College of Health Professions

Faculty Handbook

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PREFACE

The Marshall University College of Health Professions (COHP) Faculty Handbook is intended to be a resource for all COHP faculty as it contains important information about the college. The handbook is not meant to serve as a part of a faculty member's contract for employment, but as a guide for understanding existing policies and procedures of the university and college. Information contained in this handbook has been retrieved or linked from the university website, including but not limited to information from the COHP webpage, Academic Affairs policies from the Board of Governors, and the Marshall University Greenbook.

For more information or specific examples of how these guidelines are enacted, please contact your department chair.

MISSION, VISION, AND CREED

Marshall University

Marshall University's institutional Mission, Vision, and Creed statements guide the overarching philosophy and purpose of the university and are available at: [Marshall University Institutional Mission Statement.](#)

The College of Health Professions (COHP)

The College of Health Professions (COHP), as part of Marshall University, aligns closely with this overarching mission while advancing its own distinctive goals and priorities that reflect the unique character and focus of the health professions. The COHP *mission* is therefore both reflective of, and complementary to, the university's mission and is available at: [Marshall University College of Health Professions Mission Statement](#) .

STRATEGIC PLANS

Marshall University Institutional Strategic Plan

MARSHALL FOR ALL, MARSHALL FOREVER

A Strategic Roadmap to Future Prosperity

While Marshall's vision, values and purpose have withstood the test of time, Marshall For All, Marshall Forever outlines an ambitious plan to take the university to new heights by focusing on understanding challenges and embracing opportunities. The plan came about as the result of campus feedback and a reviewed commitment to shared governance and features clear objectives and measurable metrics to track its success.

Marshall For All, Marshall Forever focuses on affordability, flexibility, and achievement through five student-first priorities:

1. Increase Access
2. Ensure Affordability
3. Support Programs
4. On-demand Delivery
5. Lifetime Achievement
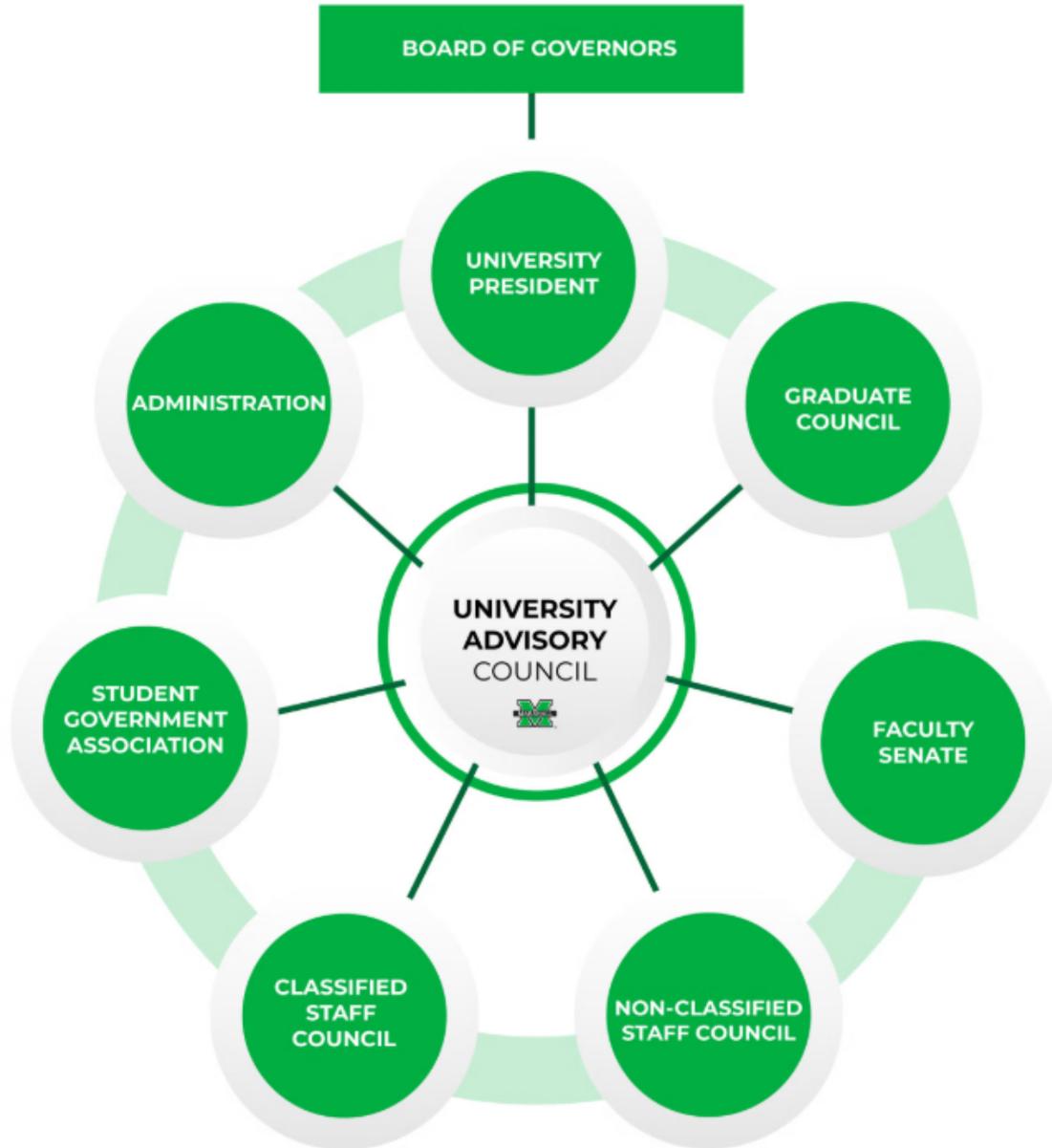
Our PLAN-ON-A-PAGE

VISION	**MARSHALL** "To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future"
CREED	Educational | Open | Civil | Responsible | Safe | Well | Ethical | Pluralistic | Socially Conscious | Judicious

2037 GOALS	**Individual Success** 100% Placement Rates for Graduates, Zero Students Graduate with Student Loan Debt	**Innovative Ideas** $150M Research, Grants, Contracts, 3X Start-Ups Incubated	**Economic Impact** 30X Return for Every $1 Invested, 3X GDP Impact in West Virginia ($2.3B)

STAKEHOLDER GOALS	**Students** Offer an affordable education with a distinctively supportive and flexible experience to ensure lifelong prosperity	**Team** Empower faculty and staff to do the best work of their lives	**West Virginia** Improve the well-being of all West Virginians by creating breakthrough opportunities and solutions	**Financial Stakeholders** Build a resilient and sustainable institution to outlast headwinds

STRATEGY	**Marshall for All, Marshall Forever** In-Demand Curriculum ● On-Demand Delivery ● Distinctive Value Proposition

PRIORITIES	Increase access	Ensure affordability	Grow support programs	Deliver on demand	Enable lifetime achievement
METRICS	• New student enrollment • Focused student segment enrollment • Recruitment contacts • Conversion rates • CRM integration	• Student debt load • Debt-free pilot cohort launch and year/year retention • Internships and jobs • Fundraising campaign	• First-year retention • MARCO mentorship project launch • E2E student experience monitoring in place	• Micro-credential course catalog • HyFlex course pilot • Micro-credential pilot • Degree programs online • Online education website	• Customized training for advanced manufacturing • Academic pathways selected • Career Engagement participation

Reference: https://www.marshall.edu/strategicplan/ - Retrieved November 2025

SHARED GOVERNANCE

University Shared Governance & Organizational Chart

ORGANIZATION CHART

Reference: University Shared Governance and Organizational Chart. – Retrieved Oct. 2025

College of Health Professions PLAN-ON-A-PAGE

UNIVERSITY VISION	"To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future"
COLLEGE MISSION	"Dedicated to the development of heath care professionals by providing high quality education, scholarship and service to improve the health and well-being of a diverse society"
VALUES	Faculty and Student involvement to Society and the Profession	Engagement of Faculty in Research and Scholarship	Environment that is Sensitive to a Diverse Student Body	Maintain an Environment that Provides for Academic Freedom and Shared Governance	Sustainability

	Students	**Team**	**Community**	**Financial Stewardship**
PRIORITIES	Offer accessible high impact scientific and technical education supporting careers in a broad range of fields	Empower faculty and staff to perform rewarding, impactful, and innovative work to grow our national recognition	Foster connections and collaborations between groups, campus, community, national, and international	Sustain a resilient college by strategically increasing enrollment, retention, and external funding

	Support student Retention and Graduation	**Strategic enrollment growth**	**Support faculty and staff**	**Excellence in scholarship and research**	**Financial stewardship**
GOALS					
METRICS	-Increase retention by program by 5% in 2026 from 2024 baseline Increase graduate rate by 3% in 2026 from 2024 baseline -Establish a collegewide program (August 2026 that engages students in relationship-building and networking that promotes belonging -Identify at risk students early and implement targeted, sustained intervention to increase overall graduation rate by 5% from 2026 from 2024 baseline	-Increase enrollment by program by 5% by 2026 from 2022 baseline -Develop recruitment 3-year plan to increase enrollment in targeted low-enrollment programs -Increase international student enrollment by 5% by 2026 from the 2024 baseline	-Develop plan to increase faculty to 90% of midpoint, using CUPA and other salary surveys by 2027 -Develop workload policy for the college by 2026 that includes a provision for release time for research -Increase staff salaries based on data from HR 2 period Identify 2-3 faculty each year to participate in MURC grant workshops	-Increase funded research by 10% per year using 2022 baseline -Increase faculty presentations by 10% using 2022 baseline -Increase publications in peer reviewed journals by 10% using 2022 baseline -Increase and monitor the number of approved IRB projects by 10% using 2022 baseline	-Increase Chair/Program Director participation in financial training workshops by 30% by the end of [2026], with a focus on budgeting, basic accounting principles, Powerbi and financial reporting for each program. -Ensure that 100% of program directors within the College of Health Professions receive quarterly financial reports and attend at least one financial planning and analysis session annually to improve understanding of each program's financial position by 2026. -Increase the number of active alumni chapters by 25% by 2026 from2024 baseline

Reference: https://www.marshall.edu/academic-affairs/units/. Retrieved – Nov. 2025

SCHOOLS and DEPARTMENTS

The College of Health Professions (COHP) consists of multiple Schools and Departments across the health sciences. To maintain accuracy and alignment with university-maintained sources, this handbook no longer reproduces individual program descriptions or degree listings.

Instead, readers should refer directly to the official COHP program webpages, which serve as the authoritative and most current source for all academic offerings: www.marshall.edu/cohp/programs.

A reference list of the Schools and Departments within the COHP is provided for orientation. For complete and current information - including mission statements, student learning outcomes, curricula, admission requirements, and degree pathways - please consult the respective program webpages.

Schools / Departments (COHP)	Weblink
Medical Laboratory Technology	➢ https://www.marshall.edu/clinical-laboratory-science/
St. Mary's Cooperative Programs	➢ https://www.marshall.edu/st-marys-cooperative-programs/st-marysmarshall-cooperative-programs/associate-of-science-in-nursing/
Communication Disorders	➢ https://www.marshall.edu/communication-disorders/
Department of Nutrition and Dietetics	➢ https://www.marshall.edu/nutrition-and-dietetics/
Health Sciences	➢ https://www.marshall.edu/health-sciences/
School of Health & Movement Sciences	➢ https://www.marshall.edu/health-and-movement-sciences/
School of Nursing	➢ https://www.marshall.edu/nursing/
Social Work	➢ https://www.marshall.edu/social-work/
St Mary's Cooperative Programs	➢ https://www.marshall.edu/st-marys-cooperative-programs/
Mountwest Transfer Programs (MTP)	➢ https://www.marshall.edu/cohp/files/Mountwest-Transfer-Programs.pdf
Kanawha Valley CTC Transfer Program	➢ https://www.marshall.edu/cohp/programs/bachelors/
Public Health	➢ https://www.marshall.edu/public-health/
School of Physical Therapy	➢ https://www.marshall.edu/physical-therapy/

Reference: https://www.marshall.edu/cohp/programs/ - *Retrieved Nov. 2025

COHP BYLAWS

Reference: The College of Health Professions (COHP) Bylaws may be accessed at the link below. To avoid redundancy, the full text of the Bylaws is not restated in this document. All provisions of this Policy and Procedures Manual are intended to align with and operate under the authority of the COHP Bylaws which is available as a link from: https://www.marshall.edu/cohp/information-for-current-cohp-faculty/ .

A direct link to the By-laws in PDF is available at: [Marshall University College of Health Professions Bylaws](#)

APPOINTMENT AND EVALUATION

Selection, Roles, and Responsibilities of Chairpersons

The College of Health Professions (COHP) adheres to all applicable policies established by Marshall University regarding the selection, roles, responsibilities, and evaluation of department/division chairs.

These processes are fully defined in University Policy UPAA-26: Selection, Role, and Evaluation of Department Chairs (Effective December 2019): SELECTION, ROLE, AND EVALUATION OF DEPARTMENT CHAIRS – Policy [UPAA-26](#) (Available at: [https://www.marshall.edu/policies/files/2023/12/UPAA-26-Selection-Role-Evaluation-of-Department-Chairs-2019-12-3.pdf](#))

Guidelines for Faculty Evaluation of Chairs in the College of Health Professions

Faculty evaluation of chairs within the COHP follows the procedures outlined in this same policy (UPAA-26 – referenced above). Additionally, the COHP specifically provides the following guidance:

> In keeping with University policy [Role and Responsibilities of Department/Division Chairs UPAA-26], all department chairpersons in the College of Health Professions will be evaluated annually during the fall semester in accordance with the following guidelines:
>
> 1. The Dean shall circulate to each faculty member an electronic form soliciting their views on the effectiveness of their Chairperson. Each faculty member will complete the form but not sign it and shall submit it electronically. The Dean's office will tabulate the data and print typed responses in a printed report to the Dean and the Chairperson.
>
> 2. The Chairperson and Dean will meet to discuss the evaluation report and make appropriate plans to build on the Chairperson's strengths and correct the weaknesses.
>
> 3. All original data of Chair Evaluations completed by faculty will be maintained in the Dean's office.

Faculty Appointment, Promotion and Tenure

The College of Health Professions (COHP) follows all applicable policies and procedures established by the Marshall University Board of Governors (MUBOG) governing faculty appointment, promotion, and tenure. Rather than restating these policies in full, this document references the authoritative sources directly to ensure consistency with the most current institutional standards.

FACULTY PROMOTION

Faculty promotion within the COHP is governed by the Marshall University Board of Governors Policy AA-6: Faculty Promotion. The most current version of this policy is available at the following link: : [AA-6](#) ([https://www.marshall.edu/policies/files/2023/12/MUBOG-AA-6-Faculty-Promotion-2020-01-28.pdf](#))

FACULTY TENURE

Faculty tenure within the COHP is governed by the Marshall University Board of Governors Policy AA-9: Faculty Tenure. The most current version of this policy is available at the following link: AA-9 (https://www.marshall.edu/policies/files/2024/08/MUBOG-AA-9-Faculty-Tenure-2020-09-28.pdf)

Note: See 4.2.3 of Policy AA-9 regarding Pre-Tenure Review. Additional information on pre-tenure review can be found in the Greenbook.

A brief overview of the COHP Promotion & Tenure Procedures and Performance Criteria resource is provided below.

Overview: COHP Promotion & Tenure Procedures and Performance Criteria

This document aligns with all applicable Marshall University policies and procedures, including the Greenbook (Office of Academic Affairs, current edition 2025 – available at: https://www.marshall.edu/academic-affairs/greenbook/). In addition, the College of Health Professions (COHP) maintains additional procedural guidance and performance criteria specific to its disciplines.

A summary of the *COHP Promotion & Tenure Rating Form* is provided on the College's website, along with the *Example Criteria for Evaluation of Performance* resource (available at: https://www.marshall.edu/cohp/information-for-current-cohp-faculty/) . These materials are intended to supplement the university-level policies to ensure consistency, transparency, and equitable review.

Additional resources for all faculty regarding the preparation of electronic promotion & tenure portfolios can be found on the COHP Promotion & Tenure Information Teams SharePoint page: Resources for all faculty.

Process & Timeline of Applying for Tenure or Promotion

The process of applying for either tenure or promotion is identical. The purpose of this document is to assist faculty in applying for promotion or tenure. Adherence to the procedure and other suggestions provided are necessary to assure uniformity and equal treatment. Consult the most recent edition of *The Greenbook* for University-level information on tenure and promotion policies and procedures at the following website: https://www.marshall.edu/academic-affairs/greenbook/. The following guidance is specifically for faculty within the College of Health Professions (COHP):

I. At the first College of Health Professions (COHP) faculty meeting in the fall, the Dean or designee will provide information pertaining to promotion and tenure dates for the forthcoming year. The minutes of the COHP faculty meeting will reflect the foregoing for those who missed the meeting.

II. Procedures will follow those outlined in the current edition of *The Greenbook*, with one exception reflecting the COHP administrative structure.

    a. Each department or school shall elect a promotion and tenure committee to review the portfolio of candidates within that unit.

    b. For those departments with a small number of faculty, the Dean will appoint a committee of at least three tenured faculty, including at least one from the respective department,

from a list provided by the faculty going up for promotion and/or tenure and approved by the department chair.

  c. If there is not a tenured faculty from the respective department, the most senior faculty will serve as an ad hoc member to the committee of three tenured faculty from other departments/schools.

III. The committee recommendation for or against promotion and/or tenure is indicated on the application and the portfolios are forwarded to the department or school chair who will signify a recommendation on the application and forward it, together with the application and written responses, to the Dean.

IV. All evaluations and recommendations will be given to the Dean of the COHP. The Dean will then send a recommendation to the Provost and Senior Vice President for Academic Affairs.

V. Tenure is only awarded to faculty who hold the rank of assistant professor and above. The tenure portfolio should represent a candidate's accomplishments. Promotion and tenure may be awarded concurrently.

VI. The maximum period of probation at Marshall University shall not exceed seven years. Only work completed at Marshall while in a tenure track position may be used unless years of experience from a regionally accredited institution have been negotiated for credit toward tenure. Any prior experience included in determining the tenure date indicated in the initial offer letter, shall be evaluated using the criteria contained in this document. A supporting document from the Dean indicating negotiated years of prior service must be included in the promotion and/or tenure portfolio.

VII. Items submitted in one promotion portfolio may not be reused in subsequent promotion applications.

VIII. For consistency, once the candidate has notified the Dean in writing, they will submit a portfolio for promotion and/or tenure and the following outline should be used for presenting data:

Portfolio (Dossier) Structure

The portfolio must follow the structure below to ensure consistency across COHP submissions.

Sections	Contents within each section
Section I:	▪ Application for Promotion and/or Tenure Form
Section II:	▪ Promotion and/or Tenure Summary Form
Section III:	▪ Letter from applicant to P&T Committees describing how applicant meets criteria for promotion and/or tenure
Section IV:	▪ Promotion and Tenure Committee and Department Chair Letters
Section V:	▪ Current Curriculum Vitae
Section VI:	▪ Documents Illustrating Performance in Primary Area of Excellence ○ Self-reflection of performance ○ Outline and summary of documentation included ○ Documents

Section VII:	▪ Documents Illustrating Performance in Secondary Area
	    ○ Self-reflection of performance
	    ○ Outline and brief summary of documentation included
	    ○ Documents

Section VIII:	▪ Documents Illustrating Performance in Third Area
	    ○ Self-reflection of performance
	    ○ Outline and summary of documentation included
	    ○ Documents

Assessment of the Portfolio (Dossier):

The College criteria are designed to provide a framework for COHP departments and schools, and to serve as a policy for members of the COHP Promotion and Tenure Committee as they review applications in preparation for their recommendations to the Dean. Each department or school is responsible for developing specific criteria for promotion and tenure that reflect its unique mission and simultaneously meets College criteria. Although departments/schools may have criteria that exceed those of the College, they cannot have standards that are lower than, or conflict with those specified in the College document or that conflict with the University guidelines found in *The Greenbook*.

 The faculty are assessed on three criteria as required for promotion and/or tenure consideration under University policy outlined in *The Greenbook*:

❖ **Teaching & Advising**	❖ **Scholarship**	❖ **Service**
Each criterion is graded as - *Exemplary; Professional; Proficient; Unsatisfactory*.		
The college requires "E*xemplary*" level performance in <u>*two of the three areas*</u>, and "P*rofessional*" level performance in <u>*one of the three*</u>.		

Determination of Rating in Each Criteria

TEACHING AND ADVISING

Teaching includes a wide variety of activities, including responsibility for standard on-campus 3- or 4-credit courses, teaching labs, advising students, supervising independent studies, field work and internships, clinicals, or practicums, course development, supervision of student research or capstone work, serving as chair or committee member for theses and dissertation, integrating technology and other innovative strategies into education efforts, etc. Additional examples may be considered when supported by documentation.

Summaries of data from university student evaluations included in any submission of a Promotion Portfolio shall reflect the <u>most recent</u> four years of classes and in any submission of a Tenure Portfolio the most recent six years of classes.

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

In distinguishing between "exemplary" and "professional", consideration is given to the quality of teaching evidenced in the comprehensiveness and quality of documentation.

Comparing Exemplary vs. Professional levels at Each Hierarchy – Teaching & Advising (T&A)

Professor at Exemplary or Professional Level (T&A)

Exemplary	Professional

Mechanisms for demonstrating exemplary performance should include but are not limited to:
■ Institution Research "all summary" of each semester of teaching, single graphical representation of student evaluation data for all semesters, all written student comments, and faculty written summary.
■ Written recommendations of three peers over at least three semesters (two departmental and one external to the department) who have directly observed the candidate teaching.
■ Demonstrate a <u>consistent</u> use of varied teaching and evaluation methodology. This variety should be evident in submitted course materials such as sample syllabi, handouts, rubrics, exams, and addressed in the self-reflection of teaching section of the application. Please limit to most pertinent examples.
■ Evidence of an active role in advising must be submitted and must include a list of the number and types of advisees, such as graduate/undergraduate. Advising thesis-dissertations and published or presented student research should be included, if available
■ Other examples may include:
   o Award for teaching
   o Success of undergraduate/graduate students in presenting scholarly works
   o Development of teaching material packages
   o Demonstration of proficiency and participation in academic advising
	Mechanisms for demonstrating professional performance should include but are not limited to:
	■ Institution Research "all summary" of each semester of teaching, single graphical representation of student evaluation data for all semesters, all written student comments, and faculty written summary.
	■ Written recommendations of three peers over at least three semesters (two departmental and one external to the department) who have directly observed the candidate teaching.
	■ Demonstrate use of a variety of teaching methodologies and evaluation techniques. Please limit to most pertinent examples.
	■ Evidence of an active role in advising must be submitted.

- Unsolicited letters from former students that support promotion or tenure applications - Documentation of guest lectures for classes outside the department/school - Syllabi of honors courses - Syllabi of Multicultural, CT, FYS, International, Writing Intensive, Service Learning, etc. courses. - Serving on significant student committees (comprehensive exams, thesis, etc.) - Directing students who receive honors - Curriculum development - Videotape of teaching performance to support a variety of teaching methods - Methodological or techniques presentation to peer group - Other as negotiated with department chair	

Associate Professor at Exemplary or Professional levels (T&A)

Exemplary	Professional
Mechanisms for demonstrating exemplary performance should include but are not limited to: - Institution Research "all summary" of each semester of teaching, single graphical representation of student evaluation data for all semesters, all written student comments, and faculty written summary. - Supported by written recommendations of three peers over at least three semesters (two departmental and one external) who have directly observed the candidate teaching. - Demonstrate a consistent use of varied teaching and evaluation methodology. This variety should be evident in submitted course materials such as syllabi, handouts, and addressed in the teaching section of the promotion and	Mechanisms for demonstrating professional performance should include but are not limited to: - Institution Research - Same documentation as described above - Written recommendations of three peers over at least three semesters (two departmental and one external) who have directly observed the candidate teaching. - Demonstrate use of a variety of teaching methodologies and evaluation techniques. - Evidence of an active role in advising must be submitted.

tenure package. The use of varied methods should also be reflected in student, peer, and   chair evaluations.
■ Evidence of an active role in advising must be submitted. Included should be an annual list of the number and types of advisees such as graduate/undergraduate. Advising thesis-dissertations and published or presented student research should also be included.
■ Additional support documentation may be included. Examples of the types of documentation a candidate may use to support a tenure/promotion request are:
     ○ Award for teaching
     ○ Success of graduate student in presenting research
     ○ Development of teaching material packages
     ○ Demonstration of academic advising participation and proficiency
     ○ Unsolicited letters from former students which support promotion or tenure applications
     ○ Documentation of guest lectures for classes out of applicant's department or primary teaching area
     ○ Teaching honors courses
     ○ Syllabi of Multicultural, CT, FYS, International, Writing Intensive, Service Learning, etc. courses.
     ○ Serving on significant student committees (comprehensive exams or thesis, for example)
     ○ Directing students who receive honors, awards, or recognition
     ○ Curriculum development
     ○ Other documentation	

Assistant Professor at Exemplary or Professional levels (T&A)

Exemplary	Professional

Mechanisms for demonstrating exemplary performance should include but are not limited to:	Mechanisms for demonstrating professional performance should include but are not limited to:
- Institution Research "all summary" of each semester of teaching, single graphical representation of student evaluation data for all semesters, all written student comments, and faculty written summary. - Supported by written recommendation of three peers over at least three semesters (two departmental and one external) who have directly observed the candidate teaching. - Demonstrate use of a variety of teaching and evaluation methodologies - Evidence of an active role in advising must be submitted	- Institution Research - Same documentation as described above - Demonstrate some use of a variety of teaching methodologies and evaluation techniques. - Evidence of an active role in advising must be submitted.

SCHOLARLY AND CREATIVE ACTIVITIES

Scholarly activity in the academic community frequently focuses on work such as refereed journal articles, books, and book chapters; refereed conference presentations; and research grants. Within professional schools and programs, other types of contributions are highly valued.

The following activities are possible inclusions for appropriate projects, with the understanding that other inclusions may be necessary or appropriate as the individual's discipline dictates:

- Pure research or ongoing research; original, new or innovative research; refereed publications, presentation, exhibitions, or poster sessions; other publications, presentations, exhibitions, or poster sessions; application/receipt of grants within the discipline, and other similar activities.
- The discovery of teaching methodologies within the field of discipline; publication of new methodologies or information delivery methods; presentation of new methodologies or information delivery methods to informed groups; creation of operational or instruction manuals and handbooks; and other similar activities.
- Discipline-specific knowledge applied to a "real world" problem; research on new ways to organize, research, access and deliver information and services; and other related activities.
- Grantsmanship in association with another field or with community agencies; works created or studies performed for agencies outside the department/school or the university; works created or studies performed for other disciplines.
- Serving on scholarly committees for refereed or juried publications, presentations, or exhibitions; serving on a scholarly grant application committee; serving as an editor or reviewer; serving as an officer in a scholarly organization; or other similar activities.
- Other as negotiated with department chair.

Major & Minor Projects in Scholarly & Creative (S&C) Activities

Scholarly Activities Considered to be Major Projects	Scholarly Activities Considered to be Secondary Projects
▪ Sole, first, or co-author of a book related to discipline and having a recognizable or credible publisher (books count as triple projects) ▪ Author or principal investigator of a federal grant; must be verified by award letter (each academic year = one project) ▪ Served as editor of national journal (each academic year = one project) ▪ First author or co-author of a journal article within the discipline of the applicant (The article must be refereed by an editor or editorial board and the applicant must demonstrate this in the application) - (refereed articles count as double projects) ▪ Presentation at a national or regional academic convention or conference (each presentation = one project) ▪ Project director of federal grant (each academic year = one project) ▪ Editor and contributor to a book of readings or a book with sections written by multiple authors (does not include materials compiled for classroom use such as copy packages) ▪ Serving on an editorial board of a national journal (each academic year = one project) ▪ Author or co-author of a chapter in a book ▪ Serving as referee for papers at a national conference or convention ▪ Other major scholarly activities may be submitted for consideration	▪ Author of state grants; must be verified by award letter ▪ Author of local grants; must be verified by award letter ▪ Presentation or invited papers at state conference or association meetings ▪ Written book reviews published in association newsletters, journals, bulletins, or regional newspapers ▪ Serves as editor of state journal ▪ Article in regional magazine or newspaper ▪ Serving as a journal reviewer ▪ First or co-author of article in state or regional academic journal ▪ First author or co-author of published article in non-refereed national journal or magazine. ▪ Other activities may be used as evidence of scholarly performance
Two secondary projects are equivalent to one major project.	

Comparing Exemplary vs. Professional - Scholarly and Creative (S&C) Activities

Professor at Exemplary or Professional levels – Scholarly & Creative Activities

Exemplary	Professional
▪ Completion of 5 major projects, or ▪ A combination of secondary and major projects equivalent to five major projects	▪ Presentation or publication of four major projects, or ▪ A combination of projects equivalent to four major projects

Associate Professor at Exemplary or Professional levels – Scholarly & Creative Activities

Exemplary	Professional
▪ Presentation or publication of four major projects, or ▪ A combination of secondary and major projects equivalent to four major projects	▪ Presentation or publication of three major projects, or ▪ A combination of secondary and major projects equivalent to three major projects

Assistant Professor at Exemplary or Professional levels – Scholarly & Creative Activities

Exemplary	Professional
▪ Presentation or publication of two major projects, or ▪ A combination of secondary and major projects equivalent to two major projects	▪ Presentation or publication of one project of major significance, or ▪ Two projects of secondary significance

SERVICE AND PROFESSIONAL DEVELOPMENT

Service is performed at several levels, both at the University, and in the Community.

University service is hierarchical in that it is done in support of the program, department/division, college, and university governance that are *not directly tied to teaching or research*.	**Community service** refers to professionally related work done for community groups and agencies that is based on faculty members' professional areas of expertise. Additionally, faculty members engage in time-consuming administrative roles and professional development activities.

The following are possible inclusions for appropriate activities, with the understanding that other inclusions may be necessary or appropriate as the individual's discipline dictates:

- Taking courses, pursuing additional degrees or certifications, and other similar activities.
- Leading service-learning projects or capstone projects of an applied nature; curriculum development; advising student organizations; pursuing additional pedagogical training; and other similar activities.
- Consulting work in one's discipline; seminars and speeches for lay persons on topics from one's discipline; providing training to the lay public in one's discipline; leadership and/or administrative work within the Department/School, University, or outside the University appropriate to one's discipline; attending conferences, seminars, and workshops; and other similar activities.
- Interdisciplinary work that is designed to address problems within the University or outside, appropriate to one's discipline; developing interdisciplinary courses and programs; interdisciplinary studies conducted for organizations or professional associations.
- Service on Departmental/School, College, and University committees.
- Other as negotiated with department chair

Units of Service - Defined

- Other types of university service may be submitted but in most instances a unit should be roughly equivalent to the effort expended serving on a committee for one year. The work must be on behalf of the student body, faculty or administration, and is in addition to the normal teaching load.
- Serving as an officer of a standing, ad hoc, or search committee counts as two units at the appropriate level such as University, College, or Department/School.
- Working as an advisor to student organizations or as the advisor to or member of a student affairs committee is worth one unit per year.
- Appointment to positions such as college or department library liaison or class section coordinator may be considered as a unit of department/school service.
- Elected to major office (such as President, VP, Secretary, or Treasurer) in a state or national professional organization related to applicant's discipline counts as two units
- Service on committees that meet electronically is synonymous with service on committees that meet face-to-face.
- Others - as negotiated with department chair

Comparing Exemplary vs. Professional – University, and Community Service Activities

Professor at Exemplary or Professional levels – University Service Activities

Exemplary	Professional
▪ The equivalent of eight units of University (minimum of 1 unit), College (minimum of 2 units), or Department/School service	▪ The equivalent of six units of University, College, or Department/School service

Associate Professor at Exemplary or Professional levels - Service Activities

Exemplary	Professional
▪ The equivalent of six units of University (minimum of 1 unit), College (minimum of 1 unit), or Department/School service	▪ The equivalent of four units of University, College, or Department/School service

Assistant Professor at Exemplary or Professional levels - Service Activities

Exemplary	Professional
▪ The equivalent of four units of University, College (minimum of 1 unit), or Department/School service	▪ The equivalent of two units of University, College, or Department/School service

Criteria for Promotion in the Area of Service to the Community (if community service is part of faculty workload)

> Examples of Community Service Activities
> - Community service may be work within the community, county, or state which utilizes one's professional expertise.
> - A significant contribution would involve providing leadership to a community group such as writing a grant or developing an education program for a community organization
> - Other community service activities may include arranging conferences or programs, consulting with or advising agencies or associations, participating in community forums (e.g., panel discussions and seminars), public speaking to community groups, and membership in community groups.
> - Other as negotiated with department chair

Professor at Exemplary or Professional levels – Community Service Activities

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

Associate Professor at Exemplary or Professional levels – Community Service Activities

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

Assistant Professor at Exemplary or Professional levels – Community Service Activities

Exemplary	Professional
- Two years of community service	- Evidence of some community service

IX.   Appeals

Any appeal to a promotion and/or tenure decision will be made in accordance with *The Greenbook* guidelines.

Passed 04/25/2014
Reviewed 1/9/2026

Faculty Annual Review

Each faculty member must complete an annual report located on the Marshall web page www.marshall.edu and log into MYMU to access the electronic report tool. Planning page percentage parameters are as follows:

Annual Faculty Review Percentage

i.	Administration	0-50%
ii.	Professional Dev. & Recognition	0-20%
iii.	Scholarly Activity	15-70%
iv.	Librarianship	0%
v.	Teaching & Advising	25-75%

vi.   Service - Faculty may distribute their service percentage across the categories below as appropriate.

University	5-25%
Professional	0-15%
Community Discipline	0-15%
Community non-Discipline	-
Combination of 3 and 4	-

Example OCR Ratios:

Academic Term	Academic Teaching	Scholarship / Research	Administrative Release Time	Service	Clinical Responsibility	Clinical Assignment(s)	TOTAL TIME/ Academic Term
Fall 2008	*67% - 10 credit hour load* *HS 360 AT Clinical Exp: Level 2 - 3cr.* *HS 460 AT Clinical Exp: Level 4 - 3cr.* *HS 449/549 Therapeutic Exercise in Athletic Training - 4 cr.*	*8%*	*20%*	*5%*	*0%*	*None*	*100%*
Spring 2009	*60% - 9 credit hour load* *HS 361 AT Clinical Experience: Level 3 - 3 cr.* *HS 490 AT Clinical Experience: Level 5 - 3 cr.*	*10%*	*20%*	*10%*		*None*	*100%*

	HS 422/522 Care of Athletic Injuries - 3 cr.						

Revised 01/01/2010
Reviewed 1/9/2026

SELECT COHP POLICIES

The COHP adheres to applicable policies established by the Marshall University Board of Governors (MUBOG) regarding faculty workload, academic freedom, and ownership. Specifically, reference the following:

FACULTY WORKLOAD

The complete and most current version of the faculty workload policy is UPAA-20 (Available at: https://www.marshall.edu/policies/files/2023/12/UPAA-20-Faculty-Workload-2021-10-28.pdf)

ACADEMIC FREEDOM

The complete and most current version of the policy that covers professional responsibility, academic responsibility, and academic freedom is AA-16 which may be accessed from: https://www.marshall.edu/policies/files/2024/09/MUBOG-AA-16-Professional-Responsibility-Academic-Responsibility-and-Academic-Freedom.pdf.

OWNERSHIP OF SCHOLARLY & CREATIVE WORKS

The complete and most current version of this policy is AA-12 which may be accessed from: https://www.marshall.edu/policies/files/2023/12/MUBOG-AA-12-Ownership-of-Scholarly-and-Creative-Works-2021-07-27.pdf.

ACADEMIC POLICIES

Marshall University is committed to cultivating an intellectual community grounded in respect, integrity, and personal growth. The Code of Student Rights and Responsibilities—also referred to as the Code of Conduct—articulates the expectations, standards, and values that guide student behavior and community engagement.

The Code and its accompanying judicial system are built upon the principles of fairness, due process, and educational development, ensuring a balance between the rights of individual students and the broader interests of the University community.

Information regarding academic policies (e.g., academic integrity, excused absences, and related matters) can be found at: Office of Academic Affairs Policies & Resources or https://www.marshall.edu/board/board-of-governors-policies/.

RESOURCES

Marshall University http://www.marshall.edu

Marshall University Center for Teaching and Learning https://www.marshall.edu/ctl/

Marshall University *The Greenbook* The Greenbook – Office of Academic Affairs

Marshall University Academic Affairs https://www.marshall.edu/academic-affairs/policies/

Additional information on policies can be found at https://www.marshall.edu/board/board-of-governors-policies/

West Virginia Higher Education Policy Commission http://www.wvhepc.edu/

Rules and Policies of the WVHEPC can be found at http://www.wvhepc.edu/resources/rules-and-policies/

Marshall University Faculty Senate https://www.marshall.edu/faculty-senate/