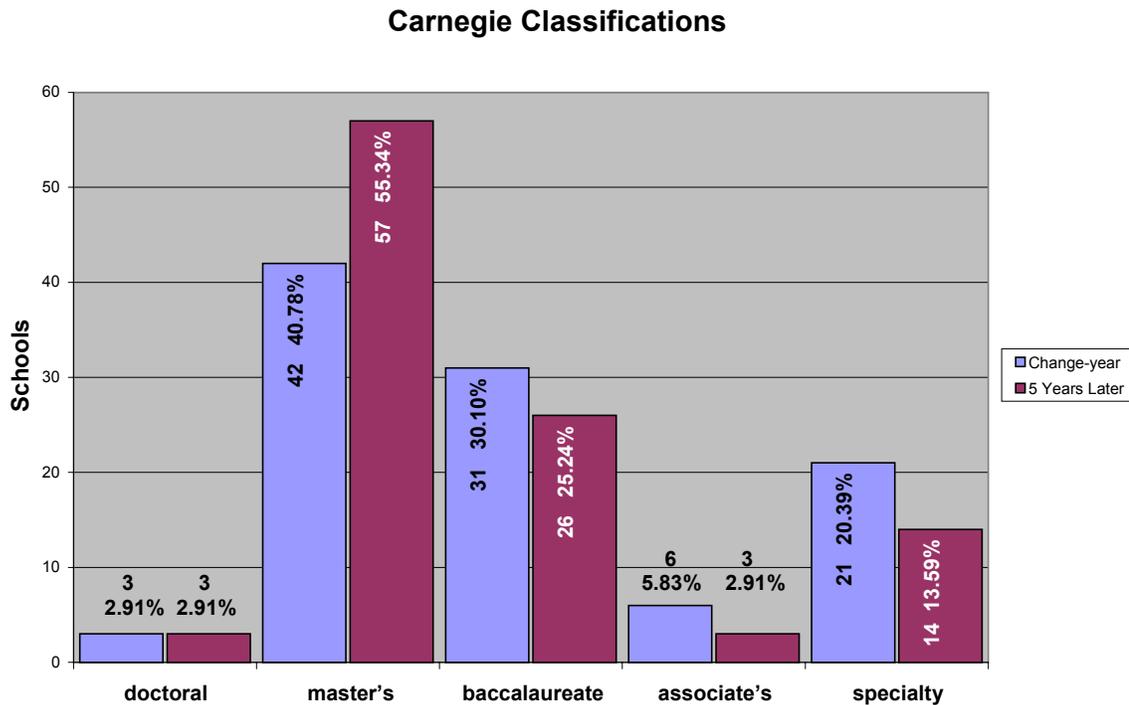
schools initially in the following manner: doctoral/research institutions in the 10s, master's level schools in the 20s, baccalaureate ranked institutions in the 30s, associate's level schools in the 40s, and specialty schools in the 50s.

Although specialty ranked institutions may offer master's, doctoral, and first professional degrees, their lack of a comprehensive focus affects what the institutions can offer and may restrict what funding is available to the school. In an interview, one administrator acknowledged the level of frustration of the specialty classification stigma.

Let me make two observations: we have had a Carnegie Classification of a Special Purpose institution [that is] specialized in engineering. Now that we have "University" in our name, we are trying to leverage the system as a way to get some broader, more comprehensive type courses and programs approved. We are trying to expand our curricula and we are using the new name as one of the wedges to help us get that. When we send curriculum proposals to the state office, as we must do; they say, "Well, you do science and engineering, isn't this outside your mission?" The major reason we lose students or fail to retain them is because we don't offer programs they want. If a student comes here and doesn't want to take calculus, we have no courses for them now. [We do not have any] programs that don't require calculus. They have to transfer to somewhere else in order to get a degree. So, we're trying to expand our offerings in the traditional liberal arts and social sciences. The fact that we have university in our name now is an argument to become more comprehensive.

Seven of the 21 specialty institutions moved from that classification within five years following the rebranding. Three of the schools moved to the baccalaureate level and four to the master’s classification. Likewise, three of the six schools initially ranked at the associate’s level moved up to the baccalaureate level. Two universities moved backward slightly within the same general category. Virginia’s Averett University had the only significant negative move and went from the master’s level to the baccalaureate level. See Figure 7.1 for category delineation among the population of 103 schools.

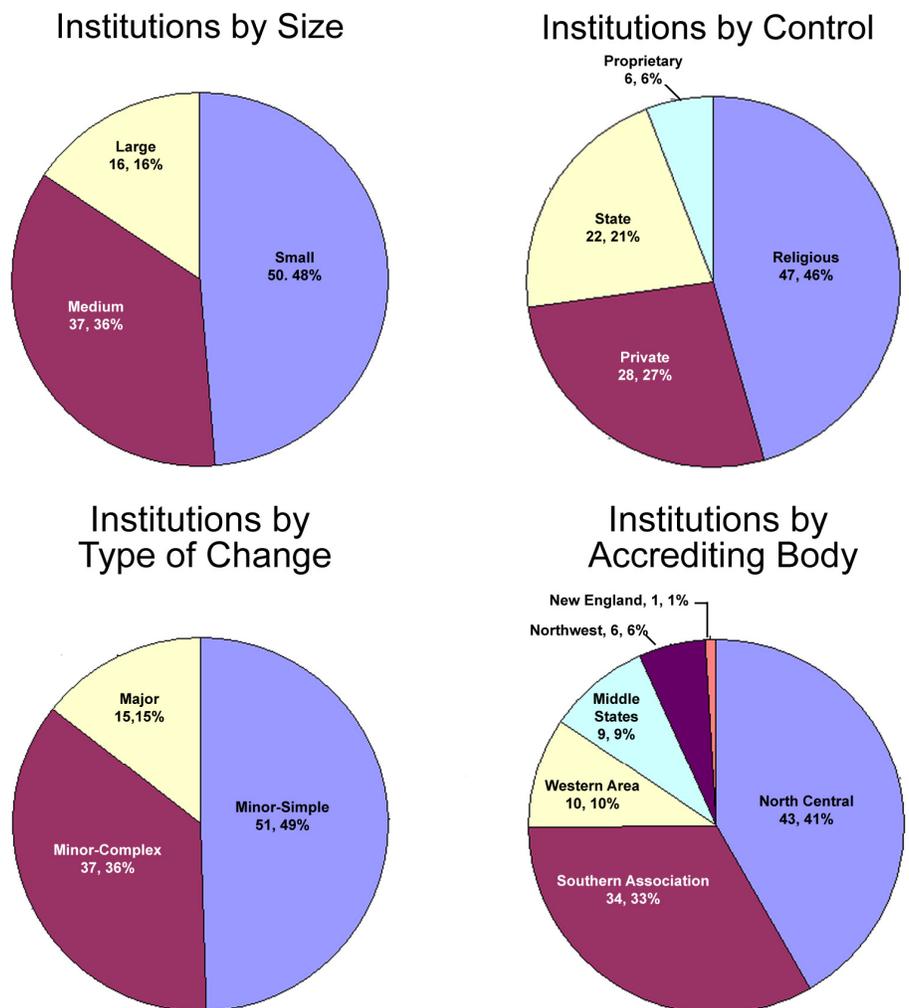
Figure 7.1
Carnegie Classifications comparison – change-year and five years later.



Three schools (Claremont Graduate University, New School University, and Union Institute and University) were the only institutions ranked as doctoral/research institutions both before or after the change. Since the classifications at the doctoral/research level changed dramatically from 1994 to 2000 to 2005, comparison

rankings at the doctoral/research level were not easily congruent across all years of the study. Although not impossible to find a comparative rank, the change-year (Year 0) and post-change-year (Year 5) categories were rated by the best ranking that described the institution in the change-year and post-change-year Carnegie Classifications for the 2000 schema. All other categories in the 1994 and 2005 schemas had a comparative rank under the 2000 designations. See Appendix AN for a translation of the 1994 and 2005 categories into the 2000 standard and each institution's ranking.

Figure 7.2
Selected institutional independent variable groupings.



Using a paired samples t-test, the name-change-year and post-name-change Carnegie rankings were combined into groups of similar experiences to test the influence of independent variables upon the results (Huck, 2007). These groupings were based on size, institutional control, type of name change, and accrediting body. Each grouping had a number of categories and mean scores were computed for each segment. For example, institutional size was determined by *U.S. News and World Report's* (2007) definitions of small, medium, and large institutions. Since only one institution was ranked as “very large,” it was added into the large category. See Figure 7.2 for a complete listing of independent variables and their categories. The mean score for each category was computed and used for comparison purposes. As these groups were constructed, mean change-year and post name-change scores were analyzed with SPSS statistical software.

According to the paired samples t-test, three variables, indicated significance in the change of the Carnegie Classifications between the change-year and five years later (see Appendix AO for the SPSS output data). With a confidence level at 95%, SPSS recorded a significant difference in the Carnegie Classifications for institutions based on institutional size (α of .038) the type of name change (α of .021), and accrediting body (α of .029). Grouped by institutional control, significance was not noted (α of .178).

Prestige via Increases in Graduate Programs

Related to changes in Carnegie designation, a focus on graduate education would be an additional indication of an increase in institutional prestige. Morpew (2000) found that with the move to university status, “graduate focus . . . was positively associated with the [‘college-to-university’] change” (p. 17). Measuring 105 colleges that became universities, Morpew analyzed two years of graduate credit hours divided by graduate

student headcount. Morphew's study, however, provided what he termed as a "snapshot" view of two specific years spanning a decade and served as a measure of an institution's overall focus on graduate education during the period. Morphew did not base this analysis on when the change occurred, but rather on whether a change occurred. While this information was valuable to show a longitudinal perspective, it did not specifically show any relationship between the change itself and graduate education.

Utilizing a modified version Koku's (1997) model of pre and post data following institutional strategic name changes, this study measured the numbers and types of graduate programs during the year of the change-year and compared these figures with the number and type of programs five years following the change. Koku's model of incremental change over an 11-year period, however, was not employed for a variety of reasons including the following: a) institutional programmatic data from 1991 through 1995 were not readily available; b) changes in graduate offerings were not likely to occur as often as did changes in enrollment figures (Koku's focus); and c) many schools had not had any graduate offerings up until a year or two prior to their name changes. To measure the effect of the name change upon an increase in graduate education, catalogs of all 103 institutions were consulted during the year of the name change (termed as the change-year) and five years following the change (designated as the fifth-year).

Since catalogs were often issued for more than one year, the most representative catalogs were used. In a few instances, when catalogs were not available for the change-year; data were gathered from archived web sites by using *Internet Archive's Wayback Machine*. Programmatic data were available for all 103 institutions and graduate programs were enumerated in the manner designated by each institution. If an institution

listed a degree program as one degree as having multiple concentrations, it was counted as only one degree program. If the institution listed these concentrations as separate degrees, they were counted as such. Where schools offered two types of degrees in one programmatic area (such as an M.A. and an M.Ed. in the same field), these were counted as two distinct degrees, although the programs and required courses were often similar.

The graduate programs were ranked according to the classification levels specified by the National Center of Education Statistics (NCES, 2006) of the U.S. Department of Education (USDE). The NCES employed the hierarchy listed in Table 7.1 up through the 2006 – 2007 academic year. For the purpose of this examination, only graduate certificates and degrees at Level 6 and above were considered.

Table 7.1
NCES degree levels.

NCES Degree Award Levels	
LEVEL	DEGREE
Level 1	Undergraduate Certificate (less than one year of study)
Level 2	Undergraduate Certificate (between one and two years of study)
Level 3	Associate's Degree
Level 4	Undergraduate Certificate (two to four years of study)
Level 5	Bachelor's Degree
Level 6	Post Baccalaureate Certificate
Level 7	Master's Degree
Level 8	Post-Master's Certificate
Level 9	Doctor's Degree (research Doctorate)
Level 10	First Professional Degree
Level 11	First Professional Certificate (post-degree)

Although NCES categorized Bachelor's degrees at Level 5 and master's degrees at Level 7, its own documentation indicated that there were some exceptions to this rule. Two Bachelor's degrees, the Bachelor of Divinity (B.D.) and the Bachelor of Laws (LL.B.) were considered first professional degrees and were listed at Level 10. Additionally, the Master of Divinity (M.Div.), Master of Hebrew Literature (M.H.L.), and

certification leading to religious ordination were also considered as first professional degrees (Level 10). Only one school offered a religious ordination track outside of an existing degree program. This certificate followed the NCES classification as a first professional degree.

While NCES included undergraduate and graduate certificates at Level 6, only pre-master's level graduate certificates were enumerated for this study. These included teacher certifications taught at the graduate level. Those using undergraduate credits were ignored in the tabulation. Intermediate degrees, such as the Education Specialist (Ed.S.), Master's of Philosophy (M.Phil.), and Candidate of Philosophy (C.Phil.); were classified along with post-master's certificates at Level 8.

All doctorates not specified as first professional degrees were categorized in Level 9. These included some health related doctorates, such as Doctor of Occupational Therapy (D.O.T.) and the Doctor of Physical Therapy (D.P.T.), as having been considered research doctorates and not first professional degrees. Additionally, the Doctor of Psychology (Psy.D.), sometimes listed by the Department of Education as a professional degree, was categorized by NCES as a research doctorate. The Doctor of Ministry (D.Min.), which follows the first professional degrees of either the B.D. or M.Div., was classified by NCES as a research doctorate and not as a first professional certificate.

Level 10, or first professional degrees, included doctoral designations in the fields of dentistry, medicine, veterinary medicine, chiropractic, podiatry, osteopathic medicine, law, pharmacy, and those Bachelor's and master's degrees and certifications in law and theology enumerated above. First professional certificates (Level 11) included degrees and certifications above the first professional degree level. These were issued in various

medical, chiropractic, and dental specialties. None of the 103 institutions offered post-professional certificates in the areas of law, pharmacy, podiatry, theology, or veterinary science.

Although NCES has planned a future revamping of the classification system, the existing hierarchy was used to rate program types in order to construct an institutional graduate program score. To achieve an institution's score, the number of programs was multiplied by their respective level numbers and then all of the categorical scores were totaled. For example, a university offering five master's degrees (Level 7) would have a graduate program score of 35. A school with 10 master's degrees (Level 7 = 70), one specialist's degree (Level 8 = 8), two research doctorates (Level 9 = 18), and one first professional degree (Level 10 = 10) would have a graduate program score of 106. Program scores were calculated for both the change-year and for the fifth-year following the change. See Appendices X and Y for the number of graduate programs by category and Appendix AO for the aggregate scores for each of the 103 institutions.

Of the 103 institutions, 74 (71.84%) added graduate programs in the five years following the name change. One institution, Rogers State University (2006), lost all ten of its master's degree programs when the State of Oklahoma separated the school's Tulsa branch campus to create a new institution: the University of Oklahoma at Tulsa. Seven other schools dropped one or more graduate programs but continued with other graduate offerings. Twenty-one schools had no changes in the numbers of graduate programs since the year of the name change. Eight schools offered no graduate certificates or degrees during the period.

The mean scores of the institutions' change-year and fifth-year graduate programs were grouped according to categories of the following independent variables: institutional size, control, type of name change, and accrediting body. Using the SPSS statistical software package, a paired samples t-test was performed on mean scores of each subcategory. Several variable groupings showed a significant difference in the change-year and fifth-year graduate program scores. A significance at the 0.05 level was indicated when schools were grouped by institutional control ($\alpha = 0.024$). The greatest significance was seen at the 0.01 level when the scores were grouped according to accrediting body ($\alpha = 0.008$) (see Appendix AP).

Further examination of the accrediting body grouping indicated a statistical significance in the scores for certain accrediting bodies. Since only one institution present in the population (Southern New Hampshire University) was under the New England Association of Schools and Colleges' jurisdiction, it was eliminated as SPSS required a minimum of two pairs for each category. A paired samples t-test indicated that schools in three of the five remaining regional accrediting bodies had significant differences in graduate program scores.

The greatest significance at the 0.01 level was indicated for schools from the the Higher Learning Commission of North Central Association of Colleges and Schools with an $\alpha = 0.002$ and the Southern Association of Colleges and Schools with an $\alpha = 0.010$. Indicating significance at the 0.05 level, schools within the jurisdiction of the Middle States Association of Colleges and Schools had an $\alpha = 0.020$. Institutions from both the Western Association of Schools and Colleges ($\alpha = 0.055$) and Northwest Commission on

Colleges and Universities ($\alpha = 0.233$) did not show significant differences at the 0.05 level (see Appendix AR). While other variables (such as state regulations) may have had an impact on these scores, it appears that schools in the geographic areas served by certain accrediting bodies may have had more favorable climates or perhaps better opportunities to increase their numbers of graduate programs than those in other jurisdictions.

In certain independent variable categories, there was a significant difference between the numbers and types of graduate programmatic offerings following a “college-to-university” rebranding. Although different measures were employed and these findings are inconclusive, they may support Morphew’s (2000) conclusion that the adoption of the university designation was positively associated with an institution’s increased commitment to graduate education. See Appendices X and Y for a listing of the numbers of graduate programs by NCES level designations and the change-year and the fifth-year graduate program scores for all 103 institutions.

Prestige via Changes in Institutional Undergraduate Selectivity

Another indicator of prestige in American higher education is the level of undergraduate selectivity. Dill reinforced this idea writing that one of the “means by which universities enhance their prestige is making strategic investments to improve the selectivity of their undergraduate admissions processes” (2003, p. 693). Since an institution’s status can be positively correlated with its selectivity (Geiger, 2002), the consumers of higher education tend to view selectivity as a benefit. According to Dunderstadt and Womack (2003), “Parents and students hold tight to the belief that the more selective an institution one attends, the better their [sic] chances for success later in life. Brand name has high value in college applications” (p. 43).

While private institutions have often paraded their selective admission policies, Hossler (2005) identified a number of emerging selective public institutions in Florida, Georgia, and Texas that have begun to move to a more selective rationale due to the large applicant pool in these states. Some institutions, like Missouri's Truman State University, decided to become more selective to better define their institutional focus (Morphew, Toma, & Hedstrom, 2001). While a number of public institutions have become more selective, Geiger (2004) expressed the importance of private institutions' remaining selective. This especially was the case for liberal arts colleges and universities: "Selectivity is tantamount to market power . . . [and] prestige in undergraduate selectivity is closely associated with financial and academic strength" (p. 16).

An institution's selectivity can be related to a number of aspects that contributes to its overall character. Johnstone (2001) illustrated the interrelatedness of several factors, including the level of faculty autonomy:

Proximity to the authoritarian end of this continuum [administration – faculty] correlates quite directly with low per-student instructional cost. The lower cost of production (which implies a lean staff, generally low pay, and extensive reliance on part-time and adjunct faculty), the more authority tends to be held by the president and management – and in general the lower the prestige of faculty and the selectivity of the undergraduate student body. Conversely, the greater the deference to the faculty, the higher the per-student costs tend to be – and also the greater the faculty and instructional prestige and the selectivity of the student body (p. 167).

Since selectivity can be measured, an institution’s prestige based on this criterion can be quantified (Grant, 2002). Because students often utilize institutional selectivity as a criterion for college choice, Dill (2003) equated some of the interest in this indicator of prestige to the popularity of college guides such as *U.S. News and World Report’s America’s Best Colleges*. While Morphew (2000) examined the selectivity data found in *Peterson’s Guide to Four-Year Colleges* using a “snapshot” model by arbitrarily choosing two years as indicators, it was possible to conduct a study of selectivity similar to the methods employed by Koku (1997). As institutional selectivity was less likely to vary from year to year, incremental changes were not necessary for comparison. Additionally, data prior to 1996 was not available; therefore, selectivity data from the year of the name change was compared to the fifth year following the change.

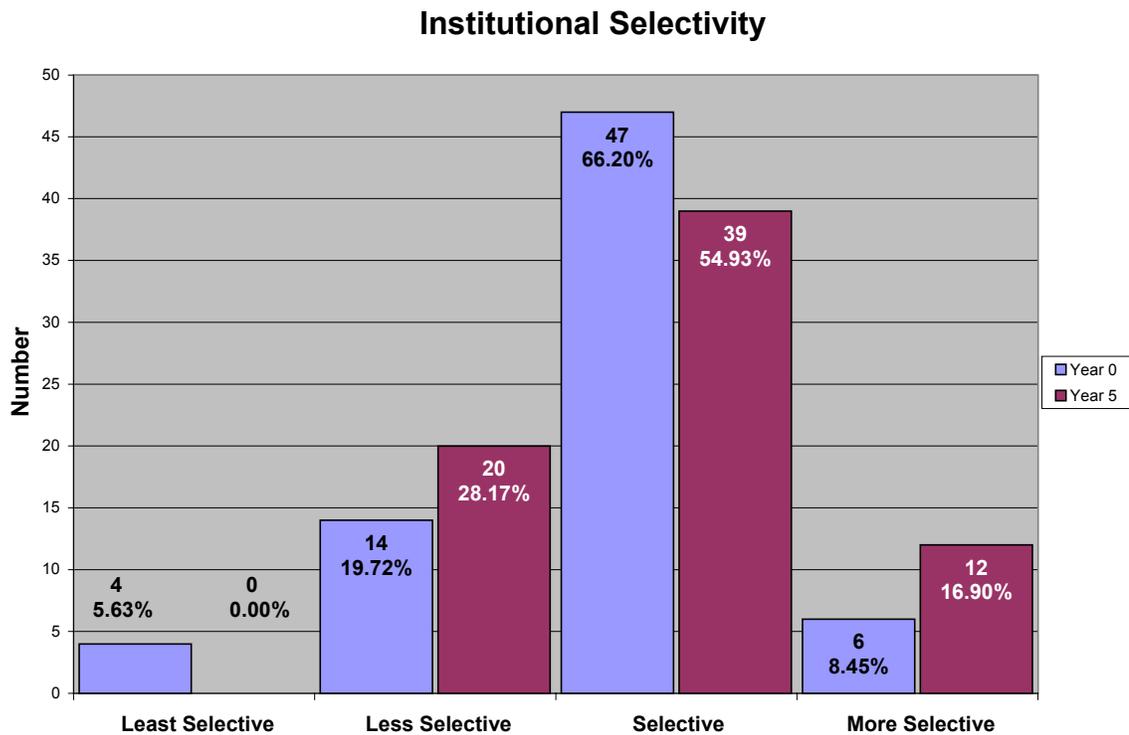
Table 7.2
U.S. News and World Report’s selectivity ranking schema.

Ranking Category	Numerical Rank
Least Selective	1
Less Selective	2
Selective	3
More Selective	4
Most Selective	5

Because of its availability and popularity, *U.S. News and World Report’s America’s Best Colleges* from 1998 through 2008 were utilized as data sources. Since the publications used multiple (and sometimes controversial measures), only selectivity data based on the percentage of accepted applications to total submitted applications were used. Since data for all 103 institutions were not available, a criterion sample of 71 institutions were measured as to their selectivity. See Table 7.2 for the ranking schema. No institutions were rated at the “most selective” level for either year and proprietary schools did not release their selectivity information.

As with the other indicators of prestige, institutional data were grouped according to the various categories of the independent variables, which included the following: institutional size, institutional control, type of name change, and accrediting body. Appendix AT lists the selectivity ranks for 71 institutions of the 103. These were the only schools in the larger group where selectivity data were available for both the change-year and the fifth-year. In all categories, no significance was noted in selectivity data following a “college-to-university” name change.

Figure 7.3
Institutional selectivity change-year and fifth-year compared.



Prestige via Changes in Institutional Tuition

In addition to Carnegie Classification, additions of graduate programs, and undergraduate selectivity, there remains another quantifiable prestige indicator: an institution’s tuition rate (product pricing). Sevier (2002a) indicated that a rise in a

university's tuition is a signal of the institution's prestige. He and others have termed as this concept as the "Chivas Regal effect." Although many have been credited with coining this idea, it was first verbalized in the mid 1980s by Mount Holyoke College's dean of the faculty, Joseph Ellis, Jr. (Werth, 1988). Although Ellis coined the idea, he was not a proponent of the argument. This changed when he, as acting president, had the opportunity to test the idea by challenging it. In 1985, Mount Holyoke made only modest increases in tuition and fees, while similar elite institutions had greater increases. The decision resulted in a drop in applications and the institution's overall selectivity. The decision had a devastating effect upon Mount Holyoke's operating costs that resulted in a two-year deficit. Only when Mount Holyoke raised tuition to a higher level in 1986 did it begin to return to its former status level (Werth).

Synonymous with quality, the "Chivas Regal effect" was named for the premium priced, blended Scotch whiskey known for its 12-year aging process (Chivas, 2007). As the Chivas brand's price implied quality, the idea in regard to tuition argued that parents and students would be willing to pay more for an education at a well-known institution. According to the theory, if a university raises tuition, prestige will come via a self-fulfilling prophecy. According to Kotler and Fox, "a higher tuition might actually increase the number of applicants, because a higher price might imply higher cost and prestige" (1985, p. 256).

Long thought that this tactic would succeed only if an institution remained in the pricing strata of comparable institutions, Swathmore College tested it even further. In the 1980s, Swathmore raised its tuition to the level of Ivy League schools and reaped a 35% rise in applications in one year (Werth, 1988). While blaming institutions for increased

tuition costs, Werth (1988, p. 25) placed equal responsibility upon the American educational consumer:

We like high prices. High prices tell us what a school thinks of itself, and hence what we should think of it. They tell us we're getting quality, and for quality we're always willing to pay. In our general affluence, we decided long ago that only the best is really good enough. And that makes charging more for college almost irresistible. There are no incentives to charge less. What would they be?

The implied quality based upon the "Chivas Regal effect" also had a positive benefit upon a graduate's future earnings. Citing a study conducted by University of Pennsylvania economists, Larson (1997) reported, "How well a student does after graduation depends partly on how much money his professors made. The higher the [faculty] salaries . . . the better" (p. 10). Even with tuition rates traditionally rising at greater rate than inflation, Kirp (2003) reported that schools with a higher tuition rate often retained a competitive advantage by officially charging more and then reducing the student's costs by providing scholarships and tuition discounts.

To be effective, tuition increases must be commensurate with the perceived benefit of the academic program and the services provided. As Twitchell (2004) observed, there is an irony associated with the most expensive institutions: "The more the consumer pays (or is supposedly charged), the less of it he gets. The mandated class time necessary for a degree is often less at Stanford than at State U" (p. 138). Harpool (2003) cautioned institutions that adult consumers must be able see a return on their investment within an acceptable time; otherwise, higher tuition rates will be counterproductive.

While the “Chivas Regal effect” has proven successful at some institutions, a delicate balance must be maintained among tuition increases, inflation, and what the market will bear.

In order to test for the “Chivas Regal effect” at the 103 institutions in this study, base tuition rates before and after the “college-to-university” rebranding were compared. As with enrollment data utilized in Chapter 6, the *HEP Higher Education Directories (1992 – 2007)* provided annual full-time tuition data. Having analyzed tuition rates in the same manner as Koku (1997) did for enrollment, the data provided a signal to whether the perception of a school’s prestige had increased during following the rebranding. These results were based upon incremental changes in tuition. Using Koku’s model for incremental changes in enrollment, the same method was employed with published tuition rates over an 11-year period. For each of the 103 institutions, the percentage of tuition increases for each of the five years prior to the name change were compared to the percentage of the tuition increases for the five years after.

The incremental changes were averaged to produce the mean percentage rate of tuition growth (or in some cases loss) during the five years preceding the name change. The same procedure was employed for the five years following the name change. Both “pre name change” and “post-name-change” mean incremental tuition percentages were compared using a paired samples t-test. In addition to comparing all institutions, the universities were further divided by various categories according to the independent variables of size, institutional control, type of name change, and regional accrediting body. These categories were also analyzed with a paired samples t-test. See Appendices AU through AZ for the t-test results and tuition data for each institution.

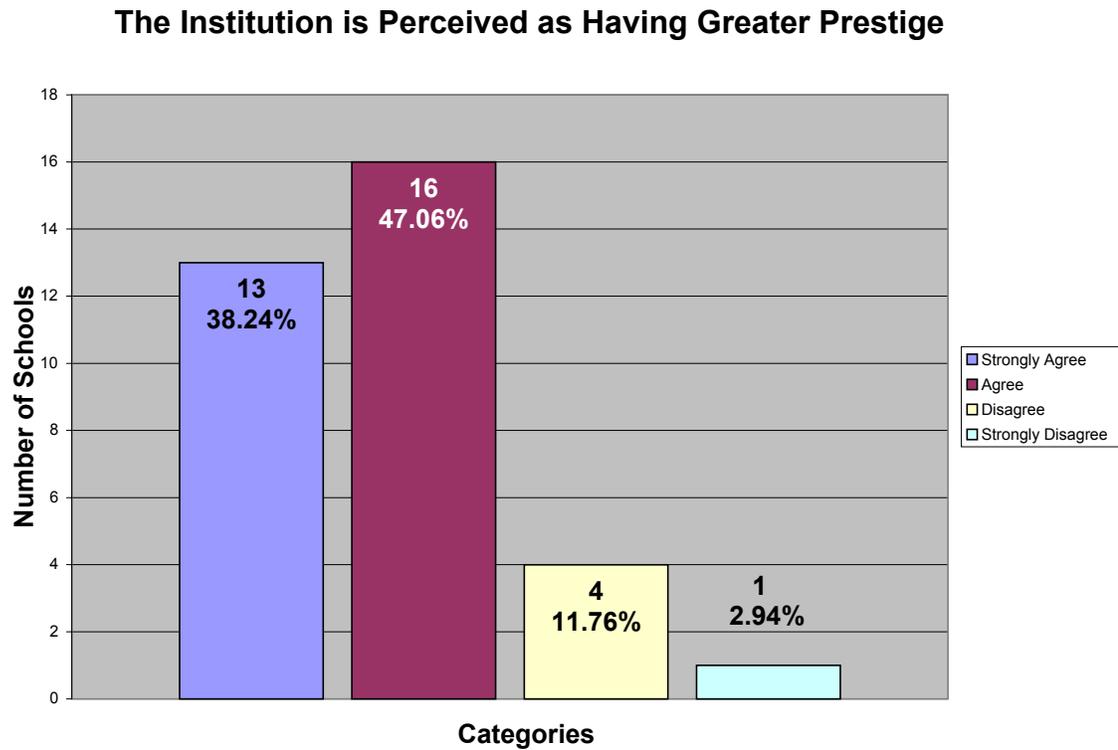
According to the data presented in Appendix AU, there were no statistically significant changes in incremental tuition at the institutions in this study following the university rebranding. At three institutions, tuition was lower five years following the change than it was before the rebranding. All remaining 100 institutions experienced increases in tuition; however, 47 had lower percentage rates of tuition increases after the name change than prior to it. It does not appear that the “Chivas Regal effect” was evidenced at any great number at these schools. Therefore, prestige based on tuition did not serve as a result to the “college-to-university” rebrandings in the population studied.

Perceptions of Institutional Reputation

Institutional Prestige

While the four indicators described in the previous sections may be quantifiable, institutional prestige is often based on perception. Although opinions of prestige can be quantified, these results remain in the realm of individual opinion. In a survey of administrators at 34 participating rebranded universities in the region surrounding Appalachia, participants rated their opinions on a variety of statements. Using a four-point Likert scale, administrators evaluated the statement: “Since being named as a university, the institution is perceived as having greater prestige.” Rated with a mean score of 3.21 on a four-point scale, 29 administrators agreed or strongly agreed with the statement. Four administrators disagreed with the statement while one strongly disagreed (See Figure 7.4). Generally, administrators judged that their universities had gained prestige from the process of the university rebranding.

Figure 7.4
Institutional prestige as rated by administrators.

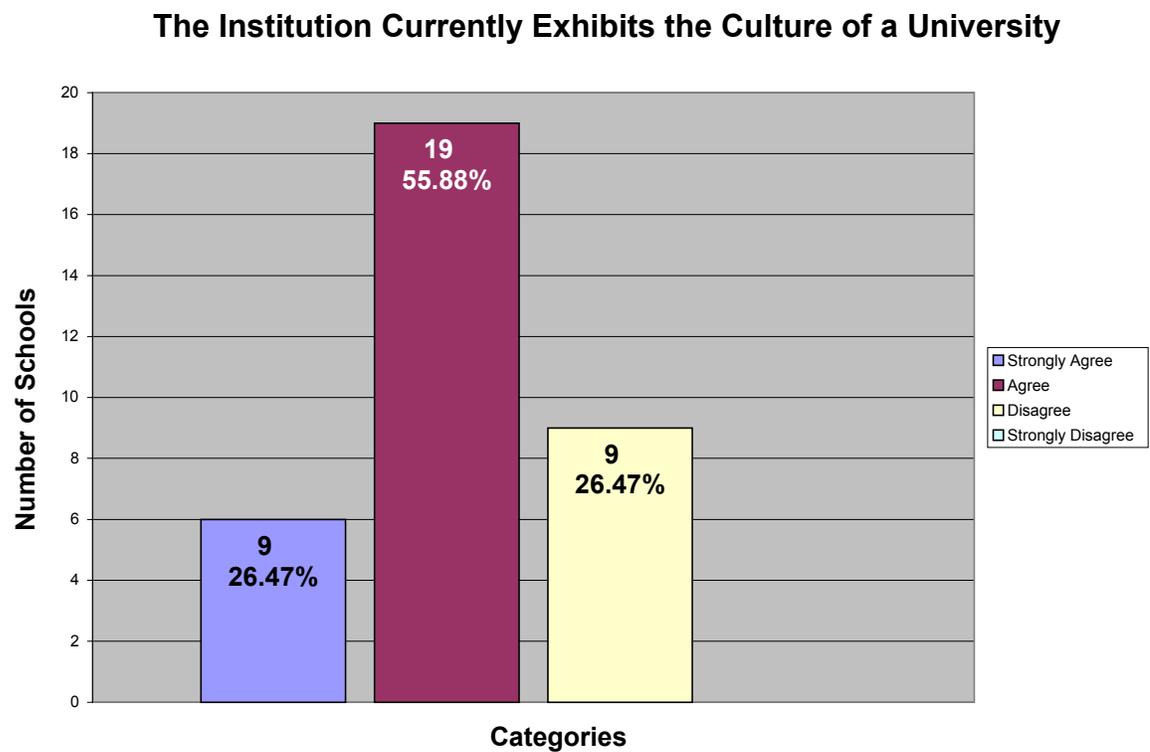


University Culture

Even more nebulous than the perception of prestige is the determination of whether an institution has attained the “university culture.” Although there is no authoritative definition of the concept, similar ideas regarding the nature of academe have been propagated. Birnbaum (1993) equated “university culture” with the generation of ideas. Hearn (2005) defined the American university as “a uniquely democratic institution where ideas and ideals compete in the free-for-all of the intellectual marketplace” (p. 162). As a bastion for thought and ideas, the university is not without outside forces that have influenced its direction. While acknowledging that universities contain a community of scholars that have an effect upon society, Edgerton and Farber (2005) admitted that budgetary and market concerns often muddied the university’s focus.

Berman (2000) argued that “university culture” has changed within the larger American culture and is now largely based upon consumerism and the greater society’s infatuation with entertainment. Even with changes occurring in society as a whole, Hearn concluded that the university remains “a repository of past achievement and the foundation of future innovation” (2005, p. 162).

Figure 7.5
University culture as rated by administrators.



In the opinions of surveyed administrators of recently rebranded universities, the statement “the institution currently exhibits the culture of a university” was rated eighth among the nine statements that were rated on a four-point Likert scale. The survey results produced a mean score of 2.91. Respondents rated only “enrollments increased as a result of the name change” as being lower; this variable had an average score of 2.85. While no

administrators “strongly disagreed” with the statement, administrators at nine institutions “disagreed” with their universities’ having attained a level of “university culture.” Three of the four schools in Virginia were rated in this manner. Six administrators “strongly agreed” and 19 “agreed” with the statement (see Figure 7.5). Although the results had trended positive, it appears that certain universities need to develop and/or enhance the “university culture” at their institutions.

Correlations

From the results of the surveys, it appeared that a strong correlation existed between the variables of “prestige” and “university culture.” All nine survey statements scored on a four-point Likert scale were analyzed with a Pearson’s bivariate correlation test. The analysis of the variables indicated a positive correlation between rises in enrollment with an increased perception of prestige. With significance at the 0.05 level, the two variables correlated with a $p = 0.042$ (see Table 7.4). This may represent administrators’ opinions that an enrollment increase signified prestige, or it may indicate that with an increase in prestige, enrollments may have correspondingly increased.

Table 7.4
Correlation between prestige and enrollment.

Correlations			
		Enrollment	Prestige
Enrollment	Pearson Correlation	1	.367(*)
	Sig. (2-tailed)	.	.042
	N	31	31
Prestige	Pearson Correlation	.367(*)	1
	Sig. (2-tailed)	.042	.
	N	31	31

*Correlation is significant at the 0.05 level (2-tailed).

In addition to the positive correlation between enrollments and prestige, there existed a positive correlation between the variables of prestige and university culture.

With a $p = 0.032$, there is significance at the 0.05 level indicating corresponding perceptions that if an institution is viewed as prestigious, there may be a corresponding opinion that the “university culture” is being exhibited (see Table 7.5). Therefore, when the institution’s mission is perceived as having exhibited “university culture,” there may be a corresponding attitude that the institution has prestige.

Table 7.5
Correlation between prestige and university culture.

Correlations			
		Prestige	Culture
Prestige	Pearson Correlation	1	.385(*)
	Sig. (2-tailed)	.	.032
	N	31	31
Culture	Pearson Correlation	.385(*)	1
	Sig. (2-tailed)	.032	.
	N	31	31

*Correlation is significant at the 0.05 level (2-tailed).

Finally, two stakeholder variables showed positive correlations with the variable of “university culture.” Alumni support (with a $p = 0.039$) and community support (with a $p = 0.012$) of the rebranding correlated with the attainment of university culture at a significance level of below 0.05 (see Tables 7.12 and 7.13).

Table 7.6
Correlation between alumni support and university culture.

Correlations			
		Alum	Culture
Alum	Pearson Correlation	1	.361(*)
	Sig. (2-tailed)	.	.039
	N	33	33
Culture	Pearson Correlation	.361(*)	1
	Sig. (2-tailed)	.039	.
	N	33	34

*Correlation is significant at the 0.05 level (2-tailed).

Table 7.7
Correlation between community support and university culture.

Correlations			
		Community	Culture
Community	Pearson Correlation	1	.431(*)
	Sig. (2-tailed)	.	.012
	N	33	33
Culture	Pearson Correlation	.431(*)	1
	Sig. (2-tailed)	.012	.
	N	33	34

*Correlation is significant at the 0.05 level (2-tailed).

Therefore, if alumni or the local community were supportive of the change, there may have been a corresponding perception that the institution had achieved “university culture.” If the institution was perceived as having achieved “university culture,” the alumni and the local community may exhibit support for the university designation. Although Chapter 5 dealt with stakeholder reactions, these correlations show the importance of involving key stakeholder groups in the process. Alumni and community acceptance of the new name may have positive effects upon the institution’s overall image.

Summary

While a university’s reputation may be largely decided upon by constituents, a school’s reputation does not always increase following a “college-to-university” change. In the areas analyzed in this chapter, there are indications that with “university” status comes a greater focus on graduate programs. This is consistent with the findings of Morphew (2000). While no correlation existed between graduate programs and Carnegie Classification, the Carnegie Foundation factors the number of programs, students, and graduate degrees granted into positive movement within their taxonomy hierarchy. Institutions that become universities may generally experience higher Carnegie

recognition, a development that occurs more often at smaller institutions where more growth potential exists. As Morpew (2000) discovered in studying the “college-to-university” name change, schools with a Bachelor’s II Carnegie Classification were more likely to seek university status than institutions with a Master’s I designation. Upward movement is possible with the change to university status.

While the Carnegie and graduate programmatic indicators of prestige appeared positively linked to the name change, the remaining two indicators of selectivity and tuition did not indicate significance, nor were there strong correlations between the data at the time of the change and five years after. Moving to university status was not accompanied by an increase in undergraduate selectivity. Additionally, the addition of the “university” name did not correspond to greater tuition prices at the majority of the institutions. While there did not appear to be a widespread rise in tuition to signal the “Chivas Regal effect,” this absence may have been based upon administrative hesitation or reluctance to make bold pricing changes rather than as a direct indicator of a lack of perceived institutional prestige.

Finally, administrative perceptions of institutional prestige and the school’s exhibition of “university culture” were generally judged positively by the 34 survey respondents. When compared, these two variables indicated a correlative relationship. Additionally, the survey responses indicated that enrollments rose in relationship to greater institutional prestige. The perception that new university exhibited the attribute of “university culture” correlated of the level of alumni and community support for the rebranding. This may signal to administrators to be cognizant of stakeholder opinions as they may have an important role in the overall perception of the institution.

As Koku (1997) concluded that strategic name changes should not be viewed as a universal remedy for an institution's problems, this chapter indicated that institutional prestige following the "college-to-university" change is often directly tied to academic improvements at the university. One of the stronger indicators of institutional prestige was tied to a greater focus on graduate education. This emphasis represented a concerted effort on the part of university faculty and administration to grow new programs. By doing such, the university increased the probability that its overall standing in the marketplace would increase.

CHAPTER EIGHT: REVISITING THE “COLLEGE-TO-UNIVERSITY” CHANGE

Hindsight is always twenty-twenty. – Billy Wilder (n.d).
May you have the hindsight to know where you've been, the foresight to know where you're going, and the insight to know when you've gone too far. – Anonymous Irish blessing.

When time came to effect the controversial change of Morris Harvey College's identity to The University of Charleston, the school celebrated the event at the beginning of the 1979-1980 fiscal year with an event termed “Growing Day.” At 3:00 PM on Sunday, July 1, 1979, participants desiring to donate a tree or shrub could purchase one of hundreds of varieties to be planted on the UC campus to commemorate future growth (“Trees, Shrubs Planting,” 1979).

At the front of the campus, a large “UC” was constructed from Japanese juniper, boxwood, and other shrubbery. Shrubs of all varieties were planted and lined the riverbank. The event also marked the return of Kanawha City's dogwood trees. Up through the 1960s, flowering dogwoods lined the campus side of the Kanawha River but were removed in an effort to shore up the bank and minimize erosion. Planted behind Riggleman Hall, the 30 pink Chinese dogwood trees soon became a visible symbol of the changes occurring at The University of Charleston (“Landscaping Cram Session,” 1979).

Four-and-one-half years later Tom Voss, who landscaped the university's new identity, was on his way out. One faculty member characterized the beginning of the end: “There was a vote of ‘no confidence’ taken prior to his departure. I would say that encapsulates the relationship between the president and the faculty. He didn't much care for faculty, and I think sometimes he saw faculty as a distraction and not terribly important.”

The faculty's lack of faith in Voss mirrored the feelings that had been festering among the board of trustees who asked for Voss' resignation. At first, Voss vehemently denied allegations he was leaving ("Voss plans to keep UC presidency," 1984). When his departure was finally announced, he insisted that he was not being fired but was quitting for a better job. Although his lack of candor about his future fueled rumors that the UC Board asked him to resign, the public suspected what actually occurred (Cavender, 1984a & 1984b; Sontag, 1984; Vandergrift, 1984). Even the editors of the *Charleston Gazette*, who supported the Voss presidency and hesitated to see him leave, admitted that his relationship with executive staff and the board of trustees went south. An editorial characterized the inevitable as "his principal difficulty being that he has overstayed his welcome" ("Tom Voss," 1984, p. 4).

For months, the flamboyant Voss served only as a figurehead with the board actually running the institution. One UC administrator explained the situation:

Voss' strategies were not advantageous and the board dismissed him, but they didn't want to admit it so they tried to cover it up. One of the board members sat downstairs and ran the university while the president sat upstairs for four or five months. This was because the board knew they had a problem, but they wanted to save face. So there are not many people who look back and say these were halcyon days.

The decision to change the name to The University of Charleston was accompanied by a series of unfortunate initiatives that made the transition even more difficult. Alumni were alienated due to the loss of institutional identity, a large number of faculty were dismissed, and tenure was abolished. These events all contributed to faculty

paranoia. The institutional structure was overextended and the school continued to operate with large deficits and a shrinking fulltime student base. Nearly 30 years after the name change, UC's administration has finally moved the institution to the level it had originally desired. While current administration would not have approached the name change in the same manner, there were some positive results. One administrator evaluated The University of Charleston brand and the process utilized in changing the name:

Yes, it's [the UC name] helpful. It's helpful because people in the community who support us see us as the educational institution for community, for the [Kanawha] Valley – and for Southern West Virginia in some ways, but certainly for the Valley. It was helpful, but it was very painful. I think the idea was good, but the process was horrendous. If there had been a better process to do it, it would have been more of a victory. Social change cannot be compared to a baseball game of who won and who lost. How do you balance the positive and negative outcomes? There are many more positive outcomes than negative outcomes, but we could have reduced the negative outcomes and expanded the positive if there had been a better process to make the change. The process was horrendous.

In examining the rebranding efforts of universities in West Virginia and the Appalachian region, this chapter emphasizes the reflections of those who have experienced a rebranding. Some administrators characterized the processes that allowed their institutions to be successful, others reflected upon what they would have done

differently had they the opportunity to repeat the effort. This advice is characterized by the broad categories of preparation, continuation, and integration.

Preparation

One way to prepare for a change is to seek broad-based support from constituents. If anything can characterize the problems at several Georgia institutions, it was the lack of stakeholder involvement in the process. Most of the complaints revolved around stakeholders' not having a voice. Chancellor Stephen Portch decided upon the initiative and selected the new institutional names. Thus, leaving alumni, faculty, staff, and students feeling that their opinions were ignored. At some institutions, the college name and its inherent intimacy were desired by a number of constituents. Their concerns were not addressed, as one Georgia administrator revealed that there were no positive benefits from the change:

I cannot think of one positive thing that came out of the name change. Our mission didn't change. Our approach to things didn't change. If it had been another name, perhaps something positive could have come out of it. The way it is now, I personally do not view it positively and most people look at the name and go, "When can we get rid of this?" Again, this is my personal point of view, some people will say it pulled us away from being identified as a small college; but, that's what we are . . . We probably would have been better off leaving the name as it was. I'm not the *only* voice in that argument.

A systemic change similar to what Georgia experienced, however, is unlikely. As outlined in Chapter 2, only a handful of states do not have the majority of their “state colleges” already identified as “universities.” This, however, does not negate the importance of involving stakeholders when the decision is made at the institutional level. One West Virginia administrator reiterated this:

I would say involve your constituents – get your alumni involved. Don’t make it look like it’s just you pushing it. I tried my best to let everyone know that this was my idea. They knew that. I said right off that this was something that I felt that we needed to do, but I didn’t want it to look like me on a big white horse coming in and doing it all. I wanted it to look like me having a good idea and now all these other people are now making it happen.

The decision to rebrand must be a natural extension of the institution’s mission. One Tennessee administrator advised, “Make sure the name is authentic – that it describes what the institution is: a college, a professional school, or a university, more than one ‘college’ held together by a common mission.” A Pennsylvania administrator added, “Have a good reason to change. Even moreso, have a compelling reason to change. It is a hard thing to do; don’t take it lightly.” To determine if a name change is warranted, an Ohio Valley University administrator recommended doing research prior to considering a new name:

The first thing I would tell them to do is to do the research. You have to do this. There are obvious reasons why colleges move to university status. One is that they are already a university and they have to claim that name

for themselves. They have organized into schools and [have] graduate programs – Marietta College is a perfect example. I did not talk to anybody at Marietta College, although we looked at their philosophy. Marietta is unique. They like the mystique of the “college” identity. They have the tweed jackets and the crew team. I don’t know anyway to describe it other than the mystique of retaining the name “college.” I very much get the impression that Marietta is stately. Marietta could just as easily make the switch to Marietta University and it would be a natural fit for them. They are already functioning as a university. For some reason they are [so] confident in all of their programs that they don’t need to make the jump to university status *per se* – but they are already functioning as a university. The other reason that colleges move to university status is because of brand repositioning. We found some research that students prefer to go to a university rather than a college. That was one of our survey questions. “Would you prefer to attend a college or a university?” The overwhelming response was for the university choice. Then you have to probe deeper on why that is. “What’s the appeal?” I think it’s status more than anything else. That’s just my opinion. “My son’s going to the university,” and that type of thing. The first thing I would tell you is to do the research. I come from a strong marketing background. I worked with a marketing research consultancy in Marietta, Ohio. I also worked with a very large advertising agency, and I’m a big believer in research and

looking at doing research first and finding out what it tells you. I think it is important to develop strategies that will accomplish what the research says.

Because every college is different, one West Virginia administrator counseled that each circumstance will dictate a different course of action:

I think that every situation has its nuances. I think the advice that I'd tried to heed came from Sir Eric Ashby, and he wrote it years ago. "Unless you have known an institution well or loved it long, you shouldn't tamper with it." I think there are some institutions, however, where the school is nearly bankrupt when a new leader comes in. The worst thing you could do is to respect its traditions . . . so each leader – each of us goes into a different situation.

Continuation

It is one thing to initiate the rebranding process, but quite another to see it to completion. This often requires additional resources apportioned to promote the new name. As one administrator reflected,

The thing that I would have done differently is that I probably would have allocated more resources in communicating the name change. We did a good job in communicating the name change, but I would have liked to have done a lot more with it in terms of a branding perspective. This includes calling the Department of Highways and getting that green sign on the highway exit changed from "College" to "University." This all has an associated cost.

One administrator felt that her institution had not done enough to position the school for success after the name change. She suggested focusing on mission, having the infrastructure to support the change, and being serious regarding post-change marketing.

I think it's beginning to take on its own identity. It's got a long way to go because the branding messages are all over the place. We can't figure out what we want to be when we grow up. In hindsight, I suppose in looking at it you want to be entrepreneurial, but there comes a point that if you keep throwing all that crap on the wall and you don't have the infrastructure to support it and your customer service doesn't follow-through, you're going to be developing an identity that you're not going to be proud of. We have to be as much results oriented as we are revenue oriented. I still think there is a lot of work to do in positioning the name. I hope for the institution's sake that it never changes its name again. It's very expensive. I think if the university doesn't do what it is supposed to from a marketing standpoint that they are not going to be out in front.

Another administrator analyzed the timing of his institution's change and felt that, in hindsight, summer was not the most opportune time to unveil a new brand.

If I had to do it all over again, I would not have done it in June, but rather I would have done it when the students were here on campus. I think I would have involved the student government in it. I would have had the student body president also be a part of the signing [of the name change resolution]. I didn't have any flack from it, but I'm just saying as I'm looking back, I wish there were more students on campus when we had the

ceremony. If you are going to do that, why not have the student body president be a part of it?

When Cincinnati Bible College and Seminary's Board of Trustees approved the new umbrella brand of Cincinnati Christian University on September 9, 2004, the school wisely decided to unveil the name during its annual Reunion and Alumni Weekend. The new name allowed the school to consolidate its various programs under one name while retaining the individual names of the undergraduate college and graduate seminary. The September 23 date also coincided with the school's 80th anniversary. With a large number of students and alumni on campus, the event culminated in a celebration called "Lighting on the Hill: An Historical Celebration" (2004). The event provided Cincinnati Christian University with the opportunity to commemorate this historical event with representatives of most of the institution's stakeholder groups being present.

Integration

Only four schools (two in West Virginia and two in Ohio) in this study participated in mergers related to the institution's rebranding. In retrospect, West Virginia University's absorption of West Virginia Institute of Technology could have had better long-range results. One WVU official suggested that their attempt to soften the blow of the merger had a detrimental effect: "I do think that we may have been a little too respectful of the local culture and maybe should have been a little more assertive on some things. It would have gone faster and smoother." When asked what WVU would have done differently, another official responded,

That's a great question and it is the question. The army has a program they have called "after action review." I think that any "after action review," and that is fair of this merger, you would have asked: "Should we have pushed harder for it to become a division right away and said 'no deal' unless it's a division?" We were trying to be helpful to the school and that part of the state. We always struggle to have the same presence that we have up here. I think that Marshall's merger with the Graduate College was easier because they just took the president out and did the thing their way. It probably made the merger easier and probably made it a more positive experience two years later for everybody. That is the first question I would ask: "Why an affiliation, why not just merge?" The Potomac State and COGS model show that these strategies work better. I think that the second thing is you should study other college mergers closely in other parts of the country. Pay attention to local culture, local history, and the local traditions. Look at the matchmaking and above all anticipate problems. Third, it takes money to merge in the short run. We probably should have asked the legislature for some money to make it easier to go through some of these transitions. Anything we were trying to do had to be squeezed out of either their budget or ours.

Reiterating the strategy as employed by Marshall University when it acquired West Virginia Graduate College, a WVU administrator speculated that the post-merger issues would have been minimized: "Right now you would have had a different result and the hard feelings would have been behind us. The slow death of the culture is very

tough. I think [MU President] Wade Gilley understood that and went for the divisional status right away.” Another administrator, however, characterized Gilley’s strategy as “a little bloody.” While there were issues at the former West Virginia Graduate College, a WVU official noted,

Like you said, “for years it real bloody,” but then it was over. This has taken a lot of time a lot of my time, a lot of the provost’s time, and a lot of the assistant provost’s time to make this merger work. I think we can see the light at the end of the tunnel, but it has been a long tunnel.

Part of the problem with the Tech merger was that WVU did not feel that it had a champion in Montgomery to make the change work. At Potomac State College, the move to divisional status in 2005 had few problems. WVU administration credited this success to having the right individual [Kerry O’Dell] in place as campus provost. One WVU administrator explained,

Again, leadership makes a difference. We put in a very strong leader who was a faculty person here and who understood the culture . . . He mixes well with the town and he has made a big difference because he did not fight the culture here. He understood it . . . and it’s not the legislature he calls when he has a problem, it’s someone who can really help him.

According to WVU officials, the current WVU Tech provost (and former president) has been making the necessary changes since taking the helm in 2005:

Charles Bayless had been here and understood this campus [WVU]. He got two of his degrees here, but he also had been to Tech as a student. His

belief was that, if he didn't do something to change the culture and strategy down there, his alma mater would fail. He has been a champion for positive ideas whatever they are, including moving engineering or whatever it took to keep that campus alive. He is not afraid to merge the backroom operations, the computer systems, to install a food service that is cheaper through a WVU program, or to have things printed here. Anything that is cheaper, he'll do through us. To him, it wasn't a loss of control. It was his business background saying this makes sense.

Part of the success of this model, as another WVU administrator recalled, is to effect positive change by giving local constituents the sense that they have control of their own destiny. This was the experience with Potomac State's move to divisional status.

I've come to believe that, as long as you give them [Tech] some sense that they have local control with some parts of it, they will actually look to us [WVU] for the leadership. When you provide reasons why this is the way we need to do things, they usually will fall right in when you say, "I think this is why we need to go this way. You can still do these things locally, but this is how we handle things at Morgantown." I've found they've actually welcomed that.

Epilogue

In preparing for a "college-to-university" change, administrators have advised that research on whether such a change is necessary should occur first. A broad-based support of the change will aid in making it palatable to constituent populations. Even if the

change agent is making the decisions, stakeholders at least need to feel that they had a voice in the matter. Also, do the necessary research to prepare for the change.

Following the rebranding decision, institutional administration needs to follow through with the rebranding's overall success. Monies need to be allocated for continuation of the brand awareness, and the institution must have a focused mission. The proper infrastructure needs to be in place to support the change. Last, timing is critical for the maximum effect of the name change announcement or implementation.

In regard to institutional mergers, an analysis of the success and failures of other institutional amalgamations is recommended. Sometimes, a "quick and dirty" takeover is preferred over a long, slow, and perhaps painful gradual integration. The Marshall University/West Virginia Graduate College model has been more successful than what occurred with WVU and West Virginia Institute of Technology. The proper leadership at the merged campus is also critical for complete integration.

Concerning the rebranding process, the administrative recommendations indicated that strong leadership is essential to effect the "college-to-university" change. It takes more than vision; it requires an administrator who has the ability to lead. At the University of Charleston, President Thomas G. Voss demonstrated that he could envision success for the struggling institution, but he was unable to lead the transition to that level. Eventually, UC was able to attain that goal many years after the fact.

Prophetic of Voss' destiny, the major symbol of his name change initiative simultaneously departed as he did. During the same year as his firing, the pink Chinese dogwood trees all died one by one. An administrative faculty member remembered, "It's kind of ironic. It was after the name change and Dr. Voss left. The soil on the riverbank

was not friendly to dogwood trees and so all of the dogwood trees we planted died. No one now believes that there was a line dogwoods along the bank.”

Perhaps the moral of this story should be, “Vision without leadership will not prosper.” As for Voss, he left higher education for 17 years after his dismissal from UC. When he returned to academia as interim president of New York’s Rockland Community College in 2001, his colorful presidency was once again under fire. Voss’ problems at Rockland began when he repeated organizational changes and firings that were similar to his UC agenda.

Upon the expiration of Voss’ contract in 2003, State University of New York (SUNY) officials replaced him. A problem arose, however, because the institutional board of trustees had approved an 18-month extension of Voss’ contract without the SUNY system’s approval. SUNY officials believed the board overstepped its authority and ignored this extension. On July 2, 2003, two presidents arrived on campus and Voss vowed not to leave. When security guards boxed up his belongings and changed the locks later that afternoon, Voss attempted to run the institution as a president in exile from an exclusive Manhattan literary club some 30 miles away (Evelyn, 2003b).

With an odd habit of referring to himself in the third person, Voss explained the situation regarding his presidency in absentia: “He just doesn’t run the college from his rightful place in the president’s office” (Evelyn, 2003a, p. A19). Rockland’s board filed suit against SUNY for clarification on issues of control, but eventually dropped the suit after amassing over \$90 thousand in legal fees. At the official expiration of Voss’ extended contract in April 2004, he sued the school and county for \$135 thousand in back wages (Evelyn, 2004). In December 2005, a New York State Supreme Court Justice

denied the motion for summary judgment and dismissed Voss' complaint. He appealed and the court's Appellate Division upheld the earlier decision in March 2007 (Netter, 2007).

Voss' pretentiousness is consistent with the memories of those who knew him at The University of Charleston. One administrative faculty member explained, "If I were going to capture him in one word, it would be 'showman' . . . Things were events." Another UC administrator characterized Voss as "a visionary who had wild ideas. He had a compelling story to tell, but he was not skilled at management, implementation, analysis, and getting things done right."

Likewise, an Ohio administrator emphasized the importance of leadership: "To be successful, this [rebranding] process requires a high ranking 'institutional champion' with good political instincts and the power to ensure coordination of institutional efforts and energies." In addition to a "competent staff to take care of the details," one administrator could not underestimate the need for strong leadership in regard to rebranding:

Honestly, he [the president] can be a pretty hard taskmaster, but he was great during this. He drove it. He saw it through. I think you have to have someone leading that will really keep his or her finger on it all the time and see that it is going forward. You really have to have somebody who owns it and who will push it through.

Another administrator advised that for any institutional endeavor (including rebranding) to be successful, an institutional president must set the pace:

The president is the pacesetter of the institution. There are two problems, however, that I see with institutional leadership. First, leadership is in very short supply and in high demand. Second, people don't understand leadership. They think that consensus is leadership. That is the antithesis of leadership. Leadership gathers ideas, but then makes a decision and then goes forward and then gets the consensus. If other people fall out, that's fine if they can't keep up with the pace. It's very difficult to find top quality leadership today. You can find many "hangers on" – "Give me my money and I'll wait for my pension." You can find the status quo. Finding the kind of people who want to be pacesetters and who will keep the place going but keep up with their own kind [other pacesetters] is not easy. Leaders are often beat. If you lead, you're going to be beaten up. It's the nature of the position. A leader is like a good hound dog. A good hound dog is going to get his nose bloody, but he's going to cut trail. You can hold on and be content being in the middle [of the pack], but who wants to be in the middle. If you're on the tail end, then you know what you can expect to get from the tail end of the dog.

CHAPTER NINE RETAINING AN INSTITUTIONAL BRAND: A CASE STUDY OF THE ALLEGHENY BRAND

“A good name is rather to be chosen than great riches” – King Solomon, Proverbs 22:1 (AV).
“Confusion will be my epitaph” – King Crimson (Fripp, McDonald, Lake, Giles, & Sinfield, 1969).

The location’s very name conjures up an image of a dimly lit castle. In the distance, the calls of several large gray wolves echo across the primeval marshland. Your host, a distinguished looking gentleman of an undetermined age, responds in his characteristic Slavic tinged accent: “Listen to them. Children of the night. What music they make” (Browning, 1931). Only one location in the world can conjure up such imagery . . . and that place is named “Transylvania.”

That was Hallmark Cards’ opinion as it looked for a new product for its 1987 Halloween promotional campaign. Because college shirts and novelty items both had the potential to generate sales, Hallmark artists combined the ideas and designed a T-shirt that represented a fictitious alma mater for Count Dracula: “Transylvania University” (see Figure 9.1). Appearing very similar to an actual college shirt, the black T was emblazoned with the name “Transylvania University” in white block letters oozing what appeared to be drops of blood. At its center, the university’s seal displayed a cross-eyed bat with the caption “Our Founder.” Contained in the seal’s circumference, the shirt listed two institutional mottos: “E Pluribus Bitum!” and “We Go for the Throat!” (“Bat T-Shirt,” 1987; Kaiser, 1987; “No Fangs,” 1987; “Yes, Hallmark,” 1987).

Although Hallmark could not estimate how many shirts they eventually sold, the products sold out in certain locations including Lexington, Kentucky. According to Gene Sageser, owner of Eastland Hallmark, “The T-shirts have been a hot item in Lexington stores. No Hallmark retailer in town has been able to keep them in stock. I wish I had

100 of 'em right now” (Kaiser, 1987, B1). While Lexington consumers and Hallmark store owners appeared satisfied with the novelty item, the administrators at the real Transylvania University across town were not amused. The legitimate Transylvania University notified Hallmark immediately about this issue. Worried that its brand was being compromised, Transylvania asked that the T-shirts be pulled from Hallmark’s shelves as they conflicted with a name they had used for 207 years. Ironically, *sans* the blood, the bat, and the slogans, the Hallmark version bore a strange similarity to actual Transylvania University apparel (“Yes Hallmark,” 4A).

Student government president Paul Hillenmeyer confessed, “Students have grown accustomed to Transylvania jokes;” the name, however, was no laughing matter to Transy administrators (“Bat T-shirt,” 1987, p. 6A). With such negative connotations and the overwhelming connection to the infamous Dracula, why would any institution choose such a name like “Transylvania” in the first place? Transylvania, however, had its trademark identity long before Transylvanian region of Romania was associated with the “creatures of the night.”

Founded in 1780, when Kentucky was a part of Virginia, the Transylvania name was applied to the school immediately and without hesitation. From Latin for “across the woods,” Daniel Boone was credited with giving this name to Kentucky County, Virginia. Although Romania’s province of the same etymological derivation had largely been associated with Dracula and vampirism, Transylvania University began using the brand nearly 150 years before Bela Lugosi first donned a cape, and over 100 years before Bram Stoker wrote his first sentence for his now famous novel (Owston, 1998). In an official apology, Hallmark’s Manager of Product Development, Diane Wall, admitted that this

issue occurred innocently: “No [Hallmark] product is created with the intention of harming anyone,” and “[We] hadn't realized there was a real Transylvania University” (“Yes Hallmark,” 1987, p. 4A).

Figure 9.1

The offending Hallmark T-shirt and the 1988 Transylvania University Crimson Yearbook.



Amicably handled, Hallmark quickly agreed to stop production immediately and attempted to recall the existing product from its retail locations. The situation was rapidly diffused and damage control was minimal because Hallmark understood Transylvania’s position on its brand. Although some negative issues arose initially, several positive results emanated from this experience. Transylvania University experienced a sales increase of its own institutional T-shirts and the incident raised the national awareness of the Kentucky based liberal arts college (Kaiser, 1987; “No Fangs,” 1987; “Yes, Hallmark,” 1987).

Additionally, Transylvania and Hallmark developed a relationship. As for the T-shirt issue, Transylvania had the final word in May 1988 when Hallmark's president, Irvine Hockaday, spoke at the school's annual alumni weekend. During Hockaday's address, a Transylvania University curator presented the Hallmark CEO with a new T-shirt, as two students modeled the mock-ups for the audience. Capitalizing on Hallmark's own marketing slogan, the shirt's front read, "When you care enough to send to the very best . . ." to which the back responded, "Send your child to Transylvania" (Transylvania University, 1988; Wiljanen, 1988, p. B1).

Branding and Higher Education

Most branding issues do not end as quickly and as cordially as the Transylvania/Hallmark case. Some drag on for years resulting in lengthy court battles. Some end in a compromise that is less than satisfactory for one or both parties, and others are never resolved. Two unresolved issues in 2007 included disputes over institutional logos belonging to North Carolina State and the University of Wisconsin.

Trademark Infringement

North Carolina State University contended that University of Nevada at Reno had infringed on one the Wolfpack's secondary sports logos known as "Toughie" or "Mr. Wuf." Looking at both logos, the similarities were astonishing. In fact, the Nevada Wolf Pack logo, called "Top Hat Wolf," was a mirror image of the same character used by North Carolina State. The images were identical with three exceptions: a) the wolves faced in opposite directions; b) N.C. State's version was black and red, while Nevada's was monochromatic blue; and c) the wolves wore different hats. The N.C. State wolf had

a beanie with NCSU and the Nevada wolf sported a top hat with a large N (Clark, 2007; King, 2007; “NC State Trademarks,” n.d.; Shaffer, 2007).

While the snarling wolf was listed as one of two N.C. State secondary sports logos, it was not listed among the acceptable logos in Nevada’s *Graphical Standard System Manual* (2007). While it does not appear that the “Top Hat Wolf” was a current logo, the University of Nevada at Reno sold at least five items using the snarling wolf. These included a cookie jar, a doormat, a chair, and two different flags (“Nevada Wolf Pack,” 2007). While Nevada has claimed to have used the logo since the 1980s, North Carolina State asserted that it began using their logo in 1965. N.C. State registered the wolf as one of their institutional trademarks in 2005.

What concerned North Carolina State was that institutional merchandising was big business for the school. During the 2006-07 academic year, North Carolina State received \$841,000 from the sale of licensed items bearing the N.C. State name and its logos. As part of the licensing agreement, retailers selling trademarked items were required to submit 80% of the proceeds to the institution (Clark, 2007; King, 2007; Shaffer, 2007). At this writing, the issue is unresolved.

While N.C. State contended with the University of Nevada at Reno, the University of Wisconsin had issues with numerous secondary schools. In 2006, Wisconsin’s staff discovered that Waukee Community High School in Iowa was using a logo that was very similar to Wisconsin’s trademarked “Motion W.” To avoid infringement issues, the university asked the high school to phase out the logo and begin finding a substitute. Although the University of Wisconsin did not want to make the school district change immediately, community leaders thought it best to prevent a possible lawsuit and they

complied immediately. Waukee superintendent, David Wilkerson, explained, “We contacted our school attorneys. I knew that in our little corner of the world this would be a big deal. We decided it would be best not to fight it and develop a new ‘W’ that was acceptable” (Kovach, 2007, ¶ 17).

When Waukee resident and Wisconsin graduate Michael Hughes saw a Texas high school football team on television with the same logo, he was incensed. Hansen, upset that his alma mater picked on Waukee, began a campaign of identifying other high schools across the nation using similar logos. In all, he submitted a list of 36 schools in 20 states, including two West Virginia schools: Westside High School (Wyoming County) and Weir High School in the Hancock County portion of Weirton (Hansen, 2006; Hoeftmhoeft, 2007; “Two Schools,” 2006). While Hughes was not desiring to cause issues for these other schools, he was hoping to overwhelm University of Wisconsin’s officials to the point that they would stop the trademark violation process. Unfortunately, this did not happen and the University of Wisconsin began issuing cease and desist orders to these schools. Wisconsin, not wanting to sue the various high schools, gave the offending institutions a five year window in which to modify their logos (Kovach, 2007; “Two Schools,” 2006). According to University of Wisconsin’s director of licensing, Cindy Van Matre, “We need to protect the ‘W’ so it doesn’t become generic. The ‘motion W’ is an original design that is distinct from any other font” (Hoeftmhoeft, 2007, p. 6C). While some schools have complied, others have ignored Wisconsin’s request.

Branding Fundamentals

Branding goes beyond licensing and logos; it includes a number of complex attributes. Lloyd defined five criteria of a leading brand: a) “your brand is the sum of the

experiences that your customers have”; b) “you control your brand”; c) “your brand is consistent”; d) “your brand is working”; and e) “your brand is successful” (Sevier, 2002a, p. 51). Kotler and Fox added, “The products and services of an educational institution can be branded – that is, given a name, term, sign, symbol, or design, or some combination that identifies them with the institution and differentiates them from competitor’s offerings” (1985, p. 225). This differentiation can be associated with brand equity and the perceived quality associated with this equity for an educational brand. If a brand is known, consumers (students) will be willing enroll in a new program based on the institution’s brand strength (Toma, Dubrow, & Hartley, 2005). Brands can also have distinct personalities that are based upon consumer perception. Brand personality, as Aaker suggested, “can create a stronger brand” (Aaker, 1996, p. 85). A college or university’s brand includes a school’s products, services, mission, reputation, awareness, slogans or tag lines, and its very name (Sevier, 2002a; Toma, Dubrow, & Hartley, 2005).

This study, dealing with institutional name changes, centers on the name attribute of an institution’s brand. While the majority (85.04%) of the colleges that became universities from 1996 to 2001, retained their original brand. Nearly half of these institutions just substituted “university” for “college” in their name. Only 15 of the 103 colleges that became universities during this period reinvented their branding. Occasionally, an institution chose a name that was already in use at another school. While in some cases a lawsuit ensued, confusion was a normal experience.

Brand Name Duplication

Since 2000, there have been three issues regarding West Virginia institutions and conflicting brands. Only one resulted in a lawsuit. When The College of West Virginia

transitioned to Mountain State University in 2001, Mountain State College in Parkersburg, West Virginia complained. Because of Mountain State College's smaller size, national accreditation, and limited mission, Mountain State University was unaware that the institution even existed. Following 14 months of litigation, the issue was settled prior to going to trial (*Mountain State University v. Mountain State College*, 2002). This particular case was discussed in greater detail in Chapter Five.

Figure 9.2

The old and the new – New River Community Colleges.



When the State of West Virginia began transitioning its community colleges for independent status in 2003, a new institution in Beckley was created. New River Community and Technical College was formed from the community college components of Glenville State College and Bluefield State College. Less than 100 miles from three of the four New River campus locations, the Commonwealth of Virginia already had a New

River Community College in Dublin, Virginia. According to Mark Rowh, Vice President for Planning and Development at the Virginia institution, “We learned of this plan a short time (just a week or two, I believe) before the WV legislature approved it in 2003. Our president [Dr. Jack M. Lewis] sent an e-mail to Senator [Robert] Plymale [chair of the Senate education committee] and Dr. [J. Michael] Mullen [Chancellor of the West Virginia Higher Education Policy Commission] that this could cause problems and was requesting consideration of a different name . . . I believe Dr. Mullen and Dr. Lewis subsequently had a brief phone conversation in follow-up to the e-mail but nothing changed. Since that time we have had a number of annoying instances of folks confusing the institutions” (personal communication, June 5, 2007). During the summer of 2007, WV’s New River CTC registered the newriver.edu Internet domain. Jeremy Ball, LAN Specialist at New River CTC explained, “the main reason for changing the name was for [institutional] branding” (Personal communication, October 6, 2007). Marc Rowh believes that “It will probably add further confusion” between the two schools with similar names (Personal communication, October 15, 2007).

In 2006, the Community and Technical College (CTC) of Shepherd asked the West Virginia legislature for a name change. This request was multifaceted as it signified the following: the CTC’s move from the Shepherd University campus in Shepherdstown to the Blue Ridge Outlet Complex in Martinsburg in 2001, the institution’s accreditation in 2005 by the North Central Association, and a decreased reliance upon its parent institution Shepherd (Blue Ridge CTC, 2006). The administration selected the name Blue Ridge Community and Technical College. Slightly over 100 miles south on Interstate 81, Virginia had its own Blue Ridge Community College located in Weyers Cave. Further

south in Flat Rock, North Carolina, there was yet another Blue Ridge Community College.

Different from what had occurred with the New River situation, the Virginia school's president, Dr. James Perkins, admitted, "We did not object to use of the name [by the West Virginia school]" (personal communication, May 29, 2007). Likewise, the Flat Rock, North Carolina institution had no objections to the name change either; however, it has experienced some issues with the West Virginia school. According to Executive Assistant Brenda Conner, "The only problem we have experienced with the Blue Ridge Community College in West Virginia has been with vendors billing the wrong institution. We have had some remarks of individuals looking at the West Virginia website and mistaking that for our website" (personal communication, June 12, 2007).

Confusion regarding institutional names is rampant. A check of the *2007 HEP Higher Education Directory* reveals at least five American Academies, four American Colleges, three American Universities, and a host of other names using American as the primary brand identity. Lutheran schools from a variety of synods have used the Concordia brand. There are three Concordia Colleges, eight Concordia Universities, a Concordia Seminary, and a Concordia Theological Seminary. The Franciscans have a St. Francis College, Saint Francis Medical Center College of Nursing, Saint Francis Seminary, Saint Francis University, University of St. Francis, and a University of Saint Francis. Twenty schools have Southwestern as their primary identifier including two Southwestern Community Colleges and five Southwestern Colleges. There are countless other examples of the confusion that has been in existence for over a century. One of the

better-known illustrations of a historical duplication of names is Boston University and Boston College where both schools are located in the same city (Burke, 2006).

Figure 9.3

Boston University and Boston College – two schools along the Green Line of the T.



Although name similarities have coexisted over time, one Allegheny College administrator advised that this does not lessen the confusion between the schools.

There are confusions that are historic and those are inconvenient and are a real minus. But at least one can understand it, as each of these places have had their identities for decades and they are not going to change it to avoid the confusion. There is Cornell College and Cornell University. There are three or four Westminster Colleges. There are Loyola Colleges and Universities. Those are subject to confusion. They live with it; they do the best they can with it, but they did create it when they didn't have to create it . . . Why do it? Maybe they just didn't think of it and got themselves down the road too far.

Another Allegheny College administrator pointed to some of the inherent problems with having a brand that was similar to an existing institution's. "I still wonder to what benefit potential confusion adds . . . There's going to be confusion. There's going to be inefficiencies. There's going to be disservice to the public. Why, if those things are predictable and knowable, would you make the change?"

Why Allegheny?

Because this project concentrates on West Virginia colleges that became universities, the inclusion of Allegheny College and the Allegheny brand may not appear on the surface as being germane to this study. There were two pertinent issues present: the West Virginia location and the "college-to-university" change. While West Virginia institutions were the main subject of this study, data were culled from institutions located in 10 of the 13 states that contain portions of Appalachia. All 10 of the Allegheny branded institutions discussed in this chapter were from five of these states: Maryland, North Carolina, Ohio, Pennsylvania, and West Virginia. With the exception of Allegheny University of Health Sciences' Philadelphia operations, all of the institutions were located within counties designated as part of Appalachia. This included Allegheny University of Health Sciences' Pittsburgh headquarters and its Western Pennsylvania clinical sites.

Two historic Allegheny branded institutions were located in West Virginia. Both defunct institutions have a loose historical connection to a current institution: Alderson Broaddus College in Philippi, West Virginia (Alderson, 1946). Although Allegheny College is not in West Virginia, the institution does have a West Virginia connection. Francis H. Pierpont, stylized as the father of West Virginia, was one of Allegheny's many distinguished alumni. Governor Pierpont, an 1839 graduate, was also the namesake of

one of West Virginia's recent rebranded institutions: Pierpont Community and Technical College (see Chapter 1) (Smith, E.A., 1916; Smith, E.C., 1927). In relation to West Virginia, additional exposition from administrators at Concord University, Mountain State University, Shepherd University, and West Liberty State College were also added to this chapter to illustrate particular concepts.

Finally, the Allegheny name has a historical connection to West Virginia. During the proposed state's first constitutional convention in 1861, "Allegheny" or "Alleghany" (the spellings were used interchangeably), "Augusta," "Columbia," "Kanawha," "New Virginia," "Western Virginia," and "West Virginia" all were proposed as the name for the new state. Receiving 30 of the 44 votes, West Virginia was the desired choice of the delegates ("What's in a Name?," 2007).

In addition to the inclusion of a chapter about the Allegheny brand name, there remains the issue regarding rebranding. While the "college-to-university" change is a focus to this overall study, other college name changes have been used to illustrate similar nomenclature and branding principles. Of the six recent institutions using the Allegheny brand, four underwent name changes, albeit none from "college-to-university." Although remaining a college, Allegheny College provided a unique perspective. While having the rights to the "Allegheny University" name through the consent agreement with Allegheny University of Health Sciences, Allegheny College has no plans to move in this direction. One Allegheny College administrator explained the "college" distinction:

I hope we never become a university. I hope, like Dartmouth, Williams, Amherst, and Swarthmore have seen fit to keep this very distinctive name "college," that we'll be able to do that. There are absolutely no plans to

become a university. We haven't speculated about it. We haven't considered it. All I am saying is this is a college that is going to be here for the next hundred years, two hundred years, and I hope much longer than that. No one can predict what happens to the name "college," that word may fall out of use altogether. As more and more colleges change their name to universities, that very well may happen . . . In 10, 20, or 30 years it may be totally obsolete. I hope not. I hope that the best colleges in the country like us keep that name proudly.

As more schools adopt the university designation, some liberal arts colleges have avoided this practice in an effort to remain focused on their core missions. An Allegheny College administrator added,

The ones who are considered the best liberal arts colleges have kept the name "college" because "university" tends to imply that they have had mission drift. They've started to get professional schools, graduate programs, part-time education, adult education, [and] Internet based education. There's something about the name "university" – even if you look more like a college and you're small, it gives you cachet. And so hanging on to it is a statement. We are who we are. We are proud of who we are, and we're one of the best four-year colleges in the country. And boy, I just think that should hold and I hope it always does hold. I think it may become one of our distinctions. It may put us in a league that may distinguish us from the others that had a mission change.

With this position, why include an institutional focus on Allegheny College in a study about the “college-to-university” change? Allegheny’s argument concerning the university designation can be an option for other institutions to consider. A college contemplating university status can play the devil’s advocate and ask, “Is the ‘university’ designation worth pursuing?” “Should we make this change?” Whether a school seeks university status or remains a college, an institution’s answering these questions can at least justify their own actions and position, whatever they decide.

Like Allegheny, other schools have retained the college identification. Wendy Duncan-Hewitt, a dean at St. Louis College of Pharmacy, explained, “There’s a feeling that goes along with the idea of a college. It gives a sense of being student-focused” (Kumar, 2007, ¶ 15 & 16). Rob Crouse, public relations director at Westminster College in Fulton, Missouri added, “I think that is a part of what is making us more unique” (Kumar, 2007, ¶ 18).

Several West Virginia institutions have faced this same question of retaining the college identity. Concord College, who was the least aggressive of the four West Virginia institutions that sought and received university status in 2004, wrestled with this decision as one administrator confessed,

I was not crusading for a name change. In fact, over the years here, we talked about the value of being a “college,” what it means to be a “college,” and the traditions whence colleges come, as opposed to universities. So it’s not something that I sought. In fact, we . . . were aware of pretty solid institutions around the country who were determined to keep the name “college”: Boston College, the College of William and

Mary, Dartmouth College, and so on . . . We were still going to be who we were . . . We had watched other institutions that changed their names and I think some did it for strategic purposes and some thought they would buy into the prestige when they did it . . . So, it wasn't something we aggressively sought.

Likewise, Shepherd College, somewhat more aggressive in the pursuit of university status, realized the value of remaining a college, but recognized the practicality for it specifically to become Shepherd University. Shepherd's administration had to answer similar questions posed by the institution's stakeholders and the local community.

A lot of people said, "The College of William and Mary is held in regard. Dartmouth is a great college. There is Williams College and Boston College. Why does Shepherd, now that everybody and their brother is becoming a university, want to do this? There's a certain elitism and prestige in being a college." And I said, "You're right. The problem is the places, like you just named, established their national if not international reputations long ago. Everybody knows what they are. Shepherd doesn't have that national or international recognition, and they don't know what or who we are and think we are a community college – no one's going to think that the College of William and Mary or Dartmouth College are community colleges" . . . We wanted to be one thing or the other – we could have promoted either, but we can promote "university" a lot easier to the high school population. To highly educated adults, they had no problem with the name "college." They understand that you can have a

high quality college and you can have some pretty mediocre universities. It's the strength of your faculty, your programs, your facility, and the quality of your student body that determines how good the institution is – not its name. I think we are moving in the right direction with the name change and I'm happy with it. I wouldn't want to go back, people would think we've got demoted.

Two schools, Central University of Iowa and Blackburn University in Carlinville, Illinois, however, did just that. In the 1990s, both schools dropped the “university” moniker in favor of the “college” identity. Although chartered as a university, Central University of Iowa became commonly known as Central College. In 1994, administration made the name change official. Blackburn University, while retaining its legal name, has ceased using “university” in deference to “college.” According to Blackburn President, Miriam Pride, “The perception of ‘larger and more complex is better’ is pretty prevalent in our society, so it's not unusual that people want to identify themselves that way. That doesn't happen to be our model” (Kumar, 2007, ¶ 20; Lively, 1997).

Similarly, West Liberty State College as it plans a future transition to West Liberty University, has had some questions from stakeholders regarding the level of service which will be provided. One administrator explained,

One caveat or one concern has been, “Will we lose the intimacy of a college? Will we lose what a traditional college represents with a strong teacher student relationship with what that core teacher/learning environment represents? Will we now become, if there is that next level, something different than the intimacy and the personalized component

that's at a college . . . or will we evolve into something else?" That has been in a minority. It has by no means been in a majority of thinking, but that is some thinking that is present on campus.

While West Liberty is wrestling with these questions on their movement toward university status, Concord and Shepherd analyzed this issue and became universities. Allegheny College, however, continues with the "college" designation with no desire to change. An institution that works through this process should have a better understanding of its own identity and its branding. Despite Allegheny's desire to remain a "college," it was probably the best example of brand retention and protection of any institution in the United States. Although covered by the media when Allegheny's brand was challenged, there was a dearth in the literature concerning this institution's brand conviction.

Additionally, Allegheny College administrators felt that by participating in this study some positive benefits could be realized by other institutions who are seeking to change their identities.

If your work can do anything, it might alert places to think about it ahead of time – *think about it ahead of time*. Do searches and find out what names are being used. What are the possible infringements and what are the possible confusions. Even if you think you might win a legal case, why would you want the confusion? Why would you do it?

Organization and Data Collection

While focused on Allegheny College, its brand identity and its resultant struggles, this chapter examined a number of items. First, an exhaustive analysis of the Allegheny

educational brand name was included. This chapter discussed the historical application of the Allegheny name by four institutions in the 19th and early 20th centuries. Second, Allegheny College's history and unique character were studied. Third, the chapter examined five contemporary institutions using the Allegheny name, which included institutional histories, an outline of any branding issues with Allegheny College, and a quantitative and/or qualitative analysis of the institutions' branding decisions and their results. Last, Allegheny College's brand dominance was quantified and analyzed. Despite not adopting the university designation, Allegheny's struggles and successes are worth consideration in any discussion of brand identity – an identity that the school has proudly defended four times in the last 40 years.

To gather material for this chapter, an interview was conducted on May 4, 2007 with two Allegheny College administrators. In addition to other documentation regarding Allegheny College, additional information was sought from administrators from the Community College of Allegheny County, Allegany College of Maryland, Penn State Greater Allegheny, and Allegheny Wesleyan College. While one individual at Allegany College of Maryland provided a limited amount of information, it would prove that some information was not entirely accurate as records were accessed. Email requests to campus administration were unanswered. Because of the lack of direct information from this institution, other agencies that interfaced with Allegany College of Maryland were contacted. These organizations provided the necessary answers to specific questions.

Likewise, attempts to contact administration, faculty, staff, and student government at Penn State Greater Allegheny were unfruitful. Only one individual responded, a student who promised to answer specific questions regarding the

institution's name change; however, this individual did not respond to further requests and she supplied no additional information. A visit to the campus on August 9, 2007 provided insights from two administrators. Email messages to Allegheny Wesleyan College's administration failed due to problems with that school's email system.

To compensate for a lack of direct information, historical research, media reports, and institutional documentation provided key details and data. The institutional documentation included minutes from meetings, press releases, school publications, web documents, legal proceedings, and other miscellaneous records. In addition, other institutions related to issues presented in this chapter were contacted. Some responded while others did not. Other source material was also consulted as necessary.

In studying the brand name "Allegheny" in its entirety (including non-educational usage), there were numerous renditions of the name. While the spelling "Allegheny" was used most often, two other versions had frequent usage: "Allegany" and "Alleghany." Other variations also existed: the adjectival forms of "Alleghenian" and "Alleghanian" and the Latinized "Alleghenia." When discussing specific names, the actual spelling was used. For generic and holistic representations of the name, the "Allegheny" spelling was chosen to discuss larger applications of the name despite specific usage.

Fossils from the Alleghenian Age

The Allegheny name has had multiple usages throughout the last 250 years including usage in higher education. In the recent past, six institutions can be identified by the Allegheny brand in some fashion. Each of these institutions will be discussed in further detail later in this chapter; however, the use of the Allegheny name by colleges

was not limited to these six institutions. In the past, at least four additional colleges have employed the brand; only one of these exists to the present, and it does so under another name.

Allegheny Theological Seminary (1825-1914)

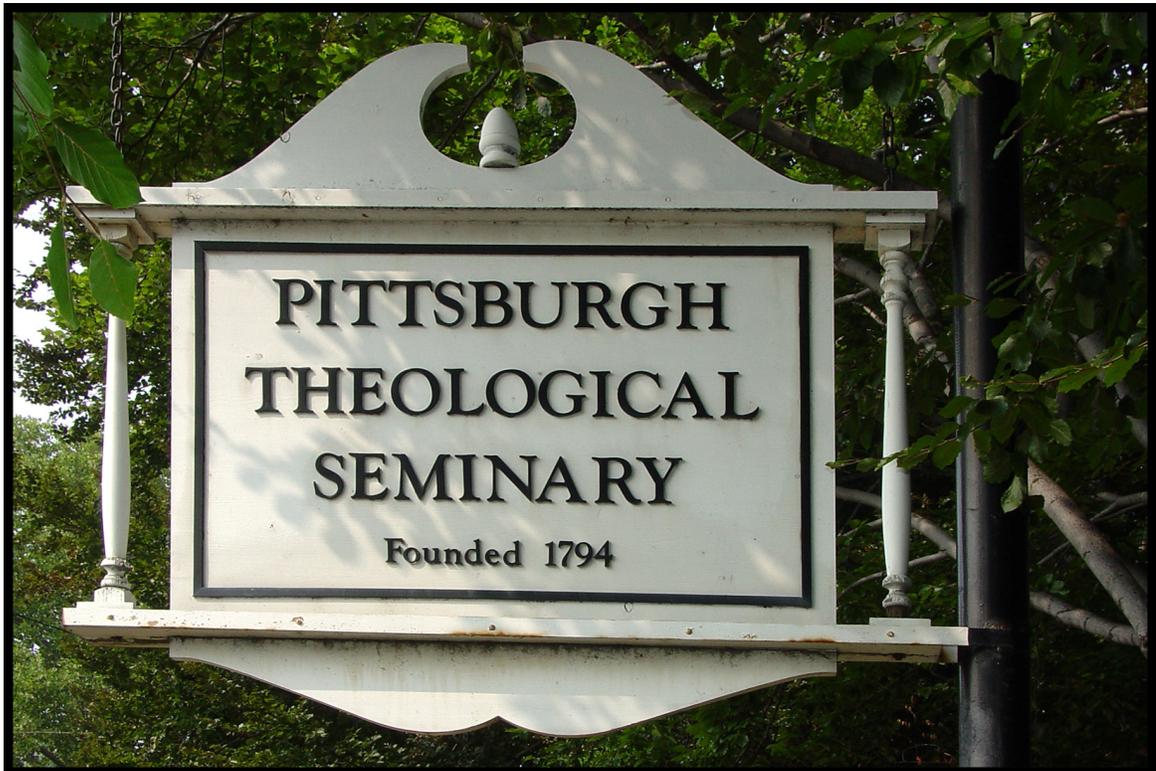
While the name Allegheny has faded from its appellation, Pittsburgh Theological Seminary was a direct descendant of Allegheny Theological Seminary (ATS) founded in 1825 by the Associate Reformed Presbyterian Church of America. The institution took its name from its location: Allegheny City, PA. When the Associate Reformed Presbyterian Church and the Associate Presbyterian Church merged in 1858, ATS came under the control of the newly formed denomination: the United Presbyterian Church of North America.

Following the annexation of Allegheny City into Pittsburgh, Allegheny Theological Seminary renamed itself in 1914 as Pittsburgh Theological Seminary. In 1930, the school merged with Xenia Theological Seminary (founded in 1794 as Service Seminary) to become Pittsburgh-Xenia Theological Seminary. During the summer of 1954, the school moved across the Allegheny River to Pittsburgh's Highland Park neighborhood (Mary Ellen Scott, personal correspondence, July 9, 2007).

After the 1958 merger of the United Presbyterian Church with the Presbyterian Church in the U.S.A. (PCUSA), Pittsburgh-Xenia Theological Seminary merged with a PCUSA's Western Theological Seminary. This school also was founded in 1825 at Allegheny, PA. The merger of the two schools was consummated on December 17, 1959 and the institution returned to the previous name of Pittsburgh Theological Seminary and

occupied the Highland Park campus (Cook, J. 1972; Pittsburgh Board of Public Education, 1931; Pittsburgh Theological Seminary, n.d.; “Writer’s Program,” 1941; Mary Ellen Scott, personal communication, July 9, 2007).

Figure 9.4
Pittsburgh Theological Seminary – lineal descendant of Allegheny Theological Seminary.



It was interesting to note that the institution’s account of its historical lineage never mentions Allegheny Theological Seminary by name. Pittsburgh Theological Seminary (PTS) prefers to trace its lineal descent primarily from Xenia Theological Seminary (nee Service Seminary), as it was the oldest of the three institutions in its history; however, when tracing the physical location of PTS and the institution’s continuous history, the lineal descent naturally occurs from Allegheny Theological Seminary and not directly from Xenia Theological Seminary. Xenia and Western Theological Seminaries both merged into what was Allegheny Theological Seminary

(“Catalog 2006-2007,” 2006; Pittsburgh Theological Seminary, n.d.; “Writer’s Program,” 1941).

Figure 9.5

Pittsburgh Theological Seminary’s Highland Park campus location.



Alleghany College (1859-1861)

Three other non-existent schools also shared the Alleghany variation of the name. In 1859, the Western Baptist Association of Virginia purchased 50 acres of land in Blue Sulphur Springs in Greenbrier County, Virginia (now West Virginia) for \$44,000.00. Initially, the school started as a secondary school known as Alleghany High School; however, the Commonwealth of Virginia refused to grant a high school charter. Although not chartered, it opened as a high school to 80 scholars in October 1859. Within six months, Virginia’s General Assembly approved Alleghany College’s charter (as a

college) on March 20, 1860 (“Catalogue of Alleghany College,” 1860; “Chapter 261,” 1860; Donnelly, 1967; Donnelly, 1974; Shearer, 1959; Swope, 1974).

Of its origins, its maiden catalog emphasized, “Nearly all the academies and colleges of Virginia, and the University, are located in an angle embracing not more than one-third of the State, leaving Western Virginia almost totally unfurnished with literary institutions of high grade. It was believed that many of the youth in this large and important section would remain uneducated, unless the requisite facilities were afforded at home” (“Catalogue of Alleghany College,” 1860, p. 2). Although the school was established to meet the needs of students in Western Virginia, a large percentage came from the eastern portion of the state. An analysis of the 92 students listed in its catalog shows that 38 (41%) were from eastern counties. Of the others, 33 were from counties that would become part of West Virginia, 18 were from other Western Virginia counties, and one was from out of state. Two additional students were listed without being associated to any location; however, a search of the 1860 census indicated that these two individuals also came from Western Virginia (“Catalogue of Alleghany College,” 1860; “Eighth Census of the United States,” 1860). With the exception of one Eastern Virginian, all of the institution’s trustees were from the western portion of the state with 11 of the 21 hailing from what would become West Virginia (“Catalogue of Alleghany College,” 1860).

While other institutions of higher education existed in Western Virginia, the National Almanac and Annual Record for the Year 1863 only recognized two: Bethany College in the Northern Panhandle and Alleghany College in south. According to its

catalog, the school did not offer degrees but rather diplomas of completion in a variety of subjects.

“This institution, though chartered as a college . . . does not adopt the usual college curriculum, but graduates pupils on separate departments when they evince a thorough knowledge of the subjects taught in the Department on which they offer for graduation. It is designed to prepare young men for the University of Virginia, for professional study, or for the business of life. When graduate on any department, a student receives a diploma on that Department” (“Catalogue of Alleghany College,” 1860, p. 11).

Diplomas were available in seven areas: a) English language and literature; b) ancient languages and literature; c) modern languages and literature; d) moral and intellectual philosophy; e) natural science; f) ancient and modern history; and g) mathematics. Those completing all seven areas of study qualified for a full diploma stating that the individual was a “Graduate of Alleghany College” (“Catalogue of Alleghany College,” 1860). Emma Alderson, a daughter of one of the school’s trustees recalled, “This school did a marvelous work during the few years it was in session, and turned out more jurists and D.D.’s [sic] than any school known in the same time” (1946, p. 129). One of Alleghany College’s more prestigious alumni was Henry Mason Matthews, West Virginia’s governor from 1877 to 1881 (Donnelly, 1959b).

Although Alleghany College appeared to have had a good reputation and its initial college enrollment included 130 young men, it was doomed to failure due to a variety of circumstances (Donnelly, 1974; Shearer, 1959). In September 1860, the main building, the former hotel of the Blue Sulphur Springs Resort, was destroyed by fire. While a

portion of the building was quickly rebuilt in anticipation of larger enrollments for the next academic year, this did not occur. When the Civil War erupted in April 1861, there was an exodus of a majority of the students and faculty to join the Confederate Army and the institution was forced to close down in the interim (Crookshanks, 2003; McCauley, 1902; National Park Service, 1992; “Trustees of Alleghany College,” 1908).

Traversing the one-lane, serpentine Blue Sulphur Springs Road today, one would hardly believe that it was once the location of an opulent resort located along a main thoroughfare to Lewisburg. Because of its strategic location along the Blue Sulphur Springs-Lewisburg Turnpike that connected to roads leading to the Kanawha and the Guyandotte River valleys, both Union and Confederate forces used the campus as a bivouac and hospital during the war. Any hopes of returning the site to an institution of learning were thwarted in October 1864 when the 91st Ohio Volunteer Infantry burned down all of the buildings to prevent occupancy by Confederate troops who were scouted at a distance of two miles from Blue Sulphur Springs (Alderson, 1946; Pollard, 1870; “Trustees of Alleghany College,” 1908).

One building (see Figure 9.6) survived the carnage and stands today: the Greek revival pavilion that predated the college’s founding (National Park Service, 1992). An original resort structure, its center contained a five foot marble basin that collected the blue opalescent tinged, cool spring water used for medicinal purposes (Donnelly, 1959a). The school’s catalog promoted the spring as a value added benefit as students had the opportunity to bathe in the sulfur waters of the former resort: “Nothing if the kind can be more inviting or beautiful than this elegant pool of water” (“Catalogue of Alleghany College,” 1860, p. 19). Originally connected via pipes to a bathhouse, medicinal baths

were available to the students at a “modest cost” (“Catalogue of Alleghany College,” 1860, p. 19).

Figure 9.6

The spring pavilion: the only remnant of Alleghany College at Blue Sulphur Springs, WV.



Of the spring’s housing, Pollard (1870) described the pavilion as “an imposing temple which covers the spring, and rises in the centre of an extensive and beautiful lawn” (p. 247). The structure, while still imposing, sits alone in the middle of a swampy, unkempt field. While the pediment of the structure is a replacement, Swope (1974) provided an early photograph of the original that bore a resemblance to the Parthenon. Although listed on the National Historic Register, the existing structure is in dire need of maintenance (National Park Service, 1992).

In 1906, the surviving trustees of Alleghany College filed a claim based on the Tucker Act of 1887 for a Civil War related property loss claim of \$30,000. Since the

claim had exceeded the statute of limitations of the act, Congress ruled against the school's trustees and granted no war relief funds. The last surviving descendant of an Alleghany College trustee, Emma C. Alderson, continued to lobby Congress for war reparations. Alderson, who had taught at Alleghany Collegiate Institute (WV) and later started Alderson Junior College, was told in 1937 that the Committee on War Claims had refused to pursue her claim in Congress. All hopes for a settlement were extinguished (Alderson, 1946; Callahan, 1913; Crookshanks, 2003; National Park Service, 1992; "Trustees of Alleghany College," 1908).

Alleghany Collegiate Institute (WV) (1888-1925)

Located nine miles from the former Alleghany College in Blue Sulphur Springs, members of Methodist Episcopal Church, South (the Southern Methodists) established Alleghany Collegiate Institute (ACI) in Alderson, WV. Situated in the Monroe County side of town, the school catered to a wide variety of students: primary, secondary, and college. Founded in September 1888, ACI first offered a Bachelor of Arts degree in 1897. In 1899, the school came under control of the Lewisburg District of the M.E. Church, South and the District announced that only Methodists could be members of the faculty. Although promised by the principal that the change would not jeopardize her position, this action prompted ACI instructor Emma C. Alderson, a Baptist, to resign and to establish Alderson Baptist Academy in 1901. This school would eventually become Alderson Junior College. In 1932, Alderson Junior College merged with Broaddus College to form Alderson-Broaddus College (Alderson, 1946; Ambler, 1945; Barnhart, 1957; National Park Service, 1990).

Figure 9.7

Alleghany Collegiate Institute's dorm – the school's only surviving structure.



In 1906, Alleghany Collegiate Institute was permitted to become affiliated with another Southern Methodist school: Morris Harvey College (now known as the University of Charleston) under certain conditions. The Lewisburg District of the Methodist-Episcopal Church, South offered the deed of ACI to Morris Harvey College for the sum of \$2,750 and the promise that the school remained a Southern Methodist affiliated school and if it continued to be located within the Lewisburg District (Anderson & Burrows, 1999; Miller, 1907). This affiliation, however, never came to fruition and the Lewisburg District sold ACI in 1908 to Southern Seminary (now Southern Virginia University) in Buena Vista, Virginia. ACI would operate as one of the Southern Seminary System of Schools with Edgar H. Rowe and John S. Engle listed as owners.

The deed contained a proviso required by the Lewisburg District that the school must retain its Methodist affiliation (Barnhart, 1957; Thirteenth Census of the U.S., 1910).

By 1912, Rowe and Engle complained at a district meeting that they were losing money from ACI's operation and lobbied for the Methodist proviso to be removed. They reasoned that, for the school to succeed, it needed to become independent from any denominational affiliation. No action was taken at this meeting. Although another party revisited this request during the 1917 Lewisburg District meeting, the committee was charged to "'to carry into effect' that earlier agreement, relating to the 'conditional clause' in the ACI deed" (Barnhart, 1957, p. 197). At the 1920 District meeting, the question of the proviso was revisited and acted upon in the owners' favor, but little changed in the institutional mission or structure. Rowe and Engle's (who died in 1917) heirs worked to find a solution to the worsening financial situation at ACI. To help, the Lewisburg District loaned funds to Rowe to expend for educational purposes (Barnhart, 1957). It apparently was not enough to sustain the institution and closure became imminent.

While ACI's last commencement was held in May 1923, advertisements for the school continued throughout the summer of 1924 and promised "experienced instructors, small classes, [and] individual attention" ("Allegheny Collegiate Institute," 1924, p. 11). The 1924-1925 academic year proved to be Allegheny Collegiate Institute's last year in business. Although a six-page pamphlet for the 1925-1926 school year was published, Rowe and the Engle heirs sold the school's property and buildings and ACI ceased to exist on August 25, 1925 (Barnhart, 1957). Only one of the institution's buildings, the dormitory, remains (see Figure 9.7). It currently houses the Alderson Hospitality House that provides temporary housing to individuals visiting inmates at the Federal Prison

Camp for Women at Alderson (“The Mission,” n.d.). Although the school has no lineal descendant, ACI and Alleghany College both share a loose collateral relationship with Alderson-Broaddus College (Alderson, 1946).

Figure 9.8

Entrance to Alderson-Broaddus College at Philippi, West Virginia.



Alleghany Collegiate Institute (NC)

The third defunct Allegheny branded school was also named as the Alleghany Collegiate Institute. The school was mentioned in the Alleghany County, North Carolina Directory of 1883 as being located in Sparta and was under the supervision of S.W. Brown. It was additionally referenced as the Collegiate Institute in the 1867-8 and 1890 directories. Nothing further is known about this institution (“Branson’s,” 1867, 1883, 1890). While five institutions in the 19th century were named as Allegheny or Alleghany,

only one of these schools retains the Allegheny brand today: Allegheny College located in Meadville, PA.

An Allegheny Power: Allegheny College

Although the Allegheny brand demonstrates extensive institutional usage, could any single institution claim ownership of a designation so ingrained in U.S. culture?

Allegheny College believes so, at least in regard to the field of higher education, as one administrator explained:

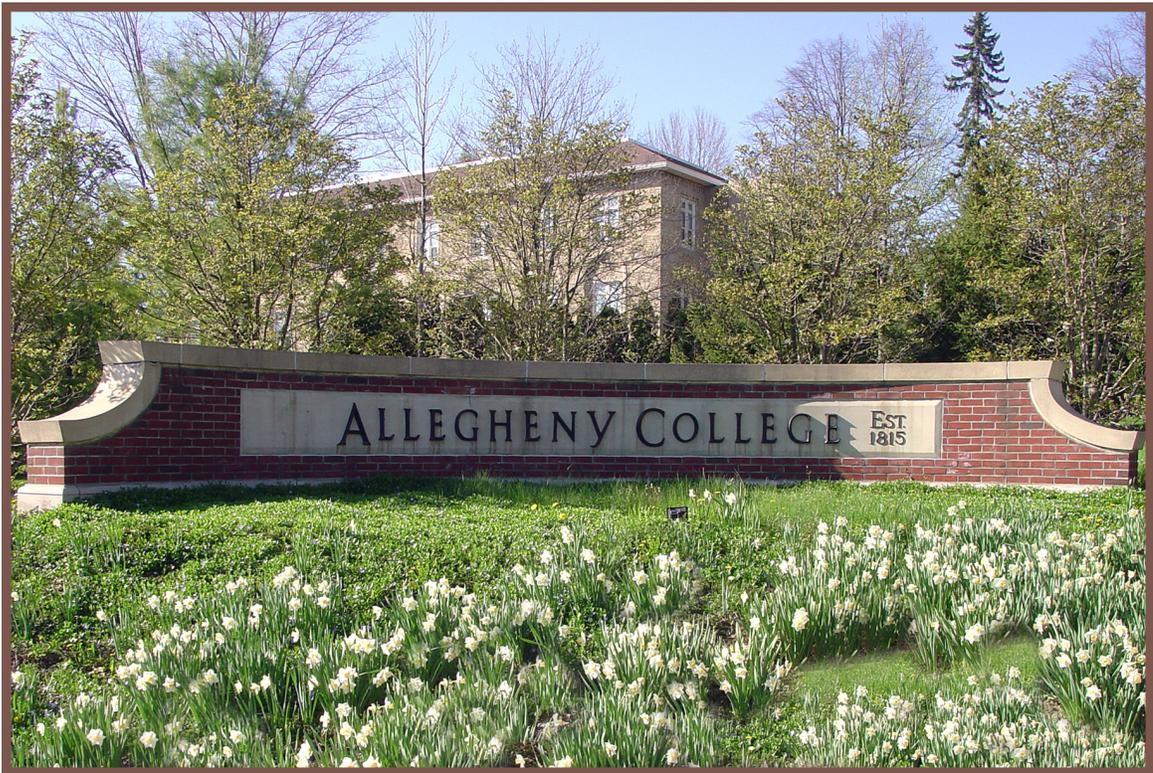
Allegheny . . . is a very widespread term – it’s connected with the mountains, the river, the county, towns, and so we don’t claim that we own the name Allegheny because you can look in the Pittsburgh phone book and you can find listings for dozens and dozens of things called “Allegheny” from drycleaners to cab services or whatever. [However,] we do, in the higher education realm, own the name Allegheny, and that has been our position. That is our identity. We’ve used it first and have used it all of these years.

This same affinity toward the Allegheny identity has existed for decades. In 1921, an alumnus retorted, “To us, the sons and daughters of Allegheny College . . . [Allegheny] means Alma Mater, the college we love . . . the struggle of the early founder, and the men who have slowly and patiently raised the college to its present pinnacle of success, it is the embodiment of determination, courage, sacrifice, and love” (Stephens, 1921, p. 19).

Allegheny College is situated in northwestern Pennsylvania’s City of Meadville. Located on French Creek, one of the larger tributaries of the Allegheny River, Meadville

was established in 1788 within the boundaries of Pitt Township and the newly established Allegheny County. At that time, the county and township included territory well beyond Allegheny County, Pennsylvania's present borders. Allegheny County's original area stretched westward to the state line and northward to Lake Erie. In 1800, the Commonwealth formed eight new counties out of Allegheny including Crawford County with Meadville as the county seat ("Allegheny County," 1896; "History of Crawford County," 1885).

Figure 9.9
Allegheny College's primary sign.



Institutional History

While Meadville was still a village of approximately 100 inhabitants, Allegheny College was established in 1815 through the efforts of Harvard graduate and Presbyterian minister Timothy Alden. Alden, the institution's first president, was successful by

initially raising \$9,788.30 for the establishment of a college. While the first contribution was from former president John Adams, the greater portion of the support came directly from the residents of Meadville. Students were admitted in 1816 and the Commonwealth of Pennsylvania granted a charter to the school in 1817 (Stephens, 1921).

When selecting the college's name, its incorporators chose "Alleghany, because the great part of the region . . . is watered by numerous streams, which in the aggregate make the Alleghany River" (Smith, 1916, E.A., p. 15). Although period maps identify the river with seven different spellings, there was an indication that during the late 18th and early 19th centuries, while phonetically similar, the geographic designation's orthography was in a state of flux. In addition to the three current spellings, other alternatives included Alleganey, Allegeny, Allegheni, and Allequeni (Cramer, 2007). The institutional name eventually converted from the "Alleghany" spelling of its 1815 founding to the more conventional Pennsylvania rendition of Allegheny in 1833 (Smith, E.A., 1916).

While it was not the oldest institution west of the Alleghenies (that distinction belongs to Lexington, KY's Transylvania University), Stephens credits Allegheny College as the third oldest west of the range (Owston, 1998; Stephens, 1921). As one administrator explained, Allegheny College is the oldest institution west of the Alleghenies that has continued since its establishment with the same identity and the same mission.

It has been Allegheny College since its founding. We're approximately the 32nd oldest college in the country. It's quite rare for an institution to be founded as a college and to maintain its same name through its whole, long history – almost 200 years. We are the oldest "college" west of the

Alleghenies that has retained its original name. Quite a few institutions that claim early founding dates were preparatory schools, they were merged [into other institutions], they had name changes, [and/or] they had mission changes. But this [school] was founded as a liberal arts college, it's remained a liberal arts college, and it maintained the same name ever since. So, this is our identity.

Attracted to its mission, Allegheny's roster of alumni was a veritable who's who of 19th and 20th century America. Some of Allegheny's best-known former students included President William McKinley; Clarence Darrow, the defendant of John T. Scopes in the famed "Scopes Monkey Trial"; and investigative journalist Ida M. Tarbell whose exposé of John D. Rockefeller and Standard Oil alerted America to the monopoly's questionable business practices (Helmreich, 2005).

Allegheny Gators

Also somewhat distinctive is Allegheny College's athletic mascot. While schools with adjectival names like Marshall's Thundering Herd, Notre Dame's Fighting Irish, Alabama's Crimson Tide, and Wake Forest's Demon Deacons are unique, Allegheny's "Gators" distinguish the institution from a menagerie of the more common Lions, Tigers, and Bears. Institutional promotional materials cite only two other NCAA schools with this mascot: the University of Florida, which gave its name to Gatorade, and San Francisco State University, who's "Golden Gator" was a pun based on region's Golden Gate and the formidable alligator ("A History of SF State," 2000; "Allegheny Tennis," 2006).

While Allegheny College alludes to only two other NCAA schools with the Gator mascot, there are four additional NCAA schools using the same name: College of Notre Dame of Maryland, Baltimore, MD; Pine Manor College, Chestnut Hill, MA; Russell Sage College, Troy, NY; and University of Houston-Downtown, Houston, TX (Smargon, 2007). The second of the seven schools to use the nickname, the name originated with a student humor publication named the *Allegheny Alligator* in 1925.

Figure 9.10
Allegheny Gators – Fan Memorabilia.



In its maiden issue, the editors of the *Allegheny Alligator* explained the name choice. “The name, Alligator, was selected not because the alligator is known for its sense of humor, nor because the haunts of the above mentioned critter are located in this vicinity, but purely and simply because of the 99.44% alliterative value of its orthography” (“Allegheny Tennis,” 2006, p. 9). Although the swamp reptile was the

source of the name, it was not known if Western Pennsylvania's Allegheny alligator (the Eastern hellbender -- *Cryptobranchus alleganiensis alleganiensis*) had any influence on the alliterative choice of names (Blumer, 2006; Lamey, 2005). During 1926, the Go-Get-Em Gator Club was formed and, according to Franks (1982), "The group became quite vocal at athletic events, and you guessed it, the coaches liked the name so well, it was grabbed by the intercollegiate program" (p. 24). In time, the name was shortened from the Alligators to the Gators. Allegheny College's current costumed mascot is known as "Chompers" ("Allegheny Tennis," 2006).

An Education with Innovation

As well known as it is by its unique name and its mascot identification, Allegheny College is probably best known for being a pioneer in higher education. As an innovative liberal arts college, Allegheny College instituted practices that are standard fare at most colleges and universities today. In 1816, President Alden created an institutional publication: *Alleghany Magazine* [the school's original spelling for 16 years]. Although only one issue was published, it is a source for much valuable information concerning the fledgling institution (Haskins & Hull, 1902). The year 1870 saw the admission of the institution's first group of female students (Stephens, 1921). Far before most institutions in the U.S., Allegheny received regional accreditation. The Middle States Commission on Higher Education has consistently reaffirmed this status since 1921 (Statement of Accreditation Status: Allegheny College, 2004).

Allegheny has applied the same innovation to curricular issues. To assess a student's ability and his or her progress, Allegheny College initiated an innovative assessment program in 1938. Based on graduate record examinations given at Harvard,

Princeton, and Yale, the student inventory exams were created to reduce the number of undergraduate student failures (Tolley, 1938). The next year, similar exams served as placement indicators for prospective students (“Allegheny Plans,” 1939). In 1956, the college instituted a freshman seminar that promoted student cognition and critical thinking and was “designed to get students to think for themselves and to develop an awareness of why they think the way they do” (“Education News,” 1956, p. E9). Beginning in 1964, the Ford Foundation provided a grant to initiate a “college without classes” program at Allegheny and two other institutions. Twenty-five students from each school were chosen to “work with a faculty advisor and . . . have access to visiting scholars, lecturers, and artists . . . [and were] examined by outside educators on their basic liberal education at the end of their second year, and on their major fields at the end of the fourth year” (“75 Students will Test,” 1964, p. 35).

In recent years, Allegheny has been on the cutting edge of academic technology. In 2005, the school began offering a weekly podcast to help promote its activities. According to host Mike Richwalsky, “Allegheny is one of the first colleges to use podcasting in this way. Other schools may use it for specific departments or programs, but Allegheny is employing it as a way to keep people connected with the college as a whole” (“Allegheny Launches,” 2005).

In 2006, Allegheny took another bold promotional move and created its own social networking site on MySpace. Richwalsky added, “Campus officials worried that if they didn’t lock up the ‘alleghenycollege’ login name, someone else would create an unofficial (and less flattering) profile for the college” (Read, 2006, ¶ 3). In less than one week of setting up the profile, Allegheny had 630 friends that networked to Allegheny’s

MySpace site (Karleen, 2006). According to Richwalsky, MySpace can be an important promotional tool. “The big key I think will be getting our name out to prospective students and letting them get a very quick idea of what Allegheny is and what we look for in our students” (Karleen, 2006, ¶ 7). One alumnus, Rosemary Feal, responded to this bold move, “I’m glad that my alma mater is taking the lead in connecting students and alumni with those interested in Allegheny College through electronic means. Allegheny has always had an active person-to-person network, and it makes sense to meet students where they are now—cyberspace” (Read, 2006, “Comments” section).

Wonderfully Weird and a Wonderful Experience

The students that Allegheny attracts are unique in their own right. In a 2007 podcast, W. Scott Friedhoff, Allegheny College’s Vice President for Enrollment, spoke to the distinctive characteristics of the student body that is attracted to Allegheny. “It’s the combinations of interests and skills and talents that students have that is, well, unusual or ‘wonderfully weird’ even. It’s the kind of student for example . . . a pre-med student that is majoring in biology, but instead of the typical chemistry minor, students here might be minoring in philosophy or economics or art for example” (“Allegheny College – Wonderfully Weird,” 2007). Included in *Princeton Review’s* (2005), *Colleges with a Conscience: 81 Great Schools with Outstanding Community Involvement*, the volume characterizes Allegheny as offering “an amazing variety and number of opportunities. The college strives to make service-learning fit into any schedule and any set of interests” (p. 36). One student added, “No matter who you are, Allegheny is going to pull you into some kind of activism role – be it community service, civic engagement, or leadership” (*Princeton Review*, 2005, p. 36).

Because of its uniqueness, Allegheny's identity has continued to be one of distinction. One student, in *Colleges That Change Lives: 40 Schools That Will Change The Way You Think About Colleges*, characterized his educational experience: "Allegheny . . . showed me that college is not always about living out your dreams; sometimes it is about finding them first" (Pope, 2006, p. 30). An alumnus added, "Allegheny is more than just a college, it's a community where students, administrators, and professors work in concert with each other to procure excellence in all aspects of campus life" (Pope). Another student expressed, "Allegheny College motivates me to be the best student I can be" (Pope).

Allegheny College has continued to receive high marks from those who rate colleges and universities. Ranked at 82, *U.S. News and World Report* (2007) identified Allegheny College as one of the top liberal arts colleges in the country. In the guidebooks that address the rigor and results of an institution's educational programs, Allegheny was often prominently featured. In addition to the guidebooks, Allegheny ranks in the top 7% of all liberal arts colleges in the number of graduates who eventually earn Ph.D.s. In the National Survey on Student Engagement (NSSE), Allegheny College scored in the top 10 percent of U.S. colleges in the level of academic challenge and in faculty-student interaction (Keller, 2007). According to Allegheny President, Richard J. Cook (2002), "These results place us at the top of colleges and universities, supporting our long-held belief that the hallmark of an Allegheny education is a strong academic program coupled with unusually close student-faculty interaction and solid support for our students" (¶ 5).

On the web site promoting *Colleges That Change Lives*, Loren Pope summarized, "Allegheny . . . is a shining example of what . . . exciting colleges . . . are doing to prepare

students for a new kind of world, things that make most of the prestigious institutions look stodgy. It has a long and distinguished record of producing not only future scientists and scholars, but business leaders as well” (2004, ¶ 1). It was little wonder that *The New York Times* reiterated former president William P. Tolley’s characterization that Allegheny College was the “Harvard in the Wilderness” (“Allegheny 125 Years Old,” 1940, p. 40). Because of this reputation, Allegheny College is passionate about its name and identity.

A Foothold in the Allegheny Foothills: Community College of Allegheny County

Although buried in the “Business and Finance” section of a Tuesday edition of *The New York Times*, there it was in bold print: “Allegheny Dean Appointed” (1966, p. 62). While the article had nothing to do with Allegheny College in Meadville, it characterized the confusion that was destined to occur regarding the Allegheny brand over the next several decades. Probably the first recorded misidentification of the name, the 57-word article announced the appointment of Brandeis University dean of students, Kermit C. Morrissey, to the presidential post at the Community College of Allegheny County (CCAC), a new school that was slated to open six months later on September 26, 1966 (“Allegheny Dean Appointed,” 1966; “CCAC 40th Anniversary,” 2006).

A College for the Community

When CCAC opened its doors to 1,516 students, it initially had two sites: the Boyce Campus in Monroeville and the Allegheny Campus on Pittsburgh’s North Side (the former Allegheny City). The South Campus was added in 1967 and the North Campus in

1973. Nine additional centers were created over the next several decades including one in Washington County, PA (“CCAC History,” n.d.).

With expansion to several locations, CCAC was able to promote itself easily during the information age because it was not saddled with a lengthy Internet domain as were most community colleges. Having registered the ccac.edu domain on October 10, 1993, the Community College of Allegheny County secured the domain name when the .edu top level extension was available for any educational institution despite classification (“Who is – ccac.edu,” 2007). Beginning in 1993, .edu registrations began to be limited to graduate schools and four-year colleges and universities located within the United States (Postel, 1994). Because of this, community colleges registered under the .us domain system that required a web address to include the school’s identifier, “cc” for community college, the state’s two-letter postal abbreviation, and “.us” (Cooper & Postel, 1993). For example, the Community College of Beaver County once used ccbc.cc.pa.us (now ccbc.edu), Westmoreland County Community College employed westmoreland.cc.pa.us (now wccc-pa.edu), and Butler County Community College continues to use bc3.cc.pa.us in addition to bc3.edu (“Internet Archive of Member Colleges,” 2001; “Member colleges,” 2005). Many community colleges added the .edu domain when the regulation of .edu domain passed to Educause on October 29, 2001. Under the administration of Educause (n.d.), any institution with accreditation recognized by the U.S. Department of Education is eligible for registration of an .edu domain. Some schools, such as Butler County Community College, continue to use the .us domain designation along with an .edu domain, while others have retired the .us domain in deference to the .edu address.

In addition to a constant Internet presence, the institution's name has remained the same since its 1966 founding. It was possible that more confusion could have occurred if the school's name were Allegheny Community College. Of the fourteen community college systems in Pennsylvania, 11 follow a naming convention with the location name first. The former Williamsport Area College (now Pennsylvania College of Technology) also had the location listed first. Only CCAC, the Community College of Beaver County, and the Community College of Philadelphia have the community college designation before the location name ("Member Colleges," 2005).

Figure 9.11

Community College of Allegheny County, Boyce Campus (not an "Allegheny" in sight).



Confusion to a Minimum

Even with the Community College designation, misunderstandings were bound to occur. Both Allegheny College and the Community College of Allegheny County agreed

to keep any confusion to a minimum. As one administrator explained, “I know that there was confusion, and there was, I believe, some sort of informal agreement and might be a formal one. I just don’t know. It goes back so far. [An agreement] was reached to call it the ‘Community College of Allegheny County’ or ‘CCAC.’”

Figure 9.12
Community College of Allegheny County – Allegheny Campus.



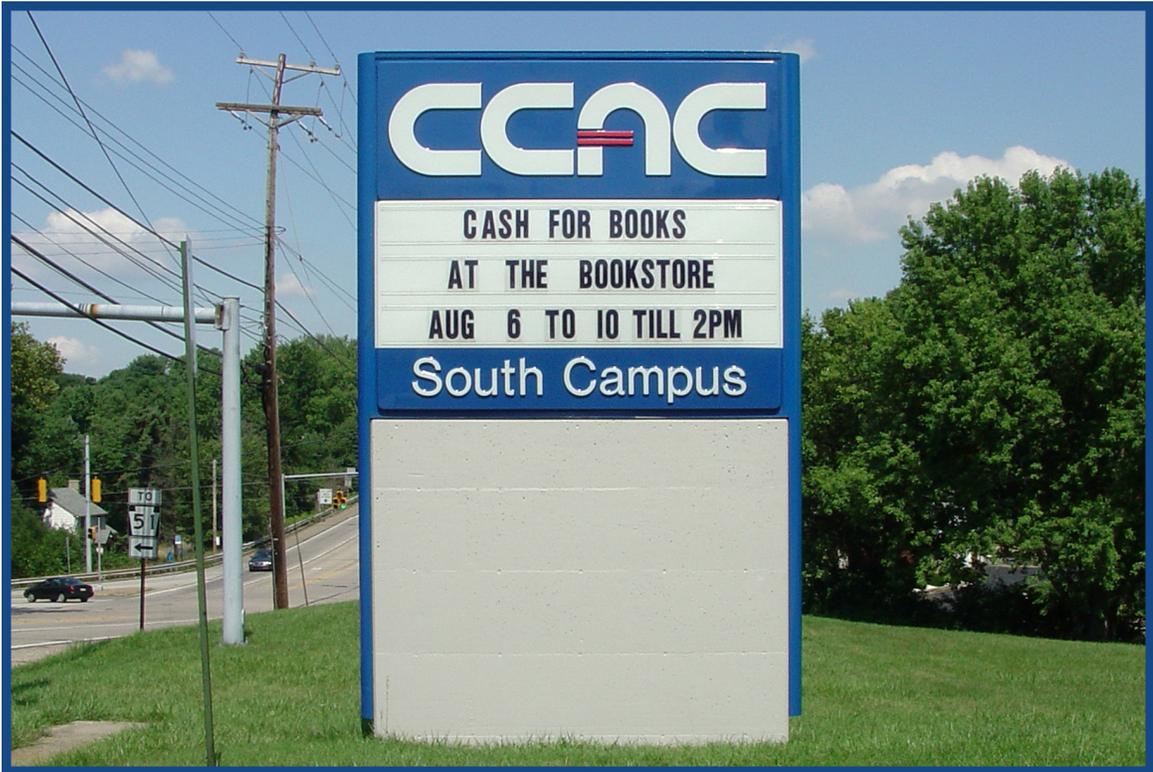
A May 4, 2007 visit to the Boyce Campus location produced a cursory observation that the entrance signage, banners, flags, and main building signs did not include the word Allegheny. From an examination of the signage at this particular branch, the school appeared to prefer the CCAC nomenclature as its primary identification. A July 28, 2007 analysis of the signage of the CCAC Allegheny branch campus, on Pittsburgh’s North Side, confirmed that this campus location used the Allegheny name frequently. This was evidenced by the display of the full campus name, the branch campus name, and the

institutional seal containing the full institutional name. “CCAC,” however, was the largest brand identifier used on any of the primary campus signs. A visit to the South campus located in West Mifflin, PA on August 11, 2007 revealed that, although, the “Allegheny” name was used on the campus flags, its presence was at the bare minimum at this location.

Even more surprising than the Allegheny Community College or the Allegheny County Community College misidentifications, was a name that suggested that CCAC was an arm of Allegheny College. From 1968 to 2005, at least 131 references had the school listed as the “Community College of Allegheny College.” The majority of these references were from Pittsburgh area newspapers including the *Pittsburgh Post-Gazette*, the *Pittsburgh Tribune Review*, and the *North Hills News Record*. Additional references may exist as the Google News Archives has only a limited repository of publications (“Google News Archives Search of ‘Community College of Allegheny College,’” 2007).

Although referring to itself as CCAC, the news media often misidentify the school. The most frequent error was to call the school Allegheny Community College. This appellation was so widespread that a search of the limited number of newspapers documented in Google’s News Archives resulted in 591 articles that referenced CCAC in that manner. To prevent confusion with Allegany College of Maryland which was noted in an initial search as occasionally being misspelled as Allegheny, the terms “Cumberland” and “Maryland” were eliminated by using Boolean operators (“Google News Archives Search of ‘Allegheny Community College,’” 2007). A similar search of “Allegheny County Community College” yielded 479 results (“Google News Archives Search of ‘Allegheny County Community College,’” 2007).

Figure 9.13
The South campus of CCAC at West Mifflin, PA.



Although various misidentifications occur in the press, the school only refers to itself as the Community College of Allegheny County or CCAC. As one Allegheny College official noted, “I have never once seen anyone from that institution or in any of their publications to vary from that. They have been absolutely rock solid. I know that people informally refer to it as Allegheny Community College and I always correct them, but that’s not people from that institution.”

An Allegheny Front: Allegany College of Maryland

Only the Beginning

During the summer of 1961, the Allegany County (Maryland) Board of Education set out to provide community college education for the county’s residents. Dr. Robert S.

Zimmer, dean of the evening credits program at Montgomery Junior College, was hired to be the institution's president and, in late August, he began securing faculty and facilities for Allegany Community College (ACC). When classes officially commenced in September 1961, ACC had 32 fulltime and 70 part-time students. According to Zimmer, "The community college must be to the county to what the university is to the state. We feel we made some impact" ("College's Founding," 2006, p. 4).

In 1965, the institution moved from the auspices of the Allegany County Board of Education to its own Board of Trustees ("College's Founding," 2006). That same year, the Middle States Commission of Higher Education accredited Allegany Community College to offer Associate's degrees and certificates ("Statement of Accreditation Status: Allegany College of Maryland," 2007). In 1969, the school moved from its temporary downtown Cumberland location, to its permanent location on 370 acres of land on Willowbrook Road outside of the Cumberland city limits ("College's Founding," 2006).

While operating in Maryland and known as Allegany Community College, the school posed little threat to Allegheny College. This would change with three events: the entry into Pennsylvania, the change of institutional names, and the registration of a new Internet domain. The first of these issues occurred when Allegany Community College crossed the Mason-Dixon Line into Pennsylvania. In 1989 and 1990 respectively, ACC began offering evening classes in Somerset and Bedford counties, Pennsylvania. ACC moved into permanent facilities in both counties and began offering day classes at these sites in 1994 (Allegany College of Maryland, 2007a & 2007b). ACC eventually rebranded itself as Allegany College of Maryland (2007a & 2007b). One Allegheny

College administrator outlined the problems regarding the similar names of the two institutions:

There was an agreement with them and the previous president that, yes they could change their name The previous president, I think, reluctantly agreed to that with certain restrictions and we would not fight them on that. We learned that [agreeing with such restrictions] is not a practical solution and we continue [to have issues] to this day, and I have right now an unanswered communication with the president of that institution: one among several I've had to write over the years. There continues to be confusion. They've been very good about trying to use the acronym or the full name, but they don't have control over what others do. And so for example, there's a sports conference that shortens the name. You can imagine the headaches involved in something like a sports jersey [or] a sweatshirt in a bookstore. Think about every time they use the name. Are they going to use the full name Allegany College of Maryland? No, that won't happen. Either they'll use ACM or shorten it to Allegany College. And that's where the trouble is and that's why it's a bad idea to take on the name Allegheny even if it's [spelled] different.

What's Your Name; Was It One Change Or Two?

Allegany Community College's name change to Allegany College of Maryland is shrouded in mystery. On the institutional website, only two easily accessible references to the name change exist and both were located on the historical pages for the Bedford and Somerset campuses. Both of these pages have a timeline with 1997 listed as the year of the name change to Allegany College of Maryland (Allegheny College of Maryland, 2007a & 2007b). A third reference to the name change occurs buried within the site and was discovered by doing a Google site specific search on the institution's original Internet domain: <http://www.ac.cc.md.us>. The page, which appears to be a copy of a press release, was discovered among alumni newsletters for the dental hygiene program and was dated January 1997. This document indicated that the name change occurred in 1996 and stated, "In a recent ceremony that recalled its proud past, Allegany Community College used the occasion of its 35th anniversary to outline an even more promising future as Allegany College" ("ACC Celebrates Past," 1997, ¶ 1). The document referred to the institution as ACC – once; Allegany Community College – once; Allegany College – once; Allegany College of Maryland – twice; and Allegany – five references.

In addition, several other publications indicated a preference for the "Allegany College" moniker. The *1997 HEP Higher Education Directory* (with data collected during 1996) identifies a change "from Allegany Community College to Allegany College" (Rodenhouse, 1997, p. xxii). The same edition lists "Allegany College" as the institutional name for the school's main listing. Likewise, the 1998 directory identified the institution as "Allegany College" (Rodenhouse, 1998). It was not until the 1999 directory that the name Allegany College of Maryland was introduced. In the "Name

Change” section, a rebranding “from Allegany College to Allegany College of Maryland” was noted (Rodenhouse, 1999, p. xxv).

Email to Allegany College of Maryland’s administration requesting information regarding whether it was one name change or two, and the specific date of the change(s) were unanswered. A call to the institutional development office yielded information that there was only one name change and that was to “Allegany College of Maryland.” According to Brenda Wiland of the Allegany College of Maryland Foundation, the rebranding to Allegany College of Maryland officially occurred on September 1, 1996 (personal communication, May 29, 2007). Since the 1997 press release indicated that the name occurred during the school’s 35th anniversary, the September 1996 date agrees with the press release’s chronology (“ACC Celebrates Past,” 1997).

While archived web pages from 1997 use the current institutional name, the original page’s copyright information (dated 1996) referenced the school solely as “Allegany College” (“Internet Archive of College Overview,” 1997). By late 1998, the “Allegany College” reference was replaced with the institution’s current full name (“Internet Archive of College Overview,” 1998). Although archived web pages and the *HEP Higher Education Directory* citations indicated two name changes, this could not be ascertained from the current institutional web site, school catalogs, or even by communicating with ACM.

Since rebranding data were not readily accessible from the institution, the following other agencies were contacted for information: the Middle States Commission on Higher Education, the Maryland Association of Community Colleges, the Maryland Higher Education Commission, and the Maryland Secretary of State. The Secretary of

State's office was the only one that did not respond. According to the Middle States Commission on Higher Education, two name changes occurred. No date information was available for the initial change from ACC to Allegany College; however, the name change from Allegany College to Allegany College of Maryland occurred in July 1998 ("Allegany College of Maryland Institutional History," 2007). Middle States' executive assistant, Margaret Robbins, stated, "Changing an institution's name has no effect on its accreditation (in 99% of cases), which is why we don't have a lot of information on name changes" (personal communication, May 30, 2007).

The Maryland Association of Community Colleges (MACC) supplied dates that conflicted with other sources. According to MACC records, the name change from Allegany Community College to Allegany College occurred during September 1995. According to Research Director Barbara Ash, the purpose of the initial name change was "to reflect the restructuring of the programs within the college, to provide each with an individual identity (e.g. Academy of Arts and Humanities, Academy of Allied Health Professionals, etc.), and to help promote these educational services to the regional market" (personal communication, May 30, 2007). In an October 4, 1995 letter from Patricia S. Florestano, Maryland Secretary of the Education, to Allegheny Community College Chair, Ivan Hall, the following was documented: "The Board of Trustees of Allegany Community College requested the Maryland Higher Education Commission to approve its institutional designation to Allegany College. The College indicated that this change would help the College maintain the critical mass of students that is necessary to serve the people in that county. This is to inform you that on September 28, 1995, the

Commission acted to affirm the name change for Allegany Community College to Allegany College.”

While it appears that initial name change was approved in September 1995, it was nearly a year before it went into effect on September 1, 1996. When pressed concerning the conflicting dates for the name changes, Ash suggested, “It is possible that the 9/1995 date was when the Maryland Higher Education Commission approved the first name change. I do not have any documentation of the 9/1/1996 name change” (Barbara Ash, personal communication, May 30, 2007). She further added, “the Maryland Association of Community Colleges is a non-profit organization created by the community colleges in our state. We are not affiliated with the Maryland Higher Education Commission, although, we do serve the colleges at times by acting as a liaison. We do not have or wish to have the authority to review or approve such matters as name changes by our member institutions” (Barbara Ash, personal communication, 2007).

In order for a college or university in Maryland to change its name, it must have the approval of the Maryland Higher Education Commission. According to the Code of Maryland Regulations, “A degree-granting institution may not change its institutional designation without the approval of the Commission” (“Institutional Names,” n.d.). Special Assistant to Maryland’s Secretary of Education, Cheryl V. Edwards (personal communication, May 30, 2007) outlined the procedure: “Institutions in the state must notify and provide justification or demonstrate the need for a name change to the Maryland Higher Education Commission. Justifications may include, but are not limited to the following: expanding to meet the increasing needs of a particular region or the

needs of students; when reexamining visions and missions some institutions may see the need for a name change.”

Ash indicated that the change from Allegany College to Allegany College of Maryland occurred in October 1997 “to avoid legal action by Allegheny College of Meadville [sic], Pennsylvania for infringement of the name, and [to] ensure consumers were clear of the distinction between the Pennsylvania and Maryland institutions” (Barbara Ash, personal communication, May 30, 2007). Although requested earlier in the year, the Maryland Higher Education Commission did not act upon the decision until October 14, 1997. The minutes read as follows:

On May 16, 1997, the Commission requested the College to clarify the change in its title to Allegany College of Maryland. Dr. Donald Alexander, President of Allegany College, stated that the name change is necessary and appropriate given the close proximity of Allegany [sic] College in Meadville [sic], Pennsylvania. Dr. Alexander further stated that at the time of the first name change, the president of Allegany [sic] College, Meadville [sic], Pennsylvania, requested the College use “of Maryland” after its name and more recently sent a terse letter threatening legal action if the College did not use “of Maryland” after its name. Commissioner Saunders reported that the Education Policy Committee recommended that the Commission approve Allegany College’s request to change its name to Allegany College of Maryland. Commissioner Saunders moved for approval of the recommendation. Commissioner Lierman seconded the motion and the motion carried unanimously

(Maryland Higher Education Commission, 1997, “Allegany College name change” section).

The Name Game: How about Allegany?

Although the school’s logo had “of Maryland” and the name “Allegany College of Maryland” was in use during the Allegany College period, it was not the primary identification used by the college. Even after the official name change to “Allegany College of Maryland,” the school’s brand preference was simply “Allegany College.” This can be chronicled by counting the various names and acronyms used in the institution’s official catalogs. An exhaustive tally of the various brands utilized by ACM provides insight on how the institution identified itself from 1995 to 2007.

Figure 9.14

One of two Allegany College of Maryland signs at the campus main entrance.

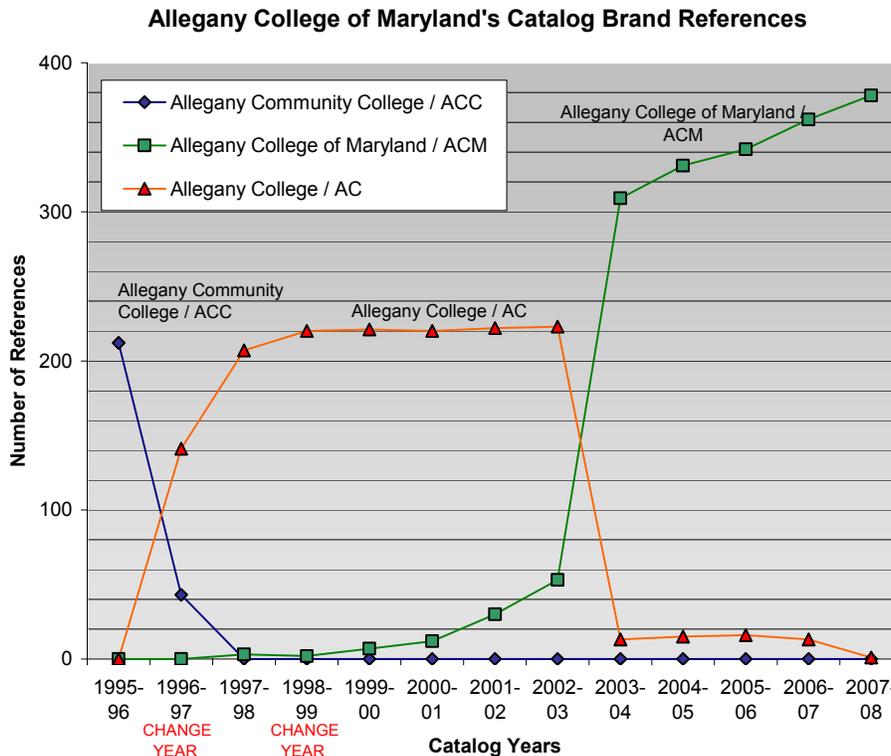


While still Allegany Community College, the 1995-1996 catalog equally (106 references each) identified the school as Allegany Community College and ACC; no other brand was used. During the year of the change, the 1996-1997 catalog was titled “The Community’s College: Allegany” (1996, p. i). This publication indicates that the institution may have been divorcing itself from the “Allegany Community College” brand as part of its history. The identification “ACC” was limited to five references while “Allegany Community College” was used 38 times. Of these 38 references, 36 were used in the faculty and staff directory as the degree granting institution for its employees; only two references were located outside of this section and both probably appear due to a oversight.

The 1996-1997 edition was the last catalog to use the previous name; all references to the institution’s history in subsequent catalogs omitted the former identification (“The Community’s College,” 1996; Allegany College of Maryland Catalogs, 1997-2007). Although “Allegany Community College” is listed on 10 pages of the ACM web site, three of the pages were alumni newsletters, one was an alumni showcase page, one was a page from 1996, and one was an instructor’s personal page (“Altavista Host Specific Search of allegany.edu,” 2007; “Google Site Specific Search of Allegany.edu,” 2007). Although both the Bedford and Somerset Campus pages cite the change from Allegany Community College (with an incorrect year), the institution’s primary history page omitted all references to ACC (Allegheny College of Maryland, 2007a & 2007b). According to the “About Allegany College of Maryland” (2007, ¶ 1) web page, “Allegany College of Maryland was founded in August of 1961 by a resolution passed by the Allegany County Board of Education and approved by the Allegany County

Commissioners. The College, which now has separate governance under a Board of Trustees, is an example of the rapid growth in the development of Maryland’s community college system.”

Figure 9.15
Comparison of brand identities used in Allegany College of Maryland catalogs.



In addition to divesting itself of the former brand, the 1996-1997 catalog also began a trend that continued until the 2003-2004 edition. These publications primarily identified the school as “Allegany College” (see Table 9.1 and Figure 9.15); however, beginning with the 1997-1998 catalog, the cover of this catalog and all subsequent editions clearly identify the institution as “Allegany College of Maryland.” Starting with the 2003-2004 edition, the primary brand identifier switched from “Allegany College” to

“Allegany College of Maryland” (“The Community’s College,” 1996; Allegany College of Maryland, 1998-2007).

Table 9.1
Percentage of brand identities used in Allegany College of Maryland catalogs.

BRAND REFERENCE	CATALOG YEARS			
	1996-97	1997-98	1998-99	1999-00
Allegany Community College / ACC	23.37%	0.00%	0.00%	0.00%
Allegany College / AC	76.63%	98.57%	99.10%	96.93%
Allegany College of Maryland / ACM	0.00%	1.43%	0.90%	3.07%

BRAND REFERENCE	CATALOG YEARS			
	2000-01	2001-02	2002-03	2003-04
Allegany Community College / ACC	0.00%	0.00%	0.00%	0.00%
Allegany College / AC	94.83%	88.10%	80.80%	4.04%
Allegany College of Maryland / ACM	5.17%	11.90%	19.20%	95.96%

BRAND REFERENCE	CATALOG YEARS			
	2004-05	2005-06	2006-07	2007-08
Allegany Community College / ACC	0.00%	0.00%	0.00%	0.00%
Allegany College / AC	4.34%	4.47%	3.47%	0.26%
Allegany College of Maryland / ACM	95.66%	95.53%	96.53%	99.74%

The inconsistency in identification and the continued use of the name “Allegany College” by ACM has contributed to the brand identity confusion. Additionally, the news media have misidentified the school as well. While one may concur that a simple misspelling of the name as Allegheny would be the greatest cause of confusion, this was not the case. A Google News Archive Search of “Allegheny College of Maryland” (2007) only produced 20 results. A search of Allegany College sans “of Maryland” produced 432 references in newspapers (“Google News Archive Search of Allegany College,” 2007). One Allegheny College administrator emphasized the confusion factor regarding the names: “We see Allegany College of Maryland and the newspapers refer to it as Allegany. When there’s a baseball game, a start of a new academic program, or whatever, this really does create some confusion.” Part of the issue with this confusion

was the very difference between the missions of Allegheny College and Allegany College of Maryland. An Allegheny College administrator noted,

I think it's so important that the mission of this place [Allegheny College] has been so consistent and distinctive in the marketplace for nearly 200 years as a traditional, residential, liberal arts college. That to create any confusion with that mission just does a tremendous disservice to the institution and to those who are looking at going to college.

Institutional confusions do occur due to similar names. At West Liberty State College, the following example occurred shortly after the school began transitioning its Internet domain name from wpsc.edu to westliberty.edu in the anticipation of becoming West Liberty University in the future. One administrator explained,

We had a female athlete that inquired by email. It was obvious from her message that she was actually interested in Liberty University in Lynchburg, Virginia and not West Liberty State College. Our admissions department realized this and they alerted the student to her mistake and provided a link to Liberty. After viewing our web site and having further conversations with our staff, she decided upon West Liberty rather than Liberty University, as she preferred a smaller campus setting.

While the example of the West Liberty/Liberty misidentification actually benefited the student, this was not generally the case. One Allegheny College administrator explained,

I think of the inefficiencies and the cost factor. We still get a number of students who call or write and ask for information about Allegany College. We send them materials, and at some point, maybe several months later, they may inform us “don’t bother.” Usually they don’t. So again, there’s a cost issue. We still get applications for admissions. I feel so sorry for these kids who spent all this time working on our application and they are applying at other schools . . . Our application is quite a bit different than what is at Allegany College of Maryland. So, it’s the time they put into completing it, the time wasted, [and] the time we process it. We don’t even read it for another a couple of months. When they are waiting for a decision that might be turned around in days or weeks at other colleges. I think of that the disservice that [brand] confusion can cause [and] not just to the colleges, but to the general public.

Not only does the confusion affect students, as one Allegheny College administrator recalled, it affects alumni. “Let me add that alumni have a lot at stake on this too. Twenty-four thousand of them identify with this place and they don’t like it when they are confused with another place.” Another Allegheny administrator added, “Especially with a place that it is so different and [they realize this] when they hear, ‘oh you went to Allegheny, you’ve got a great med tech program.’” These issues escalate in geographic areas near the Allegany College of Maryland service area, as one administrator explained:

If you get into suburban Washington, DC, and we’ve got quite a few alums over there, they continue to tell us how confused people are about

Allegany College of Maryland because western Maryland draws a lot of their students from that suburban Washington, DC area. We've got the former chair of the board of trustees over there whose son goes here. He's constantly being confused, "Oh, he's at Allegany College of Maryland." That happens a lot over there.

The confusion may have been extended to the Internet. When permitted to apply for an .edu domain, ACM registered allegany.edu on January 14, 2002 ("Who is – allegany.edu," 2007). Since allegany.edu and Allegheny College's domain of allegheny.edu are phonetically identical, this could be a source of added confusion. Even if Allegany College of Maryland wanted to register the most likely alternative domain, acm.edu, it had already been registered by the Associated Colleges of the Midwest since 1996 ("Who is – acm.edu," 2007). Additionally, Allegany College of Maryland still operates the ac.cc.md.us domain, which links to the same web site as allegany.edu.

Although Allegany College of Maryland has lessened its usage of "Allegany College," the confusion continues. One Allegheny College administrator revealed, "Ironically, last week I received in the mail an invitation to an event that was sent to this Allegheny College, at this address, with their [Allegany College of Maryland] president's name on it . . . It was sent to this Allegheny College with our name the way it is spelled with Donald Alexander's name as 'President Donald Alexander, Allegheny College, Meadville, PA.'" One Allegheny College administrator concluded that this sort of chaos continued to be an issue, "This isn't something that you just solve it and then walk away. Allegany College of Maryland is a perfect example of that. Constantly, you're trying to put the horse back into the barn."

An Allegheny Uprising: Allegheny University of the Health Sciences

At the same time as the Allegheny College of Maryland name change, a newly named institution emerged from a medical/educational conglomerate. With an ancestry tracing back in to the 19th century, Allegheny University of the Health Sciences (AUHS) would become Allegheny College's most arduous challenger for the Allegheny educational brand. Both institutions claimed a significant connection to the name and both were correct; however, only one had a historic *educational* tie to the name Allegheny, and that was Allegheny College.

The Rise of an Empire

The beginnings of Allegheny University of the Health Sciences can be traced to three separate Pennsylvania organizations established during the 19th century. Two of these were medical schools and the remaining one a hospital. The oldest of the schools, Hahnemann University, was founded in 1848 as Homeopathic College of Pennsylvania. In 1869, the school was rechristened as the Hahnemann Medical College in honor of Samuel Hahnemann, a pioneer in the field of homeopathic practice. In 1982, the school became Hahnemann University ("History of the Drexel," 2007). Also established in Philadelphia, the Female Medical College of Pennsylvania began in 1850. In 1867, it transitioned to the Women's Medical College of Pennsylvania. By 1970, the school simply became the Medical College of Pennsylvania ("History of the Drexel," 2007). The youngest entity was established in 1886 in Allegheny City, Pennsylvania (now Pittsburgh's North Side) and was appropriately named after its location as Allegheny General Hospital. In time, the parent company of the hospital would become Allegheny Health Services ("Lifeline for an Institution," 2007).

The impetus that brought these three organizations (as well as other hospitals) under one fold was the threat of a change in governmental regulations. By 1986, according to Massey (1999, ¶ 3-4), “it had become accepted wisdom that, in order to better control Medicare and Medicaid expenditures, the government would soon move to require that subsidized hospital residency programs — something AGH [Allegheny General Hospital] had had for decades — go through an academic institution. For Allegheny General, that meant one thing: It would have to go shopping for a medical school.” Because Allegheny General did not want a partner that would directly compete with its hospital and it did not desire to search outside of Pennsylvania, it began looking toward Philadelphia (Massey, 1999c).

Figure 9.16

Allegheny General Hospital – parent of Allegheny University of Health Sciences.



Deep in debt, the Medical College of Pennsylvania (MCP) appeared to be the most likely candidate. Talks began in 1987 and the acquisition was announced on April 27, 1988 (Massey, 1999c). MCP held regional accreditation through the Middle States Commission on Higher Education since June 24, 1984 and held specialized accreditation from the American Association of Nurse Anesthetists, the American Medical Association, and the American Psychological Association (Margaret Robbins, personal communication, May 30, 2007; Torregrosa, 1991). The marriage between the two organizations was a win-win situation. MCP could continue its mission and Allegheny General Hospital had secured a coveted medical school within the Allegheny Health Services fold (Massey, 1999c). By 1992, Allegheny Health Services was renamed the Allegheny Health, Education, and Research Foundation [AHERF] (“Lifeline for an Institution,” 2007).

In addition to a number of Philadelphia hospitals that joined AHERF in the early 1990s, Hahnemann University became part of the network and merged with MCP in November 1993 (Margaret Robbins, personal communication, May 30, 2007; “Lifeline for an Institution,” 2007). Regionally accredited by Middle States, Hahnemann held accreditation from the National League for Nursing, the American Medical Association (for Medical Lab Tech, Medical Terminology, and Radiography), and the American Physical Therapy Association (Torregrosa, 1991). As a result of the merger, AHERF owned “one of the largest hospital systems in the state, [and] one of the largest medical schools in the country” (Massey, 1999b, ¶ 1).

Operating under the name of MCP Hahnemann University, the arrangement brought together two schools with different foci. According to Massey (1999b), “MCP’s

focus was more on basic research, the sort of arcane scientific experimentation that can lead to medical breakthroughs. Hahnemann was more clinical — its doctors had their own practices and brought in both patients and industry-funded research. And it performed more open-heart surgeries than any other Philadelphia hospital by far” (§ 25 & 26). By 1996, AHERF renamed several of its holdings with the corporate brand of “Allegheny University Hospitals.” MCP Hahnemann University officially became Allegheny University for Health Sciences (AUHS) on June 20, 1996 (“Allegheny University of the Health Sciences 1997-98,” 1997). With the change of the school name, “Hahnemann Hospital has been renamed Allegheny University Hospital, Center City; and the Medical College of Pennsylvania’s hospital has been renamed Allegheny University Hospital, East Falls” (Gaynor, 1996, ¶ 4).

Within weeks, the media sensed there were going to be problems. A July 9, 1996 editorial in the *Pittsburgh Post-Gazette* spoke candidly concerning AUHS’s spread in the Sunday edition two days previous. “The ad contained an intriguing footnote that speaks volumes about the sensitivity of educational institutions: ‘Not affiliated with Allegheny College, Meadville, PA.’ Allegheny College is a private liberal arts college, not to be confused - though it probably has been - with the Community College of Allegheny County, also known as CCAC. Students at Allegheny College, who are known (after their sports teams) as Gators, might want to snap their jaws at this new Allegheny” (“Another Allegheny,” 1996, p. A-6).

The Philistines Have Invaded

True to the *Post-Gazette*’s prediction, the name change of MCP Hahnemann University to Allegheny University of the Health Sciences became a source of contention

with Allegheny College as AUHS began referring to itself simply as Allegheny University. One of the arguments that Allegheny College set forth was that AHERF's use of the Allegheny University name would prevent Allegheny College from ever becoming a university should that need and desire arise (Hensley, 1997). One Allegheny College administrator elucidated:

Part of our reasoning was, even though our name was different, Allegheny College, we said that many, many colleges are changing their names to universities . . . and we shouldn't be precluded from making that name change in the future. That was an important piece of this. How do we maintain an identity that is the essence of this place? – a place of integrity and high academic standards. Everything that we do is tied up with that name and our identity.

In addition to the name change, AHERF registered the Internet domain of allegheny.edu. While Allegheny College could have had the allegheny.edu domain, it had already registered another domain name: alleg.edu. This registration occurred on April 5, 1989, which was far earlier than most other institutions. This shortened version of Allegheny opened the door for AHERF to register allegheny.edu in 1996 (“Who is – alleg.edu,” 2007).

Because of the similarities between Allegheny College and Allegheny University, a whole litany of the confusion began.

The National Science Foundation registered a grant proposal by a faculty member of AU under AC.

Prentice Hall, a publishing house, sent AC a confirmation for a book order placed by AU (Buchanan, 1997, D-1).

The state of Delaware sent scholarship proceeds to the wrong school.

ABC-TV's "Nightline" tried to interview an Allegheny College professor by calling Allegheny University repeatedly.

Newsday misidentified an Allegheny University professor as an Allegheny College professor.

Penn State University asked the wrong school to verify enrollment of a former student.

Many prospective students phoned and e-mailed wrong institutions requesting information, and some tied up representatives of the wrong school at college fairs (Blood & Guerriero, 1997, ¶ 5).

Even AHERF was seeing problems internally with its own name changes as *The Philadelphia Inquirer* reported,

It seems people couldn't quite make the connection that Allegheny University Hospitals, Center City, was the facility long known as Hahnemann University Hospital. Nor, for that matter, that Allegheny University Hospitals, East Falls, was the new name of Medical College of Pennsylvania Hospital. Now, the two hospitals are known as Allegheny University Hospitals, Hahnemann and Allegheny University Hospital, MCP (Uhlman, 1997, p. C1).

One Allegheny College administrator recalled the issues regarding the confusion and their effects:

We had mail coming in the wrong directions, we had reimbursement checks coming from the government, we had tuition checks, we had enrollment confusion, [and] we had registration applications coming in here. Likewise, they were forwarding us things that were coming to them. We sometimes had angry communication with people who confused us. Philadelphia was incensed with what Allegheny University of Health Sciences was doing over there and they confused us – in ways that were clear to us. The confusion and the ill will was because AUHS was known as being pretty ruthless in buying up hospitals and medical schools, firing staff, and spending a lot of money. And so, it was clearly beginning to damage our reputation.

While previous administrators had been dealing with the issue, it was necessary for Allegheny College to become more aggressive in the matter. One administrator recalled,

When I realized how serious this was, the board of trustees and I decided to move on it. We met with their legal counsel, their public affairs people, and others and laid out where our concerns were. We really didn't get a hearing. It was pretty clear that we were small potatoes and they were just dismissing our concerns [saying], "There was no confusion and no room for confusion."

One of the original terms of the negotiation was that AUHS could use the Allegheny University name on the condition that a \$1 million dollar scholarship fund was to be set up at Allegheny College by AHERF. When Allegheny College learned AHERF's plan to use the Allegheny University name more extensively and that AUHS also issued bachelor's degrees, Allegheny College was "no longer willing to negotiate compensation" (Hensley, 1997; Strosnider, 1997 ¶ 10). One Allegheny College administrator chronicled the situation:

And so, I met with their Chief Executive Officer [Sherif Abdelhak], who was quite notorious in the state, and I told him our concerns and he told me flat out that the one thing they would not do is change the name. And I said, "that's unacceptable to us and my board and we'll have to go through legal channels." He lamented that and said, "We can outspend you." I knew that to be correct, but that's what happened with that. They were willing to make some small compromises with regard to clarifications or whatever, but all of their indications earlier had been for naught. We had seen Allegheny University emphasized on the television with the banners they were using at the [Pittsburgh] Penguins' game or the Philadelphia Flyers' game. That's what everybody saw "Allegheny University."

David v. Goliath

Although Allegheny College filed the initial complaint of trademark infringement in Federal District Court for the Western District of Pennsylvania on September 13, 1996, action in the case did not begin until January 1997. Allegheny College would take on a

corporation characterized as the “Fort Knox of the hospital business” (Allegheny College v. Allegheny University, 1997; Massey, 1999a, ¶ 1; Strosnider, 1997). In the counterclaim filed by the Allegheny University of Health Sciences, the medical school argued,

For more than 100 years, Allegheny General Hospital has been located a few blocks from the Allegheny River in Allegheny County, near the foothills of the Allegheny Mountains. Because of a strong regional and geographical identification with the word “Allegheny,” the hospital has co-existed throughout its history with literally hundreds of other organizations in western Pennsylvania which bear the name “Allegheny” (Allegheny College v. Allegheny University, 1997).

The issue, however, was beyond just any usage of the “Allegheny” brand. “The concern of Allegheny College is another institution that was also offering baccalaureate degrees operated under a similar name” (“Allegheny College Sues,” 1997, ¶ 2).

As stipulations, Allegheny College desired the following: the discontinuation of the Allegheny University name, financial compensation, and punitive damages. One Allegheny College administrator explained the initial process:

We filed through a firm that specializes in trademarks and intellectual property out of Cleveland . . . We went on through a deposition phase. We were spending money [and] they were spending five to 10 times more money on legal help talent. We thought that, as things unfolded, this was going to be very expensive; but even if we won the judgment, they could

appeal. And they could with what they were spending; they had a huge war chest.

With Allegheny College unable to outspend AUHS, it changed strategies. The adjustment proved successful as one Allegheny College administrator recalled:

So we took another tactic, we took a strategy that involved saying Allegheny College has a great reputation. We've been around a long, long time. We're smaller than they are – let's do David vs. Goliath. We put our good name out there and we began to get press attention. Not that we really started trying to [do this], but the press picked it up, and that's when we really were starting to get some sort of indication that they were willing to make some compromises. We ended up, to make a long story short, with a federal district court order consent agreement that they limit how they used the name. They would use the full name or the initials, they had to emphasize the full name not Allegheny University, [and] they had agreed to pay us several tens of thousands of dollars so that we could do some educational correction – follow up with counselors from high schools and things like this . . . [As] part of that consent agreement, we got the rights to Allegheny University.

With most provisions of the suit settled on March 17, 1997, AUHS additionally agreed to design a new corporate logo (see Figure 9.17) and to surrender the allegheny.edu Internet domain name. AUHS moved their web presence to auhs.edu (now owned by the American University of the Health Sciences), and Allegheny College

subsequently registered the allegheny.edu domain on September 17, 1998. Further stipulations and the proviso that Allegheny University of Health Sciences forfeit any right to appeal was approved and the case was officially closed on June 23, 1997 (Allegheny College v. Allegheny University, 1997; “Internet Archive of ahus.edu,” 1998; Strosnider, 1997; “Who is – allegheny.edu, 2007).

Figure 9.17

Allegheny University of the Health Sciences’ shield logos before and after the lawsuit.



The Fall of a Dynasty

During 1997, AHERF began developing problems far greater than its legal battle with Allegheny College. Some of the issues that surfaced included the dismissal of 1,200 employees, the closing of a hospital, a loss of \$60 million in its physician practices, and the filing of complaints by creditors about not being paid (Dennis & Hamway, 2001). For some time, AHERF officials were also raiding the restricted endowment funds from their

various operations and were funneling these resources elsewhere (Massey, 1999d). In dire financial straits and debts calculated at \$1.5 million, AHREF declared bankruptcy on June 21, 1998 and became “the largest nonprofit health care system failure in history” (Massey, 1999d, ¶ 66; “Terminated of Tenured,” 2000).

By Fall 1998, the Allegheny University of Health Sciences identity was a memory. The AUHS assets were transferred to a new non-profit corporation and the MCP Hahnemann University name was resurrected. Drexel University agreed to manage the operations of the reconstituted entity. In 2002, MCP Hahnemann was merged into Drexel University and operates under the Drexel brand today (“History of the Drexel,” 2007).

Additionally, Drexel University, the heir to AUHS, has relationships with both Allegheny College and Allegany College of Maryland. While Allegheny College’s connection is minimal, it consists of a linkage program that allows two students early admission into Drexel’s College of Medicine if the students have met certain criteria (“Pre-professional Programs,” 2004). Drexel, however, has a more vigorous affiliation with Allegany College of Maryland. In this arrangement, Drexel offers six 2+2 online bachelor’s programs and an online RN to BSN degree to Allegany College of Maryland’s associate degree graduates (“Allegany College of Maryland and Drexel University,” 2007). While programmatically different, the affiliations may cause further confusion among the three schools.

Although Allegheny University of Health Sciences operated under this name for only slightly over two years, the Allegheny appellation was a serious “bone of contention” for several months. As the underdog, Allegheny College was successful in

demonstrating its right to the Allegheny brand. An Allegheny College official concluded, “That was a long expensive process, but it turned out to be right process.” With this victory, it was doubtful that any other institution of higher of education would ever attempt to use the name “Allegheny.”

An Allegheny Passage: Penn State Greater Allegheny

On September 18, 2006, Pennsylvania’s flagship institution of higher education issued a press release that stated, “Penn State’s presence in the Pittsburgh suburb of McKeesport will be taking on a new name: Penn State Allegheny. Approved September 15 by the University’s Board of Trustees, the name change is intended to support the campus’ regional presence, facilitate an expanded vision and evolving mission for the campus, and raise general awareness of the campus” (The Pennsylvania State University, 2006, ¶ 1-2).

Although a date was not set for the planned change, the administration at Allegheny College learned about the proposed name from media reports: “When the Penn State – McKeesport issue came along, it took us totally by surprise. We hadn’t been informed of it and became aware of it through an article in the press. Our reaction was immediate and fierce But, to insist on that name [Allegheny] as a new name, it just didn’t make sense to us because we had been so familiar with the confusion in the last cases. It was almost like here we go again.”

Here in McKeesport, this Valley, this Valley of Fire

Laying claim to the Allegheny name because the campus is located in Allegheny County, Penn State’s presence in the Mon-Yough Valley began in 1934 when it began

offering technical courses in Pittsburgh and suburban McKeesport (Penn State Greater Allegheny, 2007). Located 15 miles upstream from Pittsburgh at the confluence of the Monongahela and Youghiogheny rivers, McKeesport was the former home of the U.S. Steel National Tube Works and the headquarters for the G.C. Murphy Company. When operating at peak production, National Tube had the distinction of being the world's largest producer of seamless pipe (City of McKeesport, n.d.; G.C. Murphy Foundation, 2004; "National Tube Works Waymark," 2007).

When McKeesport's large blast furnaces were belching out smoke and sulfur dioxide 24 hours a day, an eerie reddish-orange glow emanated from the "Tube City's" nighttime skies. Scenes like this no doubt contributed to poet Andrew Kovaly's (n.d.) description: "Here in McKeesport, this valley, this valley of fire." Despite the obvious pollution issues, the industrial growth of Allegheny County's second largest city made it a prime choice for an educational center, as Penn State was prone to establish campus sites "in smaller metropolitan, non-metropolitan, or suburban areas of larger population concentrations" (Phillips & Tysiac, 2005; The Pennsylvania State University, 2005, ¶ 4).

With the end of the Second World War, Penn State set up its McKeesport Center in 1948 in order to provide training for returned veterans. Originally located across the "Mon River" in Dravosburg, the center moved to McKeesport proper in 1952 and began offering associate's degree programs. Following a large donation of land from the Buck family, Penn State McKeesport moved into its current location in 1957 (Penn State Greater Allegheny, 2007). By 2003, Penn State began loosely marketing five Western Pennsylvania campuses (*sans* Erie) under the brand "Penn State Pittsburgh Region." While not officially a combined campus, Penn State Pittsburgh Region included the

following sites: Beaver, Fayette, McKeesport, New Kensington, and Shenango (Internet Archive of Penn State Pittsburgh Region; 2007). In time, the Shenango Campus was dropped from the Pittsburgh Region designation (Penn State Pittsburgh Region, 2007).

Winds of Change

Although Penn State had dissolved its two combined campuses (Berks-Lehigh Valley College and the Capitol College) in 2005, there was a suggestion that Penn State formally merge the operations of the McKeesport and New Kensington locations under the name “Penn State Pittsburgh” (The Pennsylvania State University, 2005; Senate Committee on University Planning, 2005). This was the first inkling that a new identity for the McKeesport campus could be on the horizon. At the December 2005 meeting of the faculty senate, McKeesport associate professor Delia Conti directed a question toward university president Graham Spanier:

I want to say Penn State Allegheny, and that is part of my question. I have a high school senior, Penn State is her first choice, and due to circumstances beyond my control, I have a houseful of seniors, and they talk about Penn State UP [University Park] or Penn State Erie. They never talk about Penn State McKeesport, Penn State New Kensington, Penn State Beaver, [or] Penn State Fayette. They go to Erie, not because of the beautiful city or the weather, but because there are four thousand students. Why not make the bold move and have a Penn State Pittsburgh. I know it would take a lot but it is not hard to figure out why students are picking UP and Erie, and not McKeesport (“Comments by the President,” 2005, “Questions” section).

In his response, President Spanier minimized the chance for a forthcoming name change:

It has been mentioned as a possibility before. We do not actually have a campus in Pittsburgh. I think two of those three campuses are actually in Allegheny County, but one is not, so even Penn State Allegheny does not quite capture it. It is not one spot anyway, it is three. Is Fayette part of that or not? Well, no, but some people might say they are just a little bit down the road too. We are looking very broadly at all of those kinds of questions . . . What is the future of our campuses? What should their mission be? I suppose what should we call them and how should they be organized? We are not contemplating any dramatic changes at the moment, but we know we really need to think ahead on some of these questions. What you're suggesting is conceptually consistent with the kinds of issues that are on the table. I do not want to say more than that because we are not really thinking about changing anybody's name right now. I do not want to get people nervous about that. We are looking at these kinds of issues that center around the question that you're raising. How do we get high school students out there to think about all of our campuses, in their own right, as being very important? ("Comments by the President," 2005, "Questions" section).

During the Spring 2006 semester, students in Penn State McKeesport's (PSM) Public Relations Media Methods class began analyzing the references of the City of

McKeesport in several local newspapers. The goal was to determine whether McKeesport was viewed positively or negatively. If negative, a proposal would be presented to President Spanier via the faculty senate to change the name (Farino, 2006). Since McKeesport has been in decline since the late 1980s closings of National Tube and G.C. Murphy, an increase in local crime might be enough to warrant the suggestion of a new name. Blogger Jason Togyer, who opposed the name change and had acknowledged a recent wave of crime in the city, observed: “the argument for renaming the campus goes like this: If the name ‘McKeesport’ is associated with decline and crime, then prospective students will be less likely to consider PSM” (2006, “Blue & White” section).

According to Farino, the initial decision was in the hands of the student body. “Penn State McKeesport could very well be giving way to Penn State Allegheny or some similar name. Same campus, different name. It sounds simple, but when you take a closer look, there is a lot of work that goes into the name changing process, and a little part of that work is being done by some of your fellow students” (Farino, 2006, p. 7). Penn State Allegheny was only one of the names that the PSM family was considering. Dr. Conti reported to President Spanier during the March 14, 2006 faculty senate meeting, “I am from Penn State McKeesport, but we would like to change that.” Spanier jokingly replied, “What have you named your campus now? Just so I am informed if I am asked.” After some banter, Conti continued, “This was unanimously passed. The Faculty Senate of the McKeesport Campus recommends that serious consideration be given to the renaming of the McKeesport campus. One possible name could be Penn State Greater Pittsburgh.” Conti promised that Spanier would receive a tee shirt bearing that name (“Comments by the President,” 2006, “Questions” section).

Over the next several months, stakeholders were surveyed and a variety of organizations voted on changing the name and contributed to the decision of a new name. Only about 50% of PSM's student body of 800, however, participated in the process. Robert Dietz, student representative for the Southwest Campus Caucus (including McKeesport), reported, "Most students passed on taking the survey but the students who did take it were more for a name change" (Council of Commonwealth Student Governments, 2006a, "Southwest" section). The local faculty senate, the McKeesport Alumni Society, the campus chancellor, and the McKeesport Advisory Board additionally approved the name (The Pennsylvania State University, 2006; Whipkey, 2006a). The advisory board's decision was not unanimous. McKeesport Mayor Jim Brewster and McKeesport Area School District solicitor Jay Skezas both casts votes against the decision. Additionally, advisory board member D. James Heatherington, the board chair of the University of Pittsburgh Medical Center – McKeesport, recused himself from the vote (Cloonan, 2006b). Mayor Brewster resigned from the organization in protest (Belser, 2006a; "Brewster Resigns," 2006; Council of Commonwealth Student Governments, 2006c).

Smokescreen: Stated Reasons for the Name Change

Most of the campus was in White Oak. While the McKeesport's mayor and city council openly opposed a rebranding, Penn State officials provided a variety of reasons for the change (Belser, 2006a). One reason, as McKeesport Chancellor Curtiss Porter argued, was based on the actual location of the campus. While some of the campus was situated in McKeesport, the majority (90%) was located in neighboring White Oak

Borough. According to Porter, the McKeesport name created a “perception of the campus . . . being limited to McKeesport” (Belser, 2006a, ¶ 10; Slagle, 2007a).

The argument for change based upon campus location was tenuous at best. White Oak is the second largest in population of the five municipalities in the McKeesport Area School District (n.d.) and has been associated with the city for decades. The Penn State campus in McKeesport is also within a very short walking distance from both the McKeesport Area High School and the McKeesport Area Technology Center (McKeesport Area Schools, n.d.). One student expressed that she felt that “Penn State McKeesport is like an ‘extension of McKeesport [Area] High School,’ and acts as an easy transitional tool from high school to college for McKeesport area students” (Scripp, 2006, p. 1).

Figure 9.18

Penn State Greater Allegheny’s entrance 30 yards from the White Oak corporation limits.



In addition, both McKeesport and White Oak are members of the Twin Rivers Council of Governments (2006) and share certain resources. Although White Oak is a separate municipality within the district and has a unique zip code (15132), the U.S. Postal Service “search by city” service (2005) discouraged the locality identifier as White Oak, PA for correspondence and returned the database result: “WHITE OAK, PA IS NOT ACCEPTABLE - USE MCKEESPORT.” When a McKeesport campus student suggested to President Graham B. Spanier that the campus name should become “Penn State White Oak,” Spanier realistically countered that “White Oak is a ‘much smaller dot’ than McKeesport” (Scripp, 2006, p. 1). Slightly larger in area than McKeesport, White Oak Borough has about one-third the population (“Community Profile: McKeesport,” 2007; “Community Profile: White Oak,” 2007).

County names are used for Penn State campus sites. Chancellor Porter also argued that a number of the Penn State campus locations are named for the county and not the municipality. In the Greater Pittsburgh area, Porter cited, “there’s Penn State Beaver and Penn State Fayette” (Belser, 2006a, ¶ 7). While five (21%) campuses were named for their counties, 11 (46%) of the Penn State campuses were named for the specific municipalities they served and not for their counties of location (see Figure 9.19 and Table 9.2).

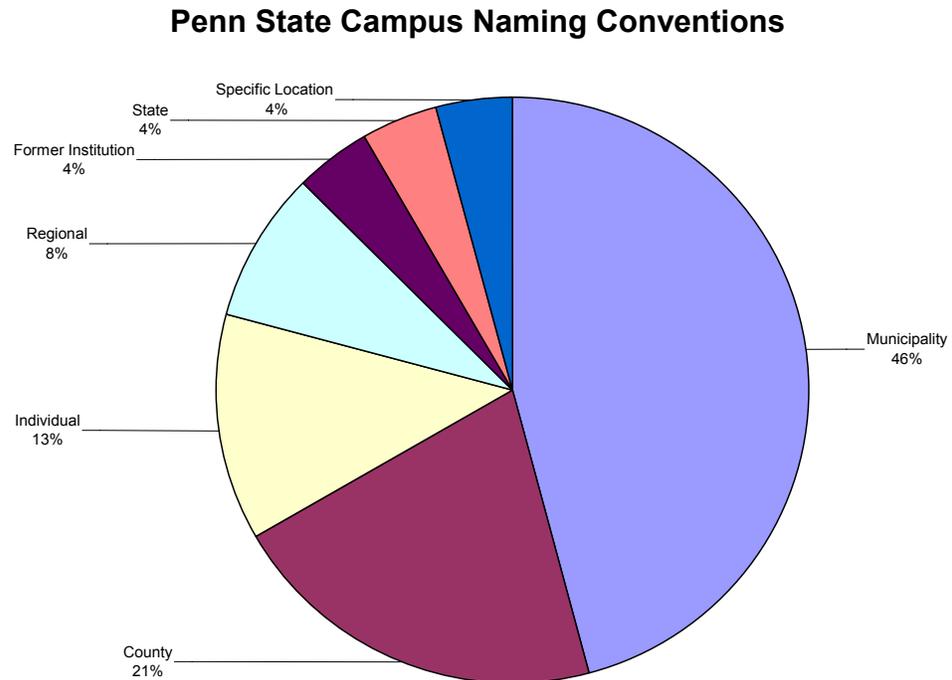
There also appeared to be a misconception that more campuses in the southwest region used the county identification than in reality. When questioned about the McKeesport name change, Jerry Livingston, president of the Council of Commonwealth Student Governments (2006a, “Open forum” section), expressed that “some of the campuses take the name of the county . . . that this especially goes for the south west [sic].” In

reality, half of the Southwest Caucus of Campuses were named for the county and half were named for the city. For all of western Pennsylvania, three were named for the municipality, two for the county, and one for a geographic region.

Table 9.2
Penn State campuses and primary name types.

PENN STATE CAMPUSES	
Current Common Name	Primary Name Type
Penn State Abington	Municipality
Penn State Altoona	Municipality
Penn State Beaver	County
Penn State Berks	County
Penn State Delaware County	County
Penn State Dubois	Municipality
Penn State Erie: The Berhend College	Municipality
Penn State Fayette: The Eberly Campus	County
Penn State Harrisburg	Municipality
Penn State Hazelton	Municipality
Penn State Lehigh Valley	Regional
Penn State Mont Alto	Municipality
Penn State New Kensington	Municipality
Penn State Schuylkill	County
Penn State Shenango	Regional
Penn State Wilkes-Barre	Municipality
Penn State Worthington Scranton	Individual
Penn State York	Municipality
PENN STATE SPECIAL MISSION PHYSICAL CAMPUSES	
Current Common Name	Primary Name Type
Penn State Great Valley Graduate Center	Specific Location
Penn State Milton S. Hershey College of Medicine	Individual
Penn State Milton S. Hershey Medical Center	Individual
Pennsylvania College of Technology (AKA Penn College)	State
Penn State Dickenson School of Law	Former Institution

Figure 9.19
Penn State campus naming conventions prior to the McKeesport change.



While the county naming convention was the second largest in number at 21%, only two schools previously changed names from municipal to county identifiers, and both schools did so when each respective campus moved to another location. The first occurred in 1967 when Penn State Pottsville moved to Schuylkill Haven, PA and adopted the name Penn State Schuylkill (Kahler, 2003). When Penn State Wyomissing moved in 1972 to Spring Township (with a Reading mailing address), the name of the institution became Penn State Berks (2005). The university employed the county naming convention for the Penn State Beaver (2005) and Penn State Fayette (2005) campus sites from their respective establishments in 1965.

Chancellor Porter indicated that there is possibility that other Penn State branch campuses would divest themselves of the municipality name in favor of a county designation (Whipkey, 2006a). In addition to Penn State McKeesport’s municipality

name, another southwest Pennsylvania campus bears the name of its locale. Penn State New Kensington chancellor, Larry Pollack, emphasized that there were no plans to change the name of the New Kensington campus. According to Pollack (2006, ¶ 5 & 6),

We are proud of our New Kensington heritage as we enter as fifth decade of service to the citizens of southwestern Pennsylvania. We have no plans to regionalize our name. There are no discussions, going on now or in the planning stages, at the campus or University Park on a name change for the campus. We will continue to be known by the city of our birthplace. We are . . . “Penn State New Kensington.”

Only slight changes were made in the identities of two additional county-named sites. Penn State Delaware, founded in 1967, was rechristened as Penn State Delaware County in 1968 (Helene Bludman, personal communication, May 25, 2007). To honor a benefactor, Penn State Fayette (2005) became Penn State Fayette, the Eberly Campus in 2004. Despite the Eberly addition to the Fayette campus name, the two most recent name changes at Penn State Campuses occurred in the 1990s: Penn State Abington and Penn State Lehigh Valley.

In 1995, Penn State Ogontz began to transition from the name of its predecessor institution: the “Ogontz School for Girls.” At that time, the campus became known as Abington-Ogontz to reflect its location in Abington, PA. This joined the location name to a name that honored its institutional heritage. With the restructuring of Penn State’s Commonwealth Campuses, the school first became a “college” within the system in July 1997 and the university shortened the name to Penn State Abington in September 1997

(Smith, T., 2003). This name change identified the school's municipality and not its Montgomery County location.

Name changes occur frequently at the campus level. In *The Daily News'* initial report of the proposed rebranding, Porter argued that "Name changes happen quite frequently at this level" (Whipkey, 2006a, p. A1). Although the statement appears quite nebulous out of context, the article indicated that Porter was referring to campus name changes. An analysis (see Appendix A) of college and university name changes during the years 1996 through 2005 indicated that 17.52% of the regionally accredited institutions in the United States changed names during this period. While Porter's assertion was correct, neither one his two illustrations were adequate to support the change at Penn State McKeesport.

With his claim, Porter cited Penn State's 1953 change from Pennsylvania State College to Pennsylvania State University (Whipkey, 2006a). Unlike the change at Penn State McKeesport, Penn State's 1953 change was to indicate the institution's change in status from a college to a university. PSM did not experience a similar status change. McKeesport resident Michael Joyce (2006) indicated that Porter's reason was fallacious: "The supposition that the name change in 1953 from Pennsylvania State College . . . to Penn State University is analogous to the proposed deletion of the name McKeesport is erroneous. It has no bearing on location" (p. A6).

Porter's second comparison did not fare better. According to Porter, "Carnegie Mellon was at first named Carnegie Tech" (Whipkey, 2006a, p. A4). Unfortunately, Carnegie Mellon University's name change was the result of a merger of Carnegie Institute of Technology and the Mellon Institute (Carnegie Mellon, n.d.). The school

retained the Carnegie Institute of Technology (n.d.) brand as the name of its college of engineering. Penn State McKeesport was not merging with another school and it would not be retaining the former brand name in any fashion. Even *The Daily News* wondered about this justification and theorized, “should we start asking questions about a merger with Community College of *Allegheny* County” (“Why a Name Change,” 2006, p. A6)?

“The Names of Penn State Campuses are not sacred.” Penn State McKeesport Chancellor, Curtiss Porter, illustrated the other 1997 change as evidence that “the names used by Penn State are not sacred. In 1997, Penn State Allentown became Penn State Lehigh Valley” (Belser, 2006a, ¶ 13). The name change of this campus, unlike what would occur at McKeesport, was multifaceted as it included a move and a merger.

Although continuing to use the Penn State Allentown name, the campus had moved from Allentown to suburban Fogelsville in 1977. In 1997, Penn State restructured its campus system and combined Penn State Berks and Penn State Allentown into a multi-campus college named Penn State Berks-Lehigh Valley. With the change, the Allentown campus became known as Penn State Lehigh Valley – an established regional name. Penn State Berks-Lehigh Valley college was dissolved in 2005 and the two campuses returned to self-governing status (The Pennsylvania State University, 2005; Penn State Lehigh Valley, 2005).

Four additional name changes occurred within the system, two of which represented the absorption of schools into Penn State. In 1989, the former Williamsport Area Community College joined the Penn State family as the Pennsylvania College of Technology (nicknamed Penn College) (2007). In 2000, Penn State acquired Dickenson School of Law and merged the two brands as The Penn State Dickenson School of Law

(2007). The remaining two examples were related to campus relocations. When Penn State Scranton moved from Scranton to Dunmore, the campus retained Scranton in its name, but added the name Worthington in honor of a local business entrepreneur: Worthington Scranton (Penn State Worthington Scranton, 2005). Finally, Penn State King of Prussia utilized the most specific name of a Penn State campus when it moved to the Great Valley Corporate Center in Malvern, PA. The School did not utilize a county or municipality identification; it adopted instead the name of the specific complex that became its home as Penn State Great Valley (n.d.). The Great Valley name was also one of regional importance as it designates an area that spans seven Pennsylvania counties as “a very broad lowland that lies south of Blue Mountain in southeastern Pennsylvania” (Pennsylvania Division of Conservation and Natural Resources, n.d., ¶ 1). From the institutional web site, it appears that the campus was named for the center and not for the overall region.

The change of Penn State McKeesport to Penn State Allegheny would have been unlike any other change within the Penn State system. Most name changes occurred in tandem with a campus move – something that had not occurred at PSM since 1957. Other rebrandings resulted because of campus mergers. This was not the case with the McKeesport campus either. While the Allegheny designation was the preferred name for the McKeesport campus, the five existing county-named Penn State campuses had locations near to the geographic center of their respective counties. McKeesport did not.

Sphere of influence beyond McKeesport. Located in the southeast section of Allegheny County, McKeesport is in close proximity to Westmoreland and Washington counties. This fourth argument for the change had more credence. Because the

McKeesport campus attracted many students outside of the McKeesport area, the school boasted a student draw from 31 school districts from this three county region. According to university relations spokesperson Annemarie Mountz, “Our mission has evolved over the years. Even though we serve McKeesport, we were never limited to just that specific area” (Slagle, 2007a, ¶ 4). Some students commuted as much an hour to attend classes at the McKeesport campus, and President Spanier said that a name change would “create a ‘broader degree of appeal’” (Scripp, 2006, p. 1).

Over the years, PSM expanded its outreach. Spanier added, “The mission of this campus has evolved. Although never limited to serving the city of McKeesport, the campus is now involved much more in the Pittsburgh region and in Allegheny County” (Cloonan, 2006c, p. A1). Although Chancellor Porter expressed to Allegheny College that Penn State McKeesport now served all of Allegheny County, this claim was unlikely. While it was entirely possible that PSM served all of Allegheny County, it was not very probable. Two other Penn State campuses (New Kensington and Beaver) served the western or northeastern sectors of the county. With traffic issues in and around Pittsburgh, it is doubtful that a student residing in the western and northern ends of Allegheny County would attend PSM when another Penn State campus was more easily accessible, albeit located in another county.

Porter also argued that the change would “broaden PSM’s scope from the Mon Valley to all of Southwestern Pennsylvania” (Whipkey, 2006a, p. A1). Porter added, “Our largest representation of students come from Allegheny and Westmoreland counties” (Whipkey, 2006a, p. A1). Because of this, the McKeesport name would be limiting in scope; however, the Allegheny and Greater Allegheny names also limit the

service area to one specific county and not to the entire Southwestern Pennsylvania region. Pittman (2006) feared that “the name Allegheny may just convolute both the identification of the institution, as well as its location” (p. A6).

In addition to identity confusion, one White Oak resident considered that the idea of changing the McKeesport campus name would be an exercise in futility:

From its beginning, PSM always had students from a broader region under the present name and the mission hasn't changed. Students have voiced interests in the programs, activities offered, and in the size of the school. Many students are not interested in large schools. Changing the name does not change the student's reasons for selecting the school. No matter what the name is, it is still located in McKeesport, and it has a McKeesport mailing address. It would seem to me emphasis should be on marketing its programs and activities (Shaw, 2006, p. A6).

The name change would result in increased enrollment. PSM chancellor Curtiss Porter also believed that the name change would bring about the added benefit of increased enrollment at the McKeesport campus and therefore an economic impact to the region (Whipkey, 2006a). Since none of Penn State's Commonwealth Campuses recently rebranded from a municipality designation to the county name, adequate data are unavailable. The two most recent significant name changes occurred in 1997 at Penn State Lehigh Valley (municipality to a regional name) and Penn State Abington (former school name to a municipality name).

Table 9.3

Enrollment trends at Penn State Commonwealth Campuses for 1997 and 2002 compared.

Campus	Gain/Loss	Percentage
Berks	516	28.46%
Fayette	197	21.16%
Erie	501	15.62%
Lehigh Valley	87	14.26%
Worthington Scranton	190	13.39%
Schuylkill	104	10.53%
Altoona	348	10.01%
New Kensington	82	9.06%
McKeesport	59	6.61%
Wilkes-Barre	45	5.58%
Delaware County	82	5.23%
Abington	-83	-2.54%
Hazleton	-38	-2.73%
Dubois	-32	-3.09%
Mont Alto	-41	-3.40%
Beaver	-27	-3.44%
Shenango	-48	-4.65%
Harrisburg	-178	-5.21%
York	-125	-6.01%

In analyzing enrollment numbers from 1997 and five years later in 2002, there does not appear to be any correlation between changing a Penn State campus name with an increase in enrollment (see Table 9.3). While Penn State Lehigh Valley experienced an enrollment growth of 14.26%, three other campuses had higher enrollment percentages and a total of six had larger aggregate increases than Lehigh Valley without changing names. Penn State Abington actually lost students following its change from Penn State Ogontz. The campus posted a 2.54% decrease in enrollment over the six year period.

While some movement occurred at most of the 19 campus sites, enrollment trends for the entire six year period remained flat. Penn State McKeesport had overall growth of 59 students during the same period and achieved a 6.61% increase in students. Additionally, Ernst (2006) reported that PSM's "fall 2006 registration has increased roughly 35 percent since the spring semester" (p. A6). Both increases occurred without

changing the name of the campus. While referencing the recent 35% increase in enrollment, Dennis Pittman, McKeesport City Administrator, reasoned that “it connotes that deleting the name McKeesport from its association with Penn State statistically appears to be an unwise oxymoron” (2006, p. A6). Jim Brewster, mayor of McKeesport, concluded that changing the name “is a very radical move for a very unpredictable result” (Cloonan, 2006a, p. A1).

In addition to its unpredictability, the literature does not support the claim of increased enrollment based on institutional name changes. While Koku (1997) observed significant increases at certain institutions experiencing a strategic name change, he concluded that there was no statistically significant correlation between a strategic name change and an increase in enrollment. McKeesport mayor, Jim Brewster added, “I don’t see the value of changing the name from Penn State McKeesport. I don’t think that this will increase enrollment at the campus” (Whipkey, 2006a, p. A4). Additionally, Brewster had not seen any research to substantiate Porter’s position (Whipkey, 2006a).

The name would provide ownership to Penn State alumni. In Penn State’s official press release about the name change decision, the University said the Allegheny name would appeal to a large group of Penn State alumni. “The new moniker also is expected to give a sense of ownership to campus alumni and Penn Staters living in Allegheny County, and reinforce the campus’ position as the only Penn State location in the county. More than 22,000 Penn State alumni live in Allegheny County – the largest concentration of alumni residing in any one county in the nation – and approximately 4,000 Penn State students hail from the county” (The Pennsylvania State University, 2006, ¶ 3). With the campus alumni society approving the name, former Penn State

McKeesport students appeared to already have a sense of ownership with the local campus.

It is questionable, however, that alumni of other branch campuses or of the main campus in University Park would have any loyalty to a campus that they never attended. Mercatoris (2006) discovered a number of factors individually spawned alumni support and loyalty. These dynamics included dorm life (at an nominal level), developing relationships while a student at the campus, an awareness and appreciation of the financial needs of the institution, a sense of pride toward and bonding with the campus, and the opinion that the institution made a difference in the alumnus' life and could do the same for future students. In each case, a personal connection with the campus location was required. Therefore, it is unlikely that any non-McKeesport campus Penn State alumni would be drawn toward a campus site with which they had no personal connection whatsoever.

Even Penn State McKeesport alumni may not have the loyalty to the local campus that they might with the University Park main campus. Mountain State University was aware of this issue with a number of its Beckley College alumni. When the school was a junior college, it acted as feeder school to Concord, Bluefield State, Morris Harvey, Marshall, WVU, and other four-year institutions. One Mountain State administrator observed, "While we have some very loyal Beckley College alumni, we find the vast majority of these folks have a stronger connection to the institution where they earned their four-year degree and not to our school."

As with a number of the branch campuses in the Penn State system, many students would take their first two years of study at the local campus and transfer during their

junior year to the main campus. It is reasonable to assume that alumni who obtained their four-year degrees at University Park might have a stronger connection to that particular campus of Penn State rather than to any branch campus. Another draw for alumni loyalty is athletics. While the McKeesport campus boasts of men's and women's basketball, men's baseball, women's softball, men's soccer, women's volleyball, and golf, these sports cannot compare with alumni loyalty generated by Joe Paterno and Nittany Lion football ("Athletics and Fitness," 2005). In any case, the name might not make a difference whether a person was loyal to the particular branch campus.

In some instances, as with the University of Mary Washington, the University of Louisiana at Lafayette, California State University – East Bay, and Case-Western Reserve, the institutions disenfranchised many alumni by the very rebranding process ("New Name," 2003; Okoben, 2007; Tisdell, 2003; "Yes to CSUH," n.d.). One alumnus expressed, "I was disappointed when I heard about it [the name change]. It felt like the school was denying its history, its roots in the community" (Wilkinson, 2007). A Westmoreland County alumnus responded, "It is my belief that changing the name of the Penn State campus in McKeesport would be wrong" (Davis, 2006, p. A6). Joyce (2006) added, "My recollection is there has been no groundswell from the alumni or the taxpayers to change the name from Penn State – McKeesport Campus to something more generic. Similarly, it would be a travesty to forego over half a century of graduates who proudly called Penn State MCKEESPORT their university" (p. A6).

Fuel to the Fire: Stated Reasons vs. the Real Reason

While Penn State was determined to build a case for its actions, one McKeesport resident opined, "Any reason given for the change by P[enn] S[tate] is superfluous, since

you don't see them rushing to change the name of any of its other satellite schools” (Cheryl in McKeesport, 2007a, ¶ 3). In short, while Penn State believed that their aforementioned explanations justified changing the name of the campus, these stated reasons, were perceived to have camouflaged the real reason: Penn State wanted to disassociate itself from McKeesport’s bad reputation. Although Penn State did not communicate this directly to the press, internally it appeared to be the deciding factor. A year prior to the name change, students had already begun to analyze the perception of McKeesport in three area newspapers in an effort to determine if the campus should have a new name (Farino, 2006). The students actually discovered a number of neutral references to the city. In the analysis, McKeesport was portrayed badly in the media because the reporting of “crime made up a huge percent of the total articles”; to which the students concluded, “Most of the negative things that have happened in McKeesport within the past year were blown way out of proportion because of the media” (Bell, DeZorzi, & Farino, 2006, p. 3).

When reporting on the reasons for the name change, the Council of Commonwealth Student Governments (2006a, “Open forum” section) President Jerry Livingston stated, “McKeesport isn’t the hottest spot in Pittsburg[h] right now.” At the next meeting, Robert Dietz, the Southwest Campus Caucus Representative explained, “the town and the district were having problems. They [Penn State] also didn’t want it [the McKeesport campus] to have a bad name/rep. They wanted a more community name to reach out to a broader basis” (Council of Commonwealth Student Governments, 2006b, “Southwest report” section). One McKeesport student observed, “After so many talks of the name change, we have come to realize that regardless of the crime rates, hearsay, and bad

reputation – McKeesport is not the happening city it once was . . . At what point did everyone become embarrassed of it?” (Michna, 2006, p. 3). One resident explained, “The name was changed because McKeesport is a poor and struggling city with a significant minority population and a crime rate higher than the surrounding suburban areas, and Penn State doesn't . . . [want] to be too closely identified with our rep. They are struggling to attract more people to its campus and thought a name change would further distance it from the area” (Cheryl in McKeesport, 2007a, ¶ 2).

When President Spanier visited the McKeesport campus on November 9, 2006, he quizzed McKeesport students about the negative reputation of the city. One corporate communications major responded, “It may be because of the crime that occurs around the area” (Scripp, 2006, p. 1). Another student added, “our crime rate here [on campus] is virtually 0%, despite the negativity that is sometimes associated with [the area] out[side of the] campus” (Scripp, 2006, p. 1). Spanier concluded that the new name would help “‘minimize negative perceptions’ of the McKeesport campus” (Scripp, 2006, p. 1).

Although the university president acknowledged the issue, Chancellor Porter attempted to negate what most stakeholders either knew or suspected. An editorial in McKeesport’s local paper, *The Daily News*, indicated, “Porter denied that a change is prompted by all the weird news generated recently in this area.” To which the paper retorted, “We are skeptical about that” (“Why a name change?” 2006, p. A6).

Here in McKeesport, This Valley, This Valley of Ire

Whatever the reason, City of McKeesport officials and residents reacted emotionally to the abandonment of the McKeesport identity. McKeesport city officers

passed a resolution in early September 2006 requesting that the Penn State board not rename the campus (Cloonan, 2006b). Mayor Jim Brewster contacted Penn State president Graham Spanier for a meeting to discuss the name change possibility. The personal audience was not granted and Spanier replied in writing: “We are giving this matter serious thought and appreciate your feedback. Curtiss Porter will keep you informed. Meanwhile, thanks for you and city council’s thinking on this matter” (Cloonan, 2006b, p. A1). State senator Sean Logan, whose district included both the McKeesport and New Kensington campuses, urged President Spanier to reconsider, “Changing the name of the branch campus would send the wrong message at this crucial time. The city of McKeesport and the Mon Valley deserve the support of the Penn State University as it continues to rebound from the collapse of the steel industry” (Cloonan, 2006d, p. A3). Even Pennsylvania Governor Ed Rendell expressed that he was not consulted and “did not understand the reasoning for the move” (Cloonan, 2006d, p. A6).

With the amount of negative publicity and the lack of movement on the part of Penn State, it became obvious that the decision had already been made and that the concerns of McKeesport and state political leaders were being ignored both at the local level and at University Park. One official was quoted as saying, “It’s a slap at the city” (Belser, 2006a, ¶ 8). Upset with the university’s decision, city administrator Dennis Pittman responded, “Penn State is a very, very prestigious university. To have the name of that university associated with your city, if you're interested in promoting and changing and reinventing yourself in the 21st century, I think that's important” (Chute, 2006, ¶ 5). Councilman Paul Shelly, Jr., a PSM alumnus, disclosed that he was “very offended” while councilman and PSM baseball coach Michael Cherepko admitted that “this is just

absolutely ridiculous” (Cloonan, 2006a, pp. A1 & A4). One administrator admitted that the decision was unwise. “The name change only seemed to benefit one person: the campus’ chief executive officer. I can’t understand it. He’s from here. He went to school here, yet, he has managed to cause bad blood between the city and us.”

Furthermore, this administrator questioned Porter’s earlier decision to remove the Buck name from the student union building. “If I were a Buck family member, I would be greatly upset. They donated the land for this campus.”

Figure 9.20

McKeesport’s International Village banner – two blocks from the campus.



City council vice president Darryl Segina, who chairs McKeesport’s annual International Village festival, promised to block Penn State’s participation at the three day event held every August in Renziehausen Park. For years, Penn State sold its famous ice cream at the park adjacent to the Penn State campus (Belser, 2006b). During 2006’s

event, the Penn State McKeesport Alumni Society raised \$4,798 of which \$3,000 was earmarked for endowed scholarships (“PSM Alumni,” 2006). True to the city’s word, Penn State was not granted a booth space at the 48th Annual International Village held August 14, 15, and 15, 2007. An administrator guessed that “a lot of people will miss the ice cream this year.”

In addition to losing its space at International Village, Councilman Dale R. McCall recommended renaming the access road into the campus from University Drive to McKeesport Drive or McKeesport Boulevard (Belser, 2006a). Additionally, City Council asked the solicitor to research the conveyances of the Buck family property to Penn State to see if any caveats regarding the campus’ name were specified in the deed transfer (Belser, 2006a). Furthermore, all in-kind services once provided by the city to Penn State were being discontinued and the university would need to find other providers (“Brewster Resigns,” 2006). McKeesport would no longer provide Penn State with free rentals at Renziehausen Park and its Helen Richey (Baseball) Field for campus activities. McKeesport’s large city park borders the campus’ property (Cloonan, 2006d). One administrator admitted that Penn State was required to pay \$500 per term when previously McKeesport did not charge Penn State for usage. In August 2007, one Penn State Greater Allegheny administrator revealed that the city was also holding up building permits for a loading dock project that was to begin the previous May.

In addition to city council’s disapproval, the mayor’s office reacted negatively to the name change idea. Mayor Jim Brewster promised that the city would remove the Penn State campus from tours it conducts with prospective business partners (Slagle 2007b). The name change became a source of embarrassment for the city as Mayor

Brewster added, “When businesses ask why they've dropped the name – and I've been asked – there's really no good answer” (Slagle, 2007a, ¶ 10). Brewster vowed to seek partnerships with other institutions in the region whereas Penn State McKeesport was previously the institution of first choice (Slagle, 2007a), which, Chancellor Porter responded, “I think more partnerships with more universities are cool” (Slagle, 2007a ¶ 13).

In addition, McKeesport's mayor surveyed municipal leaders from a number of the surrounding communities and only one favored the change: the mayor of White Oak Borough (Cheryl in McKeesport, 2007b). Support for keeping the McKeesport name came from the elected officials of the nearby cities of Clariton and Duquesne, and the boroughs of Dravosburg, Port Vue, and Versailles (Shaw, 2006). Duquesne mayor Phil Krivacek announced that his city was “staunchly against Penn State changing the name of Penn State McKeesport” and that “We support Mayor James Brewster and their opposition of the name change” (Whipkey, 2006b). Brewster added, “I have yet to have one person agree with this decision anywhere except for a handful of people on the advisory board, most of whom are not McKeesporters . . . There is going to be more negativity coming out this than they can imagine” (Cloonan, 2006b, p. A4). Mayor Brewster concluded, “My continued reaction to this is that it is a sad day for Penn State University and for the City of McKeesport. It seems to me like [Penn State] abandoned McKeesport” (Slagle, 2007a, ¶ 8).

In addition to local officials, residents were polarized on the issue. Of the 10 letters concerning the issue and printed in *The Daily News*' editorial section, only two favored the name change. Both supporters were White Oak residents and included Ron

Massung (2006), a White Oak Borough Council member, and Hugh Coughanour (2006), a former PSM campus advisory board member. In addition to these supporters, Allegheny County Executive, Dan Onorato, appeared to have a neutral stance concerning the issue. “Regardless what the name is, it is a major institution anchored in McKeesport and White Oak . . . I am more concerned that they keep a presence in the region” (Cloonan, 2006d, p. A3).

The populace of McKeesport, however, disliked the change. One McKeesport resident commented, “As a native and current McKeesporter, to put it bluntly, I am annoyed. As a city, we feel insulted by the name change” (Cheryl in McKeesport, 2007a, ¶ 1). Liberty Borough resident Raymond Zajicek reasoned, “Penn State wants to shed what it perceives as a negative when attaching its name to the city of McKeesport, which has been a good neighbor to the university for 50 years. I dare say that if the school was Penn State Fox Chapel or Penn State Mt. Lebanon [two affluent Pittsburgh suburbs], there would be no name change” (2006, p. A6). Melissa Ernst (2006, p. A3) of McKeesport added, “My son is only 10 years old and would like [someday] to attend PSU . . . Is it fair that someone like him is proud to attend Penn State in McKeesport, when Penn State is not proud to be IN McKeesport?” McKeesporter Glenn F. Sievern advised Penn State to “Leave well enough alone” (2006, p. A6). One PSU alumnus equated the abandonment of the McKeesport name akin to the loss of the steel industry in the 1980s: “Although the campus is not leaving, once again this community must bear the shame of not being good enough” (Garvin, 2006). Another resident observed,

If this change were part of a change at *all* Penn State campuses – let’s say

Penn State New Kensington was going to become “Penn State

Westmoreland,” and Penn State Altoona was going to become “Penn State Blair” – then I think McKeesporters would grumble and move on. This change, however, only seems to be targeting Our Fair City, and I suspect that's why it's leaving a bad taste in the mouths of McKeesporters. Their offense is understandable (Togyer, 2006, ¶ 14 & 15).

From the very beginning, McKeesport's local paper, *The Daily News*, did not support this decision. The editor expressed the following, “If he [Porter] and his advisors want to slap the faces of alumni who have supported PSM for decades, they will succeed” (“Why a name change?” 2006, p. 6). In addition, the editor prompted action upon the part of his readers, “If you share our angst, let some people know” and he provided the addresses of Penn State's board chair and vice chair and the email address of President Spanier (“Why a name change?” 2006, p. 6). Finally, he concluded, “More than half a century of tradition is at stake” (“Why a name change?” 2006, p. 6).

The Smelting Process and a Name in Flux

Although McKeesport's protests and pleas to President Spanier and Chancellor Porter were unsuccessful in persuading the university to keep the current name, a challenger 112 miles to the north would have some success in modifying the Penn State Allegheny moniker. Allegheny College began mounting a defense for the fourth time. Allegheny president Richard J. Cook warned, “Introducing a name of an already existing institution is setting up [both institutions] for problems” (Porter, 2006, ¶ 2). Cook further explained, “When one refers to Allegheny in higher education, it's widely recognized that they are referring to Allegheny College. It's our brand, if you will, and Allegheny has

had that name and this distinction since 1815. We've worked hard for it" (Schackner, 2006, ¶ 3).

While Allegheny College took issue with Penn State Allegheny, the Community College of Allegheny County, even though it once had a presence in McKeesport, did not have a problem with the new name. When CCAC's South Campus opened in 1967, it was first located in McKeesport. Following the 1972 completion of the South Campus' permanent location, CCAC continued serving the community with a small center in McKeesport. To meet community demands, an expanded Mon Valley Center opened in January 2000. Operating continuously in McKeesport until 2004, CCAC closed the center when enrollment dwindled to 24 students. CCAC credited the drop in enrollment to a lack of free parking and available daycare facilities – amenities available at the South Campus location across the river (Community College of Allegheny County, 2000; Elizabeth, 2004).

Although no longer operating a center in McKeesport, CCAC has two campuses and one center located in close proximity to the city. CCAC Assistant to the President Bonita L. Richardson explained the institution's laissez faire attitude toward the Penn State Allegheny name, "While our South and Boyce Campuses and our Braddock Hills center are located nearby, we believe there is a clear distinction between CCAC and Penn State University's branch campus" (personal communication, June 4, 2007). Apparently, Penn State assumed that this was the case with Allegheny College. It was not, and according to one Allegheny College administrator, Penn State dismissed all causes for concern: "I immediately began to mobilize the people including the senior staff. I alerted them. I started to have conversations with board members . . . I remember having

conversations with Curtiss Porter, the chancellor of Penn State McKeesport, over the phone. He appeared to be taken by surprise by our objection and gave me a lot of reasons why it wasn't a problem." Porter would provide Allegheny College the same line of reasoning as he had previous given the media. An Allegheny College administrator remembered the arguments' including the following:

The great difference in the missions of the institutions, the size of the institution, [and] the location of the institution. [These were] all the justifications of why they had done that [made the name change], including really not even being located in McKeesport but in White Oak. They served a wider audience than in McKeesport, in fact all of Allegheny County. They wanted to broaden their reach and their identity. It [the name Allegheny] is more appropriate. The satellite campuses often use the county name, and there is just no room for confusion or the shock. They hadn't even thought that there would be a problem that's why they hadn't contacted us. It just hadn't occurred to them. I simply tried the best I could to convince them him why this was a bad idea.

Chancellor Porter saw no branding conflicts with the proposed name; however, he promised to contact the appropriate individuals at University Park. Allegheny College began making calls as well.

He said that he would contact the vice president (John J. Romano) from the central campus because that was the person who had the authority and so forth. So apparently he did that, but in the meantime, I also contacted that vice president. I contacted the public affairs office. I made a lot of calls

and it was pretty clear that I was just getting the same kind of response – all of the reasons this wasn't a problem for us. But also the vice president assured me that he would talk to President Spanier . . . He did and I got back a letter . . . It talked about all the reasons this was not a problem for us. It sounded a lot like what I had heard before.

Branding Double Standard.

What frustrated Allegheny College the most, regarding Penn State's dismissal of the name change as being an actual issue, was that Penn State had fiercely protected their own brand when it appeared to be under attack. One Allegheny College administrator explained,

I know that if Penn State has any kind of threat to their name they pull out all the stops. In fact, we had an example. There was a place that called themselves "University Orthopedics." Penn State sued them. Can you imagine? That's not even close to what we were opposed to and they guarded their name and identity so much that they filed an action against a small private company that couldn't possibly be confused with a university in terms of its mission. What they were worried about was some association with the university.

The issues between Penn State and University Orthopedics existed from 1991 to 1999 and included a contractual agreement, a lawsuit, an appeal, and an eventual settlement. In August 1991, a group of orthopedic physicians set up practice and named it University Orthopedics. Like other businesses in the area, the practice used "University"

in their name. Penn State claimed that the business was hoping to profit through “associating themselves with the prestige and reputation of Penn State University” (Strout, 1995, ¶ 7). In 1992, both sides agreed to cooperate under the condition that University Orthopedics use a disclaimer that they were not affiliated with Penn State. Due to omission of the disclaimers in three specific advertisements, Penn State filed suit on December 29, 1995 for trademark infringement and breach of contract (Cheng, 1996; Strout, 1995). In addition, Penn State claimed that the name caused confusion between the private business and the Penn State Center for Sports Medicine that the university operated (Alaya, 1996). Legal counsel for University Orthopedics argued, “Several businesses in the State College area use ‘university’ in their names, such as University Realty, University Book Center, University Terrace Apartments, and University Park Nursing Home, but have never been sued by Penn State” (Alaya, 1996, p. 1A).

In June 1996, Centre County Judge David Grine ruled in favor of the practice citing “while ‘Penn State University’ is a registered trademark, the word ‘university’ is a generic term that belongs to the public, thereby rejecting the claim that the word ‘university’ in the company's name violates Penn State’s rights and the federal Trademark Act of 1946. ‘Under Pennsylvania and federal law, descriptive, geographical and generic words, as well as words of common or general usage, belong to the public and are not capable of exclusive appropriation by anyone’” (Alaya, 1996, p. 1A). Immediately the institution filed an appeal. Penn State’s Director of Public Information, Bill Mahon, responded, “We're not claiming any exclusive rights to the word ‘university.’ Rather, Penn State’s concern has always been that patients and the public understand that

physicians who practice under the name University Orthopedics are not employed by or affiliated with Penn State” (Cheng, 1996, p. 1A).

The suit was finally settled in 1999 when Penn State agreed to allow “the fair use of the term ‘university’ while requiring the company, which specializes in bone and joint injuries, to use a disclaimer when promoting or communicating its services to the public” (“University Orthopedics,” 1999, p. 5A). With the illustration of the “University Orthopedics” case, Allegheny College administrators countered, “Our point is made. We rest our case. People should guard their institution’s name rigorously and Penn State guards their name like mad, and so should we.”

Unlike Penn State’s claim that University Orthopedics was attempting to benefit by adopting the name “university,” Allegheny College officials did not believe that this was intentional.

We never asserted that McKeesport was attempting to trade on our good name. I don’t have any reason to believe that they did it on purpose. On the other hand, we have a very good name. Confusion with us in virtually any setting would cause a problem. We have a name that is golden on the national scene. When I told the Association of Independent Colleges and Universities of Pennsylvania (AICUP), an 85 member association and I was on the board, I mentioned to them that this was coming along. Everyone around the table, every board member, immediately got what I was talking about. Nobody said, “Well that doesn’t really seem like that is going to be.” They said, “Why would they do that?” They were just stunned and they said, “Why in the world would they do that?” They

voted immediately to write a letter in our support. I didn't have to make the case, they volunteered to do that. I said, "I'm not asking you to do that." "We want to do it." They understand what that name means. They instantly got it. Why wouldn't a Penn State branch campus or satellite campus understand that? I don't know. I do know that if they didn't think of it, they should have. If they did think of it and just overwrote us, they did something very wrong because they didn't bother to talk with us.

An Understanding of the Issue

In addition to not notifying Allegheny College about the change, the issue was a last minute addition to the September 15, 2006 meeting agenda and gave the appearance that this decision was rushed through the full board (Cloonan, 2006b). While Penn State appeared to consider any issues regarding branding as being a non issue, Allegheny College persistently lobbied for change. As one administrator recalled,

So we used all of the connections we could with our state legislators, people in the governor's office, and so on to try and get some attention. I also contacted a member or two of the board at Penn State and found out that this thing had passed through there almost as a nominal issue. There was really not much discussion. There was no consideration. When they heard what the concerns were, they said this should have had a better airing and so let's see what we can do. That led eventually to a meeting between President Spanier; Justice Cynthia Baldwin of the State Supreme Court, who is the Chair of the Penn State board; Jane Earll, a state

legislator who was on our board; and Tom Frampton, an attorney in Pittsburgh who is a former member of our board. We sat in Pittsburgh and had a lunch meeting and a long thorough discussion.

One of Penn State's representatives, Justice Baldwin, may have had a personal interest in the issue as she was a McKeesport native, a resident of White Oak, a member of the Executive Committee of the McKeesport Campus Advisory Board, as well as chair of Penn State's full board ("Governor Rendell," 2006: "The Honorable Cynthia A. Baldwin," 2006). Unlike the talks with Allegheny University of Health Sciences a decade earlier, the Allegheny College team felt that at least their issues were being heard and understood, as one administrator recalled:

I think that was the first time that President Spanier fully realized what the issues were for us. He and Justice Baldwin both said at the end of that meeting that they had a much better understanding. President Spanier promised me that he would take this back for further consideration. It was going to be difficult because this had been through a long process of groups on the McKeesport campus, the central campus, a lot of arrangements, and a lot of consultations with faculty and alumni; but he said he would take our concerns back and see if we could reach some sort of solution to this.

Forging a Compromise

The result of this discussion was a compromise by Penn State to name the campus as Penn State Greater Allegheny. Although Allegheny College wanted Allegheny out of

the name completely, it agreed to the proposed change. As one administrator remembered,

Now we preferred that the name Allegheny be taken out altogether. He [Spanier] did really indicate to us that that would be difficult because of all of the conversations that had taken place and that [name] was a very popular decision. We did suggest a couple of alternates and one that we particularly liked, and that was Penn State Three Rivers, which is regional, which would eliminate any confusion at all, and we were hopeful that that might work. In fact, I saw President Spanier write it down. So, I had further hope. He promised me that it would take several weeks and that he would get back to me before a certain date and to his word he did.

While Allegheny College was not entirely pleased with the end result, they did acknowledge that President Spanier had taken it upon himself to attempt to resolve the issue even though the compromise name continued to include “Allegheny.” An administrator explained,

Then I received a letter from him that was quite extensive in detail about the process he had gone back through and all the people that he consulted. I had every reason to believe that he had a personal hand in this and spent some time with this. I appreciated that and I was quite impressed that he himself would see this through and I thought that probably he was the only person that could do it. What was given to us was really something that had gone through the process again and there it was as a given. That there was no question “would this be acceptable to you?” “This is what we

decided, and we hope and trust that this will eliminate confusion and that was [the name] Penn State – Greater Allegheny”. . . So it was movement, it was an effort of compromise, and we realized that Greater Allegheny wouldn’t be as likely to be confused. The board and I accepted this. I would say we accepted it reluctantly, but from a tactical perspective, we thought we had to.

Significance or lack thereof of “Greater” Allegheny. On Friday, January 19, 2007, the Penn State board of trustees approved the new name of Greater Allegheny for the McKeesport campus and the signs were unveiled the same afternoon (Pefferman, 2007; “Trustees Approve,” 2007). The relative speed with which this specific name change occurred was notable. When the original name change to Penn State Allegheny was announced, the university indicated that the change would go into effect at some unknown future date. According to the release, “As there are many details to work out regarding the changeover, a firm date has not been set yet” (The Pennsylvania State University, 2006, ¶ 7).

The official record, however, did specify a target date. The board minutes from the September 15, 2006 meeting approving the name change stated that the new name would become effective on July 1, 2007 (The Pennsylvania State University Board of Trustees, 2006). When the board approved the compromise name on January 19, 2007, the change from Penn State Allegheny to Penn State Greater Allegheny went into effect immediately (The Pennsylvania State University Board of Trustees, 2007). One may speculate that Penn State may have acted with swiftness to suppress any additional debates concerning the campus’ identification. With all the negative publicity concerning

the name, students began to question its legitimacy soon after the initial announcement in the fall (DeZorzi, 2006; Sackett, 2006).

Figure 9.21

Something old, something new, something borrowed, some in Penn State blue.



As early as September 2006, McKeesport Student Government President, Courtney Ely-Denberg, reported, “students’ feelings on the name change are split 50/50 and [the decision] had also upset some members of the Campus Advisory Board” (Dietz, 2006, p. 4). One student also indicated that, “She and her friends felt the campus was pretending to be something it wasn’t. The attraction for most of them to the campus . . . was first and foremost that it is a Penn State campus and second that it was close to home. The name simply identified it as the campus that is located in McKeesport” (Wilkinson, 2007). An administrator revealed, “most of our students were apathetic toward the

change. Only our local students seemed to care if the name was changed and they were not for it.”

With or without student support, the campus was officially Penn State Greater Allegheny. According to Penn State spokesperson Annemarie Mounts, “the new name better marks the campus’ regional presence” (Slagle, 2007a, ¶ 5). While Penn State Allegheny was Penn State’s initial choice for the McKeesport campus, the compromise name of “Greater Allegheny” had no precedence of usage in the area as an established regional name. One resident complained, “This just makes me shake my head and groan. The name change was going to offend McKeesporters no matter what – but at least ‘Penn State Allegheny’ was ‘short and sweet.’ ‘Penn State Greater Allegheny’ is just *clunky*. No one refers to Allegheny County or the Pittsburgh metropolitan area as ‘Greater Allegheny’” (Togyer, 2007, ¶ 6). Another resident added, “Greater Allegheny sounds silly” (Cheryl in McKeesport, 2007a, ¶ 3). Even one administrator conceded that, “‘Greater Pittsburgh’ as a campus name would have made more sense.”

To illustrate the lack of usage as a regional identifier, a search of the name “Greater Allegheny” produced three businesses and one athletic conference that represented the bulk of the local references using “Greater Allegheny” as a name (“Google Search of ‘Greater Allegheny,’” 2007; “Switchboard Search of ‘Greater Allegheny,’” 2007). While only one of the businesses was near to McKeesport, two of the entities identified as “Greater Allegheny” were closer to other Penn State campuses. One business, the Greater Allegheny Financial Group in Aliquippa, was located in Beaver and not Allegheny County and was only four miles from Penn State Beaver.

Figure 9.22

The compromise name: Penn State Greater Allegheny.



An additional use of the “Greater Allegheny” name was applied to the Western Pennsylvania Interscholastic Athletic League’s (2006) Greater Allegheny Conference, which contains seven AAA high schools in the area. While two of the schools were closer to the McKeesport campus (and one of these considerably close), most were located in closer proximity to Penn State New Kensington than to McKeesport (see Table 9.4). On average, the Greater Allegheny Conference high schools were closer to New Kensington than to any other Penn State Campus in the region. Ultimately closer to New Kensington, two of the high schools were closer to Penn State Beaver than to McKeesport.

Table 9.4

Greater Allegheny References and Mileage Distance from Penn State Campuses.

Greater Allegheny Entity	McKeesport	New Kensington	Beaver
Greater Allegheny Housing Corporation	13	17	43
Greater Allegheny Kiski Board of Realtors	33	5	42
Greater Allegheny Financial Group, LLC	45	43	4
Greater Allegheny Conference High Schools	AV 31	AV 22	AV 40
Franklin Regional High School	16	15	44
Hampton High School	20	21	26
Highlands High School	33	5	42
Indiana High School	56	53	88
Keystone Oaks High School	14	24	34
Knoch High School	45	19	29
Pine-Richland High School	34	20	20

As stated previously, one of the arguments for the change to “Allegheny” and then eventually to “Greater Allegheny” was to reflect the campus’ regional presence. Besides Penn State Greater Allegheny, two other Penn State locations adopted a regional naming schema: Penn State Shenango and Penn State Lehigh Valley. In both cases, the campuses were identified by the campus location’s primary watershed: the Shenango and Lehigh Rivers.

Regarding McKeesport, the Allegheny River is not the watershed of this portion of Allegheny County. Additionally, three names referencing the Monongahela and Youghiogheny Rivers are currently in use for the region surrounding and including McKeesport. These included two established names, “Mon-Yough” and “Mon Valley” and a more recent identification as “Twin Rivers.” Within a 50-mile radius of McKeesport, Switchboard (2007) identified 68 businesses using “Mon Valley,” 19 using “Mon-Yough,” and two using “Twin Rivers.” As one McKeesport native expressed, “We folks from the Mon Valley do not see us as [being] from Greater Allegheny” (Boyd, 2007). A Penn State McKeesport alumnus added that the name “sounds like it was

decided upon by a committee. ‘Penn State Allegheny’ made more sense than ‘Penn State Greater Allegheny.’ I don't care for either of them” (Wilkinson, 2007).

At least one variation of “Greater Allegheny” was attributed to McKeesport and that was for its geographic location along the “Great Allegheny Passage.” Completed in 2006, the “Great Allegheny Passage” (2007, ¶ 1) is “a system of biking and trails that link Cumberland, MD (the home of Allegany College of Maryland) to Pittsburgh” (the home of the Community College of Allegheny County) via McKeesport (the home of Penn State Greater Allegheny).

Putting out Fires: Continuing Issues

Although agreeing to the compromise name of “Greater Allegheny,” Allegheny College still feared confusion, as one administrator admitted: “The change is fresh, months old. I really worry about the media and how the institution is covered and referred to and if it evolves into an Allegheny reference. Then, there’s going to be tremendous confusion and we’re going to have to do some additional work, although I don’t know what that is going to entail.”

Possible campus misidentification. One of the problems that Allegheny College noticed in their own region was confusion regarding the identification of the Penn State campus in Erie. Both the local media and the campus itself represented the institution inconsistently. While Penn State Erie uses the municipality identifier as part of its identity, Erie is not officially in college’s name. When the institution started in 1948, it was named for the philanthropic support of the Behrend family. According to director of marketing and communication, Dewayne Wright, “The official name of Penn State,

Behrend hasn't changed much in sixty years (4 times), all in accordance with either University reorganization of the campus, or the campus achieving an elevated status" (personal communication, May 18, 2007). Wright outlines the evolution of the official name:

- 1948:** The Behrend Center of the Pennsylvania State College
(campus named in honor of Behrend family gift).
- 1953:** The Behrend Center of the Pennsylvania State University
(Penn State goes from College to University in name).
- 1959:** The Behrend Campus of the Pennsylvania State University
(University reorganizes and Behrend becomes a campus instead of center).
- 1979:** The Behrend College of the Pennsylvania State University
(Penn State Behrend elevated to a College with authority to grant baccalaureate degrees) (Dewayne Wright, personal communication, May 18, 2007).

Over time, The Behrend College of the Pennsylvania State University has referred to itself in a variety of ways including, but not limited to, the following: Penn State Erie; Penn State Behrend; and Penn State Erie, The Behrend College. It appears that Penn State Erie, The Behrend College was the official campus name because of its primary use in its own marketing materials. A cursory check of the institution's web site, however, produces numerous examples of pages using several variations of the name (even

expressed differently within the same document) that gave an appearance of brand schizophrenia (Penn State Erie, 2007). The administration at Allegheny College, 30 miles to the south, was well aware of Penn State Erie's identity chaos: "What we haven't been able to get across in most of these cases is that the institution itself has little control over what it's called. Despite the reassurances we had that Penn State Erie is the name of the campus of the name up the road from here in Erie, we've pulled numerous examples from the newspapers and also from the university itself that called itself 'Behrend' or 'Penn State – Behrend.'" "

The possibility of Penn State McKeesport's new name creating similar problems by the media's calling the school simply "Allegheny" has Allegheny College concerned:

The press and the public will call them what they will call them and so if they decide to call Penn State – Greater Allegheny, [solely as] Allegheny, they will do it and there won't be much if anything the university can do about it. There's no question. I suspect that Penn State developed that name that they're so proud of now and should be – it probably got created by the general public. They weren't going to call it The Pennsylvania State University – they called it Penn State, and now it's part of their identity. It's a great part of their identity: "We are Penn State." That's their tagline. Behrend will be called Behrend – probably forever. I don't care how often they redo the stationary and call it Penn State Erie – that's what it's going to be called.

Another administrator half jokingly added, “That’s what I would imagine with Penn State Greater Allegheny. The first employee that is convicted of embezzlement [and the story is announced] in the newspaper – what’s the headline? Is it ‘Penn State Greater Allegheny Employee?’ The papers don’t have room for that. Who knows what it’s [the name is] going to evolve into.”

To allay some of the fears, Penn State assured that there would be no confusion between the institutions. Having experienced this issue in the past, Allegheny College officials were skeptical.

We were given all sorts of reassurances, particularly by the vice president of Penn State, about the lack of confusion. He pointed to Penn State Delaware County. There’s a Penn State Delaware County, there’s a Delaware County Community College, and there’s a third college over there [Delaware Valley College]. “They are within a few miles of each other and there’s no confusion.”

Even though Penn State promised that no confusion would exist, its own promotional materials detailed the issues between Penn State Delaware County and Delaware County Community College. Both schools were founded in September 1967 in the midst of local conflict. These differences started when a portion of the Delaware County Commission wanted Penn State to establish a branch in Delaware County. Other commissioners desired a local community college and worked toward that end with a school funded by local school districts (Penn State Delaware County, 2005). It was not known if the 1968 name change from Penn State Delaware to Penn State Delaware County exacerbated the issues between the institutions. According to an Allegheny

College administrator, the picture in Delaware County was not as rosy as Penn State depicted it:

Now, I was at a conference and was practically embraced by the president of one of these institutions who said, “I see you’ve been fighting this. We are considering changing our name.” I think it was the Delaware County Community College’s president – and he said, “We’ve just got a mess.” So reassurances don’t mean that much to us. We’ve been through this enough times to know what the confusion is, and our name is who we are.

Current marketing concerns. Since the name change, Allegheny College has had some continuing issues regarding Penn State Greater Allegheny’s marketing of the campus. One administrator explained,

There has [sic] been some further concerns that I have been in touch with President Spanier about, including the representation of the name on the web site, and on signage. We were assured, with no doubt, that Penn State was the label that was going to be associated with this branch campus. That it is their identity. That is how people identify them and the Greater Allegheny was a specific locator. When one looks at the web site perhaps even to this day, Greater Allegheny receives the greater billing (see Figure 9.23). I did let President Spanier know and I said, “if you will give us advance notice and a look at things, our people could help work with your people so we can avoid these [issues]. I know that once these things are out and released it’s a very difficult thing to reverse. Would you please ask them to work with us in advance so we could settle these things?” He

gave me that reassurance. He said he had similar concerns as he looked. He was taken by surprise as well. But, I think those things don't change overnight and unless we keep on this – and that's the problem – this isn't something that you just solve it and then walk away.

Figure 9.23
Penn State McKeesport/Greater Allegheny web site before and after the name change.



In addition to the prominence of the name, Allegheny College officials cited that both institutions' web sites used similar fonts and both used blue and gold. In regard to the font faces, Allegheny College used Goudy Trajan – a typeface that has small caps and which was based on Frederick W. Goudy's drawings of the ordinals found on the Trajan Column ("Goudy Trajan," 2003). In addition, professional graphic designer John Sellards observed some intentional compression of the font when it was used in

Allegheny College's logo (personal communication, May 22, 2007). Penn State Greater Allegheny, as with all of the Penn State web sites, utilized the Perpetua typeface that included both upper and lower case characters. Although there was a similarity as both were serif fonts, viewing the typefaces side-by-side also illustrate the differences (see Figure 9.24).

Figure 9.24

Font comparison: Greater Allegheny (Perpetua) and Allegheny College (Goudy Trajan).

Greater Allegheny
ALLEGHENY COLLEGE

In addition to the serif font face, Allegheny College took issue with the prominence of blue and gold on the Penn State Greater Allegheny web site. While Penn State's official colors have been blue and white since 1890, there is a fair amount of gold used on most of the branch campus web sites including the one for Penn State Greater Allegheny ("Blue and White," n.d.). After blue and white, the web site used gold next in frequency as an accent color. Since Allegheny College's official colors are blue and gold, they were concerned about the color combination. Figure 9.25 illustrates the similarities and differences in hues for blue and gold used on both institutions' home pages. Since the name change, Allegheny College has notified President Spanier of these and other concerns to consider.

Figure 9.25
Allegheny College and Penn State Greater Allegheny web site color comparison.

	ALLEGHENY COLLEGE	PSU GREATER ALLEGHENY
BLUE	RGB 10, 61, 104 HEXADECIMAL #0A3D68 PANTONE 7463 C	RGB 0, 51, 153 HEXADECIMAL #003399 PANTONE 661 C
GOLD	RGB 251, 196, 39 HEXADECIMAL #FBC527 PANTONE 123 C	RGB 255, 170, 51 HEXADECIMAL #FFA935 PANTONE 143 C

Unlike the Allegheny University of Health Sciences experience that required legal action, Allegheny College deemed that route as unnecessary. “We also thought that we could go through a long, extensive legal battle and it would do us little good and Penn State little good. In this case, we thought that some of our concerns had been answered, and that there was a spirit of compromise that could be shown on their side. That was unlike the Allegheny University case where there was very little movement at all.” Another Allegheny College administrator added, “I remember having those conversations and how frustrating it was having to deal with reality that it was going to be too expensive to challenge it legally. Especially when I hear the ongoing challenges we’re going to be faced with . . . this will be an ongoing problem.”

Even though they expect further issues and the fact that the “Greater Allegheny” identification was a compromise name, Allegheny College officials were pleased with Penn State’s cooperation.

We are grateful that we got some hearing and we got some movement. I have a lot of respect for how Graham Spanier went back and reversed that

wheel. He didn't have to do it. *He didn't have to do it.* He could have fought us, and we judged and our legal counsel judged that we would spend a lot of money and we may not win the case. We may not prevail. So we accepted the compromise, were grateful for the compromise, but a better solution would have been not to have taken the name in the first place. The second best solution would have been to take that name out completely, and we remain convinced to this day and that's the case.

West of the Alleghenies: Allegheny Wesleyan College

One additional institution has utilized the Allegheny name – and because of its history, size, tuition costs, accreditation, and mission – its adoption of the Allegheny moniker occurred underneath Allegheny College's radar. When questioned about any issues with Allegheny Wesleyan College's (AWC) use of the Allegheny brand, an administrator at Allegheny College responded, "I don't think I have ever heard of Allegheny Wesleyan College, so I am unaware of any problems with them. Is it a four-year college?" (personal communication, May 10, 2007). While Meadville is home to two churches within the Allegheny Wesleyan Methodist Connection, it was not unusual that Allegheny College was unfamiliar with this four-year bible college ("Directory of Churches," 2003).

History and Position

The furthest west of all of the institutions that have used the Allegheny name, Allegheny Wesleyan College (AWC) was founded in Salem, Ohio as 1956 as Salem Bible Institute. In 1961, the name was altered to Salem Bible College and Academy. When

school came under the auspices of the Allegheny Wesleyan Methodist Connection on June 13, 1973, it became Allegheny Wesleyan College (“Alumni,” 2006; Allegheny Wesleyan College, 2006).

Figure 9.26
Allegheny Wesleyan College’s campus entrance.



While both Allegheny College and Allegheny Wesleyan College share a common Methodist heritage, the similarities end there. In 1833, Allegheny College came under the control of the Methodist Episcopal denomination. Its current affiliation is with the M.E. Church’s successor: the United Methodist Church. Exhibiting an ecumenical spirit, the United Methodist Church was formed by a series of several mergers. The first of these occurred in 1939 when the Methodist Episcopal Church, the Methodist Episcopal Church – South, and the Methodist Protestant Church recombined to form the Methodist Church. In 1968, the United Methodist Church originated when the Methodist Church merged

with the Evangelical United Brethren – a denomination that had formed in 1946 by the merger of the Evangelical Association and the Church of the United Brethren in Christ (Mead, Hill, & Atwood, 2001). While providing scholarships to United Methodist Church students, the denomination no longer directly supports the institution (Cook, R. 1997).

Conversely, the parent organization of Allegheny Wesleyan College is a separatist group. The original body which spawned the Allegheny Wesleyan Methodist Churches, the Wesleyan Methodist Church of America, originated by a withdrawal from the Methodist Episcopal Church in 1843. Further separation was evident in the 20th century. As part of this movement, churches of the Allegheny Conference disapproved of several proposed mergers with other religious bodies, albeit with denominations that had similar traditions, histories, and doctrines. The large membership of the Allegheny Conference was successful in blocking a planned merger of the Wesleyan Methodist Church and the Free Methodist Church in 1955. When a merger with the Pilgrim Holiness Church was suggested in 1963, the Allegheny Conference churches opposed the idea. During the 1966 conference, this merger was accomplished only by refusing to seat delegates from the Allegheny Conference. In 1968, the Conference's churches withdrew from the newly named Wesleyan Church and took upon the official identity of the Allegheny Wesleyan Methodist Connection (Original Allegheny Conference) ("Discipline," n.d.).

The denominational differences between the Allegheny Wesleyan Methodist Connection and the United Methodist Church are characterized in the spirit of each institution. While Allegheny Wesleyan College does not require a specific denominational affiliation, it does require students to have doctrinal agreement: "The

theological statement to which Allegheny Wesleyan College subscribes and to which it expects all students to affirm their allegiance, is of the conservative Wesleyan-Arminian position” (Allegheny Wesleyan College, 2006, p. 6). Allegheny College, however, has a broader perspective:

We are ecumenical and nonsectarian in practice and outlook. . . .

Allegheny's campus ministry . . . employs a model of religious pluralism in which the traditions and beliefs of each religious group on campus are accepted and the differences are acknowledged. From there, individuals and groups engage in discussions and develop mutual respect, with students learning from each other in impressive ways. And in addition to our historic Judeo-Christian heritage and Islam, Hinduism and other Eastern traditions have a presence on campus as well (Cook, R. 1997, ¶ 6 & 8).

Additionally, *Colleges that Encourage Character Development* outlines the spiritual nature of Allegheny College:

Students . . . have the opportunity to learn much about the root beliefs of their own religious traditions. In turn, they are encouraged to think creatively about ways in which their self-understanding can make them better community and world citizens. At Allegheny, religious faith is understood as a dynamic, life changing influence that should be felt far beyond the campus boundaries (The John Templeton Foundation, 1999, p. 154).

Size and Tuition

In addition to differences in spiritual perspectives, there was no comparison based upon size – neither denominationally nor institutionally. The membership of the Allegheny Wesleyan Methodist Connection was estimated at under 3,000 for the entire country, whereas, the United Methodist Church boasts a membership of over 8.2 million, which makes it the third largest denominational body in the United States (“World Religions: Religion Statistics,” n.d.). This size also corresponds with the number of students enrolled at Allegheny Wesleyan, which was 65. Allegheny College boasted 2,053 students (Burke, 2007). Likewise, yearly tuition costs were not comparable. Allegheny Wesleyan College charged \$4,000 annually in 2006-2007 while Allegheny College’s per annum tuition and fees were \$28,300 for the same period (Burke, 2007). An institution with brand equity and perceived quality has the opportunity to charge premium prices for their programs and services (Sevier, 2002a).

Accreditation

The two schools also differ in regard to accreditation. Allegheny College has had regional accreditation through Middle States Commission on Higher Education since 1921 (“Statement of Accreditation Status: Allegheny College,” 2007). Allegheny Wesleyan College has faith-based accreditation from the Commission on Accreditation of the Association for Biblical Higher Education (ABHE). According to Carol Dibble, Director of Communication and Information Systems at the ABHE, Allegheny Wesleyan College was first accredited in 2004 and will be assessed for reaffirmation in February 2009 (personal communication, May 18, 2007). Because the ABHE is an agency that the Department of Education recognizes, students at this institution can receive federal

financial aid. National accreditation agencies like the ABHE, however, are considered to have a lower status than the six regional accreditation bodies. In addition, students from a nationally accredited institution generally have more difficulty transferring credits than those who attend a regionally accredited school (CHEA, 2003 & 2006; Eaton, n.d.; Lederman, 2007). During the time of the name change to Allegheny Wesleyan College in 1973 and for 31 years thereafter, the institution was not accredited.

Academics and Mission

While Allegheny College has both major and minor fields in religious studies, it no longer trains Methodist ministers as it had the past (Allegheny College, 2004; Bridgeman, 2005). Allegheny Wesleyan College has three majors at the baccalaureate level: pastoral ministries, Christian missions, and Christian teacher education. Additionally, it offers a minor in church music ministry (“Academics,” 2006). The institutional mission speaks to the school’s specific purpose: “Allegheny Wesleyan College exists to glorify God, serve the Church, and develop disciplined soldiers of Jesus Christ: committed servants who lead Spirit-filled lives, interpret the Bible accurately, and proclaim the message of Scriptural holiness throughout the world.” Its branding tagline, “Where God is first,” speaks to this specific mission (“Welcome,” 2006, “Mission” section).

The tagline for Allegheny College represents its unique character: “A national liberal arts college where 2,100 students with unusual combinations of interests, skills, and talents excel” (Allegheny College, 2006). Allegheny has 19 major field areas and three interdisciplinary studies majors, as well a host of concentrations and minor fields (“Majors,” 2004; “Minors,” 2004). Even though the two schools share a similar name, the vast differences in mission should not create any confusion. It is not likely that a

person seeking to be a Christian worker within the confines of the Allegheny Wesleyan Methodist Church or another conservative holiness denomination would consider Allegheny College as an alternate choice (“Discipline,” n.d.; Sidwell, 2000). The Allegheny Wesleyan denomination’s strong creationist position also may be at odds with a school that counts Clarence Darrow, the defender of Darwin, as one of its most famous alumni; and the denomination’s conservative position on alternative lifestyles may be incongruent with a institution that offers a minor in gay and lesbian studies (all4him, 2007; Allegheny Wesleyan College, 2006; “Discipline,” n.d.; Helmreich, 2005; “Minors,” 2004). Likewise, a student choosing the unique educational experience at Allegheny College would probably not consider attending school with such a narrow mission as Allegheny Wesleyan.

Marketing and Student Recruitment

It is also unlikely that the schools would be recruiting the same students. From analyzing the schedules of Allegheny Wesleyan’s two public relations teams, the Proclaim Quartet (2007) and the AWC Choir (2007) travel extensively throughout the United States to churches, religious schools, and conventions. Forty-eight percent of their performances occurred at Allegheny Wesleyan Methodist Connection churches and venues. The remaining 52% were scheduled at facilities of other conservative holiness denominations. These included, but were not limited to the following minor denominations: God’s Missionary Church, Pilgrim Holiness Church of New York, Pilgrim Nazarene Church, Church of God (Holiness), Wesleyan Methodist Church, Bible Methodist Church, Bible Wesleyan Church, and the Lower Light Church. Some of these groups are in fellowship with the Allegheny Wesleyan Methodist Connection as

participants in the Interchurch Holiness Convention, while others do not belong to this loose fellowship of churches (Sidwell, 2000). Since there is such a strong commitment to promote the school in churches, it would be highly unlikely that AWC would be recruiting students in the same manner or identical venues as Allegheny College.

As far as the potential of confusion between the two institutions, it is doubtful that any would occur. The very fact that Allegheny College was unaware that AWC existed gives indication that no known confusion has occurred in the past. It would be extremely unlikely for it to transpire in the future.

An Allegheny Plateau: Allegheny College and Brand Dominance

While Allegheny Wesleyan College does not appear to be any threat to Allegheny College's position and the Allegheny University of Health Sciences issue is moot, it is not known what other challenges to the Allegheny brand may arise in the future. Although the Community College of Allegheny College has cooperated with Allegheny College, there remains media coverage issues with this school. CCAC has no control over these problems. While the situation with Allegany College of Maryland has improved over time, the name continues to cause confusion. With the recent changes at the Penn State McKeesport campus name to "Greater Allegheny," it remains to be seen what further issues may develop as the school continues under the compromise name. Although Allegheny College has won the battles, have they won the branding war?

The Allegheny College Brand

To judge Allegheny College's brand dominance, a series of Internet searches were conducted to analyze the relative position of Allegheny College and its ownership of the

educational brand name. Since this study deals with branding issues related to the school's name, only the brand was searched. All other searches, which would indicate the school's relative position in regard to programs, sports, or any other parameter, were not conducted as these were beyond the scope and purpose this study.

On June 16, 2007, several Internet search engines were consulted to analyze how often the terms "Allegheny" and "College" referenced Allegheny College or one of the other institutions that have Allegheny or Allegany in their name. To replicate an actual student search, only the top search engines were utilized. These were ascertained by consulting Alexa as to the top rated sites for Internet traffic and individual site load speed. The Alexa search also occurred on June 16, 2007. Only three English language search engines were listed in the top 100 web sites. Additionally, all three were in the top 10 and one was listed twice under two domain names. These included the following sites: Yahoo (yahoo.com) – number one, Microsoft Network (msn.com) – number two, Google (google.com) – number three, and Windows Live (live.com) – number five. MSN and Windows Live use the same search feature and are considered equal ("Top Sites," 2007). Alexis estimates that on a weekly basis each of these four Internet sites catered to a large segment of the global Internet activity and were represented by the following figures:

- Yahoo – 25.06%
- Microsoft Network – 27.27%
- Google – 23.95%
- Windows Live – 17.25% ("Traffic Details – Yahoo," "Microsoft Network," Google, "Windows Live," 2007).

Although an optimal search would treat the name as a phrase by encasing Allegheny College within quotation marks (e.g., “Allegheny College”), the average person searches by simply typing the words into a search engine’s search window (Crispen, 2004). No Boolean operatives were used in the search and the words “Allegheny” and “College” were treated as individual words and not as a part of an overall phrase. The three top search engines were consulted on June 16, 2007 and the top 50 returns were analyzed. All references to the schools, despite the ownership of the site, were charted. In the top 50 of each site, all pages referenced one of the schools as depicted in Table 9.5.

Table 9.5
Analysis of the top 50 returns of a search of “Allegheny” “College.”

Number of References to Schools in a Top 50 Search for "Allegheny" "College"					
School / Entity	Yahoo	MSN/Live	Google	Total	Percentage
Allegheny College	43	47	46	136	90.67%
Community College of Allegheny College	4	2	2	8	5.33%
Allegany College of Maryland	1	0	2	3	2.00%
Penn State Greater Allegheny	0	0	0	0	0.00%
Allegheny Wesleyan College	1	1	0	2	1.33%
Multiple School References	1*	0	0	1	0.67%

*This one reference is a news article detailing the complaint by Allegheny College in regard to the Penn State Allegheny name change.

With this search, Allegheny College reaped the lion’s share of the returns at 136 of the 150 sites, which computes to nearly 91% of the 150 possible search returns. Although the Community College of Allegheny was in second place, it only returned eight pages (5.33% of the total). With a school’s relative position closer to the top of the list being extremely important, Crispen (2004) suggested that individuals may not go beyond the first 10 returns in their search.

Table 9.6

Analysis of the top 500 returns of a search of "Allegheny" "College."

Position of Institutional References in a Top 500 Search of "Allegheny" "College"				
School	Yahoo	MSN/Live	Google	Score
Allegheny College	1	1	1	1,500
Community College of Allegheny College	12	32	11	1,448
Allegheny Wesleyan College	42	5	NONE	955
Allegheny College of Maryland	27	235	NONE	740
Penn State Greater Allegheny	NONE	168	115	719

To determine the position of the schools using Allegheny in their name, a search of "Allegheny" and "College" was conducted across the three top search engines on June 16, 2007. The first official reference for each of the schools was noted by extending the search to the top 500 returns from all three sites. A score then was assigned to each school based on the position of the first official reference of that school. Position number one was assigned 500 points for each search engine; 1,500 points were possible (see Table 9.6).

Allegheny College attained the highest position on each search engine site. Only one other school had a top 10 return: Allegheny Wesleyan College returned the fifth highest position on the MSN/Windows Live search feature. CCAC was in second place with one top 40 and two top 20 listings. MSN.com rated the allegheny.edu URL at the number one slot; Google and Yahoo charted the alleg.edu domain, which resolves to the same web page, at the number one position. While the reason Google returns alleg.edu rather than allegheny.edu was unknown, Yahoo's returns may be the result of the school registering the older domain with Yahoo when it was solely a directory site. At that time, Yahoo's search feature accessed sites listed in its directory and did not search the Internet proper. In October 2002, Yahoo added a Google based web crawler mechanism in

addition to its directory search (Sullivan, 2003). Both domains were registered with all three sites, but it appears that Yahoo and Google treat the domains equally.

Ownership of the “Allegheny” Brand

Since Allegheny College has fervently protected its identity, it was necessary to determine how the several schools using the Allegheny name fared when a search was conducted by just using “Allegheny” as a search term. This search was conducted on June 16, 2007. While the majority of references were for non higher educational sites, two institutions were returned in the top 50 searches. Allegheny College was found in 12 search returns in a possible 150. The other institution, the Community College of Allegheny County had only two hits out of the possible 150. No other schools were in the top 50 from the three search engine results (see Table 9.7).

Table 9.7
Analysis of schools listed in the top 50 returns of a search of “Allegheny.”

Number of References to Schools in a Top 50 Search for "Allegheny"					
School / Entity	Yahoo	MSN/Live	Google	Total	Percentage
Allegheny College	4	5	3	12	8.00%
Community College of Allegheny College	0	1	1	2	1.33%
Allegany College of Maryland	0	0	0	0	0.00%
Penn State Greater Allegheny	0	0	0	0	0.00%
Allegheny Wesleyan College	0	0	0	0	0.00%
Multiple School References	0	0	0	0	0.00%
Other Non College Sites	46	44	46	136	90.67%

By expanding the search of “Allegheny” to the top 500 results (also conducted on June 16, 2007), the overall ranking of the highest reference to a particular school could be ascertained. As constructed in a previous search, each of the three top search engines were queried and a score was assigned based on reverse order, e.g., position 1 = 500 points, position 2 = 499 points, position 500 = 1 point, and so forth. Schools not appearing in the top 500 were referenced by the designation “NONE” and were assigned a

zero for that particular search engine. The scores from all three search engine sites were combined to provide a possible score of 1,500. In each case, Allegheny College ranked at the number one position and garnered the maximum score of 1,500 points (see Table 9.8). Allegheny College of Maryland returned no results within the top 500. This may be due to the spelling “Allegheny” as opposed to “Allegheny.”

Table 9.8

Analysis of schools listed in the top 500 returns of a search of “Allegheny.”

Earliest Official Institutional References in a Top 500 Search of "Allegheny"				
School	Yahoo	MSN/Live	Google	Score
Allegheny College	1	1	1	1,500
Community College of Allegheny College	193*	33	19	1,258
Penn State Greater Allegheny	223	108	76	1,096
Allegheny Wesleyan College	NONE**	317	NONE	184
Allegheny College of Maryland	NONE	NONE	NONE	0

*a non institutional page referring to CCAC was at 94; if used, score would be 1,357.

**a non institutional page referring to AWC was at 326; if used, score would be 359.

In addition to the number one slot, Allegheny College had two pages in the top ten returns at Google and Yahoo when conducting a simple search of “Allegheny.” In both cases, the Allegheny Sports and Recreation (2007) page was the other top 10 result. This particular page was ranked at number two on Google and at number seven on Yahoo. To show the fluid nature of site rankings, a search of the MSN/Live.com search engine was consulted 10 days later on June 26, 2007 and the Allegheny Sports & Recreation page, which did not appear previously in its top 10, was ranked at number 2. A check of Google showed no change, however, the sports page moved from seven to eight on Yahoo. Several changes had occurred within Yahoo’s top 10. While all of the same sites were returned in Yahoo’s top 10, these sites were rearranged in order. Allegheny’s Sports and Recreation page was displaced by “The Free Dictionary’s” definition of “Allegheny.” The school’s homepage remained at the number one slot on all three major search engines.

While the major search engines provided favorable results for Allegheny College, numerous minor search engines were also consulted. These search engines included the following: a) ask.com; b) AltaVista; c) Excite.com; d) All the Web; e) Mamma; f) LookSmart; g) Findit-Quick; h) WiseNut; i) Galaxy; and j) Alexa. The remaining minor search engines were not consulted because they used the same architecture as another site and produced identical results. For example, the following search engines were exempted because they produced the same returns: AOL Search and Netscape Search were identical to Google; Lycos and Hotbot mirrored Ask.com; Overture and Go.com equated to Yahoo; and Webcrawler uses Excite.com’s search mechanism. Meta search engines were not employed as they also provided a synthesized version of the major (and some minor) search engine results.

Table 9.9
Analysis of Allegheny College’s position at minor search engines.

Search Engine	Search Engine Alexa Rank	allegheny.edu Position	alleg.edu Position
Ask.com	180	2	1
AltaVista	217		1
Excite.com	742	6	5
All the Web	1,328		1
Mamma	2,444	2	1
LookSmart	3,995		9
Findit-Quick	44,488	1	11
WiseNut	48,499		2
Galaxy	170,893		2
Alexa	Not Ranked	1	

As with previous searches, the query term was simply “Allegheny.” All searches were conducted on June 18, 2007. Some of the search engines treated the allegheny.edu and alleg.edu domains as identical, while others returned the same pages from these separate domains as unique sites. In all 10 searches, Allegheny College placed within the top 10 (see Table 9.9). In some searches, both addresses for the Allegheny College home

page returned top 10 results. Ask.com had both in the number one and two slots with Allegheny's academic page rated at number three. Mamma returned both addresses for the home page at numbers one and two. While Allegheny College had a lower score for both addresses at five and six on Excite.com, other educational institutions were absent from the top four slots. At Findit-Quick, the allegheny.edu version garnered the top slot and the alleg.edu version placed at 11.

As for sites that treat the two domains as equal, Allegheny College placed in the number one slot on Altavista, All the Web, and Alexa. In addition, these search returns contained other Allegheny College pages within the top ten. The Allegheny Sports and Recreation page placed sixth on All the Web and seventh at AltaVista. Alexa returned The Allegheny Review (<http://review.allegheny.edu>) at the number two slot; however, this page was actually missing and returned a 404 error. The last archive of this page at Internet Archive's Wayback Machine provides the most recent snapshot of the page from April 24, 2006. The Allegheny Review was described as "a national journal of undergraduate literature" ("Internet Archive – Allegheny Review," 2006). From analyzing the archive, it appears that this most recent issue was published on or before February 12, 2003. Additionally, the Allegheny College Bookstore placed ninth at Alexa.

On two search engine sites, Allegheny College's home page placed second. WiseNut placed the page following the official site for Allegheny County, PA and Galaxy had the home page following the web site for Allegheny Industrial Sales. Galaxy also placed Allegheny College's admission's page at number three.

While still in the top 10, Allegheny College fared the worst at ninth place on LookSmart. This was the only example where another institution placed higher than

Allegheny College. The Community College of Allegheny College held down the top two LookSmart spots. CCAC also appeared, albeit lower than Allegheny College, in the top 50 on the following sites: Mamma at sixth, Ask.com at eighth, Alexa at 13th, and Excite.com at 22nd. Penn State Greater Allegheny was the only other of the Allegheny branded institutions that appeared in the top 50 of any of the minor search engines. Ask.com ranked Penn State Greater Allegheny's older domain (www.mk.psu.edu) at 32.

Are Allegheny College's Search Engine Ranks Typical?

To determine if Allegheny College's search engine rankings were typical when a geographic name search was conducted, a search of 15 other geographic regions were searched via Google, MSN.com, Yahoo. Three regional names were arbitrarily selected: Appalachian, Blue Ridge, and New River. Four city names of Boston, Miami, Philadelphia, and Pittsburgh were queried. Eight state names were also chosen: Delaware, Georgia, Kentucky, North Carolina, Ohio, Pennsylvania, Tennessee, and West Virginia. While the geographic names were selected arbitrarily, critical case sampling occurred with the selection based on geographical names that were a part of several institutions' brands.

Table 9.10 details the results by listing the top ranked institution and its position at Google, MSN.com, Yahoo, as well as an average score. The institutions were listed by average search engine rank, the "Geographic Returns" column shows the number of total sites estimated by all three search engines. Figures are in millions.

Table 9.10
Geographic search returns.

Geographical		Schools		Top Returned Schools					
Query	Returns	Total	Returned	Name	Google	MSN	Yahoo	Average	FTE
Allegheny	16.9m	4*	2	Allegheny College	1	1	1	1.00	2,053
Appalachian	25.4m	4	4	Appalachian State University	2	5	1	2.67	14,653
West Virginia	190.9m	19	3	West Virginia University	4	1	6	3.67	26,051
Ohio	554.5m	30	2	Ohio University	5	2	5	4.00	19,725
Pittsburgh	195.0m	10	1	University of Pittsburgh	3	5	5	4.33	26,559
Pennsylvania	410.2m	50	3	University of Pennsylvania	6	3	5	4.67	23,704
North Carolina	369.9m	12	7	UNC at Chapel Hill	5	6	8	6.33	27,276
Georgia	637.0m	21	4	University of Georgia	12	6	5	7.67	33,660
Tennessee	336.0m	13	3	University of Tennessee System	11	7	5	7.67	DNA
New River	6.4m	2	1	New River Community College (VA)	2	18	5	8.33	3,987
Kentucky	310.0m	11	2	University of Kentucky	5	7	14	8.67	25,672
Delaware	258.8m	10	1	University of Delaware	4	20	7	10.33	20,982
Miami	390.3m	9	2	Miami University of Ohio	13	9	9	10.33	15,611
Boston	538.3m	10	3	Boston University	7	14	19	13.33	31,697
Blue Ridge	14.0m	3	3	Blue Ridge Community College (NC)	34	6	30	23.33	2,069
Philadelphia	341.5m	5	1	Philadelphia University	27	46	49	40.67	3,193

*Due to spelling, this number does not include Allegany College of Maryland.

The Allegheny name, with an estimated number of 16.9 million page returns, returned considerably fewer sites than did a search of the city and state identifications. Although identifying a geographical name that was comparable to Allegheny proved difficult, it was most similar to the Appalachian (at 24.5 million) and Blue Ridge (at 14.0 million) regions in total number of returns. The New River region was much smaller at 6.4 million and represented the smallest number of schools. Only two community colleges have this geographical designation as part of their names. Blue Ridge has its differences as well. This regional name was in use by only three community colleges and not by any four-year institutions.

The “Schools Total” column represents the number of schools and higher educational systems using the brand. Therefore, possible Ohio schools would be Ohio University, The Ohio State University, Northeastern Ohio Universities College of

Medicine, Mercy College of Northwest Ohio, and others. Pennsylvania had an unusually large number (50) of schools with the Pennsylvania name, including all of the Penn State branch campuses officially known as part of The Pennsylvania State University.

Additionally, all of the schools in the State University system have Pennsylvania as part of their names. Of these schools, only Indiana University of Pennsylvania was returned in the top 50 results for “Pennsylvania.”

Institutional names were selected from listings in the *2007 HEP Higher Education Directory* (Burke, 2006) and any campus listing, including branch campuses were rated. Systems and Board of Regents listings were also included as these have individualized listings in the directory. One system, the University of Tennessee system site, had better rankings for Tennessee than its individual campuses. This may have occurred because the Internet domain was tennessee.edu.

Schools were not segregated due to accreditation status. The *HEP Higher Education Directories* lists all schools that have accreditation recognized by the U.S. Department of Education, including specialized accreditation and lesser status national accreditation. In searches conducted on June 29, 2007 of the three major search engines, the top 50 results returned only three entities not regionally accredited: the University of Tennessee System, Appalachian School of Law, and Appalachian Technical College. While the individual campuses in the University of Tennessee System were regionally accredited through the Southern Association of Colleges and Schools, the system itself was not accredited. Appalachian School of Law holds program-specific accreditation through the American Bar Association. The Council on Occupational Education accredits Georgia’s Appalachian Technical College (Burke, 2006).

The number of institutions that appeared in the top 50 returns was listed in the “Schools Returned” column. Institutional Full Time Equivalent enrollments were listed in the “FTE” column. While the institutions with the largest enrollment generally ranked higher, this was not always the case. In addition to the University of Tennessee System that has no enrollments *per se*, Ohio University had a better ranking position than Ohio State, which has over twice as many students. The University of Pennsylvania scored higher than Penn State while having almost half as many students. Blue Ridge Community College (of North Carolina) fared better than the slightly larger school of the same name in Virginia.

In regard to the placement of the schools, only two appeared in the number one slot. Yahoo ranked Appalachian State University first in a search of “Appalachian” and West Virginia University appeared at number one on an MSN/Live search of “West Virginia.” Only two regions returned all of the schools with their respective names in the top 50 results. “Appalachian” returned in order of appearance Appalachian State, Appalachian School of Law, Appalachian Technical College, and Appalachian Bible College. All three community colleges with the “Blue Ridge” name appeared under that search. North Carolina, with seven of the 12 “North Carolina” branded institutions, returned the largest number of different schools. In the 15 geographic categories, the top three rated schools were Appalachian State (2.67), West Virginia University (3.67), and Ohio University (4.00).

The results of this analysis have implications for Allegheny College. None of the aforementioned geographic searches produced one institution that had consistent top ranked searches. In addition, Allegheny College does not have the largest enrollments of

the Allegheny branded institutions. Counting Allegany College of Maryland (at an FTE of 3,666), Allegheny College is third at 2,053 FTE students. The Community College of Allegheny County has nearly nine times the number of students with 18,283 FTE. Both Penn State Greater Allegheny (682) and Allegheny Wesleyan (65) were much smaller institutions (Burke, 2007). With the variety of usages of the term “Allegheny,” Allegheny College’s consistent first place rank speaks to its ownership of the brand name.

An Allegheny Web Site Analysis

While ranking algorithms differ among the search engines, Crispin (2004) indicated that a number of parameters assist in site ranking placement. These include, but were not limited to, the following: the search term in the domain name, the number of times the search term appears in the text on the page, the page’s HTML meta tags that provide the page’s description and the keywords, the search term in the page’s title, and the number of sites linked to the page. While an analysis of these elements was beyond the scope of this study, a cursory check of the page’s rating and load time, as well as a look at the number of sites linked to the home page was performed (see Table 9.11).

Table 9.11
Analysis of Allegheny branded institutions’ web site ratings.

Institution	Alexa Data			Google	AltaVista
	Rank	Linked Sites	Load Time: Seconds	Linked Sites	Linked Sites
Allegheny College (allegheny.edu)					14,200
Allegheny College (alleg.edu)	174,857	324	0.6	467	1,830
Community College of Allegheny County (ccac.edu)	308,920	209	1.0	534	2,110
Allegany College of Maryland (allegany.edu)					1,040
Allegany College of Maryland (ac.cc.md.us)	905,164	136	1.8	100	678
Penn State Greater Allegheny (ga.psu.edu)	Cannot ascertain: All psu.edu sites were lumped together.			43	628
Penn State Greater Allegheny (mk.psu.edu)					638
Allegheny Wesleyan College (awc.edu)	No Data Available			1	70

Data were gathered by conducting specific site analyses on all the various domain names associated with Allegheny branded institutions on June 16, 2007. As with each search engine return, various ranking statistics will vary from search engine to search engine and will fluctuate daily. With the exception of the Community College of Allegheny County and Allegheny Wesleyan College, all of the other schools had two domain names. These included Allegheny College's allegheny.edu and alleg.edu, Allegany College of Maryland's allegany.edu and ac.cc.md.us, and Penn State Greater Allegheny with ga.psu.edu and mk.psu.edu. At each institution, the domain names resolved to the same web site. While Alexa and Google treated the domains as equal, AltaVista distinguished between domain names. Linking data were based on the structure of the link from the other site. For example, a link from the Carnegie Library of Pittsburgh to Penn State Greater Allegheny using the ga.psu.edu address was credited to that domain; likewise, the link from College Nicknames page using mk.psu.edu was applied to the older domain.

Alexa, an Internet information and tracking company, provided site data such as rank, linked sites, and server speed. In addition, Alexa listed the most often visited pages on the site. Since information was tracked by domain names, sub domains were collected as part of the main domain. Therefore, Penn State Greater Allegheny's web status cannot be judged, as its data were merged with data from the main campus and all other Penn State sites using the psu.edu domain. Additionally, Greater Allegheny's campus site was visited less than 1% of the time. Only a handful of Penn State's physical branch campuses' sites rank at 1% or above. These included the Hershey Medical Center and the campuses at Hazelton, Lehigh Valley, and Abington. The most often visited page on the

psu.edu domain was not the home page (7%) nor the student portal (12%), but rather the homepage of the College of Information Sciences and Technology which has a domain visitation rank of 28%. One other school, Allegheny Wesleyan College, has so few hits it is not ranked by Alexa.

Of the schools that have rated web sites, Allegheny College led the pack in rank and number of links. Additionally, the home page load time of 0.6 seconds was the fastest of all of the schools with the Allegheny brand. This included the primary server at Penn State, which was clocked at 0.8 seconds. Allegheny's home page was rated as being faster than 92% of the sites on the Internet. In addition, Allegheny College's home page was the most often visited page on their web site representing 40% of the visits.

Ranked next, the Community College of Allegheny County has a home page load time of one second making it faster than 81% of the sites on the Internet. Its most often visited page was the home page at 62% followed by its Blackboard learning management system portal at 28%. Of the sites that Alexa has rated, Allegany College of Maryland was at last place in all categories. The home page load time was rated at 1.8 seconds making it faster than only 50% of the sites on the Internet. ACM's home page was listed as being the top visited site holding the first and second largest percentages. Although the school has been using the allegany.edu domain since 2002, most visitors still access the home page via the old domain name of ac.cc.md.us. This address represented 75% of the school's web visits, while the allegany.edu home page represented 17% of the visits.

To provide an additional analysis of the number of sites linked to a particular domain, Google and AltaVista site links search criteria were used. Altavista provided numbers of pages liked to each specific domain name. In both cases, internal links were

also reported and may not be a true picture of an accurate number of outside sites linking to the domain. While Google's link search provided more sites linked to the Community College of Allegheny County, Allegheny College had eight times the number of linked sites via AltaVista than its closest challenger: CCAC.

Summary

In summary, the overview of the site rankings indicated that Allegheny College has indeed the best position of any of the other Allegheny branded schools. Allegheny College's brand dominance was partly due to its passion and the fierce protection of a brand they have used for nearly 200 years. While other institutions considered that a usurping of their name as was a non-issue, Allegheny College defended what was rightfully theirs and would do so more fervently if it were financially possible, as one administrator expounded:

We are a school that has increasingly a national reach. So it's going to be important that people not only in Pittsburgh or Erie know who we are. It's going to be important that we are not getting confused [with someone else] whether the students are from Georgia or California. We've just have to protect it and protect it well. Unlike business and industry, we don't have a big legal war chest or a public affairs/marketing war chest. We put our money into this education, and we don't want to be spending our money defending our name. It's a disservice to the students and the college. I think that we would fight a lot more vigorously based on our passion and a real conviction that it's the right thing to do. Except we just can't rob those resources and take it away from the programs. I'm confident that we

would fight a lot harder in all of these cases. We would have and we would, if it didn't cost so much, because it's that important to us. It's that valuable. There is no overestimating the value of this name and our identity.

While most of Allegheny's brand challenges came primarily from two-year institutions, an Allegheny College administrator admitted that this doesn't lessen the threat. "One of our concerns is that they [the two-year programs/schools] tend to evolve into four-year programs and then the opportunities for confusion becomes greater because then they start being listed in the same directories . . . that we are. There is no guarantee that a two-year program won't evolve into a four-year." The record was clear and its success was evident. Whether a two-year institution or a professional school that offered bachelor's degrees, Allegheny College is winning the branding war.

These victories were evident in the changes that Allegheny has evoked at other institutions. Allegheny College was successful with one institution in keeping confusion to a minimum; that school, the Community College of Allegheny County, identifies itself primarily by its initials. It challenged the approved names of two other institutions and influenced both to alter their brands. Allegany College acquiesced and became Allegany College of Maryland. Penn State Allegheny, a branch of the 10th largest university system in the United States, retooled to become Penn State Greater Allegheny. In addition, Allegheny College took on one of the largest medical schools in the country and its parent corporation, the largest healthcare provider in Pennsylvania, and won. Allegheny University of the Health Sciences was required to market itself by its full name or initials and not just as Allegheny University. In addition, its logos changed and its administration

surrendered the allegheny.edu domain name. A domain name Allegheny College would come to own. All indications of a brand name dominance that sustained an institution.

In *Building Strong Brands*, Aaker emphasized, “The ultimate awareness level is brand name dominance where, in a recall task, most customers can only provide the name of a single brand” (1996, p. 15). With all the other uses of the Allegheny name as outlined in the beginning of this chapter, two pieces of evidentiary material confirm Allegheny College’s dominance of the brand name. First, Allegheny College has a historic precedence for using this name. It was first school to utilize Allegheny as an identifier, and it has used the name longer than any other institution. Second, the overwhelming connection of the Allegheny name to the Meadville based institution was revealed when a simple Internet search of word “Allegheny” was conducted. Even without the word “college” as part the search criteria, Allegheny was associated primarily with Allegheny College.

In the words of branding expert David Aaker, “A key to strong brands is to have consistency over time. A firm can maintain consistency by creating an identity and position that will endure, supporting it with brilliant execution, and resisting the powerful biases toward change” (1996, p. 358). The strength of Allegheny College’s association with the Allegheny brand, its longevity of its usage, and the consistency of this institution over time all indicate that the Allegheny brand unanimously belongs to Allegheny College.

CHAPTER TEN: RESULTS AND RECOMMENDATIONS – A CONCLUSION

*The end may justify the means as long as there is something that justifies the end – Leon Trotsky (n.d).
This is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning –
Winston Churchill (n.d).*

This final chapter provides a summary of this research study and outlines its purpose, population, method, findings, implications, and recommendations for further study. A look at institutional branding, especially from a standpoint of the “college-to-university” name change, became of great interest to this researcher. The great proliferation of this type of institutional rebranding appears to be, as Morphew (2000) reported, on the rise. By analyzing quantitative data within a context of qualitative research, it was hoped that an information-rich document would result. Such a study could be beneficial to administrators considering similar institutional changes.

Purpose of the Study

From 1996 to 2005, 532 of the 3,036 regionally accredited institutions in the U.S. experienced at least one rebranding. Eighteen of West Virginia’s 32 regionally accredited institutions rebranded during this same period. By number alone, West Virginia ranked ninth in the United States; however, by proportion, West Virginia had a larger percentage (56.25%) of institutional rebrandings than any other state in the nation.

One specific type of institutional rebrand is the “college-to-university” change. Of the 532 rebranded institutions in America, 151 became universities. In West Virginia, eight of the 32 regionally accredited institutions assumed university status. By number, West Virginia ranked fourth nationally, by percentage, however, West Virginia was the number one ranked state in the country with university rebrands. This study set out to discover if there were factors unique to West Virginia (e.g., demographic, social,

economic, etc.) that could explain the proliferation of “college-to-university” rebranding in the state.

Populations

Since West Virginia is the only state that lies completely within Appalachia, the study investigated this rebranding strategy in 10 states that contained counties that are designated as being part of Appalachia – West Virginia being a nested population of the larger region of study. The study analyzed five distinct variables as they related to the “college-to-university” change at 103 schools that rebranded as universities from 1996 to 2001. Finally, six schools with a similar brand name were compared to study brand confusion, protection, retention, and dominance. Therefore, four distinct populations exist:

- A statewide population consisting of 10 West Virginia schools that became universities from 1979 to 2005 and one that is currently in the transition process. Therefore, a total population of 11 West Virginia institutions was included in the study.
- A regional population consisting of 51 institutions that rebranded as universities. These schools represented 10 states that contained counties that are designated as being part of Appalachia.
- A national population that consisted of 103 institutions that became universities from 1996 to 2001. The entire population was studied.
- Six institutions that utilized the Allegheny brand during 1996 to 2007. The entire population of schools using this geographic brand were analyzed.

Methods

A mixed method approach, using both quantitative and a variety of qualitative data collection processes, was employed in this study. Johnson, Onwuegbuzie, and Turner (2007) compared mixed method research to a fisherman's having two flawed nets. The holes in the nets represented the weaknesses found in both quantitative and qualitative research methods. By overlapping the nets, the weak areas from one net are compensated by the strength of the other net. Mixed method research, thus, uses overlapping techniques that strengthen the entire research project.

In addition, a postmodern theoretical perspective was used for this study and concentrated largely on administrative decisions. As Reason and Bradbury suggested, the postmodern perspective “emphasizes the intimate relationship between knowledge and power, how knowledge-making, supported by various cultural and political forms, creates a reality which favours [sic] those who hold power” (2001, p. 6). The majority of the decisions to rebrand the institutions in this study began as the effort of one individual – usually the chief executive officer (CEO) or president. In Georgia, however, the system chancellor effected the change at 13 institutions.

In addition, Brustad (1997) characterized the postmodern research perspective as one that “emphasizes sociohistorical and cultural analyses and the need for integrative, inclusive, and dynamic approaches to knowledge” (p. 87). By utilizing a mixed method approach, it was possible to integrate a variety of data; by having a contextual knowledge of the dynamics of the situation, a greater understanding of the phenomenon can be achieved.

Slife and Williams (1995) characterized postmodern researchers as storytellers who treat the collective human experience and interpret it in context. Sometimes the interpretation may serve only to understand the “story” at its given moment. Future interpretations may be different, as the contexts will change. Within the higher educational context of 2007, it was the desire of this “researcher/storyteller” to provide the situational aspects of the various institutions chronicled.

The documentation of numerous events concerning these schools, both historically and in recent years, revealed the human element in decisions, actions, and eventual consequences. Some of these stories, to the author’s knowledge, have never been published and are now preserved. The particular research methods examining these phenomena were executed in three phases and are described in further detail below.

Phase One: Initial Information Gathering

It was necessary in the study of the “college-to-university” phenomenon and institutional rebranding in general to construct a list of regionally accredited institutions in the United States. Similar to the efforts by Spencer (2005) in his study of institutional name changes, this list was careful not to include entities that were not regionally accredited. For example, Spencer included institutions that were regionally accredited, nationally accredited, specially accredited, branch campuses under the jurisdiction of another institution’s accreditation, schools and colleges within a university, and statewide governing boards. In other words, Spencer took the lists of all institutional changes as was reported in the *HEP (Higher Education Publications) Higher Education Directories* (Rodenhouse, 1993-2002) in toto.

Using a similar approach to Spencer's (2005), this study eliminated all institutions that were not institutionally accredited at the regional level. Therefore, institutions holding national or special accreditation, which greatly enlarged Spencer's list and contributed to his conclusions, were eliminated. Because they fell under the institution's main campus' regional accreditation, branch campuses and schools and colleges within universities were eliminated. The master list was constructed from the *HEP Higher Education Directories* (1997-2006) and was compared to the membership lists of the six regional accrediting bodies (Rodenhouse, 1997-2002; Burke, 2003-2006).

Phase Two: Quantitative Processes

A population was constructed from a list of rebranded institutions from states that included counties designated by the Appalachian Regional Commission as part of Appalachia. Of the 13 states, three were eliminated: West Virginia, because it was further addressed in Phase Three; New York, as the only qualifying institution dropped the "university" designation a few years after its adoption; and Mississippi, because it had no qualifying institutions. Surveys including Likert scales, rankings, checklists, and open-ended questions were sent to administrators at all 51 colleges that became universities within the designated region during the years 1996-2005. A series of three mailings produced a return of 34 surveys or 66.67%. Quantitative data were analyzed using the SPSS software package for statistics, and qualitative data (i.e., responses to open-ended questions) were later incorporated into Phase Three.

Since the survey data relied upon individual perceptions, as do all survey data, additional quantifiable measures were sought to determine if significant effects of the rebranding could be documented. A total population of 103 schools that became

universities from 1996 to 2001 were studied. Using methods similar to Koku's (1997) study on enrollment at institutions making a strategic name change, data for five variables (i.e., enrollment, tuition, Carnegie classifications, number and types of graduate programs, and undergraduate selectivity) were collected and analyzed using SPSS. Two variables strictly followed Koku's method and included incremental changes in enrollment and incremental changes in tuition.

The incremental analysis compared the mean growth/loss five years prior to the name change to five years after. Since the remaining variables did not change as frequently and information was not available for the five years prior to the name change at a number of institutions, three variables analyzed differences from the year of the change to five years after the change. These variables included the number and type of graduate and professional degree programs, Carnegie Foundation classifications, and undergraduate selectivity.

Data were gathered using the *HEP Higher Education Directories* (1992 to 2007) for enrollment, tuition, and Carnegie classification. Institutional catalogs from the change year and five years post-change were used to count the number of graduate and professional programs. These programs were prorated by using the hierarchy employed by the U.S. Department of Education for degree and certificate programs. Scores were assigned accordingly by combining numbers and classification rankings for each school. Undergraduate selectivity was also analyzed and data were collected from *U.S. News and World Reports: America's Best Colleges* (1998 to 2008). These volumes provided selectivity data from two years prior to the publication dates (i.e., the 1998 edition included 1996 data). All data were analyzed using SPSS.

Phase Three: Qualitative Methods

Using the quantitative results and qualitative responses from the surveys as outlined in Phase Two, questions were developed for the subsequent qualitative portion of the study. Several qualitative methods were employed to provide triangulation. These included observation, historical research, and direct interviews with institutional administrators.

Naturalistic observation. The researcher had a unique perspective as a complete participant and a complete observer. Johnson and Christensen (2000) define the complete participant as taking “on the role of an insider, essentially becoming a member of the group being studied” (p. 149). Having handled the institutional marketing during the year of his home institution’s name change, the researcher had a distinct view regarding the specifics of an institution’s rebranding.

The complete observer views phenomena from outside the group being studied (Johnson and Christensen, 2000). As a complete observer, the researcher was employed as a member of the media or in higher education in West Virginia (or both) during the years 1977 to 2005. The researcher has been employed by three West Virginia institutions, graduated from four West Virginia institutions, and has taken classes on the campuses of two other schools within the state – both of which are a part of this study. Additionally, the student is a graduate of another Appalachian regional school (located in Kentucky) that experienced the “college-to-university” change.

As a student of higher education leadership, the researcher has a network of contacts at most institutions located within West Virginia. This afforded the researcher even greater insight on the amount of rebranding that has occurred in West Virginia. For

a further understanding of institutional culture and branding, the researcher visited 21 West Virginia campus locations, six Pennsylvania campus sites, two institutions each in Virginia and Massachusetts, and one institution each in Ohio and Maryland. For historical context, the researcher visited locations of five defunct institutional campus sites: one in Pennsylvania and four in West Virginia (two of these campuses were later secured by newer institutions and are currently operational).

Historical research. To understand the events as they unfolded, the researcher employed historical research using documentation regarding the rebranding processes at the institutions in question. These included, but are not limited to, the following: newspaper articles and editorials, institutional publications and materials (administrative, faculty, and board minutes), accreditation documents (self-study reports and institutional statements of affiliation), periodicals, legal documents, governmental documents (bills, reports, and the *State Code*), current and archived radio and television broadcasts, active and archived web sites, and published histories.

Interviews. The greater portion of the material gathered for this study came from interviewing individuals who were directly and indirectly involved in the administration and or governance of West Virginia's higher educational institutions. As survey and historical data were being collected, it became evident that to understand dynamics *not* present in West Virginia, interviews with administrators in Georgia and Pennsylvania needed to be conducted. Additionally, representatives from institutions in Kentucky, Pennsylvania, Maryland, Virginia, the six regional accrediting bodies, consortia, and governmental agencies were contacted. Snowball sampling occurred as interview subjects occasionally suggested other knowledgeable parties to be interviewed.

Interviews were two-fold: complete interviews and partial (one to three question) interviews. The longer interviews were conducted with 22 individuals representing institutions, governing boards, consortia, and the state legislature. Three interviews were conducted via telephone. Two on-site interviews occurred with two subjects each, while the remaining 15 interviews were conducted on-site with only one interview subject. The interviews ranged from 30 to 90 minutes in length. The West Virginia interviews included representatives from all 11 West Virginia institutions in this study.

The shorter interview questions were directed to a number of other individuals who had specific information not known by the subjects in the longer interviews. The vast majority of additional information was gathered via email (24); however, face-to-face (17) and telephone interviews (6) secured the required information. One individual responded via the postal system. A handful of individuals were contacted more than once for further information. A total of 48 individuals provided additional information germane to this study. The number of individuals contributing information to this study (including 32 non-duplicated survey participants) totaled 102.

Synthesis

The study conformed to Duke and Beck's (1999) recommendation of an alternative style that would provide an "opportunity [to develop] skills that will actually be beneficial to students in the long term" and proposed that "each 'chapter' of the dissertation would have its own abstract, introduction, literature review, research question(s), methodology, results, and conclusions – it would be a self-contained research article manuscript ready to be submitted for publication" (pp. 183-184). As materials were gathered, seven general themes emerged and these are represented in Chapters 2

through 8 in this study. While not all possible themes were investigated, some related legislation and regulation, such as the semester system change in Georgia and the community college emergence in West Virginia, were necessary to explore as both had an impact on the overall effectiveness of the “college-to-university” change.

Finally, there were no good examples in West Virginia of how institutions could protect their own institutional brands. While conducting background research, the story of Allegheny College in Meadville, PA emerged several times. It was thought to include this institution’s experience within context of this research to explore the issues of brand protection. Interviews and historical research into Allegheny’s four experiences of brand interloping by other institutions produced a case study on this one particular brand name, which was included as Chapter 9.

Limitations

While the survey instrument addressed the reactions of a number of stakeholder groups, the researcher did not address the reactions of students. Student reactions at several of these schools were noted through historical documents; however, a complete analysis in the area of “student reactions” was not possible.

The researcher desired to interview two representatives of the West Virginia State Legislature. Both were to be high-ranking officials, one from the House of Delegates and one from the State Senate. Having known one legislator both personally and professionally, the researcher interviewed this one individual who filled a number of key leadership roles. Although an example of convenience sampling, the selection of this individual on the basis of his background was logical. In searching for a person from the

other chamber of the legislature, a ranking member was identified through the suggestion of a member of West Virginia's executive branch. Although agreeing to participate, this legislator was unavailable to be interviewed during the entire time of the data collection. Although the one interview was very insightful, it only represented the thoughts of one legislator and represented only one side of the legislative chamber.

As with all survey results, there is a tendency for participants to respond in a socially desirable manner (Johnson and Christensen, 2002). According to Fowler (1995), there is a "tendency for respondents to distort answers in ways that will make them look better or avoid making them look bad" (p. 28). With this in mind, some of the responses may not be entirely accurate.

Within the highly competitive environment of West Virginia higher education, two administrators were concerned with the researcher's relationship to Marshall University. Two administrators were cautious and one emphasized that he would not participate unless the researcher verified that he was not going to present the subject's institution negatively in an attempt to enhance Marshall University's (MU) reputation. The researcher assured both subjects that his role as a Marshall University student would have no bearing on how any institution would be characterized in this study. In the few times Marshall University was referenced, the author made every effort to treat the school with impartiality. Any platitudes or derision of Marshall or of any MU administrators came from the comments of the interview subjects and not the researcher.

Finally, the researcher's own employment at an institution within the study, may have influenced responses. While a number of the interview subjects had met the researcher in the past, the researcher did not reveal his employment situation to

previously unknown subjects unless specifically asked. Several of the subjects had positive comments regarding the researcher's place of employment; however, most comments were deemed as simple courtesies without any substantial research value. Other comments were based on an actual observation and were necessary for inclusion in the document to support a point. With exception of comments by two individuals that the researcher considered as actual observations, the majority of these remarks were omitted.

One administrator, who knew the situation, used the opportunity to joke about the researcher's institution; however, this was not viewed negatively, as it was obvious that it was an example of a "good natured ribbing" among competitors in the same business. This actually ended up being the longest and most thorough of the 22 interviews that were conducted. Another administrator, who did not know the researcher's employment situation, actually made very pointed and negative comments concerning the author's home institution; however, this was the exception and not the rule. These comments served no purpose to the study and were largely ignored.

A third administrator, fearful that the researcher would focus on author's employer at the expense of other West Virginia institutions, noted on the informed consent form that his participation was contingent "with the understanding that the researcher is from one of the institutions in the study." Cognizant of the potential for bias, the researcher attempted to prevent any such favoritism from occurring. The study limited the focus on the researcher's own institution; however, certain unique aspects of the name change were included as these added to the overall body of knowledge and represented an important part of this study. It is hoped that in the characterization of his

own institution, the author followed the paraphrased instructions given by Oliver Cromwell to artist Peter Lely: “paint my picture . . . warts [and all]” (Martin, 2007; ¶ 3).

Research Questions and Results

Question 1: What factors precipitated the “college-to-university” change?

The primary reason for rebranding as a university was to signify an institution’s existing status. This finding emerged from the institutional surveys, an analysis of graduate programs at 103 institutions, and through interviews with administrators.

For the 34 institutions represented in the surveys, administrators ranked their responses to the primary reasons for making the change. The data categories were collapsed, responses were prorated, and point values were assigned to all categories. Of the five most significant categories relating to the reason for the change, “to reflect the institution’s current status” had the greatest point value at 140 points. The other top reasons included a) “to define the future mission of the institution” (78 points); b) “to increase institutional prestige” (72 points); c) “to increase enrollment” (40 points); and d) “to enhance the school’s international reputation” (32 points).

Through an analysis of the numbers and types of graduate programs at 103 institutions in the U.S., inferences may be drawn to indicate the purpose for these schools’ adoption of the university designation. Because many of these institutions already had graduate programs and then added more within five years of the change, it may be inferred that a large number of these schools adopted the university name to reflect their existing status.

With West Virginia's loss in overall population, including the demographic containing traditional, college-aged students, it was assumed that many of the institutions in the state changed names in order to become more competitive. By comparing the number of institutions per capita with surrounding states, it appears that West Virginia is saturated with educational institutions (see Chapter 1). While several interview subjects acknowledged this, they also indicated that this issue appeared to have no bearing on the decision to move to university status. If institutional competition was assessed as being a primary motivating factor, the "college-to-university" change would have been an effort to survive. Data collected from interviews and other documentation indicated that for most schools, this was not the case. Only three schools were in survival mode at the time of the change to university status. One institution poised itself for what it hoped to become, and the remaining six schools changed names to reflect what they had already become.

Although enrollments were low during the decade of the 1990s, this situation turned around for many schools in West Virginia. One legislator explained,

[There] has been this tremendous success in the area of higher education in terms of the number of students going to and accessing higher education. They weren't doing that a half a generation or a generation ago. There were a bunch of reasons for this. A number of them may be things like the PROMISE Scholarship, the increase in grant funding – the scholarships that aren't merit based, and obviously the change in West Virginia's economy, which ties into the community college issue.

Question 2: What was the administration's justification for the university designation?

For the most part, entry into graduate education was the primary justification. This was mentioned by a number of the interview subjects. In several of cases, only one graduate or professional degree was necessary to qualify to become a university. The West Virginia Higher Education Policy Commission requires only one graduate program as part of the qualifications for “university status.” Second to this was an organizational structure that followed a traditional university pattern of several schools or colleges under the university structure. Two administrators felt that an organization comprising a minimum of two schools or colleges was sufficient to justify the university designation even without any graduate programs. Only one person, a legislator, suggested that research activities may need to be conducted as justification for a university mission. Schools that had neither a graduate degree program nor a university structure justified the university name through a comparison to similar institutions within their regions that already had adopted the university designation. These institutions were in a minority.

There were several additional reasons administrators in West Virginia justified their schools' being called universities. One of these was to align the school with the current definition of the term “university” and thus conform to accepted practice. Of the entire membership of the American Association of State Colleges and Universities (2006), 90% of the member institutions were already designated as universities. Another justification was to better position the university brand outside of West Virginia. Since the term “college” was used for secondary schools in most of the world, the “university” designation would be more attractive to international students. Related to this issue was the tendency for some community colleges to drop the “community” designation and thus

appear equal to four-year colleges. By adopting “university,” the name sent a message to prospective students that the four-year school was of a higher status. Finally, it was felt that the “university” designation had the potential to benefit the local economy.

Question 3: What was the institution’s strategy for the rebranding process?

Several areas of strategic planning emerged from the survey data and the interviews. These included implementing structural changes related to the university organization, exercising care in the choice of names, and calculating accurately the amount of time required for the change. While not experienced by all institutions that rebranded as universities, one strategy was to align the institution with a university model by establishing several schools or colleges. One danger that The University of Charleston (UC) experienced was an overzealous model that overextended the institution’s resources. UC’s organization contained seven schools each with its own dean, which one administrator recalled, “We had one dean for every 100 students. It was an incredible bureaucracy . . . There were terribly high administrative budgets – top heavy.” A smaller and more manageable model would likely have served the institution better.

The most visible aspect of the “college-to-university” change was the choice of name. The majority of the schools (53.06%) made a minor-simple change by just replacing “college” with “university.” In West Virginia, these included Concord College rebranding as Concord University and Fairmont State College being renamed as Fairmont State University.

The second largest group of schools (34.01%) experienced a minor-complex change. This type of change retained the primary identity of the school, but additional changes occurred with the addition of the “university” designation. Some examples from the survey institutions included North Georgia College becoming North Georgia College and State University and Cumberland College rebranding as the University of the Cumberlands.

Finally, a minority of schools (12.93%) abandoned the old brand for a completely new identity. From the list of 103 rebranded universities from 1996 to 2001, examples included Pacific Christian College rebranding as Hope International University and Rosary College’s transition to Dominican University.

There was an advantage in retaining the old brand as it required less of a financial commitment than other rebranding strategies. Additionally, inferences could be drawn (although not supported by quantitative data) that stakeholder acceptance was greater when the existing institutional identity was retained.

There were times when a complete rebrand was seen as necessary. Stakeholder involvement in the decision helped this type of change become more palatable to the school’s constituents. The College of West Virginia’s complete rebranding as Mountain State University is an example of the involvement of faculty and staff in the name selection. This was viewed as a positive move, whereas other institutions with little or no stakeholder involvement experienced greater difficulty in this process.

The time commitment for the rebranding averaged at 22 months. It was also noted that this time was probably indicative of the actual implementation of the change and not the entire time spent in planning for the change. Where planning data were

available, the estimated time was considerably shorter than the actual time. This is consistent with time commitments at other schools.

Question 4: What procedures did administration use to implement the change?

As indicated from the survey data and the administrative interviews, brand implementation and its financing emerged as important considerations when planning. Several implementation strategies were employed by West Virginia rebranded institutions. The institutions followed one of the six name change strategies identified by Kaikati and Kaikati (2003). These included the following strategies: phase in/phase out, combined branding, translucent warning, sudden eradication, counter takeover, and retrobranding.

The “Phase in/Phase out” strategy allowed a gentle introduction of the new brand with a concurrent phasing out of the older brand. This was generally the case with Concord University, Fairmont State University, Shepherd University, and West Virginia State University.

Merged institutions that fused the original brand to the new brand utilized a “Combined Branding” strategy. Salem-Teikyo University and West Virginia University Institute of Technology both used this strategy. Two schools, The University of Charleston and Mountain State University, employed the “Translucent Warning” strategy where intense promotion preceded a phase in of the new brand. With “Sudden Eradication,” Wheeling Jesuit University and Ohio Valley University dropped the old brands in favor of the new brands overnight. Two strategies identified by Kaikati and

Kaikati, “Counter-Takeover” and “Retrobranding” were not employed by West Virginia schools.

Two areas that were generally not changed in the rebranding processes included schools’ colors and mascot. Alumni generally regarded both as sacred territory. While Armstrong Atlantic had changed mascot names to the “Stingrays,” they eventually returned to the original mascot name of the “Pirates.” Only one school broached this area successfully: Georgia College & State University. While the institution’s new name was initially problematic for stakeholders, allowing students to choose the new mascot and school colors was deemed a success.

In financing the name change, most schools indicated that the monetary commitment was minimal at most. Where state institutions rebranded (as with West Virginia and Georgia), no additional funding was provided. Most schools admitted to allowing existing stationery to become exhausted before ordering new, some schools did not immediately change signage.

While not tied specifically to the name change, federal appropriations boosted the reputation of several schools. The additional funding often aided in building institutional credibility that ultimately resulted in a change in status. Such was the case with funding provided through Senator Robert C. Byrd to several West Virginia schools. The appropriations helped to provide the necessary infrastructure to become universities. Wheeling Jesuit University is the best example of this. Likewise, The University of Charleston had the opportunity to grow into the university it desperately tried to become in 1979 with its pharmacy school – funded in part by Senator Byrd.

Question 5: What influence did regulatory bodies have upon the change?

According to information gathered during the interview process and through historical research, regulatory bodies (outside of state bodies) had little effect upon an institution's decision to implement a "college-to-university" change. While accrediting bodies and other degree-approving bodies could delay the implementation of graduate programs, these bodies generally did not influence rebranding efforts.

For state institutions, governmental agencies exerted great influence upon the name change. In Georgia, the Chancellor and the Board of Regents imposed name changes upon a number of institutions in 1996 (including 13 new universities). This produced mixed results. At schools where stakeholders responded negatively, the reactions were highly emotional. In West Virginia, the legislature had reservations with allowing Concord, Fairmont State, Shepherd, and West Virginia State to be elevated to university status. While the process was difficult, it required only one legislative session for passage. The legislative process in other states often lasted over a decade.

Question 6: What were reactions of stakeholders to the change?

When institutional rebranding occurs, its success is often judged by the reaction of key stakeholder groups. Historical research, survey results, and interviews with administrators noted the level of involvement by key stakeholder groups. In several instances, for example, stakeholders have prevented an intended rebrand from being implemented. For this study, several groups were identified. These included students, institutional governing boards, administration, the community at large, faculty, alumni, former employees, and other institutions. Some wielded more influence than others.

Student support. While a question regarding students' reaction to the name change was omitted from the institutional survey instrument, historical research and interviews with administrators provided information regarding student reactions. At several schools in Georgia and at Virginia's University of Mary Washington, students visibly opposed the name change by staging protests. In West Virginia, students initially had difficulty in accepting the Morris Harvey College change to The University of Charleston. These negative feelings, however, subsided after several months. At Ohio Valley University, the students accepted the change immediately. At most other West Virginia schools, there did not appear to any polarized action toward the rebranding. Of the stakeholder groups, students did not appear to exert much influence unless accompanied by other stakeholder groups with similar reactions.

Board support. According to the survey results, the area that garnered the most perceived support was the institutional governing board. With a four-point Likert scale (4 = "strongly agree"; 3 = "agree"; 2 = "disagree"; 1 = "strongly disagree"), responses regarding board support were overwhelmingly positive. The mean score for board acceptance of the change was 3.94 concerning the statement, "[t]he institutional board supported the change."

Administrators' responses to this statement were as follows: 93.75% strongly agreed and 6.25% agreed. No negative perceptions of the board's support of the change were noted. During the qualitative data collection process (both interviews and historical), it appeared that slight issues regarding board support occurred at two West Virginia schools. At The University of Charleston, a former president serving as an emeritus trustee (and having a considerable amount of influence) could have become a

major opponent of the name change measure; however, other board members intervened. Likewise, some board opposition existed at Wheeling Jesuit University until the president and other board members provided solid arguments for proceeding with the change. This helped convince dissenters among the trustees to accept the proposed change.

Administration support. For the most part, the institution's administration supported the change from a college to a university. From the survey results, the mean score on a 4.00 scale was 3.74. In response to the statement "[a]dministration supported the change," 28 administrators (82.35%) strongly agreed, four (11.76%) agreed, one (2.94%) disagreed, and one (2.94%) strongly disagreed. At some of the institutions in West Virginia, staffing alterations at the administrative level were necessary to accomplish the name change initiative; however, the majority of presidents had full support of their administrative staffs for the rebranding agenda.

Community support. Regarding the statement, "[t]he community supported the change," 33 administrators responded in the following manner: 17 (51.51%) strongly agreed, 13 (39.39%) agreed, two (6.06%) disagreed, and one (3.03%) strongly disagreed. Two of the schools that had problems with the community at large had well-publicized conflicts with a number of stakeholder groups regarding the change. The mean score for community support was 3.39 on a 4.00 scale. Additionally, eight survey respondents listed "community sarcasm" as one of the top five interesting aspects of the name change.

West Virginia institutions received little difficulty with community support with the exception of West Virginia University Institute of Technology; most of this occurred much later when plans to move the engineering department to South Charleston were being discussed. At Salem-Teikyo, there were some issues with the community accepting

the influx of Japanese students, but this passed in time. In one instance, the community was the primary supporting group when Morris Harvey College transitioned to The University of Charleston.

Faculty support. Regarding the statement “[f]aculty supported the change,” 33 administrators responded in the following manner: 13 (39.39%) strongly agreed, 13 (39.39%) agreed, six (18.18%) disagreed, and one (3.03%) strongly disagreed. The mean score was 3.15 on a 4.00 point scale. In West Virginia, faculty at most institutions supported the change and, in most cases, was engaged in the process. Some faculty resistance occurred at two schools. At The University of Charleston, faculty members were disgruntled; however, they were not very vocal in their opposition for fear of losing their positions at the school. At Ohio Valley University, several did not support the change because it required some faculty members to upgrade their credentials. These individuals either left the institution or eventually realized on their own that the change was a positive move for the institution.

Alumni support. Regarding the statement “[a]lumni supported the change,” 33 administrators responded in the following manner: 11 (33.33%) strongly agreed, 13 (39.39%) agreed, 5 (15.15%) disagreed, 4 (12.12%) strongly disagreed. The mean score was 2.94 out of 4.00. This was only area where the mean score fell below 3.00, an equivalent score for agreeing with the statement. It also was the only area where the “strongly agree” responses were fewer than those who agreed with the statement. While the scores trended positive, there were definite issues with alumni acceptance at several institutions. Again, West Virginia schools largely had no problems in this area. Historical and interview data revealed that the only significant alumni reaction was at

The University of Charleston, where alumni vehemently opposed the tampering with the Morris Harvey brand.

Former employee reaction. Only one school experienced difficulties with former employees. Although not mentioned in the interview process, current media reports and historical research provided documentation of a situation at WVU Tech. When Governor Joe Manchin announced his plans for WVU Tech, seven women (including five former employees) formed Take Back Tech and mounted a campaign against the proposal. Throughout Fayette County, WV, these women canvassed the community gathering over 7,000 signatures in support of the Tech they once knew. The tenacity of these women aided in altering the proposed direction for Tech; however, their wishes to stop the forthcoming WVU divisional status (including filing a lawsuit) were unsuccessful. It is highly unlikely than many institutions will experience this type of reaction from former employees who are not part of another stakeholder group.

The reaction of other institutions. In West Virginia, the reaction of other institutions to a proposed change was experienced four times. When WVU and WV Tech were planning to merge, Marshall University (MU) President Wade Gilley cried foul. Some believe that his initial opposition resulted in MU's being permitted to absorb the West Virginia Graduate College during the following year. The move by John Carrier, president of WVU Tech, caused the presidents within the West Virginia State College System to distance themselves from him, lest they be perceived as considering similar moves at their own institutions.

Only one instance resulted in a lawsuit. When The College of West Virginia began to plan a change to Mountain State University (MSU), Mountain State College

(MSC) in Parkersburg protested. MSU filed suit to challenge MSC's claim to a name they considered an exclusive mark. After two years, MSU worked out a settlement with MSC and gained rights without opposition to continue to use the brand (Mountain State University v. Mountain State College, 2002). The only other issue regarding the reaction of other institutions was the lack of synergy and cooperation among the four schools that became universities in 2004. Had these schools worked together rather than independently, they may have had fewer difficulties with the legislature.

Correlations. Three sets of data regarding stakeholder support showed statistically significant correlations. When faculty supported the change, there was a corresponding correlation with alumni support. A correlation also existed between alumni and community support, and between the support of the administration and the faculty. No other correlations were found. The support of certain key stakeholders appears to have a corresponding effect upon other key stakeholder groups.

Question 7: How did senior administrators perceive the success of the change?

General observations. Respondents to the survey indicated five primary areas that they judged as the basis for the success of the name change. In a ranking question, participants were asked to rank predetermined factors and, if necessary, add any additional factors to the list. A total of 14 categories were reported and those that had similar themes were combined. Points were calculated by assigning five points to the number one reason, four points to the number two reason, and so forth. The clarification of identity ranked number one with a total point value of 139. Other significant reasons included the following: enhanced reputation (90 points), enrollment and recruiting (72

points), new programs (35 points), and international issues (recruiting, attractiveness, etc.; 32 points). All other responses totaled to 17 points.

Enrollment. In regard to enrollment, most schools indicated some growth after rebranding. When rating the statement “[e]nrollments increased as a result of the name change,” 29.41% strongly agreed, 41.18% agreed, 14.71% disagreed, and 14.71% strongly disagreed. The mean score was 2.85 on a four-point scale. It should be noted that while schools indicated enrollment was one of the reasons the change was viewed as successful, it was not one of the top two criteria to evaluate the institution’s success in the endeavor. In addition, enrollment was not cited as the major rationale for the change, as it ranked fourth.

By using Paul S. Koku’s (1997) model of analyzing the effectiveness of college and university strategic name changes, the mean incremental change in enrollment prior to the name change was compared to the mean incremental change in enrollment after the name change. The mean incremental change was determined by taking the enrollment of one year (Year A) minus the enrollment of the previous year (Year B) and dividing the difference by the enrollment of the previous year (Year B) – thus creating a percentage of growth or loss from the previous year. The mean incremental change was computed for the five years prior to the change and for five years after the change. This was a mathematical average of the percentages of growth or loss in enrollment from these years.

Koku looked at what he considered strategic name changes and found no significance in enrollment after the change. In looking at 103 “college-to-university” rebranded schools from 1996 to 2001, the results were different and a significance was

noted in the level of enrollment growth. The growth, which on average was still occurring, did so at a much slower pace. Thus, an analysis of the data indicated that perhaps the “college-to-university” change had an overall negative effect on the percentage of enrollment growth at these institutions. This is not to say that enrollment growth did not occur, as it did. What it does indicate is that, at most institutions, the growth rate was slower than it was prior to the change. This was unlike Koku’s results, which indicated that enrollment growth remained at a constant level. Several independent variables were also analyzed. These included the following: institutional size, institutional type, and the type of change.

Concerning institutional size, only one category showed a significant change in enrollment after the rebranding. Institutional size was based upon the school’s enrollment during the change year. Medium sized schools (2,000 to 4,999 FTE) experienced the only statistically significant post-change enrollment trends. The rate of incremental enrollment for medium-sized institutions was in the negative figures, meaning the greatest loss in percentage of incremental enrollment growth occurred at medium-sized schools. With exception to having only two proprietary schools (5.41%) in this category, the medium-sized schools were heterogeneous with regard to institutional control, as 27.03% were private/independent, 32.43% were public, and 35.14% were religious. One state, Georgia, dominated this category of schools; seven of the eight were public institutions that experienced unique recruiting and retention problems during the years following the name changes. This issue will be discussed in further detail. This researcher found no apparent reason why medium-sized schools experienced the worst growth rates after a university rebranding.

Next, the independent variable of institutional type was analyzed. Schools were grouped by their control identities as found in the *HEP Higher Education Directories*. As some schools changed control (including one private becoming a public institution), control was based upon data from the change year. Since the *HEP Higher Education Directories* listed religious-controlled schools by their denomination or controlling body, these were all grouped under a generic “religious” category. The other categories included public, private, and proprietary. No significant post-change incremental enrollment could be attributed to the independent variable of institutional type.

In an analysis of the independent variable of the type of name change, three categories were constructed: minor-simple, minor-complex, and major. With minor-simple, “college” was replaced with “university” (i.e., Athens State College to Athens State University). Minor-complex name changes retained the school’s primary identifier, but made other changes to the name along with adding the word “university” (i.e., Armstrong State College to Armstrong Atlantic State University). Major changes indicated a complete institutional rebranding with the new name having no similarities to the former brand (i.e., The Graduate School of America to Capella University). Only one category, the minor-simple name change, indicated significance. Again, the rate of growth had slowed significantly post-change and there is no apparent reason why this occurred. Other variables that were not analyzed (i.e., funding, the availability of student aid, the economy, changes in demographics, etc.) could have contributed to the slower rate of growth rather than, or in combination with, the change in name.

In at least two states, other variables affected enrollment at institutions that had rebranded. In Georgia, a change from the quarter system to the semester system appears

to have affected enrollment at 11 of the 13 new universities. Likewise in West Virginia, the separation of the community and technical colleges from their parent institutions affected enrollment. While most institutions in West Virginia did not have an appreciable gain or loss following the adoption of the university name, the schools that made the change based upon survival reasons had the most difficulty in attracting and retaining students. Additionally, it is too early to judge the overall enrollment effect of the change at five of the West Virginia institutions in this study, as these name changes were only implemented in 2004 and 2005.

Question 8: Did the change produce any indicators of increased prestige?

Carnegie Classification. In an analysis of 103 colleges that became universities from 1996 to 2001, there was a significant change in the Carnegie Classification of Institutions of Higher Education five years after an institution rebranded as a university. In addition, the independent variables of institutional size and type of name change also indicated statistical significances in Carnegie Classifications five years following the change. In a further examination of these variables, some insight can be garnered. An analysis of small institutions (0 – 1,999 FTE) indicated a statistical significance at the .01 level for post-change Carnegie Classifications, medium sized schools (2,000 – 4,999 FTE) indicated a statistical significance at the .05 level. Large schools showed no significance. It appears therefore, that larger schools have a diminished probability of change in Carnegie Classifications than do small and medium-sized schools.

An increase in graduate programs. For the population of 103 schools that rebranded as universities from 1996 to 2001, a graduate program score was achieved by counting graduate and professional programs during the year of the institutional change.

These programs were then classified according to the National Center for Educational Statistics (NCES) of the U.S. Department of Education. The number of programs were then multiplied by their NCES ranking number. The procedure was used for the graduate program score for the year of the name change and the fifth year after the change. The independent variables of institutional type and accrediting body produced a statistical significance, with the greatest significance attributable to the regional accrediting body variable.

The six regional accrediting bodies accredit institutions and not programs; however, programs at a level not specified in an institutions' statement of affiliation status must receive prior approval (Higher Learning Commission, 2003). The regional accrediting body variable was further analyzed and institutions under the jurisdiction of three regional accrediting bodies indicated significance. Institutions accredited through the Middle States Association of Colleges and Schools produced significance at the .05 level. Schools under the jurisdiction of both the Southern Association of Colleges and Schools and the Higher Learning Commission of the North Central Association produced significance at the .01 level. Because only one school under the jurisdiction of The New England Association of Schools and Colleges was included in the population, an analysis of schools within this region could not be accomplished. In relation to the two remaining regional bodies, the reason that the two most western accrediting bodies (Northwest Commission on Colleges and Universities and Western Association of Colleges and Schools) did not indicate a statistical significance in the area of graduate programmatic growth is not currently known. There is strong indication that the move from a college to university generally is accompanied by an increased graduate programmatic focus.

Undergraduate selectivity. An institution's selectivity has been used as a criterion of institutional prestige. Since data were not available from the entire population of 103 institutions, a sample of 71 schools was analyzed using the SPSS statistical software program. The 1998 through 2008 issues of *U.S. News and World Reports America's Best Colleges* were used to gather the selectivity data of the 71 institutions comparing both the year of the change and the fifth year after the change. There was no statistical significance in regard to undergraduate selectivity within the entire sample. No statistical significance was noted upon comparing the figures by the independent variables of institutional size, institutional type, type of change, and accrediting body.

Tuition increases. To test the "Chivas Regal Effect" (Sevier, 2002a; Werth, 1988) of an institution's pricing structure as an indication of prestige, incremental changes in tuition were compared prior to and following the name change. In a comparison of incremental tuition increases, no significance was indicated five years after the change. As independent variables were analyzed, no significance was noted with institutional size, institutional type, type of change, or jurisdiction under a specific regional accrediting body.

Perception of prestige. When administrators were asked to respond to the statement: "The institution is perceived as having a greater prestige," 13 (38.24%) strongly agreed, 16 (47.06%) agreed, four (11.76%) disagreed, and one (2.94%) strongly disagreed. This area had a mean score of 3.21 on a 4.00-point scale. Therefore, administrators generally perceived that their institutions increased in prestige with the university designation.

Perception of university culture. Birnbaum (1993) and Hearn (2005) equated “university culture” as a community of scholars generating and promoting new ideas. The attainment of the culture of a university was identified as an indicator of institutional prestige. In relation to this, administrators rated the following statement: “The institution currently exhibits the culture of a university.” The following results were noted: 9 (26.47%) strongly agreed, 19 (55.88%) agreed, 9 (26.47%) disagreed, and no respondents strongly disagreed. The mean score for this variable was 2.91 on a 4.00 point scale. While generally positive, there is an indication that certain institutions were perceived as still lacking university culture by their administration.

Correlations. When comparing the nine statements on a 4.00-point Likert scale from the survey responses, several areas produced significant positive correlations. There was a correlation between increase in enrollment and the perception of prestige. Perceptions of institutional prestige and the attainment of university culture also indicated a correlation. In addition, the perception of university culture correlated with two areas of stakeholder support: alumni and community.

The correlation between a rise enrollment and the prestige of an institution may represent administrators’ opinions that an enrollment increase signified prestige, or it may indicate that with an increase in prestige, enrollments may have correspondingly increased. The correlation between institutional prestige and university culture may signify that as an institution is viewed as prestigious, there may be a corresponding opinion that “university culture” is being exhibited. Therefore, when the university mission is viewed successfully, there may be a corresponding attitude that the institution has prestige. Concerning the correlation between university culture and the support of

alumni and the local community, two possibilities may exist. First, the perception of university culture may correspond to greater alumni and community support, and second, as these stakeholders supported the change, there was a greater perception that institution had exhibited the culture of a university.

Question 9: What suggestions did administrators provide upon revisiting the change?

Regarding institutional advice, the 34 survey institutions provided a number of key recommendations. With the responses collapsed into workable categories, the number one suggestion was to “have a good reason to change” at 147 points. A close second at 141 points was to “have a defensible name that relates to the institutional mission.” The remaining advice included “address stakeholder issues” (81 points), “have a marketing plan” (50 points), “calculate actual costs” (28 points), and “divest of the old name” (8 points).

From most West Virginia administrators, there were few suggestions regarding the rebranding experience. For those institutions that reflected upon the “college-to-university” change, three broad areas emerged. These were preparation, continuation, and integration. The advice in the preparatory phase included involving key stakeholders in the decision process and performing the necessary research in advance of the change. Often these two suggestions were interrelated, as research may dictate how stakeholders will react to a proposed change.

Concerning continuation, several bits of advice emerged. First, allocate enough resources to properly promote the new brand. Second, make sure the mission is focused. It is one thing to *call* a school a university; however, it something entirely different to *be*

a university. Last, plan the name change at a time for the maximum results. As several administrators suggested that the name change may be more successful if it is scheduled when key stakeholders can be involved.

The advice on integration centered largely on mergers. From the experience with West Virginia University and West Virginia Institute of Technology, it may have been best to have integrated from the very beginning rather than have endured the slow and painful process that both schools experienced. While swift integration may be extremely painful initially, this should subside after a couple of years. One administrator suggested assessing the situation immediately and then periodically. Another administrator suggested giving the merged body a little more control over certain areas so that employees may perceive that they have some effect upon their own destiny.

Question 10: What methods can institutions use to retain ownership of a brand?

While no significant branding struggles have occurred in West Virginia, another school in the Appalachian region has had its brand tested four times in 40 years. Allegheny College, located in Meadville, PA, is a prime of example of institutional brand presence and perseverance. This medium-sized liberal arts college has battled much larger entities and won. Even in the face of schools that had a seemingly legitimate claim on the same geographic brand, Allegheny College retained its brand dominance.

This dominance can be attributed to a number of factors including the following:

- a) the longevity of the brand's usage;
- b) a good academic reputation;
- c) a succinct mission;
- d) an identification of fallacious arguments from branding challengers; and
- e) a willingness to protect its institutional identity at all costs.

This protection included one

lawsuit in which Allegheny College, the underdog, was the victor. Allegheny College has been so successful that it forced two institutions to limit how they used their brand name choices and forced two other institutions to alter their brand names.

With the Community College of Allegheny County, Allegheny College was successful in limiting how the school identifies itself. The school refers to itself only by its full name or by the initials CCAC. When Allegany Community College in Cumberland, Maryland changed its name to Allegany College, Allegheny College forced the institution to rebrand a second time as Allegany College of Maryland.

When Allegheny General Hospital in Pittsburgh expanded its mission to health care education, Allegheny College cried foul at the marketing efforts of Allegheny University of Health Sciences (AUHS) when it identified itself solely as “Allegheny University.” The parent organization, the Allegheny Health, Education, and Research Foundation, was Pennsylvania’s largest health care provider. In the legal judgment, AUHS was forced to only use its full name or the AUHS initials in marketing. It was also required to surrender the allegheny.edu domain name and to change its institutional logo.

In 2006, Penn State McKeesport announced that it would be taking a new name, “Penn State Allegheny,” and Allegheny College took on the 10th largest university system in the United States. After numerous phone calls, letters, and meetings, Allegheny College persuaded Penn State to rename the institution. Although a compromise with the Penn State Greater Allegheny name occurred, Allegheny College effectively changed the direction of these rebranding efforts.

Chapter 9 details these successes as well as some of the issues at each institution with the reasons to rebrand. All four schools were either larger or belonged to a larger organization, three of these were located in Allegheny County, PA and one in Allegany County, MD. While under current Pennsylvania trademark law, geographical names could not be considered as exclusive property; however, Allegheny College prevailed and its ownership of the brand they have held since 1815 has been validated (Alaya, 1996). An Internet search of the brand confirms that Allegheny College dominates the Allegheny brand in all uses including education.

Conclusions

In analyzing the findings of this study, some results support the findings of previous research while others do not. The major reasons for the rebrandings were “to reflect the institutions’ current status,” “to define the future mission of the institution,” “to increase prestige,” “to increase enrollment,” and other factors relating to international marketing. These responses were dissimilar from Spencer’s (2005) study on complete name changes. Spencer reported that the top reasons for name changes included a state-ordered mandate, internal restructuring, marketability, a relationship to mission, and an existence of an inappropriate name. He did mention that the state mandated change in Georgia skewed his results for this one question. Seven of the schools in his study were part of this mandated change, although only five rebranded as universities. Two institutions (Georgia Perimeter College and Coastal Georgia Community College) were two-year schools that simultaneously changed names under the same mandate.

Of the nine rebranded universities in this study, all acknowledged the mandate by Chancellor Portch; five, however, gave the primary reason as “to reflect the institution’s

current status.” Three of the institutions failed to answer this question (two stated “does not apply” and one left the answer blank) and one selected “enhanced reputation.” The purpose of the Georgia mandate was to align a school’s name with its current mission of graduate education at the master’s level.

Of the 34 survey respondents, 19 administrators listed “to reflect the institution’s current status” as the number one rationale for the change. An additional eight institutions indicated that this reason was a contributing factor. This is consistent with the experiences by the majority West Virginia’s rebranded universities. Matching the current institutional status to its name was related to the primary reason given by West Virginia administrators as justification for the university designation. Institutions generally equated graduate education to university status, although, no previous studies were found regarding a definition of university status. Likewise, the strategies employed for the change were not collected in any other single study; however, the organizational changes and name selection processes can be compared to the single institutional studies conducted by Garvey (2007), Hauck (1998), Perry (2003), Rosenthal (2003), Taccone (1999), and Tisdell (2003). While this study averaged the amount of time for a “college-to-university” name change at 22 months, Spencer (2005) reported a mean of 15 months for complete name changes. It was also determined that the stated time was far less than the actual time spent in preparation of a change (Garvey, 2007; Hauck, 1998; Perry, 2003; Rosenthal, 2003, & Tisdell, 2003).

Regulatory bodies at the state level were very pervasive in the change process for public institutions. Hartford (1976) and Tisdell (2003) both chronicled the influence of legislative bodies in the name change process. In some states such as Pennsylvania and

New Jersey, state systems extended influence over private, religious, and proprietary institutions as well, as noted by Perry (2003). Spencer (2005) documented the University System of Georgia's mandate to rebrand many of the state's institutions in 1996.

When asked to rate the top five "most interesting aspects of the name change," administrators indicated that stakeholder support played a key role in the acceptance or the rejection of the name change initiative. The responses were rated by assigning points to the administrator's responses. The most interesting aspect was given five points, the second most interesting aspect was assigned four points, and so on. Alumni reaction was the number one response (with a total of 94 points). This suggests that, at least with the schools that responded, the name produced a strong response from alumni. While it is possible that this could have been a positive response, and it was probably the case at one institution, historical data concerning the changes at the majority of these schools indicated that the response was strongly negative.

When all stakeholder related responses ("community sarcasm," "political interference," "faculty resistance," "resistance by current students," "community favor," and "faculty/staff reactions") were combined, the top score increased to a point value of 167. This is consistent with Spencer's (2005) findings as stakeholder reactions (primarily alumni) were noted to have created problems during the process.

Negative alumni reactions indicated in the ranking question concerning "the most interesting aspects of the name change" corresponded to lower scores on the Likert scale responses to "[a]lumni supported the name change." In regard to all of stakeholder support, alumni ranked the lowest at a mean score of 2.94 out of 4.00. Board support ranked the highest at 3.94 with administrative support at 3.74. The importance of

securing the support of the board and administration is consistent with Garvey's (2007) analysis of Philadelphia University. The major stakeholder problems in West Virginia appear to have occurred at The University of Charleston (alumni) and WVU Tech (former employees).

In regard to the success of the change, "clarification of identity," "enhanced reputation," and "enrollment and recruiting" were identified as the top indicators of success of the name change. This did not entirely follow Spencer's (2005) results. Spencer reported that the majority of his participants had no measure for the success of the change. Those that did respond identified "increased enrollment," "better reputation," and "better students" as the top three indicators of success.

Additionally, while Spencer (2005) indicated increased enrollment as the primary success indicator, Koku (1997) concluded that a strategic name change had no significant effect on enrollment. This analysis of 103 "college-to-university" changed institutions differed from both studies in that there was a significant effect upon enrollment; however, this effect was negative. Although institutions continued to attract students, they were not attracting and retaining students at the same level as prior to the change. This suggests that the name change may have produced slower growth than before. The reason for this is not known; however, other variables may have contributed to this slowed growth as did the quarter to semester system change in Georgia.

Certain measurable results regarding institutional prestige, such as an elevation in Carnegie Classification status and increased numbers of graduate certificates and degrees, are consistent with Morpew's (2000) findings. Morpew concluded that with a "college-to-university" change, there was a corresponding increase in the emphasis on

graduate education. No significant changes in tuition and institutional selectivity occurred. While institutions had a greater graduate focus and hence an increase in Carnegie rank, these indicators of prestige did not accompany significantly higher tuition or greater admissions selectivity.

In regard to Morphew's (2000) secondary data, the institutional profile has some elements that are similar and some that are not. Any differences may be attributed to the different institutional populations utilized in the two studies. Morphew's (2000) generalization, that institutions at the baccalaureate Carnegie Classification were more likely to seek a change to university status than master's level institutions, was not corroborated in this study. While a significant number of baccalaureate class schools (30.10%) sought the university designation, the largest number (40.78%) were already at the master's level.

Morphew (2000) also discovered that less selective institutions were more likely pursue the "college-to-university" change. In the analysis of the population of 103 institutions, institutional selectivity data was only available for 71 of the schools. Taken from *U.S. News and World Reports America's Best Colleges 1998 - 2008*, selectivity data was tracked for the year of the name change and for five years after. Selectivity information was two years behind the publication's date, therefore, the 1998 edition reported 1996 data; the 2006 edition reported 2004 figures. For the 71 institutions, the selectivity was reported for the year of the change was as follows: least selective (5.63%), less selective (19.72%), selective (66.20%), more selective (8.45%), and most selective (0.00%). While the lower selective institutions outnumber the more selective institutions, the greatest number fell within the middle of the continuum. These figures

that trended to lower selectivity are similar to Morphew's findings; however, Morphew did not identify any institutions equivalent to the more selective category.

Likewise, Morphew's (2000) findings on institutional size were replicated. In this analysis of the 103 institutions, 48% of the schools were small institutions (0 – 1,999 FTE). This supported Morphew's assumption that smaller schools are more likely to seek a "college-to-university" change than larger schools. Additionally, Morphew characterized the majority of the institutions as being private. Spencer's (2005) sample consisted primarily of public institutions. Since this study discriminated among the various subcategories of private institutions, denominationally controlled institutions comprised the largest group experiencing the "college-to-university" change. Of the 103 schools, 45.63% were reported as religiously controlled schools. In addition, 10 faith-based schools chose to self-report as private, independent colleges. These schools were not listed as being controlled by a denomination or other religious body.

While Morphew (2000) declined to identify the motivational factors that led small, less selective, and resource-poor institutions to become universities, the possibility of an increase in prestige seems likely based on his findings. An increase in prestige would position the institution for greater appropriations and greater success in attracting students. In this study, the majority of administrators judged that their institutions had attained a level of prestige (85.29%) and exhibited the culture of a university (82.35%) resulting from the name change.

The advice provided by administrators was consistent with responses gathered by Spencer (2005). Both studies produced as the number one suggestion "hav[ing] a good reason to change." While Spencer's second and third rated responses dealt with

stakeholders (“have input from all stakeholders” at second, and “address alumni issues first” at third), this study produced second and third ranked reactions that were a combination of similar responses. The second ranked suggestion was “have a defensible name that related to the institutional mission” and the third dealt with the addressing of stakeholder concerns (“address alumni issues first” comprised the largest representation of the combined stakeholder category). While most West Virginia administrators hesitated to advise others, those who offered advice suggested having adequate preparation, a commitment to the institutional mission, and an assessment of the actions once the change occurred.

Finally, the case study on the Allegheny educational brand provided a number of illustrations helpful in both the areas of brand selection and brand protection. In the area of brand selection, background research may prevent later difficulties. Even if a similar brand is selected, a conciliatory arrangement between institutions, as was reached between Allegheny College and the Community College of Allegheny County, can allow these institutions to coexist under mutually agreeable arrangements. A similar arrangement was offered to Allegheny University of Health Sciences, but this was largely ignored by AUHS.

When changing an institutional name, there will be times when the selected name will be challenged by other institutions (Perry, 2003; Rosenthal, 2003; Tisdell, 2003). As suggested by survey participants, “having a defensible name” and supplying concrete arguments for the change and the new name will make the transition smoother. Penn State McKeesport’s arguments for changing its name to Penn State Allegheny and then ultimately to Penn State Greater Allegheny were viewed as weak. The community,

which fought the name change and lost, judged all of the publicized arguments as being specious. The real reason for the change, which was apparent to most stakeholders, was often denied by senior administration as the motivation. Stronger arguments and improved stakeholder involvement may have made this name change a less adversarial issue.

As to brand protection, Allegheny College provided several examples of undying tenacity to retain its own brand name. Even when a challenger's claim to the brand may have appeared to be logical, Allegheny College prevailed. The willingness to hold its ground on more than one occasion has served only to strengthen Allegheny College's continued ownership of its brand identity.

Implications

This study addressed several issues relating to institutional name changes and specifically the rebranding of a college as a university. While this in-depth analysis looked at many factors contributing to the success, or lack thereof, of institutions involved in the process, a generalization of the issues is difficult. The implications of this study provided administrators' rationale, suggestions, and models in regard to what Tadelis (1997) considered as a business' most valuable asset – its name. It also raises some potential pitfalls.

- By studying the events at other institutions, college administrators can acquire some insight on whether to attempt become a university. If choosing this course of action, they will have examples of strategies to consider when making such a change.

- Administrators can use the material from this study to anticipate stakeholder reactions and make informed decisions on which key stakeholder groups need to be part of the change process.
- Administrators considering a merger with another institution can study the events at Salem-Teikyo University (now Salem International University), West Virginia University Institute of Technology, and the former West Virginia Graduate College (now Marshall University Graduate College) to develop a frame of reference of possible implications of an institutional merger.
- The case study of the Allegheny brand can provide examples of how one institution protected its own brand in the event of trademark infringement. It may also serve as a source of inspiration to other colleges facing similar issues.
- Of the 22 major interviews conducted in this study, six of the participants at the time of their interviews had retired from the full-time business of education. Since participating, two have additionally retired, one has moved to a diminished role at his institution, and two others have announced a planned retirement. As administrators continue to reach retirement age, they too will transition to the next phases of their lives. As these administrators move away from the academy, their insight into the critical events surrounding their institution's rebranding will not be as easily accessible and hence important institutional history may not be documented. Therefore, this study may serve to provide the only documentation of these administrators' recollections and opinions of their rebranding experiences.

- In a similar vein, certain information contained within this study supplies a historical context of events that are either undocumented elsewhere or not synthesized into a single manuscript. This may enable individuals conducting historical research of a particular institution some additional primary and secondary resource material.

Recommendations

In light of this study, there are several recommendations the researcher has made for future study regarding the “college-to-university” change and institutional rebranding in general.

- While this study looked at secondary data and changes in variables five years following a name change, a reanalysis of the data from the 103 institutions that rebranded as universities from 1996 to 2001 would provide a longitudinal element to the subject. This could be done ten years following the name change to see if any significant changes occurred after this period in the following areas: enrollment, Carnegie Classifications, numbers and types of graduate programs, tuition, and institutional selectivity.
- Although this study was largely centered from an administrator’s perspective, a qualitative or mixed method study looking at the West Virginia’s rebranded universities from the perspectives of alumni, faculty, administration, or institutional board members would provide insight into how specific stakeholder groups viewed the changes.

- A researcher could replicate Hartman's (1976) study on legislative rationale regarding the "college-to-university" change. By analyzing West Virginia's SB 448 (2004) in light of legislative support or rejection, a researcher could determine what part(s) of the bill (university status, community college, or other educational measure) and/or any outside force influenced its passage.
- Because this study only provided the perspective of one legislator, a qualitative study involving several current and past legislators would fill this void.
- An in-depth study of the proposed name change by West Liberty State College as it is occurring could provide a complete analysis of the name change process as it evolves for a thorough case study.
- As this study concentrated on West Virginia, an analysis of the rebrandings in another state could provide a broader perspective on this phenomenon.
- Since this study did not analyze marketing and promotional materials in relation to the name change, a study on the influence of these materials on perceptions of the success of the "college-to-university" transition is warranted.
- Since three primary "college-to-university" name strategies were noted, a study of the alumni perceptions based upon the type of change may prove interesting.
- Finally, much like the studies of Garvey (2007), Perkins (2007), and Rosenthal (2003), an analysis of the leadership style of the president (or chancellor in regard to Georgia) who led the rebranding charge at his or her institution would provide insight regarding how much that individual's style and personality led to the success or failure of a particular change. As with Garvey, Perkins, and Rosenthal,

a broad range of past and present interview subjects produced information rich documents that chronicled a single dynamic individual responsible for institutional change.

The Final Word

Much of the success or failure of a “college-to-university” change lies within the realm of the primary change agent. At the majority of institutions in this study, the university president or CEO was the responsible party. Outside of Georgia (where Chancellor Stephen Portch led the charge) and a few isolated examples where the board acted as the change agent, the president drove the initiative. In her study of college presidents, Perkins noted that institutions as a whole desired “a leader who had vision, who could take the institution to the next level of success, and who could make the big decisions” (2007, p. 156). Among the characteristics of a successful change agent, as Garvey (2007) explained was “a spirit of entrepreneurialism – a drive to both understand the market and to shape the institution in a way that it could respond quickly to new opportunities” (p. 103).

Finally, Polk and White (2007) emphasized timing and intuition in executing change. The “ability to make practical and pragmatic decisions rules the executive leadership scene . . . Such [intuitive] abilities, or ‘gut level’ reactions, can figure significantly in effective decision making” (pp. 37-38). In the context of rebranding, a leader who can envision the future, rally the troops, initiate important decisions, be able to adapt to the marketplace, and have the necessary intuition on when to act should have no problem taking a college to that next level – its new identity as a university.

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APPENDIX A: CITI COURSE COMPLETION RECORD

APPENDIX A: CITI COURSE COMPLETION RECORD

CITI Course in The Protection of Human Research Subjects

Monday, October 9, 2006

**CITI Course Completion Record # 375683
for James Owston**

To whom it may concern:

On 10/9/2006, *James Owston* (username=jowston; Employee Number=) completed all *CITI Program* requirements for the *Basic CITI Course in The Protection of Human Research Subjects*.

Learner Institution: *Marshall University*

Learner Group: *Group 4. IRB #2 Investigators and Staff*

Learner Group Description: *Join this group to take the Basic Course designed for IRB #2 investigators and staff.*

If you are unsure as to which course you are required to complete, contact the Marshall University Office of Research Integrity education coordinator, Bruce Day at 696-4303 or by E-mail

Contact Information:

Gender: Male

Department: Leadership

Which course do you plan to take?: Social & Behavioral Investigator Course Only

Role in human subjects research: Interviewer

Mailing Address:

211 Beaver Avenue

Beckley

WV

25801

USA

Email: jowston@mountainstate.edu

Office Phone: 304-929-1356

Home Phone: 304-575-3809

APPENDIX A: CITI COURSE COMPLETION RECORD (continued)

The Required Modules for <i>Group 4. IRB #2 Investigators and Staff</i> are:	Date completed
Introduction	10/09/06
Students in Research - SBR	10/09/06
History and Ethical Principles - SBR	10/09/06
Defining Research with Human Subjects - SBR	10/09/06
The Regulations and The Social and Behavioral Sciences - SBR	10/09/06
Assessing Risk in Social and Behavioral Sciences - SBR	10/09/06
Informed Consent – SBR	10/09/06
Privacy and Confidentiality - SBR	10/09/06
Research with Children - SBR	10/09/06
Internet Research – SBR	10/09/06
Marshall University.	10/09/06

Additional optional modules completed: **Date completed**

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

APPENDIX B: MARSHALL UNIVERSITY IRB APPROVAL



Office of Research Integrity
Institutional Review Board

Monday, November 27, 2006

Barbara Nicholson, Ph.D.
Leadership Studies Department
MUGC/Education
S. Charleston, WV.

RE: IRB Study # 9001 At: Marshall IRB 2

Dear Dr. Nicholson:

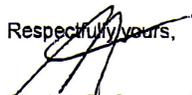
Protocol Title:
Survival of the Fittest? The Rebranding of West Virginia Higher Education

Expiration Date: 11/26/2007
Our Internal #: 3002
Type of Change: (Other) Expedited
Expedited ?:
Date of Change: 11/27/2006
Date Received: 11/27/2006
On Meeting Date: 12/20/2006

Description: In accordance with 45CFR46.110(a)(7), the above study and informed consent were granted Expedited approval today by the Marshall University IRB#2 Chair for the period of 12 months. The approval will expire 11/26/07. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date. This study is for student James Owston.

The purpose of this study is (1) to determine whether a relationship exists between the demographic and economic factors that affect West Virginia and the amount of institutional change that has occurred; (2) to identify planning strategies for institutional transformations; and (3) to understand how administrators perceive the results.

Respectfully yours,


Stephen D. Cooper, Ph.D.
Marshall University IRB#2 Chairperson

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APPENDIX C: U.S. HIGHER EDUCATION REBRANDING 1996-2005

APPENDIX C: U.S. HIGHER EDUCATION REBRANDING 1996-2005

State or Territory	Accred. Body	Total	Total Change	Rank of Change	Rank % of Change	College-to-University Rebrand	Rank University Rebrand	Rank of % University Rebrand
Alabama	SACS	55	12	16	17	1	34	34
Alaska	NWCCU	7	0	Tied 48	Tied 48	0	Tied 37	Tied 37
American Samoa	WASC	1	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Arizona	HLCNCA	37	3	40	43	0	Tied 37	Tied 37
Arkansas	HLCNCA	45	11	19	13	0	Tied 37	Tied 37
California	WASC	280	37	1	32	12	3	24
Colorado	HLCNCA	44	6	31	31	1	Tied 32	Tied 31
Connecticut	NEASC	41	13	15	6	1	31	30
Delaware	MSCHE	8	0	Tied 48	Tied 48	0	Tied 37	Tied 37
District of Columbia	MSCHE	18	4	36	16	1	27	18
Florida	SACS	75	15	11	18	5	12	14
Georgia	SACS	77	33	3	3	16	1	2
Guam	WASC	2	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Hawaii	WASC	13	1	47	44	0	Tied 37	Tied 37
Idaho	NWCCU	10	2	43	19	2	22	3
Illinois	HLCNCA	153	16	10	38	6	8	25
Indiana	HLCNCA	55	8	25	28	2	Tied 24	Tied 26
Iowa	HLCNCA	58	10	21	21	4	15	13
Kansas	HLCNCA	49	8	24	24	3	17	15
Kentucky	SACS	59	29	5	2	6	11	7
Louisiana	SACS	33	5	35	26	0	Tied 37	Tied 37
Maine	NEASC	28	7	28	11	0	Tied 37	Tied 37
Marshall Islands	WASC	1	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Maryland	MSCHE	55	14	13	10	2	Tied 24	Tied 26
Massachusetts	NEASC	115	12	17	39	1	35	35
Michigan	HLCNCA	84	14	14	23	7	6	9
Micronesia	WASC	1	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Minnesota	HLCNCA	84	33	4	4	5	13	16
Mississippi	SACS	33	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Missouri	HLCNCA	78	22	8	8	13	2	4
Montana	NWCCU	21	6	30	7	1	28	20
Nebraska	HLCNCA	30	3	39	40	1	30	28
Nevada	NWCCU	8	1	45	34	0	Tied 37	Tied 37
New Hampshire	NEASC	25	8	23	5	2	23	11
New Jersey	MSCHE	47	7	29	27	5	10	6
New Mexico	HLCNCA	25	3	38	36	0	Tied 37	Tied 37
New York	MSCHE	200	34	2	22	1	36	36
North Carolina	SACS	114	8	27	45	3	20	29
North Dakota	HLCNCA	20	5	34	12	0	Tied 37	Tied 37
Northern Marianas	WASC	2	0	Tied 48	Tied 48	0	Tied 37	Tied 37

APPENDIX C: U.S. HIGHER EDUCATION REBRANDING 1996-2005

(CONTINUED)

State or Territory	Accred. Body	Total	Total Change	Rank of Change	Rank % of Change	College-to-University Change	Rank University	Rank of % University
Ohio	HLCNCA	109	15	12	30	8	5	12
Oklahoma	HLCNCA	39	9	22	14	5	9	5
Oregon	NWCCU	43	11	18	9	4	14	8
Palau	WASC	1	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Pennsylvania	MSCHE	134	24	6	20	6	7	22
Puerto Rico	MSCHE	44	10	20	15	1	Tied 32	Tied 31
Rhode Island	NEASC	12	1	46	42	1	26	10
South Carolina	SACS	51	3	41	46	1	33	32
South Dakota	HLCNCA	23	3	37	33	1	29	23
Tennessee	SACS	65	8	26	35	3	19	21
Texas	SACS	160	23	7	29	3	21	33
Utah	NWCCU	13	2	44	25	0	Tied 37	Tied 37
Vermont	NEASC	22	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Virgin Islands	MSCHE	1	0	Tied 48	Tied 48	0	Tied 37	Tied 37
Virginia	SACS	71	6	33	41	4	16	17
Washington	NWCCU	57	6	32	37	3	18	19
West Virginia	HLCNCA	32	18	9	1	8	4	1
Wisconsin	HLCNCA	60	3	42	47	2	25	27
Wyoming	HLCNCA	8	0	Tied 48	Tied 48	0	Tied 37	Tied 37

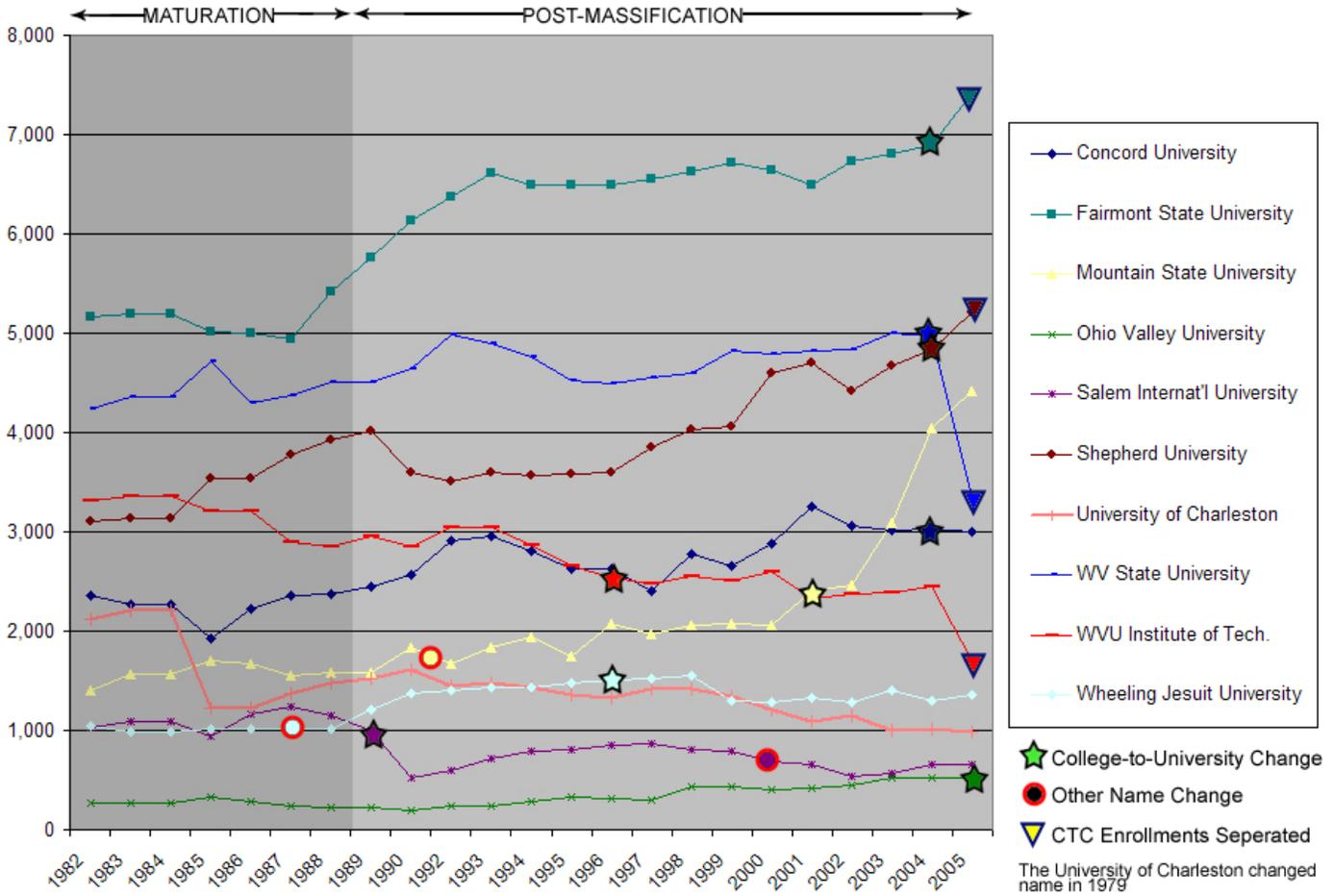
APPENDIX D: REGIONAL ACCREDITING BODIES

APPENDIX D: REGIONAL ACCREDITING BODIES

- I. Higher Learning Commission of the North Central Association of Colleges and Schools
- II. Middle States Commission on Higher Education
- III. The New England Association of Schools and Colleges
 - A. Commission on Technical and Career Institutions
 - B. Commission on Institutions of Higher Education
- IV. The Northwest Commission on Colleges and Universities
- V. The Southern Association of Colleges and Schools
- VI. The Western Association of Colleges and Schools
 - A. Accrediting Commission for Community and Junior Colleges
 - B. Accrediting Commission for Senior Colleges and Universities

APPENDIX E: WV COLLEGE-TO-UNIVERSITY ENROLLMENT TRENDS

APPENDIX E: WV COLLEGE-TO-UNIVERSITY ENROLLMENT TRENDS



Source: HEP Higher Education Directories, 1983 — 2006.

APPENDIX F: ENROLLMENT WEST VIRGINIA SCHOOLS 1996-2000

APPENDIX F: ENROLLMENT WEST VIRGINIA SCHOOLS 1996-2000

CURRENT SCHOOL NAME	1996 FTE	2000 FTE	NET GAIN OR LOSS	% GAIN OR LOSS
Alderson Broaddus College	851	736	-115	-13.51%
Appalachian Bible College	249	303	54	21.69%
Bethany College	748	718	-30	-4.01%
Bluefield State College	2,504	2,339	-165	-6.59%
Concord University	2,631	2,877	246	9.35%
Davis & Elkins College	787	647	-140	-17.79%
Fairmont State University	6,500	6,645	145	2.23%
Glenville State College	2,442	2,260	-182	-7.45%
Huntington Junior College	480	494	14	2.92%
Marshall University*	15,201	15,635	434	3.48%
Mountain State University	2,071	2,066	-5	-0.24%
Ohio Valley University	314	402	88	28.03%
Potomac State College	1,163	1,173	10	0.86%
Salem International University	855	687	-168	-19.65%
Shepherd University	3,602	4,597	995	27.62%
Southern WV CTC	3,097	2,464	-633	-20.44%
The University of Charleston	1,322	1,214	-108	-8.17%
West Liberty State College	2,435	2,579	144	5.91%
WV Northern CTC	2,720	2,749	29	1.07%
West Virginia State University	4,486	4,794	308	6.87%
WVU	21,517	22,315	798	3.71%
WVU at Parkersburg	3,631	3,485	-146	-4.02%
West Virginia University Institute of Technology	2,538	2,593	55	2.17%
WV Wesleyan	1,679	1,648	-31	-1.85%
Wheeling Jesuit University	1,511	1,281	-230	-15.22%
TOTAL	85,334	86,701	1,367	1.60%

*Marshall University's 1996 numbers includes 2,740 students credited to West Virginia Graduate College.

APPENDIX G: ENROLLMENT WEST VIRGINIA SCHOOLS 2000-2005

APPENDIX G: ENROLLMENT WEST VIRGINIA SCHOOLS 2000-2005

CURRENT SCHOOL NAME	2000 FTE	2005 FTE	NET GAIN OR LOSS	% GAIN OR LOSS
Alderson Broaddus College	736	789	53	7.20%
Appalachian Bible College	303	304	1	0.33%
Bethany College	718	858	140	19.50%
Bluefield State College (total w/CTC)*	2,339	4,706	2,417	101.20%
Bluefield State College (actual)	2,339	3,506	1,167	49.89%
New River CTC (estimated 3 campus sites)		1,200		
Concord University	2,877	2,993	116	4.03%
Davis & Elkins College	647	625	-22	-3.40%
Eastern WV CTC		694		
Fairmont State University (total w/CTC)	6,645	10,710	4,065	61.17%
Fairmont State University (actual)	6,645	7,423	778	11.71%
Fairmont CTC (Pierpont CTC)		3,287		
Glenville State College (total w/CTC)	2,260	1,779	-531	-21.28%
Glenville State College (actual)	2,260	1,313	-947	-41.90%
New River CTC (estimated 1 campus site)		466		
Huntington Junior College	494	739	245	49.60%
Marshall University (total w/CTC)	15,635	16,320	685	4.38%
Marshall University (actual)	15,635	13,920	-1,715	-10.97%
Marshall CTC		2,400		
Mountain State University	2,066	4,418	2,352	113.84%
Ohio Valley University	402	520	118	29.35%
Potomac State College WVU	1,173	1,304	131	11.17%
Salem International University	687	660	-27	-3.93%
Shepherd University (total w/CTC)	4,597	6,730	2,133	46.40%
Shepherd University (actual)	4,597	5,206	609	13.25%
CTC of Shepherd (Blue Ridge CTC)		1,524		
Southern WV CTC	2,464	2,580	116	4.71%
The University of Charleston	1,214	981	-233	-19.19%
West Liberty State College	2,579	2,374	-205	-7.95%
WV Northern CTC	2,749	2,837	88	3.20%
West Virginia State University (total w/CTC)	4,794	4,958	164	3.42%
West Virginia State University (actual)	4,794	3,344	-1,450	-30.25%
West Virginia State CTC		1,614		
WVU	22,315	25,255	2,940	13.17%
WVU at Parkersburg	3,485	3,722	237	6.80%
WVUIT (total w/CTC)	2,593	2,364	-229	-8.83%
WVUIT (actual)	2,593	1,698	-895	-34.52%
CTC at WVUIT		666		
WV Wesleyan	1,648	1,522	-126	-7.65%
Wheeling Jesuit University	1,281	1,356	75	5.85%
TOTAL	86,701	102,108	14,713	16.97%

APPENDIX H: AVERAGE 4 YEAR RESIDENT TUITION RATES BY STATE

APPENDIX H: AVERAGE 4 YEAR RESIDENT TUITION RATES BY STATE

Average Resident Tuition at 4 Year Public Schools		
Rank	State / District	Tuition
1	District of Columbia	\$3,210
2	Florida	\$3,336
3	Wyoming	\$3,515
4	Nevada	\$3,651
5	Louisiana	\$3,796
6	Utah	\$3,891
7	Georgia	\$3,913
8	New Mexico	\$3,985
9	North Carolina	\$4,063
10	West Virginia	\$4,152
11	Idaho	\$4,159
12	Alaska	\$4,195
13	Oklahoma	\$4,246
14	Hawaii	\$4,257
15	Mississippi	\$4,455
16	California	\$4,560
17	Colorado	\$4,646
18	Arizona	\$4,676
19	Alabama	\$4,915
20	South Dakota	\$4,940
21	Tennessee	\$4,974
22	New York	\$5,046
23	Kansas	\$5,149
24	Nebraska	\$5,224
25	Montana	\$5,255
26	Arkansas	\$5,298
27	North Dakota	\$5,509
28	Oregon	\$5,576
29	Washington	\$5,617
30	Kentucky	\$5,758
31	Iowa	\$5,900
32	Texas	\$5,940
33	Wisconsin	\$6,044
34	Missouri	\$6,531
35	Indiana	\$6,555
36	Virginia	\$6,558
37	Maine	\$6,583
38	Rhode Island	\$6,756
39	Connecticut	\$7,140
40	Maryland	\$7,241
41	Delaware	\$7,410
42	Minnesota	\$7,495

APPENDIX H: AVERAGE 4 YEAR RESIDENT TUITION RATES (continued)

Rank	State / District	Tuition
43	Massachusetts	\$7,585
44	Michigan	\$7,661
45	South Carolina	\$7,916
46	Illinois	\$8,133
47	Pennsylvania	\$9,041
48	New Hampshire	\$9,114
49	New Jersey	\$9,298
50	Ohio	\$9,357
51	Vermont	\$9,800

Figures from Sayre (2006, p. 18).

**APPENDIX I: WEST VIRGINIA PUBLIC 2006 INSTITUTION GENERAL
TUITION RATES**

**APPENDIX I: WEST VIRGINIA PUBLIC 2006
INSTITUTION GENERAL TUITION RATES**

2 Year Tuition Rates		
School	Resident	Non Resident
Blue Ridge Community & Technical College	\$2,944	\$8,518
Community & Technical College of WVU Tech	\$3,266	\$10,882
Eastern Community & Technical College	\$1,704	\$6,822
Marshall Community & Technical College	\$2,898	\$8,142
New River Community & Technical College	\$2,748	\$6,150
Pierpont Community & Technical College	\$3,212	\$7,394
Potomac State College of WVU (2 year rate)	\$2,474	\$8,066
Southern West Virginia Community & Technical College	\$1,704	\$6,822
West Virginia Northern Community & Technical College	\$1,834	\$5,818
West Virginia State Community & Technical College	\$2,766	\$7,718
WVU at Parkersburg (2 year rate)	\$1,746	\$6,168
Two Year Tuition Average	\$2,481	\$7,500
4 Year Tuition Rates		
School	Resident	Non Resident
Bluefield State College	\$3,066	\$6,288
Concord University	\$3,420	\$7,604
Fairmont State University	\$3,048	\$6,792
Glenville State College	\$2,904	\$7,104
Marshall University	\$3,142	\$9,016
Potomac State College of WVU (4 year rate)	\$2,680	\$7,864
Shepherd University	\$3,200	\$9,366
West Liberty State College	\$3,046	\$8,734
West Virginia State University	\$3,056	\$7,204
West Virginia University	\$3,430	\$11,350
WVU at Parkersburg (4 year rate)	\$2,288	\$5,806
WVU Institute of Technology	\$3,406	\$8,956
Four Year Tuition Average	\$3,057	\$8,007

Figures from *Student Fees Approved by the West Virginia Higher Education Policy Commission and The WV Council for Community and Technical Colleges, Academic Year 2006 – 2007* (2006, pp. 3 & 15).

APPENDIX J: COVER LETTER (APPALACHIAN SCHOOLS)

James M. Owston
PO Box 5202
Beckley, WV 25801

{President's Name}
President
{Current University Name}
{University Street Address}
{University City, State, and Zip code}

Dear {President's Last Name}:

I am asking you to participate in a research project that will eventually study the reasons why so many regionally accredited institutions in West Virginia have changed their name from a college or institute to a university. Although your institution is located in another state, it is necessary for us to determine why this occurred elsewhere and we have slated a 10 state area to survey for initial findings to base our state specific questionnaire. Fifty-one administrators at institutions that changed in this manner during the years 1996 through 2005 are being asked to provide the following:

- insight to why their institution evolved from a college or institute to a university,
- brief strategy information regarding the name change, and
- the resulting perception of the success of this change.

We are sending this survey to 50 current university presidents and one university chancellor.

Initially, we were interested in institutions located in the 410 contiguous counties of the 13 states designated as comprising Appalachia by the Appalachian Regional Commission (ARC); however, by eliminating West Virginia institutions, the results only yielded 12 colleges that emerged as universities in Appalachia. Unfortunately, this number was not adequate for the second phase of our study.

As a result, we have broadened the survey area to include all institutions that transformed from a college/institute to a university (1996-2005) in states where Appalachian counties exist. These states are Alabama, Georgia, Kentucky, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. West Virginia is being eliminated as individual university presidents will be personally interviewed. Mississippi and New York are eliminated because

these states have no qualifying institutions. Your institution is in one of the counties designated as Appalachia and is needed to collate data to further this study.

Our records indicate that in {YEAR} your institution changed names from {FORMER NAME} to {CHANGED NAME}. Some institutions have had multiple name changes and or mergers during the years since 1996. If you or your designate agree to participate, we ask that you limit your responses to the initial adoption of the university moniker in {YEAR}.

Realizing that the current institutional president or chancellor may not have been employed at the institution at the time of the COLLEGE-TO-UNIVERSITY name change, we ask that you designate the current senior most staff member who was employed by your university at the time of the change as a participant. To aid you or your designate in this study, we ask you either complete the enclosed survey and return it in the self-addressed, stamped envelope or participate online. The survey should take approximately 10 minutes to complete.

The online survey can be found at www.newriver.net. When entering the site, you will be prompted to enter a user ID which will prevent access to the survey by outside parties. Your access code is {ID CODE}. Once the access code is entered and submit is selected, you will be transferred to a secure, online site to complete the survey. The password for the survey is college. At no time will you be asked to provide your name or institutional name. The access code and survey information are not stored together.

This survey is anonymous in nature and an anonymous consent form, approved by the Marshall University Institutional Review Board with additional specific information, is included in this packet. If at anytime you have specific questions, you may email the co-researcher in this study at jowston@mountainstate.edu or telephone 304-575-3809.

We thank you in advance for your participation as we attempt to understand this phenomenon in higher education.

Sincerely,

James M. Owston
Co-researcher and
Doctoral candidate at Marshall University

APPENDIX K: COVER LETTER (NON-APPALACHIAN SCHOOLS)

**James M. Owston
PO Box 5202
Beckley, WV 25801**

{President's Name}
President
{Current University Name}
{University Street Address}
{University City, State, and Zip code}

Dear {President's Last Name}:

I am asking you to participate in a research project that will eventually study the reasons why so many regionally accredited institutions in West Virginia have changed their name from a college or institute to a university. Although your institution is located in another state, it is necessary for us to determine why this occurred elsewhere and we have slated a 10 state area to survey for initial findings to base our state specific questionnaire. Fifty-one administrators at institutions that changed in this manner during the years 1996 through 2005 are being asked to provide the following:

- insight to why their institution evolved from a college or institute to a university,
- brief strategy information regarding the name change, and
- the resulting perception of the success of this change.

We are sending this survey to 50 current university presidents and one university chancellor.

Initially, we were interested in institutions located in the 410 contiguous counties of the 13 states designated as comprising Appalachia by the Appalachian Regional Commission (ARC); however, by eliminating West Virginia institutions, the results only yielded 12 colleges that emerged as universities in Appalachia. Unfortunately, this number was not adequate for the second phase of our study.

As a result, we have broadened the survey area to include all institutions that transformed from a college/institute to a university (1996-2005) in states where Appalachian counties exist. These states are Alabama, Georgia, Kentucky, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. West Virginia is being eliminated as individual university presidents will be personally interviewed. Mississippi and New York are eliminated because

these states have no qualifying institutions. Although your institution was not in one of the counties designated as Appalachia, your input is needed to collate data to further this study.

Our records indicate that in {YEAR} your institution changed names from {FORMER NAME} to {CHANGED NAME}. Some institutions have had multiple name changes and or mergers during the years since 1996. If you or your designate agree to participate, we ask that you limit your responses to the initial adoption of the university moniker in {YEAR}.

Realizing that the current institutional president or chancellor may not have been employed at the institution at the time of the COLLEGE-TO-UNIVERSITY name change, we ask that you designate the current senior most staff member who was employed by your university at the time of the change as a participant. To aid you or your designate in this study, we ask you either complete the enclosed survey and return it in the self-addressed, stamped envelope or participate online. The survey should take approximately 10 minutes to complete.

The online survey can be found at www.newriver.net. When entering the site, you will be prompted to enter a user ID which will prevent access to the survey by outside parties. Your access code is {ID CODE}. Once the access code is entered and submit is selected, you will be transferred to a secure, online site to complete the survey. The password for the survey is college. At no time will you be asked to provide your name or institutional name. The access code and survey information are not stored together.

This survey is anonymous in nature and an anonymous consent form, approved by the Marshall University Institutional Review Board with additional specific information, is included in this packet. If at anytime you have specific questions, you may email the co-researcher in this study at jowston@mountainstate.edu or telephone 304-575-3809.

We thank you in advance for your participation as we attempt to understand this phenomenon in higher education.

Sincerely,

James M. Owston
Co-researcher and
Doctoral candidate at Marshall University

APPENDIX L: ANONYMOUS CONSENT FORM

ANONYMOUS CONSENT TO PARTICIPATE IN A RESEARCH STUDY
(Surveyed Subjects)

Title of Study: SURVIVAL OF THE FITTEST? THE REBRANDING OF WEST VIRGINIA HIGHER EDUCATION

Dr. Barbara L. Nicholson, Principal Investigator
James Martin Owston, Co-Investigator

Introduction and purpose of this study:

You are invited to participate in a research study. This purpose of this study is to formulate an understanding of the large occurrence of college and university rebranding in West Virginia from 1996 to 2005. Specifically, this study will concentrate on colleges that became universities in West Virginia. To formulate questions of university presidents in West Virginia, this preliminary survey is being sent to presidents of colleges that became universities during the years 1996 through 2005 in ten states that contain counties designated as part of Appalachia. Not all schools asked to participate in this study are in the Appalachian designated counties. The states represented are Alabama, Georgia, Kentucky, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia.

Researchers:

This study is conducted by Dr. Barbara L. Nicholson, Professor of Leadership Studies, and James M. Owston, doctoral candidate in Leadership Studies: Higher Education Administration at Marshall University Graduate College at South Charleston, WV. This research is being conducted as part of the dissertation requirements for James M. Owston.

Study specifics:

Participants in the interview process will sign this consent form and answer questions regarding their particular institution's change from a college to a university. The questions are modified from D. Cole Spencer's 2005 study: *College and university name change: A study of perceived strategy and goal achievement*. It is estimated that this survey can be completed within 10 to 15 minutes. Your replies will be anonymous; therefore, you will not need to identify your name or institution's name on the form. Participants may choose not to answer any question by leaving it blank. Participation is completely voluntary – if you choose not to participate, you may either return the form or discard it. In addition, a secure online version of this survey is available at NewRiver.net. Responses from these surveys may provide the basis for additional questions to be asked to eight university presidents from schools located within West Virginia.

Consent to participate:

Returning the completed survey in the enclosed self-addressed, stamped envelope or via the secure online survey at NewRiver.net indicates your consent for the use of your supplied answers.

Confidentiality:

Although your responses are anonymous, the investigators in this study cannot be guarantee absolute confidentiality. Federal law requires that your information is kept private; however, unforeseen and rare circumstances may dictate that certain agencies may request these records legally. These agencies include the Marshall University Institutional Review Board (IRB), the Marshall University Office of Research Integrity (ORI), and the federal Office of Human Research Protection (OHRP). These agencies are concerned that your rights and safety are protected. If the information in this study is published, the investigators will not identify individuals by name, specific title or by institutional name.

Contact Information

For answers to any questions concerning this study, you may contact the primary investigator Dr. Barbara L. Nicholson at 304-746-2094 or via email at bnicholson@marshall.edu. You additionally contact the co-investigator, *James M. Owston*, at 304-575-3809. Email contact may be directed to jowston@mountainstate.edu.

For questions regarding your rights as a research participant, contact the Marshall Office of Research Integrity at 304-696-7320.

By completing study and returning it you are confirming that you are 18 years of age or older.

Please keep a copy of this consent form for your records.

APPENDIX M: SURVEY INSTRUMENT

Instructions: This survey is being sent to the president of the university. If the current president was not employed at this institution at the time of the transition to university status, we ask that the current president designate a proxy. This proxy should be the most senior level employee who has intimate knowledge of the name change to university status. Please complete this form and mail it in the prepaid envelope.

1. When your institution changed name to become a university, who was perceived as the primary change agent in renaming the institution and seeking university status? Check only one.

- Alumni
- College Board of Trustees/Governors/Visitors
- Faculty
- CEO (President/Provost)
- Senior Staff Member(s) (Vice Presidents/Deans)
- State Legislature
- Statewide Board of Regents or Policy Commission
- Students or Student Groups
- Other, please specify _____

2. How many regionally accredited graduate/professional degree programs were being offered by the institution at the time of the name change?

0 1-2 3-4 5-6 7 and above

3. Since changing name and status can be multifaceted, please rank the major compelling reasons for the change of name to a university. Rank the five top reasons, with 1 being the most significant and 5 being the least significant. If there are less than five, list only those areas. For example, if there were only 3 reasons – rank as 1, 2, & 3.

- to honor a benefactor
- to more adequately describe the institution's mission at the time
- to adequately define a future mission or goal of the institution
- to increase institutional prestige
- to replace inappropriate words in existing name
- to signify independence from a parent institution or system
- to signify a merger into another institution or system
- to increase enrollment
- to more accurately describe the institution's location
- to signify that the institution had intrastate regional institution status
- to signify that the institution had statewide institution status
- institutional economic problems
- other, specify _____
- other, specify _____

4. In your best estimation, what was the length of time necessary to implement the name change? This should begin from the time university status was first suggested until official adoption of the new name.

___ Years ___ Months ___ Don't know

5. Was the name change perceived as successful? ___ YES ___ NO
If **YES**, go to question 6. If **NO**, skip question 6 and go to question 7.

6. Please rank the five top reasons the name change can be perceived as successful, with 1 being the most significant and 5 being the least significant. If there are less than five, list only those areas. For example, if there were only 3 reasons – rank as 1, 2, & 3.

___ increased enrollment	___ more hits to institutional Website
___ increased alumni giving	___ increased international inquiries
___ new programmatic additions	___ other, specify _____
___ clarified identity and mission	___ other, specify _____
___ enhanced reputation	___ other, specify _____

7. What was the most interesting component of the process of changing the institution's name to a university? Rank the five top reasons, with 1 being the most significant and 5 being the least significant. If there are less than five, list only those areas. For example, if there were only 3 components – rank as 1, 2, & 3.

___ alumni reactions	___ legal actions
___ name selection process	___ urgency to complete the process
___ political interference	___ other, specify _____
___ other institution control	___ other, specify _____
___ selection of a mascot	___ other, specify _____
___ community sarcasm	___ other, specify _____

8. What advice would you give other institutions who are considering the change from a college-to-university? Rank the five top suggestions, with 1 being the most significant and 5 being the least significant. If there are less than five, list only those areas. For example, if there were only 3 suggestions – rank as 1, 2, & 3.

___ the name should fit mission	___ dispose of items with old name
___ have a defensible name	___ have a good reason to change
___ address alumni issues first	___ resist urge to return to old name
___ have a marketing plan	___ have input from all stakeholders
___ calculate actual costs	___ other, specify _____
___ don't do it to be in vogue	___ other, specify _____
	___ other, specify _____

Please rate statements 9 through 17 by using the following scale:

- a. Strongly agree c. Disagree e. Don't Know
b. Agree d. Strongly Disagree

9. Enrollments increased as a result of the name change.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

10. Faculty supported the name change.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

11. Alumni supported the name change.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

12. Institutional administration supported the name change.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

13. The local community supported the name change.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

14. The institutional Board of Trustees supported the name change.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

15. Since being named as a university, the institution is perceived as having greater prestige.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

16. Since being named as a university, the institution has increased the number of regionally accredited graduate and/or professional degree programs.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

17. The institution currently exhibits the culture of a university.

Strongly agree ___a ___b ___c ___d Strongly Disagree| ___e. Don't Know

18. List any other comments regarding the name change to a university name that you may feel necessary to share. If necessary, use the back of this page.

19. What best describes your position at the university at the time of its name change?

- Senior Administrative Staff Member (including presidents)
- Academic dean/department chair
- Marketing office staff
- Legal office staff
- Trustee
- Faculty member
- Classified staff member
- Other, specify _____

Please mail this form in the enclosed self addressed stamped envelope.

APPENDIX N: INSTITUTIONS FOR PHASE TWO SURVEYS

APPENDIX N: INSTITUTIONS FOR PHASE TWO SURVEYS

CURRENT NAME	FORMER NAME(S)	STATE	YEAR*
Athens State University **	Athens State College	AL	1998
Albany State University	Albany State College	GA	1996
Armstrong Atlantic State University	Armstrong State College	GA	1996
Augusta State University	Augusta State College	GA	1996
Clayton State University	Clayton College & State University / Clayton College	GA	1997
Columbus State University	Columbus College	GA	1996
Fort Valley State University	Fort Valley State College	GA	1996
Georgia College & State University	Georgia College	GA	1997
Georgia Southwestern State University	Georgia Southwestern College	GA	1996
Kennesaw State University	Kennesaw State College	GA	1996
Life University	Life College	GA	1997
North Georgia College and State University**	North Georgia College	GA	1997
Savannah State University	Savannah State College	GA	1996
South University	South College	GA	2002
Southern Polytechnic State University	Southern College of Technology	GA	1996
Thomas University	Thomas College	GA	2000
University of West Georgia **	State University of West Georgia / West Georgia College	GA	1996
Bellarmine University	Bellarmine College	KY	2000
Brescia University	Brescia College	KY	1998
Campbellsville University	Campbellsville College	KY	1996
Kentucky Christian University**	Kentucky Christian College	KY	2005
Sullivan University	Sullivan College	KY	2000
University of the Cumberlands**	Cumberland College	KY	2005
Coppin State University	Coppin State College	MD	2004
Mount Saint Mary's University	Mount Saint Mary's College	MD	2004
Elon University	Elon College	NC	2001
Pfeiffer University	Pfeiffer College	NC	1996
Queen's University of Charlotte	Queen's College	NC	2002
Bluffton University	Bluffton College	OH	2004
Cedarville University	Cedarville College	OH	2000
Cincinnati Christian University**	Cincinnati Bible College & Seminary	OH	2005
David N. Myers University (Myers University)	David N. Myers College / Dyke College	OH	2001
Ohio Dominican University	Ohio Dominican College	OH	2002
Union Institute and University**	Union Institute	OH	2001
University of Northwestern Ohio	Northwestern College	OH	2000
University of Toledo – Health Science Campus	Medical University of Ohio / Medical College of Ohio	OH	2005
Arcadia University	Beaver College	PA	2001
Carlow University**	Carlow College	PA	2005
Marywood University**	Marywood College	PA	1998
Philadelphia Biblical University	Philadelphia College of the Bible	PA	2001
Philadelphia University	Philadelphia College of Textiles and Science	PA	1999
Point Park University**	Point Park College	PA	2005
University of the Sciences in Philadelphia	Philadelphia College of Pharmacy	PA	1999

APPENDIX N: INSTITUTIONS FOR PHASE TWO SURVEYS (continued)

CURRENT NAME	FORMER NAME	STATE	YEAR*
Clafin University	Clafin College	SC	2002
Lee University**	Lee College	TN	1997
Southern Adventist University**	Southern College of Seventh Day Adventists	TN	1997
Trevecca Nazarene University	Trevecca Nazarene College	TN	1996
Averett University	Averett College	VA	2001
Hollins University	Hollins College	VA	1998
Longwood University	Longwood College	VA	2002
University of Mary Washington	Mary Washington College	VA	2004

*Because the source, the HEP Higher Education Directories, does not provide a date for the name change, the year may represent either the school year or the calendar year. For example, 1996 may indicate calendar year 1996 or it may indicate the 1995-1996 school year.

**Institutions that are located in Appalachian counties.

APPENDIX O: PERMISSION TO MODIFY SURVEY INSTRUMENT

-----Original Message-----

From: Spencer, D Cole [mailto:DSpencer@admin.housing.uiuc.edu]

Sent: Thursday, April 27, 2006 10:54 AM

To: James M. Owston [mailto:jowston@mountainstate.edu]

Subject: Your dissertation

Jim,

You are more than welcome to modify my survey instrument. I will take a look at your questions when I get home this evening and try to help where I can.

D. Cole

-----Original Message-----

From: James M. Owston [mailto:jowston@mountainstate.edu]

Sent: Wednesday, April 26, 2006 2:44 PM

To: Spencer, D Cole

Subject: Your dissertation

Dr. Spencer:

I am going to be conducting research for a dissertation regarding West Virginia institutions that changed names to become universities. I found your dissertation most helpful and would like to incorporate a modified version of your survey instrument as part of my phase two of the research. These would be sent to 51 institutions that became universities from 1996 through 2005 in states that have counties designated as part of Appalachia.

I will be sending these surveys to schools in 10 states. Institutions in New York and Mississippi, which have no qualifying institutions, and institutions in West Virginia, where I will be conducting face-to-face interviews with presidents, will be exempt from this mailing.

I would appreciate permission to modify your instrument and I am attaching the proposed instrument to this email. I appreciate your time and help in regard to this, thank you so very much.

Jim Owston

James M. Owston, EdS, ABD

WebCT Certified Senior Trainer

Senior Academic Officer for Instructional Technology

Distance Learning Faculty: Communication & Media

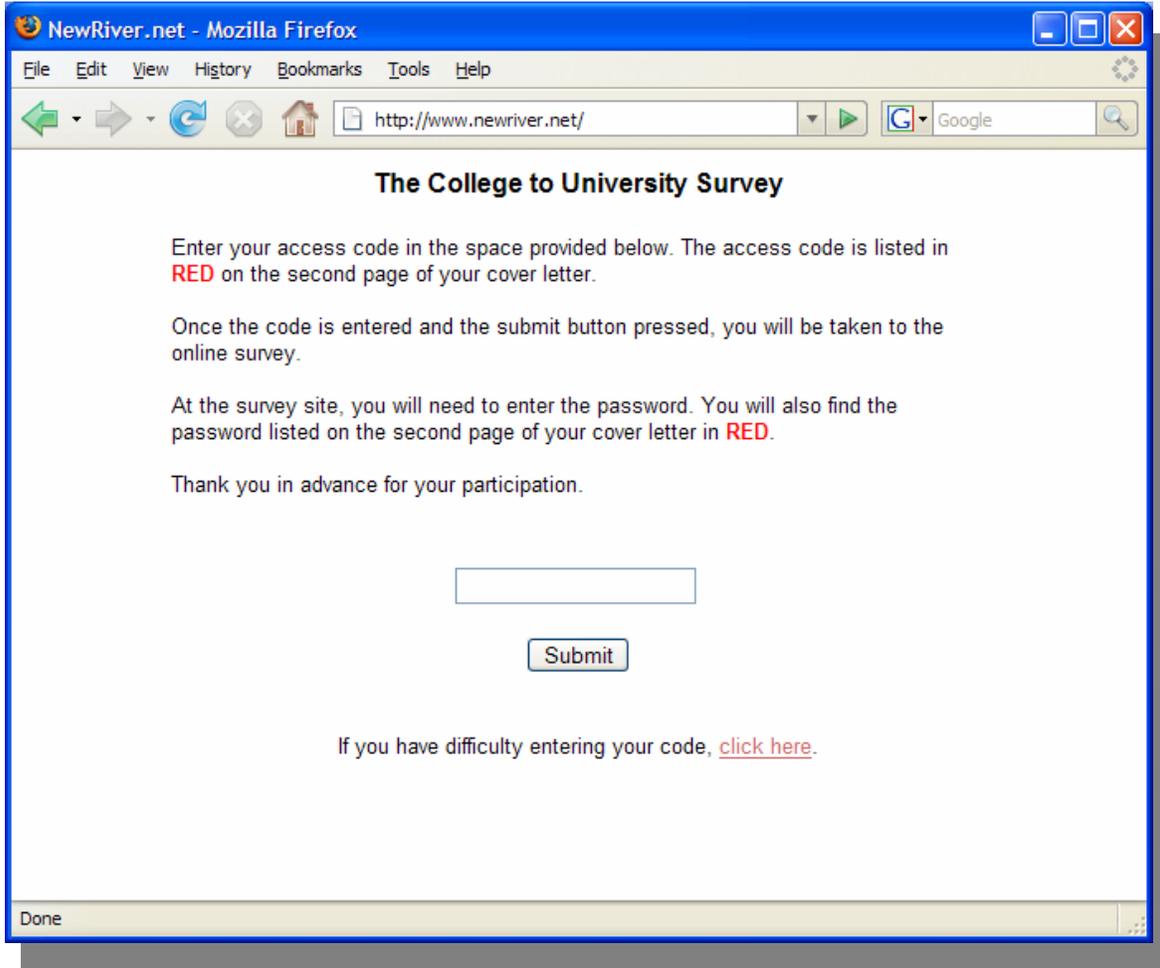
Mountain State University

PO Box 9003

Beckley, WV 25802-9003

APPENDIX P: SURVEY WEB SITE GATEWAY

APPENDIX P: SURVEY WEB SITE GATEWAY



APPENDIX Q: SURVEY WEB SITE

APPENDIX Q: SURVEY WEB SITE

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College to University Name Change Survey

This survey is being sent to the president of the university. If the current president was not employed at this institution at the time of the transition to university status, we ask that the current president designate a proxy. This proxy should be the most senior level employee who has intimate knowledge of the name change to university status. Please complete this form and click submit.

1) When your institution changed its name to become a university, who was perceived as the primary change agent in renaming the institution and seeking university status?

- Alumni
- College Board of Trustees/Governors/Visitors
- Faculty
- CEO (President/Provost)
- Senior Staff Member(s) (Vice Presidents/Deans)
- State Legislature
- Statewide Board of Regents or Policy Commission
- Students or Student Groups
- Other (please list answer in the box provided below)

2) How many regionally accredited graduate/professional degree programs were being offered by the institution at the time of the name change?

- 0
- 1 or 2
- 3 or 4
- 5 or 6
- 7 and above

Next

Done

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College to University Name Change Survey

Since changing name and status can be multifaceted, please rank the major compelling reasons for the change of name to a university. Rank the five top reasons, with 1 being the most significant and 5 being the least significant. If there are less than five, list only those areas. For example, if there were only 3 reasons "rank only the top three.

3) The most significant reason for the change to a university (1).

4) The second most significant reason for the change to a university (2).

5) The third most significant reason for the change to a university (3).

6) The fourth most significant reason for the change to a university (4).

7) The fifth most significant reason for the change to university (5).

8) In your best estimation, what was the length of time necessary to implement the name change? This should begin from the time university status was first suggested until official adoption of the new name. Answer in months and years. If you do not know, please state so.

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Done

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College to University Name Change Survey

9) Was the name change perceived as successful?

YES (if this is your choice, go to question 10).
 NO (if this is your choice, go to question 15).

If you answered YES to question 9, answer questions 10 through 14. Please rank the five top reasons the name change can be perceived as successful, with 1 being the most significant and 5 being the least significant. If there are less than five, list only those areas. For example, if there were only 3 reasons rank only the top three.

10) The most significant reason the change can be perceived as being successful (1).

11) The second most significant reason the change can be perceived as being successful (2).

12) The third most significant reason the change can be perceived as being successful (3).

13) The fourth most significant reason the change can be perceived as being successful (4).

14) The fifth most significant reason the change can be perceived as being successful (5).

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Done

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College to University Name Change Survey

This survey is being sent to the president of the university. If the current president was not employed at this institution at the time of the transition to university status, we ask that the current president designate a proxy. This proxy should be the most senior level employee who has intimate knowledge of the name change to university status. Please complete this form and click submit.

1) When your institution changed its name to become a university, who was perceived as the primary change agent in renaming the institution and seeking university status?

- Alumni
- College Board of Trustees/Governors/Visitors
- Faculty
- CEO (President/Provost)
- Senior Staff Member(s) (Vice Presidents/Deans)
- State Legislature
- Statewide Board of Regents or Policy Commission
- Students or Student Groups
- Other (please list answer in the box provided below)

2) How many regionally accredited graduate/professional degree programs were being offered by the institution at the time of the name change?

- 0
- 1 or 2
- 3 or 4
- 5 or 6
- 7 and above

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Done

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College to University Name Change Survey

25) Rate the following statements according to the scale below:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Enrollments increased as a result of the name change.	<input type="radio"/>				
Faculty supported the name change.	<input type="radio"/>				
Alumni supported the name change.	<input type="radio"/>				
Institutional administration supported the name change.	<input type="radio"/>				
The local community supported the name change.	<input type="radio"/>				
The institutional Board of Trustees supported the name change.	<input type="radio"/>				
Since being named as a university, the institution is perceived as having greater prestige.	<input type="radio"/>				
Since being named as a university the institution has increased the number regionally accredited graduate and/or professional degree programs.	<input type="radio"/>				
The institution currently exhibits the culture of a university.	<input type="radio"/>				

26) List any other comments regarding the name change to a university name that you may feel necessary to share.

27) What best describes your position at the institution at the time of the name change?

- Senior Administrative Staff Member (including presidents)
- Academic dean/department chair
- Marketing office staff
- Legal office staff
- Trustee
- Faculty member
- Classified staff member
- Other, specify in the box provided

Created at SurveyKey.com

Done

APPENDIX R: PERMISSION TO REPRODUCE SURVEY WEB SITE

APPENDIX R: PERMISSION TO REPRODUCE SURVEY WEB SITE

From: John Jetter <support@surveykey.com>
To: James M. Owston <jowston@mountainstate.edu>
Subject: Re: General Comment
Sent: Monday, February 19, 2007 9:24 AM

John Jetter wrote:

Absolutely Jim. The disclaimer is actually with regard to the html and physical layout of the website.

Regards,

John Jetter
SurveyKey.com

From: jowston@mountainstate.edu
Sent: Monday, February 19, 2007 9:14 AM
To: support@surveykey.com
Subject: General Comment

Hello:

I am working on my dissertation and have utilized your site -- it has been a real help in gathering information and allows my respondents the opportunity to submit their surveys online rather than use the *paper format.

I noticed that you have the following copyright disclaimer: "No portion of this site may be copied without the express written consent of JetMan Productions, Inc."

I am asking for permission to use a copy of the original survey that I created and a sample submission as two appendices in my final document. May I have permission to do this?

Thank you,

Jim Owston
Doctoral Candidate
Marshall University

APPENDIX S: SURVEY RESULTS

APPENDIX S: SURVEY RESULTS

School	When your institution changed its name to become a university, who was perceived as the primary change agent in renaming the institution and seeking university status?	How many regionally accredited graduate/ professional degree programs were being offered by the institution at the time of the name change?
1	Statewide Board of Regents or Policy Commission	7 and above
2	CEO (President/Provost)	3 to 4
3	College Board of Trustees/Governors/Visitors	3 or 4
4	Statewide Board of Regents or Policy Commission	3 or 4
5	Senior Staff Members	1 to 2
6	CEO (President/Provost)	3 to 4
7	CEO (President/Provost)	3 to 4
8	CEO (President/Provost)	7 and above
9	CEO (President/Provost)	3 to 4
10	Statewide Board of Regents or Policy Commission	3 to 4
11	Statewide Board of Regents or Policy Commission	3 to 4
12	Statewide Board of Regents or Policy Commission	5 to 6
13	CEO (President/Provost)	7 and above
14	CEO (President/Provost)	3 to 4
15	CEO (President/Provost)	5 to 6
16	CEO (President/Provost)	5 to 6
17	State Legislature	0
18	CEO (President/Provost)	3 to 4
19	Chancellor of the University System of the State	7 and above
20	CEO (President/Provost)	5 or 6
21	CEO (President/Provost)	3 to 4
22	CEO (President/Provost)	7 and above
23	College Board of Trustees/Governors/Visitors	3 to 4
24	College Board of Trustees/Governors/Visitors	1 to 2
25	CEO (President/Provost)	5 to 6
26	Statewide Board of Regents or Policy Commission	blank
27	CEO (President/Provost)	5 to 6
28	CEO (President/Provost)	1 or 2
29	CEO (President/Provost)	1 or 2
30	State Legislature	0
31	CEO (President/Provost)	1 or 2
32	Senior Staff Members	7 and above
33	Statewide Board of Regents or Policy Commission	1 or 2
34	CEO (President/Provost)	5 to 6

The most significant reasons for the change to a university.					
School	1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
1	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	To increase enrollment	Blank	To more accurately describe the institution's location
2	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	to increase institutional prestige	Blank	Blank
3	To more adequately describe the institution's mission at the time	To more accurately indicate the size and complexity of the institution.	To increase institutional prestige	Blank	Blank
4	To signify that the institution had intrastate regional institution status	To adequately define a future mission or goal of the institution	To increase institutional prestige	Blank	Blank
5	To accommodate international students	To adequately define a future mission or goal of the institution	To increase institutional prestige	To more adequately describe the institution's mission at the time	Blank
6	To attract international students & graduate online students	To adequately define a future mission or goal of the institution	To more adequately describe the institution's mission at the time	To increase enrollment	To signify that the institution had intrastate regional institution status
7	To more adequately describe the institution's mission at the time	To increase institutional prestige	To adequately define a future mission or goal of the institution	To increase enrollment	To facilitate international recruitment
8	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	To increase institutional prestige	To increase enrollment	Blank
9	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	Confusion of international groups over the word "college."	Blank	Blank
10	To signify that the institution had statewide institution status	To increase institutional prestige	To adequately define a future mission or goal of the institution	Blank	Blank

School	1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
11	To differentiate 4-year schools in the University System of Georgia from 2-year schools.	Blank	Blank	Blank	Blank
12	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	To increase enrollment	Blank	Blank
13	To more adequately describe the institution's mission at the time	Global significance of "University."	To communicate what the school had become.	Blank	Blank
14	To more adequately describe the institution's mission at the time	To increase institutional prestige	To adequately define a future mission or goal of the institution	To increase enrollment	To signify that the institution had statewide institution status
15	To more adequately describe the institution's mission at the time	To change image as a women's college.	to increase institutional prestige	To increase enrollment	Blank
16	To more adequately describe the institution's mission at the time	To replace inappropriate words in existing name.	To signify that the institution had intrastate regional institution status	Blank	Blank
17	To more adequately describe the institution's mission at the time	To signify independence from a parent institution	To increase enrollment	To adequately define a future mission or goal of the institution	To increase institutional prestige
18	To signify merger into another institution or system	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	to increase institutional prestige	National University with multiple locations
19	To more adequately describe the institution's mission at the time	Blank	Blank	Blank	Blank
20	To more adequately describe the institution's mission at the time	To increase institutional prestige			

School	1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
21	To be better understood by governments and higher ed institutions outside of the U.S.	To more adequately describe the institution's mission at the time	To increase appeal among international students	To adequately define a future mission or goal of the institution	Blank
22	To increase institutional prestige	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	To signify that the institution had statewide institution status	To better facilitate the name change of the institution's hospital to a University Medical Center.
23	To signify that our institution now includes three major divisions including out new College of Adult Learning	To increase recognition of our academic quality as an accredited institution.	To improve our ability to fulfill our mission including outreach to other nations.	Blank	Blank
24	To adequately define a future mission or goal of the institution	To replace inappropriate words in existing name.	Blank	Blank	Blank
25	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	to increase institutional prestige	Blank	Blank
26	To more adequately describe the institution's mission at the time	to increase institutional prestige	To increase enrollment	Blank	Blank
27	To increase enrollment	to increase institutional prestige	To more adequately describe the institution's mission at the time	Blank	Blank
28	To adequately define a future mission or goal of the institution	to increase institutional prestige	To increase enrollment	Competition with other SDA schools	Blank
29	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	To increase enrollment	To benefit transcripts of international students	Blank
30	Political pressure on the Chancellor of the University System of Georgia	to increase institutional prestige	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	To increase enrollment

School	1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
31	To more adequately describe the institution's mission at the time	To adequately define a future mission or goal of the institution	to increase institutional prestige	Blank	Blank
32	To more accurately reflect the expanded offerings of the University	To replace inappropriate words in existing name.	To adequately define a future mission or goal of the institution	to increase institutional prestige	To increase enrollment
33	To signify that the institution had intrastate regional institution status	To more adequately describe the institution's mission at the time	To signify that the institution had statewide institution status	To increase enrollment	to increase institutional prestige
34	To more adequately describe the institution's mission at the time	To increase institutional prestige	To increase enrollment	Blank	Blank

School	Was the name change perceived as successful?	The most significant reasons the change can be perceived as being successful.				
		1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
1	Yes	Clarified identity and mission	Increased Enrollment	New programmatic additions	Enhanced reputation	Increased international inquiries
2	Yes	Clarified identity and mission	Enhanced Reputation	Increased Enrollment	Blank	Blank
3	Yes	Clarified identity and mission	Increased national reputation	Increased number of applications for admission	Blank	Blank
4	No	DNA	DNA	DNA	DNA	DNA
5	Yes	Increased international inquiries	New programmatic additions	Enhanced reputation	Blank	Blank
6	Yes	Increased international inquiries	Increased Enrollment	Enhanced reputation	Clarified identity and mission	Blank
7	Yes	Enhanced Reputation	Clarified identity and mission	Increased Enrollment	Increased alumni giving	Increased international inquiries
8	Yes	Clarified identity and mission	Increased Enrollment	Clarified identity and mission	Enhanced reputation	More hits to institutional Website
9	Yes	Clarified identity and mission	Enhanced Reputation	Increased international inquiries	Blank	Blank
10	Yes	Enhanced Reputation	Clarified identity and mission	Increased Enrollment	Blank	Blank
11	Yes	Does not apply	Blank	Blank	Blank	Blank
12	Yes	Clarified identity and mission	New programmatic additions	Increased Enrollment	Enhanced reputation	Blank
13	Yes	Clarified identity and mission	Enhanced Reputation	Increased international inquiries	New programmatic additions	Increased Enrollment
14	Yes	Clarified identity and mission	Enhanced Reputation	New programmatic additions	Increased Enrollment	Increased alumni giving
15	Yes	Clarified identity and mission	More hits to institutional website	Enhanced reputation	Blank	Blank
16	Yes	Clarified identity and mission	Enhanced Reputation	Blank	Blank	Blank
17	Yes	Clarified identity and mission	Increased Enrollment	Enhanced reputation	Blank	Blank
18	Yes	Clarified identity and mission	New programmatic additions	Enhanced reputation	Blank	Blank
19	Yes to the community & students No to the alumni and faculty	Clarified identity and mission	Increased International inquiries	Enhanced reputation	Blank	Blank
20	Yes	Clarified identity and mission	Enhanced reputation	Increased Enrollment		
21	Yes	Clarified identity and mission	Increased International inquiries	Enhanced International relations	New programmatic additions	More hits to institutional Website

School	Was the name change perceived as successful?	1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
22	Yes	Enhanced reputation	Clarified identity and mission	New programmatic additions	University Medical Center more profitable	Better faculty recruitment
23	Yes	Clarified identity and mission	Increased Enrollment	Enhanced reputation	Blank	Blank
24	Yes	Clarified identity and mission	Enhanced Reputation	Increased alumni giving	Blank	Blank
25	Yes	Increased Enrollment	Clarified identity and mission	Blank	Blank	Blank
26	Yes	Clarified identity and mission	New programmatic additions	Enhanced reputation	Increased Enrollment	Blank
27	No	Blank	Blank	Blank	Blank	Blank
28	Yes	Increased Enrollment	Enhanced Reputation	Clarified identity and mission	Blank	Blank
29	Yes	Clarified identity and mission	New programmatic additions	Helped international students	Blank	Blank
30	No	Blank	Blank	Blank	Blank	Blank
31	Yes	Clarified identity and mission	Blank	Blank	Blank	Blank
32	Yes	Clarified identity and mission	Increased prospective student inquiries	Increased Enrollment	Increased alumni giving	Enhanced Reputation
33	Yes	Clarified identity and mission	Enhanced Reputation	Increased Enrollment	New programmatic additions	Increased alumni giving
34	Yes	Clarified identity and mission	Enhanced Reputation	Increased Enrollment	New programmatic additions	Blank

School	The most interesting components of the process of changing the institution's name to a university.				
	1st Most Interesting	2nd Most Interesting	3rd Most Interesting	4th Most Interesting	5th Most Interesting
1	Name selection process	none; process went smoothly	Blank	Blank	Blank
2	Alumni reactions	Community sarcasm	Blank	Blank	Blank
3	Resistance by some current students	How smoothly the process went, without major dissent.	Blank	Blank	Blank
4	Alumni reactions	Political interference	Community sarcasm	Urgency to complete the process	Blank
5	Changing stationery, signs, etc.	Alumni reactions	Blank	Blank	Blank
6	Selection of a mascot	Alumni reactions	Blank	Blank	Blank
7	Alumni reactions	Community sarcasm	Faculty resistance	Blank	Blank
8	Name selection process	Alumni reactions	Community sarcasm	Urgency to complete the process	Selection of a mascot
9	Alumni reactions	Blank	Blank	Blank	Blank
10	Community sarcasm	Political interference	Urgency to complete the process	Blank	Blank
11	Community favor & appreciation	Blank	Blank	Blank	Blank
12	Self study process required	Rethinking structure	Self-governance issues.	Blank	Blank
13	Name selection process	Alumni reactions	Blank	Blank	Blank
14	Name selection process	Recognizing strengths	Alumni reactions	Internal comments	Blank
15	Name selection process	Alumni reactions	Political interference	Blank	Blank
16	Alumni reactions	Reputation among other schools	Blank	Blank	Blank
17	Political interference	Alumni reactions	Blank	Blank	Blank
18	Name selection process	Alumni reactions	Merging two cultures difficult	Blank	Blank
19	Alumni reactions	Faculty Reaction	Lack of campus involvement in decision		
20	Name selection process	Urgency to complete the process			
21	Name selection process	Urgency to complete the process	Blank	Blank	Blank
22	faculty/staff reaction	Not political interference, but the political process	We didn't have a mascot, but we did need new signage, logos, ads, etc.	Blank	Blank
23	Name selection process	Alumni reactions	Urgency to complete the process	Blank	Blank
24	Alumni reactions	Selection of a mascot	Community sarcasm	Blank	Blank
25	Urgency to complete the process	Name selection process	Alumni reactions	Blank	Blank
26	Name selection process	Political interference	Blank	Blank	Blank
27	Alumni reactions	Blank	Blank	Blank	Blank
28	Urgency to complete the process	Political interference	Blank	Blank	Blank
29	Opportunity for clearer branding	Alumni reactions	Blank	Blank	Blank

School	1st Most Interesting	2nd Most Interesting	3rd Most Interesting	4th Most Interesting	5th Most Interesting
30	Political interference	Name selection process	Ultimate selection of a compromise name that pleased almost no one and confused almost everyone.	Blank	Blank
31	Urgency to complete the process	Blank	Blank	Blank	Blank
32	Name selection process	Alumni reactions	Urgency to complete the process	Blank	Blank
33	Name selection process	Urgency to complete the process	Alumni reactions	Political Interference	Community Sarcasm
34	Alumni reactions	Community sarcasm	Blank	Blank	Blank

The most important suggestion you would provide to institutions considering a college-to-university change.					
School	1st Most Important	2nd Most Important	3rd Most Important	4th Most Important	5th Most Important
1	Have a good reason to change	Address alumni issues first	Have input from all stakeholders	Don't do it to be in vogue	Calculate actual costs
2	Have a good reason to change	Have input from all stakeholders	The name should fit mission	Don't do it to be in vogue	Blank
3	Plan and implement a comprehensive communications plan that addresses all constituencies.	Have input from all stakeholders	The name should fit mission	Blank	Blank
4	Have a good reason to change	Don't do it to be in vogue	Have a marketing plan	Address alumni issues first	Have input from all stakeholders
5	Don't do it to be in vogue	The name should fit mission	Calculate actual costs	Have a good reason to change	Have input from all stakeholders
6	The name should fit mission	Have a defendable name	Have a marketing plan	Calculate actual costs	Blank
7	Have a good reason to change	The name should fit mission	Address alumni issues first	Have a marketing plan	Calculate actual costs
8	The name should fit mission	Address alumni issues first	Have input from all stakeholders	Have a marketing plan	Calculate actual costs
9	Have a good reason to change	Have a marketing plan	The name should fit mission	Blank	Blank
10	Have a good reason to change	Don't do it to be in vogue	The name should fit mission	Blank	Blank
11	Does not apply	Blank	Blank	Blank	Blank
12	Have input from all stakeholders	Have a good reason to change	Have a marketing plan	Blank	Blank
13	Have input from all stakeholders	Have a good reason to change	The name should fit mission	Don't do it to be in vogue	Blank
14	Have a good reason to change	Have input from all stakeholders	The name should fit mission	Have a defendable name	Don't do it to be in vogue
15	Have a good reason to change	The name should fit mission	Have input from all stakeholders	Have a defendable name	Address alumni issues first
16	The name should fit mission	Don't do it to be in vogue	Blank	Blank	Blank
17	The name should fit mission	Calculate actual costs	Have a marketing plan	Blank	Blank
18	The name should fit mission	Have a marketing plan	Have a good reason to change	Address alumni issues first	Have a defendable name
19	Have a good reason to change	The name should fit mission	Address alumni issues first	Have a marketing plan	Calculate actual costs
20	The name should fit mission	Have a good reason to change	Have a defendable name		
21	The name should fit mission	Have a defendable name	Have a marketing plan	Calculate actual costs	Dispose of items with old name.
22	Have a good reason to change	The name should fit mission	Have a defendable name	Have a marketing plan	Calculate actual costs
23	Have a good reason to change	The name should fit mission	Have a marketing plan	Blank	Blank

School	1st Most Important	2nd Most Important	3rd Most Important	4th Most Important	5th Most Important
24	The name should fit mission	Have a good reason to change	Have input from all stakeholders	Blank	Blank
25	Have a good reason to change	The name should fit mission	Have a marketing plan	Have a defendable name	Address alumni issues first
26	Have a good reason to change	The name should fit mission	Have a marketing plan	Have a defendable name	Blank
27	Have a good reason to change	The name should fit mission	Address alumni issues first	Have a marketing plan	Resist the urge to return to old name
28	Have a good reason to change	The name should fit mission	Calculate actual costs	Have input from all stakeholders	Blank
29	Don't do it to be in vogue	Have a good reason to change	Have input from all stakeholders	Have a marketing plan	Calculate actual costs
30	Have a marketing plan.	The name should fit mission	Have a defendable name	Have input from all stakeholders	Dispose of items with old name.
31	Have a good reason to change	The name should fit mission	Have a marketing plan	Have input from all stakeholders	Blank
32	Have a good reason to change. Even more so, have a compelling reason to change. It is a hard thing to do, don't take it lightly	Calculate actual costs - It is quite expensive -- every brochure, letterhead, uniform, sign, etc. will need to be change -- estimate at least 1.5 million in the first year and follow up with at least \$500k in advertising each year for 3 to 5 years after the initial campaign	Resist urge to return to old name	Dispose of items with old name -- You can phase in the name change...but, once you change, only use your new name	Address alumni issues first and have a marketing plan
33	Have input from all stakeholders	The name should fit mission	Have a good reason to change	Address alumni issues first	Don't do it to be in vogue
34	The name should fit mission	Don't do it to be in vogue	Address alumni issues first	Have a marketing plan	Calculate actual costs

School	Faculty Supported	Alumni Supported	Administration Supported	Local Community Supported	Board of Trustees Supported
1	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
2	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
3	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
4	Agree	Strongly Disagree	Strongly Agree	Disagree	Strongly Agree
5	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
6	Strongly Agree	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree
7	Disagree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
8	Agree	Agree	Agree	Strongly Agree	Strongly Agree
9	Agree	Disagree	Strongly Agree	Strongly Agree	Strongly Agree
10	Don't know	Agree	Strongly Agree	Don't know	Strongly Agree
11	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
12	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
13	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
14	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
15	Disagree	Disagree	Agree	Disagree	Strongly Agree
16	Disagree	Strongly Agree	Agree	Strongly Agree	Strongly Agree
17	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
18	Disagree	Disagree	Strongly Agree	Agree	Strongly Agree
19	Disagree	Strongly Disagree	Disagree	Agree	No separate board
20	Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree
21	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
22	Agree	Agree	Strongly Agree	Agree	Strongly Agree
23	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
24	Strongly Agree	Disagree	Strongly Agree	Agree	Strongly Agree
25	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
26	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
27	Agree	Strongly Disagree	Strongly Agree	Agree	Agree
28	Agree	Agree	Strongly Agree	Agree	Strongly Agree
29	Agree	Agree	Strongly Agree	Agree	Strongly Agree
30	Disagree	Don't know	Disagree	Agree	Don't Know
31	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
32	Agree	Agree	Strongly Agree	Agree	Strongly Agree
33	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
34	Disagree	Disagree	Agree	Agree	Strongly Agree

School	Enrollments Increased	Has Greater Prestige	Increased Graduate Programs	Exhibits the Culture of a University
1	Agree	Strongly Agree	Agree	Agree
2	Disagree	Strongly Agree	Strongly Agree	Agree
3	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
4	Strongly Disagree	Strongly Disagree	Agree	Disagree
5	Agree	Agree	Agree	Agree
6	Strongly Agree	Strongly Agree	Strongly Agree	Disagree
7	Strongly Agree	Agree	Agree	Disagree
8	Agree	Strongly Agree	Strongly Agree	Agree
9	Agree	Agree	Agree	Agree
10	Strongly Agree	Disagree	Agree	Disagree
11	Disagree	Agree	Strongly Disagree	Strongly Agree
12	Agree	Agree	Strongly Agree	Strongly Agree
13	Agree	Strongly Agree	Strongly Agree	Agree
14	Strongly Agree	Strongly Agree	Strongly Agree	Agree
15	Agree	Agree	Disagree	Disagree
16	Agree	Strongly Agree	Agree	Agree
17	Agree	Agree	Strongly Disagree	Agree
18	Strongly Disagree	Agree	Agree	Agree
19	Agree	Agree	Strongly Agree	Disagree
20	Strongly Agree	Strongly Agree	Agree	Strongly Agree
21	Strongly Disagree	Disagree	Agree	Agree
22	Strongly Disagree	Strongly Agree	Strongly Disagree	Strongly Agree
23	Agree	Agree	Agree	Agree
24	Agree	Disagree	Agree	Agree
25	Strongly Agree	Agree	Disagree	Disagree
26	Agree	Strongly Agree	Agree	Agree
27	Disagree	Agree	Agree	Strongly Disagree
28	Strongly Agree	Strongly Agree	Strongly Agree	Agree
29	Disagree	Agree	Agree	Disagree
30	Disagree	Agree	Agree	Agree
31	Disagree	Agree	Strongly Disagree	Disagree
32	Strongly Agree	Strongly Agree	Strongly Agree	Agree
33	Strongly Agree	Disagree	Strongly Agree	Strongly Agree
34	Agree	Agree	Strongly Agree	Agree

School	Amount of time	List any other comments regarding the name change to a university name that you may feel necessary to share.	Respondents position at the school at the time of the name change?
1	About one year	The status change was part of a state-wide public higher education governing board decision based on input from a committee with external expertise commissioned by the chancellor. The recommendation was made to elevate all colleges that offered graduate programs to university status. The most challenging events that followed were institutional in scope; i.e., selection of a name. Some institutions had a difficult time with internal constituents deciding on an acceptable name - alumni are very, very important as one moves in this direction. Whereas, other institutions had essentially no problem with the change.	Senior Administrative Staff Member (including presidents)
2	1 year	Blank	Senior Administrative Staff Member (including presidents)
3	8 months	Blank	Senior Administrative Staff Member (including presidents)
4	12 - 18 months	I stated that the name change was not successful because everyone universally hates the "new" name. The "new" name is a hybridized combination of the old name and the change in status from a college to a state university and serves only as an irritant for every faction, alumni, students, faculty, staff, etc. Hence, in my view, the change was an abject failure.	Senior Administrative Staff Member (including presidents)
5	6 months	Blank	Senior Administrative Staff Member (including presidents)
6	Months	Blank	Senior Administrative Staff Member (including presidents)
7	18 months	Blank	Senior Administrative Staff Member (including presidents)
8	3-4years	You need not change your colors because you've changed your logo; If you do change your colors, be certain they work in all situations, e.g., business cards, banners; Meet/visit with other schools that have been through a name change; Budgeting is critical; Focus groups are critical	Senior Administrative Staff Member (including presidents)
9	1 year	Blank	Senior Administrative Staff Member (including presidents)
10	3 years	All comprehensive state colleges with graduate programs were renamed as universities about 10 years ago. The change was in practice, just nomenclature.	Senior Administrative Staff Member (including presidents)
11	1 day	This was a system-wide (i.e., state-wide) policy decision to make sure that names reflected the nature and programs of the schools. The new name was selected over the old name by the Board of Regents. It was a very quick and smooth change here.	Senior Administrative Staff Member (including presidents)

School	Amount of time	List any other comments regarding the name change to a university name that you may feel necessary to share.	Respondents position at the school at the time of the name change?
12	3 years	Blank	Senior Administrative Staff Member (including presidents)
13	6 years	Proceed slowly but intentionally. Seek broad based support.	Senior Administrative Staff Member (including presidents)
14	2 years	The move to university status was essential to the institution's growth and maturation. We are now the second largest institution in our state and have had 14 successive semesters of growth in enrollment. Our development program has benefited and the general prestige of the school has been greatly enhanced.	Senior Administrative Staff Member (including presidents)
15	2 years	Blank	Senior Administrative Staff Member (including presidents)
16	2 to 3 years	Make sure the name is authentic -- that is it describes who/what it is . . . A college . . . Professional school . . . A university -- more than one "college" held together by a common mission.	Senior Administrative Staff Member (including presidents)
17	2 years	Athens State is a two-year upper-level institution (juniors and seniors only). We are the only upper-level institution within The Alabama College System. The change of name from COLLEGE-TO-UNIVERSITY distinguished us as a baccalaureate degree-granting institution, and more accurately described our mission.	Senior Administrative Staff Member (including presidents)
18	2 years		Academic dean / Department chair
19	1 year	The name change occurred because the then Chancellor of the University System of Georgia wanted all institutional names to reflect the level of degree offered -- all institutions that offered master's degrees [but not doctorates] had their name changed to "State University."	About to become President
20	3 years		Senior Administrative Staff Member (including presidents)
21	2 years	Blank	Senior Administrative Staff Member (including presidents)
22	one year and four months	I was the Vice President of Governmental Relations at the Medical College of Ohio in Toledo when the new president proposed changing the name of the institution to the Medical University of Ohio. The one word change took about 80 pages of legislation in the form of an amendment to the state budget bill and was passed in the spring of 2005. That fall, the MUO president and the president of the University of Toledo began talks which resulted in the merger of the two state institutions on July 2, 2006 with the MUO president assuming the presidency of the new institution. This was done as a free-standing piece of legislation that was, ironically, shorter than the name change amendment. I think the merger would have happened anyway if MUO (now called the "Health Science Campus") would have still been called the Medical College of Ohio. But the merger of two "universities" was definitely easier to pull off. Plus, the legislators already knew us and that we were doing interesting things in northwest Ohio. William McMillen University of Toledo	Senior Administrative Staff Member (including presidents)

School	Amount of time	List any other comments regarding the name change to a university name that you may feel necessary to share.	Respondents position at the school at the time of the name change?
23	2 years	See brochure attached. It explains pretty thorough our rationale.	Senior Administrative Staff Member (including presidents)
24	1 year	We established a team for the designation change. We didn't change our name just our designation. Moving from a "College and Seminary" to "University" spoke to one overall mission.	Senior Administrative Staff Member (including presidents)
25	1 year	Blank	Senior Administrative Staff Member (including presidents)
26	1.5 years	Blank	Classified staff member
27	1	Blank	Senior Administrative Staff Member (including presidents) Not present but familiar with the process.
28	2 years	Blank	Trustee
29	One year and eight months	To be successful, this process requires a high ranking "institutional champion" with good political instincts and the power to ensure coordination of institutional efforts and energies.	Senior Administrative Staff Member (including presidents)
30	6 months	Blank	Director of University Relations
31	3 years	Blank	Senior Administrative Staff Member (including presidents)
32	2 years	It can be an effective way to ensure the future viability of an institution. It can also be a very difficult journey if the reasons for changing are not solid. You should not have a hard time explaining the change to any constituent. Also, back up the name change with dollars to invest in advertising, web site, recruitment efforts	Senior Administrative Staff Member (including presidents)
33	2 years	The Board of Regents (BOR), University System of Georgia began to study mission development and review policy direction in December, 1994. Mission statements of all 34 systems schools were analyzed. In October 1995, the (BOR) Board of Regents and its committee on nomenclature and identity reported names of senior and two-year colleges in GA were not consistent with national patterns. It was recommended - "State University" should be added to all institutions in the University System of Georgia that have both undergraduate and master's programs. The associate degree programs should continue to use "college" in their names. All changes to the new names were effective by July 1, 1996.	Senior Administrative Staff Member (including presidents)
34	1 year	Blank	Marketing Department staff

APPENDIX T: INFORMED CONSENT INTERVIEW SUBJECTS

APPENDIX T: INFORMED CONSENT INTERVIEW SUBJECTS

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY (Interview Subjects)

Title of Study: SURVIVAL OF THE FITTEST? THE REBRANDING OF WEST VIRGINIA HIGHER EDUCATION

Dr. Barbara L. Nicholson, Principal Investigator
James Martin Owston, Co-Investigator

Introduction:

You are invited to participate in a research study. Research studies are designed to investigate phenomena and gain scientific knowledge that may aid other individuals in the future. You may or may not receive any benefit from being a part of this study. There also may be risks associated with being part of research studies. Your participation is voluntary. Please carefully weigh your decision to participate in this study and ask your investigator to explain any question or information that you may not initially understand.

What is the purpose of this research study?

This purpose of this study is to formulate an understanding of the large occurrence of college and university rebranding in West Virginia from 1996 to 2005. Specifically, this study will concentrate on colleges that became universities in West Virginia from 1976 to 2005.

How many participants will be involved in this research study?

Fifty-one college presidents or their designees from colleges that became universities in 10 states containing counties designated as part of Appalachia will be asked to participate in a written survey regarding their institution's name and status change. Current and former university presidents and other administrators from West Virginia institutions will be asked to participate in live interviews. In addition other individuals with direct ties to West Virginia higher education will be asked to participate.

What is involved in this research study?

Participants in the interview process will sign this consent form and answer questions regarding their particular institution's change from a college to a university. The questions are modified from D. Cole Spencer's 2005 study: *College and university name change: A study of perceived strategy and goal achievement*. This instrument will have been previously given to 51 university presidents from 10 states that include counties designated as Appalachia. Responses from these surveys may provide the basis for additional questions.

How long will I be in this study?

Your participation in this will cease once the consent form is signed and the interview concludes. It will not be necessary to participate any subsequent interviews.

You may decide to stop participation at any time. If you decide to cease participation in this research study, we urge you to communicate your reasoning to the investigator as soon as possible.

What are the risks of this research study?

There are no known risks for those who participate in this study.

Are there benefits for participating in this study?

If you agree to participate, there may or may not be direct benefit to you or your specific institution. We hope that the information gathered via this study will be of benefit to college presidents in the future. The benefits of participating in this study may be a greater insight of the reasons, strategies, and the perceptions of the success relating to a COLLEGE-TO-UNIVERSITY change. It is hoped that the results of this study

will aid college presidents in the decision to change his/her institution to a university and the strategic planning involved in the process.

What about confidentiality?

The investigators in this study will make every attempt to keep your information confidential as legally possible. Absolute confidentiality cannot be guaranteed. Federal law requires that your information is kept private; however, unforeseen and rare circumstances may dictate that certain agencies may request these records legally. These agencies include the Marshall University Institutional Review Board (IRB), the Marshall University Office of Research Integrity (ORI), and the federal Office of Human Research Protection (OHRP). These agencies are concerned that your rights and safety are protected. If the information in this study is published, the investigators will not identify individuals by name or by specific title. Since university presidents will be interviewed, no direct association with their current or former institution will be noted in this study's analysis of results. In addition, this study will not classify an institution's former or current administrative participants as such.

What are the costs of participating in this study?

There are no costs to participants in this study. All direct and indirect costs will be borne by the co-investigator of this study.

Will individuals be paid for participating in this study?

Individuals will not be paid for participation in this study.

What are my rights as a research study participant?

Participation in this study is voluntary. You may choose not to participate or leave the study at any time. Refusing to participate or leaving the study will not result in any penalty or loss of benefits to which you are entitled. If you decide to stop participating in this study, you are encouraged to discuss this matter with one of the investigators of the study.

Whom do I call if I have questions or problems?

For answers to any questions concerning this study, contact the co-investigator, *James M. Owston*, at 304-575-3809. Email contact may be directed to jowston@mountainstate.edu.

For questions regarding your rights as a research participant, contact the Marshall University IRB#2 Chairman, Dr. Stephen D. Cooper or the Office of Research Integrity at 304-696-7320.

You will be provided with a copy of this consent form.

Signatures

I agree to participate in this study and confirm that I am 18 years of age or older. I have had a chance to ask questions about participation in this study and have those questions answered. By signing this consent form, I have not relinquished any legal rights to which I am entitled.

Participant's Name (printed)

Participant's Signature

Date

Person Obtaining Consent (printed)

Person Obtaining Consent Signature

Date

**APPENDIX U: SAMPLE FIELD NOTES (TELEPHONE INTERVIEW)
(ABRIDGED) WITH THEMATIC DESCRIPTORS**

**APPENDIX U: SAMPLE FIELD NOTES (TELEPHONE INTERVIEW)
(ABRIDGED) WITH THEMATIC DESCRIPTORS**

**THEMATIC
DESCRIPTORS**

Interview Subject: **NAME WITHHELD**
Subject School: **SCHOOL NAME WITHHELD**
Date: January 26, 2007

“What was the process that State of Georgia used to change the name of many of the colleges in the state to universities in 1996 and 1997?”

**CHANGE
AGENT**

“The process was largely driven by the person who was the chancellor of the University System at the time – his name was Steve Portch. And he wanted as much as possible for the names of the - I guess, there were then 34 institutions, to accurately to reflect in a sense the curriculum, but really it was about the degree granting authority of the institution.”

**REASONS TO
CHANGE NAME**

“And, so he wanted it structured so you could tell from the name of the school what kind of degrees they offered. And, what was developed then was a five tier structure with and unfortunately it is sort of hierarchal and you know some schools in the perception were higher and lower; better and worse, whatever.”

**SYSTEM
DESCRIPTION**

“But at the top of this structure, were the four research universities. And there were a couple of exceptions there. A couple of variations from this general theme because you couldn’t tell from three of the four names of the research institutions that they had full doctoral degree granting authority. The four research universities were then and are still: Georgia Institute of Technology, which does not have university in the name; the University of Georgia, which does; the Medical College of Georgia; and Georgia State University. And Georgia State is anomalous in that group but they sort of – none of them had any name changes associated with this.”

“The next level in the structure are the regional universities, which are two: Georgia Southern University and Valdosta State University. And they at the time were authorized to do EdDs – Doctorates in Education, but not the PhD and obviously bachelors and master’s degrees up through the EdD and not the PhD.”

“And then, this is the key thing for **INSTITUTION NAME WITHHELD** that were – universities that were authorized to offer bachelors and master’s degrees but not doctorates,”

REASONS TO CHANGE NAME

“Chancellor Portch wanted all of them to have ‘State University’ in the title. That’s already – We’ve already got two exceptions because we have a research university and a regional university that are called ‘State University.’”

“But, set that aside. He wanted to be sure that all of the schools that had bachelor’s and master’s were state universities and **INSTITUTION NAME WITHHELD**, when that change happened in 1996, **INSTITUTION NAME WITHHELD** had already gone – was on its third name in less than 50 years already. And we had started as **INSTITUTION NAME WITHHELD**, then **INSTITUTION NAME WITHHELD**, then the **INSTITUTION NAME WITHHELD**. And it was the fact that it said ‘college’ but we were authorized to do master’s degrees that Chancellor Portch wanted to change.”

“So that’s the point that we became **INSTITUTION NAME WITHHELD**. And it was simply a way to reflect the fact that we did master’s degrees based on the name of the institution.”

ISSUES OF NAME CHOICE

“And we can come back to the issues associated with that but for some of the other schools – a number of schools went through – changed their names at the same time and some of them ended up with really quirky things like **NAMES OF OTHER INSTITUTIONS OMITTED BECAUSE OF A PROCESS OF ELIMINATION FACTOR**.”

“But that was the basic philosophy behind it and then just to finish the line of reasoning there’s a category of schools that offer mostly two year degrees but a couple of bachelors degrees based on what the needs in the local area are. For example, one of these schools might offer two year degrees plus a bachelor’s degree in nursing because there is a strong need in their part of the state. Those are ‘State Colleges.’ So, if you are called a ‘State College,’ that means you offer mostly two year degrees but a couple of bachelor’s degrees. In Georgia, if you are a public institution, that is just called a college, that means you are only authorized to offer two year degrees. Does, all that make sense?”

“Yes, I understand it because I work in higher ed, but I can see where the public and a student would be thoroughly confused.”

ALUMNI
REACTIONS

“Ah yes, and I’m sure this is one of the things you’ve encountered in your study. There is no way to explain that to a graduate of the institution and they just see their beloved alma mater changing without having consulted with them.”

“My understanding is that just kind of happened with one piece of legislation – perhaps there may have been a couple schools that were involved in that process when the changes were made in 96, but no one had input. Is that correct?”

LEGISLATION

There was some input, but I believe it was fairly scattered; not done in any kind of consistent way. I don’t think – I think most of the consultation was at the upper administrative level of the campuses, and on some campuses there was some level of faculty involvement because that was an institutional choice.”

INSTITUTIONAL
INPUT

“But there’s sort of a black box between the campus input and consultation and what the name ended up being. And so, **INSTITUTION NAME WITHHELD** was never really part of the discussion. Here at **INSTITUTION NAME WITHHELD**, that kind of came out of left field when everything got approved all at once.”

“So someone else chose the name?”

“Yes.”

FACULTY
REACTIONS

“What were the reactions of the faculty and staff regarding that?”

“I think the response was largely ‘where did that come from’ and – alright now we’re getting into stuff I wouldn’t say in public (laughs).”

“That’s fine because we’re not going to reference this to your specific institution so and there were enough schools making a change there, there would be no way – ”

INSTITUTIONAL
INPUT

“Yes. There was a sense of how the process was one more example of how the institution was asked for input and then there was no evidence that any attention had ever been paid to it. Does that make sense?”

“Yes it does.”

FACULTY
REACTION

“So there was a sense of – a sense of frustration of the feeling of not having any control over what was going on, and because of all that, there was an inability for, and using faculty in particular, the faculty were not left in a good position to be able to help articulate the reasons for the change to students or to alumni.”

STUDENT
REACTION

“And that ended up being er, probably creating more negative spin than it needed to, because you would expect faculty to be able to – students would turn to their advisor or faculty member and say, ‘Why did this happen?’ Rather than any clear explanation of the process, what they got was ‘Huh, I don’t know, I never,’ ‘No one asked me’ and ‘No one consulted us,’ or ‘We recommended something else and they obviously just ignored us.’ So the lack of connection between campus input and the final result made it a disconnect that, frankly, still has – there are members of our alumni board that bring that up every meeting now. ‘Why don’t we change it back?’ ‘Who did that?’ ‘Why did that happen?’ ‘Why did they do that to us?’”

ALUMNI
REACTION

These field notes are abridged as the remainder dealt with specifics of the interviewee’s institution. In addition, certain references indicate the administrator’s personal career. The inclusion of the remainder of the interview would jeopardize the anonymity of the respondent.

**APPENDIX V: SAMPLE FIELD NOTES (LIVE INTERVIEW) WITH
THEMATIC DESCRIPTORS**

**APPENDIX V: SAMPLE FIELD NOTES
(LIVE INTERVIEW) WITH THEMATIC DESCRIPTORS**

**THEMATIC
DESCRIPTORS**

Interview Subject: **NAME WITHHELD**
Subject School: **SCHOOL NAME WITHHELD**
Date: January 25, 2007

**Was the change – your desire or someone else’s– who was
real change agent?**

CHANGE AGENT

“Probably Hazo Carter, president of West Virginia State. I think that West Virginia State had gone to the legislature and asked for a change in its name. They were the only historically black institution that was a land-grant that wasn’t a university and that was the basis of their claim. They had been given land-grant status by the federal government again, and again the result of Dr. Carter’s leadership and his influence with Senator Byrd and others for which there was a substantial financial reward.”

PROCESS

“The federal government provided land-grant money and that ended up leveraging state money for matching which West Virginia State continues to get. And when West Virginia State asked for that, the legislature thought that – I don’t know who it was – thought that there may be other institutions that might want to change as well. And rather than awarding, as you know by now, rather than awarding the change of names they came up with a plan to create criteria that institutions had to meet.”

**OTHER STATE
MODELS**

“And I think that the Policy Commission ended up studying and they looked at, as you know, Maryland and Georgia and some other states to determine what criteria they had applied. And created those and really as by product of what they were. We happened to meet those criteria so I think there was an environment created and a set of standards created that we happened to meet.”

UNIVERSITY NAME

“**REFERENCE TO SPECIFIC INSTITUTION REMOVED.**”

“So it’s a – we didn’t believe there would be any – we were still going to be who we were and I would think – All believed that sun would rise in the east after this happened and of course, we had watched other institutions that changed their names and I think some did it for strategic purposes and some

thought they would buy into the prestige when they did it. And I think, so it wasn't something we aggressively sought."

PRESTIGE

Are you saying that you already had the prestige?

"No, No, not at all. Not at all. Its just that we had watched the name change game around the country and I've always believed that, that, that a lot of innovation takes place not just in higher education, but generally of a symbolic nature. Rather than a substantive nature."

"And if there is a class of symbolic innovations that simply involve relabeling. You know, frankly, I believe that what you have done at your institution is more of a substantive kind of a change and it is not a superficial kind of change, Jim. So it was not something that we aggressively sought."

UNIVERSITY NAME

Would you have been pleased to keep the name of college and operate as a university?

"Well, when you say operate as a university, again that invites up a host of questions. I think that we had concluded that we were derelict in our duties not to begin to offer high quality, master's programs, as resources permit, for the people of this region. And in really the practitioner's type master's programs. Usually in areas that require national program accreditation. So, there was a slight shift in mission here and that preceded the university and we didn't need the university name to affirm the importance of that truth – of that new part of our name."

I noticed over the years you had been offering graduate classes and at some point you actually had the approval of North Central to offer a graduate program. Am I correct in that?

"Yes."

GRADUATE PROGRAMS

And how many graduate programs do you have now?

REFERENCE TO SPECIFIC INSTITUTION REMOVED. but we will offer others. But we are not going to do it in a slap bash, haphazard way. We are going to offer solid programs to meet the real learning needs of people. I think that – you look at where this institution will be 15 years from now, I would

guess that somewhere in the neighborhood of 15 to 20 percent of our enrollment would be at the graduate level.”

STATE RESOURCES

“But it’s in areas that require resources and those are resources we’ve been provided? No, and we don’t expect any help from the state government to do the master’s programs. In fact, they’ve made it clear they would not provide resources for us to move to another level. Fortunately, when there’s genuine demand, private resources will become available even when you’re a public institution.”

Back when the institutions were slated to go through this process, it is my understanding that there were five and four eventually made it. Am I correct in this assumption?

WEST LIBERTY

“I think that there were only four. I don’t know that there was a fifth. I recall that there were only four that were involved in the legislation.”

I was thinking that West Liberty had started but never finished the process.

“You know, perhaps not because they didn’t meet the Policy Commission’s criteria.”

The criteria that was set, do you think that was fair? Do you think it should have been stronger? Do you think it should have been more relaxed?

HEPC CRITERIA

“Well I know you believe in reading your prospectus that it could have been more rigorous. You know there are other criteria. Taiwan has a different set of criteria. Taiwan has a fund raising criteria in its expectations of an institution to be called a university has to have a minimum in ten million in endowment. So again, I think the name university takes on so many meanings world wide that its difficult to say and when you are generally indifferent to that name, the criteria that used to apply it are not a matter of great importance.”

In the prospectus, I cited Pennsylvania and New Jersey – especially New Jersey as having more stringent requirements. Georgia – a little more relaxed – in fact there were some schools that became universities in that change that may not have had any approved graduate programs at the time of the implementation.

How long would you say the process took place when the idea was first discussed?

TIME FRAME

“You know, I don’t know. I do believe that West Virginia State began the process and I don’t know when that started. But I would say, Jim, if there was a seminal event or action, I would say it was what they started and I think that may have started when I think Dr. Carter probably worked for a decade on achieving land-grant status. I think it was in that.”

Did you employ any specific strategies here at REFERENCE OF SPECIFIC INSTITUTION REMOVED to move this process on through the legislature?

STRATEGIES

“I’ve pulled some things that may be helpful to you. REFERENCE OF SPECIFIC INSTITUTION REMOVED We just had an open discussion of the pros and cons of it.”

“I think that we ended up – we ended up deciding that all things on balance that it would probably be in our interest especially since three other institutions, and they seemed very determined to have their name change, that on balance it would be in our benefit to be part of the – and it really basically was a consortium or an alliance of institutions to get it together. That, ‘there’s a tide in the affairs of men when taken at the flood you know leads on to better things.’ We thought that one of the things would be created is a different tier of institutions in West Virginia, but we did not believe that there would be any immediate funding available as a result of it.”

And there hasn’t been?

FUNDING

“Uh, no. You know in fact, if you look at funding levels in the state of West Virginia. We are one of the few states that largely funds its community colleges more generously than it does its baccalaureate institutions and so there’s really not – really not a financial advantage. There’s not an immediate financial advantage.”

What kind of reaction did you get from alumni about the change?

ALUMNI

“Mixed. But ultimately, the alumni association endorsed it. But it was after a lot of soul searching people who were proud to be REFERENCE OF SPECIFIC INSTITUTION REMOVED graduates and other people before me who had

talked about the value of it.”

Did you other replacement degrees with the new name for your alumni?

REFERENCE OF SPECIFIC INSTITUTION REMOVED

Any problems with the accreditation process, the legislature, the Higher Education Policy Commission, or any of those agencies that you have to work through the process?

POLITICAL ISSUES

“Not really significantly. I don’t recall. I do think that, you know, that time to time there are new expectations or people want to use the name to leverage new things. And that happens as much internally as much as externally.”

“I hear from time to time that now that we’re a university shouldn’t we do X, Y, or Z. You know there really – and I think that name changes have been so common the accrediting associations see them as pretty passé. They seem almost indifferent to name changes. I don’t think that the people – I’ve not seen any problems as a result of it.”

Any polarization of the faculty on the idea?

FACULTY

“Not significantly. I do think that, you know, we have emphasized our teaching mission – that we are a teaching faculty and I think it has give more pause to think about what if any research responsibilities we have that we know that teaching is our principle function here and that we want to support the few faculty who have legitimate research interests.”

“We have seen a lot of third rate research going on around the country. And I think that it takes real resources to do first rate research and really our ambitions are not carrying us in that direction.”

What are some of the benefits you’ve received from taking on the name university? Has it helped the school any way shape or form? A bump in enrollment, retention increase, funding, or anything else?

BENEFITS FROM THE CHANGE

“I think if you were to look at gift income in total. There might be reason to believe that the last three or four years that

were especially good were related to the name, but they were really related to things underway before the name change. So I don't think that the bump in gift income and certainly not enrollment in hence was not."

COMMUNITY COLLEGES

"One of the things, I do think that there's has been a change. One of the things that we thought would end up happening would be that there would be a shift that with the new community colleges in West Virginia that some of the students we had been taking would probably end up going the community colleges and we would replace those students with graduate students. And to a certain extent, that has happened. I would see that, as I said earlier, I think the composition of our enrollment would probably 85/15 or 80/20."

You mentioned the community college system, REFERENCE OF SPECIFIC INSTITUTION REMOVED What are your thoughts on the legislature's decision to create a separate community college system?

COMMUNITY COLLEGES

"I think it plays out differently in different parts of the state. I think that, if you look at Glenville State's stance now there funded at a level that is significantly above West Virginia University by the state. They have fewer students, but they have more money to serve fewer students."

"You look at Bluefield State, they have less money to serve the same amount of students. So, the institutions that want the Community College affiliated with them really have to have the political clout to keep them there. REFERENCE OF SPECIFIC INSTITUTION REMOVED I think we've got the resources in West Virginia now and our community colleges have the resources to be catalyzed. And frankly, it is probably in the interests of some of the four year institutions to give up some of their marginal students to the community colleges."

"New River for example is funded significantly better than its former parent institution Bluefield State. New River has play money. They have money to do some new things. My concern with all of education in West Virginia, the enrollment increase in the public institutions has come from two places."

SOURCE OF ENROLLMENT INCREASE

"One, the recruitment of out of state students and two, the offering of dual enrollment courses in high school. And that's a substantial part of the enrollment of community colleges. And my concern is that those dual enrollments because through

accreditation with all, you might not see this; but with the publics, we are required to take those credits and I'm concerned that there are not the quality controls in place to assure that. The dual enrollment grew exponentially over several years. It has begun to level off."

Are you funded with the state portion for those students?

FUNDING

If when they are counted. Dual enrollment students are counted, so in years in which institutions are funded on the basis of enrollment, those students would count.

What about the PROMISE Scholarship, has that helped any?

PROMISE
SCHOLARSHIP

"Yes it helped by, and we already had a fairly substantial scholarship program in place, and frankly we were doing – it has relieved us of the burden we have because we do get a substantial number of PROMISE Scholars."

Has that contributed to an enrollment growth?

"These are students – and I read in a study that I read last week that 97 or 98 percent of those students would go to school anyway. You know, those were people who were already coming. I do think, as it did in Georgia, that enabled WVU to recruit students that would have gone to the regional colleges. **REFERENCE OF SPECIFIC INSTITUTION REMOVED** I think that those are people who we were already getting."

REFERENCE OF SPECIFIC INSTITUTION REMOVED – BOTH QUESTION AND ANSWER

Where would I find these figures?

"Just go to the state budgets and find the base budget of the state institutions and go to the Policy Commission and look for FTE enrollment. If you look at their funding they are in very good shape."

REFERENCE OF SPECIFIC INSTITUTION REMOVED – BOTH QUESTION AND ANSWER

COST OF CHANGE

What would an estimated cost of changing the name?

“I don’t know – in our budget was relatively insignificant. It was a one time cost and we probably didn’t do all that we probably should have done as quickly as we should.”

Did you allow for stationary to run out before ordering new?

“Not all of it – but a good bit of it. At some point we tried to estimate that cost and I forget what it was but it was less than a hundred thousand. It was probably in the neighborhood of 50.”

ADVICE

If you were going to give advice to someone planning to make a similar transition, what would it be?

“You know, I wouldn’t offer advice. I think that every situation has its nuances. I think the advice that I’d tried to heed came from Sir Eric Ashby and he wrote it years ago, ‘unless you’ve known an institution well or loved it long, you shouldn’t tamper with it.’ I think there are some institutions that are nearly bankrupt when a new leader comes in and the worst thing you could do is to respect its traditions because those traditions, and so each leader, each of us goes into a different situation.”

HINDSIGHT

It has been almost three years now, would you do anything different?

“There’s nothing that leaps into my mind. We have a plan that we have worked on, and we worked on those [things] and they have not been dependent upon the name change. I think there are things we have to do to improve, you know many of them are related to the fundamental purpose of the institution and they have to do with student learning. I think that, though they might not deal with the name change, there are a lot of things that we have to do better than we are doing now so – and they have to do with student learning. I think we have to do a much better job helping freshmen succeed than we’ve been doing.”

COLLEGE
READINESS

Are you seeing many problems with incoming freshmen with not having the necessary skills?

“No, I think that has always been the case, and we are not as good as we need to be in meeting the needs of those who come. I think there is evidence that there is an increase in what freshmen know. At least their tested knowledge has improved modestly. ACT scores have increased. I just think we need to do a better job of helping freshmen succeed. Actually, the university name could be a diversion from that.”

APPENDIX W: SUBREGIONS OF APPALACHIA

APPENDIX W: SUBREGIONS OF APPALACHIA

Northern Appalachian Counties

Maryland: Allegany, Garrett, and Washington.

New York: Allegany, Broome, Cattaraugus, Chautauqua, Chemung, Chenango, Cortland, Delaware, Otsego, Schoharie, Schuyler, Steuben, Tioga, and Tompkins.

Ohio: Adams, Athens, Belmont, Brown, Carroll, Clermont, Columbiana, Coshocton, Gallia, Guernsey, Harrison, Highland, Hocking, Holmes, Jackson, Jefferson, Lawrence, Meigs, Monroe, Morgan, Muskingum, Noble, Perry, Pike, Ross, Scioto, Tuscarawas, Vinton, and Washington.

Pennsylvania: Allegheny, Armstrong, Beaver, Bedford, Blair, Bradford, Butler, Cambria, Cameron, Carbon, Centre, Clarion, Clearfield, Clinton, Columbia, Crawford, Elk, Erie, Fayette, Forest, Fulton, Greene, Huntingdon, Indiana, Jefferson, Juniata, Lackawanna, Lawrence, Luzerne, Lycoming, McKean, Mercer, Mifflin, Monroe, Montour, Northumberland, Perry, Pike, Potter, Schuylkill, Snyder, Somerset, Sullivan, Susquehanna, Tioga, Union, Venango, Warren, Washington, Wayne, Westmoreland, and Wyoming.

West Virginia: Barbour, Berkeley, Boone, Braxton, Brooke, Cabell, Calhoun, Clay, Doddridge, Fayette, Gilmer, Grant, Greenbrier, Hampshire, Hancock, Hardy, Harrison, Jackson, Jefferson, Kanawha, Lewis, Marion, Marshall, Mason, Mineral, Monongalia, Morgan, Nicholas, Ohio, Pendleton, Pleasants, Pocahontas, Preston, Putnam, Randolph, Ritchie, Roane, Taylor, Tucker, Tyler, Upshur, Wayne, Webster, Wetzel, Wirt, and Wood.

Central Appalachian Counties

Kentucky: Adair, Bath, Bell, Boyd, Breathitt, Carter, Casey, Clark, Clay, Clinton, Cumberland, Edmonson, Elliott, Estill, Fleming, Floyd, Garrard, Green, Greenup, Harlan, Hart, Jackson, Johnson, Knott, Knox, Laurel, Lawrence, Lee, Leslie, Letcher, Lewis, Lincoln, Madison, Magoffin, Martin, McCreary, Menifee, Monroe, Montgomery, Morgan, Owsley, Perry, Pike, Powell, Pulaski, Rockcastle, Rowan, Russell, Wayne, Whitley, and Wolfe.

Tennessee: Anderson, Campbell, Cannon, Claiborne, Clay, Cumberland, De Kalb, Fentress, Hancock, Jackson, Macon, Morgan, Overton, Pickett, Putnam, Scott, Smith, Van Buren, Warren, and White.

APPENDIX W: SUBREGIONS OF APPALACHIA (continued)

Central Appalachian Counties (continued)

Virginia: Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, Wise, the independent city of Norton.

West Virginia: Lincoln, Logan, McDowell, Mercer, Mingo, Monroe, Raleigh, Summers, and Wyoming.

Southern Appalachian Counties

Alabama: Bibb, Blount, Calhoun, Chambers, Cherokee, Chilton, Clay, Cleburne, Colbert, Coosa, Cullman, De Kalb, Elmore, Etowah, Fayette, Franklin, Hale, Jackson, Jefferson, Lamar, Lauderdale, Lawrence, Limestone, Macon, Madison, Marion, Marshall, Morgan, Pickens, Randolph, Shelby, St. Clair, Talladega, Tallapoosa, Tuscaloosa, Walker, and Winston.

Georgia: Banks, Barrow, Bartow, Carroll, Catoosa, Chattooga, Cherokee, Dade, Dawson, Douglas, Elbert, Fannin, Floyd, Forsyth, Franklin, Gilmer, Gordon, Gwinnett, Habersham, Hall, Haralson, Hart, Heard, Jackson, Lumpkin, Madison, Murray, Paulding, Pickens, Polk, Rabun, Stephens, Towns, Union, Walker, White, and Whitfield.

Mississippi: Alcorn, Benton, Calhoun, Chickasaw, Choctaw, Clay, Itawamba, Kemper, Lee, Lowndes, Marshall, Monroe, Montgomery, Noxubee, Oktibbeha, Panola, Pontotoc, Prentiss, Tippah, Tishomingo, Union, Webster, Winston, and Yalobusha.

North Carolina: Alexander, Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Davie, Forsyth, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Stokes, Surry, Swain, Transylvania, Watauga, Wilkes, Yadkin, and Yancey

South Carolina: Anderson, Cherokee, Greenville, Oconee, Pickens, and Spartanburg.

Tennessee: Bledsoe, Blount, Bradley, Carter, Cocke, Coffee, Franklin, Grainger, Greene, Grundy, Hamblen, Hamilton, Hawkins, Jefferson, Johnson, Knox, Loudon, Marion, McMinn, Meigs, Monroe, Polk, Rhea, Roane, Sequatchie, Sevier, Sullivan, Unicoi, Union, and Washington.

Virginia: Alleghany, Bath, Bland, Botetourt, Carroll, Craig, Floyd, Giles, Grayson, Highland, Montgomery, Pulaski, Rockbridge, Smyth, Washington, Wythe, and the independent cities of Bristol, Buena Vista, Clifton Forge Covington, Galax, Lexington, and Radford.

Source: Appalachian Regional Commission (2002).

APPENDIX X: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
GRADUATE PROGRAMS – YEAR OF NAME CHANGE

**APPENDIX X: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
GRADUATE PROGRAMS – YEAR OF NAME CHANGE**

New Name	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	LEVEL 11
Western University of Health Sciences	1	2	0	0	2	0
Albany State University	0	5	1	0	0	0
Armstrong Atlantic State University	0	9	0	0	0	0
Augusta State University	2	8	7	0	0	0
Columbus State University	0	13	5	0	0	0
Fort Valley State University	0	5	1	0	0	0
Georgia Southwestern State University	0	9	2	0	0	0
Kennesaw State University	0	7	0	0	0	0
Savannah State University	0	2	0	0	0	0
Southern Polytechnic State University	0	6	0	0	0	0
State University of West Georgia	0	6	0	0	0	0
Benedictine University	0	9	0	1	0	0
Campbellsville University	0	1	0	0	0	0
Pfeiffer University	1	4	0	0	1	0
Trevecca Nazarene University	0	9	0	0	0	0
Texas Lutheran University	0	0	0	0	0	0
University of the Incarnate Word	1	14	0	0	0	0
Wheeling Jesuit University	1	5	0	0	0	0
WVU Institute of Technology	0	1	0	0	0	0
Claremont Graduate University	0	28	0	16	0	0
Fresno Pacific University	17	5	0	0	0	0
Hope International University	0	5	0	0	0	0
Colorado Technical University*	0	4	0	2	0	0
Clayton College & State University	0	0	0	0	0	0
Georgia College & State University	0	23	6	0	0	0
Life University	0	1	0	0	1	0
North Georgia College and State University	0	2	0	0	0	0
Dominican University	3	9	0	0	0	0
North Park University	9	6	1	1	1	0
MidAmerica Nazarene University	0	2	0	0	0	0
Concordia University, St. Paul	11	0	0	0	0	0
Rowan University	12	18	1	1	0	0
Rogers State University	0	10	0	0	0	0
St. Gregory's University	0	0	0	0	0	0
Southern Oregon University	0	6	0	0	0	0
Western Oregon University	7	15	0	0	0	0
National American University	0	0	0	0	0	0
Lee University	0	4	0	0	0	0
Southern Adventist University	0	2	0	0	0	0
Texas A & M University – Baylor College of the Dentistry	0	2	0	0	1	1
Cardinal Stritch University	0	11	0	0	0	0
Athens State University	0	0	0	0	0	0
California Baptist University	0	5	0	0	0	0
Point Loma Nazarene University	5	8	2	0	0	0

New Name	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	LEVEL 11
Strayer University	0	3	0	0	0	0
University of St. Francis (IL)	2	6	0	0	0	0
University of St. Francis (IN)	0	9	0	0	0	0
Newman University	0	4	0	0	0	0
Brescia University	0	1	0	0	0	0
Siena Heights University	0	4	0	0	0	0
Evangel University	0	6	0	0	0	0
Lindenwood University	3	18	0	0	0	0
Concordia University	1	10	0	0	0	0
New Jersey City University	7	15	1	0	0	0
New School University*	1	12	0	15	0	0
Eastern Oregon University	0	0	0	0	0	0
Marylhurst University	0	4	0	0	0	0
Marywood University	25	27	0	1	0	0
Southwestern Adventist University	0	2	0	0	0	0
Hollins University	0	8	1	0	0	0
Vanguard University of Southern California	1	6	0	0	0	0
Naropa University	1	9	0	0	0	0
Saint Leo University	1	3	0	0	0	0
Northwest Nazarene University	0	3	0	0	0	0
Cornerstone University	0	5	0	1	1	0
Capella University	18	17	0	15	0	0
North Central University	0	0	0	0	0	0
Rockhurst University	0	4	0	0	0	0
Philadelphia University	0	12	0	0	0	0
University of the Sciences in Philadelphia	0	10	0	4	1	0
Dominican University of California	1	12	0	0	0	0
Thomas University	0	2	0	0	0	0
National University of Health Sciences	0	0	0	0	1	0
Graceland University	1	1	1	0	0	0
William Penn University	0	0	0	0	0	0
Bellarmino University	1	10	1	0	0	0
Sullivan University	1	6	0	0	0	0
Davenport University	0	4	0	0	0	0
Finlandia University	0	0	0	0	0	0
Northwestern Health Sciences University	0	0	0	0	1	0
Drury University	1	10	0	0	0	0
Park University	0	6	0	0	0	0
Cedarville University	0	1	0	0	0	0
University of Northwestern Ohio	0	0	0	0	0	0
Viterbo University	0	2	0	0	0	0
Notre Dame de Namur University	2	12	0	0	0	0
Southern California University of Health Science	0	0	0	0	1	7
Webber International University	0	1	0	0	0	0
Brigham Young University – Idaho	0	0	0	0	0	0
Argosy University*	7	9	8	7	0	3
Briar Cliff University	0	1	0	0	0	0

New Name	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	LEVEL 11
Concordia University	0	0	0	0	0	0
Spring Arbor University	0	5	0	0	0	0
Southern New Hampshire University	0	4	0	0	0	0
Elon University	1	2	0	1	0	0
David N. Myers University	0	3	0	0	0	0
Union Institute and University	0	0	0	2	0	0
Oklahoma Wesleyan University	0	0	0	0	0	0
Arcadia University	1	10	2	1	0	0
Philadelphia Biblical University	0	5	0	0	0	0
Schreiner University	1	2	0	0	0	0
Averett University	0	3	0	0	0	0
Mountain State University	0	7	1	0	0	0

*Represents programs at main campus site only.

U.S. Department of Education graduate program levels:

Level 6: Post bachelor's certificates

Level 7: Master's degrees

Level 8: Intermediate degrees & post master's certificates

Level 9: Research doctorates

Level 10: First professional degrees

Level 11: Advanced professional degrees and certificates

APPENDIX Y: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
GRADUATE PROGRAMS – 5 YEARS AFTER NAME CHANGE

**APPENDIX Y: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
GRADUATE PROGRAMS – 5 YEARS AFTER NAME CHANGE**

New Name	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	LEVEL 11
Western University of Health Sciences	2	5	0	0	2	0
Albany State University	0	5	1	0	0	0
Armstrong Atlantic State University	0	10	0	0	0	0
Augusta State University	0	10	5	0	0	0
Columbus State University	0	18	5	0	0	0
Fort Valley State University	0	6	1	0	0	0
Georgia Southwestern State University	0	12	2	0	0	0
Kennesaw State University	2	10	0	0	0	0
Savannah State University	0	3	0	0	0	0
Southern Polytechnic State University	0	8	0	0	0	0
State University of West Georgia	0	28	9	1	0	0
Benedictine University	16	11	0	1	0	0
Campbellsville University	0	7	0	0	0	0
Pfeiffer University	1	4	0	0	0	0
Trevecca Nazarene University	0	11	0	2	0	0
Texas Lutheran University	0	0	0	0	0	0
University of the Incarnate Word	3	16	0	1	0	0
Wheeling Jesuit University	0	6	0	0	0	0
WVU Institute of Technology	0	1	0	0	0	0
Claremont Graduate University	0	31	0	17	0	0
Fresno Pacific University	18	9	1	0	0	0
Hope International University	2	5	0	0	0	0
Colorado Technical University*	0	5	0	2	0	0
Clayton College & State University	3	0	0	0	0	0
Georgia College & State University	0	25	5	0	0	0
Life University	0	1	0	0	1	0
North Georgia College and State University	6	5	0	0	1	0
Dominican University	3	10	3	0	0	0
North Park University	26	9	1	1	1	0
MidAmerica Nazarene University	0	4	0	0	0	0
Concordia University, St. Paul	0	2	0	0	0	0
Rowan University	15	20	0	1	2	0
Rogers State University	0	0	0	0	0	0
St. Gregory's University	0	0	0	0	0	0
Southern Oregon University	0	11	0	0	0	0
Western Oregon University	5	14	0	0	0	0
National American University	0	1	0	0	0	0
Lee University	0	7	0	0	0	0
Southern Adventist University	0	14	0	0	0	0
Texas A & M University – Baylor College of the Dentistry	0	2	0	0	1	1
Cardinal Stritch University	0	13	0	1	0	0
Athens State University	0	0	0	0	0	0
California Baptist University	0	5	0	0	0	0
Point Loma Nazarene University	3	8	1	0	0	0

New Name	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	LEVEL 11
Strayer University	3	5	0	0	0	0
University of St. Francis (IL)	2	11	0	0	0	0
University of St. Francis (IN)	0	9	0	0	0	0
Newman University	0	4	0	0	0	0
Brescia University	0	2	0	0	0	0
Siena Heights University	0	7	0	0	0	0
Evangel University	0	6	0	0	0	0
Lindenwood University	2	22	1	0	0	0
Concordia University	2	10	0	0	0	0
New Jersey City University	6	19	1	0	0	0
New School University*	1	14	1	14	0	0
Eastern Oregon University	0	0	0	0	0	0
Marylhurst University	0	4	0	0	0	0
Marywood University	32	32	0	6	0	0
Southwestern Adventist University	0	2	0	0	0	0
Hollins University	0	5	1	0	0	0
Vanguard University of Southern California	1	10	0	0	0	0
Naropa University	0	14	0	0	1	0
Saint Leo University	0	6	0	0	0	0
Northwest Nazarene University	0	6	0	0	0	0
Cornerstone University	0	12	0	0	1	0
Capella University	19	37	0	26	0	0
North Central University	0	0	0	0	0	0
Rockhurst University	2	4	0	1	0	0
Philadelphia University	0	11	0	1	0	0
University of the Sciences in Philadelphia	0	14	0	6	1	0
Dominican University of California	4	13	0	0	0	0
Thomas University	2	5	0	0	0	0
National University of Health Sciences	0	2	0	0	1	0
Graceland University	1	4	2	0	0	0
William Penn University	0	0	0	0	0	0
Bellarmino University	1	12	1	1	0	0
Sullivan University	1	7	0	0	0	0
Davenport University	1	4	0	0	0	0
Finlandia University	0	0	0	0	0	0
Northwestern Health Sciences University	0	2	0	0	1	0
Drury University	4	12	0	0	0	0
Park University	2	19	0	0	0	0
Cedarville University	0	2	1	0	0	0
University of Northwestern Ohio	0	0	0	0	0	0
Viterbo University	0	5	0	0	0	0
Notre Dame de Namur University	13	19	0	0	0	0
Southern California University of Health Science	0	1	0	0	1	6
Webber International University	0	2	0	0	0	0
Brigham Young University – Idaho	0	0	0	0	0	0
Argosy University*	11	15	8	8	0	0
Briar Cliff University	0	3	0	0	0	0

New Name	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10	LEVEL 11
Concordia University	0	1	0	0	0	0
Spring Arbor University	0	7	0	0	0	0
Southern New Hampshire University	0	4	0	1	1	0
Elon University	6	43	0	2	0	0
David N. Myers University	0	2	0	0	0	0
Union Institute and University	0	10	1	2	0	0
Oklahoma Wesleyan University	0	1	0	0	0	0
Arcadia University	10	21	2	2	0	0
Philadelphia Biblical University	0	5	0	0	1	0
Schreiner University	1	3	0	0	0	0
Averett University	0	7	0	0	0	0
Mountain State University	3	7	2	0	0	0

*Represents programs at main campus site only.

U.S. Department of Education graduate program levels:

Level 6: Post baccalaureate certificates

Level 7: Master's degrees

Level 8: Intermediate degrees & post master's certificates

Level 9: Research doctorates

Level 10: First professional degrees

Level 11: Advanced professional degrees and certificates

**APPENDIX Z: WEST VIRGINIA HIGHER EDUCATIONAL
TRANSFORMATIONS**

APPENDIX Z: WEST VIRGINIA HIGHER EDUCATIONAL TRANSFORMATIONS

West Virginia Governing Boards

West Virginia Board of Education until 1969 (all State Colleges except WVU)

West Virginia University Board of Governors (WVU only) until 1969

West Virginia Board of Regents 1969-1989 (all institutions)

The Board of Trustees of the University of West Virginia System 1989-2000
WVU, Marshall, WVSOM, and WV Graduate College (WVU Tech in 1996)

State College System Board of Directors 1989-2000
All remaining state colleges and community colleges

Higher Education Policy Commission 2000 –
All institutions until 2004; Community & Technical Colleges separated in 2004

West Virginia Council for Community and Technical College Education 2004 –

West Virginia Public Institutions (Four-Year, Medical, and Divisional)

Bluefield State College

Bluefield Colored Institute 1895
Bluefield Institute 1929
Bluefield State Teachers College 1931
Bluefield State College 1943
Administration merged with Concord College 1973-1976

Concord University

Concord Branch of the West Virginia State Normal School (Marshall College) 1872
Concord State Normal School 1919
Concord State Teachers College 1931
Concord College 1943
Administration merged with Bluefield State College 1973-1976
Concord University 2004

From 1872-1919 variously known as:

Concord Branch of the West Virginia State Normal School
Concord Branch of the State Normal School
Concord State Normal School
The State Normal School at Concord
The State Normal School at Athens

Fairmont State University

West Virginia Normal School at Fairmont 1865 (private)
The Regency of the West Virginia Normal School 1865 (private)
Fairmont Branch of the West Virginia State Normal School (Marshall College) 1868
Fairmont State Normal School 1919
Fairmont State Teachers College 1931
Fairmont State College 1943
Fairmont State University 2004

From 1868-1919 variously known as:

Fairmont Branch of the West Virginia State Normal School
Fairmont Branch of the State Normal School
Fairmont State Normal School
The State Normal School at Fairmont

Glennville State College

Glennville Branch of the West Virginia State Normal School (Marshall College) 1872
Glennville State Normal School 1919
Glennville State Teachers College 1931
Glennville State College 1943

From 1872-1919 variously known as:

Glennville Branch of the West Virginia State Normal School
Glennville Branch of the State Normal School
Glennville State Normal School
The State Normal School at Glennville

Marshall University

Marshall Academy 1837 (Private: Methodist Episcopal Church)
Control transferred to Methodist Episcopal Church, South 1851
Marshall College 1858 (Private: Methodist Episcopal Church, South)
West Virginia State Normal School 1867 (state)
Marshall College State Normal School (WV State Normal School) 1868
Marshall College 1919
Marshall University 1961

From 1868 to 1919 variously known as:

West Virginia State Normal School
Marshall College State Normal School
Marshall College
State Normal School at Huntington

Marshall University Graduate College

Kanawha Valley Graduate Center of Science and Engineering of WVU 1958
West Virginia College of Graduate Studies 1972 (independent state school)
University of West Virginia College of Graduate Studies 1989
West Virginia Graduate College 1992
Marshall University Graduate College 1997 (as a division of Marshall University)

Variouly known from 1972 to 1997 as COGS or the Graduate College.

Potomac State College West Virginia University

Keyser Preparatory Branch of West Virginia University 1901
West Virginia Preparatory School 1902
Potomac State School 1921
Potomac State School of West Virginia 1935
Potomac State College 1953
Potomac State College West Virginia University 2005 (as a division of WVU)

Shepherd University

Shepherd College 1871 (private)
Shepherd College & Branch of the WV State Normal School (Marshall College) 1872
Shepherd College State Normal School 1919
Shepherd State Teachers College 1931
Shepherd College 1943
Shepherd University 2004

From 1872-1919 variously known as:

Shepherd College & Branch of the West Virginia State Normal School
Shepherd Branch of the West Virginia State Normal School
Shepherdstown Branch of the West Virginia State Normal School
Shepherd College Branch of the West Virginia State Normal School
Shepherd Branch of the State Normal School
Shepherd College Branch of the State Normal School
Shepherdstown Branch of the State Normal School
Shepherd College State Normal School
The State Normal School at Shepherd College
The State Normal School at Shepherdstown
Shepherd College

West Liberty State College

West Liberty Academy 1837 (Private: Baptist affiliation)
West Liberty Branch of the WV State Normal School (Marshall College) 1870
West Liberty State Normal School 1919
West Liberty State Teachers College 1931
West Liberty State College 1943

From 1870-1919 variously known as:

West Liberty Normal School
West Liberty Branch of the West Virginia State Normal School
West Liberty Branch of the State Normal School
The State Normal School at West Liberty

West Virginia School of Osteopathic Medicine

Lewisburg Academy 1812 (Private: Presbyterian; precursor but not antecedent to WVSOM)
Greenbrier Military Academy 1890 (precursor but not antecedent to WVSOM)
Lee Military Academy 1896 (precursor but not antecedent to WVSOM)
Greenbrier Academy 1899 (precursor but not antecedent to WVSOM)
Greenbrier Presbyterial School 1902 (precursor but not antecedent to WVSOM)
Greenbrier Presbyterial Military School 1906 (precursor but not antecedent to WVSOM)
Greenbrier Military School 1922; precursor but not antecedent to WVSOM
Greenbrier College of Osteopathic Medicine 1972 (Private)
West Virginia School of Osteopathic Medicine 1976 (State controlled)

West Virginia State University

West Virginia Colored Institute 1891
West Virginia Collegiate Institute 1915
West Virginia State College 1929
West Virginia State University 2004

West Virginia University

Monongalia Academy 1814 (precursor but not antecedent to WVU)
Woodburn Seminary 1858 (precursor but not antecedent to WVU)
Agricultural College of West Virginia 1867
West Virginia University 1868

West Virginia University Institute of Technology

Montgomery Preparatory School 1895 (branch of WVU)
West Virginia Trade School 1917 (independent state school)
New River State School 1921
New River State College 1931
West Virginia Institute of Technology 1941
West Virginia University Institute of Technology 1996 (as regional WVU campus)
West Virginia University Institute of Technology 2007 (as WVU division)

West Virginia Community and Technical Colleges

Blue Ridge Community and Technical College

Shepherd Community College 1974 (division of Shepherd College)
Shepherd Community & Technical College 1995
Moved to Martinsburg, WV 2001
Community and Technical College of Shepherd 2005 (independent institution)
Blue Ridge Community & Technical College 2006

Community & Technical College of West Virginia University Institute of Technology

West Virginia Institute of Technology Community College 1966 (division of WVIT)
West Virginia Institute of Technology Community & Technical College 1995
WVU Institute of Technology Community & Technical College 1996
Community & Technical College of WVU Institute of Technology (independent institution) 2004

Eastern West Virginia Community & Technical College

Eastern West Virginia Community & Technical College 1999
Until it receives regional accreditation, it is operating as a branch of Southern WV Community and Technical College and falls under its accreditation.

Marshall Community & Technical College

Marshall University Community College 1975 (division of Marshall University)
Marshall University Community & Technical College 1995
Marshall Community & Technical College (independent institution) 2003

New River Community and Technical College

Bluefield State Community College 1966 (division of Bluefield State College)
Bluefield State Community & Technical College 1995

Greenbrier Valley Extension Center 1969 (division of WVU)
Greenbrier Valley College Center 1975 (division of Bluefield State College)
Moved to the former campus of Greenbrier College (for Women) 1993
Variously known as Greenbrier Community College

Beckley Center, Bluefield State College 1995

Nicholas County Center of Glenville State College 1986
Glenville State Community & Technical College 1995

New River Community and Technical College 2003

Created by a merger of the Bluefield, Beckley, & Lewisburg branches of Bluefield State CTC and the Nicholas County Center of Glenville CTC and operated as the component CTC of Bluefield State College
Independent institution 2004

Pierpont Community and Technical College

Fairmont State Community College 1974 (division of Fairmont State College)
Fairmont State Community & Technical College 1995
Fairmont State Community & Technical College (independent institution) 2003
Absorbed Glenville State CTC's Centers except Nicholas County 2003
Pierpont Community & Technical College 2006 (division of Fairmont State University)

Southern West Virginia Community & Technical College

Marshall University – Logan & Williamson branch campuses 1963
Logan-Williamson Community College 1971 (independent)
Southern West Virginia Community College 1971
Southern West Virginia Community & Technical College 1995

West Virginia Northern Community & Technical College

West Liberty State Hancock County Branch 1961
West Virginia Northern Community College 1971 (independent)
West Virginia Northern Community & Technical College 1995

West Virginia State Community and Technical College

West Virginia State Community College 1971 (as a division of WV State)
West Virginia State Community and Technical College 1995
West Virginia State Community and Technical College (independent) 2004

West Virginia University at Parkersburg

West Virginia University – Parkersburg Branch Campus 1961
Parkersburg Community College 1971 (independent)
West Virginia University at Parkersburg 1989 (regional branch of WVU)

West Virginia Private Institutions**Alderson-Broadus College**

Winchester Female Institute (Private: American Baptist Convention) 1871
Moved from Winchester, VA to Clarksburg, WV 1876
Broadus Female College 1876
Broadus College 1885
Broadus Classical and Scientific Institute 1894
Moved to Philippi, WV in 1909
Broadus College 1918

Alleghany College 1859 (precursor but not antecedent to Alderson Academy)
Alderson Academy 1901 (Private)
Alderson Baptist Academy 1911 (Private: American Baptist Convention)
Alderson Baptist Academy and Junior College 1918
Alderson Junior College circa 1925

Alderson-Broadus College 1932 (Merger of both institutions)

Appalachian Bible College

Appalachian Bible Institute (private: Independent Baptist) 1950
Moved from Pettus to Bradley, WV 1955
Appalachian Bible College 1978

Bethany College

Buffalo Academy 1818 (precursor but not antecedent to Bethany College)
Bethany College 1840 (private: Disciples of Christ)

Davis & Elkins College

Davis & Elkins College (Private: Presbyterian) 1904

Mountain State University

Beckley College (Proprietary) 1933
Beckley College (Private Not-for-Profit) 1959
The College of West Virginia 1991
Mountain State University 2001

From 1933 to 1991, variously and unofficially known as Beckley Junior College

Ohio Valley University

Ohio Valley College (Private: Churches of Christ) 1958
Merged with Northeastern Christian Junior College 1993
Ohio Valley University 2005

Northeastern Institute for Christian Education 1957
Northeastern Christian Junior College 1964
Accredited by Middle States Association of Colleges and Schools in 1978

University of Charleston

Barboursville Seminary (Private: Methodist Episcopal Church, South)
Barboursville College
Morris Harvey College
Moved from Barboursville to Charleston, WV 1935
Merged with Kanawha Junior College 1939
Control transferred to The Methodist Church 1939
Control transferred to independent-private 1942
Moved to permanent campus site in 1947
Merged with Mason College of Music and Fine Arts 1956
University of Charleston 1979

West Virginia Wesleyan College

West Virginia Conference Seminary 1890 (Private: Methodist-Episcopal Church)
Wesleyan University of West Virginia 1905
West Virginia Wesleyan College 1906
Control transferred to The Methodist Church 1939
Control transferred to The United Methodist Church 1968

Wheeling Jesuit University

Wheeling College (Private: Roman Catholic – Jesuit) 1955
Wheeling Jesuit College 1987
Wheeling Jesuit University 1996

West Virginia Proprietary Institutions**American Public University System**

American Military University 1991
Added American Public University 2002
Consolidated the above as the American Public University System 2002
Moved corporate offices, but not support offices, from Manassas, VA to Charles Town, WV in 2002.

Huntington Junior College

Huntington College of Business, Inc. 1936
Huntington Junior Business College (year not known)
Huntington Junior College 2001

Salem International University

West Union Academy 1852 (precursor but not antecedent to Salem Academy)
Salem Academy 1888 (Private, but associated with the 7th Day Baptist Church)
Salem College 1889
Salem-Teikyo University (merged with Teikyo University of Japan) 1989
Salem International University 2000
Sold to Informatics Holdings, Ltd. of Singapore 2001
Sold to the Palmer Group 2005
Dropped its Not-for-Profit Status and became a For-Profit institution 2005

APPENDIX AA: STATEWIDE UNIVERSITY DESIGNATION CHANGES

APPENDIX AA: STATEWIDE UNIVERSITY DESIGNATION CHANGES

State	Year(s) of Designation Changes
Alabama	1967; 1969
Alaska	No system-wide change; last to change in 1979
Arizona	No system-wide change; last to change in 1966
Arkansas	1976
California	1972
Colorado	No system-wide change; not all have changed
Connecticut	1983
Delaware	No system-wide change; last to change in 1993
Florida	Last to change was in 1953; subsequent schools organized as universities
Georgia	1996
Hawaii	All organized as universities
Idaho	No system-wide change; last to change in 1974
Illinois	1971
Indiana	1965
Iowa	No system-wide change; last to change in 1967
Kansas	1977
Kentucky	1966; 1976
Louisiana	1970
Maine	1970
Maryland	No system-wide change; the last to change in 2004
Massachusetts	No system-wide change; not all have changed
Michigan	1987
Minnesota	1975
Mississippi	1974
Missouri	1972; 2005
Montana	1994
Nebraska	No system-wide change; not all have changed
Nevada	All organized as universities
New Hampshire	No system-wide change; not all have changed
New Jersey	Several changed in 1997; not all have changed
New Mexico	No system-wide change; not all have changed
New York	1962
North Carolina	1967; 1969
North Dakota	1987
Ohio	No system change; the last to change in 1986
Oklahoma	1974
Oregon	1997
Pennsylvania	1983
Rhode Island	No system-wide change; not all have changed
South Carolina	No system-wide change; one has not changed
South Dakota	1989
Tennessee	No system-wide change; last to change in 1967
Texas	1967; 1969
Utah	1991
Vermont	No system-wide change; not all have changed
Virginia	No system-wide change; two have not changed
Washington	1977
West Virginia	2004; not all have changed
Wisconsin	1971
Wyoming	Only one university - organized as such

APPENDIX AB: THANK YOU LETTER FROM SENATOR ROBERT C. BYRD

APPENDIX AB: THANK YOU LETTER FROM SENATOR ROBERT C. BYRD

MARK O. HATFIELD, OREGON, CHAIRMAN

TED STEVENS, ALASKA
THAD COCHRAN, MISSISSIPPI
ARLEN SPECTER, PENNSYLVANIA
PETE V. DOMENICI, NEW MEXICO
CHRISTOPHER S. BOND, MISSOURI
SLADE GORTON, WASHINGTON
MITCH MCCONNELL, KENTUCKY
CONNIE MACK, FLORIDA
CONRAD BURNS, MONTANA
RICHARD C. SHELBY, ALABAMA
JAMES M. JEFFORDS, VERMONT
JUDD GREGG, NEW HAMPSHIRE
ROBERT F. BENNETT, UTAH
BEN NIGHTHORSE CAMPBELL, COLORADO

ROBERT C. BYRD, WEST VIRGINIA
DANIEL K. INOUE, HAWAII
ERNEST F. HOLLINGS, SOUTH CAROLINA
J. BENNETT JOHNSTON, LOUISIANA
PATRICK J. LEAHY, VERMONT
DALE BUMPERS, ARKANSAS
FRANK R. LAUTENBERG, NEW JERSEY
TOM HARKIN, IOWA
BARBARA A. MIKULSKI, MARYLAND
HARRY REID, NEVADA
J. ROBERT KERREY, NEBRASKA
HERB KOHL, WISCONSIN
PATTY MURRAY, WASHINGTON

J. KEITH KENNEDY, STAFF DIRECTOR
JAMES H. ENGLISH, MINORITY STAFF DIRECTOR

United States Senate

COMMITTEE ON APPROPRIATIONS
WASHINGTON, DC 20510-6025

December 13, 1995

Dr. Charles H. Polk
President, The College of
West Virginia
P.O. Box AG
Beckley West Virginia 25802-2830

Dear Dr. Polk:

It was good to see you and your lovely wife Lisa, on the occasion of the recent groundbreaking ceremony for the new library building for The College of West Virginia. I am pleased that I was able to secure the \$5 million federal appropriation for the construction of this important facility.

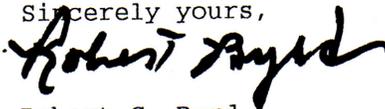
Thank you for inviting me to speak and for your generous introductory remarks. They are very much appreciated.

Please convey my thanks and appreciation to all those who worked hard to make the occasion a success, and, especially, Mr. James Owston, Mr. Joey C. Pruitt, and Mr. Richard Walther.

Again, please thank all those who participated in and contributed to the success of the groundbreaking ceremony. I enjoyed the occasion very much.

With best wishes, I am

Sincerely yours,



Robert C. Byrd

RCB/tsb



APPENDIX AC: SPSS OUTPUT – CORRELATION OF SURVEY RESPONSES

APPENDIX AC: SPSS OUTPUT – CORRELATION OF SURVEY RESPONSES

		Enrollment	Faculty	Alumni	Admin	Community
Enrollment	Pearson					
	Correlation	1	0.136	0.092	0.2	0.097
	Sig. (2-tailed)	.	0.474	0.629	0.28	0.61
	N	31	30	30	31	30
Faculty	Pearson					
	Correlation	0.136	1	0.303	.678(**)	0.268
	Sig. (2-tailed)	0.474	.	0.11	0	0.151
	N	30	30	29	30	30
Alumni	Pearson					
	Correlation	0.092	0.303	1	0.27	.613(**)
	Sig. (2-tailed)	0.629	0.11	.	0.149	0
	N	30	29	30	30	29
Admin	Pearson					
	Correlation	0.2	.678(**)	0.27	1	0.142
	Sig. (2-tailed)	0.28	0	0.149	.	0.453
	N	31	30	30	31	30
Community	Pearson					
	Correlation	0.097	0.268	.613(**)	0.142	1
	Sig. (2-tailed)	0.61	0.151	0	0.453	.
	N	30	30	29	30	30
Board	Pearson					
	Correlation	0.091	-0.085	0.144	-0.092	-0.026
	Sig. (2-tailed)	0.641	0.667	0.457	0.633	0.897
	N	29	28	29	29	28
Prestige	Pearson					
	Correlation	.367(*)	0.037	0.328	-0.012	0.169
	Sig. (2-tailed)	0.042	0.845	0.077	0.947	0.371
	N	31	30	30	31	30
Programs	Pearson					
	Correlation	0.336	-0.164	-0.249	-0.116	-0.121
	Sig. (2-tailed)	0.065	0.385	0.185	0.533	0.525
	N	31	30	30	31	30
Culture	Pearson					
	Correlation	-0.092	0.094	0.336	0.144	.419(*)
	Sig. (2-tailed)	0.621	0.622	0.07	0.441	0.021
	N	31	30	30	31	30

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

		Board	Prestige	Programs	Culture
Enrollment	Pearson Correlation	0.091	.367(*)	0.336	-0.092
	Sig. (2-tailed)	0.641	0.042	0.065	0.621
	N	29	31	31	31
Faculty	Pearson Correlation	-0.085	0.037	-0.164	0.094
	Sig. (2-tailed)	0.667	0.845	0.385	0.622
	N	28	30	30	30
Alumni	Pearson Correlation	0.144	0.328	-0.249	0.336
	Sig. (2-tailed)	0.457	0.077	0.185	0.07
	N	29	30	30	30
Admin	Pearson Correlation	-0.092	-0.012	-0.116	0.144
	Sig. (2-tailed)	0.633	0.947	0.533	0.441
	N	29	31	31	31
Community	Pearson Correlation	-0.026	0.169	-0.121	.419(*)
	Sig. (2-tailed)	0.897	0.371	0.525	0.021
	N	28	30	30	30
Board	Pearson Correlation	1	0.085	0.268	-0.043
	Sig. (2-tailed)	.	0.661	0.159	0.826
	N	29	29	29	29
Prestige	Pearson Correlation	0.085	1	0.241	.385(*)
	Sig. (2-tailed)	0.661	.	0.191	0.032
	N	29	31	31	31
Programs	Pearson Correlation	0.268	0.241	1	-0.007
	Sig. (2-tailed)	0.159	0.191	.	0.971
	N	29	31	31	31
Culture	Pearson Correlation	-0.043	.385(*)	-0.007	1
	Sig. (2-tailed)	0.826	0.032	0.971	.
	N	29	31	31	31

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

**APPENDIX AD: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001 ENTIRE
POPULATION OF SCHOOLS**

**APPENDIX AD: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENTIRE POPULATION OF SCHOOLS**

Year	State	Old Name	New Name	Control
1996	CA	College of Osteopathic Medicine of the Pacific	Western University of Health Sciences	Independent
1996	GA	Albany State College	Albany State University	State
1996	GA	Armstrong State College	Armstrong Atlantic State University	State
1996	GA	Augusta State College	Augusta State University	State
1996	GA	Columbus College	Columbus State University	State
1996	GA	Fort Valley State College	Fort Valley State University	State
1996	GA	Georgia Southwestern College	Georgia Southwestern State University	State
1996	GA	Kennesaw State College	Kennesaw State University	State
1996	GA	Savannah State College	Savannah State University	State
1996	GA	Southern College of Technology	Southern Polytechnic State University	State
1996	GA	West Georgia College	State University of West Georgia	State
1996	IL	Illinois Benedictine College	Benedictine University	Religious
1996	KY	Campbellsville College	Campbellsville University	Religious
1996	NC	Pfeiffer College	Pfeiffer University	Religious
1996	TN	Trevecca Nazarene College	Trevecca Nazarene University	Religious
1996	TX	Texas Lutheran College	Texas Lutheran University	Religious
1996	TX	Incarnate Word College	University of the Incarnate Word	Religious
1996	WV	Wheeling Jesuit College	Wheeling Jesuit University	Religious
1996	WV	West Virginia Institute of Technology	WVU Institute of Technology	State
1997	CA	Claremont Graduate School	Claremont Graduate University	Independent
1997	CA	Fresno Pacific College	Fresno Pacific University	Religious
1997	CA	Pacific Christian College	Hope International University	Independent -- Religious Affiliation
1997	CO	Colorado Tech	Colorado Technical University	Proprietary
1997	GA	Clayton State College	Clayton College & State University	State
1997	GA	Georgia College	Georgia College & State University	State
1997	GA	Life College	Life University	Independent
1997	GA	North Georgia College	North Georgia College and State University	State
1997	IL	Rosary College	Dominican University	Religious
1997	IL	North Park College and Theological Seminary	North Park University	Religious
1997	KS	MidAmerica Nazarene College	MidAmerica Nazarene University	Religious
1997	MN	Concordia College-St. Paul	Concordia University, St. Paul	Religious
1997	NJ	Rowan College of New Jersey	Rowan University	State
1997	OK	Rogers State College	Rogers State University	State
1997	OK	St. Gregory's College	St. Gregory's University	Religious
1997	OR	Southern Oregon State College	Southern Oregon University	State
1997	OR	Western Oregon State College	Western Oregon University	State
1997	SD	National College	National American University	Proprietary
1997	TN	Lee College	Lee University	Religious
1997	TN	Southern College of Seventh Day Adventists	Southern Adventist University	Religious
1997	TX	Baylor College of Dentistry	Texas A & M University - Baylor College of the Dentistry	State
1997	WI	Cardinal Stritch College	Cardinal Stritch University	Religious
1998	AL	Athens State College	Athens State University	State
1998	CA	California Baptist College	California Baptist University	Religious

Year	State	Old Name	New Name	Control
1998	CA	Point Loma Nazarene College	Point Loma Nazarene University	Religious
1998	DC	Strayer College	Strayer University	Proprietary
1998	IL	College of St. Francis	University of St. Francis	Religious
1998	IN	Saint Francis College	University of St. Francis	Religious
1998	KS	Kansas Newman College	Newman University	Religious
1998	KY	Brescia College	Brescia University	Religious
1998	MI	Siena Heights College	Siena Heights University	Religious
1998	MO	Evangel College	Evangel University	Religious
1998	MO	Lindenwood College	Lindenwood University	Independent -- Religious Affiliation
1998	NE	Concordia Teachers College	Concordia University	Religious
1998	NJ	Jersey City State College	New Jersey City University	State
1998	NY	New School for Social Research	New School University	Independent
1998	OR	Eastern Oregon State College	Eastern Oregon University	State
1998	OR	Marylhurst College for Lifelong Learning	Marylhurst University	Independent -- Religious Affiliation
1998	PA	Marywood College	Marywood University	Religious
1998	TX	Southwestern Adventist College	Southwestern Adventist University	Religious
1998	VA	Hollins College	Hollins University	Independent
1999	CA	Southern California College	Vanguard University of Southern California	Religious
1999	CO	The Naropa Institute	Naropa University	Independent
1999	FL	Saint Leo College	Saint Leo University	Religious
1999	ID	Northwest Nazarene College	Northwest Nazarene University	Religious
1999	MI	Cornerstone College and Grand Rapids Baptist Seminary	Cornerstone University	Religious
1999	MN	The Graduate School of America	Capella University	Proprietary
1999	MN	North Central Bible College	North Central University	Religious
1999	MO	Rockhurst College	Rockhurst University	Religious
1999	PA	Philadelphia College of Textiles and Science	Philadelphia University	Independent
1999	PA	Philadelphia College of Pharmacy	University of the Sciences in Philadelphia	Independent
2000	CA	Dominican College of San Rafael	Dominican University of California	Independent
2000	GA	Thomas College	Thomas University	Independent
2000	IL	National College of Chiropractic	National University of Health Sciences	Independent
2000	IA	Graceland College	Graceland University	Religious
2000	IA	William Penn College	William Penn University	Religious
2000	KY	Bellarmino College	Bellarmino University	Independent -- Religious Affiliation
2000	KY	Sullivan College	Sullivan University	Proprietary
2000	MI	Davenport College of Business	Davenport University	Independent
2000	MI	Suomi College	Finlandia University	Religious
2000	MN	Northwestern College of Chiropractic	Northwestern Health Sciences University	Independent
2000	MO	Drury College	Drury University	Independent -- Religious Affiliation
2000	MO	Park College	Park University	Religious
2000	OH	Cedarville College	Cedarville University	Religious
2000	OH	Northwestern College	University of Northwestern Ohio	Independent
2000	WI	Viterbo College	Viterbo University	Religious
2001	CA	College of Notre Dame	Notre Dame de Namur University	Independent -- Religious Affiliation
2001	CA	Los Angeles College of Chiropractic	Southern California University of Health Science	Independent
2001	FL	Webber College	Webber International University	Independent

Year	State	Old Name	New Name	Control
2001	ID	Ricks College	Brigham Young University - Idaho	Religious
2001	IL	American Schools of Professional Psychology	Argosy University	Proprietary
2001	IA	Briar Cliff College	Briar Cliff University	Religious
2001	MI	Concordia College	Concordia University	Religious
2001	MI	Spring Arbor College	Spring Arbor University	Religious
2001	NC	Elon College	Elon University	Religious
2001	NH	New Hampshire College	Southern New Hampshire University	Independent
2001	OH	David N. Myers College	David N. Myers University	Independent
2001	OH	Union Institute	Union Institute and University	Independent
2001	OK	Bartlesville Wesleyan College	Oklahoma Wesleyan University	Religious
2001	PA	Beaver College	Arcadia University	Independent
2001	PA	Philadelphia College of the Bible	Philadelphia Biblical University	Independent -- Religious Affiliation
2001	TX	Schreiner College	Schreiner University	Religious
2001	VA	Averett College	Averett University	Religious
2001	WV	The College of West Virginia	Mountain State University	Independent

APPENDIX AE: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENROLLMENTS FIVE YEARS PRIOR TO CHANGE

**APPENDIX AE: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENROLLMENTS FIVE YEARS PRIOR TO CHANGE**

New Name	Minus 5	Minus 4	Minus 3	Minus 2	Minus 1	Zero Year
Western University of Health Sciences	441	148	161	867	916	1,180
Albany State University	2,405	2,746	3,106	3,300	3,062	3,051
Armstrong Atlantic State University	4,170	4,700	4,839	5,187	5,040	5,348
Augusta State University	5,205	5,292	5,579	5,624	5,673	5,759
Columbus State University	4,167	4,568	5,009	5,241	5,534	5,464
Fort Valley State University	2,158	2,368	2,537	2,746	2,823	2,978
Georgia Southwestern State University	2,227	2,400	2,533	2,557	2,534	2,607
Kennesaw State University	10,030	10,913	11,670	12,273	11,915	12,100
Savannah State University	2,351	2,620	2,872	3,198	3,253	3,211
Southern Polytechnic State University	4,018	4,008	3,922	3,966	3,962	3,841
State University of West Georgia	7,072	7,521	7,717	7,965	8,310	8,650
Benedictine University	2,582	2,619	2,675	2,610	2,695	2,571
Campbellsville University	857	1,010	1,042	1,163	1,260	1,366
Pfeiffer University	956	944	916	1,005	1,019	1,772
Trevecca Nazarene University	1,795	1,591	1,386	1,357	1,358	1,537
Texas Lutheran University	1,295	1,357	1,411	1,324	1,344	1,310
University of the Incarnate Word	2,429	2,616	2,801	2,807	2,851	3,076
Wheeling Jesuit University	1,397	1,402	1,438	1,440	1,482	1,511
WVU Institute of Technology	2,654	3,051	3,051	2,859	2,659	2,538
Claremont Graduate University	1,868	1,878	1,947	2,000	2,035	2,021
Fresno Pacific University	1,410	1,541	1,583	1,653	1,650	1,635
Hope International University	453	418	653	810	858	909
Colorado Technical University*	1,603	1,650	1,650	1,593	1,575	1,909
Clayton College & State University	4,548	4,866	4,760	4,895	5,020	4,687
Georgia College & State University	5,350	5,501	5,668	5,665	5,710	5,534
Life University	2,175	2,768	3,427	3,984	3,854	4,217
North Georgia College and State University	2,699	2,794	2,898	2,877	2,973	3,198
Dominican University	1,855	1,766	1,956	1,851	1,862	1,818
North Park University	1,191	1,058	1,417	1,614	1,750	1,891
MidAmerica Nazarene University	1,370	1,446	1,434	1,445	1,453	1,394
Concordia University, St. Paul	1,162	1,265	1,234	1,275	1,187	1,129
Rowan University	8,316	9,500	9,400	9,400	9,030	9,213
Rogers State University	3,910	3,922	3,538	3,404	3,275	3,118
St. Gregory's University	286	345	335	269	335	492
Southern Oregon University	4,519	4,478	4,515	4,554	4,530	4,726
Western Oregon University	3,857	3,950	3,999	3,873	3,908	4,025
National American University	1,643	1,523	1,903	1,947	2,087	2,424
Lee University	1,725	1,922	2,011	2,197	2,477	2,652
Southern Adventist University	1,532	1,494	1,550	1,652	1,591	1,625
Texas A & M University – Baylor College of the Dentistry	349	354	471	484	500	490
Cardinal Stritch University	5,939	5,176	5,639	5,654	5,176	5,526
Athens State University	3,228	2,980	2,961	2,896	2,690	2,671
California Baptist University	728	850	809	1,226	1,687	2,009
Point Loma Nazarene University	2,450	2,484	2,440	2,459	2,491	2,534

New Name	Minus 5	Minus 4	Minus 3	Minus 2	Minus 1	Zero Year
Strayer University	5,547	6,247	6,726	7,419	8,172	9,419
University of St. Francis (IL)	4,138	4,377	4,400	4,218	4,333	4,333
University of St. Francis (IN)	1,040	961	1,004	986	948	1,624
Newman University	1,615	1,832	1,954	1,983	1,857	1,739
Brescia University	800	701	740	679	753	663
Siena Heights University	1,763	1,761	1,846	2,026	2,002	1,975
Evangel University	1,420	1,503	1,541	1,555	1,574	1,616
Lindenwood University	2,825	3,137	3,360	3,660	4,293	4,788
Concordia University	870	916	1,014	1,133	1,128	1,193
New Jersey City University	7,102	6,802	7,200	7,220	7,352	8,503
New School University*	6,035	6,150	5,920	6,939	6,919	7,179
Eastern Oregon University	1,987	1,899	1,931	1,847	1,876	1,945
Marylhurst University	1,545	1,540	1,662	1,655	1,655	1,500
Marywood University	2,405	3,017	3,068	2,958	2,926	2,948
Southwestern Adventist University	890	913	978	1,001	1,030	1,106
Hollins University	1,029	1,059	1,155	1,128	1,094	1,102
Vanguard University of Southern California	966	1,083	1,200	1,200	1,300	1,315
Naropa University	550	630	677	714	725	844
Saint Leo University	7,131	7,275	7,071	7,123	7,403	7,518
Northwest Nazarene University	1,184	1,159	1,196	1,118	1,101	1,093
Cornerstone University	898	994	1,138	1,396	1,670	1,620
Capella University	No Data	No Data	125	225	425	415
North Central University	1,059	1,059	1,041	1,008	976	1,035
Rockhurst University	2,586	2,658	2,886	2,866	2,792	2,862
Philadelphia University	1,664	1,675	3,423	3,402	1,321	3,371
University of the Sciences in Philadelphia	1,870	1,945	2,092	2,129	2,198	2,253
Dominican University of California	1,249	1,362	1,450	1,514	1,500	1,477
Thomas University	855	765	827	707	721	604
National University of Health Sciences	790	884	905	905	860	782
Graceland University	1,166	1,176	1,260	1,306	4,086	3,252
William Penn University	578	542	554	884	1,107	1,252
Bellarmino University	2,411	2,362	2,180	2,236	2,305	2,237
Sullivan University	2,019	2,166	2,303	2,488	3,002	3,554
Davenport University	4,110	3,617	3,704	3,658	7,500	7,500
Finlandia University	407	385	363	387	344	363
Northwestern Health Sciences University	625	703	753	796	792	869
Drury University	1,464	1,600	1,600	1,650	3,928	4,228
Park University	8,494	6,674	7,659	8,395	8,591	8,469
Cedarville University	2,378	2,245	2,476	2,559	2,664	2,762
University of Northwestern Ohio	1,523	1,600	1,800	1,800	1,800	2,055
Viterbo University	1,548	1,640	1,637	1,647	1,700	1,800
Notre Dame de Namur University	1,722	1,743	1,754	1,762	1,475	1,670
Southern California University of Health Science	792	821	812	786	748	634
Webber International University	454	430	432	473	457	459
Brigham Young University – Idaho	7,956	7,755	8,277	8,551	8,628	9,200
Argosy University*	1,853	1,848	2,000	575	575	575
Briar Cliff University	1,144	1,116	1,011	1,002	916	917

New Name	Minus 5	Minus 4	Minus 3	Minus 2	Minus 1	Zero Year
Concordia University	601	601	550	588	573	604
Spring Arbor University	2,247	2,325	2,437	2,384	2,434	2,558
Southern New Hampshire University	5,628	5,683	5,980	5,662	5,657	5,363
Elon University	3,479	3,588	3,685	3,845	3,961	4,138
David N. Myers University	1,289	1,318	1,145	1,166	1,206	1,325
Union Institute and University	1,740	2,016	2,036	2,019	1,178	1,812
Oklahoma Wesleyan University	552	571	600	623	685	720
Arcadia University	2,590	2,725	2,705	2,746	2,765	2,756
Philadelphia Biblical University	1,124	1,237	1,321	1,407	1,456	1,455
Schreiner University	676	854	668	757	803	780
Averett University	2,734	2,574	2,369	2,218	2,246	2,296
Mountain State University	2,071	1,971	2,056	2,081	2,066	2,399

*Represents enrollments at main campus site only.

APPENDIX AF: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENROLLMENTS FIVE YEARS AFTER CHANGE

**APPENDIX AF: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENROLLMENTS FIVE YEARS AFTER CHANGE**

New Name	Zero Year	Plus 1	Plus 2	Plus 3	Plus 4	Plus 5
Western University of Health Sciences	1,180	1,227	1,229	1,339	1,465	1,500
Albany State University	3,051	3,151	3,226	3,194	3,356	3,525
Armstrong Atlantic State University	5,348	5,617	5,750	5,570	5,550	5,444
Augusta State University	5,759	5,561	5,510	5,317	5,405	5,090
Columbus State University	5,464	5,536	5,405	5,122	4,911	5,191
Fort Valley State University	2,978	3,024	2,847	2,685	2,658	2,561
Georgia Southwestern State University	2,607	2,522	2,454	2,581	2,569	2,615
Kennesaw State University	12,100	12,537	13,094	12,861	13,158	13,373
Savannah State University	3,211	2,700	2,747	2,285	2,153	2,350
Southern Polytechnic State University	3,841	3,923	3,925	3,684	3,693	3,546
State University of West Georgia	8,650	8,560	8,431	8,667	8,655	8,966
Benedictine University	2,571	2,532	2,640	2,842	2,622	2,842
Campbellsville University	1,366	1,530	1,583	1,600	1,615	1,601
Pfeiffer University	1,772	1,534	1,814	1,682	1,612	1,496
Trevecca Nazarene University	1,537	1,547	1,516	1,582	1,615	1,709
Texas Lutheran University	1,310	1,234	1,354	1,520	1,547	1,460
University of the Incarnate Word	3,076	3,287	3,312	3,600	3,639	3,072
Wheeling Jesuit University	1,511	1,527	1,556	1,305	1,281	1,324
WVU Institute of Technology	2,538	2,485	2,554	2,508	2,593	2,326
Claremont Graduate University	2,021	2,088	2,088	2,017	2,033	1,944
Fresno Pacific University	1,635	1,600	1,600	1,677	1,705	2,027
Hope International University	909	1,022	1,012	911	931	1,046
Colorado Technical University*	1,909	1,733	1,849	1,764	1,851	1,720
Clayton College & State University	4,687	4,714	4,274	4,400	4,500	4,750
Georgia College & State University	5,534	5,513	5,168	5,026	5,090	5,079
Life University	4,217	3,961	3,851	3,645	3,604	3,566
North Georgia College and State University	3,198	3,298	3,003	3,525	3,627	3,863
Dominican University	1,818	1,800	2,068	2,360	2,317	2,533
North Park University	1,891	2,126	2,256	2,320	2,603	2,700
MidAmerica Nazarene University	1,394	1,400	1,428	1,559	1,717	1,684
Concordia University, St. Paul	1,129	1,192	1,466	1,579	1,813	1,773
Rowan University	9,213	9,367	9,480	9,636	9,679	9,788
Rogers State University	3,118	3,389	3,248	2,726	2,622	2,767
St. Gregory's University	492	622	657	734	752	813
Southern Oregon University	4,726	5,130	5,023	5,341	5,511	5,465
Western Oregon University	4,025	4,088	4,283	4,515	4,731	4,878
National American University	2,424	2,496	2,897	3,200	3,492	3,911
Lee University	2,652	2,870	3,047	3,259	3,361	3,511
Southern Adventist University	1,625	1,695	1,724	1,781	2,041	2,200
Texas A & M University - Baylor College of the Dentistry	490	499	504	513	504	550
Cardinal Stritch University	5,526	5,316	5,165	5,658	6,041	5,855
Athens State University	2,671	2,739	2,790	1,855	2,574	2,528
California Baptist University	2,009	2,094	2,058	2,043	2,090	2,165
Point Loma Nazarene University	2,534	2,659	2,711	2,733	2,881	2,998

New Name	Zero Year	Plus 1	Plus 2	Plus 3	Plus 4	Plus 5
Strayer University	9,419	10,449	11,504	12,096	14,009	16,446
University of St. Francis (IL)	4,333	4,313	4,295	4,332	3,941	4,183
University of St. Francis (IN)	1,624	1,655	1,597	1,645	1,699	1,676
Newman University	1,739	1,903	1,938	1,967	2,071	1,929
Brescia University	663	732	695	729	850	815
Siena Heights University	1,975	1,994	1,897	1,972	2,024	2,078
Evangel University	1,616	1,631	1,525	1,488	1,488	1,755
Lindenwood University	4,788	5,184	5,847	6,056	6,658	6,939
Concordia University	1,193	1,241	1,158	1,264	1,369	1,425
New Jersey City University	8,503	8,544	8,027	8,342	8,823	9,098
New School University*	7,179	7,409	7,692	7,867	7,161	7,547
Eastern Oregon University	1,945	1,794	2,715	2,782	3,023	3,408
Marylhurst University	1,500	1,085	1,085	863	1,027	1,148
Marywood University	2,948	2,885	2,903	2,859	2,925	3,133
Southwestern Adventist University	1,106	1,166	1,149	1,309	1,191	1,045
Hollins University	1,102	1,064	1,084	1,046	1,091	1,153
Vanguard University of Southern California	1,315	1,410	1,645	1,827	1,915	2,051
Naropa University	844	906	1,041	1,083	1,141	1,179
Saint Leo University	7,518	8,020	8,720	9,931	10,721	12,190
Northwest Nazarene University	1,093	1,104	1,096	1,370	1,469	1,565
Cornerstone University	1,620	2,063	1,877	1,937	2,110	2,346
Capella University	415	1,153	2,278	3,759	6,578	9,574
North Central University	1,035	1,172	1,427	1,550	1,550	1,235
Rockhurst University	2,862	2,955	2,727	2,791	2,870	2,765
Philadelphia University	3,371	3,401	3,316	3,204	3,105	3,108
University of the Sciences in Philadelphia	2,253	2,250	2,275	2,400	2,518	2,687
Dominican University of California	1,477	1,524	1,514	1,653	1,776	1,977
Thomas University	604	594	642	734	773	780
National University of Health Sciences	782	715	638	541	533	518
Graceland University	3,252	3,192	2,523	2,297	2,359	2,351
William Penn University	1,252	1,450	1,500	1,499	1,578	1,682
Bellarmino University	2,237	2,175	2,248	2,250	2,632	2,506
Sullivan University	3,554	4,012	4,422	4,720	4,952	4,821
Davenport University	7,500	6,200	15,200	14,620	13,531	13,590
Finlandia University	363	380	404	503	525	506
Northwestern Health Sciences University	869	865	822	831	794	813
Drury University	4,228	4,419	4,280	4,448	4,635	4,829
Park University	8,469	9,224	9,482	9,870	11,868	12,548
Cedarville University	2,762	2,846	2,943	2,943	2,885	2,931
University of Northwestern Ohio	2,055	2,503	3,100	2,141	2,328	2,318
Viterbo University	1,800	2,106	2,167	2,331	2,500	2,692
Notre Dame de Namur University	1,670	1,712	1,799	1,798	1,654	1,588
Southern California University of Health Science	634	627	630	698	685	638
Webber International University	459	498	585	656	642	616
Brigham Young University - Idaho	9,200	9,200	10,703	11,137	11,555	12,303
Argosy University*	575	604	631	734	847	972
Briar Cliff University	917	969	973	1,063	1,116	1,125

New Name	Zero Year	Plus 1	Plus 2	Plus 3	Plus 4	Plus 5
Concordia University	604	568	582	477	503	559
Spring Arbor University	2,558	2,616	3,174	3,531	3,511	3,701
Southern New Hampshire University	5,363	5,584	6,206	5,952	6,352	6,186
Elon University	4,138	4,341	4,432	4,584	4,796	4,956
David N. Myers University	1,325	1,177	1,190	1,033	1,004	1,023
Union Institute and University	1,812	1,113	2,748	2,910	2,537	2,379
Oklahoma Wesleyan University	720	754	657	738	850	966
Arcadia University	2,756	2,968	3,002	3,396	3,423	3,403
Philadelphia Biblical University	1,455	1,458	1,439	1,419	1,397	1,451
Schreiner University	780	806	780	780	842	822
Averett University	2,296	2,396	2,739	2,849	2,719	2,586
Mountain State University	2,399	2,460	3,092	4,048	4,418	4,404

*Represents enrollments at main campus site only.

APPENDIX AG: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL ENROLLMENT FIVE YEARS PRIOR TO CHANGE

**APPENDIX AG: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL ENROLLMENT FIVE YEARS PRIOR TO CHANGE**

New Name	MT4-MT5	MT3-MT4	MT2-MT3	MT1-MT2	T0-MT1
Western University of Health Sciences	-0.6644	0.087838	4.385093	0.056517	0.28821
Albany State University	0.141788	0.1311	0.06246	-0.07212	-0.00359
Armstrong Atlantic State University	0.127098	0.029574	0.071916	-0.02834	0.061111
Augusta State University	0.016715	0.054233	0.008066	0.008713	0.01516
Columbus State University	0.096232	0.096541	0.046317	0.055905	-0.01265
Fort Valley State University	0.097312	0.071368	0.082381	0.028041	0.054906
Georgia Southwestern State University	0.077683	0.055417	0.009475	-0.00899	0.028808
Kennesaw State University	0.088036	0.069367	0.051671	-0.02917	0.015527
Savannah State University	0.114419	0.096183	0.11351	0.017198	-0.01291
Southern Polytechnic State University	-0.00249	-0.02146	0.011219	-0.00101	-0.03054
State University of West Georgia	0.06349	0.02606	0.032137	0.043315	0.040915
Benedictine University	0.01433	0.021382	-0.0243	0.032567	-0.04601
Campbellsville University	0.17853	0.031683	0.116123	0.083405	0.084127
Pfeiffer University	-0.01255	-0.02966	0.097162	0.01393	0.73896
Trevecca Nazarene University	-0.11365	-0.12885	-0.02092	0.000737	0.131811
Texas Lutheran University	0.047876	0.039794	-0.06166	0.015106	-0.0253
University of the Incarnate Word	0.076986	0.070719	0.002142	0.015675	0.07892
Wheeling Jesuit University	0.003579	0.025678	0.001391	0.029167	0.019568
WVU Institute of Technology	0.149586	0	-0.06293	-0.06995	-0.04551
Claremont Graduate University	0.005353	0.036741	0.027221	0.0175	-0.00688
Fresno Pacific University	0.092908	0.027255	0.04422	-0.00181	-0.00909
Hope International University	-0.07726	0.562201	0.240429	0.059259	0.059441
Colorado Technical University*	0.02932	0	-0.03455	-0.0113	0.212063
Clayton College & State University	0.069921	-0.02178	0.028361	0.025536	-0.06633
Georgia College & State University	0.028224	0.030358	-0.00053	0.007944	-0.03082
Life University	0.272644	0.238078	0.162533	-0.03263	0.094188
North Georgia College and State University	0.035198	0.037223	-0.00725	0.033368	0.075681
Dominican University	-0.04798	0.107588	-0.05368	0.005943	-0.02363
North Park University	-0.11167	0.339319	0.139026	0.084263	0.080571
MidAmerica Nazarene University	0.055474	-0.0083	0.007671	0.005536	-0.04061
Concordia University, St. Paul	0.08864	-0.02451	0.033225	-0.06902	-0.04886
Rowan University	0.142376	-0.01053	0	-0.03936	0.020266
Rogers State University	0.003069	-0.09791	-0.03787	-0.0379	-0.04794
St. Gregory's University	0.206294	-0.02899	-0.19701	0.245353	0.468657
Southern Oregon University	-0.00907	0.008263	0.008638	-0.00527	0.043267
Western Oregon University	0.024112	0.012405	-0.03151	0.009037	0.029939
National American University	-0.07304	0.249508	0.023121	0.071905	0.161476
Lee University	0.114203	0.046306	0.092491	0.127447	0.07065
Southern Adventist University	-0.0248	0.037483	0.065806	-0.03692	0.02137
Texas A & M University – Baylor College of the Dentistry	0.014327	0.330508	0.027601	0.033058	-0.02
Cardinal Stritch University	-0.12847	0.089451	0.00266	-0.08454	0.06762
Athens State University	-0.07683	-0.00638	-0.02195	-0.07113	-0.00706
California Baptist University	0.167582	-0.04824	0.515451	0.37602	0.190871
Point Loma Nazarene University	0.013878	-0.01771	0.007787	0.013013	0.017262

New Name	MT4-MT5	MT3-MT4	MT2-MT3	MT1-MT2	T0-MT1
Strayer University	0.126194	0.076677	0.103033	0.101496	0.152594
University of St. Francis (IL)	0.057757	0.005255	-0.04136	0.027264	0
University of St. Francis (IN)	-0.07596	0.044745	-0.01793	-0.03854	0.71308
Newman University	0.134365	0.066594	0.014841	-0.06354	-0.06354
Brescia University	-0.12375	0.055635	-0.08243	0.108984	-0.11952
Siena Heights University	-0.00113	0.048268	0.097508	-0.01185	-0.01349
Evangel University	0.058451	0.025283	0.009085	0.012219	0.026684
Lindenwood University	0.110442	0.071087	0.089286	0.172951	0.115304
Concordia University	0.052874	0.106987	0.117357	-0.00441	0.057624
New Jersey City University	-0.04224	0.058512	0.002778	0.018283	0.156556
New School University*	0.019056	-0.0374	0.172128	-0.00288	0.037578
Eastern Oregon University	-0.04429	0.016851	-0.0435	0.015701	0.03678
Marylhurst University	-0.00324	0.079221	-0.00421	0	-0.09366
Marywood University	0.25447	0.016904	-0.03585	-0.01082	0.007519
Southwestern Adventist University	0.025843	0.071194	0.023517	0.028971	0.073786
Hollins University	0.029155	0.090652	-0.02338	-0.03014	0.007313
Vanguard University of Southern California	0.121118	0.108033	0	0.083333	0.011538
Naropa University	0.145455	0.074603	0.054653	0.015406	0.164138
Saint Leo University	0.020194	-0.02804	0.007354	0.039309	0.015534
Northwest Nazarene University	-0.02111	0.031924	-0.06522	-0.01521	-0.00727
Cornerstone University	0.106904	0.144869	0.226714	0.196275	-0.02994
Capella University			0.8	0.888889	-0.02353
North Central University	0	-0.017	-0.0317	-0.03175	0.060451
Rockhurst University	0.027842	0.085779	-0.00693	-0.02582	0.025072
Philadelphia University	0.006611	1.043582	-0.00613	-0.6117	1.551855
University of the Sciences in Philadelphia	0.040107	0.075578	0.017686	0.03241	0.025023
Dominican University of California	0.090472	0.064611	0.044138	-0.00925	-0.01533
Thomas University	-0.10526	0.081046	-0.1451	0.019802	-0.16227
National University of Health Sciences	0.118987	0.023756	0	-0.04972	-0.0907
Graceland University	0.008576	0.071429	0.036508	2.128637	-0.20411
William Penn University	-0.06228	0.02214	0.595668	0.252262	0.130985
Bellarmino University	-0.02032	-0.07705	0.025688	0.030859	-0.0295
Sullivan University	0.072808	0.06325	0.08033	0.206592	0.183877
Davenport University	-0.11995	0.024053	-0.01242	1.050301	0
Finlandia University	-0.05405	-0.05714	0.066116	-0.11111	0.055233
Northwestern Health Sciences University	0.1248	0.071124	0.057105	-0.00503	0.097222
Drury University	0.092896	0	0.03125	1.380606	0.076375
Park University	-0.21427	0.147588	0.096096	0.023347	-0.0142
Cedarville University	-0.05593	0.102895	0.033522	0.041032	0.036787
University of Northwestern Ohio	0.050558	0.125	0	0	0.141667
Viterbo University	0.059432	-0.00183	0.006109	0.03218	0.058824
Notre Dame de Namur University	0.012195	0.006311	0.004561	-0.16288	0.132203
Southern California University of Health Science	0.036616	-0.01096	-0.03202	-0.04835	-0.15241
Webber International University	-0.05286	0.004651	0.094907	-0.03383	0.004376
Brigham Young University – Idaho	-0.02526	0.067311	0.033104	0.009005	0.066296
Argosy University*	-0.0027	0.082251	-0.7125	0	0
Briar Cliff University	-0.02448	-0.09409	-0.0089	-0.08583	0.001092

New Name	MT4-MT5	MT3-MT4	MT2-MT3	MT1-MT2	T0-MT1
Concordia University	0	-0.08486	0.069091	-0.02551	0.054101
Spring Arbor University	0.034713	0.048172	-0.02175	0.020973	0.050945
Southern New Hampshire University	0.009773	0.052261	-0.05318	-0.00088	-0.05197
Elon University	0.031331	0.027035	0.043419	0.030169	0.044686
David N. Myers University	0.022498	-0.13126	0.018341	0.034305	0.098673
Union Institute and University	0.158621	0.009921	-0.00835	-0.41654	0.5382
Oklahoma Wesleyan University	0.03442	0.050788	0.038333	0.099518	0.051095
Arcadia University	0.052124	-0.00734	0.015157	0.006919	-0.00325
Philadelphia Biblical University	0.100534	0.067906	0.065102	0.034826	-0.00069
Schreiner University	0.263314	-0.2178	0.133234	0.060766	-0.02864
Averett University	-0.05852	-0.07964	-0.06374	0.012624	0.022262
Mountain State University	-0.04829	0.043125	0.01216	-0.00721	0.161181

*Represents enrollments at main campus site only.

APPENDIX AH: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL ENROLLMENT CHANGES FIVE YEARS AFTER CHANGE

**APPENDIX AH: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL ENROLLMENT CHANGES FIVE YEARS AFTER CHANGE**

New Name	PT1-T0	PT2-T1	PT3-T2	PT4-T3	PT5-T4
Western University of Health Sciences	0.03983	0.00163	0.08950	0.09410	0.02389
Albany State University	0.03278	0.02380	-0.00992	0.05072	0.05036
Armstrong Atlantic State University	0.05030	0.02368	-0.03130	-0.00359	-0.01910
Augusta State University	-0.03438	-0.00917	-0.03503	0.01655	-0.05828
Columbus State University	0.01318	-0.02366	-0.05236	-0.04119	0.05701
Fort Valley State University	0.01545	-0.05853	-0.05690	-0.01006	-0.03649
Georgia Southwestern State University	-0.03260	-0.02696	0.05175	-0.00465	0.01791
Kennesaw State University	0.03612	0.04443	-0.01779	0.02309	0.01634
Savannah State University	-0.15914	0.01741	-0.16818	-0.05777	0.09150
Southern Polytechnic State University	0.02135	0.00051	-0.06140	0.00244	-0.03981
State University of West Georgia	-0.01040	-0.01507	0.02799	-0.00138	0.03593
Benedictine University	-0.01517	0.04265	0.07652	-0.07741	0.08391
Campbellsville University	0.12006	0.03464	0.01074	0.00938	-0.00867
Pfeiffer University	-0.13431	0.18253	-0.07277	-0.04162	-0.07196
Trevecca Nazarene University	0.00651	-0.02004	0.04354	0.02086	0.05820
Texas Lutheran University	-0.05802	0.09724	0.12260	0.01776	-0.05624
University of the Incarnate Word	0.06860	0.00761	0.08696	0.01083	-0.15581
Wheeling Jesuit University	0.01059	0.01899	-0.16131	-0.01839	0.03357
WVU Institute of Technology	-0.02088	0.02777	-0.01801	0.03389	-0.10297
Claremont Graduate University	0.03315	0.00000	-0.03400	0.00793	-0.04378
Fresno Pacific University	-0.02141	0.00000	0.04813	0.01670	0.18886
Hope International University	0.12431	-0.00978	-0.09980	0.02195	0.12352
Colorado Technical University*	-0.09219	0.06694	-0.04597	0.04932	-0.07077
Clayton College & State University	0.00576	-0.09334	0.02948	0.02273	0.05556
Georgia College & State University	-0.00379	-0.06258	-0.02748	0.01273	-0.00216
Life University	-0.06071	-0.02777	-0.05349	-0.01125	-0.01054
North Georgia College and State University	0.03127	-0.08945	0.17383	0.02894	0.06507
Dominican University	-0.00990	0.14889	0.14120	-0.01822	0.09322
North Park University	0.12427	0.06115	0.02837	0.12198	0.03726
MidAmerica Nazarene University	0.00430	0.02000	0.09174	0.10135	-0.01922
Concordia University, St. Paul	0.05580	0.22987	0.07708	0.14820	-0.02206
Rowan University	0.01672	0.01206	0.01646	0.00446	0.01126
Rogers State University	0.08691	-0.04161	-0.16071	-0.03815	0.05530
St. Gregory's University	0.26423	0.05627	0.11720	0.02452	0.08112
Southern Oregon University	0.08548	-0.02086	0.06331	0.03183	-0.00835
Western Oregon University	0.01565	0.04770	0.05417	0.04784	0.03107
National American University	0.02970	0.16066	0.10459	0.09125	0.11999
Lee University	0.08220	0.06167	0.06958	0.03130	0.04463
Southern Adventist University	0.04308	0.01711	0.03306	0.14599	0.07790
Texas A & M University – Baylor College of the Dentistry	0.01837	0.01002	0.01786	-0.01754	0.09127
Cardinal Stritch University	-0.03800	-0.02840	0.09545	0.06769	-0.03079
Athens State University	0.02546	0.01862	-0.33513	0.38760	-0.01787
California Baptist University	0.04231	-0.01719	-0.00729	0.02301	0.03589
Point Loma Nazarene University	0.04933	0.01956	0.00812	0.05415	0.04061

New Name	PT1-T0	PT2-T1	PT3-T2	PT4-T3	PT5-T4
Strayer University	0.10935	0.10097	0.05146	0.15815	0.17396
University of St. Francis (IL)	-0.00462	-0.00417	0.00861	-0.09026	0.06141
University of St. Francis (IN)	0.01909	-0.03505	0.03006	0.03283	-0.01354
Newman University	0.09431	0.01839	0.01496	0.05287	-0.06857
Brescia University	0.10407	-0.05055	0.04892	0.16598	-0.04118
Siena Heights University	0.00962	-0.04865	0.03954	0.02637	0.02668
Evangel University	0.00928	-0.06499	-0.02426	0.00000	0.17944
Lindenwood University	0.08271	0.12789	0.03574	0.09941	0.04220
Concordia University	0.04023	-0.06688	0.09154	0.08307	0.04091
New Jersey City University	0.00482	-0.06051	0.03924	0.05766	0.03117
New School University*	0.03204	0.03820	0.02275	-0.08974	0.05390
Eastern Oregon University	-0.07763	0.51338	0.02468	0.08663	0.12736
Marylhurst University	-0.27667	0.00000	-0.20461	0.19003	0.11782
Marywood University	-0.02137	0.00624	-0.01516	0.02308	0.07111
Southwestern Adventist University	0.05425	-0.01458	0.13925	-0.09015	-0.12259
Hollins University	-0.03448	0.01880	-0.03506	0.04302	0.05683
Vanguard University of Southern California	0.07224	0.16667	0.11064	0.04817	0.07102
Naropa University	0.07346	0.14901	0.04035	0.05355	0.03330
Saint Leo University	0.06677	0.08728	0.13888	0.07955	0.13702
Northwest Nazarene University	0.01006	-0.00725	0.25000	0.07226	0.06535
Cornerstone University	0.27346	-0.09016	0.03197	0.08931	0.11185
Capella University	1.77831	0.97572	0.65013	0.74993	0.45546
North Central University	0.13237	0.21758	0.08619	0.00000	-0.20323
Rockhurst University	0.03249	-0.07716	0.02347	0.02831	-0.03659
Philadelphia University	0.00890	-0.02499	-0.03378	-0.03090	0.00097
University of the Sciences in Philadelphia	-0.00133	0.01111	0.05495	0.04917	0.06712
Dominican University of California	0.03182	-0.00656	0.09181	0.07441	0.11318
Thomas University	-0.01656	0.08081	0.14330	0.05313	0.00906
National University of Health Sciences	-0.08568	-0.10769	-0.15204	-0.01479	-0.02814
Graceland University	-0.01845	-0.20959	-0.08958	0.02699	-0.00339
William Penn University	0.15815	0.03448	-0.00067	0.05270	0.06591
Bellarmino University	-0.02772	0.03356	0.00089	0.16978	-0.04787
Sullivan University	0.12887	0.10219	0.06739	0.04915	-0.02645
Davenport University	-0.17333	1.45161	-0.03816	-0.07449	0.00436
Finlandia University	0.04683	0.06316	0.24505	0.04374	-0.03619
Northwestern Health Sciences University	-0.00460	-0.04971	0.01095	-0.04452	0.02393
Drury University	0.04518	-0.03146	0.03925	0.04204	0.04186
Park University	0.08915	0.02797	0.04092	0.20243	0.05730
Cedarville University	0.03041	0.03408	0.00000	-0.01971	0.01594
University of Northwestern Ohio	0.21800	0.23851	-0.30935	0.08734	-0.00430
Viterbo University	0.17000	0.02896	0.07568	0.07250	0.07680
Notre Dame de Namur University	0.02515	0.05082	-0.00056	-0.08009	-0.03990
Southern California University of Health Science	-0.01104	0.00478	0.10794	-0.01862	-0.06861
Webber International University	0.08497	0.17470	0.12137	-0.02134	-0.04050
Brigham Young University – Idaho	0.00000	0.16337	0.04055	0.03753	0.06473
Argosy University*	0.05043	0.04470	0.16323	0.15395	0.14758
Briar Cliff University	0.05671	0.00413	0.09250	0.04986	0.00806

New Name	PT1-T0	PT2-T1	PT3-T2	PT4-T3	PT5-T4
Concordia University	-0.05960	0.02465	-0.18041	0.05451	0.11133
Spring Arbor University	0.02267	0.21330	0.11248	-0.00566	0.05412
Southern New Hampshire University	0.04121	0.11139	-0.04093	0.06720	-0.02613
Elon University	0.04906	0.02096	0.03430	0.04625	0.03336
David N. Myers University	-0.11170	0.01105	-0.13193	-0.02807	0.01892
Union Institute and University	-0.38576	1.46900	0.05895	-0.12818	-0.06228
Oklahoma Wesleyan University	0.04722	-0.12865	0.12329	0.15176	0.13647
Arcadia University	0.07692	0.01146	0.13125	0.00795	-0.00584
Philadelphia Biblical University	0.00206	-0.01303	-0.01390	-0.01550	0.03865
Schreiner University	0.03333	-0.03226	0.00000	0.07949	-0.02375
Averett University	0.04355	0.14316	0.04016	-0.04563	-0.04892
Mountain State University	0.02543	0.25691	0.30918	0.09140	-0.00317

*Represents enrollments at main campus site only.

**APPENDIX AI: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001 MEAN
OF INCREMENTAL ENROLLMENTS**

**APPENDIX AI: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
MEAN OF INCREMENTAL ENROLLMENTS**

New Name	Pre Event	Post Event
Western University of Health Sciences	0.838618	0.049791
Albany State University	0.058482	0.029547
Armstrong Atlantic State University	0.062332	0.003997
Augusta State University	0.013701	-0.02406
Columbus State University	0.059105	-0.00941
Fort Valley State University	0.069891	-0.02931
Georgia Southwestern State University	0.025957	0.001088
Kennesaw State University	0.046309	0.020437
Savannah State University	0.033852	-0.05524
Southern Polytechnic State University	-0.00459	-0.01538
State University of West Georgia	0.039102	0.007413
Benedictine University	-0.00344	0.022099
Campbellsville University	0.122785	0.033229
Pfeiffer University	0.134705	-0.02763
Trevecca Nazarene University	-0.02487	0.021813
Texas Lutheran University	-0.00844	0.024671
University of the Incarnate Word	0.062608	0.003636
Wheeling Jesuit University	0.017994	-0.02331
WVU Institute of Technology	-0.00994	-0.01604
Claremont Graduate University	0.022618	-0.00734
Fresno Pacific University	0.026414	0.046454
Hope International University	0.193676	0.03204
Colorado Technical University*	0.020669	-0.01854
Clayton College & State University	0.008292	0.004037
Georgia College & State University	0.006276	-0.01666
Life University	0.134821	-0.03275
North Georgia College and State University	0.041099	0.04193
Dominican University	-0.00433	0.071038
North Park University	0.131156	0.074607
MidAmerica Nazarene University	0.004816	0.039634
Concordia University, St. Paul	0.007056	0.097776
Rowan University	0.025894	0.012192
Rogers State University	-0.02633	-0.01965
St. Gregory's University	0.191706	0.108667
Southern Oregon University	0.026262	0.030284
Western Oregon University	0.011927	0.039287
National American University	0.092535	0.101238
Lee University	0.10666	0.057876
Southern Adventist University	0.021202	0.063427
Texas A & M University – Baylor College of the Dentistry	0.080772	0.023994
Cardinal Stritch University	-0.01826	0.013189
Athens State University	-0.03158	0.015737
California Baptist University	0.2488	0.015344
Point Loma Nazarene University	0.016711	0.034353

New Name	Pre Event	Post Event
Strayer University	0.13387	0.118778
University of St. Francis (IL)	0.008859	-0.00581
University of St. Francis (IN)	0.128897	0.006678
Newman University	0.036605	0.022394
Brescia University	-0.0114	0.04545
Siena Heights University	0.025786	0.010712
Evangel University	0.028201	0.019893
Lindenwood University	0.128355	0.077591
Concordia University	0.074133	0.037773
New Jersey City University	0.039742	0.014477
New School University*	0.044104	0.011429
Eastern Oregon University	-0.01922	0.134881
Marylhurst University	-0.05971	-0.03468
Marywood University	0.04217	0.012782
Southwestern Adventist University	0.055512	-0.00676
Hollins University	0.007823	0.009822
Vanguard University of Southern California	0.079253	0.093747
Naropa University	0.105543	0.069934
Saint Leo University	0.024225	0.1019
Northwest Nazarene University	-0.01336	0.078086
Cornerstone University	0.183656	0.083285
Capella University	1.147891	0.92191
North Central University	0.022475	0.046583
Rockhurst University	0.027687	-0.00589
Philadelphia University	0.398623	-0.01596
University of the Sciences in Philadelphia	0.037895	0.036202
Dominican University of California	0.041292	0.060931
Thomas University	-0.06567	0.053949
National University of Health Sciences	-0.01667	-0.07767
Graceland University	0.404518	-0.0588
William Penn University	0.219384	0.062114
Bellarmino University	-0.01961	0.025729
Sullivan University	0.147145	0.06423
Davenport University	0.15373	0.233999
Finlandia University	-0.01083	0.072517
Northwestern Health Sciences University	0.068125	-0.01279
Drury University	0.32526	0.027374
Park University	0.025542	0.083553
Cedarville University	0.037744	0.012146
University of Northwestern Ohio	0.107046	0.046042
Viterbo University	0.064943	0.084789
Notre Dame de Namur University	0.003507	-0.00892
Southern California University of Health Science	-0.04363	0.002888
Webber International University	0.020442	0.063839
Brigham Young University – Idaho	0.03009	0.061237
Argosy University*	-0.1165	0.11198
Briar Cliff University	-0.0311	0.042251

New Name	Pre Event	Post Event
Concordia University	-0.00936	-0.00991
Spring Arbor University	0.031146	0.079381
Southern New Hampshire University	-0.00056	0.030548
Elon University	0.045139	0.036785
David N. Myers University	-0.01383	-0.04835
Union Institute and University	-0.02078	0.190347
Oklahoma Wesleyan University	0.064275	0.066019
Arcadia University	0.028106	0.044346
Philadelphia Biblical University	0.053949	-0.00034
Schreiner University	0.048841	0.011362
Averett University	-0.02469	0.026465
Mountain State University	0.03728	0.135951

*Represents enrollments at main campus site only.

APPENDIX AJ: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENROLLMENT PAIRED SAMPLES TEST

**APPENDIX AJ: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ENROLLMENT PAIRED SAMPLES TEST**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total_Pre	0.06927	103	0.156659	0.015436
	Total_Post	0.041208	103	0.100687	0.009921
Pair 2	Small_Pre	0.076048	50	0.204043	0.028856
	Small_Post	0.056448	50	0.13416	0.018973
Pair 3	Med_Pre	0.071551	37	0.107935	0.017744
	Med_Post	0.020516	37	0.040517	0.006661
Pair 4	Large_Pre	0.042812	16	0.044847	0.011212
	Large_Post	0.041431	16	0.066107	0.016527
Pair 5	State_Pre	0.025341	22	0.031491	0.006714
	State_Post	0.008791	22	0.037166	0.007924
Pair 6	Indep_Pre	0.091279	28	0.180735	0.034156
	Indep_Post	0.034639	28	0.066821	0.012628
Pair 7	Relig_Pre	0.055232	47	0.083946	0.012245
	Relig_Post	0.037904	47	0.03768	0.005496
Pair 8	Prop_Pre	0.2376	6	0.456306	0.186286
	Prop_Post	0.2166	6	0.349219	0.142568
Pair 9	Min_Simp_Pre	0.057712	51	0.091521	0.012815
	Min_Simp_Post	0.026673	51	0.042896	0.006007
Pair 10	Min_Comp_Pre	0.040851	37	0.052503	0.008631
	Min_Comp_Post	0.031624	37	0.05953	0.009787
Pair 11	Major_Pre	0.178667	15	0.355473	0.091783
	Major_Post	0.114267	15	0.226816	0.058564

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Total_Pre & Total_Post	103	0.608	0
Pair 2	Small_Pre & Small_Post	50	0.72	0
Pair 3	Med_Pre & Med_Post	37	-0.147	0.384
Pair 4	Large_Pre & Large_Post	16	0.71	0.002
Pair 5	State_Pre & State_Post	22	-0.125	0.581
Pair 6	Indep_Pre & Indep_Post	28	0.075	0.706
Pair 7	Relig_Pre & Relig_Post	47	-0.142	0.341
Pair 8	Prop_Pre & Prop_Post	6	0.967	0.002
Pair 9	Min_Simp_Pre & Min_Simp_Post	51	-0.012	0.933
Pair 10	Min_Comp_Pre & Min_Comp_Post	37	0.367	0.025
Pair 11	Major_Pre & Major_Post	15	0.709	0.003

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Total_Pre – Total_Post	0.028062	0.124515	0.012269	0.003727	0.052397	2.287	102	0.024
Pair 2	Small_Pre – Small_Post	0.0196	0.142098	0.020096	-0.02078	0.059984	0.975	49	0.334
Pair 3	Med_Pre – Med_Post	0.051035	0.120751	0.019851	0.010775	0.091295	2.571	36	0.014
Pair 4	Large_Pre – Large_Post	0.001381	0.04662	0.011655	-0.02346	0.026224	0.119	15	0.907
Pair 5	State_Pre – State_Post	0.01655	0.051619	0.011005	-0.00634	0.039437	1.504	21	0.148
Pair 6	Indep_Pre – Indep_Post	0.056639	0.187956	0.03552	-0.01624	0.129521	1.595	27	0.122
Pair 7	Relig_Pre – Relig_Post	0.017328	0.096769	0.014115	-0.01108	0.04574	1.228	46	0.226
Pair 8	Prop_Pre – Prop_Post	0.021	0.147889	0.060375	-0.1342	0.176199	0.348	5	0.742
Pair 9	Min_Simp_Pre - Min_Simp_Post	0.031039	0.101542	0.014219	0.00248	0.059598	2.183	50	0.034
Pair 10	Min_Comp_Pre - Min_Comp_Post	0.009227	0.063296	0.010406	-0.01188	0.030331	0.887	36	0.381
Pair 11	Major_Pre – Major_Post	0.0644	0.251885	0.065037	-0.07509	0.203889	0.99	14	0.339

APPENDIX AK: RELIGIOUS AFFILIATIONS OF STUDY SCHOOLS

APPENDIX AK: RELIGIOUS AFFILIATIONS OF STUDY SCHOOLS

Major Group	Particular Group	School
Adventists	Seventh Day Adventist Church	Southern Adventist University
	Seventh Day Adventist Church	Southwestern Adventist University
Baptist	Baptist (not one specific group)	Cedarville University
	Baptist General Association of Virginia (until 2005)	Averett University
	Independent Fundamentalist	Philadelphia Biblical University*
	Regular Baptist	Cornerstone University
	Southern Baptist Convention	California Baptist University
	Southern Baptist Convention	Campbellsville University
Brethern & Pietist Churches	Southern Baptist Convention	University of the Cumberland
	Evangelical Covenant Church	North Park University
Buddhist	Buddhist (independent)	Naropa University*
Christian Churches (Stone-Campbell Movement)	Church of Christ	Ohio Valley College
	Disciples of Christ / United Church of Christ (joint control)	Drury University*
	Independent Christian Churches & Churches of Christ	Cincinnati Christian University
	Independent Christian Churches & Churches of Christ	Hope International University*
	Independent Christian Churches & Churches of Christ	Kentucky Christian University
Congregational Churches	United Church of Christ	Elon University
	United Church of Christ & Disciples of Christ (Joint Control)	Drury University*
Friends (Quakers)	Society of Friends	William Penn University
Holiness Churches	Church of the Nazarene	MidAmerica Nazarene University
	Church of the Nazarene	Northwest Nazarene University
	Church of the Nazarene	Point Loma Nazarene University
	Church of the Nazarene Wesleyan Church	Trevecca Nazarene University Oklahoma Wesleyan University
Latter Day Saints	Reorganized Church of Jesus Christ of Latter Day Saints	Graceland University
	Reorganized Church of Jesus Christ of Latter Day Saints	Park University
	The Church of Jesus Christ of Latter Day Saints	Brigham Young University – Idaho
Lutheran	Evangelical Lutheran Church in America	Finlandia University
	Evangelical Lutheran Church in America	Texas Lutheran University
	Lutheran Church-Missouri Synod	Concordia University
	Lutheran Church-Missouri Synod	Concordia University
	Lutheran Church-Missouri Synod	Concordia University, St. Paul

Major Group	Particular Group	School
Mennonite	Mennonite Brethren Church	Fresno Pacific University
	Mennonite Church USA	Bluffton University
Methodist	Free Methodist Church	Spring Arbor University
	United Methodist Church	Clafin University
	United Methodist Church	Pfeiffer University
Pentecostal Churches	Assemblies of God	Evangel University
	Assemblies of God	North Central University
	Assemblies of God	Vanguard University of Southern California
	Church of God, Cleveland, TN	Lee University
Presbyterian	Presbyterian Church, USA	Arcadia University*
	Presbyterian Church, USA	Lindenwood University*
	Presbyterian Church, USA	Queens University of Charlotte
	Presbyterian Church, USA	Schreiner University
Roman Catholic	Adorers of the Blood of Christ	Newman University
	Benedictine	Benedictine University
	Benedictine	Saint Leo University
	Benedictine	St. Gregory's University
	Dominican	Dominican University
	Dominican	Dominican University of California*
	Dominican	Ohio Dominican University
	Dominican	Siena Heights University
	Franciscan	Bellarmino University*
	Franciscan	Briar Cliff University
	Franciscan	Cardinal Stritch University
	Franciscan	University of Saint Francis
	Franciscan	University of St. Francis
	Franciscan	Viterbo University
	Independent Catholic	Mount Saint Mary's University
	Jesuit	Rockhurst University
	Jesuit	Wheeling Jesuit University
	Sisters of Charity of the Incarnate Word	University of the Incarnate Word
	Sisters of Mercy	Carlow University
	Sisters of Notre Dame de Namur	Notre Dame de Namur University*
Sisters of the Holy Names of Jesus and Mary	Marylhurst University*	
Sisters of the Servants of the Immaculate Heart of Mary	Marywood University	
Ursuline Sisters	Brescia University	

*denotes schools that report their level of control as independent and not religious.

Major categories according to Mead, Hill, & Atwood (2001).

APPENDIX AL: CHI-SQUARE TEST FOR ENROLLMENT VARIABLES

APPENDIX AL: CHI-SQUARE TEST FOR ENROLLMENT VARIABLES

Chi-Square for Carnegie Classifications

Bachelor's

	Observed N	Expected N	Residual
1	1	1.3	-.3
4	2	1.3	.7
22	1	1.3	-.3
Total	4		

Master's

	Observed N	Expected N	Residual
0	1	1.0	.0
2	1	1.0	.0
14	1	1.0	.0
26	1	1.0	.0
Total	4		

Doctorate

	Observed N	Expected N	Residual
0	3	2.0	1.0
3	1	2.0	-1.0
Total	4		

Specialty

	Observed N	Expected N	Residual
2	1	1.0	.0
3	1	1.0	.0
5	1	1.0	.0
11	1	1.0	.0
Total	4		

Test Statistics

	Associates	Bachelor's	Master's	Doctorate	Specialty
Chi-Square(a,b,c)	.500	.500	.000	1.000	.000
df	2	2	3	1	3
Asymp. Sig.	.779	.779	1.000	.317	1.000

- a 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3.
 b 4 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.
 c 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.0.

Chi-Square for Types of Change

MinorSimple

	Observed N	Expected N	Residual
6	1	1.0	.0
21	1	1.0	.0
24	1	1.0	.0
Total	3		

MinorComplex

	Observed N	Expected N	Residual
8	1	1.0	.0
12	1	1.0	.0
17	1	1.0	.0
Total	3		

Major

	Observed N	Expected N	Residual
2	1	1.0	.0
4	1	1.0	.0
9	1	1.0	.0
Total	3		

Test Statistics

	MinorSimple	MinorComplex	Major
Chi-Square(a,b)	.600	.000	.000
Df	3	4	4
Asymp. Sig.	.896	1.000	1.000

a 4 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3.
 b 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

Chi-Square for Enrollment Growth or Loss

MajorLoss

	Observed N	Expected N	Residual
1	1	1.0	.0
5	1	1.0	.0
6	1	1.0	.0
Total	3		

ModLoss

	Observed N	Expected N	Residual
1	1	1.0	.0
6	1	1.0	.0
9	1	1.0	.0
Total	3		

MinorLoss

	Observed N	Expected N	Residual
3	1	1.0	.0
7	1	1.0	.0
9	1	1.0	.0
Total	3		

Flat

	Observed N	Expected N	Residual
3	1	1.0	.0
5	1	1.0	.0
17	1	1.0	.0
Total	3		

MinorGain

	Observed N	Expected N	Residual
2	1	1.0	.0
6	1	1.0	.0
8	1	1.0	.0
Total	3		

ModGain

	Observed N	Expected N	Residual
2	1	1.0	.0
3	1	1.0	.0
6	1	1.0	.0
Total	3		

MajorGain

	Observed N	Expected N	Residual
0	1	1.5	-.5
2	2	1.5	.5
Total	3		

Test Statistics

	MajorLoss	ModLoss	MinorLoss	Flat	MinorGain	ModGain	MajorGain
Chi-Square(a,b)	.000	.000	.000	.000	.000	.000	.333
df	2	2	2	2	2	2	1
Asymp. Sig.	1.000	1.000	1.000	1.000	1.000	1.000	.564

a 3 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

b 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.5.

Chi-Square for Institutional Size

Small

	Observed N	Expected N	Residual
2	1	1.0	.0
3	1	1.0	.0
11	1	1.0	.0
34	1	1.0	.0
Total	4		

Medium

	Observed N	Expected N	Residual
2	1	1.0	.0
7	1	1.0	.0
12	1	1.0	.0
16	1	1.0	.0
Total	4		

Large

	Observed N	Expected N	Residual
1	1	1.0	.0
3	1	1.0	.0
4	1	1.0	.0
8	1	1.0	.0
Total	4		

Chi-Square for Institutional Size

Test Statistics

	Small	Medium	Large
Chi-Square(a)	.000	.000	.000
df	3	3	3
Asymp. Sig.	1.000	1.000	1.000

a. 4 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

APPENDIX AM: VARIABLE CORRELATIONS FOR 103 SCHOOLS

APPENDIX AM: VARIABLE CORRELATIONS FOR 103 SCHOOLS

Correlations

		Enrollment	Tuition	Degrees	Carnegie
Enrollment	Pearson Correlation	1	.003	-.019	.003
	Sig. (2-tailed)	.	.972	.848	.973
	N	103	103	103	103
Tuition	Pearson Correlation	.003	1	-.032	-.028
	Sig. (2-tailed)	.972	.	.747	.775
	N	103	103	103	103
Degrees	Pearson Correlation	-.019	-.032	1	.162
	Sig. (2-tailed)	.848	.747	.	.102
	N	103	103	103	103
Carnegie	Pearson Correlation	.003	-.028	.162	1
	Sig. (2-tailed)	.973	.775	.102	.
	N	103	103	103	103

APPENDIX AN: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
CARNEGIE CLASSIFICATION RATINGS

**APPENDIX AN: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
CARNEGIE CLASSIFICATION RATINGS**

New Name	Change Year	5 Years After	Difference
Western University of Health Sciences	52	52	0
Albany State University	21	21	0
Armstrong Atlantic State University	21	21	0
Augusta State University	21	21	0
Columbus State University	21	21	0
Fort Valley State University	21	21	0
Georgia Southwestern State University	21	21	0
Kennesaw State University	22	21	1
Savannah State University	32	22	10
Southern Polytechnic State University	54	54	0
State University of West Georgia	21	21	0
Benedictine University	21	21	0
Campbellsville University	32	22	10
Pfeiffer University	22	22	0
Trevecca Nazarene University	21	21	0
Texas Lutheran University	32	32	0
University of the Incarnate Word	21	21	0
Wheeling Jesuit University	22	21	1
WVU Institute of Technology	32	32	0
Claremont Graduate University	15*	15	0
Fresno Pacific University	21	21	0
Hope International University	22	21	1
Colorado Technical University	54	21	33
Clayton College & State University	55	33	22
Georgia College & State University	21	21	0
Life University	53	53	0
North Georgia College and State University	21	21	0
Dominican University	21	21	0
North Park University	32	21	11
MidAmerica Nazarene University	22	22	0
Concordia University, St. Paul	32	32	0
Rowan University	21	21	0
Rogers State University	40	40	0
St. Gregory's University	40	33	7
Southern Oregon University	21	21	0
Western Oregon University	21	21	0
National American University	55	33	22
Lee University	40	32	8
Southern Adventist University	32	32	0
Texas A & M University – Baylor College of the Dentistry	53	53	0
Cardinal Stritch University	21	21	0
Athens State University	32	32	0
California Baptist University	32	21	11
Point Loma Nazarene University	22	22	0

New Name	Change Year	5 Years After	Difference
Strayer University	55	22	33
University of St. Francis (IL)	21	21	0
University of St. Francis (IN)	21	21	0
Newman University	32	22	10
Brescia University	32	32	0
Siena Heights University	32	21	11
Evangel University	32	32	0
Lindenwood University	21	21	0
Concordia University	32	22	10
New Jersey City University	21	21	0
New School University	16**	16	0
Eastern Oregon University	32	22	10
Marylhurst University	22	21	1
Marywood University	21	21	0
Southwestern Adventist University	32	32	0
Hollins University	31	31	0
Vanguard University of Southern California	32	32	0
Naropa University	59	59	0
Saint Leo University	32	32	0
Northwest Nazarene University	32	22	10
Cornerstone University	22	22	0
Capella University	59	59	0
North Central University	51	51	0
Rockhurst University	21	21	0
Philadelphia University	32	21	11
University of the Sciences in Philadelphia	53	53	0
Dominican University of California	21	21	0
Thomas University	32	22	10
National University of Health Sciences	53	53	0
Graceland University	32	32	0
William Penn University	32	32	0
Bellarmino University	21	21	0
Sullivan University	33	33	0
Davenport University	55	55	0
Finlandia University	40	40	0
Northwestern Health Sciences University	53	53	0
Drury University	22	22	0
Park University	21	21	0
Cedarville University	32	32	0
University of Northwestern Ohio	40	40	0
Viterbo University	22	22	0
Notre Dame de Namur University	21	21+	0
Southern California University of Health Science	53	53	0
Webber International University	55	55	0
Brigham Young University – Idaho	40	33	7
Argosy University	59	53	6
Briar Cliff University	32	32+	0

New Name	Change Year	5 Years After	Difference
Concordia University	32	32+	0
Spring Arbor University	22	21+	1
Southern New Hampshire University	21	23+	-2
Elon University	55	21+	34
David N. Myers University	55	32+	23
Union Institute and University	16**	16+	0
Oklahoma Wesleyan University	32	32	0
Arcadia University	21	21+	0
Philadelphia Biblical University	51	22+	29
Schreiner University	31	32+	-1
Averett University	21	32+	-11
Mountain State University	33	22+	11

Three Carnegie ranked numbering systems were utilized during 1996 through 2006; the 1994 and 2000 systems are similar with the exception of doctoral and research institutions. Under the 1994 system, there were four categories; however, the 2000 system only had two doctoral/research categories. The 2005 system was radically different. Individual scores for 2006 were adjusted to match the 2000 system.

*Originally rated at #13 Doctoral Universities I under the 1994 system – considered equivalent to #15 (Doctoral/Research Universities - Extensive) under the 2000 system.

**Originally rated at #13 Doctoral Universities I under the 1994 system – considered equivalent to #16 (Doctoral/Research Universities - Intensive) under the 2000 system.

Categories (based on the 2000 system):

- 15 Doctoral/Research Universities - Extensive
- 16 Doctoral/Research Universities – Intensive
- 21 Master’s Colleges and Universities I
- 22 Master’s Colleges and Universities II
- 23 Master’s Colleges and Universities – smaller programs (see below)
- 31 Baccalaureate Colleges – Liberal Arts
- 32 Baccalaureate Colleges – General
- 33 Baccalaureate / Associate Colleges
- 40 Associate Colleges
- 51 Specialized Institutions – Theological seminaries & other faith institutions
- 52 Specialized Institutions – Medical schools and medical centers
- 53 Specialized Institutions – Other separate health profession schools
- 54 Specialized Institutions – Schools of engineering and technology
- 55 Specialized Institutions – Schools
- 59 Specialized Institutions – Other specialized institutions

+Classifications under 2005 system comparable to the 2000 system. All other categories have the same name. One new category added in 2005: “Master’s Colleges and Universities – Smaller Programs.” The following categories changed names in 2005:

“Doctoral/Research Universities” ≡ “Doctoral/Research Universities – Intensive”

“Master’s Colleges and Universities – Larger Programs” ≡ “Master’s Colleges and Universities I”

“Master’s Colleges and Universities – Medium Programs” ≡ “Master’s Colleges and Universities II”

“Baccalaureate Colleges – Arts & Sciences” ≡ “Baccalaureate Colleges – Liberal Arts”

“Baccalaureate Colleges – Diverse Fields” ≡ “Baccalaureate Colleges – General”

APPENDIX AO: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
CARNEGIE CLASSIFICATION RATINGS PAIRED SAMPLED T-TEST

**APPENDIX AO: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
CARNEGIE CLASSIFICATION RATINGS PAIRED SAMPLED T-TEST**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Size_Pre	31.2162	3	3.29286	1.90114
	Size_Post	27.6926	3	3.53252	2.03950
Pair 2	Control_Pre	36.3138	4	11.27825	5.63912
	Control_Post	30.5320	4	5.12869	2.56435
Pair 3	Type_Pre	34.0703	3	5.52737	3.19123
	Type_Post	30.4657	3	4.62999	2.67312
Pair 4	Accred_Pre	31.0258	5	2.54264	1.13710
	Accrec_Post	27.0629	5	3.21358	1.43716

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Size_Pre & Size_Post	3	.938	.226
Pair 2	Control_Pre & Control_Post	4	.950	.050
Pair 3	Type_Pre & Type_Post	3	.999	.026
Pair 4	Accred_Pre & Accrec_Post	5	.600	.285

Paired Samples Test

		Paired Differences		Std. Error	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Lower	Upper			
Pair 1	Size_Pre - Size_Post	3.52358	1.22628	0.70799	0.47733	6.56983	4.977	2	0.038
Pair 2	Control_Pre - Control_Post	5.78179	6.60089	3.30045	-4.7217	16.28528	1.752	3	0.178
Pair 3	Type_Pre - Type_Post	3.60466	0.92037	0.53137	1.31835	5.89098	6.784	2	0.021
Pair 4	Accred_Pre - Accrec_Post	3.96286	2.64454	1.18267	0.67923	7.24649	3.351	4	0.029

**APPENDIX AP: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001 POINT
VALUES OF GRADUATE PROGRAMS**

**APPENDIX AP: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
POINT VALUES OF GRADUATE PROGRAMS**

New Name	Change Year	5 Years After	Difference
Western University of Health Sciences	40	67	27
Albany State University	43	43	0
Armstrong Atlantic State University	63	70	7
Augusta State University	124	110	-14
Columbus State University	131	166	35
Fort Valley State University	43	50	7
Georgia Southwestern State University	79	100	21
Kennesaw State University	49	82	33
Savannah State University	14	21	7
Southern Polytechnic State University	42	56	14
State University of West Georgia	42	277	235
Benedictine University	72	182	110
Campbellsville University	7	49	42
Pfeiffer University	44	34	-10
Trevecca Nazarene University	63	95	32
Texas Lutheran University	0	0	0
University of the Incarnate Word	104	139	35
Wheeling Jesuit University	41	42	1
WVU Institute of Technology	7	7	0
Claremont Graduate University	340	370	30
Fresno Pacific University	137	179	42
Hope International University	35	47	12
Colorado Technical University*	46	53	7
Clayton College & State University	0	18	18
Georgia College & State University	209	215	6
Life University	17	17	0
North Georgia College and State University	14	81	67
Dominican University	81	112	31
North Park University	123	246	123
MidAmerica Nazarene University	14	28	14
Concordia University, St. Paul	66	14	-52
Rowan University	215	259	44
Rogers State University	70	0	-70
St. Gregory's University	0	0	0
Southern Oregon University	42	77	35
Western Oregon University	147	128	-19
National American University	0	7	7
Lee University	28	49	21
Southern Adventist University	14	98	84
Texas A & M University – Baylor College of the Dentistry	35	35	0
Cardinal Stritch University	77	100	23
Athens State University	0	0	0
California Baptist University	35	35	0
Point Loma Nazarene University	102	82	-20

New Name	Change Year	5 Years After	Difference
Strayer University	21	53	32
University of St. Francis (IL)	54	89	35
University of St. Francis (IN)	63	63	0
Newman University	28	28	0
Brescia University	7	14	7
Siena Heights University	28	49	21
Evangel University	42	42	0
Lindenwood University	144	174	30
Concordia University	76	82	6
New Jersey City University	155	177	22
New School University*	225	238	13
Eastern Oregon University	0	0	0
Marylhurst University	28	28	0
Marywood University	348	470	122
Southwestern Adventist University	14	14	0
Hollins University	64	43	-21
Vanguard University of Southern California	48	76	28
Naropa University	69	108	39
Saint Leo University	27	42	15
Northwest Nazarene University	21	42	21
Cornerstone University	54	94	40
Capella University	362	607	245
North Central University	0	0	0
Rockhurst University	28	49	21
Philadelphia University	84	86	2
University of the Sciences in Philadelphia	116	162	46
Dominican University of California	90	115	25
Thomas University	14	47	33
National University of Health Sciences	10	24	14
Graceland University	21	50	29
William Penn University	0	0	0
Bellarmino University	84	107	23
Sullivan University	48	55	7
Davenport University	28	34	6
Finlandia University	0	0	0
Northwestern Health Sciences University	10	24	14
Drury University	76	108	32
Park University	42	145	103
Cedarville University	7	22	15
University of Northwestern Ohio	0	0	0
Viterbo University	14	35	21
Notre Dame de Namur University	96	211	115
Southern California University of Health Science	87	83	-4
Webber International University	7	14	7
Brigham Young University – Idaho	0	0	0
Argosy University*	265	307	42
Briar Cliff University	7	21	14

New Name	Change Year	5 Years After	Difference
Concordia University	0	7	7
Spring Arbor University	35	49	14
Southern New Hampshire University	28	47	19
Elon University	29	355	326
David N. Myers University	21	14	-7
Union Institute and University	18	96	78
Oklahoma Wesleyan University	0	7	7
Arcadia University	101	241	140
Philadelphia Biblical University	35	45	10
Schreiner University	20	27	7
Averett University	21	49	28
Mountain State University	57	83	26

*Represents programs at main campus site only.

APPENDIX AQ: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
DEGREE PROGRAMS PAIRED SAMPLED T-TEST

**APPENDIX AQ: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
DEGREE PROGRAMS PAIRED SAMPLED T-TEST**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Size_Pre	67.6452	3	21.50056	12.41335
	Size_Post	101.5059	3	39.02972	22.53382
Pair 2	Control_Pre	76.2787	4	33.81674	16.90837
	Control_Post	110.6452	4	49.20752	24.60376
Pair 3	Type_Pre	65.1573	3	15.45061	8.92041
	Type_Post	100.1767	3	36.62018	21.14267
Pair 4	Accred_Pre	75.8737	5	45.59310	20.38985
	Accrec_Post	104.1891	5	56.32284	25.18834

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Size_Pre & Size_Post	3	.976	.139
Pair 2	Control_Pre & Control_Post	4	.992	.008
Pair 3	Type_Pre & Type_Post	3	1.000	.020
Pair 4	Accred_Pre & Accrec_Post	5	.990	.001

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Size_Pre - Size_Post	-33.86068	18.63211	10.75725	80.14540	12.42405	-3.148	2	.088
Pair 2	Control_Pre - Control_Post	-34.36648	16.27228	8.13614	60.25931	-8.47365	-4.224	3	.024
Pair 3	Type_Pre - Type_Post	-35.01943	21.18277	12.22988	87.64034	17.60148	-2.863	2	.103
Pair 4	Accred_Pre - Accrec_Post	-28.31544	12.96845	5.79967	44.41790	-12.21298	-4.882	4	.008

APPENDIX AR: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ACCREDITING BODIES PAIRED SAMPLED T-TEST

**APPENDIX AR: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
ACCREDITING BODIES PAIRED SAMPLED T-TEST**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	MSACS 0	144.44	9	104.031	34.677
	MSACS 5	192.33	9	132.089	44.030
Pair 2	HLCNCA 0	50.14	43	68.826	10.496
	HLCNCA 5	74.47	43	107.047	16.325
Pair 3	NWCCS 0	39.67	6	55.059	22.478
	NWCCS 5	52.00	6	44.735	18.263
Pair 4	SACS 0	44.12	34	44.685	7.663
	SACS 5	75.65	34	77.839	13.349
Pair 5	WASC 0	101.00	10	90.678	28.675
	WASC 5	126.50	10	102.185	32.314

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	MSACS 0 & MSACS 5	9	.939	.000
Pair 2	HLCNCA 0 & HLCNCA 5	43	.938	.000
Pair 3	NWCCS 0 & NWCCS 5	6	.921	.009
Pair 4	SACS 0 & SACS 5	34	.501	.003
Pair 5	WASC 0 & WASC 5	10	.935	.000

Paired Samples Test

		Paired Differences				t	Df	Sig. (2-tailed)	
Year 0 & Year 5		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	MSACS	-47.889	49.594	16.531	-86.011	-9.767	-2.897	8	.020
Pair 2	HLCNCA	-24.326	48.793	7.441	-39.342	-9.309	-3.269	42	.002
Pair 3	NWCCS	-12.333	22.286	9.098	-35.721	11.054	-1.356	5	.233
Pair 4	SACS	-31.529	67.581	11.590	-55.110	-7.949	-2.720	33	.010
Pair 5	WASC	-25.500	36.643	11.588	-51.713	.713	-2.201	9	.055

APPENDIX AS: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
SELECTIVITY PAIRED SAMPLED T-TEST

**APPENDIX AS: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
SELECTIVITY PAIRED SAMPLED T-TEST**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Year0	2.77	71	.680	.081
	Year5	2.89	71	.667	.079
Pair 2	Year0	2.77	71	.680	.081
	MeanPost	2.7998	71	.60095	.07132

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Year0 & Year5	71	.416	.000
Pair 2	Year0 & MeanPost	71	.487	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Year 0 - Year 5	-.113	.728	.086	-.285	.060	-1.304	70	.196
Pair 2	Year 0 - MeanPost	-.02512	.65227	.07741	-.17951	.12927	-.324	70	.747

**APPENDIX AT: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
SELECTIVITY YEAR OF THE CHANGE AND FIVE YEARS LATER**

**APPENDIX AT: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
SELECTIVITY YEAR OF THE CHANGE AND FIVE YEARS LATER**

Institution	Year 0	Year 5
Albany State University	Selective	Less Selective
Armstrong Atlantic State University	Selective	Selective
Augusta State University	Selective	Selective
Columbus State University	Less Selective	Selective
Fort Valley State University	Less Selective	Less Selective
Georgia Southwestern State University	Selective	Selective
Kennesaw State University	Selective	Selective
Southern Polytechnic State University	Selective	Selective
State University of West Georgia	Less Selective	Selective
Benedictine University	Selective	More Selective
Campbellsville University	Selective	Selective
Pfeiffer University	Least Selective	Less Selective
Trevecca Nazarene University	Selective	Selective
Texas Lutheran University	Selective	Selective
University of the Incarnate Word	Selective	Selective
Wheeling Jesuit University	Selective	Selective
WVU Institute of Technology	Selective	Selective
Fresno Pacific University	Selective	Selective
Hope International University	Selective	Less Selective
Clayton College & State University	Selective	Selective
Georgia College & State University	Less Selective	Selective
North Georgia College and State University	More Selective	Selective
Dominican University	Selective	Selective
North Park University	More Selective	Selective
MidAmerica Nazarene University	Selective	More Selective
Concordia University, St. Paul	Selective	Selective
Rowan University	Selective	Selective
Southern Oregon University	Selective	Selective
Western Oregon University	Selective	Less Selective
Lee University	More Selective	More Selective
Southern Adventist University	Selective	Selective
California Baptist University	Selective	Less Selective
Point Loma Nazarene University	Less Selective	More Selective
University of St. Francis	Selective	Selective
Newman University	Selective	Selective
Brescia University	Selective	Less Selective
Evangel University	Least Selective	Selective
Lindenwood University	Selective	Selective
Concordia University	Selective	More Selective
New School University	Selective	More Selective
Eastern Oregon University	Less Selective	Less Selective
Marylhurst University	More Selective	Less Selective
Marywood University	Selective	Selective
Southwestern Adventist University	Less Selective	Less Selective

Institution	Year 0	Year 5
Hollins University	Selective	More Selective
Vanguard University of Southern California	Selective	Selective
Saint Leo University	Less Selective	Less Selective
Northwest Nazarene University	Selective	More Selective
Cornerstone University	Selective	Selective
Rockhurst University	Selective	More Selective
Philadelphia University	Selective	Selective
Dominican University of California	Less Selective	Selective
Graceland University	Selective	Less Selective
William Penn University	Less Selective	Selective
Drury University	More Selective	More Selective
Park University	Selective	Less Selective
Cedarville University	More Selective	More Selective
Viterbo University	Selective	Selective
Notre Dame de Namur University	Less Selective	Less Selective
Webber International University	Less Selective	Less Selective
Briar Cliff University	Selective	Selective
Concordia University	Selective	Selective
Spring Arbor University	Selective	Selective
Elon University	Selective	More Selective
Southern New Hampshire University	Less Selective	Less Selective
David N. Myers University	Least Selective	Less Selective
Oklahoma Wesleyan University	Selective	Selective
Arcadia University	Selective	Selective
Schreiner University	Selective	Less Selective
Averett University	Less Selective	Less Selective
Mountain State University	Least Selective	Less Selective

APPENDIX AU: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL TUITION PAIRED SAMPLED T-TEST

**APPENDIX AU: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL TUITION PAIRED SAMPLED T-TEST**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Change	.064128	103	.0467591	.0046073
	Post Change	.065566	103	.0543437	.0053546
Pair 2	Size Pre	.066967	3	.0125061	.0072204
	Size Post	.063433	3	.0082100	.0047400
Pair 3	Control Pre	.061693	4	.0125534	.0062767
	Control Post	.064089	4	.0050229	.0025115
Pair 4	Type Pre	.063367	3	.0107109	.0061839
	Type Post	.067067	3	.0044736	.0025828
Pair 5	Accreditation Pre	.061550	6	.0069664	.0028440
	Accreditation Post	.064050	6	.0091609	.0037399

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Change & Post Change	103	-.034	.733
Pair 2	Size Pre & Post	3	-.988	.100
Pair 3	Control Pre & Post	4	.871	.129
Pair 4	Change Type Pre & Post	3	-.467	.690
Pair 5	Accreditation Pre & Post	6	.915	.011

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pre and Post pairs					Lower	Upper			
Pair 1	All	-.001438	.072888	.007182	-.015683	.012807	-.200	102	.842
Pair 2	Size	.003533	.020655	.011925	-.047776	.054842	.296	2	.795
Pair 3	Control	-.002396	.008545	.004272	-.015993	.011201	-.561	3	.614
Pair 4	Change Type	-.003700	.013399	.007736	-.036985	.029585	-.478	2	.680
Pair 5	Accreditation	-.002500	.003956	.001615	-.006652	.001652	-1.548	5	.182

APPENDIX AV: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
TUITION FIVE YEARS PRIOR TO CHANGE

**APPENDIX AV: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
TUITION FIVE YEARS PRIOR TO CHANGE**

New Name	Minus 5	Minus 4	Minus 3	Minus 2	Minus 1	Zero Year
Western University of Health Sciences	\$15,675	\$17,730	\$17,900	\$17,990	\$20,185	\$21,300
Albany State University	\$1,680	\$1,731	\$1,772	\$2,000	\$1,899	\$2,466
Armstrong Atlantic State University	\$1,467	\$1,521	\$1,568	\$1,623	\$1,719	\$1,836
Augusta State University	\$1,491	\$1,542	\$1,592	\$1,632	\$1,710	\$1,800
Columbus State University	\$1,482	\$1,545	\$1,600	\$1,653	\$1,986	\$2,460
Fort Valley State University	\$1,320	\$1,650	\$1,778	\$1,833	\$1,833	\$2,040
Georgia Southwestern State University	\$1,578	\$1,650	\$1,763	\$1,775	\$1,926	\$2,039
Kennesaw State University	\$1,473	\$1,512	\$1,559	\$1,605	\$1,776	\$1,974
Savannah State University	\$1,260	\$1,686	\$1,742	\$1,818	\$1,965	\$2,130
Southern Polytechnic State University	\$1,497	\$1,548	\$1,649	\$1,689	\$1,761	\$1,851
State University of West Georgia	\$1,653	\$2,067	\$2,354	\$2,408	\$2,274	\$1,989
Benedictine University	\$8,980	\$9,430	\$10,080	\$10,500	\$11,030	\$11,640
Campbellsville University	\$7,680	\$5,400	\$5,720	\$6,060	\$6,420	\$6,800
Pfeiffer University	\$7,295	\$7,730	\$8,190	\$8,640	\$8,990	\$9,260
Trevecca Nazarene University	\$5,720	\$6,220	\$6,656	\$7,036	\$7,856	\$8,644
Texas Lutheran University	\$6,390	\$6,840	\$7,460	\$7,900	\$8,566	\$9,520
University of the Incarnate Word	\$7,200	\$7,800	\$8,250	\$8,840	\$9,500	\$10,235
Wheeling Jesuit University	\$8,550	\$9,130	\$10,000	\$10,500	\$12,000	\$13,000
WVU Institute of Technology	\$1,650	\$1,832	\$2,018	\$2,120	\$2,226	\$2,262
Claremont Graduate University	\$14,880	\$15,850	\$16,800	\$17,750	\$18,650	\$19,500
Fresno Pacific University	\$8,800	\$9,300	\$9,900	\$10,500	\$11,250	\$12,500
Hope International University	\$6,300	\$6,500	\$7,100	\$7,820	\$8,440	\$8,950
Colorado Technical University*	\$5,875	\$6,110	\$6,315	\$6,540	\$6,593	\$6,693
Clayton College & State University	\$1,440	\$1,496	\$1,548	\$1,692	\$1,842	\$2,368
Georgia College & State University	\$1,632	\$1,694	\$1,743	\$1,820	\$5,765	\$2,064
Life University	\$10,900	\$10,900	\$4,770	\$3,984	\$5,100	\$5,310
North Georgia College and State University	\$1,328	\$1,660	\$1,755	\$1,827	\$1,956	\$2,052
Dominican University	\$9,293	\$10,550	\$10,998	\$11,600	\$12,050	\$12,950
North Park University	\$11,295	\$11,990	\$12,580	\$13,280	\$13,900	\$14,690
MidAmerica Nazarene University	\$5,830	\$6,270	\$6,840	\$7,928	\$8,668	\$9,498
Concordia University, St. Paul	\$9,000	\$9,270	\$10,500	\$10,815	\$11,355	\$11,980
Rowan University	\$2,733	\$2,769	\$3,095	\$3,392	\$3,750	\$4,240
Rogers State University	\$1,226	\$1,256	\$1,350	\$1,425	\$1,423	\$1,473
St. Gregory's University	\$4,400	\$4,520	\$5,139	\$5,476	\$5,860	\$7,622
Southern Oregon University	\$2,487	\$2,667	\$2,825	\$2,949	\$2,949	\$3,204
Western Oregon University	\$2,481	\$2,640	\$2,820	\$2,985	\$3,307	\$3,055
National American University	\$6,624	\$7,035	\$7,440	\$7,995	\$8,415	\$9,225
Lee University	\$4,418	\$4,734	\$4,788	\$5,132	\$5,400	\$5,580
Southern Adventist University	\$7,500	\$7,988	\$8,414	\$8,880	\$9,236	\$9,676
Texas A & M University – Baylor College of the Dentistry	\$5,490	\$5,500	\$5,560	\$6,000	\$6,000	\$6,735
Cardinal Stritch University	\$7,360	\$7,680	\$8,000	\$8,320	\$8,960	\$10,080
Athens State University	\$1,782	\$1,833	\$1,884	\$1,935	\$2,139	\$1,898
California Baptist University	\$7,428	\$9,300	\$9,300	\$9,300	\$8,750	\$9,201
Point Loma Nazarene University	\$9,542	\$10,310	\$10,880	\$11,824	\$12,464	\$12,650

New Name	Minus 5	Minus 4	Minus 3	Minus 2	Minus 1	Zero Year
Strayer University	\$5,850	\$7,650	\$7,200	\$7,200	\$7,650	\$8,100
University of St. Francis (IL)	\$9,100	\$9,990	\$10,590	\$11,220	\$11,950	\$12,480
University of St. Francis (IN)	\$8,100	\$8,670	\$9,550	\$10,220	\$10,710	\$11,036
Newman University	\$7,380	\$7,710	\$8,100	\$8,520	\$9,000	\$9,000
Brescia University	\$6,700	\$7,500	\$7,800	\$8,400	\$8,570	\$8,790
Siena Heights University	\$8,820	\$9,240	\$9,630	\$9,950	\$10,450	\$10,972
Evangel University	\$6,770	\$6,992	\$7,300	\$7,620	\$7,680	\$8,044
Lindenwood University	\$8,880	\$9,300	\$9,700	\$9,800	\$9,950	\$9,950
Concordia University	\$8,506	\$9,200	\$9,480	\$10,150	\$3,680	\$11,310
New Jersey City University	\$2,785	\$3,030	\$3,158	\$3,350	\$3,828	\$4,112
New School University*	\$13,760	\$14,710	\$15,650	\$16,730	\$17,780	\$19,470
Eastern Oregon University	\$2,595	\$2,766	\$2,898	\$3,159	\$3,231	\$3,273
Marylhurst University	\$8,472	\$8,610	\$8,955	\$9,315	\$9,765	\$10,170
Marywood University	\$10,590	\$11,440	\$12,240	\$12,640	\$13,408	\$14,738
Southwestern Adventist University	\$6,982	\$7,616	\$7,728	\$7,992	\$8,400	\$8,786
Hollins University	\$12,950	\$13,470	\$14,000	\$14,560	\$15,070	\$15,600
Vanguard University of Southern California	\$9,520	\$9,988	\$11,136	\$16,728	\$12,414	\$12,560
Naropa University	\$9,000	\$10,300	\$8,778	\$9,198	\$11,358	\$12,330
Saint Leo University	\$9,876	\$10,200	\$10,696	\$11,346	\$11,440	\$11,850
Northwest Nazarene University	\$10,179	\$11,145	\$11,685	\$12,138	\$12,456	\$12,975
Cornerstone University	\$6,852	\$7,516	\$8,100	\$9,450	\$10,026	\$10,344
Capella University	No Data	No Data	\$9,800	\$10,500	\$11,000	\$11,000
North Central University	\$5,790	\$6,218	\$6,850	\$7,480	\$7,750	\$8,020
Rockhurst University	\$9,490	\$10,200	\$11,000	\$11,550	\$11,900	\$12,500
Philadelphia University	\$11,460	\$12,240	\$12,716	\$13,466	\$14,140	\$14,692
University of the Sciences in Philadelphia	\$11,300	\$11,750	\$12,330	\$13,290	\$13,580	\$14,180
Dominican University of California	\$13,890	\$14,380	\$15,300	\$15,840	\$16,512	\$17,256
Thomas University	\$3,600	\$4,275	\$4,500	\$5,730	\$7,870	\$7,870
National University of Health Sciences	\$9,600	\$9,850	\$10,506	\$10,506	\$11,250	\$11,750
Graceland University	\$9,760	\$10,230	\$10,750	\$11,200	\$11,700	\$12,230
William Penn University	\$10,910	\$11,000	\$11,000	\$11,320	\$11,924	\$12,770
Bellarmino University	\$9,550	\$10,320	\$10,850	\$11,600	\$12,650	\$13,590
Sullivan University	\$8,160	\$8,520	\$8,940	\$9,240	\$9,600	\$10,080
Davenport University	\$6,800	\$7,200	\$7,400	\$7,600	\$7,900	\$9,180
Finlandia University	\$9,500	\$9,500	\$9,880	\$10,380	\$11,280	\$11,700
Northwestern Health Sciences University	\$9,560	\$9,935	\$10,330	\$10,870	\$11,440	\$11,170
Drury University	\$9,100	\$9,500	\$9,990	\$10,150	\$10,450	\$10,950
Park University	\$3,990	\$4,200	\$4,410	\$4,590	\$4,770	\$4,950
Cedarville University	\$8,004	\$8,158	\$8,158	\$10,074	\$10,746	\$11,562
University of Northwestern Ohio	\$5,480	\$4,704	\$4,939	\$6,288	\$6,468	\$6,705
Viterbo University	\$9,850	\$10,543	\$10,880	\$11,420	\$12,490	\$13,050
Notre Dame de Namur University	\$14,400	\$14,976	\$15,575	\$16,200	\$16,973	\$18,200
Southern California University of Health Science	\$15,700	\$18,014	\$16,038	\$16,519	\$18,051	\$18,990
Webber International University	\$6,790	\$7,510	\$7,770	\$8,160	\$9,900	\$10,300
Brigham Young University – Idaho	\$1,870	\$1,950	\$2,020	\$2,100	\$2,180	\$2,480
Argosy University*	\$15,645	\$11,562	\$16,100	\$16,100	\$16,800	\$17,640
Briar Cliff University	\$11,280	\$11,730	\$12,270	\$12,690	\$13,890	\$14,550

New Name	Minus 5	Minus 4	Minus 3	Minus 2	Minus 1	Zero Year
Concordia University	\$11,450	\$11,850	\$12,200	\$12,900	\$13,400	\$14,700
Spring Arbor University	\$10,200	\$10,586	\$11,000	\$11,600	\$12,200	\$13,176
Southern New Hampshire University	\$12,156	\$12,980	\$13,570	\$13,800	\$15,600	\$16,786
Elon University	\$10,667	\$11,542	\$12,147	\$12,895	\$13,556	\$14,560
David N. Myers University	\$6,000	\$6,200	\$7,800	\$8,200	\$8,760	\$9,450
Union Institute and University	\$5,472	\$5,808	\$5,952	\$6,288	\$6,528	\$6,912
Oklahoma Wesleyan University	\$7,600	\$8,100	\$8,600	\$9,200	\$9,200	\$10,400
Arcadia University	\$14,870	\$15,840	\$16,240	\$16,880	\$17,830	\$18,670
Philadelphia Biblical University	\$8,556	\$9,120	\$9,520	\$9,910	\$10,355	\$11,100
Schreiner University	\$9,715	\$9,900	\$10,490	\$10,990	\$11,740	\$12,118
Averett University	\$11,850	\$12,500	\$12,985	\$13,595	\$14,190	\$14,990
Mountain State University	\$3,360	\$3,600	\$3,720	\$3,840	\$4,080	\$4,320

*Represents tuition at main campus site only.

APPENDIX AW: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
TUITION FIVE YEARS AFTER CHANGE

**APPENDIX AW: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
TUITION FIVE YEARS AFTER CHANGE**

New Name	Zero Year	Plus 1	Plus 2	Plus 3	Plus4	Plus 5
Western University of Health Sciences	\$21,300	\$22,430	\$23,570	\$24,720	no report	no report
Albany State University	\$2,466	\$2,124	\$2,071	\$2,260	\$2,398	\$2,476
Armstrong Atlantic State University	\$1,836	\$1,962	\$2,020	\$5,424	\$2,242	\$2,314
Augusta State University	\$1,800	\$1,926	\$1,990	\$2,082	\$2,226	\$2,282
Columbus State University	\$2,460	\$1,941	\$2,020	\$2,136	\$2,270	\$2,352
Fort Valley State University	\$2,040	\$2,157	\$2,216	\$2,294	\$2,412	\$2,468
Georgia Southwestern State University	\$2,039	\$2,916	\$2,213	\$5,584	\$5,842	\$6,044
Kennesaw State University	\$1,974	\$2,073	\$2,128	\$2,192	\$2,286	\$2,428
Savannah State University	\$2,130	\$2,229	\$2,226	\$2,356	\$2,494	\$3,377
Southern Polytechnic State University	\$1,851	\$1,998	\$2,050	\$2,134	\$2,278	\$2,354
State University of West Georgia	\$1,989	\$2,070	\$2,158	\$2,250	\$2,250	\$1,234
Benedictine University	\$11,640	\$11,990	\$12,600	\$13,700	\$14,500	\$14,800
Campbellsville University	\$6,800	\$7,200	\$7,600	\$8,000	\$8,900	\$9,800
Pfeiffer University	\$9,260	\$9,816	\$10,230	\$10,844	\$11,380	\$12,066
Trevecca Nazarene University	\$8,644	\$9,190	\$9,536	\$10,016	\$10,528	\$10,848
Texas Lutheran University	\$9,520	\$10,370	\$10,876	\$11,374	\$12,570	\$13,540
University of the Incarnate Word	\$10,235	\$10,600	\$11,200	\$12,150	\$12,740	\$13,220
Wheeling Jesuit University	\$13,000	\$14,000	\$14,500	\$15,000	\$16,000	\$17,000
WVU Institute of Technology	\$2,262	\$2,370	\$2,564	\$2,646	\$2,730	\$2,836
Claremont Graduate University	\$19,500	\$20,380	\$20,950	\$20,950	\$23,144	\$23,996
Fresno Pacific University	\$12,500	\$12,672	\$13,150	\$13,950	\$14,900	\$16,200
Hope International University	\$8,950	\$9,900	\$10,980	\$11,900	\$13,150	\$14,435
Colorado Technical University*	\$6,693	\$7,553	\$8,950	\$8,768	\$8,835	\$7,215
Clayton College & State University	\$2,368	\$2,624	\$2,702	\$2,815	\$2,322	\$2,436
Georgia College & State University	\$2,064	\$2,136	\$2,214	\$2,358	\$3,032	\$3,138
Life University	\$5,310	\$5,310	\$6,032	\$7,080	\$7,080	\$9,440
North Georgia College and State University	\$2,052	\$2,122	\$2,122	\$2,991	\$2,496	\$3,035
Dominican University	\$12,950	\$13,600	\$14,260	\$14,820	\$15,700	\$16,720
North Park University	\$14,690	\$15,420	\$16,180	\$16,910	\$17,790	\$18,680
MidAmerica Nazarene University	\$9,498	\$10,122	\$10,474	\$11,066	\$11,638	\$12,280
Concordia University, St. Paul	\$11,980	\$12,658	\$13,040	\$19,912	\$21,052	\$17,326
Rowan University	\$4,240	\$4,550	\$4,920	\$5,346	\$5,779	\$6,658
Rogers State University	\$1,473	\$1,473	\$1,753	\$1,649	\$1,731	\$1,854
St. Gregory's University	\$7,622	\$7,500	\$8,016	\$8,344	\$9,502	\$9,882
Southern Oregon University	\$3,204	\$3,198	\$3,234	\$3,369	\$3,459	\$3,459
Western Oregon University	\$3,055	\$3,198	\$3,276	\$3,342	\$3,660	\$3,720
National American University	\$9,225	\$8,920	\$9,040	\$9,040	\$9,640	\$9,830
Lee University	\$5,580	\$5,826	\$6,298	\$6,700	\$7,536	\$7,536
Southern Adventist University	\$9,676	\$10,250	\$10,300	\$11,040	\$11,610	\$12,220
Texas A & M University – Baylor College of the Dentistry	\$6,735	\$5,928	\$6,066	\$6,600	\$7,200	\$7,284
Cardinal Stritch University	\$10,080	\$10,496	\$11,000	\$11,680	\$12,780	\$13,280
Athens State University	\$1,898	\$2,012	\$2,106	\$2,396	\$2,684	\$3,320
California Baptist University	\$9,201	\$9,958	\$10,662	\$11,590	\$12,790	\$13,754
Point Loma Nazarene University	\$12,650	\$13,626	\$14,340	\$15,300	\$16,260	\$18,500

New Name	Zero Year	Plus 1	Plus 2	Plus 3	Plus4	Plus 5
Strayer University	\$8,100	\$7,695	\$8,100	\$8,930	\$8,930	\$9,396
University of St. Francis (IL)	\$12,480	\$13,060	\$14,300	\$14,990	\$16,030	\$16,820
University of St. Francis (IN)	\$11,036	\$11,579	\$12,080	\$13,595	\$14,566	\$15,514
Newman University	\$9,000	\$9,000	\$10,148	\$11,180	\$12,010	\$13,198
Brescia University	\$8,790	\$9,040	\$9,390	\$9,690	\$10,130	\$10,600
Siena Heights University	\$10,972	\$11,771	\$12,400	\$13,000	\$13,630	\$14,630
Evangel University	\$8,044	\$9,410	\$9,830	\$10,150	\$10,150	\$11,345
Lindenwood University	\$9,950	\$10,400	\$10,800	\$11,200	\$11,200	\$11,200
Concordia University	\$11,310	\$11,876	\$12,470	\$13,468	\$14,546	\$16,000
New Jersey City University	\$4,112	\$4,357	\$4,643	\$5,063	\$5,556	\$6,051
New School University*	\$19,470	\$19,830	\$20,715	\$21,530	\$22,500	\$23,620
Eastern Oregon University	\$3,273	\$3,366	\$3,366	\$3,621	\$3,732	\$3,732
Marylhurst University	\$10,170	\$10,770	\$10,770	\$11,850	\$12,465	\$12,960
Marywood University	\$14,738	\$15,623	\$16,487	\$17,329	\$18,340	\$18,340
Southwestern Adventist University	\$8,786	\$9,062	\$9,410	\$10,020	\$10,628	\$11,156
Hollins University	\$15,600	\$16,460	\$16,960	\$17,470	\$18,200	\$20,200
Vanguard University of Southern California	\$12,560	\$13,310	\$14,224	\$15,428	\$16,188	\$18,858
Naropa University	\$12,330	\$11,528	\$15,056	\$15,850	\$16,850	\$15,988
Saint Leo University	\$11,850	\$12,390	\$12,770	\$13,370	\$13,570	\$14,080
Northwest Nazarene University	\$12,975	\$13,500	\$14,240	\$19,345	\$20,360	\$21,200
Cornerstone University	\$10,344	\$11,250	\$13,070	\$13,770	\$14,445	\$14,700
Capella University	\$11,000	\$11,000	\$13,300	\$19,175	\$24,000	\$25,200
North Central University	\$8,020	\$8,470	\$9,010	\$9,754	\$9,840	\$10,530
Rockhurst University	\$12,500	\$13,800	\$14,800	\$15,980	\$16,950	\$18,490
Philadelphia University	\$14,692	\$15,412	\$17,600	\$18,774	\$19,962	\$20,940
University of the Sciences in Philadelphia	\$14,180	\$15,580	\$17,125	\$19,338	\$20,958	\$22,648
Dominican University of California	\$17,256	\$18,120	\$20,320	\$22,250	\$24,254	\$25,950
Thomas University	\$7,870	\$7,870	\$8,390	\$8,990	\$9,800	\$10,570
National University of Health Sciences	\$11,750	\$12,500	\$14,674	\$15,407	no report	\$6,980
Graceland University	\$12,230	\$13,025	\$13,900	\$14,800	\$15,150	\$16,150
William Penn University	\$12,770	\$13,270	\$13,670	\$14,190	\$14,604	\$15,334
Bellarmino University	\$13,590	\$15,560	\$16,840	\$18,490	\$19,950	\$21,500
Sullivan University	\$10,080	\$10,740	\$11,280	\$11,760	\$12,240	\$12,900
Davenport University	\$9,180	\$6,969	\$8,091	\$8,136	\$8,476	\$8,798
Finlandia University	\$11,700	\$12,150	\$12,600	\$13,750	\$14,700	\$15,434
Northwestern Health Sciences University	\$11,170	\$11,560	\$12,100	\$13,082	\$20,355	\$21,243
Drury University	\$10,950	\$11,960	\$12,290	\$12,995	\$13,904	\$14,669
Park University	\$4,950	\$5,160	\$5,520	\$6,000	\$6,480	\$6,870
Cedarville University	\$11,562	\$12,624	\$13,696	\$13,696	\$15,030	\$17,120
University of Northwestern Ohio	\$6,705	\$6,705	\$7,200	\$9,860	\$10,550	\$10,700
Viterbo University	\$13,050	\$13,630	\$14,300	\$5,320	\$15,990	\$16,660
Notre Dame de Namur University	\$18,200	\$19,100	\$20,500	\$21,350	\$22,780	\$23,850
Southern California University of Health Science	\$18,990	\$19,770	\$19,900	\$20,760	\$21,798	\$22,779
Webber International University	\$10,300	\$11,330	\$12,000	\$12,900	\$13,950	\$15,900
Brigham Young University – Idaho	\$2,480	\$2,480	\$2,554	\$2,640	\$2,750	\$2,890
Argosy University*	\$17,640	\$8,280	\$10,800	\$12,960	\$14,810	\$15,550
Briar Cliff University	\$14,550	\$15,540	\$15,960	\$16,560	\$17,490	\$16,714

New Name	Zero Year	Plus 1	Plus 2	Plus 3	Plus4	Plus 5
Concordia University	\$14,700	\$16,650	\$16,650	\$16,983	\$17,493	\$18,940
Spring Arbor University	\$13,176	\$13,800	\$14,700	\$15,700	\$16,666	\$17,386
Southern New Hampshire University	\$16,786	\$17,656	\$18,564	\$18,984	\$20,184	\$21,384
Elon University	\$14,560	\$15,505	\$16,570	\$17,555	\$18,949	\$20,441
David N. Myers University	\$9,450	\$10,380	\$11,160	\$11,700	\$12,300	\$10,800
Union Institute and University	\$6,912	\$7,224	\$10,500	\$8,040	\$8,832	\$9,456
Oklahoma Wesleyan University	\$10,400	\$11,880	\$12,150	\$12,200	\$12,900	\$13,700
Arcadia University	\$18,670	\$19,940	\$21,270	\$22,270	\$24,270	\$25,900
Philadelphia Biblical University	\$11,100	\$11,900	\$12,745	\$13,495	\$14,500	\$15,875
Schreiner University	\$12,118	\$13,002	\$13,640	\$14,440	\$14,742	\$15,479
Averett University	\$14,990	\$16,800	\$17,600	\$18,430	\$19,040	\$19,762
Mountain State University	\$4,320	\$4,560	\$5,040	\$5,400	\$5,880	\$6,240

*Represents tuition at main campus site only.

APPENDIX AX: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL TUTION CHANGES FIVE YEARS PRIOR TO CHANGE

**APPENDIX AX: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL TUTION CHANGES FIVE YEARS PRIOR TO CHANGE**

New Name	MT4-T5	MT3-T4	MT2-T3	MT1-T2	T0-MT1
Western University of Health Sciences	0.1311	0.0096	0.0050	0.1220	0.0552
Albany State University	0.0304	0.0237	0.1287	-0.0505	0.2986
Armstrong Atlantic State University	0.0368	0.0309	0.0351	0.0591	0.0681
Augusta State University	0.0342	0.0324	0.0251	0.0478	0.0526
Columbus State University	0.0425	0.0356	0.0331	0.2015	0.2387
Fort Valley State University	0.2500	0.0776	0.0309	0.0000	0.1129
Georgia Southwestern State University	0.0456	0.0685	0.0068	0.0851	0.0587
Kennesaw State University	0.0265	0.0311	0.0295	0.1065	0.1115
Savannah State University	0.3381	0.0332	0.0436	0.0809	0.0840
Southern Polytechnic State University	0.0341	0.0652	0.0243	0.0426	0.0511
State University of West Georgia	0.2505	0.1388	0.0229	-0.0556	-0.1253
Benedictine University	0.0501	0.0689	0.0417	0.0505	0.0553
Campbellsville University	-0.2969	0.0593	0.0594	0.0594	0.0592
Pfeiffer University	0.0596	0.0595	0.0549	0.0405	0.0300
Trevecca Nazarene University	0.0874	0.0701	0.0571	0.1165	0.1003
Texas Lutheran University	0.0704	0.0906	0.0590	0.0843	0.1114
University of the Incarnate Word	0.0833	0.0577	0.0715	0.0747	0.0774
Wheeling Jesuit University	0.0678	0.0953	0.0500	0.1429	0.0833
WVU Institute of Technology	0.1103	0.1015	0.0505	0.0500	0.0162
Claremont Graduate University	0.0652	0.0599	0.0565	0.0507	0.0456
Fresno Pacific University	0.0568	0.0645	0.0606	0.0714	0.1111
Hope International University	0.0317	0.0923	0.1014	0.0793	0.0604
Colorado Technical University*	0.0400	0.0336	0.0356	0.0081	0.0152
Clayton College & State University	0.0389	0.0348	0.0930	0.0887	0.2856
Georgia College & State University	0.0380	0.0289	0.0442	2.1676	-0.6420
Life University	0.0000	-0.5624	-0.1648	0.2801	0.0412
North Georgia College and State University	0.2500	0.0572	0.0410	0.0706	0.0491
Dominican University	0.1353	0.0425	0.0547	0.0388	0.0747
North Park University	0.0615	0.0492	0.0556	0.0467	0.0568
MidAmerica Nazarene University	0.0755	0.0909	0.1591	0.0933	0.0958
Concordia University, St. Paul	0.0300	0.1327	0.0300	0.0499	0.0550
Rowan University	0.0132	0.1177	0.0960	0.1055	0.1307
Rogers State University	0.0245	0.0748	0.0556	-0.0014	0.0351
St. Gregory's University	0.0273	0.1369	0.0656	0.0701	0.3007
Southern Oregon University	0.0724	0.0592	0.0439	0.0000	0.0865
Western Oregon University	0.0641	0.0682	0.0585	0.1079	-0.0762
National American University	0.0620	0.0576	0.0746	0.0525	0.0963
Lee University	0.0715	0.0114	0.0718	0.0522	0.0333
Southern Adventist University	0.0651	0.0533	0.0554	0.0401	0.0476
Texas A & M University – Baylor College of the Dentistry	0.0018	0.0109	0.0791	0.0000	0.1225
Cardinal Stritch University	0.0435	0.0417	0.0400	0.0769	0.1250
Athens State University	0.0286	0.0278	0.0271	0.1054	-0.1127
California Baptist University	0.2520	0.0000	0.0000	-0.0591	0.0515
Point Loma Nazarene University	0.0805	0.0553	0.0868	0.0541	0.0149

New Name	MT4-T5	MT3-T4	MT2-T3	MT1-T2	T0-MT1
Strayer University	0.3077	-0.0588	0.0000	0.0625	0.0588
University of St. Francis (IL)	0.0978	0.0601	0.0595	0.0651	0.0444
University of St. Francis (IN)	0.0704	0.1015	0.0702	0.0479	0.0304
Newman University	0.0447	0.0506	0.0519	0.0563	0.0000
Brescia University	0.1194	0.0400	0.0769	0.0202	0.0257
Siena Heights University	0.0476	0.0422	0.0332	0.0503	0.0500
Evangel University	0.0328	0.0441	0.0438	0.0079	0.0474
Lindenwood University	0.0473	0.0430	0.0103	0.0153	0.0000
Concordia University	0.0816	0.0304	0.0707	-0.6374	2.0734
New Jersey City University	0.0880	0.0422	0.0608	0.1427	0.0742
New School University*	0.0690	0.0639	0.0690	0.0628	0.0951
Eastern Oregon University	0.0659	0.0477	0.0901	0.0228	0.0130
Marylhurst University	0.0163	0.0401	0.0402	0.0483	0.0415
Marywood University	0.0803	0.0699	0.0327	0.0608	0.0992
Southwestern Adventist University	0.0908	0.0147	0.0342	0.0511	0.0460
Hollins University	0.0402	0.0393	0.0400	0.0350	0.0352
Vanguard University of Southern California	0.0492	0.1149	0.5022	-0.2579	0.0118
Naropa University	0.1444	-0.1478	0.0478	0.2348	0.0856
Saint Leo University	0.0328	0.0486	0.0608	0.0083	0.0358
Northwest Nazarene University	0.0949	0.0485	0.0388	0.0262	0.0417
Cornerstone University	0.0969	0.0777	0.1667	0.0610	0.0317
Capella University	no report	no report	0.0714	0.0476	0.0000
North Central University	0.0739	0.1016	0.0920	0.0361	0.0348
Rockhurst University	0.0748	0.0784	0.0500	0.0303	0.0504
Philadelphia University	0.0681	0.0389	0.0590	0.0501	0.0390
University of the Sciences in Philadelphia	0.0398	0.0494	0.0779	0.0218	0.0442
Dominican University of California	0.0353	0.0640	0.0353	0.0424	0.0451
Thomas University	0.1875	0.0526	0.2733	0.3735	0.0000
National University of Health Sciences	0.0260	0.0666	0.0000	0.0708	0.0444
Graceland University	0.0482	0.0508	0.0419	0.0446	0.0453
William Penn University	0.0082	0.0000	0.0291	0.0534	0.0709
Bellarmino University	0.0806	0.0514	0.0691	0.0905	0.0743
Sullivan University	0.0441	0.0493	0.0336	0.0390	0.0500
Davenport University	0.0588	0.0278	0.0270	0.0395	0.1620
Finlandia University	0.0000	0.0400	0.0506	0.0867	0.0372
Northwestern Health Sciences University	0.0392	0.0398	0.0523	0.0524	-0.0236
Drury University	0.0440	0.0516	0.0160	0.0296	0.0478
Park University	0.0526	0.0500	0.0408	0.0392	0.0377
Cedarville University	0.0192	0.0000	0.2349	0.0667	0.0759
University of Northwestern Ohio	-0.1416	0.0500	0.2731	0.0286	0.0366
Viterbo University	0.0704	0.0320	0.0496	0.0937	0.0448
Notre Dame de Namur University	0.0400	0.0400	0.0401	0.0477	0.0723
Southern California University of Health Science	0.1474	-0.1097	0.0300	0.0927	0.0520
Webber International University	0.1060	0.0346	0.0502	0.2132	0.0404
Brigham Young University – Idaho	0.0428	0.0359	0.0396	0.0381	0.1376
Argosy University*	-0.2610	0.3925	0.0000	0.0435	0.0500
Briar Cliff University	0.0399	0.0460	0.0342	0.0946	0.0475

New Name	MT4-T5	MT3-T4	MT2-T3	MT1-T2	T0-MT1
Concordia University	0.0349	0.0295	0.0574	0.0388	0.0970
Spring Arbor University	0.0378	0.0391	0.0545	0.0517	0.0800
Southern New Hampshire University	0.0678	0.0455	0.0169	0.1304	0.0760
Elon University	0.0820	0.0524	0.0616	0.0513	0.0741
David N. Myers University	0.0333	0.2581	0.0513	0.0683	0.0788
Union Institute and University	0.0614	0.0248	0.0565	0.0382	0.0588
Oklahoma Wesleyan University	0.0658	0.0617	0.0698	0.0000	0.1304
Arcadia University	0.0652	0.0253	0.0394	0.0563	0.0471
Philadelphia Biblical University	0.0659	0.0439	0.0410	0.0449	0.0719
Schreiner University	0.0190	0.0596	0.0477	0.0682	0.0322
Averett University	0.0549	0.0388	0.0470	0.0438	0.0564
Mountain State University	0.0714	0.0333	0.0323	0.0625	0.0588

*Represents tuition at main campus site only.

APPENDIX AY: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL TUTION CHANGES FIVE YEARS AFTER CHANGE

**APPENDIX AY: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INCREMENTAL TUTION CHANGES FIVE YEARS AFTER CHANGE**

New Name	PT1-T0	PT2-T1	PT3-T2	PT4-T3	PT5-T4
Western University of Health Sciences	0.0531	0.0508	0.0488		
Albany State University	-0.1387	-0.0250	0.0913	0.0611	0.0325
Armstrong Atlantic State University	0.0686	0.0296	1.6851	-0.5867	0.0321
Augusta State University	0.0700	0.0332	0.0462	0.0692	0.0252
Columbus State University	-0.2110	0.0407	0.0574	0.0627	0.0361
Fort Valley State University	0.0574	0.0274	0.0352	0.0514	0.0232
Georgia Southwestern State University	0.4301	-0.2411	1.5233	0.0462	0.0346
Kennesaw State University	0.0502	0.0265	0.0301	0.0429	0.0621
Savannah State University	0.0465	-0.0013	0.0584	0.0586	0.3540
Southern Polytechnic State University	0.0794	0.0260	0.0410	0.0675	0.0334
State University of West Georgia	0.0407	0.0425	0.0426	0.0000	-0.4516
Benedictine University	0.0301	0.0509	0.0873	0.0584	0.0207
Campbellsville University	0.0588	0.0556	0.0526	0.1125	0.1011
Pfeiffer University	0.0600	0.0422	0.0600	0.0494	0.0603
Trevecca Nazarene University	0.0632	0.0376	0.0503	0.0511	0.0304
Texas Lutheran University	0.0893	0.0488	0.0458	0.1052	0.0772
University of the Incarnate Word	0.0357	0.0566	0.0848	0.0486	0.0377
Wheeling Jesuit University	0.0769	0.0357	0.0345	0.0667	0.0625
WVU Institute of Technology	0.0477	0.0819	0.0320	0.0317	0.0388
Claremont Graduate University	0.0451	0.0280	0.0000	0.1047	0.0368
Fresno Pacific University	0.0138	0.0377	0.0608	0.0681	0.0872
Hope International University	0.1061	0.1091	0.0838	0.1050	0.0977
Colorado Technical University*	0.1285	0.1850	-0.0203	0.0076	-0.1834
Clayton College & State University	0.1081	0.0297	0.0418	-0.1751	0.0491
Georgia College & State University	0.0349	0.0365	0.0650	0.2858	0.0350
Life University	0.0000	0.1360	0.1737	0.0000	0.3333
North Georgia College and State University	0.0341	0.0000	0.4095	-0.1655	0.2159
Dominican University	0.0502	0.0485	0.0393	0.0594	0.0650
North Park University	0.0497	0.0493	0.0451	0.0520	0.0500
MidAmerica Nazarene University	0.0657	0.0348	0.0565	0.0517	0.0552
Concordia University, St. Paul	0.0566	0.0302	0.5270	0.0573	-0.1770
Rowan University	0.0731	0.0813	0.0866	0.0810	0.1521
Rogers State University	0.0000	0.1901	-0.0593	0.0497	0.0711
St. Gregory's University	-0.0160	0.0688	0.0409	0.1388	0.0400
Southern Oregon University	-0.0019	0.0113	0.0417	0.0267	0.0000
Western Oregon University	0.0468	0.0244	0.0201	0.0952	0.0164
National American University	-0.0331	0.0135	0.0000	0.0664	0.0197
Lee University	0.0441	0.0810	0.0638	0.1248	0.0000
Southern Adventist University	0.0593	0.0049	0.0718	0.0516	0.0525
Texas A & M University – Baylor College of the Dentistry	-0.1198	0.0233	0.0880	0.0909	0.0117
Cardinal Stritch University	0.0413	0.0480	0.0618	0.0942	0.0391
Athens State University	0.0601	0.0467	0.1377	0.1202	0.2370
California Baptist University	0.0823	0.0707	0.0870	0.1035	0.0754
Point Loma Nazarene University	0.0772	0.0524	0.0669	0.0627	0.1378

New Name	PT1-T0	PT2-T1	PT3-T2	PT4-T3	PT5-T4
Strayer University	-0.0500	0.0526	0.1025	0.0000	0.0522
University of St. Francis (IL)	0.0465	0.0949	0.0483	0.0694	0.0493
University of St. Francis (IN)	0.0492	0.0433	0.1254	0.0714	0.0651
Newman University	0.0000	0.1276	0.1017	0.0742	0.0989
Brescia University	0.0284	0.0387	0.0319	0.0454	0.0464
Siena Heights University	0.0728	0.0534	0.0484	0.0485	0.0734
Evangel University	0.1698	0.0446	0.0326	0.0000	0.1177
Lindenwood University	0.0452	0.0385	0.0370	0.0000	0.0000
Concordia University	0.0500	0.0500	0.0800	0.0800	0.1000
New Jersey City University	0.0596	0.0656	0.0905	0.0974	0.0891
New School University*	0.0185	0.0446	0.0393	0.0451	0.0498
Eastern Oregon University	0.0284	0.0000	0.0758	0.0307	0.0000
Marylhurst University	0.0590	0.0000	0.1003	0.0519	0.0397
Marywood University	0.0600	0.0553	0.0511	0.0583	0.0000
Southwestern Adventist University	0.0314	0.0384	0.0648	0.0607	0.0497
Hollins University	0.0551	0.0304	0.0301	0.0418	0.1099
Vanguard University of Southern California	0.0597	0.0687	0.0846	0.0493	0.1649
Naropa University	-0.0650	0.3060	0.0527	0.0631	-0.0512
Saint Leo University	0.0456	0.0307	0.0470	0.0150	0.0376
Northwest Nazarene University	0.0405	0.0548	0.3585	0.0525	0.0413
Cornerstone University	0.0876	0.1618	0.0536	0.0490	0.0177
Capella University	0.0000	0.2091	0.4417	0.2516	0.0500
North Central University	0.0561	0.0638	0.0826	0.0088	0.0701
Rockhurst University	0.1040	0.0725	0.0797	0.0607	0.0909
Philadelphia University	0.0490	0.1420	0.0667	0.0633	0.0490
University of the Sciences in Philadelphia	0.0987	0.0992	0.1292	0.0838	0.0806
Dominican University of California	0.0501	0.1214	0.0950	0.0901	0.0699
Thomas University	0.0000	0.0661	0.0715	0.0901	0.0786
National University of Health Sciences	0.0638	0.1739	0.0500		-0.5470
Graceland University	0.0650	0.0672	0.0647	0.0236	0.0660
William Penn University	0.0392	0.0301	0.0380	0.0292	0.0500
Bellarmino University	0.1450	0.0823	0.0980	0.0790	0.0777
Sullivan University	0.0655	0.0503	0.0426	0.0408	0.0539
Davenport University	-0.2408	0.1610	0.0056	0.0418	0.0380
Finlandia University	0.0385	0.0370	0.0913	0.0691	0.0499
Northwestern Health Sciences University	0.0349	0.0467	0.0812	0.5560	0.0436
Drury University	0.0922	0.0276	0.0574	0.0699	0.0550
Park University	0.0424	0.0698	0.0870	0.0800	0.0602
Cedarville University	0.0919	0.0849	0.0000	0.0974	0.1391
University of Northwestern Ohio	0.0000	0.0738	0.3694	0.0700	0.0142
Viterbo University	0.0444	0.0492	-0.6280	2.0056	0.0419
Notre Dame de Namur University	0.0495	0.0733	0.0415	0.0670	0.0470
Southern California University of Health Science	0.0411	0.0066	0.0432	0.0500	0.0450
Webber International University	0.1000	0.0591	0.0750	0.0814	0.1398
Brigham Young University – Idaho	0.0000	0.0298	0.0337	0.0417	0.0509
Argosy University*	-0.5306	0.3043	0.2000	0.1427	0.0500
Briar Cliff University	0.0680	0.0270	0.0376	0.0562	-0.0444

New Name	PT1-T0	PT2-T1	PT3-T2	PT4-T3	PT5-T4
Concordia University	0.1327	0.0000	0.0200	0.0300	0.0827
Spring Arbor University	0.0474	0.0652	0.0680	0.0615	0.0432
Southern New Hampshire University	0.0518	0.0514	0.0226	0.0632	0.0595
Elon University	0.0649	0.0687	0.0594	0.0794	0.0787
David N. Myers University	0.0984	0.0751	0.0484	0.0513	-0.1220
Union Institute and University	0.0451	0.4535	-0.2343	0.0985	0.0707
Oklahoma Wesleyan University	0.1423	0.0227	0.0041	0.0574	0.0620
Arcadia University	0.0680	0.0667	0.0470	0.0898	0.0672
Philadelphia Biblical University	0.0721	0.0710	0.0588	0.0745	0.0948
Schreiner University	0.0729	0.0491	0.0587	0.0209	0.0500
Averett University	0.1207	0.0476	0.0472	0.0331	0.0379
Mountain State University	0.0556	0.1053	0.0714	0.0889	0.0612

*Represents tuition at main campus site only.

**APPENDIX AZ: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001 MEAN
OF INCREMENTAL TUITION CHANGES**

**APPENDIX AZ: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
MEAN OF INCREMENTAL TUITION CHANGES**

New Name	Pre Event	Post Event
Western University of Health Sciences	0.0646	0.0509
Albany State University	0.0862	0.0042
Armstrong Atlantic State University	0.0460	0.2458
Augusta State University	0.0384	0.0488
Columbus State University	0.1103	-0.0028
Fort Valley State University	0.0943	0.0389
Georgia Southwestern State University	0.0529	0.3586
Kennesaw State University	0.0610	0.0424
Savannah State University	0.1160	0.1032
Southern Polytechnic State University	0.0435	0.0495
State University of West Georgia	0.0463	-0.0651
Benedictine University	0.0533	0.0495
Campbellsville University	-0.0119	0.0761
Pfeiffer University	0.0489	0.0544
Trevecca Nazarene University	0.0863	0.0465
Texas Lutheran University	0.0831	0.0732
University of the Incarnate Word	0.0729	0.0527
Wheeling Jesuit University	0.0879	0.0553
WVU Institute of Technology	0.0657	0.0464
Claremont Graduate University	0.0556	0.0429
Fresno Pacific University	0.0729	0.0535
Hope International University	0.0730	0.1004
Colorado Technical University*	0.0265	0.0235
Clayton College & State University	0.1082	0.0107
Georgia College & State University	0.3273	0.0914
Life University	-0.0812	0.1286
North Georgia College and State University	0.0936	0.0988
Dominican University	0.0692	0.0525
North Park University	0.0540	0.0492
MidAmerica Nazarene University	0.1029	0.0528
Concordia University, St. Paul	0.0595	0.0988
Rowan University	0.0926	0.0948
Rogers State University	0.0377	0.0503
St. Gregory's University	0.1201	0.0545
Southern Oregon University	0.0524	0.0156
Western Oregon University	0.0445	0.0406
National American University	0.0686	0.0133
Lee University	0.0481	0.0627
Southern Adventist University	0.0523	0.0480
Texas A & M University – Baylor College of the Dentistry	0.0429	0.0188
Cardinal Stritch University	0.0654	0.0569
Athens State University	0.0153	0.1203
California Baptist University	0.0489	0.0838
Point Loma Nazarene University	0.0583	0.0794

New Name	Pre Event	Post Event
Strayer University	0.0740	0.0315
University of St. Francis (IL)	0.0654	0.0617
University of St. Francis (IN)	0.0641	0.0709
Newman University	0.0407	0.0805
Brescia University	0.0564	0.0382
Siena Heights University	0.0447	0.0593
Evangel University	0.0352	0.0729
Lindenwood University	0.0232	0.0241
Concordia University	0.3237	0.0720
New Jersey City University	0.0816	0.0804
New School University*	0.0720	0.0395
Eastern Oregon University	0.0479	0.0270
Marylhurst University	0.0373	0.0502
Marywood University	0.0686	0.0450
Southwestern Adventist University	0.0473	0.0490
Hollins University	0.0379	0.0535
Vanguard University of Southern California	0.0840	0.0854
Naropa University	0.0730	0.0611
Saint Leo University	0.0373	0.0352
Northwest Nazarene University	0.0500	0.1095
Cornerstone University	0.0868	0.0739
Capella University	0.0397	0.1905
North Central University	0.1128	0.0563
Rockhurst University	0.0568	0.0815
Philadelphia University	0.0510	0.0740
University of the Sciences in Philadelphia	0.0466	0.0983
Dominican University of California	0.0444	0.0853
Thomas University	0.1774	0.0613
National University of Health Sciences	0.0416	-0.0648
Graceland University	0.0462	0.0573
William Penn University	0.0323	0.0373
Bellarmino University	0.0732	0.0964
Sullivan University	0.0432	0.0506
Davenport University	0.0630	0.0011
Finlandia University	0.0429	0.0572
Northwestern Health Sciences University	0.0320	0.1525
Drury University	0.0378	0.0604
Park University	0.0441	0.0679
Cedarville University	0.0793	0.0826
University of Northwestern Ohio	0.0494	0.1055
Viterbo University	0.0581	0.3026
Notre Dame de Namur University	0.0480	0.0556
Southern California University of Health Science	0.0425	0.0372
Webber International University	0.0889	0.0911
Brigham Young University – Idaho	0.0588	0.0312
Argosy University*	0.0450	0.0333
Briar Cliff University	0.0524	0.0289

New Name	Pre Event	Post Event
Concordia University	0.0515	0.0531
Spring Arbor University	0.0526	0.0571
Southern New Hampshire University	0.0673	0.0497
Elon University	0.0643	0.0702
David N. Myers University	0.0979	0.0303
Union Institute and University	0.0479	0.0867
Oklahoma Wesleyan University	0.0655	0.0577
Arcadia University	0.0467	0.0677
Philadelphia Biblical University	0.0535	0.0742
Schreiner University	0.0453	0.0503
Averett University	0.0482	0.0573
Mountain State University	0.0517	0.0765

*Represents tuition at main campus site only.

APPENDIX BA: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INSTITUTIONS BY INDEPENDENT VARIABLES

**APPENDIX BA: COLLEGE-TO-UNIVERSITY CHANGES 1996 – 2001
INSTITUTIONS BY INDEPENDENT VARIABLES**

New Name	Accreditation	Size	Change	Control
Western University of Health Sciences	WASC	Small	Major	Independent
Albany State University	SACS	Medium	Minor-Simple	State
Armstrong Atlantic State University	SACS	Large	Minor-Complex	State
Augusta State University	SACS	Large	Minor-Simple	State
Columbus State University	SACS	Large	Minor-Complex	State
Fort Valley State University	SACS	Medium	Minor-Simple	State
Georgia Southwestern State University	SACS	Medium	Minor-Complex	State
Kennesaw State University	SACS	Large	Minor-Simple	State
Savannah State University	SACS	Medium	Minor-Simple	State
Southern Polytechnic State University	SACS	Medium	Minor-Complex	State
State University of West Georgia	SACS	Large	Minor-Complex	State
Benedictine University	HLCNCA	Medium	Minor-Complex	Religious
Campbellsville University	SACS	Small	Minor-Simple	Religious
Pfeiffer University	SACS	Small	Minor-Simple	Religious
Trevecca Nazarene University	SACS	Small	Minor-Simple	Religious
Texas Lutheran University	SACS	Small	Minor-Simple	Religious
University of the Incarnate Word	SACS	Medium	Minor-Complex	Religious
Wheeling Jesuit University	HLCNCA	Small	Minor-Simple	Religious
WVU Institute of Technology	HLCNCA	Medium	Minor-Complex	State
Claremont Graduate University	WASC	Medium	Minor-Simple	Independent
Fresno Pacific University	WASC	Small	Minor-Simple	Religious
Hope International University	WASC	Small	Major	Independent
Colorado Technical University	HLCNCA	Small	Minor-Simple	Proprietary
Clayton College & State University	SACS	Medium	Minor-Complex	State
Georgia College & State University	SACS	Large	Minor-Complex	State
Life University	SACS	Medium	Minor-Simple	Independent
North Georgia College and State University	SACS	Medium	Minor-Complex	State
Dominican University	HLCNCA	Small	Major	Religious
North Park University	HLCNCA	Small	Minor-Complex	Religious
MidAmerica Nazarene University	HLCNCA	Small	Minor-Simple	Religious
Concordia University, St. Paul	HLCNCA	Small	Minor-Simple	Religious
Rowan University	MSCHE	Large	Minor-Complex	State
Rogers State University	HLCNCA	Medium	Minor-Complex	State
St. Gregory's University	HLCNCA	Small	Minor-Simple	Religious
Southern Oregon University	NWCCU	Medium	Minor-Complex	State
Western Oregon University	NWCCU	Medium	Minor-Complex	State
National American University	HLCNCA	Medium	Minor-Complex	Proprietary
Lee University	SACS	Medium	Minor-Simple	Religious
Southern Adventist University	SACS	Small	Minor-Complex	Religious
Texas A & M University - Baylor College of the Denistry	SACS	Small	Minor-Complex	State
Cardinal Stritch University	HLCNCA	Large	Minor-Simple	Religious
Athens State University	SACS	Medium	Minor-Simple	State
California Baptist University	WASC	Medium	Minor-Simple	Religious
Point Loma Nazarene University	WASC	Medium	Minor-Simple	Religious

New Name	Accreditation	Size	Change	Control
Strayer University	MSCHE	Large	Minor-Simple	Proprietary
University of St. Francis	HLCNCA	Medium	Minor-Simple	Religious
University of St. Francis	HLCNCA	Small	Minor-Complex	Religious
Newman University	HLCNCA	Small	Minor-Complex	Religious
Brescia University	SACS	Small	Minor-Simple	Religious
Siena Heights University	HLCNCA	Small	Minor-Simple	Religious
Evangel University	HLCNCA	Small	Minor-Simple	Religious
Lindenwood University	HLCNCA	Medium	Minor-Simple	Independent
Concordia University	HLCNCA	Small	Minor-Complex	Religious
New Jersey City University	MSCHE	Large	Minor-Complex	State
New School University	MSCHE	Large	Minor-Complex	Independent
Eastern Oregon University	NWCCU	Small	Minor-Complex	State
Marylhurst University	NWCCU	Small	Minor-Complex	Independent
Marywood University	MSCHE	Medium	Minor-Simple	Religious
Southwestern Adventist University	SACS	Small	Minor-Simple	Religious
Hollins University	SACS	Small	Minor-Simple	Independent
Vanguard University of Southern California	WASC	Small	Major	Religious
Naropa University	HLCNCA	Small	Minor-Simple	Independent
Saint Leo University	SACS	Large	Minor-Simple	Religious
Northwest Nazarene University	NWCCU	Small	Minor-Simple	Religious
Cornerstone University	HLCNCA	Small	Minor-Complex	Independent
Capella University	HLCNCA	Small	Major	Proprietary
North Central University	HLCNCA	Small	Minor-Complex	Religious
Rockhurst University	HLCNCA	Medium	Minor-Simple	Religious
Philadelphia University	MSCHE	Medium	Major	Independent
University of the Sciences in Philadelphia	MSCHE	Medium	Major	Independent
Dominican University of California	WASC	Small	Minor-Complex	Independent
Thomas University	SACS	Small	Minor-Simple	Independent
National University of Health Sciences	HLCNCA	Small	Minor-Complex	Independent
Graceland University	HLCNCA	Medium	Minor-Simple	Religious
William Penn University	HLCNCA	Small	Minor-Simple	Religious
Bellarmino University	SACS	Medium	Minor-Simple	Independent
Sullivan University	SACS	Medium	Minor-Simple	Proprietary
Davenport University	HLCNCA	Large	Minor-Complex	Independent
Finlandia University	HLCNCA	Small	Major	Religious
Northwestern Health Sciences University	HLCNCA	Small	Minor-Complex	Independent
Drury University	HLCNCA	Medium	Minor-Simple	Independent
Park University	HLCNCA	Large	Minor-Simple	Religious
Cedarville University	HLCNCA	Medium	Minor-Simple	Religious
University of Northwestern Ohio	HLCNCA	Medium	Minor-Complex	Independent
Viterbo University	HLCNCA	Small	Minor-Simple	Religious
Notre Dame de Namur University	WASC	Small	Minor-Complex	Independent
Southern California University of Health Science	WASC	Small	Major	Independent
Webber International University	SACS	Small	Minor-Complex	Independent
Brigham Young University - Idaho	NWCCU	Large	Major	Religious
Argosy University	HLCNCA	Small	Major	Proprietary
Briar Cliff University	HLCNCA	Small	Minor-Simple	Religious

New Name	Accreditation	Size	Change	Control
Concordia University	HLCNCA	Small	Minor-Simple	Religious
Spring Arbor University	HLCNCA	Medium	Minor-Simple	Religious
Southern New Hampshire University	NEASC	Medium	Major	Independent
Elon University	SACS	Large	Minor-Simple	Religious
David N. Myers University	HLCNCA	Small	Minor-Simple	Independent
Union Institute and University	HLCNCA	Small	Minor-Complex	Independent
Oklahoma Wesleyan University	HLCNCA	Small	Major	Religious
Arcadia University	MSCHE	Medium	Major	Independent
Philadelphia Biblical University	MSCHE	Small	Minor-Complex	Independent
Schreiner University	SACS	Small	Minor-Simple	Religious
Averett University	SACS	Medium	Minor-Simple	Religious
Mountain State University	HLCNCA	Medium	Major	Independent

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CURRICULUM VITAE

Education

Marshall University, Huntington, WV. EdD in educational leadership (2007).

Marshall University, Huntington, WV. EdS in leadership studies (1999).

West Virginia University, Morgantown, WV. MA in communication studies, minor in film (1992)

West Virginia Graduate College, Institute, WV. MA in humanities with a dual emphasis in media and history (1991).

Kentucky Christian College, Grayson, KY. BTh in Bible/religion with minors in language (Greek & Hebrew) and communication (1978), Cum Laude.

Kentucky Christian College, Grayson, KY. AB in Bible/religion with minors in Greek and communication (1977), Cum Laude.

Mountain State University, Beckley, WV. BS in interdisciplinary studies with a concentration in communication and broadcasting (2003).

Mountain State University, Beckley, WV. BS in interdisciplinary studies with a concentration in management of information systems (2003).

West Virginia University, Morgantown, WV. Graduate credits in educational leadership (1997-1999).

University of California at Los Angeles, Los Angeles, CA. Graduate credits in online curriculum development (1997).

Marshall University, Huntington, WV. Graduate credits in speech, broadcasting, & journalism (1978-1980).

Mississippi State University, Starkville, MS. Undergraduate credits in broadcast meteorology (1989-1990).

Professional Certifications:

Blackboard/WebCT Senior Certified Trainer
Blackboard CE/VISTA Product Specialist
WebCT Certificate in Online Course Development

Administrative Experience:

Mountain State University, 1994 – present. Positions held include:
Senior Academic Officer for Instructional Technology 2006 to present.
Associate Vice President for Instructional Technology 2004 – 2006

Assistant Vice President for Distributed Education 2003 – 2004
Assistant Vice President for Online Curriculum Development 2001 – 2003
Assistant Vice President for University Relations 2000 – 2001
Director of Media Services 1997 – 2000
Executive Assistant, Office of the President 1994 – 1997

Teaching Experience:

Mountain State University 1991 – present; adjunct instructor; distance learning instructor

Advanced web design (1998 – 2007)
Business communication and presentation (2004 – 2007)
Electronic presentations (2001 – 2007)
English composition I (2006)
English composition II (1994, 2006)
Fundamentals of computer applications (2006)
Healthcare communication (2003 – 2007)
History of the Civil War (1998)
Human potential (study skills) (1994 – 1999)
Internet essentials (1998 – 2007)
Introduction to human communication (2007)
Introduction to Dreamweaver (2003 – 2007)
Introduction to philosophy (1996 – 1998)
Introduction to public speaking (1991 – 2007)
Introduction to the Internet (1998 – 2007)
Introduction to web design (1998 – 2007)
Medical ethics (2006)
US history 1865 to the present (1993)
Web design practicum (1998 – 2007)
World religions (1998 – 2001)

West Virginia State University 1993 – 1994; adjunct instructor
Introduction to communication

Marshall University 1978 – 1980; graduate teaching assistant
Introduction to speech communication

Affiliations and Awards:

Board of Directors, Friends of West Virginia Public Broadcasting
North Central Association Assessment Academy, 2007
Omicron-Psi (National Nontraditional Student Society)
Alpha Epsilon Rho (National Honorary Broadcasting Society)
Kentucky Christian College, honor medals 1977 & 1978
Who's Who in American Colleges & Universities, 1976
Mu Alpha Theta (National High School & Junior College Math Fraternity)

Presentations:

Developing the Developers: Experiences from a WebCT Certified Trainers Community; co-presenter with Lidia D. Haughey-Runkel, Charles W. Cosmato, Cheryl Jordan, Robert I. McDole, and Heather Untalan. WebCT Impact 2006 Conference, Chicago, IL. July 12, 2006.

Quantitative and Mixed Method Research; co-presenter with Dr. Barbara L. Nicholson. Marshall University Graduate College Doctoral Student Seminar. October 13, 2007.