MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. AA-2

FACULTY DEVELOPMENT

General.

1.1. Scope: Policy regarding establishment of a statewide faculty development policy for Marshall University faculty.

1.2. Statutory References: W. Va. Code §18-26-30

1.3. Passage Date: June 27, 2019

1.4. Effective Date: August 1, 2019

1.5. Background: Amended to reflect current procedures. Approved as BOG policy on 13-Nov-2002. Replaces Board of Trustees Series No. 64 which was transferred by the Higher Education Policy Commission to the institutional boards of governors. This policy was previously numbered as MUBOG Policy No. 11.

Purposes of Faculty Development.

2.1. Teaching, expanding knowledge and creativity, and devoting knowledge to public service are the primary goals of West Virginia's public colleges and universities. These goals are achieved primarily by and through college and university faculty. Therefore, the efforts of Marshall University in supporting, developing, and renewing the faculty members directly involved in helping West Virginians learn are vitally important to accomplishing the mission and goals of institutions of higher education.

2.2. Marshall University recognizes the general and specific benefits derived from efforts to improve faculty members' professorial and professional effectiveness. Students of our public colleges and universities rely on current, knowledgeable, and relevant instruction and benefit from research that improves teaching skill and knowledge. The people and economy of West Virginia benefit from new applications of a knowledge and technology that enable more and better jobs, a higher standard of living, and enhanced knowledge and quality of life. Faculties and individual faculty members benefit from being able to teach, acquire new knowledge, serve public needs, and perform institutional and professional roles more effectively. Our institutions of higher learning benefit from enhanced capacity and flexibility to carry out their missions in an era where it is more practical to enhance or renew skills and knowledge of existing faculty members.

2.3. Therefore, Marshall University affirms the unique, integral contribution of faculty members to the mission of higher education: Teaching, producing scholarly work that contributes to knowledge and creativity, and serving public and institutional

needs. The University further recognizes through its policy and actions that the knowledge and skills of faculties and individual faculty members need to be developed, maintained, supported, and renewed, and that the primary responsibility for accomplishing these ends resides at the institutional level.

Faculty Development defined.

3.1. Faculty development includes all activities designed to improve faculty performance in all aspects of their professional lives as teachers stimulating and guiding student learning, as scholars, advisers, designers and evaluators of academic programs and courses, academic leaders, contributors to public service, participants in institutional decisions, and in other faculty roles for achieving their college or university's mission. Recognized beneficial components of faculty development are professional scholarly and creative development, personal development, and organizational development.

3.2. Examples of valid, tangible faculty development activities include, but are not limited to: Sabbatical or academic leaves to complete a doctorate, expand existing knowledge, learn a new field needed in the curriculum, or achieve other purposes; workshops for improving faculty teaching skills; workshops and internships to enhance faculty roles in academic leadership; seed money grants that enable faculty to pursue larger, external grants or contracts; projects to improve student advising or assessment of student learning; summer grants or summer mini-sabbaticals to develop a needed new program or course, conduct research on teaching, or accomplish other beneficial aims; attendance at academic conferences and meetings; and programs to better orient faculty members and improve their skills.

§128-64-4. Faculty Eligibility and Participation.

4.1. Eligibility. Any person who is a full-time or part-time faculty member of Marshall University is eligible for faculty development as determined by each college or university in accordance with University policy. Full-time faculty members, including division and department chairpersons, are eligible to apply for all faculty development activities. Part-time faculty members are eligible to apply for all faculty development activities and awards except sabbatical leaves, leaves without pay, and mini-grants. In supporting faculty development for full-time or part-time faculty members, factors to be considered include the potential benefits and costs to the institution, the academic program, and the faculty member.

4.2. Participation. As noted elsewhere in this policy, faculty members are responsible for improving their professional effectiveness, and public colleges and universities are responsible for encouraging and motivating faculty members to participate in faculty development activities.

Board of Governors: Roles and Responsibilities.

5.1. Policy and support roles. The Marshall University Board of Governors shall, after appropriate consultation with those groups affected:

5.1.1. Establish system-wide direction, priorities, and plans for faculty development.

5.1.2. Serve as a clearinghouse of information on programs, conferences, fellowships, materials, research, and other matters relevant to faculty development.

5.1.3. Establish, encourage, and support disciplinary, interdisciplinary, administrative, and other consortia or cooperative relationships between Marshall University and:

5.1.3.1. Other colleges and universities inside and outside West Virginia;

5.1.3.2. The West Virginia Department of Education and the public schools;

5.1.3.3. Businesses;

5.1.3.4. Governments.

5.1.4. Sponsor and support statewide and regional conferences and workshops on faculty development on a regular basis.

5.1.5. Sponsor or facilitate faculty exchange programs promoting intrastate, interstate, and international faculty exchanges.

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Marshall University: Roles and Responsibilities.

6.1. Governance roles. The president, in consultation with the faculty, shall establish institutional policy on faculty development consistent with this policy.

6.1.1. The president, in consultation with the faculty shall establish a Faculty Development Program. The University may have a separate program for faculty development or a professional development program combining faculty development with other professional development according to the institution's needs and resources. If the University provides a combined professional development program, the appropriate groups representing the participants shall be consulted and involved in creating and operating that program. Through these Faculty Development or Professional development Programs the University shall conduct in-house faculty and professional development activities. Cooperation with the Faculty Development Programs of other colleges and universities is also encouraged. The University is responsible for assessing faculty development needs and for utilizing a variety of development activities appropriate to their mission to meet the development needs of less experienced probationary faculty and experienced, tenured faculty. The University should strive for a balance of individual-oriented and group-oriented development activities to achieve a well-functioning program and should periodically evaluate the results of their program.

6.1.2. The president and chief academic officers have the responsibility to exert leadership and support of faculty development since such administrative support

is instrumental to achieving the personal and institutional benefits of faculty development.

6.1.3. The president, in consultation with the faculty, should establish appropriate organizational structures, procedures, standards, and criteria for operating and assessing a Faculty Development Program. These structures may include a Faculty Development Committee, Professional Development Committee, Faculty Development Coordinator, and other structures appropriate to the mission, size and needs of the institution.

6.2. Financial roles. Research and experience show that faculty development is most effective when dependable, consistent funding enables proper planning and implementation of development programs. In order to achieve continuity of financial support for faculty development, each public college or university should establish a benchmark level of financial commitment to faculty development which the college or university should meet or surpass each year. This level can be expressed as a percentage of its Educational and General expenditures or by some other appropriate measure. The level of financial effort should be appropriate to the University's mission and needs, and should be adjusted biennially to reflect changes in mission and needs.

6.2.1. The University has the responsibility to pursue funding for faculty development, including applying for such faculty development grants or funds as the Higher Education Policy Commission may provide, pursuing other government or private grants or contracts, and reallocating existing campus resources for this purpose.

6.2.2. The University has the responsibility for providing financial and logistical support to operate its Faculty Development Program, including providing office space, administrative, clerical, and other necessary support.

6.2.3. The University is expected to establish a campus faculty leave fund to hire temporary replacements for faculty on leave.

Individual Faculty Member: Roles and Responsibilities.

7.1. Faculty members, in accordance with the best traditions of higher education, have a responsibility to improve their effectiveness in carrying out their professional roles.

7.2. Applicants for faculty development awards shall complete a faculty development plan, if required by their college or university, for eligibility for faculty development project awards.

7.3. Applicants for faculty development may be asked to submit to their college or university a detailed plan of activity to be followed.

7.4. In accepting award of a faculty development proposal, the person shall sign a statement indicating awareness of, and agreement with, all the conditions specified in the proposal. Faculty members are responsible for using award funds for the legitimate purposes specified in their plan agreement.

7.5. Where the college or university deems appropriate, a faculty member shall file with the president or the president's designee a written final report of development activities, results, and anticipated benefits to the faculty member and institution. A written final report may not be appropriate for all development projects.

7.6. Faculty members engaging in development activities are responsible for sharing their new learning or skills with other colleagues via publication, report, seminar, workshop, tutoring, or other appropriate ways of communicating among professionals.

Funding.

8.1. Funding for faculty development activities may come from appropriated funds, government grants or contracts, private grants or contracts, or institutionally collected and retained HERF fees or faculty improvement fees.

8.2. Institutional faculty development programs, grants, and activities are subject to availability of appropriated and other funds for those purposes. As noted before, the University has the responsibility for making a good faith effort to ensure that adequate funding is available.

Authorized Expenditures.

9.1. Compensation to individuals. Funds allocated for faculty development may be used to compensate or pay expenses for faculty members who are pursuing additional academic study or training, engaging in scholarship or other creative activity, pursuing teaching and instructional improvement, serving as faculty development coordinator, or performing other responsibilities consistent with institutional policy or to compensate other individuals to allow faculty members to pursue development activities on released time.

9.2. Institutional support. Permissible support activities include, but are not limited to, providing for office space and administrative support for faculty development programs; and providing equipment and materials necessary for improving teaching, conducting research, or pursuing other valid development activities.

9.3. All expenditures must be consistent with institutional policy and regulations.