Dear Colleague,

Welcome to the Marshall University Joan C. Edwards School of Medicine. We are delighted that you are joining us in our tripartite mission of education, research and service to the community. Located in central Appalachia, the JCESOM has a unique opportunity to provide medical education and postgraduate training for physicians who will work in rural underserved areas.

JCESOM is proud to have a number of modern outpatient operations in the region, allowing students the opportunity to experience medical practice in a variety of settings. These include the VA Medical Center, the Erma Ora Byrd Clinical Center, the Marshall University Medical Center, the Robert C. Byrd Biotechnology Science Center, the Robert W. Coon Medical Education Building, and the Edwards Comprehensive Cancer Center. Other educational opportunities are available at rural clinics, highly specialized tertiary-care hospitals, and offices of private physicians.

Our school has been honored by a number of awards related to our core mission including a “Top Ten” award from the American Academy of Family Physicians (AAFP) for being one of the nation’s top schools in the percentage of graduates entering family medicine residencies, as well as an NIH CTSA designation along with the University of Kentucky which calls out our commitment to translational research addressing health care concerns endemic in our region. The most essential element of our success, however, remains the committed faculty, whose members are personally invested in the success of each individual student. You will have an opportunity to share your accomplishments as a member of our faculty through our semiannual Professional Enhancement Newsletter (PEN).

On behalf of the entire medical school, I am eager to welcome you to our special community.

Sincerely,

Joseph I. Shapiro, MD.
Dean, JCESOM
Marshall University

INSTITUTIONAL OBJECTIVES

PATIENT CARE
Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

MEDICAL KNOWLEDGE
Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

PRACTICE-BASED LEARNING AND IMPROVEMENT
Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

INTERPERSONAL AND COMMUNICATION SKILLS
Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

PROFESSIONALISM
Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

SYSTEMS-BASED PRACTICE
Students must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
# INTRODUCTION TO KEY ADMINISTRATORS

## ADMINISTRATION

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean, School of Medicine</td>
<td>Joseph I. Shapiro, MD</td>
<td>(304) 691-1700</td>
<td><a href="mailto:shapiroj@marshall.edu">shapiroj@marshall.edu</a></td>
</tr>
</tbody>
</table>

## ASSOCIATE/ASSISTANT DEANS AND REPORTING ADMINISTRATORS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<td></td>
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<td>Admissions</td>
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</tr>
<tr>
<td>Senior Associate Dean</td>
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<tr>
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<td>Medical Student Education, Asst. Director</td>
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<tr>
<td>Student Financial Services, Asst. Director</td>
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<td>Research and Graduate Programs (MS/PhD)</td>
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<tr>
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</tr>
<tr>
<td>Assistant Dean, Director CRH</td>
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</tbody>
</table>
# INTRODUCTION TO KEY ADMINISTRATORS

## DEPARTMENT CHAIRS/BASIC SCIENCE DEPARTMENTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Pathology and Anatomy</td>
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<tr>
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</tr>
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## CLINICAL DEPARTMENTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
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## UNIVERSITY PHYSICIANS & SURGEONS

<table>
<thead>
<tr>
<th>Position</th>
<th>Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director, UP &amp; S</td>
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<td><a href="mailto:dorseyjo@marshall.edu">dorseyjo@marshall.edu</a></td>
</tr>
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## ADDITIONAL CONTACTS

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<tr>
<th>Position</th>
<th>Person</th>
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<tbody>
<tr>
<td>Animal Resources Director</td>
<td>Billy W. Howard, DVM</td>
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<td><a href="mailto:howardb@marshall.edu">howardb@marshall.edu</a></td>
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</tr>
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</table>
MEDICAL SCHOOL RESOURCES
Through varied activities, the School of Medicine’s Professional Development Program
- collaborates with faculty to design, implement and assess new courses
- provides programs to expand the faculty’s knowledge base in education and enhance teaching skills
- develops workshops and seminars tailored to faculty need
- promotes the alignment of resources and rewards with excellence and innovation in carrying out the school’s teaching mission

Academy of Medical Educators
The Academy of Medical Educators is designed to promote educational excellence at JCESOM. It assists faculty with educational theories and techniques to promote educational skills, critical thinking, and innovative approaches to teaching.

Participation in the yearlong program consists of twice-monthly meetings that may include participating in core seminars and internal or external faculty development workshops. The Academy brings nationally and internationally recognized speakers to present workshops for its members.

Participants each identify an area of scholarly interest, educational research or clinical practice that meets their own career objectives and supports departmental and institutional missions. At the end of the year, the candidates present their scholarly projects at an educational retreat.

Upon successful completion of the program, candidates are awarded the designation of “Master Educator.”

Selected by Academy members, candidates become part of an educational community committed to nurturing a “culture of teaching” at the School of Medicine.

Professional & Instructional Enhancement Seminars (PIES)
PIES, a faculty development lunch series, fosters and sustains a collegial community of lifelong learners capable of meeting the present and future challenges of academic medicine. Presentations address topics such as team-based learning, providing effective feedback and facilitating large groups.

Keeping In Touch Sessions (KITS)
Based on faculty input through a needs assessment survey, Marshall customized the traditional junior faculty mentoring concept to create a program that promotes periodic performance review summaries, networking with colleagues from other departments, and professional assistance with teaching and grant writing.

“Keeping in Touch Sessions” (KITS) will be offered in a monthly dinner meeting format to share specific questions and solutions regarding acclimating to life at the School of Medicine. The program will not merely be a joining of senior and junior faculty members but rather a collective effort on the part of all dedicated senior faculty to embrace junior faculty members, who will form the heart of JCESOM in the next decade.

Diversity and Multicultural Resources
In addition to the resources available through Marshall University’s Division of Multicultural Affairs, the School of Medicine provides support and programs through its Offices of Faculty Affairs and Diversity Programs. This office coordinates the school’s participation in the Association for American Medical Colleges’ Group on Diversity and Inclusion and Group on Women in Medicine and Science. It serves both as a resource for individuals and as a source of faculty development activities designed to promote diversity in academic medicine. For example, the office sponsors the Journeys to Leadership luncheon series, which features successful faculty women who have made a great impact through their leadership positions.

Other Supports
The School of Medicine’s Faculty Development Program web site (http://musom.marshall.edu/fdp) includes presentation materials from PIES seminars where available, as well as a Teacher’s Toolbox with helpful content related to teaching strategies, learner assessment and effective presentations. The Professional Enhancement Newsletter (PEN) recognizes scholarly achievements of faculty and provides a vehicle through which faculty may find colleagues with related research interests.

UNIVERSITY-WIDE RESOURCES
The Greenbook
The official faculty guide to University and State policies is the Greenbook. An electronic version can be found at the Academic Affairs web site at http://www.marshall.edu/academic-affairs/greenbook.asp

Office of Public Safety
A faculty member on campus who encounters any safety concerns should call the HELP line (696-4357) at any time for immediate assistance from Public Safety personnel. Marshall University police officers enforce laws on all University property.

Security Escorts
The Office of Public Safety provides security escorts for on-campus faculty and staff who work in the evenings and wish to be accompanied to their parking lots. Please call 696-4357 (HELP) to arrange for this service.

I.D. Office
All Marshall University employees are issued a photo I.D. that must be used in order to gain access to campus resources. This I.D. may be obtained in the Memorial Student Center. With the Points Plan Program offered through the I.D. office, you may deposit money in a debit account to be used in University cafeterias, vending machines, and the Bookstore. Sodexho gives a 10% discount when using the Points Plan.
Parking Permits
Permits for University lots may be obtained for a fee through the Bursar’s Office, located in Old Main 101. A fee is charged per academic year, with an additional fee for each summer term. Available parking is on Lots F on Third and Fifth avenues and in the parking garage. At the VA Medical Center, the Byrd Clinical Center, Cabell Huntington Hospital and St. Mary’s Medical Center, parking is available free of charge, when available. During daytime hours, however, please park either in the lower tier (at Byrd Center) or as far from the patient parking areas as possible so that patients getting care receive first priority.

Recreation Center
University employees are eligible to join the Fitness Center located in the Recreation Center. There is a fee of $38 per month. Any spouses or dependents 16 years and over have a fee of $28 per month. Children under the age of 15 are free but can only come between the hours of 6 a.m. and 4 p.m. Monday through Thursday and anytime on Friday and Saturday.

Tuition Waivers
Marshall University faculty are eligible to apply for graduate tuition waivers. Information may be obtained from the Dean of the Graduate College, Dr. Donna Spindel, at 696-6606.

AWARDS AND GRANTS
Unless otherwise specified, additional information and application forms for Marshall faculty awards and grants are available at http://www.marshall.edu/academic-affairs/facultyresources.asp

Faculty Teaching Awards
The Faculty Development Committee of the Faculty Senate and the Office of Academic Affairs administer five University-wide teaching awards. They are:

Marshall and Shirley Reynolds Outstanding Teacher Award
This award recognizes and shows the importance placed on superior teaching in the University, and provides encouragement and incentive for teaching achievement. One award of $3,000 is given annually. All full-time faculty members who have completed a minimum of six years of service at Marshall are eligible.

Pickens-Queen Teacher Awards
These awards recognize and show the importance placed on superior teaching in the University at the junior faculty level. All full-time, tenure-track faculty at the Instructor/Assistant Professor rank who have completed one to five years of service at Marshall are eligible. (A person is first eligible to apply in the second year and last eligible in the sixth year of service.) Three awards of $1,000 are given annually.

Charles E. Hedrick Outstanding Faculty Award
This award recognizes a faculty member who has a record of outstanding classroom teaching (at the undergraduate and graduate level), scholarship, research, and creative activities. All full-time faculty members with a minimum of seven years of teaching experience at Marshall are eligible. One award of $5,000 is given annually.

Research Grants and Awards
Quinlan Grants
The Quinlan Endowment supports faculty travel to attend professional meetings and is administered by the Faculty Senate Research Committee. Priority of funding will be based on the significance of the applicant’s participation.

Summer Research Grants
The Graduate College offers summer research grants to full-time faculty. The maximum amount is $2,000. These funds are largely unrestricted, but are intended to support specific research projects.

Reassigned Time Grants
The Graduate College sponsors reassigned time grants each spring term to support specific research projects. Special consideration is given to first-year faculty who enter Marshall with a strong research momentum.

Research Committee Funding
The Research Committee offers funding to assist Marshall University researchers in the conduct of their scholarly activities. Awards will be limited to $250 in any academic year.

Marshall University Distinguished Artists and Scholars Award
This award recognizes distinction in the fields of artistic and scholarly activity on the part of Marshall University faculty. Three awards are given annually. One senior award is presented to an Associate Professor or Professor in the Sciences and Technology (Colleges/Schools of Science, Medicine, Information Technology and Engineering, and Nursing and Health Professions). Another senior award recipient is selected from among all faculty in the arts, social sciences, humanities, education, and business. One junior award recipient is selected from among all faculty at the Assistant Professor level. A group award goes to two or more faculty who have collaborated on a research/creative project. To be eligible for consideration, a faculty member must be tenured or hold a tenure-track appointment.

INCO Foundation Individual and Group Grants
The Faculty Development Committee accepts applications for INCO Foundation Grants for projects that will enhance the qualifications, expertise and experience of faculty members. Funding for these grants is awarded on a competitive basis. Information and forms are on the Faculty Senate site at: http://www.marshall.edu/senate/FORMS/default.asp
AWARDS AND GRANTS/TIPS FOR NEW FACULTY

Service Awards

University Distinguished Service Award
Recommendation for this award can start at the faculty level or upon recommendation of the Dean with concurrence of the college advisory committee (or similar body). In cases of distinguished service to the institution, the recommendation may occur at an administrative level above the Dean. However, before the final recognition is bestowed, it must have the concurrence of the Dean and the college advisory group. The Deans’ Council will recommend to the Provost and Senior Vice President for Academic Affairs, who will recommend to the President.

Dr. Carolyn B. Hunter Faculty Service Award
This award by the Marshall University Alumni Association recognizes outstanding achievements and provides incentives for continued service from faculty to the community, the University and students in their respective field. Information and the online nomination form are on the Alumni Association site at: http://www.marshall.edu/alumni/chservice.asp

MARSHALL-SPECIFIC TIPS FOR NEW FACULTY
Read the Greenbook to become thoroughly familiar with your rights and responsibilities as a faculty member.
- Familiarize yourself with student policies, which can be found on the School of Medicine website.
- Acquaint yourself with the services of the Office of Academic and Career Development, which addresses the academic and career exploration and planning needs of medical students
- Attend the Academy of Medical Educators seminars and activities. It's a great way to meet and observe other teachers in the medical school, and both are unbeatable ways to pick up new ideas for your teaching.
- If you are a junior faculty member, take advantage of the JCESOM “Keeping in Touch Sessions” (KITS) mentoring program.
- For physicians and other clinical providers, there is a more specialized component of orientation that will take place very soon after you start that concerns regulatory compliance and risk management as it relates to your practice of medicine within our organization. This session is usually scheduled by your department administrator. You will meet with the Director of Compliance and Risk Management and the Senior Associate Dean for Clinical Affairs. Multiple issues will be covered, some statements and acknowledgements will be signed, and you will be oriented to the general relationships that exist with our affiliated clinical partners and the regulatory procedures that support and protect you. You can find assistance in the clinical arena from your chair, your department administrator and the Dean’s administrative area. Feel free to consult them as frequently as you may need.
- Document any form of perceived harassment if you experience it. Report any serious concern to an administrator whom you trust or to Marshall’s Office of Equity Programs.
- Take time to enjoy yourself – West Virginia is a wonderful environment to explore.

GENERAL TIPS FOR NEW FACULTY
The following suggestions for new faculty members are drawn from a helpful web site created by the University of British Columbia (Estelle Paget). This list is reprinted and edited with their permission.

First Things First
- Make yourself known to and develop a good relationship with the departmental secretary.
- Similarly, introduce yourself to other staff in your department.
- Set hours for research and writing or course preparation. Take a time management course if you feel you could use some pointers.
- Create a tenure and promotion file immediately. Keep duplicate copies of all relevant materials at home (your CV, annual reports, publications, teaching evaluations, letters of thanks and commendation, etc.).
- Stay focused.
- Be courteous to everyone around you.
- Attend all the social functions in your department. A feeling of isolation is a common problem for new faculty.

On Setting Goals
- Set explicit priorities early in your career. The exact priorities will depend on what your department expects of you. Rehiring and tenure assessment come sooner than most people expect. Don't lose focus on your goals. Prioritize.

On Research
- Concentrate on writing and scholarly activity for publication or presentation.
- Keep your work focused; avoid too many uncorrelated research pursuits; become thematic.
- Use whatever resources are available in your department or college to advance your research and scholarly output. However, remember to be courteous, generous, and cooperative with others who also are trying to get their scholarly pursuits accomplished.
- Learn about, and pursue, grant possibilities.
- Consider research in the areas of teaching and learning. Your classrooms can become the center of your research activities.
- Involve students in your scholarly activities, either as research partners or in the classroom, where your research can enhance course content.
On Administrative Duties
• Serve on university and college committees; it is probably the best way to meet colleagues from a wide variety of disciplines from across the campus. Try to avoid being talked into becoming a committee chair until you feel more settled and comfortable with your workload.
• Avoid serving on an excessive number of committees; in some cases you should not say yes to every request or appointment. Enlist your chair as an advocate for you in this regard.

On Documenting
• As previously stated, start a tenure and promotion file immediately. Keep duplicate copies of all relevant materials at home.
• Save letters of thanks, supportive memos, etc., for your dossier. You may not have to use this material, but you will have it should the need arise. Copy particularly noteworthy items to the department head, as they are received, for inclusion in your departmental file.
• Document your contributions as you go; highlight efforts to improve your teaching (e.g. indicate course changes you’ve made and why, what you expected to happen, what did happen, etc.).

On Mentoring
• If you are having a difficult time figuring out what’s happening in your department or in the wider university system, ask for help.
• If you have a mentor, reach out to that person; build a good working relationship with him/her. All senior faculty were new at one time, and would have loved having some guidance and a sounding board.
• You may want to choose several different mentors for guidance in research activities, for grant writing, for teaching advice, and for advice on juggling your personal life and career. Seek the advice of your mentor before volunteering for every committee you think interesting.
• Interact with your colleagues; get familiar with their work and inform them about yours.
• Don’t rely on your department to give you all of the important information (although hopefully it will!). Find out for yourself and then clarify with your chairperson.

On Balance
• You will be a more balanced person, and a better teacher/scholar, if you remember the importance of your family, friends and life outside the University.
• Maintain perspective on your life as a university professor. Take regular breaks from your work, share time with family and friends, take up some form of physical exercise, walk, listen to music, work on talents and hobbies, etc. Above all, maintain your sense of humor.

On Promotion and Tenure
• Establish a good working relationship with the head of your department.
• Talk to other faculty members and establish whether there is any potential for collaborative research. Volunteering to give a seminar is one way to introduce other people to your areas of expertise.
• Aim for national recognition by attending conferences and publishing in refereed journals.
• Start your P&T file. This is essential for tenure and promotion, and it is a huge task if left until year 5 or 7 to begin.
• Read the general P&T guidelines, but recognize that there are differences between academic units. Your unit may also have specific guidelines available; get copies of them immediately.
• Identify what you do and do not understand from the available guidelines, then discuss and clarify these items with your department head and other faculty.
• Know procedures (the application process, what happens, making an appeal, etc.) from the beginning. Be optimistic but prepare for the worst just in case (i.e. document everything as you go). Know what materials are admissible and build them.
• Review other people’s (successful) applications.
• Ask the department head and/or P&T Committee to review your application file well in advance. Don’t sell yourself short, but don’t pad the file either.
• Know the authority and responsibilities of the department head and Dean.

In General
• Avoid taking on more than you can handle.
• Avoid trying to change the world (the department, the university, the students, your colleagues) in one day.
• Avoid getting too discouraged if some things do not work out as you expect – seek out colleagues and talk to them.
• Practice diplomacy when conflicts arise.
• Don’t get overwhelmed – others have been new faculty before and survived! You don’t have to be a perfect teacher the first year. Nor do you have to publish 10 times. However, get started on both teaching and research.
• Remember that loneliness and isolation are two of the most common feelings of new faculty members. Reach out to others and they will usually respond. Keep in touch with other new faculty you met at New Faculty Orientation, maybe having lunch or periodic support group meetings. Teaching is a social activity, and contact with students and other faculty is essential for everyone’s well-being.
The New Faculty Guide is provided as a service by the Professional Development Program of the Marshall University Joan C. Edwards School of Medicine.

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