

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

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

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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:

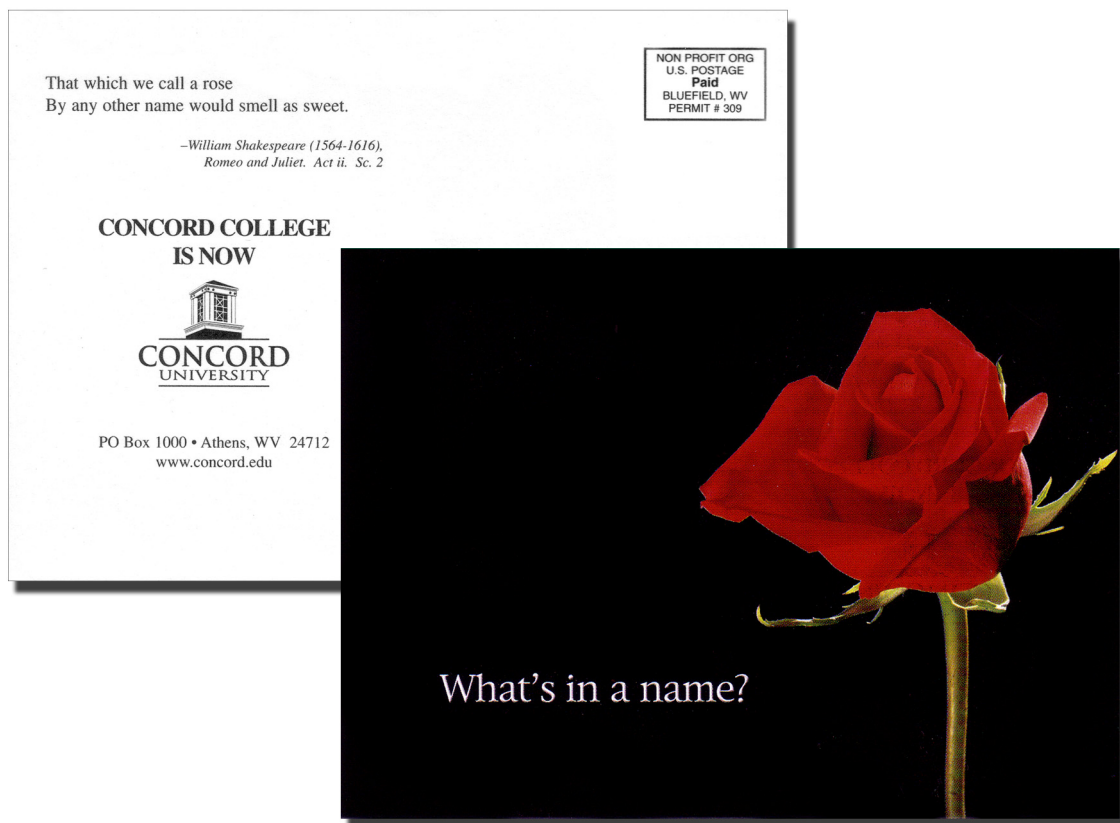
Concord College has earned university status based on the criteria established by the Higher Education Policy Commission. Campus constituencies have had the opportunity to discuss the opportunity, and several informal polls have been conducted around the campus with the majority of people indicating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

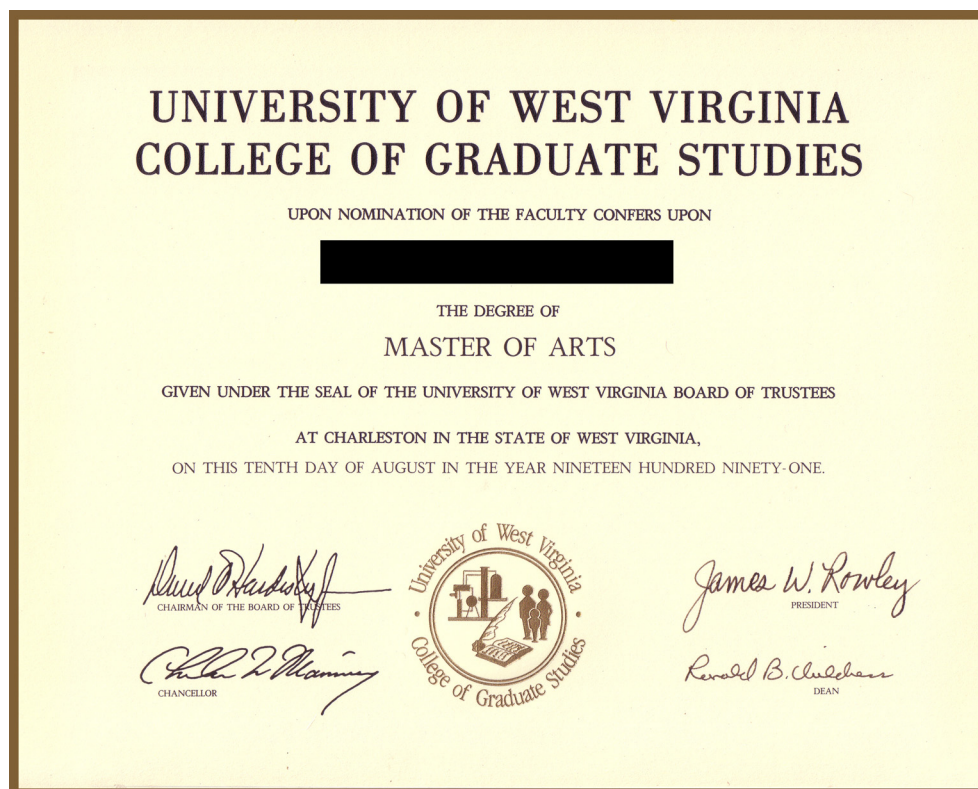
By the next meeting on August 29, 1999, corporate council, E. Layne Diehl, announced that the Secretary of State denied the institution’s request to reserve the name “The University of West Virginia.” An administrator explained: “They denied our request because they felt the name was too similar to that 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.

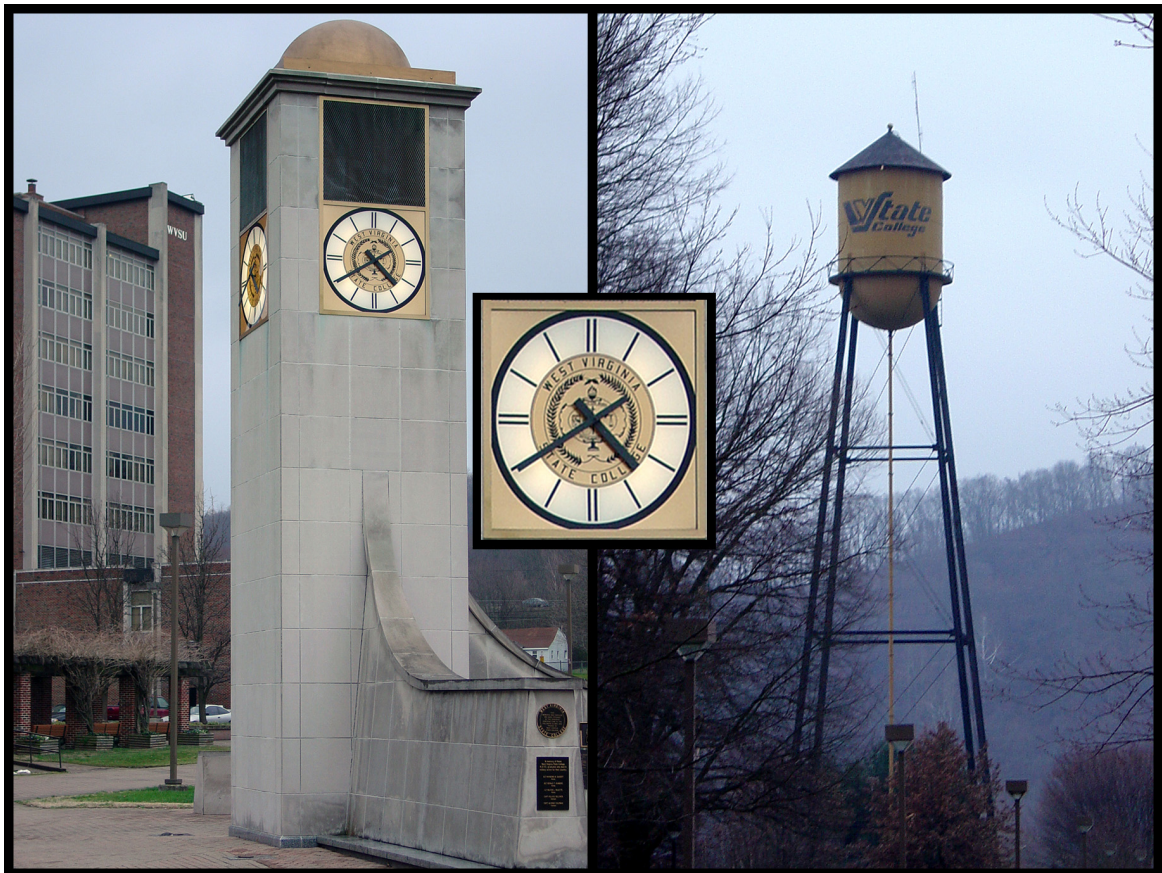
At Shepherd, both main signs on campus retained the “Shepherd College” name. One, located on North King Street, was a gift of the class of 1997 (see Chapter 2, Figure 2.16) and may prove difficult to change due to an alumni connection. The historical marker on campus dates to the 1931 name change to 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.

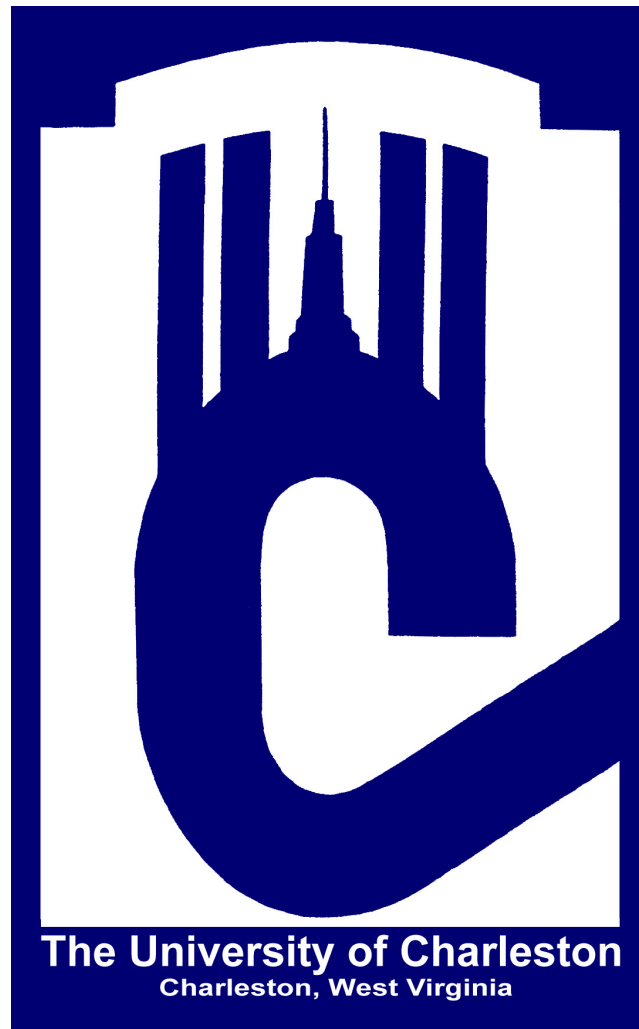
Eventually our school newspaper was dubbed as the Highlander. The name eventually evolved into the Scots: the Ohio Valley College Scots. At one point in time in our history, we went backwards in my mind when we adopted a Scotty dog as a mascot. How ferocious was that as an athletic opponent? We quickly 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 Rigglesman 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).

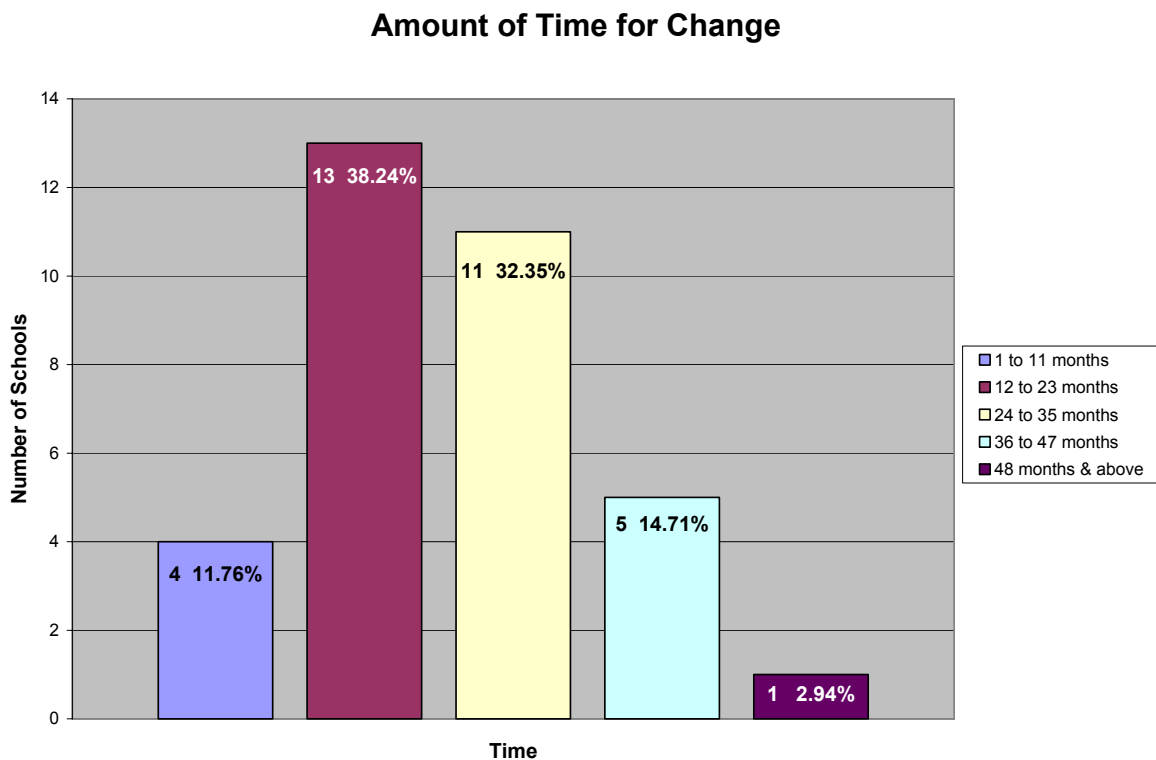
Since there appears to be a strong alumni connection to the mascot and colors, one Pennsylvania administrator advised, “You need not change your colors because you’ve changed your logo. If you do change your colors, be certain they work in all situations, (e.g., business cards, banner, etc.)” Not all 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 and 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.