



COLLEGE OF EDUCATION

**MARSHALL UNIVERSITY
COLLEGE OF EDUCATION**

FACULTY HANDBOOK

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membership change.

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INTRODUCTION

GOALS OF THE HANDBOOK

1. Outline the governance of the college
2. Define college policies and procedures
3. Describe faculty development resources

The governance, policy statements, procedures described in the Handbook are subject to change upon recommendation of the college and approval of the president or governing body of the university. Many of the sections are linked to websites containing more in-depth and current information. The integration of websites into the Handbook reflects the blending of traditional and electronic communication characteristic of the College of Education, an institution located on two campuses and several satellite campuses.

HISTORY OF THE COLLEGE OF EDUCATION

A commitment to schools and schooling has always been integral to Marshall University's history. In 1837 the residents of Guyandotte and the nearby farming country created Marshall Academy under the leadership of John Laidley to provide basic education for the area's youngsters. In 1838 the Virginia General Assembly formally incorporated Marshall Academy and in 1858 it was renamed Marshall College. Closed during the Civil War, the West Virginia Legislature renewed its mandate in 1867 by establishing the State Normal School at Marshall College to train teachers. The Teachers College was organized in 1920 and the Graduate School in 1948. The merger of Marshall University and the West Virginia Graduate College in 1997 expanded a commitment to graduate programs in education and human services.

The College of Education continues to prepare teachers and other professional educators, including counselors, principals, supervisors, superintendents, and athletic trainers and provides continuing education opportunities for educators. Its Graduate College has a unique emphasis on distance education and has pioneered technology-based delivery of university and state-wide courses and programs. The Graduate College offers masters' degrees, post-masters' programs, doctoral degrees and professional development options for educators and professionals in human services across West Virginia.

The College also provides educational services for students and the community. These include the Autism Training Center (ATC), the Child Development Academy, the June Harless Center (JHC), the Early Education STEM Center (EEC), the Learning Resources Center (LRC), and the Center for Higher Education for Learning Problems (HELP), and the Appalachian Studies Association.

MISSION OF THE COLLEGE

The mission of the College of Education is to meet the academic needs of educators and

other professional personnel in the area of human services. This mission is accomplished through curricula planning and faculty organization. The College provides education and services for a society that is open, complex, demanding, and evolving.

Adopted by College of Educaiton Faculty on February 14, 1980

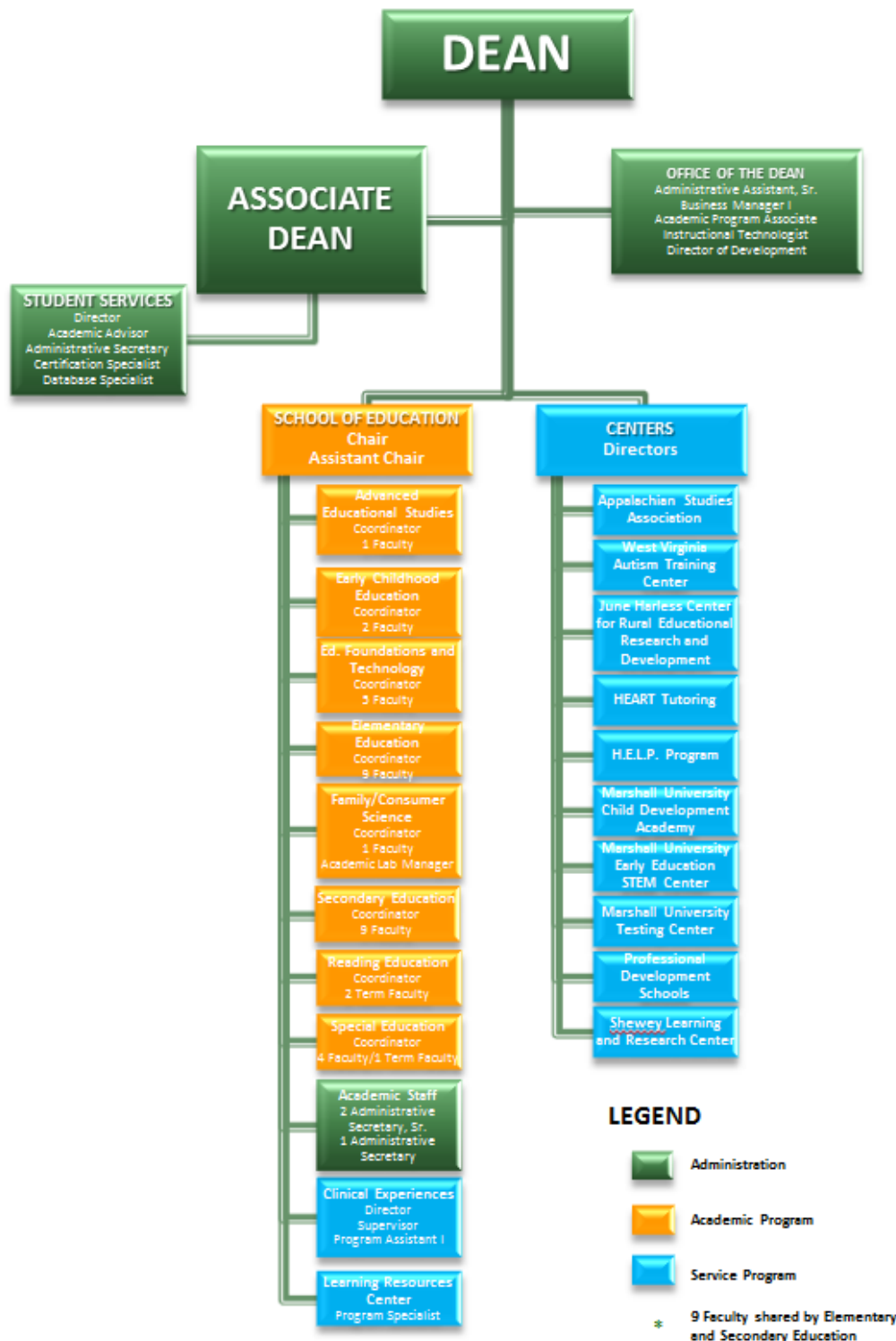
GOVERNANCE

The governance of the College of Educaiton consists of four parts: (1) the administrative structure; (2) the Executive Cabinet; (3) college committees; and (4) program advisory committees.

GOVERNANCE RATIONALE

- That authority and power in the College of Education should be shared.
- That persons who are affected by decisions should have a part in the decision-making process.
- That students' participation in the college decision-making process is best served by representatives of the student population.
- That faculty participation in the college decision-making process is best served by representatives elected by their peers.
- That student and faculty representation in the decision-making process will complement the achievement of the College of Education goals as well as contribute to the internal health of the college.

Organizational Structure of the College of Education, Fall 2011 Semester



EXECUTIVE CABINET

Membership

Dean, Associate Dean, Associate Dean for Students, Chairs of, one college-wide faculty representative elected by faculty to serve a two-year term, and one service program member.

Chair

Dean of the College of Education

Functions

- Maintain two-way communication with all elements of the college
- Offer advice to the Dean regarding concerns emanating from the Executive Cabinet
- Evaluate the functions of the Executive Cabinet and revise those functions in congruence with the evaluation data

Meeting Times

- Meet at least once a semester
- Other meetings during the academic year may be called by the Chair who will determine the importance of the issues

DESCRIPTION OF ADMINSTRATIVE FUNCTIONS

Dean

The Dean has the following responsibilities:

- Allocate resources to meet College needs
- Develop partnerships with the educational and business communities
- Display the visionary qualities of a forward thinking leader
- Facilitate college-wide strategic planning and policy development
- Facilitate curricular and program development and assessment
- Facilitate the development of a shared vision for the college by building and maintaining collaborative partnerships
- Foster a climate that encourages interdisciplinary learning, supports collegiality, and engenders intellectual inquiry
- Initiate and implement innovative College Improvement Projects
- Oversee the day-to-day operation of the COEbudget
- Participate in outreach and act as liaison to state, national, and accreditation agencies
- Promote diversity as well as multicultural and international curricula and programs
- Promote faculty and students in university and community service activities
- Promote positive working relationships with students, faculty, staff, administrators, alumni, and community members
- Promote teaching excellence at the undergraduate and graduate levels

- Promote the recruitment, retention, and professional development of faculty and staff
- Provide appropriate oversight role according to University policy with regard to COEgrants
- Provide leadership in carrying out the mission of the COEHS
- Provide leadership in fund raising and development of the College
- Represent Marshall University and COE on local and state committees and projects
- Review academic grade appeals with undergraduate students
- Secure educational funding from a variety of public and private sources
- Serve as an advocate for the professional well being of faculty, staff, and students
- Serve as an effective spokesperson for the COEHS
- Serve as ex-officio of the following: COE Advisory Board, Dean's Student Advisory Board, Personnel/Sabbatical Committee, Planning/Review Committee, Faculty Development Funds sub-committee, and Promotion and Tenure Committee
- Supervise and evaluate COE personnel that report to the Dean
- Support college-wide clerical/technical staff meetings
- Support faculty and students in scholarly and creative activities
- Sustain and promote an environment leading to academic excellence and accreditation at the undergraduate and graduate levels
- Write and oversee implementation of Dean's grants

Associate Dean

Duties of the Associate Dean are:

- Development, approval and review of all College of Education Programs
- Secure approval for new or revised undergraduate and graduate programs or changes within programs from the appropriate college/university committees and state/national agencies
- Coordinate preparation of the Board of Governors and Higher Education Policy Commission (HEPC) undergraduate and graduate program review of all College of Education (COEHS) programs
- Assist with accreditation process within the college
- Administer activities of the Bureau of Educational Field Services (BEFS) and coordinate off-campus courses and third-party fee waivers
- Assist the Admission's Office, Bursar's Office and the Registrar's Office with contract course registrations
- Serve on University Academic Standards and Curricular Review Committee and the University Curriculum Subcommittee
- Coordinate the editing of the COE sections of the undergraduate and graduate catalogs
- Assist with college grant and research activities
- Serve as member of COE Executive Cabinet
- Oversight of major project for the college or teaching three hours during the fall and spring semesters
- Serve as representative to the state organizations as appropriate
- Assist with academic advising in the absence of the Director of Academic Services
- Represent the college and the faculty on and off campus as requested

- Provide leadership in the Dean's absence
- Perform other duties as assigned by the Dean

School Chair

Under the supervision of the Dean, the School Chair has the following responsibilities:

- Serve as chief administrative and fiscal officer of the School
- Direct and coordinate activities of program coordinators
- Delegate responsibilities to program coordinators and faculty
- Confer with program coordinators on policies and operations
- Plan, arrange and conduct School faculty meetings
- Establish School committees
- Disseminate information on university regulations and requirements
- Assume responsibility for administering School programs
- Serve as advocate for the School
- Develop administrative and fiscal policies for the School
- Assign faculty responsibilities
- Prepare the School for evaluation and accreditation
- Facilitate the flow of information between the School and other units within the university and external sources

Instruction

- Promote quality and excellence in academic programs
- Supervise and approve the scheduling of classes
- Appoint faculty members to co-curricular responsibilities and recommend reassigned time to the dean

Faculty Affairs

- Keep program coordinators and faculty fully informed
- Initiate employment of faculty, staff and graduate assistants
- Recruit and recommend faculty and staff members for employment
- Evaluate program coordinators, faculty and staff
- Identify conflicts and resolve problems in the School
- Handle faculty grievances
- Address unsatisfactory faculty performance
- Initiate termination of faculty
- Recommend promotion and tenure of faculty
- Enforce faculty responsibilities and protect faculty rights including recommendations on personnel matters such as leaves of absence, sabbatical leaves, research grants, etc.
- Monitor the need for changing program specialization as it is affected by faculty positions to ensure that specialization assignments within the School do not become static but allow for dynamic planning
- Foster productive interpersonal professional relationships among faculty of the School

Student Affairs

- Initiate the recruitment and retention of students
- Ensure that appropriate student advising procedures exist and are being followed

Communication

- Communicate School needs to the dean
- Represent program coordinators, faculty and staff on Executive Cabinet
- Initiate and maintain liaison with external agencies
- Process School correspondence
- Improve and maintain the School's image and reputation

Budget and Resources

- Plan, prepare and maintain budgets
- Approve the expenditure of all funds in the School
- Initiate the preparation of proposals for grants
- Seek funds from external sources
- Prepare School reports
- Recommend faculty and staff salaries to the dean

Office Management

- Assign office space and equipment in cooperation with program coordinators
- Maintain essential School records

Professional Development

- Represent the School at meetings of professional societies
- Promote affirmative action
- Encourage faculty participation in professional meetings
- Encourage and serve as a model for research and scholarly activities
- Stimulate and monitor faculty research and service
- Encourage faculty participation in governance
- Recognize and reward faculty and staff contributions

Program Coordinator

Under the supervision of the School chair, the coordinator will be responsible for:

Governance

- Plan, arrange and conduct program area faculty meetings
- Monitor program development and maintain program records
- Encourage open communications with faculty and staff
- Process student and staff grievances
- Facilitate the flow of information between the program area and other units within the university and with external sources

Instruction

- Promote quality and excellence in academic programs
- Develop long-range program goals
- Initiate proposed courses and programs
- Recommend the scheduling of classes

Faculty Affairs

- Assist in the employment process

Student Affairs

- Recruit, advise and counsel students

External Communications

- Serve as an advocate for the program area
- Coordinate activities with outside groups and external agencies
- Present program policies and actions to students

Budget and Resources

- Recommend faculty/staff expenditures

Office Management

- Supervise secretarial/clerical staff, graduate assistants and work study students
- Organize and manage office procedures
- Initiate requests for additional physical facilities and equipment
- Initiate staff promotions

Professional Development

- Recognize faculty and staff contributions

Director of Student Services

- Provide guidance and leadership to student services for the college;
- Direct professional and support staff in the student services area;
- Develop, implement, and assess an annual college recruitment and retention plan;
- Oversee the college's student advising system and work cooperatively with faculty advisors;
- Place, monitor, and remove students from academic probation;
- Coordinate the college's participation in summer orientation and week of welcome activities;
- Approve student-athlete eligibility;
- Oversee the development of a digital student records system;
- Assist with assessment and accreditation data management and reports;
- Organize student associations and activities;
- Develop marketing materials to attract highly qualified students;
- Design programs for the COELiving/Learning Community;

- Assist with scholarship programs;
- Plan workshops for probationary students; and
- Utilize MAPWORKS to target at-risk students.

Director of Clinical Experiences

- Work cooperatively with the faculty in the School of Education to design performance assessment instrument for all clinical experiences and student teaching;
- Evaluate the qualifications of all student teacher applicants to determine eligibility for student teaching;
- Responsible for making student teacher placements, selecting student teaching sites, and making public school supervision arrangement with public school personnel/systems;
- Work cooperatively with local education agencies, school principals, supervisors, college representatives and students to resolve problems that arise in clinical placements;
- Work cooperatively with the college certification office to ensure that clinical placements are consistent with the WV Department of Education requirements;
- Assist in preparation of assessment and accreditation reports;
- Coordinate background checks for all clinical students;
- Revise and edit the student Teacher and Supervising Teacher Handbook.
- Some clinical supervision expected.

Director of Development

A development professional for the major fund raising responsibility of the College of Education under the direction of the Senior Vice President for Development, with collaboration of the COEDean. Responsible for implementing fund-raising strategies to identify, cultivate and solicit prospects for major gifts to support university-wide development priorities.

COLLEGE COMMITTEES

EDUCATIONAL PERSONNEL PREPARATION ADVISORY COMMITTEE

The West Virginia Department of Education (WVDE) in Policy 5100: Preparing Educational Personnel asks that each institution of higher education that offers an educational preparation program have an Educational Personnel Preparation Advisory Committee (EPPAC) which consists of representatives from college and university educators, public school administrators, and classroom teachers. The liaison to the institution from the WVDE will serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel within the institution. The EPPAC will meet at least once a semester and will review matters pertaining to the preparation and licensure of personnel.

ASSESSMENTS COMMITTEE

Purpose:

Because of our commitment to the continuous improvement of our programs and its assessment tools, we are proposing to create a The Assessments Committee is responsible for the redesign and redevelopment of our current "Performance Tasks" and "Clinical Evaluation Rubrics" with a commitment to the continuous improvement of our programs and its assessment tools.

Duties:

- Evaluate the existing "Performance Tasks" – determine if they are standards-based, efficient, and informative; create new and/or revise current "PT"
- Appraise the existing "Level I, II, and III Clinical Experiences Rubrics" – determine if they are standards-based, efficient, and informative; create new and/or revise current "CE" rubrics
- Assess the "Unit Plan" and "Lesson Plan" format used by the COE– decide if revisions are necessary; create new format/rubric if needed
- Inventory the "Capstone Oral Presentation" and the "Capstone Portfolio" – measure the effectiveness of the data (does it tell us what we need to know?); construct new format/rubric if needed
- Debate how our candidates show their "impact on student learning," formulate an assessment tool(s) for measurement
- Collect data and format for faculty discussion/input for feedback each academic year

Membership:

- Five members are elected at-large from the college

Term limit noted below:

Top votes (to 2014)

Second most votes (to 2013)

Third most votes (to 2013)

Fourth most votes (to 2012)

Fifth most votes (to 2012)

- Director of Clinical Experiences
- UPLCITE Member – appointed by the Dean
- Public School Representative – appointed by the Dean
- Associate Dean, ex-officio, non-voting

The Chair and the Secretary

Elected from the Faculty committee members. The Associate Dean will assist the Chair with agenda items, meeting schedules, and dissemination of approved items for appropriate action.

GRADUATE PROGRAM COMMITTEE

Duties

The Graduate Program Committee (GPC) will be responsible for all graduate courses, graduate licensure programs, certification items, and graduate program changes, etc. The GPC will have the ability to forward any issue deemed appropriate to the Undergraduate Program Committee. More information can be found at the GPC website:

<http://www.marshall.edu/coehsgradprogcomm/>

Membership

- ~~1 member from SOK (Huntington)~~
- 1 member from LS (South Charleston)
- ~~1 member from SOHDAT (Huntington)~~
- 1 member from COUN (South Charleston)
- ~~5~~ 3 members from ~~COE TE~~ (Huntington)
- 2 members from ELEM/SEC, READING, SPED (South Charleston)
- 1 member from School Psychology (South Charleston)
- Dean of the Graduate School of Education and Professional Development, ex-officio, non-voting (provides committee support)
- Associate Dean, ex-officio, non-voting (provides committee support)

(Need to Elect two members)

The Chair and the Secretary

Elected from the committee members. The Dean of the Graduate School of Education and Professional Development will assist the chair with agenda items, scheduling meetings, and receive approved items for appropriate action.

PERSONNEL COMMITTEE

Functions:

- Make personnel recommendations to the faculty that are congruent with university policy but endemic to the faculty of the College of Education such as faculty salaries and professional meeting attendance
- Process all faculty appeals
- Develop evaluation policies adaptable to:
 - All college faculty and administration
 - All students in college programs
 - All committees and councils in the college
 - Other pertinent systems operating within the college
- Coordinate faculty evaluation policies within the college
- Advise the dean on any matter relative to the faculty of the college
- Review and recommend faculty for sabbatical leaves and faculty development
- Evaluate the functions of the Personnel Committee and suggest revisions in congruence with its evaluation

Membership:

Representatives are elected for two-year staggered terms:

5 members at large will serve on the committee [Four members will need to be elected]

(One member is to complete term to 2012. Two members with the first and second most votes will have term to 2013; the next two members with the third and fourth most votes will have term to 2012.

• 2 from each of the three divisions

- Dean of the college or designee – ex officio nonvoting member

The Chair and the Secretary

Elected from the committee members.

FACULTY DEVELOPMENT PROGRAM FUNDS COMMITTEE

The Faculty Development Program Funds Committee oversees requests for faculty development funds and makes recommendations to the Dean. It is a subcommittee of the COE Personnel Committee, consisting of four regular members (one for each COEunit) and an alternate, each elected by majority vote of the Personnel Committee. No member of the subcommittee will be permitted to evaluate his/her own proposal. The alternate member of the subcommittee will function as a regular member when circumstances require a regular member to be excused from his/her duties.

PLANNING AND REVIEW COMMITTEE

Purpose

The Planning and Review Committee (PRC) is responsible for reviewing goals and plans of the College of Education and making recommendations for future actions.

Duties

- Make recommendations to the Dean to facilitate the solution of problems on emerging issues related to the growth and development of the College
- Advise the Dean on all matters that have been assigned to the PRC
- Evaluate the functions of the Planning and Review Committee and suggest revisions congruent with the evaluation data
- Periodically revise and review the COE Faculty Handbook

Membership

Representatives are elected for two-year staggered terms from each of the four units of the College.

5 members at large will serve on the committee [Three members will need to be elected]

(Two members are to complete term to 2012. Two members with the first and second most votes will have term to 2013; the next member with the third most votes will have term to 2012.

The Chair and the Secretary

Elected from the committee members. The Dean will be responsible for identifying issues for consideration by the Committee.

PROMOTION AND TENURE COMMITTEE

Purpose

The primary function of the Promotion and Tenure Committee (P&T) is to evaluate the credentials of faculty seeking promotion and/or tenure.

Membership

The College of Education Promotion and Tenure Committee

is an elected committee, whose composition adheres to the following guidelines:

- The P&T Committee will be made up of tenured full and associate professors
- Committee representatives will be elected by the COE faculty on a three-year staggered term. School chairs, program directors, and area coordinators-directors, and area coordinators are not eligible for election to the P&T College Committee

Two members are to complete term to 2012. One member is to complete term to 2013. One member with the most votes will have term to 2014; the next members with the second most votes will have term to 2013.

The Chair and the Secretary

Elected from the committee members.

UNDERGRADUATE PROGRAM CURRICULUM COMMITTEE

Purpose

The Undergraduate Program Curriculum Committee (UPCC) is responsible for reviewing curriculum activities in the programs of the College of Education (COE). The Committee also advises the COE in the area of curriculum and is responsible for program review and evaluation. Close ties are maintained with the Graduate Program Committee (GPC) of the COE so that undergraduate and graduate education may work together to meet the mission of the College and find ways to enhance and expand education for the citizens of the State of West Virginia.

Duties

- Review, approve, and transmit new programs to the next level of approval
- Make recommendations to the faculty concerning new program and course options
- Review course proposals and make recommendations concerning approval or improvement
- Evaluate the duties of the Undergraduate Program Curriculum Committee each year and update or revise those duties
- Discuss GPC decisions for information purposes

Membership

- School of Education (SOE) 5members

5 members at large will serve on the committee [Four members will need to be elected] (One member is to complete term to 2012. Two members with the first and second most votes will have term to 2013; the next two members with the third and fourth most votes will have term to 2012.

- Ex-Officio Members:
 - Associate Dean, COE
 - Chair, SOE

The Chair and the Secretary

Elected from the committee members. The Associate Dean will assist the Chair with agenda items, meeting schedules, and dissemination of approved items for appropriate action.

Meeting Times

The Undergraduate Program Curriculum Committee will meet during September, October, and November of the first semester of each academic year and during January,

February, March, and April of the second semester of each academic year. The Committee will decide a scheduled time for meetings during each semester. The meetings will be cancelled if there are no curriculum issues for discussion. The Chair and Associate Dean will determine the need for other meetings during the school year.

UNDERGRADUATE PROGRAM LIAISON COMMITTEE FOR INITIAL TEACHER EDUCATION

Purpose

The Undergraduate Program Liaison Committee for Initial Teacher Education (UPLCITE) is charged with considering aspects of secondary teacher preparation program areas for West Virginia teacher certification offered by Marshall University. The committee mission is to review the courses offered in each program and to recommend changes, based on national and state academic standards that would strengthen the program. Other duties include:

- Aid the School of Education in evaluation procedures for various accrediting bodies
- Participate in the writing of program reviews for the National Council for the Accreditation of Teacher Education (NCATE), the Marshall University Board of Governors, the Higher Education Policy Commission (HEPC), and the West Virginia Department of Education (WVDE)
- Consider other business items at the request of the Dean of the College of Education, the Associate Dean, the Chair of the School of Education, or Committee members.

Membership

19 members representing the following certification areas:

- Art
- Biology
- Latin
- Chemistry
- English
- French
- General Science
- Associate Dean, COE
- Chair of School of Education, COE
- Director of Clinical Experiences, COE
- Ex-officio: Dean, COE
- Music
- Oral Communication
- Physical Education
- Physics
- Social Studies
- Spanish

Officers

The Committee is chaired by the Associate Dean in the COE. The Associate Dean creates the meeting agendas with input from the other members of the Committee and

presides over the large group meetings and will keep the minutes of the meeting unless the UPLCITE chooses a secretary. Minutes will be circulated to all members of the Committee and to the COEListserv.

Meeting Schedule

The Undergraduate Program Liaison Committee for Initial Teacher Education will meet once each semester at the midpoint of the semester. The Associate Dean will indicate the meeting location.

TEACHER EDUCATION STANDARDS COMMITTEE

Purpose

The Teacher Education Standards Committee (TESC) considers policies and standards related to admission to teacher education, dismissal from a teacher education program, and other academic standards, procedures, and appeals as they relate to students in undergraduate education programs.

The Committee reviews the credentials of each applicant and makes appropriate recommendations to the Dean. Based upon the credentials and the recommendation of the faculty, the Committee will determine the status of the individual applicant.

Membership

- The Associate Dean is a non-voting member of the TESC (ex-officio member) and is responsible, along with the Education Credentials Specialist, for organizing all student records and presenting the information to the Committee while the student is present during an appeal.
- The TESC will consist of five members and five alternates who have direct responsibility in the Teacher Education Program. The members of the Committee will be voted in from the faculty in the College of Education. Each member will have a two-year term, and members may be voted in for more than one term.
- The Chair and Secretary of the TESC will be elected by the Committee as a whole.
- The terms for each committee member will be staggered to allow for continuity. To establish staggered terms, the present chair will serve a two-year term; two members will be voted in for two year terms; and two members of the present committee will remain for another year.
- The alternates to the TESC will serve two-year terms and be voted in by the faculty in the College of Education.

Meeting Times

The TESC will meet on the first day of classes each semester. Other meetings during the academic year may be called by the Chair who will determine the importance of the issues.

COLLEGE OF EDUCATION POLICY STATEMENTS

Attendance at Faculty Meetings

Each faculty member is strongly encouraged to attend all college general faculty meetings. In order to permit the greatest number of faculty to attend, the current class schedules shall be checked to determine the meeting time with the least amount of conflict.

Evaluation of Faculty

Student evaluations of all non-tenured and tenured faculty will be completed for each course during the fall, spring, and summer terms.

Office Hours

Office hours may vary from unit to unit, program to program, and faculty member to faculty member, depending upon role and function. Also, office hours may vary during a semester, i.e., more hours may be necessary during registration and schedule adjustment. The average number of hours per week presently is five (5). Therefore, under usual circumstances, five hours is suggested as a reasonable number for the faculty of the college. However, it is expected that members of the faculty be conscientious in keeping office hours that are posted during the semester and through exam week.

COE Voluntary Alternative Resolution Policy/Procedure

Purpose

The purpose of alternative dispute resolution (ADR) is to increase faculty, staff, and student options in addressing their COE-Related disputes and to further voluntary resolution of problems at the earliest opportunity. However, nothing in this policy shall preclude the Office of Human Resources from investigating allegations of discrimination in accordance with university policies.

Membership

The Alternative Resolution Representative (ARR) will be faculty nominated and faculty elected. It is a college wide service position that will report to the COE Personnel Committee as needed and/or as requested by the Personnel Committee. To be eligible for this position, the faculty member must be a tenured full time faculty member in the COE. The representative is elected for a 4 year term. In the third year of the current representative's term, the subsequent representative will be elected and serve as the representative elect and observe/train under the purview of the current ARR.

Funding

Funding for the ARR will be provided by the COE Dean's office. This funding will provide needed office supplies (e.g. lockable filing cabinet, paper, and other expendable general office supplies), training (e.g. on and off campus training such as seminars and workshops), and release time if necessary. Release time will be recommended by the COE Personnel Committee with final approval from the Dean's Office based on the number of mediations filed. The ARR will keep the COE Personnel Committee apprised of his/her workload to allow appropriate release time recommendations.

Responsibilities/Scope

The Human Resources Department and ARR will coordinate and support the activities of the Alternative Dispute Resolution system, including preparation and maintenance of necessary records. The Alternative Resolution Representative will be trained in mediation, problem solving, ethical practice, resolving conflicts, facilitating communication, and confidentiality of disputants.

COE Related Dispute

It is the policy of the COE that COE-related disputes be addressed in a manner that encourages the resolution of conflict and advances the opportunity for productive learning and work relationships. Through the voluntary alternative resolution system, faculty, staff, and students have access to voluntary, informal means of resolving COE-related disputes. The COE will honor the principles of academic freedom as specified in the Faculty Handbook (The Greenbook) Series 9 and Section 1.4 in the Student Handbook.

Mediation and Problem Solving

To resolve conflicts at the earliest possible stage and to address problems with the least damage to future learning and working relationships, assistance with mediation and collaborative problem-solving is available for faculty, staff, and students. Mediation is a forum in which an impartial person, the ARR, facilitates communication between parties to promote reconciliation, settlement, or understanding among them. An ARR may not impose his or her own judgment on the issues for that of the parties. All parties in a dispute must agree to mediation before arrangements will be made for a session. Problem solving generally consists of a trained individual (ARR) working with a person who requests individual assistance with a problem. The ARR may help to clarify the problem, provide needed information and referrals, and assist in identifying options and developing a plan to solve the concern.

Procedures

COE members interested in seeking mediation services may contact the Alternative Resolution Representative (ARR). The ARR will meet with the complainant(s) (faculty, staff, or student) within three working days upon receipt of complaint or grievance. The ARR will meet with the opposing party/parties (faculty, staff, or student) within 3 working days after meeting with the complainant(s) (faculty, staff, or student). The ARR will meet within seven working days after receipt of complaint with both parties and forward the finding(s) to all parties within ten working days after initial complaint or grievance to all parties involved. Both Parties will complete a resolution agreement. The

deadline dates could be extended if both parties agree to the extension.

Stipulations

Resolutions achieved through mediation or problem-solving cannot dictate the expenditure or reallocation of the university human, financial, or physical resources without proper approval. The ADR does not supersede or waive any university policy or state code.

Users of the alternative resolution processes do not forfeit their rights of access to other appropriate procedures, and vice-versa. No presumption of fault is to be drawn from a party's decision to proceed with or to forego the opportunity to engage in mediation.

Agreements

A mediated agreement is between the individuals in a dispute who participate in the mediation process and sign the mediation agreement. The ARR will seek to assist the parties in placing their agreements in writing on a mediated agreement form. Agreements are binding only upon the participating parties acting with proper authorization and not upon successors or replacements.

Record Retention (privacy and confidentiality)

The original allegation, whether mediated or not, will be documented in the ARR office. Documentation may be used as evidence in subsequent investigations and hearings related to charges of discrimination and/or sexual harassment that occur within 10 years of the date which the original allegation was made. Documentation can be used as evidence in subsequent hearings if either disputant defaults on the resolution agreement.

Adopted by the COE faculty on 05/08, 2009.

E-Voting Policy & Procedures

Purpose

The purpose of an e-voting procedure in the COE is to offer an easily accessible, valid, and secure voting system for the college and individual divisions of the COE.

Eligibility

All COE Faculty are eligible to e-vote through MYMU under the Academic Services link utilizing their Marshall ID (901- number).

COE Procedures

- Faculty Elections to the COE standing committees and ad hoc committees will occur by April 15th for the next academic year
- Faculty will be provided with the vote count and final vote tally (without identifying markers of how each individual faculty member voted) for each ballot (results) of the elections within one calendar week of the last day to vote

- All faculty will be given a list of each member on the COE standing committees and any ad hoc committees by the last day in April for the next academic year including the length of term for each member (term expiration)
- When a faculty member vacates a committee position/membership, an election will be initiated within two calendar weeks of the vacancy
- The voting window will range from five (5) to seven (7) working days
- The COE Personnel committee will verify the faculty voting list of eligible faculty. The Chair of the Personnel committee will present the list of eligible faculty to the University IT representative responsible for e-voting
- Any challenges or disputes to the voting process or outcome will be presented to the COE Personnel committee. The COE Personnel committee will investigate any disputes. The decision of the COE Personnel committee may be appealed to the Alternative Dispute Resolution Representative

Marshall University IT E-voting Procedures

- IT is notified when an e-vote is needed by the Chair of the COE Personnel committee for college wide votes or by the Chair of the School for School votes
- Eligibility for voting is given to the IT representative by utilizing Organization Codes (which document which School(s) are eligible) and by E-class Codes (which document who is eligible: e.g. full time faculty, part time faculty, etc)
- The ballot name(s) (e.g. COE Personnel Committee) and list of nominated faculty are sent to IT to create a ballot
- A minimum of 3 days is needed to develop a voting template once a list of committees being voted on and list of faculty nominated for those positions are received by IT
- ONLY ONE (1) E-voting ballot can run at one time. If another voting procedure is taking place, then the requested e-vote ballot would have to wait until the current or next scheduled e-voting ballot closes.

Adopted by the COE faculty on 05/08, 2009.

Selection of School Chairs, COEHS

The College of Education consists of academic divisions with administrative heads, presently entitled "Chairs." The purpose of this policy is to ensure a structured process for the appointment of Chairs in the College of Education, Marshall University.

University Policy affecting the development of this document:

1. School Chairs serve at the will and pleasure of the President of the university.
2. Equal Opportunity/Affirmative Action guidelines must be followed in the selection, evaluation, and appointment process.
3. The term of office will be four (4) years with no limit on the number of terms that a person might serve.
4. The School Chairperson is a "faculty" position and rules related to the replacement of faculty positions also apply to this role.

The following procedures will be implemented to select a “Nominee” for School Chair in the College of Education.

APPLICATION PROCESS

1. The search committee will consist of all full-time faculty in the School.
2. Once a Chair’s position has been vacated or the Chair’s term is ending, the Dean will appoint one of the other School Chairs as Chair of the Search Committee (the rationale for this is that a School Chair will be experienced with search committee procedures, knowledgeable about affirmative action requirements, have the time since he/she is released ½ time for administrative duties, and has the secretarial/office support to prepare memos and ballots, and arrange interviews, etc.)
3. The Search Committee Chair will arrange a Search Committee meeting consisting of all full-time faculty in the School that is selecting a member with a copy of the COE and University documents that relate to the appointment of Chairs. The Search Committee Chair will explain and discuss the application, interviewing, balloting, nominating, and appointment procedures. If a faculty position is vacant in the School – The Search Committee Chair will provide each committee member with a survey instrument that asks the questions: Do you want to have a faculty appointed internal candidate, or conduct a national search for the School Chair’s position?
 - A. If the committee determines by a simple majority (defined as more than half) vote to seek a faculty appointed candidate, then the committee notifies the Dean and the Dean will solicit the names of candidates from the full-time faculty. The Dean will then follow the voting process at the end of the nomination period.
 - B. If the committee decides by a simple majority vote to conduct a national search this will be reported to the dean. If the national search is chosen then the committee will adhere to the University Search procedures. The Dean may appoint an Interim Chair to serve until the position is filled.
 - C. The faculty vote for an internal appointment will take place in a time period not to exceed two weeks upon notice of a vacant Chair position.
 - D. The job description for the Chair appointment will be created by the Chair of the search committee in conjunction with the whole search committee and the Dean. The Chair announcement will be approved by a simple majority vote of the search committee prior to being. If a simple majority vote cannot be obtained, the Chair of the search committee will work with the interim Chair of the School in consultation with the Dean to achieve a final decision regarding the job description.
4. Nominations for the position of School Chair will be solicited by the Search Committee Chair as follows:
 - A. Completion of a Four-Year Term – Nominations will be delivered to the Search Committee Chair no later than March 1 of the final year of the

four-year term. The Search Committee Chair will arrange a meeting of the Search Committee (all full-time faculty in the School except applicants for the Chair's position) within eight working days after the close of the receipt of the nomination deadline of March 1 for the purpose of screening the nominees. Each nominee will be reviewed, and the top nominees will be interviewed. Nominees for the Chair's position will not attend Search Committee interviews except his/her own interview.

- B. Non-completion of Four-Year Term – In case an appointed School Chair is unable to complete a full term of office, the following rules apply:
1. If there is one year or less left in the incumbent's term – The Dean of the college will appoint an Interim School Chair to complete the regular term. The nominee selection process described herein would then be implemented at the end of the regular term.
 2. If there is more than one year left in the term – The Dean will appoint the Search Committee Chair who will institute the process described above to fill the remainder of the term being vacated as follows:
 - a. If the vacancy occurs before the March 1 date previously cited, the selection process above will be implemented.
 - b. If the vacancy occurs after the March 1 date and before the beginning of the fall term, the Dean may appoint an Interim Chair until the selection process can be conducted beginning October 15 with the application process and following the same rules as in (a) above. The newly appointed Chair would then take office at a time determined by the Dean. The new Chair would serve out the regular term.
 - c. Final terms of any appointment are subject to approval of Academic Affairs and the President.

VOTING PROCESS

1. At the end of the nomination period, the Search Committee Chair will prepare a ballot which lists all candidates alphabetically. The ballot will be forwarded to all School full-time faculty (Search Committee members) to vote for their choice for School Chair candidates. The completed ballots will be returned to the Search Committee Chair. The following criteria will be used to evaluate the results of the nomination process.
 - a. If one person is selected as the nominee by a simple majority (more than half) of the total faculty, the School faculty will be notified and given the opportunity to make the nomination unanimous by a vote of the faculty. Regardless of the outcome of the unanimity vote, the nominee's name will be submitted to the Dean of the College as the School nominee. The Dean may ask for an advisory recommendation from the School's staff.

- b. If no one receives a simple majority of the vote, the names of at least one-half of the nominees with the greater number of votes will be placed on a second ballot and distributed to all members of the Search Committee.
 - c. If no one receives a simple majority of the second vote, the names of at least one-half of the nominees listed on the second ballot who received the greater number of votes will be placed on a third ballot and distributed to all members of the Search Committee.
 - d. If after three such votes, no nominee can achieve a simple majority of the vote, the Search Committee Chair will meet with the School faculty to attempt to come to a decision concerning the choice of a nominee.
 - e. If after these processes (B-D) the faculty cannot select a nominee, the COEDean shall make the selection of the School Chair.
2. If the nominee of the faculty is rejected by the Dean of the college, the Dean will notify the faculty and the Search Committee Chair accompanied by the reasons for not accepting the nomination. At this point the Search Committee Chair will re-institute the voting process to nominate another candidate. This process will continue until the nominee of the faculty is accepted at all levels of the university.

Adopted by the COEfaculty on 08/22, 2008.

PROMOTION AND TENURE PROCEDURES

The process of applying for either tenure or promotion is identical. The purpose of this document is to assist one in applying for promotion or tenure. Adherence to the procedure and other suggestions provided are necessary to assure uniformity and equal treatment. Consult the most recent edition of the The Greenbook for more complete information on tenure and promotion policies and procedures at the following website.

<http://www.marshall.edu/academic-affairs/The%20Greenbook/Greenbook.htm>

- I. At the first COEfaculty meeting in the fall, the Dean or designee will discuss the process for application for promotion or tenure. The Dean or designee will also announce the time and place where the P&T orientation will occur. The Dean or designee will conduct the session(s). The minutes of the COEfaculty meeting will reflect the foregoing for those who missed the meeting.
- II. The orientation session(s) should occur no later than the first week of October, giving the applicant ample time to get his/her material together. The Dean or designee will cover the criteria considered, the kind of documents to include, the evaluation method used by the P&T committee, and the time materials are to be submitted, and the form of the portfolio.
- III. Procedures will follow those outlined in the current edition of The Greenbook, with one exception reflecting the COEadministrative structure. Each School shall elect a promotion and tenure committee to review the portfolio of candidates within the School. The committee recommendation for or against promotion and/or tenure is indicated on the application and the portfolios are forwarded to the School chair/ GSEPD Dean who will signify a recommendation on the application and forward it, together with the application and written responses, to the Dean.
- IV. A candidate may be promoted in rank without being awarded tenure. Promotion and tenure may be awarded concurrently. Tenure is only awarded to faculty who hold the rank of assistant professor and above. The tenure portfolio should represent a candidate's current accomplishments.
- V. The maximum period of probation at Marshall University shall not exceed seven years. Only work completed at Marshall University may be used unless years of experience from a regionally accredited institution have been negotiated for credit toward tenure. Any prior experience included in determining the tenure date indicated in the initial offer letter shall be evaluated using the criteria contained in this document.

- VI. One must serve at least four years in rank before advancing to the next rank. Rare exceptions can be made for those who exhibit superior worth in every category.
- VII. The following criteria will be used to determine ratings of "excellent" and "effective" as required for promotion and/or tenure consideration under university policy outlined in The Greenbook.
SEE CRITERIA pp. 42 – 47.
- VIII. All evaluations and recommendations will be given to the Dean of the College of Education. The Dean will then send a recommendation to the Provost and Senior Vice President for Academic Affairs, also informing the faculty member of such recommendations. Appeals will be in accordance with current The Greenbook.
- IX. For consistency, please use the method for presenting data described on pp. 42-47.
- X. An application and a promotion and tenure summary form must accompany all materials submitted. These can be found at the office of the Dean or the following website.
<http://www.marshall.edu/academic-affairs/facultyresources.htm>

*Adopted by College of Education, written ballot, April 3, 1991.

CRITERIA FOR PROMOTION IN THE AREA OF TEACHING AND ADVISING

Summaries of data from COE student evaluations included in any submission of a Promotion Portfolio shall reflect a maximum of five years of classes and in any submission of a Tenure Portfolio a maximum of six years of classes.

Technology/electronic teaching will be equivalent to the traditional criteria stated in the area of teaching for promotion and tenure. For example, E-Courses (100% electronic) and T-Courses (80% electronic) are equivalent to courses that are delivered live.

Professor

Excellent

- The student evaluation data for all classes show a rating of excellent by achieving strongly agree on more than half of the items and agree on most other items.
- Supported by written recommendations of three peers over at least three semesters (two divisional and one external) who have directly observed the candidate teaching.

- Demonstrate a consistent use of varied teaching and evaluation methodology. This variety should be evident in submitted course materials such as syllabi, handouts, and addressed in the teaching section of the promotion and tenure package. The use of varied methods should also be reflected in student, peer, and chair evaluations.
- Evidence of an active role in advising must be submitted. Included should be annual lists of the number and types of advisees, such as graduate/undergraduate. Advising thesis-dissertations and published or presented student research should also be included.
- Additional supporting documentation may be included. Examples of the types of documentation a candidate may use to support a tenure/ promotion request are:
 - Award for teaching
 - Methodological or techniques presentation to peer groups
 - Success of graduate students in presenting research
 - Development of teaching material packages
 - Demonstration of proficiency and participation in academic advising
 - Videotape of teaching performance to support variety of teaching methods
 - Unsolicited letters from former students that support promotion or tenure applications
 - Documentation of guest lectures for classes outside of applicant's department or primary teaching area
 - Teaching honors courses
 - Serving on significant student committees (comprehensive exams, thesis, for example)
 - Directing students who receive honors
 - Curriculum development
 - Other documentation

Effective

- The student evaluation data for all classes show a rating of above average by achieving agree or strongly agree in almost every instance
- Supported by written recommendations of three peers over at least three semesters (two divisional and one external) who have directly observed the candidate teaching.
- Demonstrate use of a variety of teaching methodological and evaluation techniques.
- Evidence of an active role in advising must be submitted.

Associate Professor

Excellent

- The student evaluation data for all classes achieve a rating of excellent by obtaining strongly agree on more than half of the items and agree on most other items.
- Supported by written recommendations of three peers over at least three semesters (two divisional and one external) who have directly observed the candidate teaching.

- Demonstrate a consistent use of varied teaching and evaluation methodology. This variety should be evident in submitted course materials such as syllabi, handouts, and addressed in the teaching section of the promotion and tenure package. The use of varied methods should also be reflected in student, peer, and chair evaluations.
- Evidence of an active role in advising must be submitted. Included should be an annual list of the number and types of advisees such as graduate/undergraduate. Advising thesis-dissertations and published or presented student research should also be included.
- Additional support documentation may be included. Examples of the types of documentation a candidate may use to support a tenure/promotion request are:
 - Award for teaching
 - Methodological or techniques presentation to peer group
 - Success of graduate student in presenting research
 - Development of teaching material packages
 - Demonstration of academic advising participation and proficiency
 - Videotape of teaching performance to support variety of teaching methods
 - Unsolicited letters from former students which support promotion or tenure applications
 - Documentation of guest lectures for classes out of applicant's department or primary teaching area
 - Teaching honors courses
 - Serving on significant student committees (comprehensive exams, thesis, for example)
 - Directing students who receive honors
 - Curriculum development
 - Other documentation

Effective

- The student evaluation data for all classes show a rating of agree or strongly agree in almost every instance.
- Supported by written recommendations of three peers over at least three semesters (two divisional and one external) who have directly observed the candidate teaching.
- Demonstrate use of a variety of teaching methodologies, and evaluation techniques.

Assistant Professor

Excellent

- The student evaluation data for all classes range in the strongly agree to agree categories on almost every item, with some indication of improvement if needed.
- Supported by written recommendation of three peers over at least three semesters (two divisional and one external) who have directly observed the candidate teaching.
- Demonstrate use of a variety of teaching and evaluation methodologies.

Effective

- The student evaluation data for all classes predominantly fall in the agree category, with some indication of improvement if needed.
- Demonstrate some use of a variety of teaching methodologies and evaluation techniques.

CRITERIA FOR PROMOTION IN THE AREA OF SCHOLARLY AND CREATIVE ACTIVITIES

Technology/electronic related scholarly activities are equivalent to the traditional criteria stated in the area of scholarly activities for promotion and tenure. An example would be acceptance of an article to an electronic journal considered as equivalent to acceptance of an article to a traditional paper journal.

Professor

Excellent

- Presentation or publication of five projects of major significance, or
- A combination of secondary and major projects equivalent to five major projects*

Effective

- Presentation or publication of four major projects, or
- A combination of projects equivalent to four major projects*

Associate Professor

Excellent

- Presentation or publication of four major projects, or
- A combination of secondary and major projects equivalent to four major projects*

Effective

- Presentation or publication of three major projects, or
- A combination of secondary and major projects equivalent to three major projects*

Assistant Professor

Excellent

- Presentation or publication of two major projects, or
- A combination of secondary and major projects equivalent to two major projects*

Effective

- Presentation or publication of one project of major significance, or
- Two projects of secondary significance

*Two secondary projects are equivalent to one major project.

Scholarly Activities Considered to be of Major Significance

- Sole, first, or co-author of a book related to discipline and having a recognizable or credible publisher (books count as triple projects)
- Author or principal investigator of a federal grant
- Served as editor of national journal
- First author or co-author of a journal article within the discipline of the applicant
The article must be refereed by an editor or editorial board and the applicant must demonstrate this in the application (refereed articles count as double projects)
- Presentation at a national, or regional academic convention or conference
- Elected to major office (such as President, VP, Secretary or Treasurer) in national professional organization related to applicant's discipline
- Project director of federal grant
- First author or co-author of published article in non-refereed national journal.
- Author or co-author of article in national magazine
- Editor and contributor to a book of readings or a book with sections written by multiple authors (does not include materials compiled for classroom use such as Kinko packages)
- Serving on an editorial board of a national journal
- Author or co-author of a chapter in a book
- Serving as referee for papers at a national conference or convention
- Other major scholarly activities may be submitted for consideration

Scholarly Activities Considered to be of a Secondary Significance

- Author of state grants
- Author of local grants; must be verified by award letter
- Presentation or invited papers at state conference or association meetings
- Written book reviews published in association newsletters, journals, bulletins, or regional newspapers
- Serves as editor of state journal
- Article in regional magazine or newspaper
- First or co-author of article in state or regional academic journal
- Other activities may be used as evidence of scholarly performance

CRITERIA FOR PROMOTION IN THE AREA OF SERVICE TO THE UNIVERSITY

Professor

Excellent

- The equivalent of:
 - Four units* of university service and
 - Four units of college service and
 - Four units of School service

Effective

- The equivalent of:
 - Two units of university service and
 - Three units of college service and
 - Four units of School service or equivalent

Associate Professor

Excellent

- The equivalent of
 - Three units of university service and
 - Four units of college service and
 - Consistent record of departmental service

Effective

- The equivalent of:
 - One unit of university service and
 - Three units of college service and
 - Consistent record of departmental service

Assistant Professor

Excellent

- The equivalent of:
 - Two units of university service and
 - Three units of college service and
 - Consistent record of departmental service

Effective

- The equivalent of
 - One unit of university service and
 - Two units of college service and
 - Consistent record of departmental service

*** Unit Defined**

- Other types of university service may be submitted but in most instances a unit should be roughly equivalent to the effort expended serving on a committee for one year. The work must be on behalf of the student body, faculty or administration, and usually is above the normal teaching load.
- Serving as the chair of a standing, ad hoc, or search committee counts as two units at the appropriate level such as university, college or school.

- Working as an advisor to student organizations or as the advisor to or member of a student affairs committee is worth one unit.
- Appointment to positions such as college or School library liaison, or area coordinator, or class section coordinator may be considered as a unit of divisional service.
- Service on committees that meet electronically is synonymous with service on committees that meet face-to-face.

CRITERIA FOR PROMOTION IN THE AREA OF SERVICE TO THE COMMUNITY

Professor

Excellent

- A major contribution to a significant community project
- A record of ongoing community service in that or different projects on an annual basis for at least four years

Effective

- Record of ongoing community service on an annual basis at least three years

Associate Professor

Excellent

- A major contribution to a significant community project
- A record of ongoing community service in that or different projects on an annual basis for at least four years

Effective

- At least three years of ongoing community service on an annual basis

Assistant Professor

Excellent

- Two years of community service

Effective

- Evidence of some community service

Examples of Community Service Activities

- Community service may be work within the community, or within the local county or state school systems; but the service must use professional expertise.

- A significant contribution would involve providing leadership to a community group such as heading a curriculum review group for a county school system, writing large grants for local education groups, or administering a youth sports league.
- Community service in the school system could include things such as serving on a school or county curriculum development committee, providing (paid or non-paid) faculty development or in-service programs, and school or student development programs.
- Facilitating or participating in electronic communities.
- Other community service may include arranging conferences or programs, consulting with or advising agencies or associations, participating in community forums (panel discussions, seminars, etc.), public speaking to community groups, and membership in community groups.

METHOD FOR PRESENTING DATA

Application for Promotion and Tenure Promotion and Tenure Summary Form

SECTION I - VITA

Name

Rank

Date of Appointment

Home Address

Phone Number

Education -- degrees with date and institution granting degree(s)

Professional Experience -- dates, places and position held

SECTION II - TEACHING EFFECTIVENESS

List the supporting data in this section in chronological order with dates. The Dean will handle anomalies on an individual basis, i.e., coaching.

SECTION III - SCHOLARLY ACTIVITY

List the supporting data in this section in chronological order with dates.

SECTION IV - UNIVERSITY SERVICE

List the supporting data in this section in chronological order with dates.

SECTION V - COMMUNITY SERVICE

List the supporting data in this section in chronological order with dates.

It is strongly recommended that you use tabs to separate the five sections and present the information as concisely as possible. To list means to briefly identify, enabling the evaluators to clearly see your accomplishments without having to search for the information. Supporting data, such as letters, front page of a brochure, etc., should be hole-punched and placed in chronological order behind the one or two page listing. Do not include books, magazines or any other bulky evidence.

WORKLOAD POLICY

Flexible Workload Policy

A flexible workload policy has been adopted by Marshall University. It will be implemented over the next three years. For the specifics of this policy and the implementation timeline, consult the Faculty Senate Homepage.

<http://www.marshall.edu/senate/>

ADDENDUM

Notwithstanding any provisions to the contrary contained in the flexible workload policy, the suggested workload levels are only guidelines and not finite rules to be adhered to by Marshall University, and that the terms and implementation of this policy will ultimately be contingent upon and subject to the availability of funds and the educational needs of the students. Final approval of any faculty workload plans or policies shall rest with the Senior Vice President for Academic Affairs or other designee of the president of the institution.

College of Education workload expectations are consistent with the Board of Trustees' (formerly Board of Regents') requirement that all full-time faculty carry a workload, divided among responsibilities for teaching, research, and public service. This policy covers all faculty requests for reassigned time other than those made for the administration of a School within the College. Determination of the reassignment of time for School chairs falls outside of the scope of this policy.

Eligibility for Reassigned Time

- All full-time faculty are eligible to apply for reassigned time to engage in activities of special importance to the College of Education.
- Activities for which reassigned time may be granted shall be consistent with COE promotion and tenure requirements.
- Typically no more than three-hours of reassigned time shall be granted to a faculty member within a given semester. Unusual circumstances may justify a chair's request that the dean approve a more extensive reassignment of a faculty member's time.

Exclusions

- Reassigned time resulting from participation in funded grant activity shall be negotiated outside of this policy. However, when a faculty member requests reassigned time under the provisions of a grant, he or she must use grant monies to pay the instructional costs for his or her replacement (usually a part-time faculty member).
- Under the terms of this policy, faculty shall not be granted released time for research activities. However, when either internal or external support for research provides funds for replacement faculty, a faculty member may request that the School chair make appropriate adjustments in workload assignment.
- Faculty may not request reassigned time for paid consulting activities.

Procedures

- Requests for time to complete assignments other than teaching and service shall be negotiated when the university faculty planning document is submitted. Faculty may request no more than six hours of reassigned time during an academic year.
- Requests for time assigned to responsibilities other than teaching shall be reviewed and ranked by a School committee acting in an advisory capacity to the School chair. The committee shall include two representatives elected by the School, one coordinator selected by the coordinators, and two representatives--one from within and one from outside the School--selected by the School chair. Criteria for judging the requests shall be developed by the School and approved by the Dean.

Accountability

- Following the completion of the activities for which reassigned time is granted, a faculty member shall submit evidence of the work completed to the School chair. The completeness and quality of this work shall be determined by the School's committee (discussed above) for recommending reassignments of time. No request for additional reassigned time shall be considered until a faculty member completes to the satisfaction of the committee the work contracted under previous negotiation(s) for reassigned time.

Administrative Considerations

- During any given academic year, reassigned time within the college for special activities (including administrative work but excluding grant work) shall be limited to 5% of credit hours generated by full time equivalent faculty, calculated on the basis of a 12 hour teaching expectation. Example: $82.50 \text{ COEFTE faculty} \times 24 \text{ hour annual teaching load} \times 5\% = 99 \text{ hours}$.
- The COE shall use 3 year averages of SCH production to make comparisons with peer institutions. This procedure will identify trends in SCH production, offsetting the effects of annual fluctuations in enrollment.

FACULTY DEVELOPMENT PROGRAMS

FACULTY DEVELOPMENT PROGRAM INSIDE THE COLLEGE OF EDUCAITON

FACULTY DEVELOPMENT PROGRAM FUNDS

The Faculty Development Program Funds Committee, a subcommittee of the Personnel Committee, reviews proposals for faculty development and makes recommendations on all proposals to the Dean of the College.

Faculty Development Program funds will be used to encourage scholarly research and publication. Consideration will also be given to requests for support for writing grant proposals for producing film, and for working on course and curriculum innovations. Support will not be granted to assist faculty members in doing research for doctoral dissertations. Neither will funds be authorized as an additional stipend for a faculty member of the type currently made available by the Marshall University Research Board.

The principal methods of support are reassigned time for one or two semesters and the costs of courses and professional travel if such activities are viewed as vital to the faculty member's unit, college, or university. A maximum of \$2000 will be awarded for each proposal funded.

All requests by faculty members shall be in writing (four copies) to the COE Dean who will forward them to the subcommittee for evaluation. Each proposal (400 words or less) should contain a brief statement of aim(s) and procedure(s), and an explanation of estimated cost of reassigned time. A brief justification of the proposal's worth in terms of professional and/or scholarly value should be included. When appropriate, the proposal should contain a brief description of its research design. Also, when appropriate, each proposal should contain a brief statement of how the normal responsibilities are to be met of the staff member who will obtain reassigned time. Guidelines for COE Faculty Development programs are available at the office of the Dean.

All proposals must be endorsed by the appropriate School chairperson prior to submission to the Dean. The Dean's approval of the subcommittee's recommendations will serve to initiate implementation of the proposals. Reports must be submitted to the Dean at the conclusion of the time periods involved. The final report should summarize the results or findings.

THE FACULTY DEVELOPMENT COMMITTEE FOR ONLINE AND MULTIMEDIA INSTRUCTION

The Faculty Development Committee for Online and Multimedia instruction encourages and supports the development of online courses and multimedia projects for the

classroom. For further information, consult the MU faculty grants web address.
<http://www.marshall.edu/muonline/faculty/grantspage/>

UNIVERSITY RESEARCH COMMITTEE

The University Research Committee endows its main function with the promotion of faculty research, publications and other creative activities. It also assists the appropriate administrations in search of funds, and advises the Dean of the Graduate School in administering available funds. As part of its main function, the committee acts as a review board for university-funded research proposals. Committee membership is consistent with that of all regular standing committees.

The following briefly reviews the three distinct faculty research funds administered by the committee:

Research Committee Funding

- The University Research Committee is responsible for recommending the disbursement of \$5,000 from the Marshall University Greatest Needs Account. Its purpose is to assist Marshall University researchers in the conduct of their scholarly activities. The amount of award is in general limited to \$250 in any academic year, to be used for ancillary research expenses (e.g., page charges, manuscript preparation, and research start-up costs).
- All full-time faculty are eligible to receive University Research Committee funding. Graduate students are also eligible if an application is made on behalf of the student by the faculty member who must direct the student's research and serve as the project sponsor.
- The form is available from the Graduate College, Old Main 113 and online.
<http://www.marshall.edu/senate/FORMS/index.htm>

Quinlan Endowment Fund for Faculty Travel

- The fund is designed to support faculty travel to attend professional meetings. The amount of the grant is limited to \$500 per year. Allocation of funding is based on the significance of the faculty member's participation. Applications are reviewed for the significance and quality of the proposal four times a year by the appropriate subcommittee. Faculty are encouraged to submit requests for funding as early in the academic year as possible.
- Form is available at: <http://www.marshall.edu/senate/FORMS/index.htm> or in the Faculty Senate Office, Old Main 105. Application dates usually fall in September, December, February and April. Exact dates are announced each year.

Summer Research Award

- The Research Committee supports full-time faculty in conducting summer research and creative endeavors by awarding Summer Research Awards on a competitive basis. The award is intended to support specific research projects enhancing the reputation of Marshall University and the professional standing of the recipient.

- The award is limited to \$2,000 per faculty member. It is considered income and withholding tax deducted from its proceeds. Each recipient is subject to provide the dean of the Graduate School a brief summary (not to exceed 400 words) of his or her research results not later than the first day of the spring semester of the next year. The award is unlikely to be granted to faculty teaching both summer sessions. Faculty who are not returning to Marshall University in the fall are not eligible to receive an award.
- An application form is available online at: <http://www.marshall.edu/senate/FORMS/index.htm> or in the Faculty Senate Office. Application deadline usually falls in April.

Graduate College Fund for Reassigned Time for Research

- The Research Committee also makes available a limited number of grants for re-assigned time during the spring semester that are administered by the MU Graduate Dean. While applications may be made for any project, priority will be given to requests arising from developments since the spring deadline in the colleges for reassigned time applications. Grants for reassigned time ---- one course for research will not normally be given to those who already have a reduced load for the purpose of research. All MU Associate and Full Graduate faculty members are eligible.
- The form is available at: <http://www.marshall.edu/senate/FORMS/index.htm> or the Graduate College, Old Main 113. Application date is usually in early October.

INCO Foundation Grants

General Information

- The Faculty Development Committee (FDC) accepts applications for INCO Foundation Grants for projects which will enhance the qualifications, expertise and experience of faculty members. Funding through these grants is awarded on a competitive basis. **Eligible** projects include such activities as tuition for professional development courses, registration and travel expenses for professional meetings, and other similar purposes. Proposals considered **ineligible** for funding include those which request equipment purchases, tuition for degree programs, and support for activities which qualify for Quinlan grants (presentations at meetings, etc.). Currently, travel to present research papers will not be funded (apply to Research Committee).

Eligibility

- All members of the Marshall University faculty are eligible for funding. Awards are limited to a maximum of \$1000 per year on a competitive basis. Recipients are reimbursed for their expenses after the activity is completed. However, preference will be given to meritorious applications from individuals who have not received more than \$2,000 in INCO grants in the previous five (5) years.

Project Dates and Deadlines

- There are three application deadlines per year for projects occurring within a calendar year of the application. Typically, these dates are in September, January, and April; however, specific application dates may be found on the INCO information page: <http://www.marshall.edu/senate/FORMS/index.htm>

Application Procedures

- Complete the Application for Individual Faculty INCO Grants (available in the Faculty Senate Office) and attach a written summary of the proposed project not to exceed 400 words. The written summary should include:
 - a description of the project
 - an itemized budget and the amount requested from the INCO funds
 - an explanation of how the project will improve the applicant's qualifications
 - an explanation of how the proposed activity might benefit the department, college or university community
 - application materials are to be returned to: Faculty Senate Office, no later than 4:30 of the deadline date.

Method of Review

- Applications are reviewed by members of the FDC with the highest endorsements given to those projects which offer the greatest faculty development opportunities. The following criteria are used by the FDC in the selection process:
 - Is the application complete and legible?
 - Is there a clear statement of purpose and level of participation?
 - How well does the request meet the purpose of the grant program?
 - Is there a clear statement of amount being requested and how these funds are to be spent?
 - How well does the request relate to furthering the individual's professional development?
 - How might the proposed activity benefit the department, college and/or the university community?

Notification

- Applicants will be notified of the Committee's action within three weeks of the deadline.

Participant Summary

- Recipients of INCO funds are required to submit a brief summary of their activities within two weeks following the completion of the project to the FDC chair. Failure to file a report will jeopardize an individual's eligibility for further funding.

Assistance with Application

- Questions concerning the application process should be directed to the FDC member from the applicant's college or the Committee chair.

FACULTY AWARDS

PICKENS-QUEEN TEACHER AWARD

The Pickens-Queen Award recognizes the importance placed on teaching in the University and provides encouragement and incentive for teaching achievement. These annual Pickens-Queen Teacher Awards are three \$1,000 stipends honoring outstanding junior faculty. All full-time, tenure-track faculty who are at the Instructor/Assistant Professor rank and who have completed six or less years of service at Marshall University are eligible for the award.

Criteria for Selection

Selection of faculty members to receive the Pickens-Queen Awards for Teaching is based on the following criteria:

1. Evaluations by students
2. A concise two-page essay describing teaching philosophy and method
3. Letters of support from five individuals of the nominee's choosing
4. Observation of the finalist to be determined by the committee

The Pickens-Queen Award Committee selects finalists for observation after the screenings of criteria 1, 2, and 3 have been completed. Students, faculty and alumni can make nominations. Nomination forms are distributed to faculty each year and information and forms can also be found on the MU Academic Affairs website.

<http://www.marshall.edu/academic-affairs/facultyresources.htm>

MARSHALL AND SHIRLEY REYNOLDS OUTSTANDING TEACHER AWARD COMMITTEE

All full-time faculty members who have completed three or more years of service at Marshall University are eligible for the Marshall and Shirley Reynolds Award.

Criteria for Selection

Selection of a faculty member to receive the Marshall and Shirley Reynolds Award for Outstanding Teaching is a two-level process. The first level of screening is based on the following criteria:

- Evaluations by students.
- Statements from the nominee (answers to questions and descriptions of methods, innovations, etc.).
- Recommendation from immediate supervisor or department committee.

A small number of finalists will be selected from the first level of screening. During the second level of screening, the committee will solicit information through observations and interviews, considering the following criteria:

- Design of innovative and effective teaching strategies.

- Evidence of effective classroom instruction.
- Development of curriculum, new courses, participation in interdisciplinary courses, honor programs, etc.
- Scholarship and research.

Academic Affairs mails nomination forms to all full-time faculty each September. The Marshall and Shirley Reynolds Award Committee's selection criteria, deadline timetable, and nomination forms are available on the MU Academic Affairs website (under "Faculty Resources").

<http://www.marshall.edu/academic-affairs/forms/reynolds.doc>

HEDRICK OUTSTANDING FACULTY AWARD

The Office of Academic Affairs administers the Dr. Charles E. Hedrick Outstanding Faculty Award. The \$5,000 award is made possible by a grant from Charles B. and Mary Jo Locke Hedrick and is named in honor of a former history professor and founder of the Graduate School. It recognizes a faculty member who:

- is a full-time member of the faculty,
- has a minimum of seven years' teaching experience at Marshall,
- has a record of outstanding classroom teaching (at the undergraduate or graduate level), scholarship, research and creative activities.

Faculty, staff or students may nominate candidates by sending a completed nomination form to the Office of Academic Affairs. Nominees who meet the criteria will be asked to submit a teaching credentials file, a research/scholarship/creative activities file, a vita, and recommendations from three colleagues. Deadline information and nomination forms are available on the MU Academic Affairs web address:

<http://www.marshall.edu/academic-affairs/forms/hedrick.doc>

FACULTY AND PROFESSIONAL RESOURCES

MU Faculty Curriculum Resources

www.marshall.edu/academic-affairs/curriculumresources

Multicultural Affairs and International Programs

<http://www.marshall.edu/mcip/mcip.html>

The Marshall University School for Multicultural Affairs and International Programs (MCAIP) promotes a campus environment that engenders the value of a pluralistic, multicultural society dedicated to diversity and social justice. More information about

programs and initiatives of MCAIP can be found on the website.

Center for Teaching Excellence (CTE)

www.marshall.edu/cte/

Travel Awards, Summer Fellowships, Teaching and Learning Workshops, A Celebration of Teaching Discussion, Sabbatical application support, Mentoring for New Faculty, Annual Teaching/Learning Conference at ACC, Classroom Observation and Feedback, and Discussion list-serve. Consult the website for additional information.

Center for Instructional Technology (CIT)

<http://www.marshall.edu/cit/>

Center for Instructional Technology

The Marshall University Center for Instructional Technology (CIT) was created to bring information technology to bear on the educational mission of the university by providing support for faculty in designing courseware, in using technology-enhanced classrooms, and in applying computer-based communication to extend classroom discussion. For additional information on the resources of CIT consult the website.

Writing Across the Curriculum (WAC)

www.marshall.edu/wac/

Marshall's WAC Program is open to any Marshall teacher who is interested in taking part. The University offers a residential, off-campus WAC training workshop every fall and interested faculty may attend free of charge. These workshops introduce teachers to the various ways WAC courses may be created according to what is appropriate and meaningful to each discipline. Workshop participants are urged to try out one, some, or many WAC teaching strategies in an experimental WAC course offered in a subsequent semester. The university WAC Committee tries to help teachers in these experimental courses by providing teaching partnerships with other WAC instructors and lunch discussion meetings to share problems and insights. For more information consult the website.

Satellite Network of West Virginia (SATNET)

www.satnet.wvnet.edu

SATNET allows instructors to originate courses for the network and receive courses from other institutions.

Central West Virginia Writing Project

www.marshall.edu/mugc/cwvwp

A site of the National Writing Project in West Virginia, the project is a collaborative venture between Marshall University Graduate College and public schools. The project sponsors the Young Writers Program as well as an invitational summer institute, staff development, and continuity programs. For more information consult the website.

Contact: Dr. Fran Simone
(304)746-1984

LEARNING CENTERS

West Virginia Prevention Resource Center

www.prevnet.org

The West Virginia Resource Center (WVPRC) provides support in the form of training and technical assistance for community building, communication and information sharing, and accountability and evaluation to individuals, agencies, and organizations that provide prevention programming and services in West Virginia. Additional information about WVPRC is available at the website.

Community Clinical Services Center

JMeinkamp@marshall.edu

The Marshall University Graduate College operates a training clinic for graduate students. The clinic provides low-cost psychological assessment, counseling, and educational services to the community.

Contact: Dr. Joyce Meikamp
(304) 766-2674

Beckley Center

LBrowning@marshall.edu

Marshall University operates a center in Beckley, serving primarily graduate students.

Contact: Ms. Lorna Browning
(304) 252-0719

School of Extended Education

www.marshall.edu/see

The School of Extended Education (SEE) serves primarily adult students and those students who are located at distances from the main campus. In addition to its main campus in Huntington, SEE operates several off-campus centers. For more information call the SEE office at (304) 696-6419 or visit the website.

June C. Harless Center for Rural Educational Research and Development

<http://www.marshall.edu/coe/jhc/>

The June Harless Center (JHC) provides training and staff development for educators and educational opportunities for rural and distant-learning students. For more information visit the website.

Contact: Dr. Stan Maynard
smaynard@marshall.edu

CRISIS INTERVENTION PROCEDURES

General Procedures, Regular University Business Hours (8:00 a.m.-5:00 p.m.)

- During regular University hours of operation all interventions should be initiated through the Counseling Services, first floor Prichard Hall, phone 696-3111. Contacts may be made by phone or in person.

- Once notified, a Counseling Services staff member will take appropriate action, including liaison with all University offices and the police.
- The University Police Department is also available to coordinate transportation to a medical facility and/or EMS intervention. The telephone number of the University Police Department is 696-4357 (696-HELP).
- The Counseling Services staff member will coordinate notification of family and other concerned parties, including the referring party, with consideration to ethical and legal privacy standards.

General Procedures, After-Hours

- All after-hours contacts due to an emergency situation are initiated through the University Police Department, at 696-4357 (696-HELP). The Police Department will take action to insure that the Counseling Services staff is notified and responsive to the situation.
- In the case of a student who is an on-campus resident, the Resident Director may notify the Police Department.
- The Counseling Services staff member will assume responsibility for notifications and action once apprised of the situation.
- All satellite campuses and learning centers should use 911 resources for all emergencies.

Specific Responses of Counseling Services Staff

- Represent the University when communicating with hospital staff, police departments, residence hall staff, or family members.
- Maintain communication, as allowed by ethical standards and rights to privacy laws, with appropriate University personnel.
- Should a situation become public knowledge, the Counseling Service staff member will coordinate the dissemination of information with the University Office of Communications.
- **In case of a potential or attempted suicide, the student's parents or other immediate family will be contacted unless there are clear and compelling reasons to prevent this action.**

THE GREENBOOK
August 2011 Edition

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