



COLLEGE OF
HEALTH PROFESSIONS

**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 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 STATEMENTS

Marshall University Institutional Mission Statement Approved by MU Board of Governors on May 12, 2004

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.

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 cultivate diversity, and 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.

*Retrieved from <https://www.marshall.edu/mission/>

Marshall University College of Health Professions Mission Statement

Consistent with mission of Marshall University, the College of Health Professions (COHP) is committed to offering quality undergraduate and graduate nursing and health professions education. The focus of the College of Health Professions is upon being interactive with the community, including rural and underserved areas, and responding to contemporary and future needs of society, nursing, and the health professions.

To accomplish this mission, the College of Health Professions:

- Ensures the integrity of the programs through maintenance of rigorous professional education standards and through the high expectation of student learning and performance;
- Encourages involvement of faculty in service to society and the profession;
- Supports the engagement of faculty in research and scholarly activities;
- Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff; and
- Maintains an environment that provides for academic freedom and shared governance.

Retrieved from <https://www.marshall.edu/catalog/undergraduate-catalogs/>

The Marshall University COHP adheres to the Mission Statement of the university regarding faculty responsibility to students and reasonable expectations associated with the teaching-learning relationship.

*Last reviewed Spring 2019

STRATEGIC PLANS

Marshall University Institutional Strategic Plan

20/20 Plan Guiding Principles

1. We are taking charge of our destiny. We recognize as a university community that we need to make changes now to the way we operate or we risk being in a financial situation that requires sudden, unplanned adjustments.
2. We are making a strategic shift from spending to investing in university priorities.
3. We will use the talents and knowledge of people from across the university to help evaluate the university's services, make recommendations for improvements and implement solutions.
4. We will thoroughly examine every opportunity to improve needed services, eliminate outmoded services, cut costs and increase revenues.
5. We will find \$7-10 million in cost savings/revenue enhancements.
6. We agree that some reorganization and re-training will be necessary to improve efficiencies and increase revenue.
7. We will strive to ensure that—as much as feasible within budgetary and administrative constraints—organizational changes will honor a social contract that rejects involuntary transfers and layoffs. Emphasis will be placed on reorganizing staff and consolidating positions opened through attrition.
8. We pledge that our most valuable resource—our people—will be treated with dignity and respect throughout this process.

Marshall University College of Health Professions Strategic Plan
College of Health Professions Goals and Strategies
Priorities and Action Plan

Statement of Goals and Objectives

1. Continuously improve allied health, nursing and science education.

Monitor health care trends, societal needs, and scientific advances and use this information as a basis for program planning.

Evaluate and revise, if needed, curricula and educational services to ensure that graduates are prepared for the changing health care environment.

Design and utilize new instructional strategies that further enhance the effectiveness and efficiency of student and practitioner learning.

Prepare students to effectively participate in interdisciplinary health care teams.
Provide outreach education and health-related information resources.

2. Strengthen the research enterprise.

Develop faculty to become competitive for research funding.

Create an infrastructure of faculty research support.

Develop a strong focus on outcomes and evidenced based research, in both clinical and educational areas.

Participate in collaborative interdisciplinary research and scholarly activity within the College and with other academic/clinical units.

3. Enhance clinical and academic alliances, partnerships and community outreach.

Increase awareness of COHP health professions programs across MU to prevent/eliminate duplication and to foster standardization of prerequisite courses.

Promote awareness of and commitment to health professions programs across the MU campus, with potential applicants, and with the public.

Strengthen current and develop new clinical site agreements for the clinical education of COHP students, especially with new partners in the health care enterprise.

Assume leadership in defining the roles of the health professions in evolving health care delivery models.

Promote innovative instructional models for integrating clinical education with patient care in a manner that will address cost, patient satisfaction, and delivery of clinical services.

Promote health professionals' role in telemedicine and HIT technology as an interface between patient and health care professionals in remote locations of West Virginia.

Expand COHP involvement in health care services for rural and underserved communities.

4. Attract and retain highly competent, diverse and committed faculty, staff and students and assist in their professional development and learning.

Create an environment in the College of Health Professions that fosters openness to new ideas and varying viewpoints, values all programs, and develops leadership and team skills for faculty and staff.

Align reward and recognition with individual and team performance and contributions to the achievement of MU and COHP strategies and goals.

Continue the development and enhancement of critical thinking skills in all students.

Incorporate enrollment management strategies within the COHP to attract, enroll and retain quality undergraduate and graduate students.

Continue to develop and maintain strategies to attract students from rural communities and other underrepresented populations (especially minority) to meet the needs of rural and underserved areas of West Virginia.

5. Develop and Promote the MU College of Health Professions as a leader in health professions education and training, clinical outreach and chronic disease prevention in the tri-state region.

Assume national visibility as leaders in the health professions and nursing and assume an active role in state and national policymaking as it impacts on health education and practice.

Showcase an interdisciplinary learning experience to promote the excellence of COHP academic programs and clinical activities.

Incorporate wellness, disease prevention, gerontology, early detection, primary care and alternative care concepts in health professions and interdisciplinary education programs and research initiatives, including education of the public.

Promote wellness among health professions faculty, staff, and students on the MU campus.

Establish the COHP Continuing and Professional Education Program, South Charleston Campus.

6. Strategically apply information technology to improve education, research, clinical services, and business processes.

Use information technology to improve education, research and scholarly activity by building awareness, securing resources, and providing training.

Promote sharing of expertise to improve quantity and quality of information technology within the College.

7. Effectively obtain and deploy financial resources and facilities.

Explore new revenue sources for COHP programs including: educational alliances and articulations with neighboring states, health care organizations, and industry; innovative faculty practice arrangements; innovative products and services; increased grant funding; and increased state, federal and private funding for COHP program priorities.

Ensure adequate and efficient physical space, as well as sufficient resources to support the COHP programs, faculty and students.

8. Enhance COHP structure and culture to support faculty, staff, alumni and students

Develop and revise each year a funding and space plan that supports the COHP mission and departmental goals (consider space needs and faculty market adjustments).

Develop alumni relations (objectives include giving campaign, capital campaign).

Develop an efficient administrative (faculty and staff) model that will maintain COHP and departmental operations.

Revise faculty workload and evaluation that allows for consistent and equitable assessment of faculty performance across each department.

Statement Regarding Progress on Goals and Objectives

Intent to Plan Proposals for the Master of Public Health, BS and MS in Biomechanics degree programs, BS in Health Sciences, entry level Masters in AT and the Master of Social Work have been approved and students are enrolled in these programs. Certificate programs in Public Health and Wellness were developed for online use.

Graduate Enrollments in Communication Disorders and Dietetics were increased with the addition of new faculty. (appendix A)

Increased student recruitment strategies and the development articulation agreements with WV Community Colleges and other universities (MCTC and Concord). Exercise Science and PTA with MCTC.

Create “Instructional Design and Development Award Program” and solicit proposals from faculty that address the creation of educational materials and interactive instructional software that will improve the quality of teaching and learning at the undergraduate and graduate levels, improve student access to courses at Marshall University and remote sites and promote and support the integration of technology into instruction.

Develop mechanisms and incentives for faculty-student service learning opportunities to study abroad.

Purchase the software program, LENA, a digital language processor for use by the CD faculty and students.

The Steering Committee for Interprofessional Collaborative Practice, composed of faculty and administrators from the Colleges of Health Professions, Medicine, and Pharmacy have established a interprofessional curriculum committee consisting of faculty from each of the three academic units to study ways to increase interdisciplinary interaction among students from the each college through development of curriculum (examples include geriatrics, electronic health record, clinical skills laboratory and clinical patient simulation, ethics, coordinated care of multiple chronic conditions, and health literacy).

Increased the number of faculty in COHP who have active or are beginning research programs; provide resources and support to tenure track faculty who submit research proposals.

Continue to establish relationships with MU partners, Department of Biological Sciences Laboratory of Molecular Physiology, Department of Orthopedic Surgery –School of Medicine, WVU and local health care providers to participate in collaborative research projects.

Developed a robust marketing and advertising program to promote the College of Health Profession’s academic programs, research, continuing education and outreach and activities with Bulldog Creative Services, Inc. and more recently with University Communications.

Investigate the feasibility of establishing an interdisciplinary pediatric assessment clinic (PAC) in Communications Disorders and Dietetics.

Resource and support the new Master of Science Health Informatics program.

Partnered with Lincoln Primary Care to launch the “Resource and Patient Management System” (RPMS), an electronic health record (EHR), used to enhance and improve coordinated care of patients with multiple chronic conditions. Faculty and students will receive training on RPMS. Integrated simulated cases will allow for an increase in coordinated patient care for COHP students.

Ongoing - Increase the delivery of clinical services (telehealth), education, outreach and continuing education in southern West Virginia in select health professions programs.

Establish clinical services outreach center – Southern WV Clinic site. SOM, COHP Dean’s Office, Center for Rural Health, Departments of Dietetics and Social Work and Schools of Nursing and Kinesiology

Establish the Nutrition Assessment Clinic (NAC).

Identified COHP faculty to teach FYS beginning fall 2013, submit names by October 1, 2012 to Provost. Faculty will participate in the FYS Faculty Development Institute spring 2013.

Employed an additional academic advisor for COHP Student Affairs fall 2014 to assist in advisement of pre-professional students.

Reduced student attrition from COHP programs by improving the academic advisement process, reduce bottlenecks in high demand science prerequisites and reducing the withdrawal rate from science and math prerequisite courses (ongoing).

Increase the number of international students by 10% who are enrolled in pre-professional and professional health programs (ongoing).

Increase collaboration with the WV Health Science and Technology Academy (HSTA), Health Occupations Students of America (HOSA) and regional sites, to increase the number of African American and underrepresented high school students in the health sciences and increase the number of health practitioners in the medically underserved communities in West Virginia.

Increased the number of faculty who complete the Stanford University School of Medicine’s Chronic Disease Self-Management Course (CDSMC) from 14 to 25. Faculty will offer at least two courses during 2012 to community members; there will also be evidence that the CDSMC materials have been incorporated into the MU curriculum.

Identify course developers for the 12-credit Gerontology Certificate program; develop courses and plan to deliver the online program May 2012 (ongoing).

Worked with Dr. Pauley and (the late) John Huxley to identify agencies and professional associations; increase the number of 3rd party agreements and contracts to underwrite local and statewide CE conferences and short courses for WV health practitioners.

Identified space appropriate for Wellness Center site, in which interdisciplinary activities can occur.

The CD department has all clinical documentation records maintained in a centralized web-based forum (using CALIPSO).

Investigated feasibility of development of COHP Practice Plan; establish Practice Plan Management Committee, Dean's Office, Provost Office and Department Chairs, in collaboration with Marshall Health.

Identify and renovate space for a nursing skill and simulation laboratory and a dietetics nutrition assessment lab (ongoing).

Establish COHP Alumni Advisory Board.

Develop and Distribute Alumni Newsletter

Strengths of the College

- An extremely dedicated and committed faculty and staff
- The Department of Dietetics move to Downtown Huntington
- Recent renovations of Nursing simulation, Communications Disorders and the School of Kinesiology
- New Research Laboratories (Drs. Amjab, Toma and Cyphert)
- Excellent Advising Staff

Opportunities for Improvement

- Alumni development; fund raising events
- Advising Center needs an additional advisor or records clerk

Challenges

State Budget Reductions
Staff Salaries are very low and not competitive
Faculty Salary Inequities across departments
Faculty Office Space is needed for new faculty position

Future Plan in the College

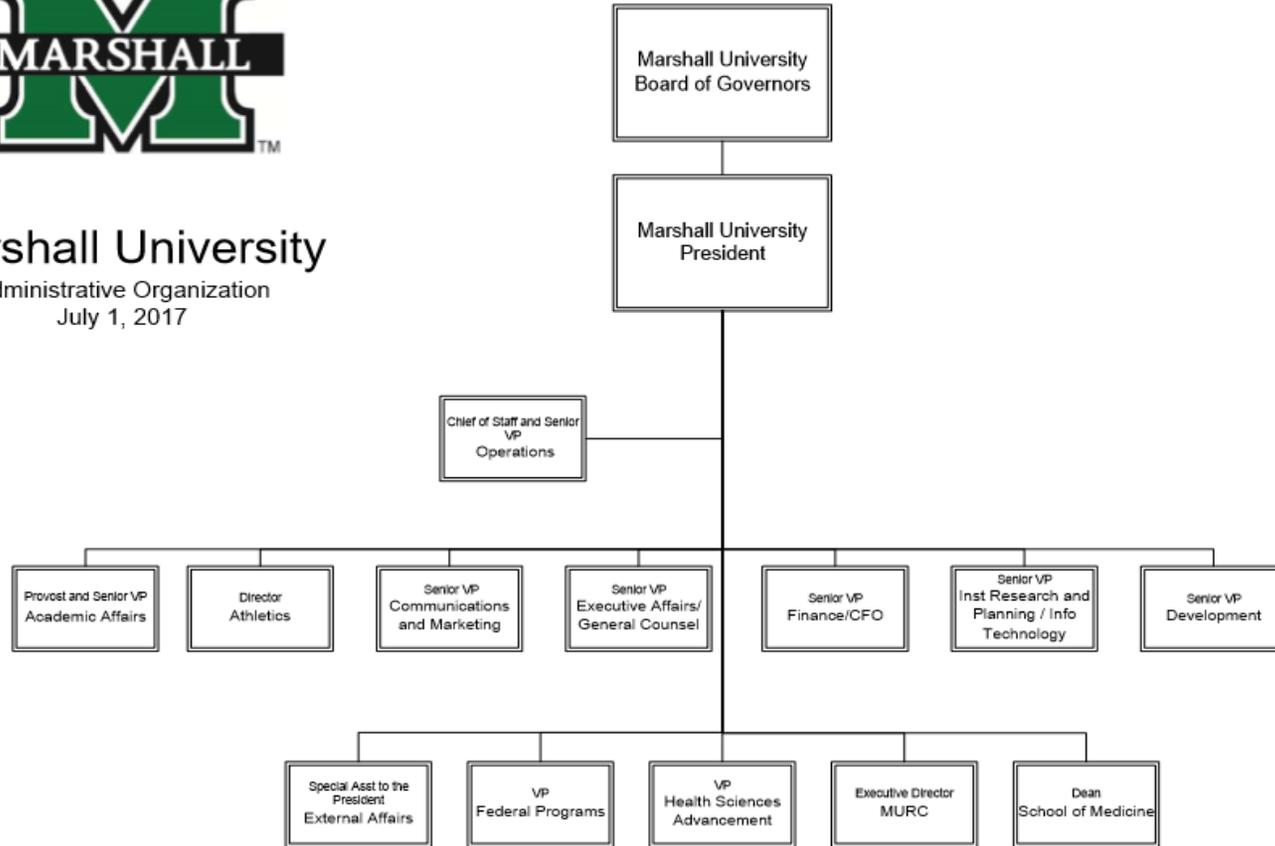
- SWK Clinic for Student Veterans
- Increase in Collaboration (research and academic programming) Across Campus
- Feasibility of an interdisciplinary Adult Day Center
- Potential for New Academic Programs (PA, PhD, BA/BS Wellness in the Arts)

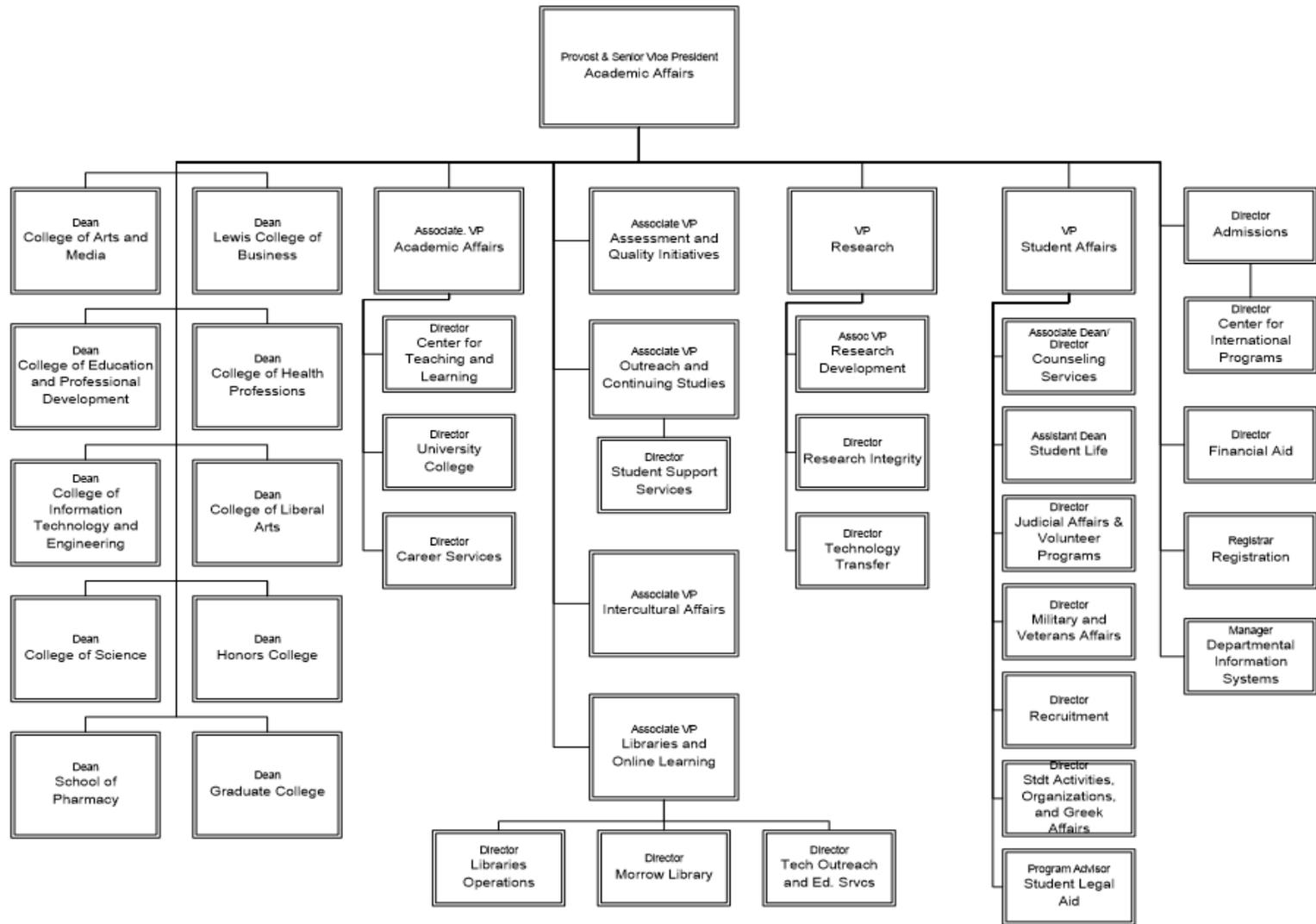
*Developed Calendar Year 2016-17

ORGANIZATIONAL CHART AND STRUCTURE



Marshall University
 Administrative Organization
 July 1, 2017





PROGRAM DESCRIPTIONS

Associate Degree Programs

Medical Laboratory Technology (AAS-MLT): Students completing the MU medical laboratory technician (AAS-MLT) curriculum can earn the Associate in Applied Science Degree. The Medical Laboratory Technician (MLT) is an allied health professional with an associate of science degree who is qualified to work in the clinical laboratory setting. A 2+2 career ladder program is offered with the AAS-MLT degree as the first degree which transitions seamlessly to the Bachelor of Science in Medical Laboratory Science (BS MLS). The MLT program prepares students to perform approximately 90% of the routine diagnostic work conducted in clinical labs, including blood and urine tests, cross-matches for blood transfusions, culture of pathogenic bacteria, and blood clotting assays.

St. Mary's Cooperative Programs (AS in Nursing): The Associate in Science in Nursing Program is a cooperative effort between the Marshall University College of Health Professions and St. Mary's School of Nursing. This program may be completed in two academic years and requires 72 credit hours. General education courses are offered on the Marshall University campus and nursing courses are offered at St. Mary's School of Nursing. Graduates of this program receive an Associate in Science in Nursing degree from Marshall University and are eligible to make application to the registered nurse licensing examination.

Bachelor's Degree Programs

Clinical Laboratory Sciences

Medical Lab Science (BS-MLS): The Bachelor of Science in Medical Laboratory Science (BS MLS) is an online program that enables students who have completed their AAS in MLT to pursue a Bachelor's degree, often while working full time in the clinical laboratory. Medical laboratory scientists perform a variety of specialized tests in the clinical laboratory that provide information used by the physician to determine the extent and cause of disease. The tests performed by or supervised by the medical laboratory scientist are completed in such areas as hematology, blood banking, serology, immunology, clinical chemistry, bacteriology, and parasitology. The graduate medical laboratory scientist is prepared with the knowledge and abilities needed for certification by nationally recognized professional agencies. Certified medical laboratory scientists are accorded the status of professionals in the medical team. They often have responsibilities for supervision of laboratory sections, exercise independent judgement, and evaluate the work of others.

Communication Disorders (BSCD): The Department of Communication Disorders offers an undergraduate and graduate degree in speech pathology. Speech pathologists specialize in the evaluation, remediation, and prevention of communication disorders and employment opportunities are excellent. A master's degree is the standard entry-level credential in this field; however, a bachelor's degree in communication disorders

prepares students for graduate study in a variety of fields and leads to careers in speech pathology, audiology, and other professions.

Dietetics (BSDTS): The Didactic Program in Dietetics (DPD) leads to a Bachelor of Science degree and prepares students for work in clinical nutrition, community health, and foodservice management positions. The DPD is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995; phone 800/877-1600 ext. 5400. The DPD meets the academic standards to qualify students for a dietetics internship (DI). Eligibility to sit for the registration examination, which is necessary to become a Registered Dietitian, requires students to complete both the undergraduate DPD as well as a post-baccalaureate supervised practice experience in a DI.

Health Sciences (BS): The Health Sciences major offers an interdisciplinary approach designed to develop a strong foundation of core skills in preparation for advanced education in a variety of health careers. All students gain knowledge about critical aspects of health: physical and cognitive function, disease and disability, contemporary public health challenges and opportunities, professional communication, the scientific bases of health care knowledge, and ethical and professional issues associated with our complex health care system. Students learn from accomplished faculty across the disciplines in the College of Health Professions and study side by side with other students who aspire to make a difference in people's lives.

School of Kinesiology

Athletic Training (BSAT): Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities (www.NATA.org).

Exercise Science (BSES): Exercise Science is a scientific program of study that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Examples of coursework include instruction in clinical exercise physiology, exercise physiology, biomechanics, fitness assessment and exercise prescription, energy metabolism, and strength and conditioning.

Sport Management (BASM): The Sports Management program at MU allows students exposure to modern methods of business communication, sport marketing, sport finance and economics, ethical and legal issues in sport business, event management and more. Students have the opportunity to gain firsthand experience by completing internships within sport business settings. This allows students to network and obtain valuable experiences, giving them an advantage when entering the workforce.

Biomechanics (BS): Biomechanics is the analysis of human movement to enhance performance, improve training, accelerate rehabilitation, and reduce injury risk. This is done by integrating various mechanical aspects of human movement during static and dynamic activities. The Biomechanics degree applies physics and math principles to study the interactions between humans and various machine systems in both working and living environments. Students will be exposed to specialized equipment to help measure the interaction of humans with their environment. Force plates and accelerometers measure forces generated by various segments of the body and then exerted externally to the body. Muscle activation is measured through electromyography. Motion analysis, using video to create three-dimensional reconstructions, measures body positions, velocities, and accelerations.

School of Nursing

Nursing (BSN): Nursing education has been offered at Marshall University since the inception of an associate degree program in 1960. On July 1, 1978, a School of Nursing was formally established and now, as a member of the College of Health Professions, it is an integral part of the academic health sciences at Marshall University. The primary objective of the nursing program is to respond to the nursing educational needs in the region. It offers a pre-licensure Bachelor of Science in Nursing program, an RN to B.S.N. program and a Master of Science in Nursing program with five areas of emphasis - Family Nurse Practitioner, Nursing Administration, Nursing Education, Nurse Midwifery, and Psychiatric Mental Health Nurse Practitioner. The B.S.N. and M.S.N programs are accredited by the Accreditation Commission for Education in Nursing, Inc. (3343 Peachtree Road N.E., Suite 850; Atlanta, GA 30326. 404-975-5000; www.acenursing.org).

PRE-Licensure: The four-year baccalaureate program in nursing prepares professional nurse generalists to work with individuals, families, groups, and communities in a variety of health care settings. The program is available to qualified high school graduates, college students and college graduates. Graduates of the program meet the education requirement to apply to take the National Registered Nurse Licensing Exam (NCLEX-RN).

RN to BSN (BSN): Acceptance of students in the School of Nursing B.S.N. program is predicated on the understanding that students should be able to complete the curriculum in four years if admitted at the freshman level, and three years if admitted at the sophomore level. Should students need to slow their program plan, for whatever reason (leave of absence, to delay progression due to economic or academic reasons, request to repeat a nursing course, etc.) they must have approval of the Admissions, Progressions, and Graduation Committee.

Social Work (BSW): The Bachelor of Social Work is a professional degree allowing the student to enter an exciting and growing field. Social workers practice in a variety of

settings including child welfare agencies, nursing homes, hospitals, schools, group homes, mental health centers, foster care agencies, and probation offices. Social workers work with individuals, families, groups, institutions, and communities and continually work to improve social conditions. The mission of the Marshall University Baccalaureate Social Work Program is to prepare students for the beginning level of practice as social work generalists grounded in the core professional values and competencies with an understanding and appreciation of the populations and institutions of Appalachia.

St Mary's Cooperative Programs

Medical Imaging: The Bachelor of Science in Medical Imaging is a cooperative program between St. Mary's Medical Center School of Medical Imaging (SOMI) and Marshall University that will prepare the student for professional employment as a radiographer or sonographer. The SOMI is accredited by the Joint Review Committee on Education in Radiography (JRCERT) and recognized by the West Virginia Medical Imaging and Radiation Therapy Technology Board of Examiners. Graduates of the program are eligible to take either the primary certification in radiography administered by American Registry of Radiologic Technologists (ARRT) or sit for the Diagnostic Medical Sonography or Vascular Sonography exam administered by the American Registry of Diagnostic Medical Sonographers. In addition, graduates in the radiography track will be academically prepared to sit for a post-primary certification in an advanced imaging modality.

Respiratory Care: The Bachelor of Science in Respiratory Care Program is a cooperative effort between the Marshall University College of Health Professions and St. Mary's School of Nursing and Health Professions. This program may be completed in four academic years and requires 121 credit hours. General education courses are offered on the Marshall University Huntington campus and respiratory courses are offered at St. Mary's Medical Center School of Respiratory Care. Graduates of this program receive a Bachelor of Science in Respiratory Care degree from Marshall University and are eligible to make application to the National Board of Respiratory Care for the advanced respiratory care practitioner credentialing examination.

Master's Degree Programs

Communication Disorders: The graduate program of the Department of Communication Disorders is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The Department of Communication Disorders offers a Master of Science degree. Communication Disorders majors at the graduate level follow a prescribed program leading to eligibility for national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association and licensure by the West Virginia Board of Examiners for Speech-Language Pathology and Audiology. Students wishing to be eligible for West Virginia

certification as public school speech-language pathologists must also meet the requirements for such certification.

Dietetics: The mission of the Master of Science degree program is to prepare graduates to practice in advanced level professional positions in the fields of clinical nutrition, community nutrition, and/or food and nutrition management. The program offers a unique opportunity to dietetics professionals in southern West Virginia. It is open to persons who have completed a bachelor's degree in dietetics at a regionally accredited institution and have been admitted to the dietetic internship certificate program or are currently a Registered Dietitian.

Health Informatics: Health Informatics is a cutting-edge, multidisciplinary profession that utilizes information technologies, informatics and information systems and integrates them into the health care arena; it is the science that defines how health information is technically captured, transmitted and utilized, consisting of 3 core areas:

- Information Systems – focuses on such issues as information systems analysis, design, implementation, management and leadership;
- Informatics – focuses on the study of structure, function and transfer of information, socio-technical aspects of health computing, and human-computer interaction;
- Information Technology – focuses on computer networks, database and systems administration, security and programming

Public Health: The Master of Public Health degree provides education and training to equip students for a broad range of careers including work in public health practice, research and policy. Two concentrations are offered, with a common core composed of training in not only fundamental public health subjects (including epidemiology, biostatistics, environmental health, sociobehavioral factors, and public health services), but also addressing critical cross-cutting competencies. Students may elect one of two concentrations. Specialization in Global and Community Health (GCH) provides training focused on the critical need for community health professionals skilled in risk assessment, education, intervention, and program management - particularly in communities facing high disease burdens and limited resources. A second concentration in Research, Evaluation and Policy (REP) is designed to train health professionals with advanced training in research methods, biostatistics, analysis, and health policy to equip graduates to help produce systemic improvements in care delivery and value.

School of Kinesiology

Athletic Training: The Marshall University Professional Master of Science in Athletic Training (PMAT) Program is fully accredited by the CAATE (Commission on Accreditation of Athletic Training Education; www.caate.net). It is a rigorous multifaceted health professions program that blends classroom instruction with clinical rotations, where students obtain real life experience

working hands-on with certified athletic trainers, physicians, physical therapists, and other allied health care professionals to provide patient care.

Biomechanics: Biomechanics is the study of forces and their effects on living systems. Biomechanics provides advanced knowledge in biomechanics particularly related to performance enhancement and injury prevention. Students focus their academic course work on developing the ability to understand and apply the principles of biomechanics when serving as a movement analyst in competitive and recreational sport situations, as well as in the workplace.

Exercise Science: The M.S. in Exercise Science prepares students for allied health careers in the clinical, commercial, corporate, community, university, and medical settings. Options include an emphasis on leadership roles and skills that permit one to work with individuals on a client/patient continuum extending from the elite athlete to those with chronic diseases, to the recreational athlete and those simply wishing to stay healthy by living sensibly. Options include careers in cardiopulmonary rehabilitation and diabetes management programs as well as athletic training, exercise physiology, and other health related fields such as physical therapy, pharmaceutical and pacemaker sales. This program also prepares students to enter pre-professional schools for physician assistants, and physicians. Graduates from the M.S. in Exercise Science are also prepared to pursue studies for advanced degree in related doctoral programs.

Sports Administration: The Sport Administration M.S. degree is a program in the School of Kinesiology with areas of emphasis in Sport Management or Recreation and Physical Activity. Graduates of this program are prepared to work in a variety of settings.

Nursing: The purpose of this program is to prepare graduates for advanced practice nursing, as family nurse practitioners, nurse educators, or nurse managers. In collaboration with Shenandoah University, the program offers students the opportunity to become nurse midwives (NM) or psychiatric mental health nurse practitioners (PMHNP).

Social Work: M.S.W. Generalist Curriculum: The 2-year curriculum promotes a generalist perspective in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The foundation builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas.

Post-Master's Degree Programs

Nursing: The purpose of this program is to prepare graduates for advanced practice nursing, as family nurse practitioners, nurse educators, or nurse managers. In collaboration with Shenandoah University, the program offers

students the opportunity to become nurse midwives (NM) or psychiatric mental health nurse practitioners (PMHNP).

Family Nurse Practitioner: The purpose of the Post Master's Certificate in Family Nurse Practitioner program is to prepare nurses, who have a Master of Science in Nursing degree, as family nurse practitioners. The graduates of this program are eligible to take the American Nurses' Credentialing Center Certification Examination for Family Nurse Practitioners and/or American Academy of Nurse Practitioners Certification Examination for Adult and Family Nurse Practitioners.

Nursing Administration: The purpose of the Post Master's Certificate in Nursing Administration program is to prepare nurses who have Master of Science in Nursing degrees as nurse administrators. The graduates of this program are eligible to take the American Nurses' Credentialing Center Certification Examination for Nursing Administration or Nursing Administration Advanced.

Nursing Education: The purpose of the Post Master's Certificate in Nursing Education program is to prepare nurses who have Master of Science in Nursing degrees as nurse educators. Graduates of this program are eligible to take the National League for Nursing Certified Nurse Educator Examination.

Doctoral Programs

Doctor of Physical Therapy: The Mission of the Marshall University School of Physical Therapy is to provide contemporary physical therapy education; to empower graduates and educators to exemplify excellence in clinical practice, scholarship, mentorship, leadership, and professionalism; and to engage all stakeholders in employing evidence-informed physical therapy that reflects and expands best practice. The Doctor of Physical Therapy (DPT) program offered by the School of Physical Therapy at Marshall University is a fulltime, three-year, nine-semester, 115-credit graduate program for students who wish to pursue a career as a physical therapist practitioner. Our inaugural class matriculated on May 21, 2012.

In addition to the programs listed above, Marshall University College of Health Professions works collaboratively with Mountwest Community and Technical College and Kanawha Valley Community and Technical College to offer the following Transfer Programs:

Mountwest Community and Technical College

Athletic Training

Biomechanics

Communication Disorders

Dietetics

Exercise Science – Applied

Exercise Science – Clinical

Health Sciences

Medical Imaging

Medical Laboratory

Technology

Nursing (ASN)

Nursing (BSN)

Public health

Respiratory Care

Social Work

Sport Management

Bridge Valley Community and Technical College

Nursing

*Last reviewed Fall 2020

COHP BYLAWS

Marshall University

College of Health Professions Bylaws

ARTICLE I. Name

The name of the organization shall be the College of Health Professions (COHP) Faculty Organization and shall be referred to in these Bylaws as Faculty.

ARTICLE II. Purpose

The Faculty shall be the basic legislative body of the College of Health Professions Faculty Organization except as to matters reserved by proper legal action to the Dean and to the Senior Vice President of Academic Affairs (Provost), to the President, and to the Board of Governors. The Faculty shall concern itself with topics affecting the whole College of Health Professions as distinguished from those matters of interest only to particular schools and programs of the College of Health Professions. Faculty is responsible for educational policies and not administrative decisions.

ARTICLE III. Powers and Relationships

Section 1. Faculty

- a. It shall be the responsibility of Faculty to determine all matters of educational policy with respect to the educational programs such as degree requirements, academic standards, and matters pertaining to faculty affairs and student conduct and welfare.
- b. Action of the Faculty shall be deemed an official action for and on behalf of the COHP unless overruled or amended by the Dean of COHP, Provost or President, when such action is not in conflict with public law of the state of West Virginia, Board of Governor's policy, or the University policy.
- c. It shall be the responsibility of the Faculty to channel its official actions to the Marshall University Faculty Senate, in accordance with University governance requirements.

Section 2. Dean

- a. It shall be the responsibility of the Dean to inform Faculty of all relevant information and actions of the Provost, the President, or the Board of

Governors and all affiliating groups affecting the educational policies of the College and/or requiring faculty action.

- b. In the event the Dean disapproves any Faculty or committee action, the Dean shall notify the Faculty or appropriate committee in writing of objections including rationale and recommendations.

Section 3. Relationships

The Faculty shall relate to the University Faculty Senate through its elected representatives.

ARTICLE IV. Membership

- a. The membership shall consist of all faculty of the COHP who hold title of clinical instructor or rank of assistant professor or above, whose duties are devoted to classroom and clinical teaching. All full-time members of faculty, as defined above, regardless of length of service shall be eligible to vote on matters concerning COHP.
- b. All administrators who hold faculty positions shall serve as non-voting members.
- c. All part-time faculty shall be non-voting members.
- d. All adjunct faculty shall be non-voting members.
- e. During Faculty meetings the presiding officer shall settle any question of eligibility of voters, which may arise.

ARTICLE V. Meetings

Section 1. Scheduling

- a. Regular meetings shall be held at least twice during the academic year.
- b. Special meetings may be called by the Dean or upon request of a faculty member.

Section 2. Notification

- a. Written notice of regular meetings shall be given at least one week prior to the meeting.
- b. Special meetings may be convened with less than one week's notice provided a majority of the eligible voting faculty is present.

- c. The written notice of all meetings must include the date and time of meeting along with agenda and business items.
- d. Non-agenda items may be discussed at a regular faculty meeting, but no action may be taken until the next meeting unless a majority of the faculty present votes to suspend the rules.
- e. Minutes of the meetings shall be recorded and distributed to Faculty and the Dean.
- f. The minutes and reports submitted in accordance with provisions of the Bylaws shall be deposited in the office of the Dean and, except those concerning personnel matters, shall be open to inspection by any member of the Faculty. These minutes and reports shall constitute the official record of the decisions of the Faculty.

Section 3. Voting

- a. At regularly scheduled meetings a quorum of a majority of the eligible voting members of the Faculty must be present for action to be taken.
- b. At special meetings when less than **one** week's notice is given a quorum of 2/3 of eligible voting members of the Faculty must be present for action to be taken.
- c. At all meetings a majority vote signifies affirmative action.
- d. Voting shall be by secret ballot for elections and upon request. Other matters may be voted upon during a COHP meeting, if agreed upon by eligible voting members.
- e. Items that the Chair determines can appropriately be considered and voted upon electronically shall be handled as follows:
 - i. The eligible voting members will have at least one week's time in which to consider the issue and vote.
 - ii. A majority vote of the eligible members signifies affirmative action for all electronic voting.

ARTICLE VI. Committee Membership Elections

Section 1. Time

- a. Faculty elections of officers, University Representatives, and Faculty Standing Committee members shall be conducted annually during the spring semester.
- b. Elected officers, University Representatives, and standing committee members shall assume their duties at the beginning of the fall semester.
- c. Should a faculty member vacate a committee position, temporarily or permanently, a replacement shall be elected at the time of vacancy.

Section 2. Vote

- a. Formal nominations shall be solicited by the Nominating Committee during the spring semester. Other nominations will only occur in the instance that a position becomes vacant during fall or summer semesters and will be handled on an as needed basis by the Nominating Committee.
- b. Ballots shall be prepared by the Nominating Committee and published at least one week prior to the elections. Voting shall be conducted utilizing the MU e-voting tool.
- c. E-Voting Procedure
 - Marshall University Information Technology (IT) E-voting Procedures
 - i. IT is notified when an e-vote is needed by the Chair of the COHP Nominating Committee for college wide votes
 - ii. Eligibility for voting is given to the IT representative by utilizing Organization Codes (which document which School(s) are eligible) and by E-class Codes (which document who is eligible: e.g. full time faculty, part time faculty, etc)
 - iii. The ballot name(s) (e.g. COHP Curriculum Committee) and list of nominated faculty are sent to IT to create a ballot
 - iv. A minimum of 3 days is needed to develop a voting template once a list of committees being voted on and list of faculty nominated for those positions are received by IT.
- d. In the event of a tie, election shall be determined by lot.

ARTICLE VII. Officers of the Faculty

Section 1. Titles

The officers shall consist of a Chair and a Secretary to be elected by the voting members.

Section 2. Vacancies

- a. The Chair of the Nominating Committee shall perform the duties of the Chair in the temporary absence of the Chair. In the event that the Chair is unable to complete the term, a special election will be held.
- b. In the absence of the Secretary, the Chair shall appoint a temporary recorder. In the event that the Secretary is unable to complete the term, the Chair shall appoint from the voting members a Secretary to complete the term.
- c. Vacancies which occur between the spring election and before assumption of duties will be filled prior to the first meeting.

Section 3. Terms

- a. The length of term of all elected officers shall be one year.
- b. No officer shall exceed two consecutive terms in any one office.

Section 4. Duties

- a. The Chair shall be responsible for the following duties:
 - i. Schedule meetings.
 - ii. Prepare the agenda for meetings.
 - iii. Preside at all meetings.
 - iv. Channel official actions to the appropriate body or individual; University Senate, University Standing Committees, Faculty Standing Committees, Dean of COHP or College of Health Professions Staff.
 - v. Appoint ad hoc committees.
 - vi. Serve as representative of the Faculty.
- b. The Secretary shall be responsible for the following duties:
 - i. Record minutes.
 - ii. Distribute minutes to all faculty members and the Dean.
 - iii. Submit a permanent copy of all minutes and attachments for file in the Dean's office.

ARTICLE VIII. Standing Committees

Section 1. Role of Standing Committees

- a. The primary responsibility of the standing committees shall be to advise the Policy and Procedures committee on individual policy and/or procedure recommendations relative to the respective committee.

- b. The standing committees may act in an advisory capacity to the Dean on administrative matters.

Section 2. Membership of Standing Committees

- a. Members are elected by the faculty to serve two years with terms arranged to expire in different years.
- b. The Dean shall be an ex-officio and non-voting member of each standing committee.
- c. Each standing committee shall elect its own chair and secretary annually.

Section 3. Duties of Standing Committee Chairs and Secretaries

- a. The duties of the chair shall include:
 - i. Schedule meetings.
 - ii. Prepare agendas.
 - iii. Preside at meetings.
 - iv. Report committee activity at Faculty Organization meetings.
 - v. Alert Nominating Committee Chair of committee seat vacancies that occur outside of the spring nominating period.
- b. The duties of the secretary shall include:
 - i. Record minutes.
 - ii. Distribute minutes to all committee members.
 - iii. Submit permanent copy of minutes for file in the Dean's office.

Section 4. Vacancies in Standing Committees

- a. Should a faculty member vacate a committee position, temporarily or permanently, a replacement shall be elected at the time of vacancy.
- b. Elected faculty will serve for the remainder of the vacated term.

Section 5. Standing Committee Titles and Responsibilities

1. Curriculum Committee

A. Functions:

- i. Review and act upon recommended course changes, additions, deletions and non-curricular changes from each department.

- ii. Validate that all required forms for processing recommendations are forwarded to the Faculty Senate for undergraduate courses and to the Graduate Council for graduate courses.
- iii. Generate college wide curriculum member recommendations.
- iv. Forward all recommendations to the Dean.

B. Membership:

Membership will include thirteen faculty members as follows: Two from Nursing, two from CD, one from DTS, one from CLS, one from SWK, two from SOK, two from PT, one from the St Mary's Center for Education and one member collectively representing PH, HI and HS. Of these thirteen members, at least one from nursing, one from CD, one from DTS must have graduate faculty status. Additionally, one of the thirteen members shall serve on the University Curriculum Committee.

2. Promotion and Tenure Committee

A. Functions:

- i. Recommend criteria for faculty evaluation.
- ii. Recommend criteria for faculty promotion and tenure.
- iii. Provide faculty with instructions for the promotion and tenure process.
- iv. Review promotion and tenure applications for recommendation to the Dean.
- v. Review faculty welfare concerns to make recommendations to the appropriate person or group.
- vi. Submit recommendations to the Dean on matters that require the Dean's action.

B. Membership:

All members of the Promotion and Tenure committee are to be tenured faculty. Membership will include thirteen faculty (three from Nursing, two from CD, two from SOK, two from PT, one from DTS, one from CLS, one from SWK and one member collectively representing, PH, HI and HS). Additionally, one of the thirteen members shall be the University Faculty Personnel Committee representative. In the event that no tenured faculty

members are available from each department to serve on this committee, the department chair shall serve with a voice, but not a vote.

3. Nominating Committee

A. Functions:

- i. Track expiring terms and open positions for COHP and University elected committees.
- ii. Solicit nominations and/or volunteers to fill positions.
- iii. Create a ballot and hold elections in accordance with Article VI, Section 2 of the COHP Bylaws.
- iv. Inform faculty of election results

B. Membership:

Membership will include three faculty, each from a different department.

4. Learning and Laboratory Resources Committee

A. Functions:

- i. no revisions needed
- ii. Enhance the outreach of the college through collaborative and community service learning projects.
- iii. Organize and offer group educational opportunities to address community health needs.
- iv. Identify opportunities to collaborate on research projects within the college.
- v. Develop and implement a method for dissemination of information among faculty within the college regarding collaborative opportunities.

B. Membership:

Membership will include one representative from Nursing, CD, SOK, PT, one from the collective departments of DTS, CLS, and SWK, and one from the collective departments of PH/HI/HS."

5. Policies and Procedures Committee

A. Functions:

- i. Compile and review policies and procedures from the various COHP standing committees.
- ii. Insure all COHP policies and procedures are aligned with Marshall University, BOG, and HPEC policies and procedures.

- iii. Coordinate faculty input and approval for COHP policy and/or procedure changes.
- iv. Develop and review COHP general faculty policies and procedures including advising, office hours, sabbatical applications, etc.

B. Membership:

Membership will include one member from each Department/School. One representative from each standing committee will be in attendance when matters related to that committee are being discussed.

6. Research and Grant Committee

A. Functions:

- i. Document productivity of faculty, staff, and students.
- ii. Identify and promote research, grant and funding opportunities.
- iii. Recognize and publicize diverse research accomplishments.
- iv. Develop COHP Research Symposium.
- v. Organize and offer continuing education for COHP academic disciplines

B. Membership:

Membership will include one representative from Nursing, CD, SOK, PT, one from the collective departments of DTS, CLS, and SWK and one from the collective departments of PH, HI, and HS.

7. COHP Interprofessional Education and Collaboration Committee (IPE/IPP)

A. Role/Functions:

- i) Develop interprofessional education activities for both undergraduate and graduate programs in accordance and alignment with each academic unit's governing body.
- ii) Ensure that all IPE/IPP programs at Marshall follow Interprofessional Education Collaborative (IPEC) and best practice standards.
- iii) Review and act upon recommend IPE/IPP activities recommended by faculty within the COHP.

- iv) Track and maintain data on all IPE/IPP activities within the COHP. This should include any educational event which allows two or more students/professionals to learn about, from, with each other, enables effective collaboration and improves health outcomes.
- v) Inform the COHP about relevant IPE/IPP activities locally, state-wide, nationally and internationally.
- vi) Generate college wide committee recommendations

B. Membership:

- i) Membership will include a minimum of 10 COHP faculty members as follows: one from Nursing, one from CD, one from DTS, one from CLS, one from SWK, one from SOK, one from PT, one from the St Mary’s Cooperative Programs, one from HS, one from PH. Of these 10 members, at least one from nursing, one from CD, one from DTS must have graduate faculty status.
- ii) Membership should also include faculty members from outside of the COHP who are invested in IPE/IPP activities as agreed upon by the COHP committee members, (one from SOM, one from PA, one from SOP, one from Psychology, one from COE).

ARTICLE IX. Standing Unit Committee

Each academic unit may establish standing committees in the following areas:

- A. Student Affairs – to address student life and responsibilities.
- B. Curriculum – to provide for ongoing evaluation and development of programs.

ARTICLE X. Ad Hoc Committees

Ad Hoc Committees shall be formed for special tasks as necessary through appointment of members by the Faculty Chair or Dean

ARTICLE XI. Robert’s Rules

The Faculty shall be governed by the rules contained in Robert’s Rules of Order, latest edition.

ARTICLE XII. These Bylaws may be amended by a 2/3 vote. Notice of any proposed amendment must be given at least one week prior to the meeting at which it is to be considered.

Approved 8/17/98
Revised 2/5/01
Revised 5/2/02
Revised 1/29/03
Revised 01/06/05
Revised 01/05/06
Revised 09/21/06
Revised 12/15/10
Revised 05/13/19
Revised 11/16/2020

APPOINTMENT AND EVALUATION

Selection, Roles, and Responsibilities of Chairpersons

Role of the Chairpersons

Within the College of Health Professions (COHP), chairpersons serve multiple roles. They teach classes, direct student and personal research, solicit external funding, advise students, oversee office and support staff, fill faculty vacancies, serve on college and University committees, prepare budgets and keep departmental spending within guidelines, evaluate faculty for promotion and tenure, and other responsibilities as they are assigned by the Dean of the college.

Other responsibilities include, but are not limited to, the preparation and submission of documents relating to the mission and direction of the unit. This might include such activities as developing new programs or majors, including accreditation, curricular changes and requirements, and recruiting new students. A full description of Roles and Responsibilities can be found in Executive Policy Bulletin #6.

Evaluation of Chairperson

Each chairperson will be evaluated annually. All aspects of performance of the duties of Chair will be considered. The evaluation of chairs will be done in consultation with the faculty. The Dean may solicit input from other administrative units within the university (registrar, financial aid, student services, enrollment mgt., etc.) as to the performance of the chairperson, as well as from unit faculty.

Selection of Chairperson

The term of chairpersons shall be for a period of four years. One half of the COHP Chairpersons will be elected on odd years and one half on even years as not to have all Chairperson elections in a single year. There is no maximum number of terms that an individual may remain as chairperson. All chairpersons serve at the will of the Dean and the President of Marshall University.

Since all chairpersons serve at the will of the Dean, a chairperson could be asked to step down before the completion of a four-year term. Furthermore, a chairperson has, after consultation with the Dean, the option of resigning the chair position before the expiration of the four-year term. If a Chairperson vacancy occurs during a normal term, then a regular faculty election will take place to finish the vacated term and then follow the normal Chairperson election process at the end of that term.

Further, information about selection of a chairperson can be found in the Marshall University Board of Governors policy AA-38.

The selection process would normally begin as soon as possible after a vacancy occurs or is announced. In the event of an emergency or sudden departure of a chairperson, the Dean may choose to appoint an interim or acting chairperson for a limited time period.

Internal Search.

1. The unit Nominating Committee or a committee appointed by the dean will be responsible for receiving nominations and coordinating the selection process by the unit.
2. A faculty member may be nominated by another or may submit his/her own name for consideration. All full-time faculty members in the department who hold at least Assistant Professor rank are eligible to serve as chairperson. Chairperson candidates are preferred to be tenured and hold a minimum rank of Associate Professor. The nomination process will normally be completed by March 15th of the fourth year of a chairperson's term.
3. The election shall be by secret ballot. All full-time faculty members of the unit will be eligible to vote. The selection committee will tally the vote and inform the Dean of the decision. A simple majority will determine a winner. Should no candidate receive a majority, a second vote will be taken with the two candidates receiving the highest number of votes being placed on the ballot.
4. If the Dean concurs with the departmental decision, he/she will forward the name to the Provost for final approval. If the Dean does not agree with the choice submitted, he/she will inform the faculty and provide reasons why the candidate is unacceptable. The Dean will then instruct the selection committee facilitator to reopen the search.
5. The Dean will discuss and negotiate terms of the appointment with the candidate.

National Search.

Occasionally, conditions may require that an outside national search for a chairperson be conducted. The Dean is responsible for seeing that a position and adequate salary for the position be available.

Following the decision that a national search is necessary, the following steps will be followed:

1. The Dean will appoint a search committee chair (who will normally be a chairperson of another department or unit within the college) and two additional members. The department will also elect two faculty members by ballot. The committee will be responsible for preparing a description of the position, advertising the position, maintaining an applicant log, and complying with EES/AA hiring guidelines.
2. The search committee will submit the names and credentials of 2 to 3 qualified applicants to the Dean.
3. The Dean will review the credentials of the applicants and select at least two candidates who will be invited to campus for interviews.
4. Candidates will visit campus to interview with departmental faculty and other university personnel.
5. Immediately following the interviews, the faculty of that department will prepare, and submit to the Dean, written evaluations of the applications, including a statement of preference.

6. The Dean will negotiate an offer with the candidate who will provide the direction, creativity and leadership required to serve the best interest of the department or unit, the college, and the university.

Duties of Department Chairpersons

Marshall University Greenbook: 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 of 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 departmental 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 personnel matters, such as leaves of absence, sabbatical leaves, research grants, etc.
6. Periodic 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.

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 scholarship 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 implementation.
15. Appointing faculty members to co-curricular responsibilities and recommending release 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 administering the departmental budgets, which can include:
 - a. Annual operating budget
 - b. Library allocation
 - c. Allocating the resources of the department so that institutional, research, administering, and travel needs can be met equitably.
20. Departmental liaison with university offices dealing with fiscal activities, such as:
 - a. Dean's office: for budgets, travel, and extramural funding
 - b. Business offices (purchasing, personnel, accounting): for activities relevant to these offices.
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; administration and evaluation of the proposal and/or projects as the department's chief administration.

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 office's procedures.

PROFESSIONAL PERFORMANCE

27. Providing professional leadership and 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.

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

In keeping with University policy [Role and Responsibilities of Department/Division Chairs (SR-93-94-76)], all department chairpersons in the College of Health Professions will be evaluated annually during their four-year terms. Annual evaluations of Chairpersons will be completed 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 information below is taken directly from the Marshall University Board of Governors Policies for promotion and tenure. Web links can be found in the resource section of this handbook.

Faculty Promotion

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. AA-26

1 General Information.

1.1 Scope: Academic policy regarding the promotion of faculty through the established ranks.

1.2 Authority: W. Va. Code §18B-1-6

1.3 Passage Date: March 8, 2006

1.4 Effective Date: Upon passage

1.5 Controlling over: Marshall University

1.6 History: Adopted 4/5/54, Revised February 1956, January 1957, Amended 5/20/68, Revised 2/13/69-FPC, amended 3/19/70-FPC, revised 8/30/78-FPC, Policy Bulletin 36 Adopted by BOR on 3/12/84, Amended 5/24/88-FPC, Revised SR-92-93-(8)145(FPC), SR-93-94-2(FPC), Revised 3/5/98 Graduate Council, SR-00-01-(3)44(FPC); See SR-04-05-(12)-69 FECAHC for revised dates; See SR 04-05(36) 93 FECAHC for changes to evaluative language.

2 Policy

2.1 Promotion in rank is a reward for achievement. It is based on the professional qualifications of a faculty member, including performance specific to the candidate's contractual responsibilities and duties. Major faculty responsibilities and duties include teaching and advising, scholarly and creative activities, service to the university, and professional service to the community. Individual colleges are responsible for determining the relative importance of the various faculty functions for purposes of personnel decisions. Colleges should provide flexibility in the weighing of such functions in order to accommodate a range of departments, disciplinary specialties and individuals with varying assignments.

2.2 The specific areas, in which faculty are evaluated for promotion, include the following:

2.2.1 Teaching and advising: command of disciplinary knowledge and methodology; effectiveness of classroom performance; advising load and effectiveness of academic advising; effectiveness in assessing student learning; rapport with students; contributions

to curricular development, including development, promotion and delivery of off-campus academic programs, either through electronic means or conventional travel to off-campus course locations; instructional development of faculty colleagues, etc.

2.2.2 Scholarly and creative activities: number, quality and importance of publications and creative productions; memberships and contributions to professional societies; professional growth and development; scholarly presentations and creative performances; contributions to the professional development and achievement of colleagues, etc.

2.2.3 Service to the university: contributions within the department/division, within the college, or university-wide; contributions to official student organizations or other university-related organizations; other work on behalf of the student body, faculty, staff or administration of the university.

2.2.4 Service to the community: service on a compensated or pro bono basis to governments, to educational, business or civic organizations, or to the public. (Such service could include applied research, consultation, technical assistance, special forms of instruction, clinical work and performance). Involvement as an official representative of Marshall University, or units thereof, in activities of governments and of educational, business or civic organizations.

2.3 For purposes of promotion, as well as other personnel decisions, all relevant faculty activities should be subject to objective qualitative evaluations.

2.4 Teaching is subject to evaluations by students and peers. The latter may visit a class or classes, or examine and evaluate course materials such as syllabi, textbooks and examinations. For a scholarly publication or presentation, critical appraisals from scholars in the same field might be solicited. For public service qualitative assessment should be solicited from those associated with the service activity or affected by the service outside the university. Colleges are encouraged to refine and clarify these guidelines and to develop specific performance standards for application to their faculty. All college policies and guidelines relating to the promotion process, including the determination of appropriateness of the degree to the teaching field, which is to be made by the dean of the college, must meet or exceed the policies as specified in this chapter and shall be reviewed and approved for consistency with university and Higher Education Policy Commission's (formerly the Board of Trustees) policies by the Faculty Personnel Committee and the Provost and Senior Vice President for Academic Affairs or, where appropriate, the Vice President for Health Sciences.

2.5 Requirements for the Rank of Instructor

2.5.1 Except as noted below, the entry-level rank of instructor requires that a candidate shall have earned a master's degree at a regionally accredited college or university, with a major appropriate to the teaching field.

2.5.2 In certain special areas in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the bachelor's degree or its equivalent may meet the minimum for the rank of instructor.

2.5.3 A candidate must show promise as an effective university teacher.

2.6 Requirements for the Rank of Assistant Professor

2.6.1 Except as noted below, the rank of assistant professor requires that a candidate shall have earned a master's degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least fifteen semester credit hours in courses appropriate to the teaching field beyond the master's degree.

2.6.2 In certain special areas in which professional achievement is of unusual importance, or in which personnel holding higher degrees are not available, the master's degree or its academic equivalent may meet the minimum requirement for the rank of assistant professor.

2.6.3 A candidate must have had at least three years' experience as a full-time faculty member at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college, or an earned terminal degree from a regionally accredited university with a major appropriate to the teaching field.

2.6.4 A candidate with teaching experience must have demonstrated his or her teaching professionalism and must show promise as a professional faculty member in other major areas of responsibility. Candidates without prior teaching experience must show promise as a professional teacher and as a professional faculty member in other areas of responsibility.

2.7 Requirements for the Rank of Associate Professor

2.7.1 A candidate must have earned the master's degree at a regionally accredited college or university, with a major appropriate to the teaching field, and at least thirty semester hours in courses appropriate to the teaching field beyond the master's degree toward the terminal degree.

2.7.2 A candidate without an appropriate terminal degree must have had at least seven years' experience as a full-time faculty member of which at least four years must be at the assistant professor rank at a regionally accredited college or university, or other experience deemed as equivalent by the dean of the college. A candidate with an earned terminal degree with a major appropriate to the teaching field must have had at least four years of experience at the rank of assistant professor as a full-time faculty member at a regionally accredited college or university or other experience deemed as equivalent by the dean of the college. Promotion and tenure may be awarded concurrently.

2.7.3 A candidate must have demonstrated professional performance and achievement in all of his or her major areas of responsibility, and he or she must have demonstrated

exemplary performance in either teaching and advising or in scholarly and creative activities.

2.7.4 Requirements for the Rank of Professor

2.7.5 A candidate must have earned the terminal degree in a major appropriate to the teaching field from a regionally accredited university. Exceptions to the degree requirement may be made in the case of exceptional artistry and/or scholarship only if the appropriate college Promotion and Tenure committee so recommends.

2.7.6 A candidate must have had at least four years of experience in the rank of associate professor at a regionally accredited college or university. Promotion and tenure may be awarded concurrently.

2.7.7 A candidate must have demonstrated professional performance in all of his or her major areas of responsibility, and he or she must have demonstrated exemplary performance in two or more such areas, including either teaching and advising or scholarly and creative activities.

2.8 Procedure

2.8.1 Annual Consideration for Promotion

2.8.1.1 All persons with the rank of instructor, assistant professor or associate professor who teach in one academic year at least one class in the university and who are employed full-time are entitled to annual consideration for promotion to a higher rank, provided that they have met minimal levels of education attainment and years of faculty experience by the time the promotion would take effect.

2.9 Promotion Process

2.9.1 Each college or equivalent unit will develop written procedures and performance criteria for implementing the promotion guidelines in the Higher Education Policy Commission's Series 9. College promotion procedures must be approved by the dean in consultation with the faculty, approved for consistency with university and the Higher Education Policy Commission's policies by the Faculty Personnel Committee and the Provost and Senior Vice President for Academic Affairs, or, where appropriate, the Vice President for Health Sciences.

2.9.2 Each faculty member is responsible for initiating his or her application for promotion. However, a chairperson/division head or an intradepartmental promotion committee may initiate a proposal for the promotion of any member of the department or division. Proposals for the promotion of a chairperson/division head may be initiated by himself or herself, by an intradepartmental committee or by the college dean.

2.9.3 A candidate for promotion will submit an application by the established departmental deadline to the chairperson/division head, who will forward it to an intradepartmental promotion committee. If the candidate holds graduate or associate

graduate faculty status, the chairperson/ division head will notify the graduate dean of the application, giving him or her an opportunity to provide to the departmental committee any information that he or she may have bearing upon the promotion. No items may be added or deleted from the application after this point. The committee will prepare a written recommendation with respect to the qualifications of the candidate for promotion and submit it with the candidate's application to the chairperson/division head.

2.9.4 Beginning with departmental committee level and continuing thereafter through each step of the decision-making process, the candidate shall be informed in writing of any recommendation to deny promotion.

2.9.5 The chairperson/division head will prepare a written recommendation with respect to the qualifications of the candidate for promotion and submit it along with all other materials received from the candidate and from the intradepartmental committee to the college dean by February 15.

2.9.6 The dean will submit all applications and recommendations to a college level promotion and tenure committee (or its equivalent). The committee will evaluate each candidate for promotion and submit a written recommendation for each candidate, along with all materials received, to the dean.

2.9.7 Upon receipt of recommendations by the college promotion and tenure committee, the dean will prepare a written recommendation for each candidate. The dean will submit his or her recommendations and those of the college committee, the chairperson/division heads and intradepartmental committees along with all materials received to the Provost and Senior Vice President for Academic Affairs, or, where appropriate, the Vice President for Health Sciences by March 25.

2.9.8 The Provost and Senior Vice President for Academic Affairs or, where appropriate, the Vice President of Health Sciences, will prepare a written recommendation for each candidate and submit it together with all of the recommendations and application materials received from the deans to the President by April 22.

2.9.9 Promotion will result from action by the President at the conclusion of the promotion process. The President will prepare a list of those promoted and send an informational copy to the chairperson of the Faculty Personnel Committee by April 30.

2.9.10 The President will inform by letter all candidates for promotion of his or her decision by April 30. An applicant denied promotion will be provided a statement of reasons for the action by this date. All application materials will be returned to each candidate at this time.

2.9.11 The entire promotion process must adhere to the university's time guidelines and conclude no later than April 30.

2.9.12 An applicant denied promotion by the President may file a grievance.

2.9.13 A faculty member may withdraw his or her application for promotion at any time during the promotion process.

2.9.14 None of the above procedures shall preclude the use of other appropriate forms for evaluation in the promotion process.

2.9.15 All application materials and promotion decisions and deliberations shall be considered confidential except for circumstances in which a legal “need-to-know” basis has been established.

2.9.16 No person, including the applicant, may present information in person to promotion committees.

Faculty Tenure

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. AA-28

1 General Information.

- 1.1 Scope: Academic policy regarding the application requirements and process of awarding tenure to eligible faculty.
- 1.2 Authority: W. Va. Code §18B-1-6
- 1.3 Passage Date: March 8, 2006
- 1.4 Effective Date: Upon passage
- 1.5 Controlling over: Marshall University
- 1.6 History: Passed Faculty Senate on May 24, 1989, Amended: Faculty Senate Recommendation 93-94-2-FPC; See SR -04-05-(12)-69 FECAHC for revised dates; See SR-03-04 (36) 93 FECAHC for evaluative language.

2 Policy

2.1 Definition

2.1.1 Tenure at Marshall University provides for a continuing series of appointments which may be terminated by the university only for cause or under extraordinary circumstances or reduction or discontinuance of a program.

2.1.2 When a full-time faculty member is appointed on other than a temporary or tenured basis the appointment shall be probationary. The conditions which govern a probationary appointment are in accordance with the Higher Education Policy Commission's Series 9.

2.2 Requirements

2.2.1 Tenure shall not be granted automatically, or for years of service but shall result from a process of peer review and culminate in action by the President. The granting of tenure shall be based on a two-fold determination:

2.2.2 That the candidate is professionally qualified;

2.2.3 That the university has a continuing need for a faculty member with the particular qualifications and competencies of the candidate. This determination shall be in accordance with the provisions of Series 9.

2.2.4 The professional qualifications of a candidate for tenure will be evaluated on the basis of the guidelines which pertain to promotion.

2.2.5 The grant of tenure requires that a candidate must have demonstrated professional performance and achievement in all of his or her major areas of responsibility.

Additionally, the candidate must have demonstrated exemplary performance in either teaching and advising or in scholarly and creative activities.

2.2.6 Tenure may be granted only to faculty who hold the rank of assistant professor or above. Promotion and tenure may be granted concurrently.

2.2.7 The maximum period of probation at Marshall University shall not exceed seven years. Before completing the sixth year of a probationary appointment, a non-tenured faculty member shall be given written notice of tenure, or shall be offered a one-year terminal contract of employment for the seventh year. In exceptional cases, newly appointed faculty members may negotiate the use of prior service at other higher education institutions to reduce the length of the probationary period. The length of the probationary period must be established at the time of initial employment by the President, after consultation with the Provost and Senior Vice President for Academic Affairs or Vice President of Health Services and the appropriate dean(s), chair(s) and departmental faculty. The tenure requirements of the college(s) and university must be met and the initial letter of appointment must specify the academic year in which the tenure decision will be made.

2.2.8 If the status of a faculty member changes from temporary to probationary, the time spent at the institution may, at the discretion of the President, be counted as part of the probationary period. A faculty member wishing to count years on a temporary appointment as part of the probationary period must make such request at the time of initial appointment to a tenure-track position. The request should be initiated through the department chair and should flow through appropriate channels. Requests made after this time will be denied. If no request is made, the years on the temporary appointment will not be counted as part of the probationary period.

2.2.9 The original hiring agreement should state that the faculty member being employed for a tenure-track position has the option of requesting that his/her temporary service be counted toward tenure. If the option is exercised, the faculty member must be cautioned that his/her years of temporary service will be evaluated by the same criteria as tenure-track service. This policy shall not be applied retrospectively.

2.2.10 The above provisions for tenure do not apply to persons who have appointments as full-time administrators or staff members.

3 Procedure

3.1 Notification of Probationary Faculty

3.1.1 At the time of initial appointment, the department chairperson will notify in writing each probationary faculty member of the requirements and guidelines for tenure, including any which apply specifically within the faculty member's department. The faculty member will acknowledge in writing receipt of this notification. Lack of acknowledgment is not grounds for dismissal, nor is it reason for appealing a denial of tenure.

3.1.2 All probationary faculty must be notified annually in writing by peer committees, chairpersons, and/or deans of their progress toward tenure and/or promotion. Notifications should identify specific areas of improvement needed for tenure or promotion. (SR-04-05-(37) 94 FECAHC)

3.2 The Tenure Process

3.2.1 Each college or equivalent unit will develop written procedures and performance criteria for implementing the tenure requirements in the Higher Education Policy Commission's Series 9. College tenure procedures and criteria must be approved by the dean in consultation with the faculty, approved for consistency with the university's and the Higher Education Policy Commission's policies by the Faculty Personnel Committee and the Provost and Senior Vice President for Academic Affairs or, where appropriate, the Vice President for Health Sciences.

3.2.2 Each faculty member will have the primary responsibility for initiating his or her application for tenure. However, the department chairperson or an intradepartmental committee may initiate a recommendation for tenure.

3.2.3 Unless demonstrated extraordinary circumstances prevent an application during the sixth year of a faculty appointment, the person who chooses not to apply will not be considered for tenure and will be offered a one-year terminal contract of appointment.

3.2.4 A candidate for tenure will submit an application by the established departmental deadline to the chairperson/division head, who will forward it to an intradepartmental tenure committee. If the candidate holds graduate or associate graduate faculty status, the chairperson/division head will notify the graduate dean of the application, giving him or her an opportunity to provide to the departmental committee any information that he or she may have bearing upon tenure. No items may be added to or deleted from the application after this point. The committee will prepare a written recommendation with respect to the qualifications of the candidate for tenure and submit it with the candidate's application to the chairperson/division head.

3.2.5 Beginning with the departmental committee level and continuing thereafter through each step of the decision-making process, the candidate shall be informed in writing of any recommendation to deny tenure.

3.2.6 The chairperson/division head will prepare a written recommendation with respect to the qualifications of the candidate for tenure and submit it along with all other materials received from the candidate and from the intradepartmental committee to the college dean by February 15.

3.2.7 The dean will submit all applications and recommendations to a college level promotion and tenure committee (or its equivalent). The committee will evaluate each candidate for tenure and submit a written recommendation for each candidate, along with all material received, to the dean.

3.2.8 Upon receipt of recommendations by the college promotion and tenure committee, the dean will prepare a written recommendation for each candidate. The dean will submit his or her re-recommendations and those of the college committee, the chairpersons/division heads and intra-departmental committees to the Provost and Senior Vice President for Academic Affairs, or where appropriate, the Vice President for Health Sciences by March 25.

3.2.9 The Provost and Senior Vice President for Academic Affairs or, where appropriate, the Vice President for Health Sciences will prepare a written recommendation for each candidate and submit it together with all the recommendations received from the deans to the President by April 22.

3.2.10 Tenure decisions will result from action by the President at the conclusion of the tenure process. The President will prepare a list of those granted tenure and send an informational copy to the chairperson of the Faculty Personnel Committee by April 30.

3.2.11 The President will inform by letter all candidates for tenure of his or her decision by April 30. An applicant denied tenure will be notified via certified mail. All application materials will be returned to each candidate at this time. The entire tenure process must adhere to university time guidelines and conclude no later than April 30.

3.2.12 All application materials and tenure decisions shall be considered confidential except in circumstances in which a legal "need-to-know" basis has been established.

3.2.13 No person, including the applicant may present information in person to tenure committees.

3.2.14 An applicant denied tenure may request a statement of reasons from the President according to the provisions of Series 9.

3.2.15 An applicant denied tenure by the President may file a grievance.

Overview: COHP Promotion & Tenure Procedures and Performance Criteria

The process of applying for either tenure or promotion is identical. The purpose of this document is to assist one in applying for promotion or tenure. Adherence to the procedure and other suggestions provided are necessary to assure uniformity and equal treatment. Consult the most recent edition of *The Greenbook* for more complete information on tenure and promotion policies and procedures at the following website: <http://www.marshall.edu/academic-affairs/files/Greenbook-2018-2019-Final.pdf>

- 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. Each department or school shall elect a promotion and tenure committee to review the portfolio of candidates within the department or school. 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. 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 included for one promotion portfolio cannot be included with subsequent promotion portfolios.
- VIII. For consistency, once the candidate has notified the Dean in writing he/she will submit a portfolio for promotion and/or tenure the following outline should be used for presenting data:

Section I:

Application for Promotion and/or Tenure Form found at
<http://www.marshall.edu/academic-affairs/facultyresources.htm>

Section II:

Promotion and/or Tenure Summary Form found at
<http://www.marshall.edu/academic-affairs/facultyresources.htm>

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

- a. Self-reflection of performance
- b. Outline and brief summary of documentation included
- c. Documents

Section VII:

Documents Illustrating Performance in Secondary Area

- a. Self-reflection of performance
- b. Outline and brief summary of documentation included
- c. Documents

Section VIII:

Documents Illustrating Performance in Third Area

- a. Self-reflection of performance
- b. Outline and brief summary of documentation included
- c. Documents

***Please limit portfolio to one 3-ring binder with documents included that are representative of your performance in each respective area.

- IX. The following COHP criteria will be used to determine ratings of "exemplary" and "professional" as required for promotion and/or tenure consideration under University policy outlined in *The Greenbook*.

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*.

TEACHING AND ADVISING

Per Marshall University's 2006 Faculty Workload Policy, section 8.1 states "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." This is not meant to be an inclusive list, as additional means of demonstrating teaching effectiveness can be considered.

Criteria for Promotion and Tenure in the Area of Teaching and Advising

Summaries of data from University student evaluations included in any submission of a Promotion Portfolio shall reflect the most recent **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.

A professor at the "exemplary" level provides clear and convincing evidence of the following:

- The candidate engages in continuous assessment of student learning outcomes through relevant assignments and use of clear course assessment tools, and uses the assessment information to improve course content or teaching methods as indicated.

- The candidate is responsive to changing trends, research evidence, technology, or context in development and delivery of course content
- The candidate engages students in critical thinking and encourages/inspires student learning/achievement
- The candidate is willing to provide assistance and guidance to students
- The candidate keeps abreast of new developments in the field of teaching

Professor

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. See Appendix A for examples.

- 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 consistent 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:
 - Award for teaching
 - Success of undergraduate/graduate students in presenting scholarly works
 - Development of teaching material packages
 - Demonstration of proficiency and participation in academic advising
 - 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

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. See Appendix A for examples.
- 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.
- Evidence of an active role in advising must be submitted.

Associate Professor

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. See Appendix A for examples.
- 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 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

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. See Appendix A for examples.
- 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.

Assistant Professor

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. See Appendix A for examples.
- 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

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. See Appendix A for examples.
- 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

Per Marshall University's 2006 Faculty Work Load Policy, section 9.1, "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

Scholarly Activities Considered to be Major 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

Scholarly Activities Considered to be Secondary Projects

- 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.

Criteria for Promotion in the area of Scholarly and Creative Activities

Professor

Exemplary

- Completion of 5 major projects, or
- A combination of secondary and major projects equivalent to five major projects

Professional

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

Associate Professor

Exemplary

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

Professional

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

Assistant Professor

Exemplary

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

Professional

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

SERVICE AND PROFESSIONAL DEVELOPMENT

Per Marshall University's 2006 Faculty Workload Policy, section 10.1, "University service includes activities in support of program, department/division, college, and university governance that are not directly tied to teaching or research" and section 13.1, "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

Unit Defined

- Other types of university service may be submitted but in most instances a unit should be roughly equivalent to the effort expended serving on a committee for one year. The work must be on behalf of the student body, faculty or

administration, and 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.
- Other as negotiated with department chair

Criteria for Promotion in the Area of Service to the University

Professor

Exemplary

- The equivalent of eight units of University (minimum of 1 unit), College (minimum of 2 units), or Department/School service

Professional

- The equivalent of six units of University, College, or Department/School service

Associate Professor

Exemplary

- The equivalent of six units of University (minimum of 1 unit), College (minimum of 1 unit), or Department/School service

Professional

- The equivalent of four units of University, College, or Department/School service

Assistant Professor

Exemplary

- The equivalent of four units of University, College (minimum of 1 unit), or Department/School service

Professional

- 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

Exemplary

- 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

Professional

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

Associate Professor

Exemplary

- 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

Professional

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

Assistant Professor

Exemplary

- Two years of community service

Professional

- Evidence of some community service

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

Passed 04/25/2014

Reviewed 05/13/2019

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
 - 1. University 5-25%
 - 2. Professional 0-15%
 - 3. Community Discipline 0-15%
 - 4. Community non-Discipline -
 - 5. 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. HS 422/522 Care of Athletic Injuries - 3 cr.	10%	20%	10%		None	100%

Revised 01/01/2010

Reviewed 05/13/2019

FACULTY WORKLOAD

MARSHALL UNIVERSITY BOARD OF GOVERNORS

Policy No. AA-21

1 General Information. 1.1 Scope: Academic policy regarding the establishment and application of faculty workload. 1.2 Authority: W. Va. Code §18B-1-6 1.3 Passage Date: March 8, 2006 1.4 Effective Date: Upon passage 1.5 Controlling over: Marshall University 1.6 History: SR-02-03-(14) 44 EC Approved by President Angel 1/13/03 with Addendum.

2 Policy

2.1 The Ad Hoc Committee on Faculty Workload

2.1.1 The Ad Hoc Committee on Faculty Workload at Marshall University was formed by the Faculty Senate and Graduate Council in Spring 2002, and charged by these faculty groups with a) reviewing current faculty workload policy and practices across the University, and b) based on this review, making recommendations concerning revisions of those policies and practices. The committee members represent a wide range of units and constituencies, including faculty from varied colleges, representatives from key faculty governance structures (i.e. Faculty Senate, Graduate Council, the Personnel Committee) and faculty members from both the Huntington and the South Charleston campuses. To further broaden the committee's representation, the committee asked the VP for Academic Affairs to appoint a university administration representative.

2.1.2 The Committee reviewed the workload policies at many universities, including several of Marshall's designated peer institutions (e.g. SIU- Edwardsville, UN- Reno, U of South Florida, and ETSU). In virtually all cases, the peer universities' policies indicated both lower normative teaching loads than those expected at Marshall, and greater flexibility in faculty teaching assignments based on involvement with other projects, most notably research/scholarship/creative activities and service of different types.

2.2 Background

2.2.1 The importance of addressing a variety of faculty workload issues and the associated need for a flexible faculty workload policy at Marshall University has been clear for many years. While Marshall University leaders often voice pride concerning our dedicated and hardworking faculty, expectations for faculty productivity in teaching, scholarship, and service have been problematic in terms of a) clarity and consistency of policy implementation; b) comparisons between Marshall's faculty workload and that of peer institutions; and c) the impact of workload issues on recruitment, hiring, and retention of high quality, productive faculty members.

2.2.2 There are many reports and papers from the professional literature on the nature of university faculty workload policies and procedures as well as a history of Marshall committee reports on these issues dating back at least 10 years. While this is not the place to review or discuss all of the material, a few examples of Marshall's history of attention to this issue may be helpful. The Fall, 1992 Executive Policy Bulletin 1, describes a normal teaching load of 12 hours, but immediately notes that this may vary from college to college, depending on mission and purpose; that same document recognizes the importance of scholarship and creative activity, and encourages internal, external and "creative arrangements" to support it. Thus, the principle of flexibility in work responsibilities and assignments is established. The very next year (October 1993), the Board of Trustees issued Administrative Bulletin #26, which clearly and explicitly calls for "flexible workload agreements" for faculty, and even suggests a model system from which to work. Minutes from Graduate Council meetings going back at least five years document committees concerned with this issue and working on proposals to allow for variability in faculty planning pages in the annual reports. Within the literature and peer institution policies that were examined, themes which routinely emerged included a) the need for flexibility; b) the recognition of an ongoing increase in the importance of research, scholarly and creative work and community consultation and development in the roles of university faculty members; and c) the value and emphasis that the university continues to place on all types and levels of teaching and academic activities.

2.2.3 It is clear that Marshall University is currently in a time of growth and change. President Angel stated a "vision" for the University that includes an increasing emphasis on research and on the development of new doctoral programs, providing research and technological service to the region, while also strengthening our long standing commitment to high quality undergraduate education. In each of these areas, faculty members have absolutely central roles to play, and each "growth challenge" is directly tied to faculty workload expectations. The 2010 Report is perhaps the most recent example recognizing the complexity of faculty roles and responsibilities at Marshall University.

2.2.4 Embedded within the University administration's goal of greater "prominence" for Marshall is the need to encourage greater scholarly and creative productivity by faculty via research, grants and creative works. It should be clear to all concerned parties that significant research or creative activity takes sustained time to plan, implement, evaluate and publish/disseminate. Thus, if we are to recruit and keep productive scholars and creative faculty, and if we want to encourage current faculty to become more actively engaged in the scholarly/creative arena, our workload policy for faculty must become consistent with these objectives.

2.2.5 The current workload policy places a very strong emphasis on teaching, and is relatively inflexible. Most faculty members, particularly on the Huntington campus,

teach four courses per semester. To effectively teach four courses, advise students, and participate in department/university service activities is essentially a full time workload and within that context, scholarship/creative work is essentially “overtime” in the sense that it is done in evenings, weekends and during periods of the summer when not teaching. While many faculty members do manage to produce some excellent work in this workload environment, it is very discouraging over time to those with significant goals in the scholarly/creative arena.

2.2.6 Some faculty members do receive reductions in teaching load-typically for one of two reasons. The first is to engage in administrative activities; while these may be important tasks, the time devoted to administration is not available for scholarly or creative work, and thus does not address the need for encouraging greater scholarly/creative activity. The second common source of teaching reduction is from Faculty Development grants, which fund one course release for one semester. While valuable, these grants are simply inadequate for addressing the issues discussed here. Faculty Development grants are few in number, faculty members cannot plan for or “count on” having one for a given year, and the one course/one semester reduction is frequently not sufficient to support sustained, high quality scholarly/creative work.

2.2.7 It is also important to note at the outset that not all faculty members have interests in developing or maintaining significant scholarly/creative programs. We believe that Marshall University will continue to be a strong teaching institution where a faculty member can and should be valued for having a primary emphasis in the varied dimensions of high quality teaching. Therefore, the committee believes that the most reasonable approach to addressing what might be considered the clash between current workload practice and the needs/expectations associated with Marshall’s growth is to develop a flexible work load policy, as is described below.

3 Principles

3.1 Based on our review of current faculty workload practices at Marshall University and data from other universities- many of them are official “peer institutions”- we have identified several key principles or organizing dimensions to structure this discussion. These include the following: (NOTE: Throughout the policy description, the term “division” and “division head” should be substituted for “department” and “department chair”, respectively, as appropriate.)

3.1.1 Flexibility: Stated simply, growth of the institution involves increasing complexity. As we move into new projects and new programs, it is clear that a) faculty will be expected to fill a wider range of professional roles than ever before, and b) more faculty than ever before will be needed to work in roles that may differ from expectations that were appropriate in earlier years of service. These will include grant development and management, supervision of dissertation and other student research, ongoing program

development and evaluation for new, advanced degree programs, consultation with and service to businesses, government agencies, educational systems, etc. Each of these is critical, and each is time and resource intensive. To be successful, Marshall University will have to creatively address the diverse and complex requirements of the work associated with these demands, and have workload policies that are sufficiently flexible to encourage faculty work in all of these areas and to reward success within them.

3.1.2 Variability in Faculty Contributions to Institutional Mission: Intimately tied to the need for flexibility is the importance of recognizing and rewarding the varied contributions to the institution's mission that different faculty can make. The time honored tripartite vision of faculty work (Teaching, Scholarship, Service) does not necessarily require that all faculty can or should be expected to make equivalent contributions in each area. As our mission grows more complex, it will serve us well to recognize and nurture the varied skills and interests of our faculty, while also recognizing the need to integrate the varied interests and skills of individual faculty into aggregate practices that ensure the University and its programs of meeting the goals of its overall mission.

3.1.3 Equity: Workload policies and practices must be fair. In practice, this translates into a system whereby expectations are clear, reasonable, applied to all faculty members in a consistent manner (while allowing for the flexibility and variability noted above), perceived as unbiased, and appropriately tied to the professional mission of each academic unit. To be perceived as equitable over time, policies need to promote evaluation of faculty work that is seen as equally fair and reasonable, given the flexibility and variability in workloads that are likely to develop over time.

3.1.4 Decentralization of Workload Assignments: The increasing complexity of faculty roles is likely to require that people closest to the required tasks be intimately involved with decision making in regards to the workload assignments of individual faculty. In most academic units, this is likely to be represented by an approximate sequence of a) the faculty member him or herself; b) the department faculty as a group (who function to help clarify department needs and priorities); c) the department chair/program director/division head; d) the college Dean; and e) The VP for Academic Affairs. Encouraged here is an institutional practice that encourages communication within and between all levels of academic units to identify needs and priorities, and to allow individual faculty, departments and colleges to clarify how best to meet those priorities within their respective units. In many universities, this is implemented through a system of negotiated faculty assignments managed by department chairs to ensure meeting of overarching department responsibilities by the department as a whole, with oversight provided by the dean and/or VP for Academic Affairs.

3.1.5 Accountability via Evaluation of Differential Responsibilities: As faculty members' workload responsibilities become more varied, it is important that appropriate methods of evaluating differential work responsibilities be implemented. As faculty members develop relatively higher or lower commitments to research, to teaching or to service activities, they should be expected to document differential productivity in these areas and be evaluated (for annual evaluations, as well for promotion and tenure) in relation to that differentiated load in a manner that is perceived by faculty and administrators as appropriate and as equitable.

3.1.6 Workload Tied to Demonstrable Activities: Faculty workload should, to the extent possible, be tied to specific, identifiable tasks and responsibilities, rather than to more general constructs or issues (e.g. graduate or undergraduate level, traditional or non-traditional population). The relevant, concrete question to be addressed here becomes what is the faculty member doing with his or her time that warrants a specific overall workload? The faculty member's response to this question is to propose a set of teaching, scholarship/creative and service activities that is in line with his or her goals while also meeting the stated needs and priorities of the academic unit. Considered in this way, workload decisions focus on the time associated with particular work, the perceived value of that work within the mission of the "unit" (program, department, college) and the importance of balancing program, department and/or college needs with the range of skills and interests of department faculty.

4 A Flexible Workload Policy

4.1 The intent of the principles described above is to serve as a foundation for development of more specific, flexible and equitable workload policies and practices to reflect and enhance the developing environment or "culture" emerging at Marshall University.

4.2 The following proposal for a workload policy is based on the principles outlined above. It is clear that the needs for and expectations of faculty vary by discipline and by college, and thus no university-wide policy will be able to articulate a single formula to answer all workload related questions. Ultimately, these will fall to negotiations between individual faculty members, their department chairs, and the respective deans. Nevertheless, the committee wants to emphasize several key points:

4.2.1 The flexible workload policy is designed to support and enhance the opportunities for faculty to work in ways that are consistent with their interests, goals and skills, while also encouraging academic units to think creatively about their needs, priorities and resources. Given the expanding role that Marshall University intends to play, coupled with ongoing limits in financial resources, this flexibility will be critical.

4.2.2 The policy is not intended to require or favor any particular set of professional skills or activities, nor should it be seen as necessarily requiring changes in criteria for critical

decisions such as tenure or promotion or graduate faculty status. Under a flexible workload policy, the University and/or specific units would still articulate tenure and/or promotion requirements; faculty, chairs and deans would need to carefully consider these as faculty develop and chairs/deans review and approve workload plans for faculty members who are working toward P&T decisions. The proposed policy is designed to increase flexibility in workload for both new and experienced faculty members, and not to supplant or replace any minimal criteria for promotion or tenure or graduate faculty status. As always, for important decisions such as promotion and tenure, it is important that all units clearly define their expectations for each area of faculty responsibility such that individual faculty members, chairs and deans can consider how individual work load plans will enhance or inhibit progress towards those important goals.

4.2.3 The permissible ranges of workload associated with each area of faculty responsibility; Teaching (see p. 10), Scholarly/Creative Activities (see p. 12), and Service (see p. 13-14), are presented as outer limits, they are not necessarily going to be freely available to each faculty member to simply choose or for each chair or dean to assign to individual faculty each year. They are presented to underscore the possible range of effort that is possible for faculty to engage in while still being active, productive and valued. In addition, it is important to note the possibilities of individual exceptions to the designated ranges for each area; this is discussed in the “Exceptions” section.

4.2.4 To be successful, the policy will require a significant financial commitment for the addition of new faculty lines. Over-reliance upon, or a significantly increased use of adjunct instructors is not an acceptable strategy for meeting the teaching needs that are likely to emerge from increasing flexibility in faculty work efforts. If the university is to encourage and support the range of faculty activities associated with increasing prominence in new areas, the financial support for appropriate numbers of highly qualified faculty must be a prominent feature of the planning process.

5 Timelines

5.1 The policy proposed here will need to be phased in. Within the first semester after the policy is adopted, all units would do the internal assessment, planning and defining of criteria and accountability expectations discussed elsewhere that will be needed to implement a more flexible workload. As soon as possible after that, and within one additional semester, each unit would develop its plan and clarify the resulting personnel-related needs to allow the greater flexibility in faculty loads, up to the maximum range for each area of faculty work included in their unit’s plan. At the same time, each unit will begin a first phase of implementation by identifying the degree of flexibility in each area of workload that is possible for the next year. Thus, departments might be able to allow each faculty member a small amount of flexibility in one or more areas for the next year, or they might identify one or several faculty who would be allowed greater flexibility, given the needs and priorities of that department.

5.2 In year two, each unit will have the opportunity to refine its process, and increase the range of flexibility allowed to faculty. By year three, the full range of flexibility (modified by units as needed) would be operational.

6 Process

6.1 For an individualized, flexible workload policy to be effective there must be a sense of “buy-in” by all concerned parties. Thus, it will be imperative that all academic levels within the university are actively involved in the development and implementation of this policy. The Provost/VP for Academic Affairs will need to oversee the process, ensure that all colleges participate in ways that are fundamentally equivalent across the university, yet also flexible enough to meet the divergent needs of each college, and provide for the necessary funding that will support this increased flexibility. The funding needs will vary from unit to unit, and may be as little as a few additional graduate assistants or adjunct faculty or as high as several new tenure track lines.

6.2 Colleges and departments will need to develop a process whereby a) a range of acceptable workload contributions in all service areas is identified along with appropriate accountability indicators for all activities; b) all units (programs, departments/divisions and colleges) identify their aggregate or overall needs and priorities for faculty productivity or contributions in each area; and c) individual faculty members have meaningful opportunities to develop individual work load profiles that are consistent with both their own career development and the needs of the department and college.

6.3 College Deans will oversee the development or refinement of their College’s general expectations for faculty workload and of department procedures for approving workload plans and subsequent evaluations of workload contributions. Of particular concern in this regard is that Deans ensure that all department plans include specific criteria and equitable procedures. College and department plans and procedures will need to be consistent with expectations for promotion and tenure and for annual reports. They should delineate the acceptable ranges of faculty contributions in each of the major areas of responsibility, the criteria for exceptions to these established ranges, the type of activities that will be included in each category and specific methods by which faculty members will document and/or demonstrate progress in their work in each area.

6.4 Departments and Divisions have the responsibility of developing workload procedures and criteria that are clear, that provide all department members with equitable opportunities to develop and implement their workload plans, are appropriate to their disciplines and are consistent with the needs of their students and programs. Departments will meet periodically to review needs and priorities for faculty contributions in teaching, research/creative activity and service within their respective program areas. As appropriate, departments will clarify how college-wide criteria for promotion and tenure are met through the department’s criteria and

procedures. All such clarifications or any other periodic changes to department procedures are subject to approval by the College Dean.

6.5 Individual faculty members would meet annually with chairs to develop workload agreements for the next academic year. These meetings should be done prior to the submission of Fall schedules. Each workload agreement would describe the faculty member's plans regarding specific contributions in each major area and his/her plan to document and/or demonstrate progress or achievement in each area of effort. Plans are to be based on the department's approved procedures and criteria, its list of recognized or acceptable activities, the priorities and needs of the department and on the acceptable range of workload effort for each major area.

6.6 While the workload planning and review process will occur annually, a minimum two-to-three year "window" or time frame will be used for proposing and evaluating progress on scholarly/creative activities; the exact period would be determined by each college or department unit. This time period should recognize the time and effort needed to develop, implement, and disseminate different types of scholarly/creative work. Within the time frame adopted, faculty members are expected to demonstrate annually the progress they are making on their scholarly/creative projects, particularly when such projects are the basis for modifications to workload responsibilities in other areas.

6.7 All individual faculty workload plans are to be negotiated between faculty members and their chairs. The deans' will have authority for approving all faculty workload plans, for ensuring that college teaching needs are met and that workload agreements are developed and implemented fairly within and across all departments/divisions within his or her college. Deans (or their designates) will serve as the first level of appeal outside the department in any circumstances where faculty members believe that their workload plans are being treated unfairly. The VP for Academic Affairs will be responsible for final approval of all workload plans and for overseeing that workload policies developed by each college are equitable and enforced fairly across the University. Further, the VP for Academic Affairs will establish a procedure for hearing individual faculty concerns about workload decisions that are perceived by a faculty member as biased, discriminatory or otherwise seen as unfair, and which have not been resolved through discussions at the department or college level.

6.8 Each unit retains responsibility for articulating criteria for and evaluating applications for promotion and tenure. Thus, for this policy to succeed, it is critical that these criteria and expectations be clearly communicated within the unit, and that individual workloads be structured such that faculty have every reasonable opportunity to meet them.

7 Work Load Range for Professional Areas of Service

7.1 Peer institutions vary in the exact ranges of effort within each workload area (teaching, scholarship, service) they permit for faculty members' flexible work plans. It appears to be typical, however, that some minimum effort in each area is required, although there are

institutions that allow for the possibility of 100% effort in just one area. Given Marshall University's needs and resources, it is unlikely that such extreme commitment to any one area of effort would be desirable or supportable, except for very unusual or special circumstances that would require careful consideration and endorsement by the involved faculty member, Chair, Dean and VP for Academic Affairs.

7.2 As academic units develop their expectations associated with specific ranges of workload efforts, it will be important to recognize the interaction between different workload areas, and that higher or lower percentage efforts are not necessarily simply higher or lower amounts of the same activities. For example, if a faculty member's workload emphasizes teaching, and devotes only 10% to scholarly or creative activities, then his/her activities in this area cannot be expected to simply be a smaller amount of the same activities that a colleague with 60% workload devoted to scholarship or creative activities would be expected to do. For example, a 60% focus on research might be associated with major research projects and/or significant research grant activities, and would likely be tied directly to expectations for significant publication and major conference presentations. A 5% research focus, on the other hand, might well be focused on research and scholarly activities more directly tied to teaching; perhaps literature or book reviews, pedagogically oriented "local" research projects, presentations based on student research he or she has supervised, applied projects in collaboration with community organizations, etc. For a faculty member with an 85 % teaching commitment, it might be reasonable to expect significantly more in the areas of course and program development, supervision of student projects, advising and/or other classroom activities than you would expect from a college with a 30% teaching load. A wide variety of work load profiles could represent significant professional contributions in activity areas that are equivalently valued by the department and college, and each faculty member would be expected to demonstrate/document success in all workload areas.

7.3 As is noted in the Exceptions section (see page 15), the ranges given below should be seen as typical outer limits for faculty work. Nevertheless, there may be unusual individual situations that simply do not fit within the limits provided; these cases will need to be handled individually through special negotiations between the faculty member, his/her chair, dean, and the VP for Academic Affairs.

7.4 The outer limits of the categories are not guides to a 100% workload. A cursory glance reveals that any individual could mistakenly make commitments that total more or less than 100%. Faculty, chairs and deans will need to insure that full time, 1.0 FTE faculty plans total 100% effort each year.

8 Teaching: 25-90%

8.1 Teaching includes a wide variety of activities, including responsibility for "standard" on-campus 3- or 4-credit courses (which vary in their time demands for many important reasons),

travel to teach off campus courses, teaching labs, advising students, supervising independent studies, field work and internships, course development, supervision of student research or capstone work, serving as chair or committee member for theses and dissertations, integrating technology and other innovative strategies into educational efforts, etc. These (and other teaching related activities not noted here) are all time consuming activities, and must be clearly recognized and “credited” in any flexible policy. In consultation with their chairs, and based on the priorities and needs established by their respective academic units, faculty members identify a percentage of work effort to be committed to the teaching area, and describe the specific activities that are components of that effort and on which they will be evaluated. (NOTE: Colleges or departments may decide that units other than “credit hours” are more appropriate measures of some faculty activity (e.g. “contact hours” for some science labs); such substitutions and discussion of their effects on calculations of faculty workload should be included in the college’s or department’s workload planning documents.)

8.2 Key points for consideration of this area of professional effort include:

8.2.1 For a tenure-track faculty member who maintains an “average” or typical advising load (as defined by the unit) each 3-credit course, up to three courses per semester, is normally calculated as representing 25% of total work effort. Thus, a 9 hour load would be considered to be 75% of a faculty member’s total effort. Within that 75% is included an “average” advising load and “reasonable” (as defined by the unit) availability to do other work associated with teaching, such as developing one new course in one’s area of expertise, or supervising independent study students, or serving on a small number of thesis committees. The specifics are to be articulated by each unit, but the point is that a teaching workload of 75% includes some reasonable amount of work outside of the assigned classes, but additional responsibilities must be assigned appropriate credit within the workload plan. A 12 hour load with no more than three preparations would be 90% of effort. A 12 hour load with four preparations would be considered to be 100% effort, with no additional expectations; this would typically be a load only assigned to temporary, non- tenure track faculty. It is worth emphasizing that the 9 hour (75%) teaching load is the maximum that was noted as “typical” in our peer institutions. To the extent that the emerging “culture” at Marshall University includes expectations for faculty to make significant, sustained contributions in scholarly and creative activities, a similar upper limit on teaching commitment will be needed for significant numbers of faculty across the institution.

8.2.2 For purposes of workload calculations, no distinction is made between undergraduate and graduate classes. Peer institutions vary widely in how they handle this issue, and the committee could see no clear evidence that the level of a course, in and of itself, is a factor in the amount of time needed to teach it. Depending on a number of variables such as number of students, teaching techniques employed, nature of class assignments and out of class contact with students, any class can be very time consuming.

Rather than associating workload effort with the level of the class, this policy associates it with specific activities (e.g. course development, travel, lab activities, frequency and intensity of interaction with students) that are valued by the units and that require time to implement successfully. Of course, within some disciplines it may be clear and accepted that some types of classes are more time intensive than others, and that can be included in that unit's policy.

8.2.3 Under normal circumstances, faculty members—even those with funded research programs—will not go below a one course teaching load with an average advising load; this would account for the 25 % level in teaching. Two 3-credit courses would typically account for 50% effort, while three would be associated with 75% effort. A 90% effort level would be for faculty who intend to focus substantially all of their efforts into the teaching area, and have little or no interest in pursuing the development of traditional scholarly products during the time period covered by the agreement. Other than teaching four 3-credit courses, the activities beyond traditional classroom teaching associated with the teaching category include such work as supervising students in independent studies, theses and other research activities, special educational projects, and course development. It is important to note that the examples used are based on 3-credit classes, which are the most typical course credit assignments in the University. Naturally, units which make use of 1-, 2-, 4- or other credit courses within their curriculum, or which use “contact hours” or other measures of faculty involvement, will need to make adjustments in calculating what will be meant by a specific percentage effort in the teaching area.

8.2.4 It is important to emphasize that an individual faculty member's teaching effort consists of a variety of activities, and thus significant effort devoted to thesis supervision or independent studies should be recognized as important, time consuming activities that must be valued and counted in faculty work loads. For example, two faculty members may each have a 75% effort in teaching; for one, this may be accounted for by three “typical” three credit hour courses, whereas for another, it may well be appropriate and important for that 75% to include two courses and supervision of a group of theses and/or senior projects (if these are not already part of a course and if these are articulated as activities that are valued by the appropriate academic unit).

8.2.5 It is important to note that in this framework, all activities that include supervision of students enrolled for credit, including supervision of student research projects at any level, are included in the teaching area. Though it is difficult to make absolute distinctions, the emphasis should be placed on process, not product, recognizing that supervision is fundamentally a teaching process. On the other hand, this supervised work may well lead to collaborative products that would be appropriately credited in the scholarly/creative activity area.

9 Scholarship and Creative Activities: 5-70%

9.1 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. However, we recognize that a wide range of activities may be included in this section. For example, in the arts, creative activities can be very different than the scholarship listed above, and within professional schools and programs still other types of contributions may be highly valued. The committee did not consider it within its “mission” to definitively define what should and should not be included in the arena of scholarship and creative activities; it is left to the academic units to clarify what they consider appropriate for inclusion, what types of work are expected for different percentage levels of workload effort and how each type of contribution will be valued. The key points are that a) faculty will vary in their type and amount of commitment to scholarly/creative activities in relation to other areas of professional productivity; b) faculty can participate in different types of scholarly or creative activity; and c) the disciplines will have legitimate differences in the type of scholarly or creative work that they value.

9.2 Faculty members will identify a percentage of effort in the scholarly/creative activities area that is consistent with the project(s) they intend to pursue and on which they will be evaluated, based on the criteria established by each unit. In this system, the larger the percentage devoted to this area, the more substantial the projects and products that would be expected. At the top end, for one example, a faculty member might have a significant external research grant requiring extensive time commitments and might be expected to produce several significant national publications and presentations over a 2-3 year period. At the lower end, the expectations would be different in terms of qualitative and quantitative dimensions. For a faculty member with 5% commitment to research, it is not reasonable to expect grants and associated multiple publications. Instead, that faculty member might continue to work on small, unfunded projects of personal interest and plan to submit a proposal to a regional conference. Or, it might include ongoing work as a reviewer of manuscripts for a journal, but not any original contributions to the literature of his/her own, assuming that the academic unit agrees that such review work is appropriately valued at the percentage of effort requested.

9.3 The lower end is set at 5%. For most faculty members, this level would neither be typical nor necessarily a wise choice over an extended period, given the many reasons that higher levels of ongoing activity in this area are so valuable. Certainly most chairs and deans would discourage faculty from such a stance on a regular basis. However, any number of scenarios can be imagined whereby a faculty member might find it in his/her interest to devote virtually all professional time, for a limited time period, to teaching and service activities. If that person’s workload plan were approved, it would allow him/her to do so without being “penalized” for lower levels of effort in this area. It is worth restating here that units can and will still articulate their expectations for such decisions as promotion, tenure, and graduate faculty status; faculty members will need to be knowledgeable of these and guided/mentored in appropriate ways to meet them. Thus, as was noted in the general policy statements, if a faculty member’s workload

plan is approved with minimal scholarly or creative activity for the specified time frame, this in no way should impact the faculty member's obligations to meet specified requirements in the area of scholarly and creative activity for tenure or promotion.

9.4 On the other end of the range, the upper limit is set at 70%. The assumption made here is that while all faculty members are expected to participate continuously in teaching and service activities, faculty members might have significant projects- such as research or creative grants funded- that would require a very significant amount of their time for a specified time period. Assuming that such an arrangement was acceptable within the department and college structure (for example, if a grant provided funding to help replace a faculty member for one or more courses during the proposed year), and that the proposed activities are within the scholarly and creative mission of the university, it would likely be in the faculty member's and the University's interest to allow and encourage the higher levels of scholarly/creative commitment.

10 University Service: 5-50%

10.1 University service includes activities in support of program, department/division, college and university governance that are not directly tied to teaching or research. Typically these include service on committees at all levels of the institution, as well as special assignments or projects within any level of the institution.

10.2 University Service is a basic element of being a faculty member. Since no academic unit or faculty governance structure can function without service from faculty; a minimum of 5% effort in this area is established. On the other end of the spectrum, there are faculty members who are extremely committed to university service activities, and who volunteer or are asked to make major contributions in those roles. We see it as important to the university and to faculty with such interests and skills to encourage high quality service roles and recognize and reward them. In a flexible workload policy, a faculty member could, for example, negotiate a time period in which s/he committed virtually all professional efforts towards teaching and university service. Naturally, those efforts would need to be very clearly defined, the department and college would need to recognize and support the value of the service roles being proposed, and the faculty member's work in that area would then be subject to evaluation procedures established by the unit, just as it is in other areas.

11 Administrative Service: 0-50%

11.1 Faculty members frequently fill administrative roles on campus. This work can be very time consuming, and is often rather distinct from the work expectations of all faculty members as described in the Greenbook and in the other categories in this document. For workload planning and for evaluation purposes as detailed in this policy, it is important the many administrative roles that faculty members fill be fully recognized. This category does not refer to the work of people with contracts designating them as administrators (e.g. deans, Vice Presidents, etc); rather, this is intended for faculty members who have significant portions of their work time

devoted to administrative roles. These would include department/division chairs, directors of university centers, directors of clinics and other training centers, program coordinators, and other roles within departments, colleges or the university for which a faculty member is responsible for overseeing people and/or programs, for collecting data and submitting reports, and/or completing other administrative tasks designated for that role. The amount of workload time devoted to these administrative roles vary from position to position; the key point for the workload policy is that this work be recognized and apportioned appropriately within the faculty members' overall workload plan, and that the time commitments associated with these roles be articulated and agreed to in advance by the faculty member and his/her chair and dean.

12 Professional Service: 0-25%

12.1 For all reporting and evaluating faculty work efforts, a new category of Professional Service is created. This category includes all types of service to one's professional discipline, such as membership on committees of professional organizations, leadership roles or other contributions to local, state or national agencies, special consulting roles to professional groups and other activities as defined by the units.

13 Community Service: 0-25%

13.1 Community service refers to professionally related work done for community groups and agencies that is based upon faculty members' professional areas of expertise. These include such activities as giving workshops to train others, giving talks and lectures, consulting with individuals or groups about aspects of their functioning that overlaps with the faculty member's areas of expertise, serving on professionally related service committees (such as a science or education faculty member serving on county-wide ad-hoc committee to improve science education). It does not include activities more typically tied to citizenship, such as serving as poll watcher, volunteering to help with Thanksgiving at a food bank, or routine church committee work. For example giving a talk to a church group about a professional topic may well be considered community service, whereas serving as an officer in the church social club may not qualify. This policy is intentionally silent on the question of whether or not compensation for service activities is a factor in whether or not the work should be included in this category; we believe that each unit is in the best position to consider this issue within its own professional context.

13.2 In this model, community service is encouraged and valued, with up to a full 25% of a faculty member's effort potentially committed to this area, assuming the service activities proposed are consistent with the mission developed by the relevant units. On the other hand, the model does not require community service of all faculty members every year, and a particular faculty member's evaluations would not be negatively affected by an absence of service in this area if it were not required each year by his or her academic unit and was not a part of his/her approved workload plan for a given year. Department, College and University requirements for

promotion and tenure are not altered by this policy, and thus expectations for community service that are included in these requirements should be clarified for all tenure track faculty.

14 Exceptions and Special Situations

14.1 In a complex organization such as a university, it is likely that there will be unusual or special situations that require variations in the policy described in this document and the normal limits in this workload policy might need to be justifiably breached. For example, a faculty member who is asked to assume a major administrative position, such as head of a Center or a large department/division, may still be eligible to keep faculty rank, but then have job requirements that do not “fit” easily within the guidelines established by this policy. It is also conceivable that a faculty member may secure a very substantial grant that would require 80% or more of his or her time for two years to implement. These cases, and the implications for the individual’s workload for the time frame involved, would need to be handled individually by the faculty member, his or her chair, and dean.

15 Summary and Recommendations

15.1 The Ad Hoc committee has developed a policy proposal regarding faculty workload. We suggest that a flexible policy be established whereby all academic units are involved in the clarification of available and needed resources and the development of workload priorities, and all individual faculty members are active participants in developing their own yearly workloads.

15.2 If adopted, the VP for Academic Affairs, in consultation with the Faculty Senate and Graduate Council, is responsible for overseeing the implementation of this policy, and for coordinating the funding issues that must be addressed as it is implemented. Adoption of a flexible workload policy clearly has implications for resource allocation and program development. In this document, the Ad Hoc committee has not directly addressed the funding or resource allocation issues that are tied to adoption and implementation of the policy. To the extent that implementing the policy will require any reallocation of existing resources, the Committee believes that discussions and decisions regarding such resource allocation should be addressed via cooperative discussions between Faculty Senate, Graduate Council and the University Administration. While we recognize that funding issues are tied directly to workload, we also note that movement towards implementation of this policy can proceed concurrently with budgetary analyses. Budgetary issues may impact the speed with which aspects of the plan can be implemented, and/or the degree of implementation possible in a given time period, but the essential principles and procedures of the proposed policy can be implemented within any specific budgetary constraints. In other words, the degree of flexibility within colleges and departments may be limited by budgetary concerns, but the principles and procedures of a flexible workload policy can nonetheless be developed and implemented.

16 Addendum

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

Added 05/13/2019

ACADEMIC POLICIES

Marshall University supports the development of an intellectual community within an environment that fosters respect, integrity and individual growth among its members. The Code of Student Rights and Responsibilities – also referred to as the Code of Conduct — reflects these expectations and standards. The Code and student judicial system are founded on principles of fairness and due process, and a commitment to the educational development of students, and are designed to balance the interests of University community as a whole with the protection of students' individual liberties.

To find information on academic policies (e.g. academic dishonesty, excused absences, etc.) go to: <https://www.marshall.edu/academic-affairs/policies/> 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* <http://www.marshall.edu/academic-affairs/files/Greenbook-2018-2019-Final.pdf>

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

MUBOG AA-21: <http://www.marshall.edu/board/files/Policies/MUBOG%20AA-21%20Faculty%20Workload.pdf>

MUBOG AA-26: <http://www.marshall.edu/board/files/MUBOG-AA-26-Faculty-Promotion-Amended-2014-04-doc.pdf>

MUBOG AA-26X: <http://www.marshall.edu/board/files/MUBOG-AA-26x-FacultyPromotion.pdf>

MUBOG AA-28: <http://www.marshall.edu/board/files/MUBOG-AA-28-Faculty-Tenure-Amended-2014-04.pdf>

MUBOG AA-28X: <http://www.marshall.edu/board/files/MUBOG-AA-28x-Faculty-Tenure.pdf>

MUBOG AA-38: <http://www.marshall.edu/board/files/Policies/MUBOG%20AA-38%20Department%20Chairs.pdf>

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/>