



**MURRAY STATE**  
UNIVERSITY

College of Education and Human Services

# College Constitution

Adopted January 2017

## **College of Education and Human Services: College Constitution**

*Care has been taken to ensure that policies in this document are consistent with the Murray State University (MSU) Board of Regents Policy Manual, Faculty Handbook, Personnel Policies and Procedures Manual, Statement of Ethical Principles and Code of Conduct, and other pertinent documents and policies. Should a situation arise where this document is found to be inconsistent with university policies, steps are to be taken to amend this document in order to ensure congruence with the university policy; in all such instances of inconsistency, the university policy is to be followed.*

*All faculty and staff within the College of Education and Human Services (COEHS) are expected to be familiar with and adhere to all pertinent university, college, department, and professional policies and standards of ethical practice.*

*The purpose of this Constitution is to provide a framework and guidelines for the faculty of the College of Education and Human Services at Murray State University; to promote open communication between faculty, staff, and administration within the College; and to aid in the orientation of new faculty members to the College. Policies found in this and supporting documents originate with the Dean of the College of Education and Human Services, College Administrative Cabinet (CAC), COEHS faculty senators, college standing committees, and faculty. Revisions of existing policies may originate from any of these sources and must be approved by the CAC and the dean, in consultation with the college faculty.*

- a. Mission Statement: The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs.
- b. Vision Statement: The College of Education and Human Services will be recognized for producing graduates who foster excellence in their communities.
- c. College faculty membership
  - a. Voting members include all faculty with the academic rank of lecturer and above who hold a 50% appointment in the College or greater.
- d. Procedures for amendment
  - a. Amendments to this Constitution may be initiated by any of the voting membership of the College faculty by submitting a written statement of the proposed amendment, with the signatures of ten or more sponsoring faculty members, to the College Administrative Cabinet, which is then responsible to forward the proposed amendment to the Dean and to ensure it is heard and voted upon by the College faculty at the next all-college meeting.
  - b. Amendments shall be approved upon a favorable vote from a two-thirds majority of voting College faculty conducted at an all-college meeting.

- c. In situations where amendments to this Constitution become necessary because of changes to controlling policies, rules, or regulations, the requisite changes to this document may be made by College Administrative Council. These changes are subject to review and approval by the Dean, after which they are communicated to the faculty and become effective immediately.
- e. It is the responsibility of the Office of the Dean to call regular meetings with the college faculty at a minimum rate of one per year
- f. The College of Education and Human Services (COEHS) is comprised of five academic units: the Department of Adolescent, Career, and Special Education; the Center for Communication Disorders; the Department of Community Leadership and Human Services; the Department of Early Childhood and Elementary Education, and the Department of Educational Studies, Leadership, and Counseling.
- g. Administrative positions within the College
  - a. For a detailed structure of the college, see the organizational chart, located on the COEHS Intranet
  - b. **Dean:** See *MSU Faculty Handbook* for responsibilities and job description.
  - c. **Assistant Dean:** Supports the Dean in providing leadership to the College in the areas of academic programming, research, and service. Holds faculty rank while maintaining an administrative appointment with responsibilities supporting internal collegiate activities of faculty, students, and programs. Reports to the Dean.
  - d. **Advising, Recruitment, and Retention Coordinator:** Responsible for informing and counseling prospective students and their families about the college, its programs and scholarship opportunities, and to retain students and facilitate competition of their chosen program. Reports to the Assistant Dean.
  - e. **Director of KATE (Kentucky Academy of Technology Education):** Manages a technology academy that develops training related to integrating technology in pedagogy. Conducts training sessions that provide continuing support to the University and PK-12 Coordinates all technology issues for the College of Education and Human Services, including purchasing, training and support. Reports to the Assistant Dean.
  - f. **Teacher Quality Institute (TQI) Coordinator:** Works closely with the Assistant Dean to oversee daily operations of TQI, coordination of College and Career Readiness Summit, Educators Rising program, dual course credit EDU 104 Exploring Education and EDU 106 Tutoring and Mentoring in Schools, and other services, and is actively involved in providing professional development for area teachers Reports to the Assistant Dean.
  - g. **Finance and Administrative Coordinator:** Responsible to organize and coordinate the College's budget and administrative operations. Establishes office procedures for secretarial staff. Trains and supervises the duties of the administrative assistants in the Dean's offices. Works with the Dean in budget preparation and formation. Oversees the College of Education and Human Services

budget to include all facets of budget preparation plus day-to-day dispersal of funds. Reports to the Dean

- h. **Department Chairs:** In addition to responsibilities listed in the *MSU Faculty Handbook*, may be required to execute other unique responsibilities on behalf of their respective departments as spelled out in the job description on file. Reports to the Dean.
  - i. **Program Directors/Coordinators:** Responsible for the leadership and effective and efficient operation of the academic unit, including program oversight and assessment; curriculum oversight and management; and oversight of student recruitment and public relations. Any teaching course release or additional compensation for this position is subject to the approval of the Department Chair and the Dean. Additional responsibilities are to be determined by departments and should be enumerated in official department documents (e.g., handbook). Appointed by the respective department chair; reports to the Department Chair (Director of Center for Communication Disorders reports to Dean).
  - j. **Director of Teacher Education Services:** Director of Teacher Education Services which includes admission to teacher education and practicum and student teaching, field placements, Kentucky Teacher Internship Program, student teaching, certification, alternative certification, Title II, data collection, and reporting. Reports to the Dean.
  - k. **Coordinator of Field Programs:** Responsible for managing the field placements for students pursuing initial teacher certification; working directly with area teachers and administrators in arranging placements for MSU classes in area schools and agencies; and cooperating with MSU faculty in conducting the current and new programs. Reports to the Director of Teacher Education Services.
  - l. **Coordinator of Student Teaching:** Responsible for the coordination of placement and supervision of student teachers; conducting student teaching seminars and supervision workshops; traveling to area schools for supervision; collaboration with area school teachers and administrators. Considered a non-tenure track faculty position at the rank of lecturer. Some teaching is required. Reports to the Director of Teacher Education Services.
  - m. Detailed job descriptions and responsibilities these positions are on file in the Dean's office.
- h. College standing committees<sup>1</sup>
- a. **College Administrative Cabinet (CAC):** Develop, review, and recommend policies to the Dean and assist implementation of college policies within departments. Serves as a coordinating agency for resource sharing, scheduling of classes, and facility use within the college. Assists the Dean in developing and updating strategic planning documents and coordinating accreditation activities.
  - b. **Admission to Teacher Education Committee:**

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<sup>1</sup> For a complete description of all college committees, please refer to *COEHS and University Committees* found on the COEHS Intranet.

- i. Make recommendations to director and Dean concerning operation and function of Teacher Education Services.
  - ii. Review positive and negative flags issued to students. Make a recommendation for a plan of action for students who were issued a negative flag, if warranted. Approve, deny or rescind admission to teacher education and student teaching based on the severity of a negative flag(s).
  - iii. Make recommendations to director and to dean concerning criteria for admission to teacher education and to student teaching.
- c. **Appeal and Grievance Committee:** Review all formal student, staff, and faculty grievances and make recommendations for their resolution to appropriate administrative level. A grievance is college-related problem or condition, which a student, staff, or faculty believes to be unfair, inequitable, discriminatory, or hindrance to that individual's effective performance and which cannot be informally resolved between parties involved.
- d. **Curriculum Materials Center Committee:** To acquire and maintain a collection of current print and non-print curriculum materials and resources that are used by students and faculty on a regular and consistent basis
- e. **Diversity Action Committee:** To oversee implementation of COEHS Diversity Action Plan. To provide professional development opportunities on the topic of diversity for COEHS students, faculty, and staff. To assist the faculty of each COEHS program to develop course objectives, activities, and assessments to provide awareness, and develop instruction and assessments to measure COEHS students' ability to meet the instructional needs of diverse groups of students.
- f. **Policy and Review Committee for Educational Certification and Accreditation:** Review of all programs that lead to certification under Educational Professional Standards Board as well as proposals for modifications to such programs. This review shall be for purposes ensuring that such programs and/or their modifications satisfy criteria established by appropriate certifying or accrediting agencies. Establish policy, subject to approval by Dean of College of Education and Human Services, for admission and retention procedures in all graduate and undergraduate certification programs. Shall review departmental criteria for admission and retention of students to determine if such criteria satisfy standards established by appropriate certifying or accrediting agencies. Establish policy and procedures for admission and retention of students in student teaching and professional field experiences. Shall serve as an advisory council at request of dean for matters related to teacher certification and accreditation.
- g. **Promotion and Leave Committee:** Review all leave and promotion applications to assure due process has been followed. Make promotion recommendations and notify applicants of recommendations. Make leave recommendations and notify applicants of recommendations.
- h. **Strategic Planning Committee:** Provide direction and establish specific goals for the COEHS. Reviews current programs and services as well as suggests plans for improving and establishing new innovative changes.

- i. **Technology Oversight Committee:** Provide oversight to college technology needs. Set priorities and guidelines for expenditure of budgeted funds to address instructional and administrative objectives of the College. Annually reviews and updates the long-range technology plan for the college. Serve as an advisory council at the request of the dean for matters related to technology.
  - j. **Tenure Committee:** Review all tenure applications in college to assure due process has been followed and make tenure recommendations.
  - k. **Undergraduate Studies Committee:** Consider, review, and recommend undergraduate program proposals in the College of Education and Human Services prior to submission to Academic Council.
  - l. **Faculty and Staff Award Committee:** Establish procedures and criteria for award. Committee will accept applications from faculty who wish to be considered for faculty award for published research or published creative activity and from staff for the staff award for outstanding services.
- i. Standards for tenure and promotion
    - a. Teaching
      - i. For complete information on the College standards and procedures for tenure and promotion, see the *COEHS Evaluation Handbook* document, located on the COEHS Intranet.
      - ii. Faculty are expected to submit a teaching portfolio containing specific items that need to be collected during each semester for probationary faculty and assistant professors.
      - iii. For both tenure and promotion to associate professor, the faculty member is expected to demonstrate “meets performance expectations” judgments for at least the last three years prior to seeking tenure and promotion to associate professor.
      - iv. For promotion to professor, the applicant is expected to demonstrate teaching excellence that clearly exceeds the standard for associate professor.
      - v. It is the responsibility of the applicant to provide clear and meaningful evidence that demonstrates their teaching effectiveness in their portfolio.
      - vi. Teaching excellence is judged by the departmental tenure and promotion committees, by the respective department chair, and college tenure and promotion committees which have the responsibility to carefully analyze the evidence in the applicant’s teaching portfolio and to determine if the faculty “meets performance standards.”
      - vii. It is the responsibility of the tenure and promotion committees to verify this documentation and to determine if the portfolio reflects the standard needed for tenure and/or promotion
      - viii. The teaching portfolio should include:
        1. A reflective teaching statement that describes their teaching responsibilities, advising efforts, philosophies, strategies, and objectives; their efforts to improve teaching; and the relationship between teaching and research.

2. Relevant changes to course syllabi
  3. Efforts to revise curriculum and/or program(s)
  4. Evaluations (i.e., student ratings) with a table that describes class size, type of course, number of evaluations returned, and a grade distribution.
- b. Service
- i. Faculty are expected to demonstrate responsibility to the institution and profession through a range of meaningful service avenues.
  - ii. The decision to grant tenure and promotion will be based on a combination of service activities at:
    1. the departmental, collegiate, and university levels;
    2. the community and state levels, including community agencies and organizations; and
    3. the professional level
  - iii. Applicants for promotion to professor are expected to demonstrate/exhibit some service and leadership at the state and national levels.
  - iv. Each service activity will be evaluated based on the leadership relevance of the activity and the professional time commitment to the activity. It is incumbent upon the faculty member to describe their level of commitment and upon the pertinent committees to judge the quality, importance, and meaningfulness of the activity.
  - v. In general, it is the responsibility of the individual departments to establish what is considered to be acceptable performance.
- c. Research
- i. Faculty are expected to develop and pursue a research and creative activity agenda that includes both scholarly presentations and publications.
  - ii. For tenure, the faculty member must have at least five research products from the list over the 5-year period, including at least two peer-reviewed quality publications over the probationary period.
  - iii. Promotion to associate professor similarly requires at least five research products from the list over the 5-year period and at least two *high-quality* national or international peer-reviewed publications.
  - iv. For promotion to professor, the faculty member must have at least seven research products from the list, including at least three *high-quality* national or international peer- and blind-reviewed publications from the date of the promotion to associate professor. Research products not included in the promotion to associate professor application should be included in the application for promotion to professor.
  - v. It is the responsibility of the applicant to provide evidence of the quality of the product(s).
  - vi. It is the responsibility of the department chairs and the departmental and college level committees to verify and judge the quality of product(s). Sources of verification in judging the quality of the published materials include metrics such as acceptance rates, number of citations in the

literature, and readership of the publishing source, as well as the product's complexity, degree of innovation, and unique contribution to the field as determined by the departmental chair and the tenure and promotion committees.

- j. Needs of the University (for tenure only):  
The factors determining departmental, collegiate/school, and university needs for quality and development are:
  - i. Institutional and disciplinary standards (including accreditation standards where applicable);
  - ii. institutional and collegiate/school master plan goals and objectives;
  - iii. breadth of graduate degree preparations;
  - iv. sufficient flexibility to adapt staffing requirements to changing enrollments and programmatic needs; and
  - v. institutional funding
  
- j. The Annual Review of Faculty (ARF)
  - a. For complete information on the College procedures and ARF (Annual Review of Faculty), see the *Faculty Evaluation Handbook*, located on the COEHS Intranet.
  - b. The ARF is the procedure utilized by the College to document professional activities for each calendar year. The ARF is intended to be a brief, vita-driven narrative to document teaching, service, and research activities.
  - c. Deadlines
    - i. Reviews are due by February 1 for all full-time faculty.
    - ii. Tenure track faculty who are in their first year at MSU will complete their initial review by the February 1 of their first year of employment.
    - iii. Tenure track and tenured faculty are required to submit documentation that reflects their performance across the domains of teaching, service and research.
    - iv. Instructors and lecturers are required to submit documentation that reflects their performance across teaching and service.
  - d. Teaching Excellence
    - i. Documentation for meeting teaching expectations are to be provided with the aggregation of one year of course evaluations for every course taught during the academic year.
    - ii. Tenured faculty are required to provide course evaluations from one academic semester but are encouraged to provide course evaluations from both semesters.
    - iii. All faculty are required to submit a one-page narrative, denoting creative activities such as development of curriculum and instructional materials, clinical procedures and methods, etc.
  - e. Service
    - i. List service activities that include serving on committees at department, college, or university levels; participation in professional organizations at the local, state and national levels; in-field service expertise through



interaction with P-12 school partners, at clinical settings and with civic organizations through consulting, providing professional development or other professional services.

- f. Research and Creative Activity
  - i. List presentations at professional conferences and symposiums, in-field publication in professional journals and periodicals, and document grant activity with a short description of the grant, the role the faculty took in the implementation of the grant, and the funding status.
- k. Needs of the University (for tenure only):  
The factors determining departmental, collegiate/school, and university needs for quality and development are:
  - i. Institutional and disciplinary standards (including accreditation standards where applicable);
  - ii. institutional and collegiate/school master plan goals and objectives;
  - iii. breadth of graduate degree preparations;
  - iv. sufficient flexibility to adapt staffing requirements to changing enrollments and programmatic needs; and
  - v. institutional funding
- l. In the case when merit monies are available, the *Annual Review of Faculty* guidelines will be used as the basis for judgment of their distribution.
- m. Other policies
  - a. Faculty and student grievance procedure
    - i. A standing grievance committee is established in the College of Education and Human Services to collect pertinent data and to review all grievances that a complainant feels have not been satisfactorily resolved informally. (See the COEHS Intranet for committee composition and detailed responsibilities.)
    - ii. Policies
      - 1. A grievance is a college-related problem or condition that a student or faculty member believes to be unfair, inequitable, discriminatory, or a hindrance to his/her effective performance.
      - 2. A grievance is defined as a claim of an individual or group whose rights under announced rules and regulations or past practices have been violated.
      - 3. Any student or faculty member has the right to present any personal concern or dissatisfaction regarding the college.
      - 4. At any hearing, complainant and/or defendant may have representation of choice but is expected to speak for him/herself.
      - 5. The complainant and/or defendant may obtain assistance from a member of the college or may be provided assistance by the college in collecting data and presenting the case to the committee.

6. In the event that a party named in a grievance is the Dean, the grievance is to be referred to the next appropriate administrative level.
- iii. Procedures
    1. Complainant with a question or grievance shall attempt to resolve the problem informally by discussing it with that person to whom the complaint is addressed, then, if necessary, submitting a written description of the concern to the immediate supervisor or instructor, who will follow-up with separate meetings with the complainant and defendant.
    2. A complainant not satisfied with an informal decision may present a formal grievance in writing to the chairperson of the committee using the college grievance form (found on the COEHS Intranet).
  - iv. The initial hearing must be held within two calendar weeks after the written grievance has been filed.
  - v. After sufficient hearings have been held and needed data collected, the committee will forward a recommendation to the complainant, defendant and appropriate administrative level. Unless the committee seeks an extension of time, recommendations of the committee will be rendered within two calendar weeks after the initial meeting.
  - vi. Time limits may be extended with consensual agreement of the complainant, defendant, and committee.
  - vii. In the event the grievance is not resolved at the committee level, recommendation of the committee along with pertinent data shall be forwarded to the dean.
  - viii. Unless an extension of time is sought, the Dean shall render a written response to complainant, defendant, and to the committee chairperson within two calendar weeks of receiving this recommendation.
- b. Maximum teaching loads<sup>2</sup>
    - i. The standard teaching load for faculty in the college is 12 credit hours per semester, or equivalent.
    - ii. Factors such as graduate teaching responsibilities, administrative duties, accreditation requirements, and other special circumstances will be considered by department chair when determining teaching load. Any variance from the expected teaching duties will be determined by the department chair, in consultation with the dean.
    - iii. Consideration of supervision of student teachers is to be determined at the Department level.
    - iv. Graduate internship and practicum courses will be considered in faculty load determination on a case-by-case basis, depending upon enrollments,

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<sup>2</sup> See Appendix I for Workplace Expectations

geographic locations, duration, credit hour, and other special consideration.

- v. Night and weekend classes: A faculty member may be assigned one or more night or weekend class per semester as part of normal teaching load.
- vi. Electronically delivered classes: ITV and Web courses will count as part of regular faculty load
- vii. Exceeding load maximum
  1. Teaching and supervisory hours in excess of maximum hours are considered an overload and faculty shall not be assigned overloads, except in unusual cases mutually agreed to by faculty member, chairperson, and Dean, for which faculty member may be compensated.
  2. Faculty members may be compensated as overload for special projects assigned to them. This will be determined by the department chair in consultation with the Dean.
- viii. Release time
  1. Chairpersons make decisions regarding faculty release time with approval of Dean.
  2. Faculty involved in a significant research project moving toward publication, or is scheduled to direct a significant externally funded program (greater than \$30,000), or is elected to an executive office in a national professional organization, may be granted reduction in load by consent of chairperson and Dean while thus involved.
  3. Significant public service or administrative tasks are also considered possible reasons for requesting a reduction in teaching loads and will be determined by the department chairperson and the Dean.
  4. The COEHS will limit the number of College Residential Heads from this college to no more than one at any time.
- c. The COEHS office hour policy states that faculty members will keep a minimum of 10 hours of office hours distributed over a minimum of four days per week. Two of these hours may occur through a clearly defined virtual modality, while the remaining eight hours will occur on-campus. For virtual office hours, faculty members will identify to their students and respective department chair how and when they will be accessible.

## **Appendix I- Workplace Expectations**

### **Workplace Expectations for Faculty<sup>3</sup>**

The College of Education and Human Services (COEHS) recognizes a member of its faculty as a professional whose service to the institution cannot adequately be expressed in terms of hours of work. The COEHS views faculty employment as requiring several professional responsibilities. The first of these is an expectation of teaching excellence. Additionally, continuing scholarship is expected of each faculty member. Another expectation is that of working with students and demonstrating a professional concern for them. Of particular importance is the responsibility for academic advising. Faculty members are expected to post hours during which they are readily accessible to students. In the COEHS, office hour expectations are for a total of 10 hours each week over a four-day period of time. Two of these hours may occur through virtual means, with the expectation that the faculty member and the department chair agree ahead of time as to how the virtual office hours will occur. A schedule of classes and office hours should be filed with the Chair and the Dean at the beginning of each semester as well as posted on the individual's office door.

An added expectation entails institutional responsibilities such as committee participation, attendance at university, college/school and departmental meetings, and involvement in activities and functions of the university community.

There are some occasions during the academic year during which all faculty are expected to be in attendance. Such occasions include the fall faculty meeting, commencements, and special occasions as determined by the President. The Dean of the college may likewise call a special meeting of the faculty at which attendance is expected.

A full-time member of university faculty may choose to engage in outside professional activities such as writing, consulting, collaboration with P-12 partners, lecturing or activities of similar nature that will enhance professional growth or reputation, subject to following restrictions:

1. Since the faculty member's primary responsibility is to university, all outside employment is considered secondary. Outside activities will be deemed excessive when, in judgment of department chairperson, dean, and provost, they interfere with discharge of faculty member's full obligation to university. While no fixed time is set, the equivalent of one working day a week is sometimes used as an upper measure.
2. Advanced discussion of proposed outside activities with department chairperson is desirable, and each faculty member is responsible for keeping the department chairperson and dean fully informed in writing about the nature and extent of current outside commitments.
3. Except in rare instances, the outside work schedule should be flexible so as not to require absence of faculty member from any university activity at which attendance is normally expected, including scheduled office hours.
4. The amount of earnings from outside activities is not a concern of university or the college.

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<sup>3</sup> Adapted from the *Faculty Handbook*, Section 2.12, p. 97-98

5. In undertaking outside employment, faculty members shall not make use of university facilities or personnel without prior written approval of the chair and the dean.
6. It is important that outside work or entrepreneurial activity not be scheduled in a manner to preclude scheduling and maintaining of reasonable office hours as defined elsewhere in the *Faculty Handbook*. Except in those instances where professional travel or assigned supervisory or teaching duties preclude their attendance, faculty members are expected to be accessible on campus at least four days a week during normal working hours.

## APPENDIX II – Workload Expectations

### COEHS Faculty Workload<sup>4</sup>

“While teaching loads vary throughout the institution, twelve semester hours constitute a typical teaching load. Classroom contact hours vary from twelve to twenty-five, depending upon the nature of the discipline and the type of instruction provided. Murray State, as a regional university, recognizes a responsibility to extended campus and distance learning programs. Faculty may, as a part of their teaching assignment, be responsible for classes at extended campus centers and/or distance learning instruction including classes offered on the Interactive Telecommunications Network.” Section 2.12 of the Faculty Handbook

Using the Faculty Handbook as a guide, the expectation is that at least the minimum level of faculty time be devoted to instruction. **Thus, a load of 12 contact hours plus engagement in research/scholarly activity plus service activity is the general expectation for tenure and tenure-track faculty, and would form the basis for a “standard” faculty load in the college, unless otherwise determined by the dean and department chair.**

Department chairs are tasked with assigning course teaching responsibilities. In general, the dean expects that the chair would use the “standard” COEHS model outlined above as a starting point for determining instructional load. The chair has the authority to take into account a variety of extenuating circumstances in determining a fair and appropriate course load for an individual faculty member. These include but are not limited to class section size, level of course (100 level-graduate level), number of separate preparations, development of a new course, first time delivery of a course, research obligations of a faculty member, subject expertise by a faculty member, a heavy service assignment taken on by a faculty member, administrative reassignment of a faculty member, personal situation known to the chair. The chair will be given latitude in determining and ensuring an equitable distribution of faculty load, and the chair should be able to defend his/her schedule to the dean or higher administrators if need be.

It should be noted that simply teaching the minimum number of credit or contact hours, with no scholarly or service activity, does not fulfill the expectations for full faculty load. All tenure and tenure-track faculty have an expectation of continuing scholarship and service as well as

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<sup>4</sup> Adapted from the *Faculty Handbook*, Section 2.12, p. 97

instruction. If faculty have grown inactive or disinclined toward any form of scholarship, they should expect to be assigned additional teaching or service responsibilities in order to have the differentiated nature of their contributions recognized as appropriate load. The faculty member should not expect overload compensation for these assignments until their total load clearly merits such consideration as determined by the chair and dean.