



WE ARE... **MARSHALL**™

THE GREENBOOK

FACULTY HANDBOOK

Policy/Governance/Procedure
August 2010



MARSHALL UNIVERSITY
One John Marshall Drive
Huntington, WV 25755

Published by the Office of Academic Affairs

Marshall University

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Huntington, WV 25755*

The Greenbook

FACULTY HANDBOOK

For Policy/Governance/Procedure

August 2010

Questions and requests for additional information, please contact
Barbara S. Hicks at hicksb@marshall.edu or call 304.696.5442.



Welcome to the Marshall University *Greenbook*!

If you are new to Marshall, this compendium is a very worthwhile, first-stop resource for information about the governance and operation of the University. If you are an experienced member of the Marshall community, I think you will find this resource to be a helpful reference, regardless of whether you are a faculty member, administrator, or staff member.

We strive to improve the quality and function of this document every year. If you have any suggestions for future editions of *The Greenbook*, please share them with the Office of Academic Affairs.

Thank you and best wishes for an outstanding year.

Sincerely,

Stephen J. Kopp, Ph.D.
President

FOREWORD

On behalf of the Office of Academic Affairs, welcome to Marshall University and to the 2010-11 edition of the University's primary reference guide and repository of University policies, procedures, and operational guidelines--*The Greenbook*.

The *Greenbook* provides direct online access to the [Calendars of Due Dates](#), [Marshall University Board of Governors' Policies](#), and other University procedural guidelines and operational information.

Again this year, The *Greenbook* contains an "Index of Key Terms." Each underlined term carries an embedded web or internal text link. To access information relevant to any of the key terms listed, you need only to place the computer mouse or touchpad cursor on the underlined term and "click" on the term. You will be referred to the appropriate policy or section of *The Greenbook*.

In a similar manner, access to the [Marshall University Board of Governors' Policies](#) is provided by way of embedded internet links. By clicking on the specific policy name, which is underlined to indicate an embedded link, you will be referred to the appropriate policy on the Board of Governors' website.

Please feel free to contact me with any question you may have or any assistance you may need.

Best wishes for a challenging and productive 2010-11 academic year!

Gayle L. Ormiston
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**DIVISION OF ACADEMIC AFFAIRS
CALENDAR OF DUE DATES
2010/2011**

ADMINISTRATIVE CALENDAR

ITEM	DUE TO	DUE DATE
Reynolds Teaching Award Nominations	Center for Teaching & Learning	Sept. 27, 2010
Pickens-Queen Award Nominations	Center for Teaching & Learning	Sept. 27, 2010
Listing of Courses for Fee Collections with CRN's <i>(Spring 2011)</i>	Academic Budget Office	Nov. 1, 2010 Date Subject to Change
New/Revised Student, Program & Lab Fee Requests	Academic Budget Office	Jan. 14, 2011
MU Distinguished Artists & Scholars Award Nominations <i>(Submit Electronically)</i>	Center for Teaching & Learning	Feb. 11, 2011
Distinguished Service Award Nominations	Office of the Provost & Sr. Vice President for Academic Affairs	Feb. 16, 2011
Listing of Courses for Fee Collections with CRN's <i>(Summer 2011)</i>	Academic Budget Office	Mar. 15, 2011 Date Subject to Change
Great Teachers Institute Nominations	Center for Teaching & Learning	Mar. 14, 2011
Listing of Courses for Fee Collections with CRN's <i>(Fall 2011)</i>	Academic Budget Office	May 1, 2011 Date Subject to Change
Budget Requests	Academic Budget Office	TBA
Hedrick Outstanding Faculty Award Nominations	Center for Teaching & Learning	May 2, 2011
Evaluation of Deans Form	Deans' Offices	May 2, 2011
Completed Evaluation of Deans by Faculty	Office of the Provost & Sr. Vice President for Academic Affairs	May 16, 2011
Chairperson Evaluations Notice of Completion	Office of the Provost & Sr. Vice President for Academic Affairs	May 17, 2011

**DIVISION OF ACADEMIC AFFAIRS
CALENDAR OF DUE DATES
2010/2011**

PERSONNEL CALENDAR

ITEM	DUE TO	DUE DATE
Fall 2010/11 Part-time Faculty & Graduate Assistant EPAF's	Academic Budget Office	July 30, 2010
Position Requests (AY 2011/12)	Office of the Provost & Sr. Vice President for Academic Affairs	Sept. 9, 2010
<u>New</u> Temp., Probationary & Tenured Faculty 2010 Planning Pages (Fall Hire Date)	Chairperson's Office	Sept. 15, 2010
<u>New</u> Temp., Probationary, Tenured Faculty 2011 Planning Pages (Spring Hire Date)		Feb. 2, 2011
<i>Planning Pages Required for Temporary Faculty at the Discretion of Each College</i>		
Sabbatical Leave Reports (AY 2009/10)	Office of the Provost & Sr. Vice President for Academic Affairs	Oct. 8, 2010
Sabbatical Leave Requests (AY 2011/12)	Office of the Provost & Sr. Vice President for Academic Affairs	Oct. 8, 2010
Intention to Apply for Promotion/Tenure	Office of the Provost & Sr. Vice President for Academic Affairs	Oct. 15, 2010
Spring (2010/11) Part-time Faculty & Graduate Assistant EPAF's	Academic Budget Office	October 2010 - TBA Pending EPAF Deadlines
Course Evaluations for Probationary Faculty (Fall 2010)	Office of Institutional Research	Dec. 8, 2010
<i>(Office of IR Summaries)</i>	Deans' Offices	Jan. 7, 2011
Temporary Faculty Annual Reports - Hired for Fall 2010, Academic Year or Spring 2011 Only	Office of the Provost & Sr. Vice President for Academic Affairs	May 2, 2011
<i>Include Planning Pages if Required by College</i>		
Probationary Faculty 2010 Annual Reports, Including Planning Pages 2010 & 2011	Office of the Provost & Sr. Vice President for Academic Affairs	Feb. 11, 2011
Probationary Faculty Retention/Non-Retention Recommendations	Office of the Provost & Sr. Vice President for Academic Affairs	Feb. 11, 2011
<i>(Including 2010 Annual Reports and 2010 & 2011 Planning Pages)</i>	Provost's Recommendations to President or Designee	Feb. 18, 2011
	Decisions from President or Designee	Mar. 1, 2011
2010 Annual Reports, Including Planning Pages 2010 & 2011	Deans' Office from Chairperson	Mar. 17, 2011
<i>New, Continuing & Tenured Faculty Not Applying for Promotion/Tenure</i>	Office of the Provost & Sr. Vice President for Academic Affairs	Apr. 1, 2011
Promotion & Tenure Portfolios	Office of the Provost & Sr. Vice President for Academic Affairs	Mar. 25, 2011
Promotion & Tenure Recommendations for 2011/2012	President's Office	Apr. 22, 2011
	Faculty Notified of P&T Decisions	Apr. 29, 2011
Summer School 2010/11 Faculty EPAF's	Academic Budget Office	March 2011 - TBA Pending EPAF Deadlines
Deans' Summary of All Part-Time Faculty Evaluations (Detail Concerns)	Office of the Provost & Sr. Vice President for Academic Affairs	May 26, 2011
Summer School 2010/11 Gratis Course Report	Academic Budget Office	Aug. 1, 2011

**DIVISION OF ACADEMIC AFFAIRS
CALENDAR OF DUE DATES
2010/2011**

CURRICULUM CALENDAR

ITEM	DUE TO	DUE DATE
WAC-Portfolio Rough Drafts (Fall 2010)	Center for Teaching & Learning/WAC	Sept. 13, 2010
Census Data <i>Dates pending notification from Central Office</i>	Office of Institutional Research	Sept. 15, 2010
Course Changes/Revisions for Summer 2011 <i>Requiring Curriculum Committee Approval</i>	Curriculum Committee	Sept. 17, 2010
2011 Spring Schedules (Complete Entry)	Registrar's Office	Oct. 15, 2010
Program Reviews (Undergraduate) (electronic copies) Program Reviews (Graduate & All Follow-Up Reports) (electronic copies)	Office of Assessment & Program Review	Oct. 15, 2010 Nov. 1, 2010
WAC-Portfolio Final Drafts (Fall 2010)	Center for Teaching & Learning/WAC	Oct. 18, 2010
D & F Grades for Freshmen (Mid-term Grades)	Registrar's Office	Fall 2010 - Oct. 18, 2010 Spring 2011 - Mar. 7, 2011
Graduate Catalog Revisions (Spring 2011 online version)	University Communications (Su Tams)	Nov. 1, 2010
Course Changes/Revisions for Fall 2011 <i>Requiring Curriculum Committee Approval</i>	Curriculum Committee	Nov. 5, 2010
Revision of Graduate Catalog Proofs (Spring 2011)	University Communications (Su Tams)	Nov. 30, 2010
Annual Assessment Reports (2009/2010)	Center for Teaching & Learning/Assessment	Dec. 15, 2010
Final Grades	Registrar's Office	Fall 2010 - Dec. 16, 2010 Spring 2011 - May 10, 2011
Undergraduate Catalog Revisions (Print & Online for 2011-2012) Graduate Catalog Revisions (Fall 2011 online version)	University Communications (Su Tams)	Jan. 28, 2011 Feb. 25, 2011
WAC-Portfolio Rough Drafts (Spring 2011)	Center for Teaching & Learning/WAC	Feb. 7, 2011
2011 Summer Schedules (Complete Entry) 2011 Fall Schedules (Complete Entry)	Registrar's Office	Feb. 21, 2011 Feb. 28, 2011
WAC-Portfolio Final Drafts (Spring 2011)	Center for Teaching & Learning/WAC	Mar. 7, 2011
Revision of Undergraduate Proofs	University Communications (Su Tams)	Mar. 11, 2011
Revision of Graduate Catalog Proofs (Fall 2011)	University Communications (Su Tams)	Apr. 1, 2011
Course Changes/Revisions for Spring 2012 <i>Requiring Curriculum Committee Approval</i>	Curriculum Committee	Apr. 1, 2011

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Board of Governors' Policies

<http://www.marshall.edu/president/Board/policies.html>

Academic Affairs Policies

<i>Number</i>	<i>Name</i>	<i>Effective Date</i>
MUBOG AA- 1	<u>Sabbatical Leave</u>	11/13/02
MUBOG AA- 2	<u>Faculty Development</u>	11/13/02
MUBOG AA- 3	<u>Reduced Tuition for Persons 65 and Over</u>	11/13/02
MUBOG AA- 4	<u>Measles and Rubella Immunization Policy</u>	01/22/03
MUBOG AA- 5	<u>Rule on Adjunct Faculty (4-Year Colleges)</u>	03/23/04
MUBOG AA- 6	<u>Awarding of Undergraduate and Graduate Fee Waivers - Revised</u>	06/28/06
MUBOG AA- 7	<u>Salary Increases for Tenured and Tenure Track Faculty-Amended</u>	06/17/10
MUBOG AA- 8	<u>Distribution of General Faculty Salary Inc Funds (Four-year;FY2005 only)</u>	07/01/04
MUBOG AA- 9	<u>Credit for Service in the Public Schools</u>	03/09/05
MUBOG AA-10	<u>Faculty and Administrative Productivity</u>	05/11/05
MUBOG AA-11	<u>Appropriate Use of ID Numbers</u>	03/08/06
MUBOG AA-12	<u>Academic Dishonesty</u>	03/08/06
MUBOG AA-13	<u>Class Attendance</u>	03/08/06
MUBOG AA-14	<u>Course Syllabus</u>	03/08/06
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MUBOG AA-16	<u>Freshman Midterm D & F Grades</u>	03/08/06
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MUBOG AA-21	<u>Faculty Workload</u>	03/08/06
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MUBOG AA-23	<u>Temporary Faculty Annual Reports and Years Applied Toward Tenure</u>	03/08/06
MUBOG AA-24	<u>Course Evaluations</u>	03/08/06
MUBOG AA-25	<u>Personnel Records</u>	03/08/06
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MUBOG AA-29	<u>Principal Investigator Salary Payments</u>	03/08/06
MUBOG AA-30	<u>Tutoring of Students by Faculty</u>	03/08/06
MUBOG AA-31	<u>Emeritus Status of Retired Professionals *</u>	03/08/06
MUBOG AA-32	<u>Termination of Faculty due to Program Reduction or Discontinuance*</u>	03/08/06
MUBOG AA-33	<u>Plan for Meeting Financial Exigency*</u>	03/08/06

*See HEPC Series 9

MUBOG AA-34	<u>Commencement</u>	03/08/06
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MUBOG AA-36	<u>Political Activities</u>	03/08/06
MUBOG AA-37	<u>Teaching and Administration</u>	03/08/06
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MUBOG AA-39	<u>Selection and Evaluation of Faculty Deans</u>	03/08/06
MUBOG AA-40	<u>Faculty Compensation from Grants and Contracts</u>	03/08/06
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MUBOG AA-42	<u>Employee Dependent Undergraduate Tuition Assistance Program</u>	04/30/09
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*See HEPC Series 9

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MUBOG FA - 12	<u>Identity Theft Prevention Program</u> **	04/30/09

**Policy currently under revision

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MUBOG GA- 5	<u>Organization Structure of the Board</u>	12/19/06
MUBOG GA- 6	<u>Speed, Flow, and Parking of Vehicles on Campus</u>	03/09/05
MUBOG GA- 7	<u>Intercollegiate Athletics</u>	11/09/05
MUBOG GA- 8	<u>Smoking</u>	03/08/06
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MUBOG GA-10	<u>Naming of Units and Facilities</u>	02/06/06

MUBOG GA-11	<u>Policy on Rulemaking</u>	02/06/06
MUBOG GA-12	<u>General Conflict of Interest</u>	10/12/06
MUBOG GA-13	<u>Whistleblower Policy</u>	10/12/06
MUBOG GA-14	<u>Interim Business Record Retention</u>	11/1/07
MUBOG GA-15	<u>Animals on Campus</u>	4/30/09

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MUBOG HR- 4	<u>Work Schedules and Employment Innovations</u>	07/25/05
MUBOG HR- 5	<u>Four-Part Progressive Counseling (amended)</u>	01/12/09
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MUBOG IT- 3	<u>Email Policy</u>	03/08/06
MUBOG IT- 4	<u>Program for the Disposition of Surplus Computers</u>	03/08/06
MUBOG IT- 5	<u>E-Courses</u>	04/30/09

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MUBOG SA- 3	<u>Student Code of Rights and Responsibilities</u>	06/28/06
MUBOG SA- 4	<u>President's Emergency Authority</u>	06/28/06
MUBOG SA- 5	<u>Directory Information</u>	06/28/06

Section C. 2.

University Emergency Procedures

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

INCIDENT PLANS (Appendix)

Emergency Management Plan

September 2008, Reviewed September 2009

WEATHER EMERGENCIES

(MUBOG GA-9, Revised 10/15/09)

Generally it is Marshall University's policy to maintain its normal schedule, even when conditions are inclement. However, that is not always possible.

In those instances when it is necessary to alter the schedule in response to weather conditions, every effort will be made to notify all those affected—students, faculty, staff and the general public—as expeditiously and as comprehensively as possible in the following ways:

1. Television stations in Huntington and Charleston will be notified.
2. Radio stations in Huntington and Charleston will be asked to announce the delay or closing.
3. Time permitting; newspapers in Huntington and Charleston will be notified. Often, however, decisions must be made after deadlines of newspapers.
4. The Office of Communications will communicate the specific details of the delay or closing to the Office of Public Safety at 696-HELP.
5. The Office of Communication will place the delay or closing message on the Huntington campus AUDIX system (696-6245) as well as the University response number (696-3170).

Information about closing, cancellations, or delays will ordinarily be disseminated to area radio and television stations. These outlets may, however, publish the University's notification incorrectly. Therefore, the authoritatively correct statement of the University's condition (Huntington) is stipulated to be the message on the AUDIX system (696-6245) or the message available at the University response number (696-3170).

This section applies only to the Huntington campus and all releases should make it clear that it relates only to the Huntington campus. The weather-related closings policy for the South Charleston campus and other education centers will be managed by the chief administrative officer (as designated by the University president) for the respective location, and all releases should make clear that the release

applies only to the affected location. The South Charleston phone number is 746-2500. See Section 4 for information on procedures for other locations.

Types of delays and closings:

University Closed: All classes suspended and offices closed.

Classes Cancelled: All classes suspended; offices open.

Delay Code A: Means a delay in the opening of classes BUT no delay in the opening of offices. Delays will usually be in the range of one to two hours. Employees are expected to report to work at their normal starting times unless they feel that travel is unsafe. If an employee feels that he/she cannot travel safely to work, they may charge accrued annual leave for the portion of the workday from 8:00 a.m. (or their normal start time) until their arrival at work.

Delay Code B: Means a delay in the opening of classes AND a delay in the opening of offices. Delays will usually be in the range of one to two hours. Employees do not have to report to their offices until the stated delay time. If they believe they cannot travel to work safely by the stated delay time, they may charge accrued annual leave for the work hours from the stated delay time until they can next report to work.

Class operation under delays: Under both categories of delay, students should go to the class that would begin at the stated delay time or the class that would have convened within 30 minutes of the stated delay time. A two-hour delay means that classes that begin at 10:00 a.m. begin on time. Classes that begin at 9:30 a.m. meet at 10:00 a.m. and continue for the remaining period of that class.

Exceptions with regard to employees: Certain critical and emergency employees may be required to report to work on time or earlier than normally scheduled despite the particular delay code published.

Staff and administrative personnel procedures: The university will be completely closed only rarely and in extreme situations since it is essential that public safety be maintained, that buildings and equipment be protected and that services be provided for those students housed in campus facilities. Therefore, under Classes Cancelled, above, all university staff and administrative employees will be expected to report to work, unless notified otherwise.

In the event of critical need, certain employees may be required to report to work or temporarily reside on campus to ensure human safety and preservation of university property and/or facilities.

Employees may be eligible for substitute time off (STO) if they were directed by their supervisor to be present for work during a period of inclement weather closing or other emergency closing. Eligible individuals must be in regular-status, leave-accruing employment and must have received a direct instruction from their supervisor to be present for work during such a closing. Eligible part-time employees may receive STO on a pro-rata basis according to appointed percentage time unless they actually worked longer than their appointed hours. The provision of STO for such periods of inclement weather/other emergency closing is authorized by the responsible vice president or his/her designee.

In order to provide STO to an eligible employee, the supervisor must produce a statement to be preserved in the employing department which will include (1) identification of the affected employee(s); (2) a statement that the employee(s) was/were directed by him/her to come to work or remain at work for any or all of a period of inclement weather/other emergency closing; and (3) a statement of why it was necessary to require the employee(s) to attend work. A copy of the statement(s) should be sent to Human Resource Services.

The following should be noted: (1) eligibility for STO is not determined on the basis of being a member of a work group or work unit deemed essential; (2) status as a federal Fair Labor Standards Act (FLSA) non-exempt or exempt employee does not apply because the periods of inclement weather/other emergency closing do not represent overtime; (3) no employee is eligible for STO who was present for work for some or all of the periods of inclement weather/other emergency closing on a voluntary or elective basis; (4) premium pay or premium compensatory time off for holidays worked does not apply because the inclement weather/other emergency closings are not holidays; (5) STO is not compensatory time off as used in calculations of Fair Labor Standards Act overtime for hours actually worked; (6) STO may be provided in cases where the employee was directed to report to work at a time prior to the determination of inclement weather/other emergency closing [such direction will be construed to mean a stated requirement to come to work just as if inclement weather/other emergency closing had actually been announced]; and (7) STO made available due to inclement weather or other emergency closing must be used within one year of its award.

Nothing in this process shall preclude a non-exempt employee from earning additional straight time or Fair Labor Standards Act (FLSA) overtime pay or compensatory time off for weeks which include emergency closing(s) and during which the subject employee worked more than 37.5

hours (with respect to additional straight time pay) or worked more than 40.0 hours (with respect to FLSA overtime pay or compensatory time off).

Individual employees may, in their best judgment, determine the risk of travel to be too great and elect to remain home. Those who do should contact their respective supervisors and indicate they are: (1) taking annual leave that day, or (2) taking compensatory time, in the event compensatory time is owed to them.

In the event a building, or section of a building is closed (because of heat loss, power outage, etc.) employees working in that affected area will be permitted to take their work to another area or building on campus. Or, in consultation with the supervisor, the employee may elect to take annual leave that day, or take compensatory time off.

In the event of an extreme situation (tornado, flood, ice storm, campus disturbance, etc.) and the employees' presence is not desired on campus, this information will be disseminated to the news media. A decision as to whether the missed time will be chargeable to annual leave, compensatory time, or a non-pay situation will be determined by the president and communicated through supervisors.

Supervisors must take steps to ensure offices and work stations are open to employees at all time when those employees are expected to be at work, including inclement weather situations and other disruptive situations.

Faculty:

Once operations are resumed, deans, and departmental chairs must take steps to ensure that faculty meet their scheduled classes or substitutes secured so that class schedules are met.

Decision Making:

Decisions on closings and/or delays will be made jointly by the Senior Vice President for Academic Affairs and the Senior Vice President for Finance and Administration following the consultation with other appropriate officials, including the President. Should only one of those two vice presidents be available, that person will make the decision.

Every effort will be made to reach decisions to allow time for adequate notification to the news media, and in turn those affected.

Marshall University Graduate College (South Charleston campus) and other education centers:

Because weather conditions can vary substantially, it is possible that classes will be delayed or cancelled at some locations and not at others. The chief administrative officer for each location, in consultation with local staff, will decide on class cancellations.

Marshall University Graduate College – South Charleston Campus: Since MUGC classes do not generally meet until late afternoon; an effort will be made to decide about classes by noon.

Notification of delays or cancellations at the South Charleston Campus will be announced by (a) local media, (b) MUGC telephone system, and (c) University web site. Any delay will be placed on the MUGC automated switchboard. Students may check the status of their classes by calling the MUGC telephone system (746-2500) or checking the Graduate College web site.

Point Pleasant, Beckley, Teays Valley and Other Educational Centers: Procedures for delayed openings and class cancellations are similar to those for the MUGC. At Point Pleasant, Beckley, and Teays Valley local media will provide information regarding cancellations. In addition, each site has a weather hot line: (a) Point Pleasant, 674-7239; (b) Beckley, 252-0719; (c) Teays Valley, 757-7223.

Remote Locations and Other Education Centers: Because the Marshall University Graduate College may have several classes meeting on an irregular schedule in a geographically dispersed area throughout the semester, decisions about whether to meet during inclement weather will be made by the instructor. Those decisions will be transmitted to students by email or other methods as agreed by students and the instructor.

Types of Delays and Closings for the South Charleston campus:

MUGC Closed: All classes cancelled and offices closed.

MUGC Classes Cancelled: All classes cancelled. Details provided by site.

MUGC Delay: A delay in the beginning of non-class activities, e.g. a two-hour delay would mean the normal work day would begin at 10:00 a.m. rather than 8:00 a.m.

TOXIC CHEMICAL SPILL OR RELEASE

Whenever a toxic solid, liquid or vapor is unintentionally released on University property every effort will be made to protect students, employees, visitors, and members of units and agencies responding to the incident.

Level 1 Chemical Release

- Each department that works with chemicals will employ its own containment/spill procedures in the event of unintentional release of less than 1 liter of a chemical that is not considered to be extremely toxic.

- At the onset of a release, the affected department must notify the Marshall University Police Department and the Health and Safety Department of the type and approximate amount of chemical released.
- The Health and Safety Department will provide additional support if necessary.

Level 2 Chemical Release

- If a release cannot be abated with on-site procedures, the Marshall University Police Department or the Health and Safety Department will assist in determination of the need to begin evacuation and request off-campus emergency response based on toxicity and quantity.

Level 3 Chemical Release

- If a chemical release is extremely toxic and/or too large to be handled locally, the affected department will notify the Marshall University Police Department (696-4357) and/or the Huntington Fire Department (911) and supply the following information:
 1. Nature of emergency and exact location.
 2. Name and position with the University.
- Activate the fire alarm to evacuate the building. Occupants should remain at a safe distance, up wind, until the authority having jurisdiction declared the building safe to re-enter. The Health and Safety Department shall notify off-campus response units if needed.
- A level 3 emergency will be declared by the President or his/her designee.

FIRE AND/OR SMOKE

All fire and/or smoke conditions must be reported to the Marshall University Police Department (696-4357) or to the Huntington Fire Department (911) immediately. The person making the report must provide the following information.

1. Nature of fire or smoke and exact location.
2. Name and position with the University.
3. Activate the building fire alarm. (M.U. personnel will insure complete evacuation.)

The following procedures should be followed once the alarm has been activated:

1. Everyone must evacuate the building in a neat and orderly fashion.

2. Elevators are not to be used to evacuate the building. Persons should use the nearest clear exit or stairwell.
3. Handicapped persons are to be assisted along the exit route to the nearest exit that is not blocked by fire or smoke.
4. Persons confined to wheelchairs above or below the ground floor shall be assisted to the nearest stairwell and wait for evacuation by the City Fire Department. If an immediate threat to life exists, then these individuals will be evacuated by whatever means necessary.
5. Persons are to move a safe distance away from the building.
6. Reentry to the building is strictly prohibited until advised it is safe to do so by the Fire Department or the Marshall University Police Department.
7. PERSONS ARE ADVISED NOT TO ASSUME THAT AN ALARM IS FALSE. The fire alarm system will be used to evacuate a building for any type of emergency.

The Office of Public Safety will:

- Respond to alarm site.
- Assist the fire department in any means required.
- Notify the Department of Health and Safety of the nature and extent of the incident.

The Department of Health and Safety will:

- Immediately respond to the site, and assist both Marshall University Police Department and the fire department in securing the site.
- Gather information regarding the number and extent of any injuries, extent of property damage, and the probable cause of the incident. This information will be passed on to the Assistant Vice President for Administration and/or the President, and referred to Human Resources according to Policy and Procedures 3.275.

LOSS OF BUILDING UTILITIES

- The loss or disruption of electricity, telephone, potable water, natural gas, sanitary disposal, or other building utilities may severely limit or curtail classroom, research or staff activities.

- Staff activities will be determined by the appropriate supervisor or departmental chair.
- PHYSICAL PLANT
 - a. Upon notification, Physical Plant personnel shall respond to any loss of utilities during normal hours of operations.
 - b. Physical Plant personnel will determine if Public Safety needs to respond for crowd or traffic control.
 - c. Physical Plant personnel will restore utilities as soon as possible which may require a response from utility companies.
- DEPARTMENT OF PUBLIC SAFETY
 - a. Will receive notification of utility outage at any time other than normal working hours.
 - b. Will notify Physical Plant maintenance personnel who are "on-call."
 - c. Will respond to the scene if requested by Physical Plant.

BOMB THREAT OR EXPLOSIVE DEVICE

1. Because of the seriousness of the situation and the possibility of physical injury to the parties concerned, initial precautions must be taken in the case of a bomb threat or the presence of explosive devices. If anyone suspects an object to be a bomb or explosive device: **DO NOT TOUCH THE OBJECT...** Immediately report the location and the situation to Public Safety at 696-4357.

2. All bomb threats and suspected explosive devices must be reported to the Department of Public Safety (extension 64357), as per General Order 14.2, (a copy of which should be made available through the office of each dean or department chair).

Caller must provide:

- a. Description of the object and exact location.
- b. Title and department of the person supplying the information and other pertinent facts as requested.
- c. Radio communications or cell phones **WILL NOT** be used in the vicinity of suspected bombs or explosive devices. It is essential that the object **NOT BE MOVED OR TOUCHED**. It is critical that deans and directors make all their staff members aware of bomb and explosive device threat procedures.

3. DEPARTMENT OF PUBLIC SAFETY

- a. Upon notification of suspected bomb or explosive device, Public Safety will dispatch a sufficient number of officers and supervisors to the scene in accordance with the Department of Public Safety procedures.
- b. Upon arrival at the scene, a command post may be established depending on the seriousness of the circumstances at hand.
- d. Staff and students will not handle any object suspected of being a bomb or explosive device. Off-campus emergency response groups may be contacted depending on the nature of the event.

4. BUILDING EVACUATION

- a. The Department of Public Safety, upon receipt of information concerning a possible major interruption of Marshall University operations, will immediately notify the appropriate University offices.
- b. The Department of Public Safety, after analyzing the situation, may establish an on-site command post.
- c. Formal order to evacuate will be given by one of the following:
 - 1. Department of Public Safety
 - 2. University Health and Safety Department
 - 3. Physical Plant
 - 4. Huntington Fire Department.
- e. Faculty and/or staff will direct immediate evacuation IF DANGER IS IMMINENT.

SUSPICIOUS MAIL

- 1. If you receive a suspicious letter or package:
- 2.
 - a. Handle with care; do not shake or bump the item.
 - b. Do not open, smell, touch, or taste.
 - c. Isolate the item immediately.
 - d. Treat the item as suspect. Call the Department of Public Safety (696-4357).
- 3. If a letter or package is open and/or a threat is identified:
 - a. For a Bomb
 - Evacuate the building immediately.

- Call the Department of Public Safety or the Fire Department.

b. For Radiological Agents

- Limit your exposure.
- Evacuate the area.
- Call the Department of Public Safety.

4. For Biological or Chemical Agents

- a. Isolate the item.
- b. Evacuate the area.
- c. Wash your hands with soap and water.
- d. Call the Department of Public Safety.

COMMUNICABLE DISEASES

Student Health Services, as an agent for Marshall University, monitors communicable disease cases that may affect the well-being of students' faculty and staff. In the event of a communicable disease event, SHS consults with and receives guidance from Cabell Huntington Health Department, Wayne County Health Department, WV Bureau for Public Health state health as well as the CDC (Center for Disease Control). The consulting agency is determined by the disease presented, the number of cases, and the guidelines and recommendations established by state and federal laws. Disease events are co-managed by the SHS and the consulting agency to ensure the safety of individual and the campus community. As an agent of Marshall University, SHS informs the university administration, faculty, staff and students, as needed to provide education to limit the impact of a communicable disease event. SHS works with the offices of public relations, the president and student affairs to create methods of communications such as the use of e-mail, faculty announcements, awareness statements for coaches and other administrative staff, articles for student newspapers and residence hall awareness campaign as recommended by Cabell Huntington Health Department, Wayne County Health Department, WV Bureau for Public Health or CDC.

Communicable diseases are defined as those diseases that can be transmitted from one person to another such as pandemic flu, tuberculosis, meningitis, chicken pox, SARS, hepatitis and others. Individuals contracting communicable disease should report the case to student health services immediately by calling 691-1176.

Approved: 9/2008
 Revised: 9/2009

Section C. 3.

University Guidelines and Procedures

Academic Calendar Process

SR-98-99-(5) 64 (BAPC)

The calendar committee will work in a biannual cycle. A calendar will be proposed for two academic years to match the publication of the university graduate and undergraduate catalogs. The academic calendar will be considered in the Fall semester for the academic year prior to the two year cycle in the calendar (Example, the 99/00-00/01 calendar will be drafted in the Fall semester of 1998).

The calendar committee will become a permanent sub-committee of the Budget & Academic Policy Committee (BAPC) of the Faculty Senate.

Representation on the committee will consist of two faculty members from BAPC, one faculty member from the Graduate School (South Charleston Campus), three representatives from Student Government and the Associate Vice President for Academic Affairs. Ex-officio representation will come from Staff Council, the Registrar's Office and Resident Services. The sub-committee members shall elect a chair from the voting members of the sub-committee.

The Provost and Senior Vice President, in consultation with the Dean's Council, will provide, for consideration to the calendar sub-committee, a working draft of a two-year academic calendar. A draft of the proposed two-year calendar will be sent to the sub-committee by September 15th, or the closest working day to September 15th.

Once the sub-committee has discussed and approved a calendar, its recommendation will move forward through Faculty Senate and the Student Government Association (SGA). Those committee recommendations will be sent to the president by no later than December 18th, or the working day closest to December 18th.

Once each recommendation has arrived in the president's office, the president will make the final decision on the calendar.

Accreditation

SR-92-93-(117) 263 (APC)

Marshall University is accredited by the Higher Learning Commission of the North Central Association, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504 (800) 621-7440; (312) 263-0456; Fax: (312) 263-7462 (<http://www.ncahlc.org/>) Marshall successfully completed its last comprehensive evaluation in 2005-06. The next

evaluation is scheduled for 2015-16. Marshall is also a member of the Council of Graduate Schools in the United States. Academic credits earned at Marshall University are fully standardized for acceptance by all other colleges and universities.

Many programs in the university have specialized or professional accreditation. For further information on accreditation, consult Marshall University catalogs or the appropriate academic dean's office. Individual program accreditations can be found on Marshall's Web site at <http://www.marshall.edu/www/accreditation.asp>.

Attendance at University Events

The Greenbook, 1977, page 12

Students having classes or laboratories which conflict with university events may be excused by the instructor to attend such events.

No instructor may require a student to attend an event if the student has a regularly scheduled class or laboratory, which conflicts with the time of the event.

Chief Marshal and Chief Usher

(SR-06-07-17 UFC and SR-06-07-18 UFC)

The honor of serving as Chief Marshal and Assistant Chief Marshal would be rotated and staggered among the colleges. Both a Chief Marshal and an Assistant Chief Marshal will be elected in the first year and a new Assistant Chief Marshal would be chosen every two years thereafter. The Assistant Chief Marshal would rotate into the position of Chief Marshal every two years. The professors who are given the honor of serving as Chief Marshal and Assistant Chief Marshal would be elected by the faculty of the respective college.

The honor of serving as Chief Usher and Assistant Chief Usher would be rotated and staggered among the colleges by alphabetical order and a new Chief Usher and Assistant Chief Usher would be chosen every four years. The Assistant Chief Usher would rotate into the position of Chief Usher every two years. The professors who are given the honor of serving as Chief Usher and Assistant Chief Usher would be elected by the faculty of the respective college.

Commitment to Assessment

Office of Assessment & Program Review (Revised July, 2009)

The assessment initiative, begun in 1989, is rooted in the University's mission. The assessment initiative grew from

both faculty and administration concern for academic quality and instructional excellence. The assessment process provides the institution, colleges, and departments with information regarding academic quality, which relates to the central commitment of the institution to education. All segments of the university community—faculty, staff, administration and students—are actively involved in this process. At the undergraduate level this assessment includes measuring the quality of the general education core curriculum and all academic programs. Graduate assessment is centered on measuring the quality of each academic program. The University Assessment Committee is charged with the responsibility of overseeing the assessment efforts for both the core undergraduate curriculum and each of the university's degree granting programs. Assessment is part of the fabric of Marshall University. As such all faculty are expected and encouraged to participate in the assessment efforts. Assessment is vital to the evaluation of student academic achievement at the classroom level, the program level and the university level.

Core Curriculum, General Education Requirements - Effective Summer 2010

(<http://www.marshall.edu/gened>)

The new Core Curriculum General Education Requirements are designed to foster critical thinking skills and introduce students to the basic domains of thinking in the disciplines. The faculty's goal in creating this new Core is to provide a direct linkage between the first classes a student takes and the senior Capstone experience. This new general education curriculum applies to all majors.*

Core I: 9 hours

- * 3 hours: First Year Seminar (100-level)
- * 6 hours of discipline-specific courses with an emphasis on critical thinking and active learning (100- or 200-level). Specific courses that fulfill the requirement are designated CT and listed below.

Core II: 25 hours (100- or 200-level). Specific courses that fulfill Core II may be found under the Core II Course List link on the sidebar.

- * 6 hours: Composition
- * 3 hours: Communication
- * 3 hours: Math
- * 4 hours: Physical or Natural Science
- * 3 hours: Social Science
- * 3 hours: Humanities
- * 3 hours: Fine Arts

Additional University Requirements

- * 6 hours of Writing Intensive credit in any discipline at any level

* 3 hours of Multicultural or International coursework in any discipline at any level

* Capstone project in the major

*Transfer students with 26 or more college credits must complete one CT course in Core I, all of Core II and the additional University requirements. Students enrolled at Marshall University prior to summer 2010 that change majors and/or colleges may choose to remain under their current general education requirements or they may opt into the Core Curriculum under the same terms as transfer students. Core II may be fulfilled through a combination of transfer and Marshall credit hours.

Dead Week

(SR-90-91-(95) 247 ASCR)

The last five class days of the fall and spring semesters shall be designated as DEAD WEEK for undergraduate students. Examinations that are designated as 15% or more of the final course grade may not be given during this period. Major papers and/or projects defined as 15% or more of the final course grade may be assigned during this period only if stipulated in the official course syllabus which is to be distributed at the beginning of the semester. Night classes, laboratories, freshmen English composition courses, and any classes meeting once a week shall be exempt from the requirements. New material and make-up examinations may be introduced or conducted during the DEAD WEEK. DEAD WEEK is not intended to be incorporated in the summer sessions of the University.

Departmental Autonomy

University Council, APSC, March 9, 1981

Responsibility for course content, program integrity, and academic quality rests with the faculty of the department where the program is housed, and any changes in courses or programs would normally be initiated by those faculty.

If a department proposes a change in its program requirements or course offerings that materially and seriously affects the financial operation, program integrity, staffing or course offerings of another department, however, it must notify that department prior to presenting the proposed change to the Curriculum Committee of the Faculty Senate. Written confirmation of such notification will accompany the proposed change. Faculty members from an affected department may protest such a proposal by petitioning the Curriculum Committee. The Curriculum Committee may send it to a subcommittee for review. After a careful review, the subcommittee may present the arguments for both sides, together with its recommendations, to the Curriculum Committee for a decision. The procedure should be followed if a proposed course or program substantially overlaps or duplicates the offerings of another department.

Determining Starting Salaries and Rank of Incoming Members of the Faculty

University Council, Adopted April 5, 1954; Revised February, 1956 and January, 1957; Amended May 20, 1968

1. New members of the faculty shall be assigned academic rank and salary by the university administration on the basis of qualifications for the various ranks.
2. Experience has shown, however, that on certain occasions special problems arise in connection with the determination of academic ranks and salaries of new entrants to the faculty. Such problems usually involve the evaluation of related work experience, private instruction without college credit, and the procurement of faculty in fields of extreme scarcity. If at any time the administration feels that it is advisable to assign rank or salary above that to which a newcomer would be normally entitled under this plan, the recommendation shall come from the department chairperson after he/she has conferred with the members of the department, especially those who hold ranks comparable to or above that of the new member of the department. The Faculty Personnel Committee shall be provided with a written explanation by the Provost or the Vice President for Health Sciences.
3. Should new faculty members be employed at salaries higher than those being paid to current members of the staff who hold positions with comparable responsibilities and who have equivalent training, experience and competence, the latter will be considered for comparable compensation. The competence is to be determined by the chairperson of the department in consultation with other members of the department with equal or higher rank.

Digital Measures

Digital Measures (DM) is the web-based data repository into which annual activity data for the University's faculty is entered and maintained. The existing data that is maintained in the University human resource information system is uploaded to Digital Measures. The faculty or department completes the other faculty data fields for teaching, research and service activities. The data is subsequently used for dual purposes, the generation of faculty annual reports as well as other college reports. Reports can be saved in several formats, including Word, Excel, and PDF. Additionally, the DM reporting function provides an option to generate faculty resumes.

E-NOD (Electronic Notification of Deposit)

(<http://www.marshall.edu/myMU>)

The convenience of having a pay check directly deposited to a personal bank account has been a payroll service with many advantages. Now employees are going to be able to access their pay check stubs on-line. Marshall University is always trying to improve employee access to employee payroll information. Direct deposit allowed employees the

convenience of having their pay check deposited in the bank of their choice. This has prevented many of the disadvantages, such as lost checks, making trips to the bank, receiving their pay checks while they are on vacation or during times the university is closed.

In a continuing effort to provide easy access to employee information, we are providing another service giving the employee the ability to access their pay check stub on line any time they desire. This will also give you the ability to access older pay check stubs.

In order to access your employee pay stub, you must have access to a computer attached to the Internet. Almost every computer on the Marshall campus, the Medical School, Graduate College or satellite campuses are connected to the Internet and there are public facilities opened throughout the day and night or your department may provide access for you.

If you have a computer at home with an Internet service, such as AOL, WVNET, MSN, and others, you can access your employee pay stub from your home.

Before you can access your employee information, you must have a valid Marshall account. If you do not have an account, please visit the Computing Services department in the Drinko Library on the fourth floor or call the Help Desk for the nearest location near you. Also you need to read the Marshall University "Acceptable Use Policy". When you apply for your Marshall account you will be issued a user name and password. E-nod is accessed through myMU and MILO.

Equal Opportunity/Affirmative Action Policy

It is the policy of Marshall University to provide equal educational and employment opportunities for prospective and current members of its student body, faculty and staff on the basis of individual qualifications and merit. In order to insure genuine equal opportunities for all:

(1) Marshall University Prohibits discrimination based on race, color, sex, sexual orientation, religion, age, national origin, veteran status, or disabilities.

(2) Marshall University will, whenever appropriate, take affirmative action to employ, advance in employment and otherwise treat without discrimination against qualified women, minorities, individuals with disabilities, disabled veterans and veterans of the Vietnam era.

(3) Marshall University will not affiliate with nor grant recognition to any individual, group or organization having policies or practices that discriminate on the basis of race, color, sex, sexual orientation, religion, age national origin, veteran status or disabilities.

All employees and contractors of the University are required to comply with this policy in the exercise of their

functions. Anyone who believes that s/he has been denied the benefits of this policy should contact the Office of Equity Programs for appropriate action.

Faculty Responsibilities Related to Student Life

The Greenbook, 1977

Student Organization Advisors

It is a requirement that recognized campus organizations have one or more advisors who are members of the university faculty or staff. Exceptions are made for faculty spouses if approved by the Student Conduct and Welfare Committee. The role of the advisor in the organization is critical, not only to aid students in obtaining full benefits from extracurricular activities, but also to guide the personal development of individuals through association/modeling by the group. Seminars are offered periodically to keep advisors updated on trends and concerns, legal and otherwise. The advisor is instrumental in assisting students in developing programs and receiving maximum benefit from university and community resources and working within university regulations. Faculty/staff members who are interested in aiding student organizations should contact the Office of Student Life or Student Activities. Regulations specific to student organizations are printed in *The Student Handbook*.

Confidentiality of Records

Academic and disciplinary records are confidential matters between the student and the institution. Policies must ensure that these records can be viewed only by the student and authorized campus personnel on a need to know basis, and then for specific purposes, and that records may be discussed with others only upon authorization of the student. The student's right to privacy further entails that procedures be established to preclude illegitimate use of evaluations made of the student, including achievement, aptitude, ability, interest, and personality tests. Students and university personnel who wish to review a record must make a specific request to the individual responsible for the direct supervision of the records. Faculty should review and become familiar with the official policy on student privacy, A Policy Statement on Educational Records, "Privacy Rights of Parents and Students," and the "Appropriate Use of Student Social Security Numbers at Marshall University," on file in the Office of the Dean of Student Affairs.

Faculty/Student-Athlete Relationship Policy Statement

April 7, 2005, Faculty Athletic Representative
Revised July, 2009

Faculty should be aware that student-athletes face special restrictions due to NCAA regulations. Two concepts are central to the status of student-athletes on campus: extra benefits and equal treatment. These concepts are delineated in NCAA Bylaw 16.02.3:

An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their relatives or friends or to a particular segment of the student body (e.g., international students, minority students) determined on a basis unrelated to athletics ability.

In short, student-athletes are to receive *no special favors based on their status as athletes and no special penalties based on their participation in athletics*. This principle applies in the following areas of the faculty/student-athlete relationship.

Excused Absences. Marshall University Board of Governors policy AA-13 allows for students to receive University excuses for three types of absences.

1. Absences related to participation in activities sponsored by the Athletic Department are excused by the Provost/Senior Vice President for Academic Affairs.
2. Absences related to participation in academic activities sponsored by the student's department or college are excused by the academic dean's office.
3. Absences related to University-sponsored activities, illness or death in the immediate family, and religious holidays are excused by the Dean of Student Affairs. The activity and the excused absence must be endorsed in writing by the organization advisor.

Make-up Work. While instructors at Marshall University have latitude in developing absence policies in their courses, the University excused absence policy requires that:

"The instructor must honor a university excused absence covered by this policy and allow the student an opportunity to catch up/make up work missed."

The equal treatment principle requires that student-athletes be given the same opportunities for make-up work as are applied to any student in the course.

The University excused absence policy requires that student-athletes who have missed class for participation in official athletic events sponsored by the Athletic department should have the opportunity to make up work or replace credit for work missed in accordance with the following guidelines:

- The student is responsible for requesting a make-up of missed work.

- The request for a make-up opportunity should be made at the first available class session.
- The make-up work must be completed prior to the end of the semester.
- The instructor will reschedule the assignment, or, if rescheduling is not possible, will develop a fair and equitable alternative to replace the missed grade opportunity.
- No punitive measures are to be taken against the student who presents a University approved absence excuse.
- If the number of absences, excused or not, prevents the student from fulfilling the learning experience/mastery that the course requires, the instructor may recommend that the student withdraw from the course.

Progress Reports. The student-athlete is subject to NCAA requirements for academic progress that are more stringent than those applied to the student body in general. Consequently, they have access to advising and guidance by individuals trained in NCAA bylaws related to athletic eligibility. The Buck Harless Student Athlete Program (BHSAP) provides this service for all Marshall University student-athletes.

Counselors from BHSAP will ask faculty members to provide at least two progress reports per semester for each student-athlete in their courses. All student-athletes are notified of this practice and sign the Buckley Amendment Consent form at the beginning of each academic year to allow information about their grades to be reviewed by their advisors and their coaches.

These progress reports are reviewed by the BHSAP advisor, the coach, and the student-athlete. In courses where deficiencies are reported, remedial steps are taken. This system achieves the goal of promoting student-athlete success only when faculty cooperates with the BHSAP by returning progress reports promptly.

Contact with Coaches. Marshall University policy prohibits coaches and athletic staff from contacting instructors directly on behalf of student-athletes. Instructors are permitted to contact coaches regarding behavior or academic performance issues related to student-athletes.

Ethical Conduct. NCAA bylaws related to ethical conduct specifically prohibit knowingly arranging for fraudulent academic credit (bylaw 10.1b) or knowingly offering or providing an improper inducement or extra benefit (bylaw 10.1c).

The Academic Dishonesty Policy MUBOG AA-12 states, *“Sanctions for academic dishonesty may be imposed by the instructor for the course, the department chairperson, or the Academic Dean. Sanctions may include a reduced or failing grade on the assignment, a reduced final grade, failure in*

the course, and exclusion from further participation in the course.”

The policy further states that, *“Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within ten (10) days of the accusation.”*

Compliance with Marshall University policy and NCAA bylaws requires that faculty submit these reports and apply sanctions to student-athletes in the same way that they are applied to all other students.

Faculty Salary Web Site

(SR-07-08-(27) 58 FECRAHC)
(<http://www.marshall.edu/irp/facultysalarycalculation/>)

The Office of Institutional Research & Planning will provide updated information during each raise year in the form of tables for Peers AAUP Salary which should have only three (3) numbers which will be the average salary for assistant, associate, and full professor; CUPA Factor for every discipline on campus; and information provided in the form of the new percentage (floor) for the University's Equity Level; as well as a sample Notice of Raise letter. Documents are to be included on a webpage created and maintained by the Office of Institutional Research & Planning to explain the merit and equity process and the terms and process used in salary calculations.

General Education (See Core Curriculum above.)

Grade Reporting

Office of the Registrar July, 2009

Instructors enter grades online using the Web self-service portal, myMU. Online grade entry is available the day following the last day for complete withdrawal each semester or summer session. The last day for complete withdrawal is indicated on the University's Academic Calendar. Instructions for online final grade entry are posted on the Faculty and Advisors menu of myMU. The instructor responsible for determining grades shall submit the grades online by the published deadline. The deadline for final grade submission is published on the University's Academic Calendar.

If an error in reporting a grade or new evidence concerning a student's work makes a grade change necessary, the instructor should obtain the grade change form from the academic department, complete the form documenting the reason for the requested change, sign, date and provide the form to the department chair for review. If approved, the department chair will sign, date and forward the grade change to the academic dean. If approved, the academic dean will sign, date and forward the grade change to the Registrar's Office for processing. After the change has been recorded, the Registrar's Office will provide a copy to the student, instructor and dean.

Questions concerning grade reporting and grading procedures should be addressed to the Registrar. Grades awarded by Marshall University are noted in the undergraduate and graduate catalogs.

Instructor of Record

(SR-05-06-(17) 62-119 FPC Revises SR-97-98-4 FPC)

For any course primarily consisting of theses, dissertations, independent study, student teaching, comprehensive projects, capstone projects, research, special topics, practicum, problem reports, residencies, internships, field experiences, or similar courses, the "Instructor of Record" shall be the faculty member supervising the work the student does in the course.

Marshall Plan for Quality Undergraduate Education

(For students admitted prior to summer 2010)

(<http://www.marshall.edu/academic-affairs/forms/marshallplan.doc>)

The *Marshall Plan for Quality Undergraduate Education* is designed to ensure that every student who receives a baccalaureate degree will be well prepared for the 21st Century. Every student at Marshall must complete the requirements of the Marshall Plan. Some Marshall Plan requirements can also count towards major, minor, or college general education requirements. The Marshall Plan includes:

- An integrated/applied mathematics course which requires a score of at least 19 on the ACT (460 on the SAT math section), and which can be fulfilled by completing MTH 121 or a higher level mathematics course.
- A team-taught integrated science course that involves two or more scientific disciplines. This course is designated ISC in the schedule of courses. Students must first complete MTH 121 or a higher-level mathematics course. All students in the College of Science, nursing students in the College of Nursing and Health Professions, and students in the Dietetics Program are exempted from the ISC requirement.
- A three-hour course in multicultural studies, designated Multicultural in the Schedule of Courses.
- A three hour writing intensive course, (beyond the six hour requirement in English composition), designated Writing Intensive in the Schedule of Courses.
- Six hours of international studies courses, designated International in the Schedule of Courses.

- Completion of a computer literacy/competency requirement defined by the major department.
- A capstone experience to be completed by the end of the senior year. Each major department designs its own capstone experience to help students synthesize and demonstrate competent learning in their fields. The capstone experience includes both oral and written presentations.

Mission Statement

SR-03-04-24R (MS)

Approved by the Board of Governors 5/12/04

(<http://www.marshall.edu/www/mission.asp>)

Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The university actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge.

Goals in Support of the University Mission

Marshall University will

- provide affordable, high quality undergraduate and graduate education appropriate for the state and the region;
- provide services and resources to promote student learning, retention, and academic success;
- foster faculty, staff, and student outreach through service activities;
- provide a safe and secure employee work environment;
- make instruction available throughout Marshall's service area using all appropriate modes of delivery;
- enhance the quality of health care in the region;
- promote economic development through research, collaboration, and technological innovations;
- educate a citizenry capable of living and working effectively in a global environment;
- support and strengthen the faculty, staff, student, and administrative governance structures in order to promote shared governance of the institution;
- further the intellectual, artistic, and cultural life of the community and region; and
- adhere to the Marshall University Creed and to the Statement of Ethics.

Marshall University faculty will

- remain current in their fields of expertise and incorporate that expertise in the educational process as appropriate;
- improve instruction through the use of innovative teaching methods that require students to become actively involved in the learning process and develop the critical thinking skills necessary for life-long learning;
- contribute to the body of knowledge through completion of scholarly and creative activities;
- actively engage and mentor students in scholarly, artistic, and creative endeavors;
- help students develop the ability to navigate through a rapidly changing society; and
- regularly review the curriculum, degree, and programs offered, and recommend necessary additions and deletions to meet changing needs of the state and region.

Marshall University staff will

- support the mission of the university in their transactions with students, staff, faculty, administrators, and the public;
- develop a positive, just, and equitable workplace; and
- be a quality workforce equipped with appropriate skills and knowledge.

Marshall University students will have the opportunity to

- use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live;
- examine critically the many issues facing society and, through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society;
- appreciate and to cultivate diversity, and to value differences;
- participate in activities such as artistic and cultural programs, social and residential life activities, and intercollegiate/intramural athletic teams; and
- undertake intensive graduate-level education in their chosen fields upon admission to graduate school, giving them solid foundations for becoming competent professionals.

Marshall University administration will

- actively seek resources to support the mission and goals of the institution as stated in this document;
- secure funding to support scholarship, artistic, and creative endeavors, faculty and staff development, and state-of-the-art classrooms;
- provide leadership to facilitate the institution's achievement of its mission and vision;
- administer the policies of the university in a fair, ethical, and equitable manner;
- communicate the vision, mission, goals, achievements, and difficulties of the institution in a clear, effective, and forthright manner to both internal and external constituencies; and
- actively support shared governance of the institution.

myMU/Web Services for Faculty

(<http://mymu.marshall.edu/cp/home/loginf>)

This secure site provides Marshall University students, faculty and administrative staff with world-class Intranet and Internet services. Access is available to e-mail, the Internet, class schedules, students, grades and much more.

Using the web-based system, myMU, faculty may view and print up-to-date class lists, obtain information on students and advisees, submit midterm and final grades, and access personal information. Instructions for using myMU faculty options and grading instructions may be found online.

Notice of Merit and Equity Raise

(SR-07-08-(28) 59 RECRAHC)

To enable faculty to better understand how raises are calculated, a Notice of Raise will be sent by the University President explaining the calculations involved in the process. This letter will not be sent to faculty in academic units using a different salary distribution model.

Off-Campus Course Definition

Approved by MU-BOG July 10, 2002

An off-campus course is defined as a course that is delivered at a location other than the Huntington Campus. Classes delivered by South Charleston are exempt. Online courses are not considered in this definition and are defined in MUBOG Policy IT-5. Off-campus fees are used to support the delivery of off-campus courses. Courses delivered to off-campus locations shall be considered off-campus, i.e., HEITV, satellite, and compressed video. Previous to fee assessment for the fall, spring and summer sessions, the Academic Budget Officer for the Provost and

Senior Vice President for Academic Affairs will provide a record of all courses eligible for off-campus fee assessment to the Office of the Bursar. The records will be categorized by department and will include the course name, course number, course reference number and the number of credit hours.

Online courses are defined as either E or T Courses. An “E-Course” is a course in which the content is delivered 100 percent by remote electronic means; there is no requirement that students attend mandatory on site or synchronous class sessions. A “T-Course” is a course in which the content is delivered at least 80 percent by remote electronic means; instructors may require students to attend on site or synchronous class sessions. (This allows for laboratories, discussions, oral presentations, etc.) A “Course Supplement” is a part of a course (not to exceed 79 percent of the course content), which consists of electronic media to supplement/enhance traditional classroom instruction. Electronic media consist of software, electronic courses, web pages, video and audio productions, CD-ROMs, DVD’s, digital imagery, and other creations stored or published in electronic formats. (See MUBOG Policy IT-5.)

Posting of Grades

To comply with the regulations of the “Privacy Act of 1974” (Public Law 93-579 of the U.S. Congress), faculty members are required not to post grades of students. The Act prohibits disclosure of any records “from which information is retrieved by the name of the individual or by some identifying number, symbol, or other identifying particular assigned to the individual.”

Pre-Tenure Review

SR-08-09-23 FPC

Formal mid-probationary review provides clear, productive, and informative guidance to the candidate during the probationary period toward tenure. Annual reviews are not usually adequate for giving candidates an overall assessment of their progress toward tenure nor do they provide the same form of documentation required for a tenure portfolio. It is possible to receive a merit raise each year based on the annual review and still not meet the expected productivity required for tenure because the annual review is not necessarily linked to tenure guidelines. The pre-tenure review, midway during the probationary period, provides a valuable opportunity for feedback on progress toward tenure and promotion. This can result in increased retention by preparing junior faculty for successful tenure and promotion.

PRE-TENURE REVIEW POLICY. All tenure-track faculty members* shall be provided a pre-tenure review (half-way towards the tenure date) by their department/division and colleges utilizing the department and college tenure guidelines and process. The date of this review shall be

stated in the offer letter. Colleges shall develop specific procedures for this review at the department/division and college level. Feedback shall be provided in writing by each reviewing party separately regarding progress toward tenure in all areas of responsibility, although nothing in this review guarantees eventual tenure or promotion. Each fall the college dean shall notify the faculty who will be reviewed that year and their chairs about the deadline for, and conditions of, the review within the college. Colleges may elect to provide more than one pre-tenure review during the probationary years. If the review results in a concern with the progress, a written improvement plan shall be agreed to in writing by the faculty member, the Chair, and the Dean. Implementation of this policy will begin as soon as the policy is approved by the Faculty Senate. All college policies must be submitted to, and accepted by, the Vice-President for Academic Affairs within one year of the Board of Governor’s adoption.

Role and Responsibilities of Department/Division Chairs

(SR-93-94-76)

Department chairpersons have a wide variety of duties and responsibilities, in addition to teaching classes. They serve as the chief administrative officer of the department and are responsible for representing the department to the University administration, to the Dean of the College and to the department’s faculty and students. The position of department chairperson is integral to the University’s central mission: the education of its students.

Department chairpersons report directly to their academic deans and are responsible for:

Faculty

1. Establishing and implementing procedures within University guidelines for the recruitment of new faculty.
2. Counseling and guiding faculty; encouraging outstanding teaching, research and other professional activities; organizing faculty meetings and department committees to further the business of the department.
3. Enforcing faculty responsibilities.
4. Promoting faculty development, including encouraging faculty members to attend professional conferences, joining professional organizations, faculty traveling, etc.
5. Protecting faculty rights, including recommendations on personal matters, such as leaves of absence, sabbatical leaves, research grants, etc.

6. Yearly appraisal for recommending reappointment, tenure, promotion and salary adjustments.
7. Monitoring the need for changing program specialization as it is affected by faculty positions to ensure that specialization assignments within the department do not become static but allow for dynamic planning.
8. Fostering productive, interpersonal and professional relationships among faculty of the department.
 - a. Annual operating budget
 - b. Library allocation
 - c. Allocating the resources of the department so that institutional, research, administration, and travel needs can be met equitably.
20. Departmental liaison with university offices dealing with fiscal activities, such as: 1) Dean's office: for budgets, travel, and extramural funding; and 2) Business offices (purchasing, personnel, accounting); for activities relevant to these offices.

Students

9. Ensuring that proper curricular and career advisement are available to all students majoring and/or taking courses in the department.
10. Monitoring student/department scholarships, prizes and within University procedures, responding to student grievances and grade appeals.
11. Coordinating the active recruitment of undergraduate and graduate students.

Curriculum and Programs

12. Establishing departmental statements of mission and objectives within those of the University and periodically reviewing the department's progress in achieving them.
13. Establishing department policies in cooperation with faculty related to curriculum content and changes, instructional standards, methods, textbooks and course syllabi.
14. Planning and presenting course schedules, and administering the department's responsibilities for their implementing.
15. Appointing faculty members to co-curricular responsibilities and recommending reassigned time to the Dean.

Budget and Instructional Resources

16. Accounting to the Dean for fiscal management of departmental accounts.
17. Managing departmental facilities and instructional resources.
18. Recommending faculty and staff salaries to the Dean within the limits imposed by the respective salary policies.
19. Receiving and administrating the departmental budgets, which can include:

21. Planning for long range financing for special programs and activities.
22. Writing and reviewing funding and grant proposals in cooperation with the department faculty and the appropriate academic support areas by evaluation of the proposal and/or projects as the department's chief administrator.

Communications

23. Conveying University and College policies, procedures, and actions to the department.
24. Representing the department in the College and University, and with off-campus organizations.
25. Presenting departmental policies, procedures, and actions to the students.

Office Facilities

26. Administering departmental facilities, hiring, supervising, and evaluating departmental staff and establishing the department's office procedures.

Professional Performance

27. Providing professional leadership and an example in the department.
28. Maintaining and demonstrating competence in teaching, research, and professional activities, including participation in professional associations and community service.

Miscellaneous

29. Carrying out other duties as assigned by the Dean.

Salary Equity Increases (SR-07-08-(26) 57 FECRAHC)

Anomalies can occur in national CUPA data. These one year spikes in certain salaries in specific disciplines have the potential to allocate a substantial portion of the equity pool to a single individual. The 10% cap of the average salary for

a full professor allows for a generous increase in a single year. If the spike is not a one year anomaly then the remainder of the equity would be distributed in subsequent years instead of in a single year as is the case now. This cap leaves more in the equity pool to raise the floor for everyone.

Salary Inequities (SR-06-07-29 FECRAHC)

Annually, 5% will be reserved from the money set aside from the equity pool for special consideration by the Provost in consultation with the Deans to address true salary inequities based on their knowledge of specific situations. Any unused monies will go back into the equity pool.

Statement of Good Practice for Adjunct Faculty (Office of Academic Affairs, November 8, 1999)

These individuals are an integral part of the university community, providing on-campus instruction and advising, making possible reassigned time for full-time faculty who want to develop the curriculum or engage in research and creative activities, allowing the university to offer courses at distant sites around the state, and filling emergency and/or temporary instructional needs.

Adjunct faculty possess the academic credentials established by their departments, teach and advise according to the standards established by their departments, and otherwise maintain the professional standards established by Marshall University. They are, in all of these essential ways, colleagues within the academic units on campus.

In recognition of their valuable service to the university, and their roles as professionals within the academic community, we recommend the following:

Adjunct faculty should expect:

- Access to space with some measure of privacy for meetings with students;
- Secure storage space for student records;
- Access to supplies and equipment necessary for preparation of classroom materials and for classroom instruction (Paper, Copier, TV, VCR, Projector, Screen, Films/Tapes, etc.);
- Assistance in acquiring desk copies of textbooks and other instructional materials;
- Support services for the preparation of classroom materials (secretarial services that are available to other faculty in the department);

- Access to telephone and computer services that enable communication with students by voice and e-mail;
- Training by the chair or another representative of the department in the expectations and standards of the department (syllabus policy, attendance, exams, grading, course evaluations, etc.);
- Reasonable advance notice of appointment or of cancellation of class(es);
- Timely payment of salary;

In addition, the university administration must support departments and divisions in their provision of these essentials to adjunct faculty. The Office of Academic Affairs, Deans, Department Chairs and Division Heads should provide workshops for adjunct faculty on topics related to instruction, should assist adjunct faculty in obtaining appropriate parking permits, library access, computer access, and should seek funding for faculty development opportunities for adjunct faculty.

Statement on Integrity in Scientific Research (<http://www.marshall.edu/murc/law/misconduct.HTM>)

1. Purpose. Research and scholarship are an essential part of Marshall University. The virtues of scholarship are forged from a combination of patience with eagerness, inspiration with meticulous care, and a reverence for integrity with a willingness to challenge cherished assumptions. It is within the research process that these virtues must be held in the highest esteem and measured against a strict set of standards. In this light, it is incumbent upon the institution to insure accurate, objective, valid and reliable research in the finest tradition of scholarship.

It shall be the policy of Marshall University that no faculty member shall knowingly plagiarize, fabricate, or present incorrect data in research or creative activities conducted under the auspices of the institution. Further, in the case of alleged scientific misconduct all pertinent rules and regulations of the Public Health Service (PHS), such as 42 CFR Part 50 and allied documents will prevail in providing definitions, procedures, and deadlines.

2. Allegations of Misconduct. Written charges or complaints, with supporting documentation of alleged misconduct in research, shall be forwarded to the Dean of the College of the faculty member so charged with misconduct. The anonymity of the person bringing the charges or complaint shall be protected, upon request, as much as feasible, in accordance with PGS regulations.

3. Inquiry. The Dean shall initiate an inquiry of any such charges. The purpose of the inquiry shall be to determine whether an investigation is warranted. The Dean shall maintain full confidentiality of the allegations and the inquiry. The individual(s) against whom the allegation was made shall be informed of the charges and will be permitted to comment on the charges.

The inquiry must be completed within 60 days of its initiation, unless circumstances clearly warrant a longer period. The Dean shall prepare a written report that states what evidence was reviewed, summarizes relevant interview, and includes the conclusions of the inquiry. The complainant and the affected individual(s) shall be given a copy of the report. If they comment on the report, their comments will/may be made a part of the record.

If no justification is found to warrant an investigation, all information relating to the review process shall be secured and maintained in a secure manner for three years, and then be destroyed.

4. Investigation. If the inquiry indicates a sufficient basis for conducting an investigation, the Dean shall forward the findings to the President. At such time as the President receives the information he or she shall inform the awarding agency and the accused individual(s) that an investigation is warranted and the date the investigation is scheduled to begin.

The President will then ask the Provost and Senior Vice President for Academic Affairs to initiate an investigation. The Provost and Senior Vice President for Academic Affairs in consultation with the President of the Faculty Senate shall appoint a three-member panel to investigate the allegations. The panel shall be composed of one member from the researcher's college and two members outside of the college in a related academic area. The members shall be of a faculty rank equal to or higher than the individual charged. The panel should be constituted in such a way as to be professionally qualified to review the specific research area involved. If such expertise is not available outside of the researcher's college, the panel may be enlarged to five members by appointing additional members from the researcher's college. No member of the panel shall participate in any proceedings if he or she would not be capable of impartially considering the evidence and issues. All discussions by the panel members shall be held in the strictest of confidence. The investigation will begin upon the first meeting of the panel, which must occur within 30 days of the completion of the inquiry.

The members of the panel will formulate a draft statement of the charges as soon as reasonably possible. The draft statement of charges will specifically set forth

the applicable standards of professional conduct and a statement of the allegations, which if substantiated, would constitute a violation of such standards of professional conduct.

A copy of the draft statement of charges shall be delivered to the complainant within 2 days of its preparation and the complainant shall thereafter have 14 days to deliver to the panel written recommendations or amendments or revisions to the draft statement of charges. These comments may be incorporated into an official statement of charges.

The official statement of charges shall be delivered by certified letter to the researcher(s) alleged to have engaged in misconduct. Copies of the official statement of charges will also be delivered to the University President, the Provost and Senior Vice President for Academic Affairs, and the President of the Faculty Senate, to ensure that they are informed of the case before the panel.

The investigation will examine all documentation including but not necessarily limited to relevant research data and proposals, publications, correspondence, and memoranda of telephone calls. When possible, interviews should be conducted of all individuals involved in either making the allegations or against whom the allegations are made as well as other individuals who might have information relevant to the complaint. Audio recording of the interviews is recommended. Complete summaries of these interviews should be prepared, provided to the interviewed party for comment or revision, and included in the record of the investigation.

The researcher(s) shall be provided ample opportunity to respond to the allegations. The researcher(s) may present evidence and expert testimony on his or her behalf. In no instance shall the investigation take longer than 60 working days.

The written decision of the panel shall be sent to the Provost and Senior Vice President for Academic Affairs who will forward it to the University President and the President of the Faculty Senate. The written decision shall also be sent to the researcher(s) by certified mail.

If the panel finds that the charge of misconduct in research is unfounded, the President shall notify the awarding agency of such finding and there shall be no mention of the charge or the investigation placed in the researcher's personnel file, unless such statement is requested by the accused. At this time, all pertinent records shall be immediately secured and maintained in a secure manner for three years and then destroyed. All individuals related to the review process shall be notified of the finding that the charge of misconduct in research was unfounded.

1. If the charge of misconduct in research is substantiated, the President shall determine and enforce the appropriate sanction to be applied to the researcher and shall notify the appropriate Dean, the researcher, and the awarding agency. The degree of sanction to be applied shall be in relation to the degree of the offense. The researcher shall have the right to appeal the charge utilizing the grievance procedure for faculty.

2. While the final report of the Committee shall be delivered to the President of the university, the Provost and Senior Vice President for Academic Affairs, the President of the Faculty Senate, the complainant, and the researcher, the final report will not be made public, except in response to a subpoena or other judicial processes.

A copy of the Policy Statement on Integrity in Scientific Research will be made available to all faculty, staff and students.

Statement of Professional Ethics for All Employees (http://www.marshall.edu/senate/EOY_BOOKS/Ethics%2001-02.htm)

The faculty, staff, and administrators of Marshall University share a commitment to professional ethics as an obligation to our students, to the citizens of the state of West Virginia, and to each other as colleagues. To this end, we endorse the "Statement on Professional Ethics" of the American Association of University Professors, the "Ethical Practices for College Presidents" statement of the American Association of State Colleges and Universities, the "Statement on Government of Colleges and Universities," a joint statement of the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges, and the "Ethics Act" of the West Virginia Ethics Commission. All of these documents may be found online at <http://www.marshall.edu>.

- All employees of the university should strive to adhere to the following guiding principles derived from the above documents. This is not intended as a complete listing of standards included in those documents.
- Honesty and Trustworthiness in all professional dealings with others.
- Fairness and Equity require that one does not discriminate or harass others.
- Respect for the opinions, needs, goals, and responsibilities of others.
- Full and open communications between and among colleagues, students, staff, and administrators.
- Impartiality in all professional decision making.

- Keeping primary the interests of both students and the institution.
- Acceptance and fulfillment of responsibility in the shared governance of the university.
- Integrity in all interactions with others.
- Confidentiality of information where appropriate.
- Adherence to the ethical standards of one's discipline or field.

All employees are duty bound to maintain these ethical standards as well as to call attention to situations where these standards may have been violated. In such cases, existing grievance procedures should be pursued. These include: W. Va. Code § 6C-2 (<http://pegboard.state.wv.us/>); Alternate Dispute Resolution Policy; (<http://www.marshall.edu/human-resources/> and select "Resources" then "Policies"); and Faculty Personnel Committee (FPC).

Statutory Grievance Procedures as found in WV State Code §29-6C.

(<http://www.marshall.edu/human-resources/emprel/stat-griev-1.asp>)

If a faculty member desires to file a grievance, the procedure set forth in West Virginia State Code Section 6C-2 (the statute) is the only authorized grievance process. Statutory grievances are administered by the West Virginia Public Employees Grievance Board. The Grievance Board can be accessed on the web at <http://pegboard.state.wv.us/>. This website contains links to the relevant State Code chapter as well as the procedural rule governing operations of the Grievance Board. Click "Statutes, Procedural Rules, and Executive Orders." Material in quotes and in italic type in this article are from West Virginia State Code Section 6C-2.

Grievance "*means a claim by an employee alleging a violation, a misapplication, or misinterpretation of the statutes, policies, rules, or written agreements applicable to the employee...*" Additional language on what is an appropriate subject for a grievance appears in the statute. A grievance may not be brought for a pension, retirement, or public employees' insurance matter.

A grievance must be filed timely. A grievance may be brought "[w]ithin fifteen days following the occurrence of the event upon which the grievance is based, or within fifteen days of the date upon which the event became known to the employee, or within fifteen days of the most recent occurrence of a continuing practice giving rise to a grievance." References to days in the statute refer to working days.

Every step in the statutory grievance process is controlled by a timeline. It is important for the parties to stay on the timeline in the administration of the grievance. The

timelines for the steps in the grievance process are set forth in Section 6C-2-4 of the statute.

A grievance must be filed on a standard form available on the Public Employees Grievance Board website. Click "Forms for Grievance Process." From the page that opens, click the top form, "Grievance Form." The original copy of the grievance properly completed and signed is submitted to the President, Marshall University. A copy of the grievance must be submitted at the same time to the Public Employees Grievance Board. The address for the Board appears on the form. An individual may designate an individual to represent him/her in the grievance process, or he/she may file a grievance without designating a representative.

The grievance process covers three levels as necessary - Level One, Level Two, and Level Three. Level One is provided at Marshall University. Level Two and/or Level Three, if necessary, are provided at the Public Employees Grievance Board at 808 Greenbrier Street, Charleston, West Virginia 25311.

At Level One, the grievant may select either a conference or a hearing. See the "Level One" block in the lower left-hand corner of the grievance form. The conference or hearing is provided by a designee of the President. The conference is an informal proceeding in which the grievant confers with the designated facilitator and a representative from the college or department from which the grievant seeks relief. Marshall University is officially the respondent at Level One, but the college or departmental representative may also be referred to as the respondent. The facilitator seeks to find a solution to the grievance which will be acceptable to the grievant and to the respondent. He/she writes a recommendation in the matter to the President within the timeline provided in the statute. The President may adopt the recommendation. A letter announcing the decision at Level One is sent by the President's Office to the grievant and the college or department representative.

A hearing at Level One is a more formal proceeding. The President's designee serves as a hearing examiner. The parties are sworn. Materials introduced as exhibits are numbered. The hearing is recorded. If the grievance is appealed to Level Two, a transcript of the hearing is produced and copies sent to the Public Employees Grievance Board, the grievant, and the college or department representative.

If a grievant is not satisfied with the decision at Level One, he/she may appeal to Level Two within ten working days of receiving the decision at Level One. Level Two is provided at the Public Employees Grievance Board in Charleston and consists of one of three facilitative processes - Mediation, Private Mediation, or Private Arbitration. The parties must agree to which type of process at Level Two. Costs are shared by the parties for Private Mediation or Private Arbitration. Mediation and Private Mediation potentially end in an agreement that is acceptable to both

the grievant and the respondent University. Private Arbitration ends in an arbitration decision. Agreements and arbitration decisions are binding on the parties.

If the grievant is not satisfied with the results from Level Two, he/she may appeal the grievance to Level Three within ten working days of receiving the decision at Level Two. Level Three is a hearing conducted by an administrative law judge employed by the Public Employees Grievance Board. Level Three hearings are held at the Board's offices in Charleston. Again, as with the Level One hearing, witnesses are sworn, materials introduced as exhibits are marked, and the hearing is recorded.

There are time limits for each step of the statutory grievance process including appeals to Level Two or Level Three. There are also time limits for the facilitator/arbitrator and/or administrative law judge to reports their recommendations/decisions, etc. Those time limits are discussed in Section 6C-2-5 of the statute.

Marshall University Human Resource Services and the Office of Equity Programs jointly support the statutory grievance process. Representatives of those offices in 207 Old Main can provide copies of the statute and the grievance form. While they can answer questions about the grievance process, they cannot provide advice about whether or not to file a statutory grievance or what are believed to be the prospects for success for the grievant. It is the philosophy of Human Resource Services and Equity Programs to seek to resolve any issue - including those that might result in a grievance - in a fair and rapid manner at the most informal level possible. If a potential grievant seeks assistance from Human Resource Services or Equity Programs to resolve his/her issue prior to the submission of a statutory grievance, those two offices will seek to facilitate an acceptable resolution of the issue. However, once a statutory grievance is actually filed, informal efforts by Human Resource Services and/or Equity Programs must cease, and the grievance process must be provided in a manner exactly consistent with the provisions of the statute. Human Resource Services can be reached at 304.696.6455 or human-resources@marshall.edu. Equity Programs may be reached at 304.696.2597.

This article is meant to provide basic information about the statutory grievance process available to faculty members. It is not a statement of law and does not substitute for any statute, procedural rule, form, or other information provided by the Public Employees Grievance Board. In any case of differences between descriptions of the process provided herein and the statute and/or procedural rule, the statute and/or procedural rule will prevail.

Strategic Vision

(<http://www.marshall.edu/president/strategic/>)

Approved MU BOG, January 2006

AIMING FOR PERFECTION

Aiming for perfection is a state of mind. It is the attitude that we choose to bring to our life's journey. It is the vision that lights our journey as we endeavor to actualize the tremendous potential that lies within ourselves and Marshall University.

It is not a destination. It is not about "being perfect" but committing ourselves to becoming better and better in all that we do each day. It is about seeing opportunity in the challenges of our daily work and life. It is about valuing the potential that each person brings to our community. It is about our approach to the work that lies ahead as we endeavor to fulfill the promise of a better future.

Organizationally it means dedicating ourselves to:

- enlightening our minds
- building character and community – bringing out the best in all of us
- changing lives – creating new opportunities
- fostering inclusiveness and intercultural understanding
- creating pathways to universal success
- advancing critical thinking, creativity and new knowledge
- developing a culture that embraces change, new ideas and values innovation
- serving our communities in ways that make a lasting difference
- inspiring learning for a lifetime
- improving the world.

On an individual level, aiming for perfection is about developing our minds, our bodies and our spirits to their fullest potential. It is about balance and harmony and pursuing a higher consciousness and purpose. It is about achieving a state of enlightenment that is transcendent. It is about endeavoring to discover the wonder and comprehend the complexity that is life. It is about finding meaning, inspiration and coherence in the ambiguity, uncertainty and chaos of daily life. It is about helping others find their voice and their connection to the world around us.

Student Advising

The Greenbook, 1995

The Faculty Notice of Appointment requires that all faculty advise students. Responsibilities are determined at the collegiate and departmental levels.

Student Evaluation of Courses

(SR-04-05-(22) 79 FECAHC)

- 1) That all faculty will provide their students with the opportunity to rate teaching effectiveness prior to the end of each course.
- 2) That colleges and other academic units employ the university-wide faculty rating instrument for students to rate each faculty member's teaching effectiveness prior to the conclusion of each course.
- 3) That faculty ratings are confidential communications from students to individual faculty members, the academic deans, department chairs and committees for promotion and tenure considerations if that information is deemed appropriate to support individual faculty teaching effectiveness.
- 4) That faculty ratings may be included as a consideration for calculation of merit salary increases when colleges/schools/libraries find it appropriate.
- 5) On the course rating sheet, when an item is indicated "Does Not Apply" the item will not be counted toward the rating.
- 6) Academic units may develop, distribute, and analyze a separate rating instrument to use for unit merit and evaluation purposes. The university rating instrument must be administered and may not be altered.

RATIONALE

Whereas: Marshall University states in the mission and philosophy of the institution that our first and most basic commitment is to quality undergraduate education;

Whereas: The improvement of instruction and learning in the college classroom has always been an important goal in higher education;

Whereas: Faculty fully support classroom teaching and course review by students as one method of improving the quality of instruction;

Whereas: Feedback from students regarding courses and quality of teaching can result in improvement of instruction and better facilitation of student learning;

Whereas: Publication of rating results can be turned into a method of showing popularity of individual faculty rather than demonstrating the faculty person's effectiveness in

teaching very difficult material that is not always viewed by students as being interesting and entertaining;

Whereas: Publication of ratings and grade distributions may have a negative impact on teaching effectiveness and grading methods for faculty members attempting to gain more favorable student ratings;

Whereas: Published rating scores could be used unfairly and without the benefit of being able to defend the faculty member's overall effectiveness in the classroom, especially as it relates to recommendations for promotion and tenure;

Whereas: Pre-testing of the rating form will be augmented with additional analysis of data collected from the faculty population and from student and faculty focus groups to guide revisions of this fluid process.

Section C. 4.

Marshall University

Institutional Peer Groups

NCHEMS Peer Institutions

Updated February 18, 2008

(http://www.marshall.edu/irp/NCHEMS_Peers.htm)

Institution	State
University of South Alabama	AL
University of Arkansas at Little Rock	AR
University of Arkansas Main Campus	AR
University of Idaho	ID
Southern Illinois University Edwardsville	IL
Morehead State University	KY
Oakland University	MI
Southeast Missouri State University	MO
University of Missouri-Kansas City	MO
University of Mississippi Main Campus	MS
East Carolina University	NC
University of North Carolina at Greensboro	NC
Western Carolina University	NC
University of North Dakota	ND
Wright State University-Main Campus	OH
West Chester University of Pennsylvania	PA
University of South Dakota	SD
East Tennessee State University	TN
Eastern Washington University	WA
University of Wyoming	WY

SREB Peer Institutions

<http://search.sreb.org/EdData/Instcategories/>

Alabama	
Alabama Agricultural and Mechanical University	
Jacksonville State University	
Troy University	
University of South Alabama	
Arkansas	
Arkansas State University	
University of Arkansas at Little Rock	
University of Central Arkansas	
Florida	
Florida Agricultural & Mechanical University	
University of North Florida	
University of West Florida	
Georgia	
Georgia Southern University	
University of West Georgia	
Valdosta State University	
Kentucky	
Eastern Kentucky University	
Murray State University	
Western Kentucky University	
Louisiana	
Southeastern Louisiana University	
Southern University and A&M College at Baton Rouge	
University of Louisiana at Monroe	
Maryland	
Towson University	
North Carolina	
Appalachian State University	
East Carolina University	
North Carolina Agricultural and Technical State University	
North Carolina Central University	
University of North Carolina at Wilmington	
Western Carolina University	
Oklahoma	
Northeastern State University	
University of Central Oklahoma	
South Carolina	
College of Charleston	
Winthrop University	
Tennessee	
East Tennessee State University	
Middle Tennessee State University	
Tennessee State University	
University of Tennessee at Chattanooga	

Texas

Angelo State University
Lamar University
Midwestern State University
Prairie View A&M University
Sam Houston State University
Stephen F. Austin State University
Sul Ross State University
Tarleton State University
Texas A&M University – Commerce
Texas A&M University – Corpus Christi
Texas A&M University – Kingsville
Texas Southern University
Texas State University – San Marcos
University of Houston – Clear Lake
University of Texas – Pan American
University of Texas at El Paso ^{TX3} (Met the criteria
for classification as an SREB Four-Year 2 in 2006-07
and 2007-08.)
University of Texas at San Antonio ^{TX4} (Met the
criteria for classification as an SREB Four-Year 2 in
2007-08.)
University of Texas at Tyler
West Texas A&M University

Virginia

James Madison University
Radford University ^{VA3} (Met the criteria for
classification as an SREB Four-Year 4 in 2007-08.)

West Virginia

Marshall University

Section C. 5.

The Marshall University Story

History

(<http://www.marshall.edu/www/aboutmu.asp>)

The campus of Marshall University is located in Huntington, West Virginia, just across the Ohio River from Ohio, and thirteen miles from the Kentucky border. It is served by rail, air and highway transportation.

Marshall University traces its origin to 1837, when residents of the community of Guyandotte and the farming country nearby decided their youngsters needed a school that would be in session more than three months a year. Tradition has it that they met at the home of lawyer John Laidley, planned their school, and named it Marshall Academy in honor of Laidley's friend, the late Chief Justice John Marshall. At the spot called Maple Grove they chose one and one-quarter acres of land on which stood a small log building known as Mount Hebron Church. It had been the site of a three-month subscription school and remained that for another term. Eventually \$40 was paid for the site.

On March 30, 1838, the Virginia General Assembly formally incorporated Marshall Academy. Its first full term was conducted in 1838-39. For decades the fledgling school faced serious problems, most of them financial. The Civil War forced it to close for several years, but in 1867 the West Virginia Legislature renewed its vitality by creating the State Normal School at Marshall College to train teachers. This eased Marshall's problems somewhat, but it was not until the tenure of President Lawrence J. Corbly during 1896-1915 that the college began its real growth. In 1907, enrollment exceeded 1,000.

Since then Marshall's expansion has been consistent and sometimes spectacular. The College of Education, first called Teachers College, was organized in 1920 and the first college degree was awarded in 1921. The College of Education was expanded in 1997 to include Professional Development; its name then changed to the College of Education and Human Services. The College of Arts and Sciences was formed in 1924, and the Graduate School was organized in 1948. The College of Applied Science came into being in 1960; the School of Business was formed in 1969. These were merged into the College of Business and Applied Science in 1972. The School of Medicine and Associated Health Professions was established in 1974, which became the Joan C. Edwards School of Medicine in 2000. The Community College was organized in 1975 and became the Community and Technical College in 1991. In 2003, the Marshall

Community and Technical College became an administratively linked, separately accredited institution. The College of Science was authorized by the Board of Regents in 1976. In 1977, the Board approved a change of name for the College of Arts and Sciences to the College of Liberal Arts, and for the College of Business and Applied Science to the College of Business which became the Elizabeth McDowell Lewis College of Business in 1996. In 1978, the School of Nursing was established as a separate entity and in 1998 was renamed the College of Nursing and Health Professions and again in 2004 became the College of Health Professions. The W. Page Pitt School of Journalism and Mass Communications was recognized as an independent school in 1998. The College of Fine Arts was established in 1984. In 1999, the College of Information Technology and Engineering was established. Marshall was granted University status in 1961.

In 1997, the West Virginia State Legislature authorized a merger of Marshall University and the West Virginia Graduate College, providing a new campus for the Marshall University in South Charleston.

A significant number of non-credit courses are offered through the Robert C. Byrd Institute and Professional Development components of the College of Education and Human Services. Marshall has taken the lead in delivering courses to off-campus sites throughout the state, nation, and world via distance learning with on-line courses.

Since the formation of the West Virginia Board of Regents in 1969, then under the University of West Virginia Board of Trustees in 1988, and now the Higher Education Policy Commission, Marshall has progressed as an urban-oriented university with regional centers and statewide mission. As a result of state system support, and because of its own active leadership and its location in the thriving Tri-State area, Marshall is a university with excellent prospects for future development.

Effective July 1, 2008, the Community and Technical College became a separate institution. In 2009, the John R. Hall Center for Academic Excellence, home of the Society of Yeager Scholars in honor of Charles E. (Chuck) Yeager, (Ret.); John Marshall Scholars; Erma Byrd Scholars; Hedrick Scholars; and the Honors Program, became renamed the Honors College.