

5.0 EVALUATION, PAY, PROMOTION, RANK, AND TERMINATION

5.1 Purpose of Evaluation

The purpose of the evaluation process is the fair, equitable and professional assessment of the level of performance of a faculty member against an established set of standards.

The goals are to:

- A. Identify those mutually agreed commitments and responsibilities as outlined by this handbook, the faculty member's job description and appointment letter.
- B. Identify standards of performance for those commitments and responsibilities.
- C. Specify appropriate measurement tools to assess the degree of achievement of a faculty member's commitments and responsibilities.
- D. Objectively rate the level of performance against these standards identifying:
 1. Areas in which standards have been exceeded. ("Exemplary")
 2. Areas in which standards have been met. ("Proficient")
 3. Areas in which standards have not been met. ("Needs Improvement")
 4. Areas which are not applicable ("Not Applicable")
- E. For areas noted as "Needing Improvement," identify and agree upon a fair and equitable plan of action and timetable in which the substandard performance will be corrected and re-evaluated.
- F. Provide a fair process for cases in which areas needing improvement fail to be adequately addressed.
- G. Provide a process for faculty members, in concert with their supervisor, to identify areas for professional growth and development.
- H. To provide faculty members with opportunities to be recognized for exemplary work which provides a foundation for promotional opportunities.

5.1.1 Faculty Evaluation Process

The evaluation process involves two main parts: (1) An assessment of the faculty member's basic job performance using Key Performance Outcomes and Measurement Tools and (2) the Faculty Annual Review which outlines and documents the faculty member's achievements during the previous year and which serves as a basis for the Merit Pay and Rank determination. Each faculty member and his/her supervisor shall meet in September for the annual evaluation process and discuss the items listed below, which shall be prepared before the meeting. These items comprise the faculty member's annual evaluation; the items to be discussed are as follows:

1. The supervisor's written and signed evaluation of the faculty member's basic job performance, based on the Key Performance Outcomes and Measurement Tools established for the standard and service activities of his/her area (see below). The supervisor will include a written explanation of any criterion that is rated "Needs Improvement." The supervisor's review shall be substantiated by the data collected in the measurement tools.

The outcome of a review of Key Performance Outcome data consists of a rating for each Key Performance Outcome of "exemplary," "proficient," "needs improvement," or "Not Applicable." Those terms shall be defined as follows:

- a. Exemplary: Work performance is above expected levels with respect to the KPO being measured.
- b. Proficient: Work performance is at expected levels with respect to the KPO being measured.
- c. Needs improvement: Work performance is below expected levels with respect to the KPO being measured. "Needs improvement" ratings will be supported by written explanations and documentation of the rationale for the rating.
- d. Not Applicable: The specific criterion does not apply to the specific faculty member.

If a KPO does not allow for ranges of performance, then the supervisor shall rate the faculty member's performance as either proficient or needs improvement.

2. The supervisor's written and signed evaluation of the faculty member's Faculty Annual Review (see below). The supervisor will include an explanation for any rating given that is "exemplary" or "needs improvement."

The faculty member shall acknowledge his/her receipt of the supervisor's evaluation by signing the evaluation. (NOTE: The faculty member's signature indicates that the faculty member has met with his/her supervisor and gone over the evaluation documents; the signature does not necessarily indicate agreement with the supervisor's evaluation.)

A faculty member who disagrees with the supervisor's evaluation may include written comments on the evaluation before signing it. Then the faculty member may write a rebuttal and ask the Dean to review the evaluation materials.

Annual evaluations will be conducted in September. All annual evaluation shall be completed by the end of the Summer Quarter absent extenuating circumstances.

Copies of all annual faculty evaluation documents shall be placed in the faculty member's employment file.

5.1.2 Key Performance Outcomes and Measurement Tools

Faculty members will be evaluated using the Key Performance Outcomes (KPO's) that have been established for the standard and service activities for each area (i.e. classroom, clinic and library). The listing of KPO's for each area, including measurement tools, is contained in Appendix 5-A.

For each criterion, the faculty member is rated as (1) Exemplary, (2) Proficient, (3) Needs Improvement, or (4) Not Applicable.

Areas in which the faculty member receives a "Needs Improvement" rating (based on the number and/or the importance of a specific criterion) may result in an improvement plan being established for the faculty member. (See Section 5.1.3.)

5.1.3 Faculty Annual Review (FAR)

The Faculty Annual Review (FAR) is an important tool, which encourages professional development and which serves to document the faculty member's accomplishments. It is also used to document a faculty member's achievements.

Each year, all faculty members will write a report (called the **Faculty Annual Review**) which outlines their achievements in the areas of (1) Teaching (or Patient Care), (2) Service, and (3) Scholarship during the previous academic year.

The purpose of the faculty member's annual review is to provide direction for each faculty member in his or her development as a contributing faculty member of the Life University academic community. Moreover, the information in the report and the documentation provided with the report will serve as a basis for Faculty Merit Award applications and as a factor in rank decisions.

5.1.4 Professional Development Plan

Along with the FAR, the faculty member will submit a **Professional Development Plan (PDP)** for the upcoming academic year. The PDP is designed to be a clear statement listing the faculty member's intended activities in the areas of teaching (or patient care), service, and scholarship for the next year.

PDP's have several uses:

1. They make clear to supervisors what the faculty member has set as his/her **primary** goals for the next year;
2. They help supervisors to plan more appropriate budgets for the upcoming year; and
3. During the annual evaluation in September, the supervisor can review the previous year's PDP against the faculty member's FAR as a factor in determining Merit Pay increases (NOTE: Faculty with overly ambitious plans should not be punished, nor should faculty with un-ambitious plans be rewarded).

A sample PDP showing the basic layout and typical content is shown in Appendix 5-B.

5.1.5 Improvement Plan

The supervisor may establish an Improvement Plan for the faculty member if the faculty member receives one or more “Needs Improvement” ratings and the supervisor concludes the faculty member’s job performance is adversely affected as a result. Improvement Plans are intended to enhance a faculty member’s work performance, and the establishment of an Improvement Plan is not intended to be, and should not be construed as, a form of discipline.

The Improvement Plan shall contain the following components:

- A. The area(s) in which the faculty member needs to show improvement.
- B. Specific goals and outcomes the faculty member must meet, or show significant progress toward meeting, including suggestions for improvement.
- C. How the faculty member’s progress toward the established goals and outcomes will be measured.
- D. A list of the resources the College will provide that the faculty member may use or consult to improve his/her work performance in the improvement plan.
- E. A reasonable timeline during which the faculty member shall meet the Improvement Plan’s goals and outcomes or make significant progress toward meeting those goals and outcomes.

The supervisor will prepare the written Improvement Plan within thirty days after the evaluation meeting and will review the components of the plan with the faculty member.

While the Improvement Plan is in effect, the faculty member and supervisor shall periodically meet and discuss the faculty member’s progress toward the plan’s goals. At the conclusion of the Improvement Plan, the supervisor shall prepare a written report that includes the following information:

- A. An evaluation of the faculty member’s progress toward the goals and outcomes contained in the Improvement Plan including whether the faculty member met those goals and outcomes. If the supervisor concludes the faculty member met the Improvement Plan’s goals and outcomes, then the written evaluation shall be placed in the faculty member’s Employment file and no further action shall be taken.
- B. A recommendation regarding what further action should be taken to address any deficiencies that still exist with respect to the faculty member’s work performance. Possible action shall include, but is not necessarily limited to, continuation of the Improvement Plan and/or the imposition of corrective action.

If the supervisor recommends that action be taken pursuant to Section B above, The Dean will review the file. The Dean may declare the issue resolved and notify the faculty member in

writing, or may send the faculty member written notice of the action that must be taken and a timeline for compliance. Consequences of the faculty member's failure to comply will be described. If the faculty member complies with the requirement, the matter is resolved, and all of the data and correspondence regarding the matter will be placed in the faculty member's employment file located in the Provost's Office. If the faculty member fails to comply with the requirement, the Dean will decide on what "specific" further steps will be taken, up to and including termination.

5.2 Faculty Compensation

5.2.1 Salary Computation

For both the College of Chiropractic and the College of Arts and Sciences, the Board of Trustees establishes each year a base for calculation of salary. Individual faculty members' salaries are calculated by applying a formula of multipliers and adjustments to that base amount. In calculating each faculty member's salary, the educational credential and length of service multipliers are applied first, then the rank adjustment is added. When applicable, discipline-based multipliers are then applied to determine the faculty member's salary level.

Beginning in Fiscal Year 2005/2006, the salary base established by the Board of Trustees will be used to set a "target" for faculty salaries, not to set actual salary levels. The University's financial status will determine the extent to which each faculty member's salary level will approach the target. The University's published guidelines on this transitional period will present the details of this plan.

5.2.2 College of Chiropractic Salary Calculation

Rank Adjustment

Each year, administration will adjust each College of Chiropractic faculty member's salary by applying a rank adjustment. The amount will be established for Assistant Professor, Associate Professor, and Professor.

SALARY CREDITS

PERCENTAGE OF BASE PAY

Educational Adjustment⁽¹⁾⁽²⁾

Baccalaureate degree	4.0%
Masters degree	6.0%
Two or more master's level degrees	8.0%
First professional degree (DC, MD, DO) or specialist doctoral level degree	10.0%
B.S. or B.A. & first professional degree or specialist doctoral level degree	13.0%
First professional degree and Diplomate status in relevant field	15.0%
Masters degree and first professional degree or specialist doctoral level degree	15.0%
Ph.D.	15.0%
Ph.D. and (two or more master's level degrees)	16.0%
Ph.D. and D.C.	17.0%
Two relevant first professional degrees	17.0%

Teaching / Related Professional Experience 1.0% per year (max 10%)

⁽¹⁾ Faculty with multiple degrees receive combined adjustment only

⁽²⁾ Faculty with specialized certification may be awarded adjustment, at the Dean's discretion.

Formula: Base Salary X Years of Service Multiplier X Educational Adjustment + Rank Adjustment

5.2.3 College of Arts and Sciences Salary Calculation

Rank Adjustment

Each year, administration will adjust each College of Arts and Sciences faculty member's salary by applying a rank adjustment. The amount will be established for Assistant Professor, Associate Professor, and Professor.

SALARY CREDITS

PERCENTAGE OF BASE PAY

Educational Adjustment ⁽¹⁾

Baccalaureate degree	4.0%
Masters degree	6.0%
Two or more master's level degrees	8.0%
Relevant first professional degree	10.0%
Baccalaureate degree and relevant first professional degree	13.0%
Masters degree and relevant first professional degree	15.0%
Ph.D. or other relevant doctoral degree	15.0%
Ph.D. and two or more master's level degrees	16.0%
Ph.D. and relevant first professional degree	17.0%

Teaching / Related Professional Experience 1.0% per year (max 10%)

⁽¹⁾ Faculty with multiple degrees receive combined adjustment only

Formula: Base Salary X Years of Service Multiplier X Educational Adjustment + Rank Adjustment

5.2.4 Pay Adjustments

The Board of Trustees each year may designate a percentage of the annual budget to be used for COLA (Cost of Living Allowance), promotional increases and merit awards. The Board of Trustees reserves the right to either approve or disapprove such adjustments or to delay them in any given year based on the financial condition of the University.

Salary increases at Life University are based upon guidelines established by the Board of Trustees and are made only with the approval of the President in accordance with established regulations and following consultation with the Deans, Division Chairpersons or Department Heads, Provost, and the Vice President for Operations & Finance, as appropriate.

No salary increase will be awarded to a person with less than one academic quarter of service at the end of the fiscal year (June 30). Those faculty members fully employed more than one academic quarter but less than four academic quarters (College of Chiropractic) or three

academic quarters (College of Arts and Sciences) at the end of the fiscal year may be awarded salary increases according to prescribed procedures. However, such increases shall be pro-rated on a basis reflecting the number of academic quarters employed.

5.2.5 Recognition of Administrative Responsibilities for Teaching Faculty

Additional annual compensation over and above the faculty member's base salary may be provided to teaching faculty for administrative duties assigned (stipend). Division Chairs (CoC), Department Heads (CoAS), and Clinic Directors will receive a stipend, amount determined by experience, performance and qualifications. The range for these stipends is generally between \$8,000 and \$10,000. Additional compensation will only be paid while the faculty member serves in the administrative position. In addition, the faculty member performing administrative duties may be provided release time from teaching and other duties consistent with the administrative duties assigned.

5.2.6 Presidential Appointments

The President, at the request of the Provost or a Dean, may authorize the hiring of individuals with exceptional records in scholarship or professional service, to the faculty, under special presidential appointments. The President may award salaries for these individuals based on their value to the institution, outside of the guidelines provided by the faculty salary-hiring grid (see Section 5.6 for a description of this grid).

5.2.7 Compensation for Work in Excess of Standard Workload (“Overload Pay”)

Additional compensation may be paid for teaching, scholarship and special projects activities. Each component will be determined according to the following criteria.

5.2.8 Teaching Overload Pay

Overload pay compensation will be set based on data contained in the College and University Personnel Association (CUPA) Annual *National Faculty Salary Survey*. For the 2004/2005 survey, relevant data appears on pages A-5. The target rate for overload pay will be the mid point between the median measure of the minimums and the median measure of the maximums reported in the CUPA survey. Life University will move toward that target, based on enrollment in coming quarters and years. Appendix 5-C contains the rates of overload pay for chiropractic/undergraduate, and graduate instruction.

On occasions when a full-time faculty member carries a workload inclusive of lead and lab/back-up responsibilities and incurs overload pay, lab/back-up CHs will be compensated first. Once the total lab/back-up CHs have been compensated and overload pay for lead hours still exists, the remaining overload pay will be paid at the lead rate.

Teaching overload pay will be calculated and paid over the term in which the overload pay is incurred in equal payments per pay period, unless an underage circumstance is predicted in the same fiscal year. In such cases, the overload work will be used to balance the anticipated

underage.

5.2.9 Clinic Overload Pay Calculations and Payment

Clinic Overload Pay may be paid for additional clinical care/instruction provided in the clinics at the rate of \$27.00 per clock hour of patient care, after obligations in all other categories are met.

5.2.10 Research Awards

Depending on availability of funds, cash awards for achievements in research or scholarly activity shall be paid on an individual basis. Guidelines are as follows:

Completion of each A Level scholarship activity:	\$1,000 - \$1,500.
Completion of each B Level scholarship activity:	\$500 - \$750.
Completion of each C Level scholarship activity:	\$250.

Amounts may be adjusted up or down, depending on individual circumstance. The Dean makes recommendation for compensation, with final approval by the Provost. Scholarship awards will be calculated and credited within the term that evidence of the scholarship has been presented and accepted.

5.2.11 Special Project Supplementary Pay

Compensation for faculty members working on special projects will be agreed upon before the work is begun. Agreements will outline the following parameters: specific nature of the project, expected outcomes, timelines for completion, compensation amount, timing of payment, and assessment of outcomes.

5.3 Faculty Merit Awards

Life University recognizes and rewards significant faculty accomplishments in teaching, research, or service. Awards are in the form of a certificate of recognition and a monetary award whose funds are generated annually from funds released by the Board of Trustees for that purpose. Amounts of awards vary depending on availability of funding, but will not be less than \$500 per project. The Office of the Provost, in conjunction with the College Deans, manages the award process.

Eligibility: All members of the full-time faculty at Life University College may apply for a Faculty Merit Award. Faculty members working in classroom teaching, clinics, administration, research, and learning resources are welcome to apply for the award. Applicants may self-nominate or may be nominated by a supervisor, peer(s), staff, or student(s). Faculty members who are nominated by someone else will be notified of the nomination and will be required to complete appropriate paperwork, if interested in pursuing the award.

Application Deadline: Faculty members interested in applying for a merit award must submit an application packet by September 30. Awards are given during the following January.

Project selection: The award is project specific. The project should represent exemplary work in, or beyond, assigned duties. Significant work on the project must have taken place in the just completed academic year. Projects that have received this award in the past may not be resubmitted. Projects that have been submitted in the past, and were not awarded, may be resubmitted. However, evidence of improvement on the past submissions should be clearly presented.

Selected projects do not have to be published or intended for future publication. However, publishable projects typically demonstrate attributes (i.e., purpose, clear communication, reflection and peer review) that make them high quality applications for this award. The objectives, methods, and analysis of the project should be clearly communicated in the submission.

A wide range of possibilities exists for submission topics. Scholarship in the areas of teaching methods, teaching materials, and testing methods provide rich topics for submission. Consistent with Life's commitment to Ernest Boyer's notion of scholarship, projects representing scholarship of teaching, discovery, integration, and application are encouraged. A faculty member may have substantially and notably improved his or her course from feedback gleaned from student evaluations or peer review. A new course may have been developed or an existing course significantly revamped to make it more effective. Discovery of a more valuable testing method with demonstrated outcomes is another appropriate example for submission. Peer collaboration inside and outside the University is encouraged. The application should include outcome measures that validate the quality and effectiveness of the work and that are consistent with the intended goals of the project.

Only one application should be submitted by project. In other words, if multiple authors collaborate on the same project, their efforts should be compiled into one submission. The percentage of involvement of each participant should be designated on the cover of the submission. If the submission is awarded, the monetary award will be distributed in accordance with the percentages designated on the cover of the submission.

Application review:

Throughout October of each year, approximately fifteen (15) faculty reviewers working in teams of five will score each application according to a rubric based on several factors: completeness, practical significance, originality, and quality. Each application will receive three scores in total, one from each group. These scores will be averaged to determine the overall rank order of the application.

The Provost will receive the scores and review the projects, and by December 1 will make a recommendation to the President to award the top applications. The President will make the final decision on awards.

Application Format: Faculty application should be formatted accordingly.

Title page

- Project title
- faculty member name (with % of contribution for multiple authors)
- academic rank
- area of assignment (i.e., clinic, year 1)
- date of submission

Body (5 -10 pages)

- double-spaced, 12-point Times New Roman font
- sectioned with clearly written goals, methods, results, and significant outcomes of the project

References (as applicable)

- listed in alphabetical order, using a recognized bibliographic format (APA recommended)

Appendix (as applicable, no page limit)

- append important documents to support the application as needed
- arrange the appended documents in the same order that they are referred to in the body of the application.

Applications will not be accepted if they are incomplete or substantially deviate in format from the criteria detailed above. The application should not be bound or stapled, and should be submitted in an envelope to the Office of the Provost.

5.3.1 Faculty Merit Award Evaluation Form

**FACULTY MERIT AWARD
Evaluation Form**

Applicant's Name _____

Project Name/Description _____

Review committee (circle one): 1 2 3 Facilitator _____

Committee members: 1 _____ 2 _____

3 _____ 4 _____ 5 _____

Worksheet (The members of the review committee should discuss the application and reach a majority decision on the following criteria.):

COMPLETENESS: Is the application project specific? Does the application contain all the necessary information to judge the project's significance? Is it well written?:
(high) 1 2 3 4 5 (low)

PRACTICAL SIGNIFICANCE: Is the project outlined in the application of practical significance?
(high) 1 2 3 4 5 (low)

ORIGINALITY: Does the project outlined in the application add new knowledge to a discipline or provide an original approach to teaching, learning, or evaluation?
(high) 1 2 3 4 5 (low)

QUALITY: Is the quality of the project outlined in the application suitable for oral or written professional communication? If the project is published (or publishable), how prestigious is the periodical (or would be periodical)?:
(high) 1 2 3 4 5 (low)

OVERALL RATING (Considering the application and the rating in the above areas, what is the overall impression of the application?):
(high) 1 2 3 4 5 (low)

AWARDED (Given the above criteria, how strongly do you feel that this application should receive an award?):
(award) 1 2 3 4 5 (do not award)

COMMENTS:

5.4 Rank: Initial Placement and Promotions

5.4.1 Qualifications

To qualify for employment as a faculty member at Life University, applicants must meet minimum standards for faculty employment as prescribed by relevant accrediting agencies. All credentials/degrees must be from accredited institutions of higher education (or international equivalent), and supported with official transcripts.

Clinic faculty members must hold a Bachelor's degree and Doctor of Chiropractic degree and have a current license from the Georgia Board of Chiropractic Examiners and at least three years of practice experience.

5.4.2 Criteria for Determining Rank of Faculty New to the College

The Dean of the relevant college shall establish the initial recommendation of rank and step placement for faculty newly hired to the University. Rank determination will be based on the criteria listed below. Final determination shall be made by the Provost and approved by the President of the University.

All newly hired faculty must meet minimum standards for faculty employment as prescribed by relevant accrediting agencies.

5.4.3 Instructor

A newly hired faculty member will be assigned the rank of Instructor if he or she meets the following criteria:

1. Holds a master's degree, or first professional degree (e.g., DC, DO, MD) in a field relevant to the job duties, and
2. Has fewer than three (3) years of teaching experience at an institution of higher education and/or relevant clinical or research experience. (for clinic faculty see 5.5.1)

5.4.4 Assistant Professor

A newly hired faculty member may be considered for assignment to the rank of Assistant Professor if he or she meets all the following criteria:

1. Holds a master's degree, doctorate (e.g., PhD, EdD, ScD) or first professional degree (e.g., DC, DO, MD) in a field relevant to the job duties;
2. Has at least three (3) years of high quality teaching experience at an institution of higher education and/or relevant clinical or research experience.
3. Has proven competence in the candidate's primary area of responsibility.
4. Demonstrates the capacity for independent work in the discipline.
5. Provides evidence of a breadth of vision or perspective in educational matters which will enable the candidate, within his or her professional assignment, to further the educational objectives of the college.

6. Has a minimum of three years as an instructor at another institution or documentation of receipt of the rank of assistant professor at another accredited institution. In lieu of institutional faculty experience, the applicant may be awarded the rank of Assistant Professor.

5.4.5 Associate Professor

A newly hired faculty member will be assigned the rank of Associate Professor if he or she meets all the following criteria:

1. Holds a master's degree, doctorate (e.g., PhD, EdD, ScD) or first professional degree (e.g., DC, DO, MD) in a field relevant to the job duties;
2. Has at least six (6) years of high quality teaching experience at an institution of higher education and/or relevant clinical or research experience.
3. Has demonstrated evidence of scholarly activity and has the potential for developing a significant record of scholarly accomplishment; or has demonstrated an outstanding record of professional leadership
4. Demonstrates the capacity to do a consistently superior job in the candidate's primary area of responsibility, with superior performance being based on sound methodology and above-average scholarship.
5. Establishes the capacity to assume leadership in curriculum planning and departmental development.
6. Provides evidence of perspective and judgment that will enable the candidate to contribute significantly to the fulfillment of the institution's objectives.
7. Has a minimum of three years as an assistant professor at another institution or documentation or receipt of rank of associate professor at another accredited institution. In lieu of institutional faculty experience, in rare exceptions, the applicant may be awarded the rank of Associate Professor.

5.4.6 Professor

A newly hired faculty member will be assigned the rank of Professor if he or she meets all of the following criteria:

1. Holds a doctorate (e.g., Ph.D., Ed.D., Sc.D.) or first professional degree (e.g., D.C., D.O., M.D.) in a field relevant to the job duties;
2. Has at least ten (10) years of high quality teaching experience at an institution of higher education and/or relevant clinical or research experience, and
3. Has demonstrated a strong record of published scholarly work in peer-reviewed journals or has demonstrated distinguished professional leadership
4. Can demonstrate the capacity to produce at a distinguished level of performance in the candidate's primary area of responsibility.
5. Demonstrates the breadth and depth of educational background and experience which will enable the candidate to make a substantial contribution to the college and its educational program.
6. Has a minimum of four years of years of experience at the Associate Professor level at another accredited institution or documentation of receipt of the rank of professor at

another accredited institution. In lieu of institutional faculty experience, in very rare exceptions, the applicant may be awarded the rank of Professor.

5.5 Criteria for Determining Step of Faculty New to the College

The relevant Dean shall assign each newly hired faculty member a rank and step within that rank, using the faculty hiring salary grid as presented in Appendix 5-D, and according to the criteria as listed below in 5.4.3. and 5.4.4. The faculty hiring salary grid contains 12 steps of salary for each rank, and will be adjusted each year to reflect the changes in faculty salaries in the market place. The Dean shall use the grid as a guideline, and may recommend a salary outside of the grid, if the recommendation reflects market conditions for faculty members holding the credentials held by the newly hired faculty member.

5.5.1 Higher Education Experience

If a newly hired faculty member has more than the minimum number of years of prior experience necessary for rank placement, then one (1) year of prior service credit will be given for each year of additional faculty experience in higher education above the minimum necessary for rank placement. Every one (1) year of full time teaching prior service credit will equal a one (1) step increase on the Salary Schedule. Part time teaching experience shall be assigned on a pro-rated basis. The maximum number of years credited for higher education experience shall be capped at ten. All credentials/degrees must be from an accredited college and supported with official transcripts from said institution(s).

5.5.2 Clinical Practice, Research and Other Relevant Professional Experience

If a newly hired faculty member has more than the minimum number of years of prior experience necessary for rank placement, then one year of prior service credit will be given for every year of full time clinical practice or relevant research or professional experience above the minimum necessary for rank placement. Part time experience shall be assigned on a pro-rated basis. Every year of prior clinical practice or relevant research or professional experience prior service credit will equal a one-step increase on the Salary Schedule. The maximum number of years credited for clinical, research or professional experience shall be capped at five.

5.5.3 Exceptional Scholarship and/or Service

Steps for exceptional scholarship and/or Service will be determined at the discretion of the Dean at the time of hire, up to a maximum of 3 steps on the faculty hiring salary grid.

5.6 Promotions

Faculty members are encouraged to advance within their profession by applying for increases in rank. Criteria for which promotion may be considered include the following:

- Excellence in classroom teaching
- Productive scholarship and creative activities (research, publishing, authorship).
Life University embraces the Boyer model of scholarship; however, the institution

recognizes primacy of the scholarship of discovery for promotion to Associate Professor and Professor

- Participation in University activities
- Community service
- Guidance and leadership in student activities
- Active participation in professional societies
- Possession of advanced degrees

Appendix 5-E of this section provides an explanation of the criteria for promotion.

5.6.1 Assistant Professor

Qualifications for Promotion Appointment: To be eligible for consideration for promotion to Assistant Professor, a faculty member must have three (3) years in rank as an Instructor at Life University. In addition, the applicant must demonstrate above-average performance in faculty assessments, and have a recommendation from his or her Department/Division Chairperson, as well as be involved in professional activities and have a positive peer review.

The applicant must provide evidence of advancement of understanding and skills in their area of standard activities along with demonstrating the development of skills and knowledge in scholarly activities and appropriate work in professional service. Examples of acceptable evidence include:

1. Interpreted summaries of standard activities (i.e. teaching or clinical work) including student and peer evaluations or other objective assessments of a significant sample of the work accomplished while in the rank of Instructor. Included in this category should be any evaluation materials compiled in the faculty member's assessment process.
2. Descriptions of the faculty member's service activities as a member of a department, committee or work group, along with the outcomes or products of these efforts, such as reports, policies, recommendations, recommended actions, or other evidence resulting from committee membership;
3. Documentation that indicates the level of the applicant's accomplishments in non-standard activities.

5.6.2 Associate Professor

Qualifications for Promotion Appointment: To be eligible for consideration for promotion from an Assistant Professor to Associate Professor, the faculty member must have three (3) years service in rank at Life University. The applicant must provide evidence of excellence in teaching, advancing and/or applying new skills and knowledge in his or her standard activities, and he or she must provide evidence of scholarship that is represented by advancements in work in standard, non-standard and service requirements. This evidence should include:

1. Interpreted summaries of standard activities including student and peer evaluations or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. Included in this category should be any evaluation materials compiled as part of the faculty member's assessment process.

2. Descriptions of the faculty member's support activities as a leader and a member of a department, committee or work group, along with the outcomes or products of these efforts, such as reports, policies, recommendations, recommended actions, or other evidences resulting from committee membership.
3. Reprints or other documentation that indicates the level of one's accomplishments in scholarly activities. The body of evidence must include at least one peer-reviewed conference presentation or journal publication), as primary author (consistent with Ernest Boyer's "Scholarship of Discovery", p. 17 in *Scholarship Reconsidered*), and exhibit proof of projects begun, that will likely lead to publication.

5.6.3 Professor

Qualifications for Promotion Appointment: To be eligible for consideration for promotion from an Associate Professor to Professor, the faculty member must have three (3) years service in rank at Life University, with demonstrated evidence of teaching excellence. The applicant must provide evidence of a sustained record of significant contributions in advancing their area of standard activities and additionally advancing the knowledge and skills of others through scholarly activities. The faculty member must have made exceptional contributions in University and/or professional service activities.

1. Interpreted summaries of standard activities including student and peer evaluations or other objective assessments of a significant sample of the courses taught while in the rank of Associate Professor. Included in this category should be any evaluation materials compiled during the faculty member's assessment process.
2. Evidence of a strong record of scholarly activity, including numerous peer-reviewed conference presentations and journal publications author (consistent with Ernest Boyer's "Scholarship of Discovery, p. 17 in *Scholarship Reconsidered*), and additional relevant written work. Evidence shall include a listing of work, and also reprints of accomplished work.
3. Descriptions of the faculty member's support activities as a leader within his or her department and a member of a committee or work group, along with the outcomes or products of these efforts, such as reports, policies, recommendations, recommended actions, or other evidences resulting from committee membership.

5.7 Steps in Applying for a Promotion in Rank

The Provost's Office will notify all faculty members eligible to apply for promotion, by August

1. Faculty applying for an increase in rank should follow the steps below:

Step 1: The candidate will obtain a checklist of the steps and documents required in the application process from the Chair of the Rank and Promotion Committee.

Step 2: The candidate ensures that the qualifications for promotion (as outlined in the Faculty Handbook section 5.4) are met.

Step 3: The candidate's Direct Supervisor writes a letter of recommendation for the candidate. This letter must be addressed, sent directly, and received by the Provost's Office no later than October 31. The supervisor reviews with the candidate a copy of the guidelines contained in Appendix 5-E.

Step 4: The candidate must request from two colleagues at Life University, recommendation letters. These letters must be addressed to, sent directly to, and received by the Provost's Office no later than October 31.

Step 5: The candidate writes a letter requesting an increase in rank addressed to, sent directly to, and received by the Provost's Office no later than October 31.

Step 6: The candidate shall submit an application packet to the Provost's Office by December 1, in support of the application. The Office of the Provost shall review the application packet for completeness and notify the candidate of the status of the application by January 5.

Faculty work presented for promotion application should represent significant accomplishment in standard activities, service or research that represents exemplary work. A significant portion of the work must have taken place since the last promotion. A wide range of possibilities exists for submission of faculty accomplishments. Scholarship in the areas of teaching methods, teaching materials, testing methods and projects representing scholarship of teaching, discovery, integration, and application are encouraged to provide support for accomplishment. Objectives, methods, and analysis of work should be clearly communicated in the submission.

Applications must include the following contents:

1. Recommendation of appropriate supervisor.
2. Appropriate supervisor's written evaluations and applicant's Professional Development Plan.
3. An updated Curriculum Vitae
4. Documentary evidence of accomplishments in the following areas:
 - a. Instruction, evaluation and counseling of students.
 - b. Scholarship.
 - c. Research.
 - d. Service to the College (including administrative and committee service).
 - e. Service to the community.
 - f. Awards of honor (other than academic rank)
 - g. National recognition.

Note: Accomplishments before the date of attainment of current rank are not as important to evaluation for promotion in rank as those after said date.

Step 7: Evaluation of the Applications

By January 10th, the Provost's Office forwards all the applications to the Chair of the Rank and Promotion Committee, along with a list of the names of the applicants, the dates of attainment of their current rank and a list of names of the members of the committee.

Step 8: The Chair notifies each applicant of receipt of his or her application. The Rank and Promotion Committee may assign rank specific Faculty Task Forces to assist in evaluation of the applications. The Committee or its designated Task Forces' members shall together scrutinize and discuss the applications and then, when a majority of them have agreed to terminate further scrutiny and discussion, each of them (including the Chair) shall by secret preferential ballot rank order the applications by name (separately for each rank) according to the degree of accomplishment which each signifies in his/her opinion.

Step 9: The Chair of the committee shall deliver to the relevant Dean the rank ordered listing of all applicants for promotion, by February 20th.

Step 10: The Dean forwards recommendations to the Provost, by March 5th.

Step 11: The Provost considers the rank order provided by the Committee for each rank, and forwards recommendations to the President for consideration, by March 15th.

Step 12: The President of the University makes the final decisions based on merit and budget considerations, by March 31st.

Step 13: Candidates are notified of the outcome of their application, by May 1st.

Step 14: The successful candidate's promotion will take place on July 1.

An unsuccessful candidate may appeal his or her decision by following the appeals process found in Appendix 5-G.

5.7.1 The Faculty Rank and Promotion Committee

The Faculty Rank and Promotion Committee shall be charged with reviewing applications and forwarding recommendations to the appropriate Dean. The committee will be composed of seven members: four members appointed by the Faculty Senate and three members appointed by the Provost. Committee members will initially be appointed for staggered one-, two- and three-year terms, with subsequent appointments being for three-year terms.

The Faculty Rank and Promotion Committee may charge three separate Task Forces, one for each rank, to consider applications for promotion. Each task force will consist of members of the rank to which the applicant is applying, or higher. Each task force will have sufficient members to represent adequately the disciplines of the faculty members applying for promotion.

5.8 Reassignment/ Resignation/ Non-Renewal/ Termination/ Disciplinary Action

5.8.1 Reassignment

It is the right of the President, after conference with the appropriate Dean, Division Chairs and the Provost, to assign any faculty member to any appropriate position.

5.8.2 Resignation

A faculty member who plans to resign will notify the administration of his/her intent no later than 90 days prior to the effective date of resignation. Upon receipt of a letter of resignation, the Division Chairperson shall immediately forward the same to the Provost. The Office of the Provost shall prepare the proper termination papers and notify the President, the Vice President of Operations and Finance and the Director of Human Resources to make them aware of the open position. This will allow sufficient processing of termination papers for the present employee. An exit interview should be scheduled prior to the last day of employment with the Human Resources Office. Benefits will be explained at this interview.

Insurance, retirement and pension plans should be consulted as to the consequences of resignation.

5.8.3 Non-renewal of Non-tenured Appointments

Non-tenured faculty appointments are reviewed on an annual basis and are considered probationary. When a decision not to renew an appointment has been reached, the faculty member involved will be informed of that decision in writing by the Provost, a minimum of 30 days prior to the effective date of non-renewal. There will be no appeal or hearing in instances of non-renewal of non-tenured appointments. Probation may be terminated at any time without cause.

5.8.4 Termination of Appointments

Faculty appointments, both tenured and non-tenured, may be terminated for cause at any time. Cause may include, but is not limited to, any of the following: financial exigency (**Sec.5.8.5**), discontinuation of program or department (**Sec. 5.8.6**), health reasons (**Sec. 5.8.7**) or disciplinary action (**Sec. 5.8.8**).

5.8.5 Financial Exigency

It is the right of the Board of Trustees, under extraordinary circumstances, to discontinue any academic program of the University.

It is also the right of the Board of Trustees to terminate or reduce the salaries of members of the faculty as financial exigencies may demand.

Before termination of an appointment because of financial exigency, the institution will make every effort to reassign the faculty member concerned to another suitable position within the institution.

In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given notice and considered for severance salary.

The appointment of a tenured faculty member will ordinarily not be terminated in favor of retaining a non-tenured faculty member, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

5.8.6 Discontinuation of Program or Department

Termination of an appointment may occur as a result of the formal discontinuation of a program or department.

5.8.7 Termination for Health Reasons

In accordance with the Americans with Disabilities Act and the Family and Medical Leave Act, respectively, Life University makes every attempt to continue the employment of a qualified individual with a disability and/or a person with a serious medical condition. In the event that (1) a faculty member cannot perform the essential functions of his or her employment, even with reasonable accommodation or (2) a faculty member with a serious health condition cannot return to employment after leave under the Family and Medical Leave Act is exhausted, a faculty member may be terminated.

5.8.8 Corrective Action

The purpose of corrective action is to address performance or behaviors in faculty members who fail to carry out their responsibilities as detailed in the Faculty Handbook, appointment documents, and/or Job Description.

There are two types of corrective action, progressive corrective action and immediate corrective action. The purpose of progressive corrective action is to provide a progressively administered sequence of remedial measures, where appropriate, to improve professional conduct and, if necessary, to provide a procedure for discipline or discharge. Immediate corrective action provides a mechanism to bypass progressive corrective action when needed.

In all corrective actions, respect for process will be a guiding principle and the normal faculty grievance process will be available to the faculty member. In cases where corrective action results in unpaid suspension or termination, the faculty member may appeal immediately to the chief academic officer, as in Step 2 of the grievance process (see FHB Sect. 6.6.3).

5.8.8.1 Actions leading to Progressive Corrective Action

Actions by a faculty member that may be subject to corrective action include but are not limited to:

1. abuses of necessary absences and other leaves,
2. neglect of duties as detailed in the Faculty Handbook, appointment documents, and Job Description,
3. an “Improvement Plan” that remains unresolved at the end of the prescribed time,
4. multiple evaluation outcomes indicating “needs improvement” in the faculty member’s evaluation that remain unresolved,
5. inappropriate behavior toward others in the University,
6. deficiencies in professional conduct
7. violation of University or College policies, regulations, or administrative directives

5.8.8.2 Progressive Corrective Action

When progressive corrective action is indicated, the University will provide three levels of progressive corrective action: Written Warning, Written Reprimand and Sanction.

The faculty member’s supervisor will consult with the faculty member’s Dean before each level of progressive corrective action is applied to the faculty member.

5.8.8.3 Levels of Progressive Corrective Action

The following sections describe the three levels of the process of progressive corrective action:

Level One: Written warning;

Level Two: Written reprimand;

Level Three: Sanction, up to and including discharge.

5.8.8.3.1 Level One: Written Warning

The University will inform the faculty member in writing in clear and concise terms of the problematic issues, what is required to correct those issues, and the consequences for failure to correct the issues within a specified period of time. This written warning will be dated and signed by both parties and placed in the faculty member’s official faculty personnel file. If the faculty member refuses to sign a written warning, this refusal will be noted on the written warning, with a date and the name of the person who witnessed the refusal.

5.8.8.3.2 Level Two: Written Reprimand

If the faculty member fails to take the corrective measures outlined in the written warning, if conduct similar to that occurring at Level One recurs, or if the faculty member engages in other problematic conduct, the faculty member may be given a written reprimand. The written reprimand sets forth a clear and concise written statement of the specific acts or omissions that constitute the reasons for corrective action, the specific actions the faculty member must take to correct these acts or omissions, and a full explanation of the possible consequences if correction does not occur during the specified period. This written reprimand will be dated and signed by

both parties and placed in the faculty member's official faculty personnel file. If the faculty member refuses to sign a written warning, this refusal will be noted on the written warning, with a date and the name of the person who witnessed the refusal.

5.8.8.3.3 Level Three: Sanction

If the faculty member fails to resolve the issues that led to Levels One and Two, the University will initiate an appropriate sanction. The sanction may include any of the following: suspension with or without pay, reassignment, dismissal, or another appropriate sanction.

The following procedures will be followed when a sanction is imposed on a faculty member:

1. Written Notice: The University will provide the faculty member with written notice of the sanction. The notice must contain a statement of the specific acts or omissions upon which the sanction is based. It shall also include a statement of the faculty member's right to respond and to appeal through the Grievance Procedure outlined in Section 6.6

The written notice will be presented to the faculty member by personal delivery or certified U.S. Mail, return receipt requested, to the person's last known address.

2. Response by Faculty Member: The faculty member shall have at least five (5) work days from the date of receipt (or failure to accept delivery) of the notice in which to respond to the charges and make a written request for an appeal to the Review Committee (Step 3) under the Grievance Process Section 6.6. The faculty member will deliver the response to the Dean by personal delivery or certified U.S. mail, return receipt requested.

If the faculty member does not respond to the notice of sanction within the designated time frames or does not request a hearing, the University will apply the sanction. If the faculty member requests a hearing, any sanction of suspension or discharge shall be postponed until a final decision is rendered, unless extraordinary circumstances require that the faculty member remain off campus until the hearing process is resolved, in which case the faculty member shall continue to receive his or her salary until a final decision is rendered.

5.8.8.3.4 Record of Action

A record of any corrective action, regardless of level, will be placed in the faculty member's official faculty personnel file. The faculty member has the right to respond in writing to any written document recording corrective action imposed at Levels One through Three, and the response will be attached to the corrective document and placed in the personnel file.

5.8.8.4 Instances for Immediate Corrective Action

There are circumstances in which the University may initiate corrective action at any level, or bypass any or all levels of progressive corrective action. The faculty member's supervisor will consult with the Dean before immediate corrective action is applied to the faculty member.

Corrective action prior to dismissal or other sanction is not required within the faculty member's first twelve months of employment at the university.

Progressive corrective action prior to dismissal is not required when the University finds that the faculty member engages in any of the following behaviors:

1. Conduct which could be prejudicial to the University or damaging to its reputation, such as conviction of a crime or conduct involving moral turpitude. (Conviction shall include a plea of guilty or a plea of nolo contendere);
2. Material breach of University regulations, rules, policies or procedures;
3. Willful misconduct;
4. Harassment;
5. Insubordination;
6. Incompetence;
7. Willful neglect of duties;
8. Unprofessional conduct
9. Falsification of records; or
10. Conflict of interest

5.8.8.5 Consideration for Suspension with Pay

In extraordinary circumstances, the University may determine that it would be in the best interest of the University and/or the faculty member for the faculty member to leave campus until a decision can be made whether progressive corrective action or immediate corrective action is appropriate. Under these circumstances, the University has the right to bypass any or all three levels of progressive corrective action and suspend the faculty member with pay while an investigation takes place.

5.8.8.6 Academic Freedom

Corrective action will not be used to restrain faculty members in the exercise of academic freedom (see Section 6.0).

Appendix 5-A
Key Performance Outcomes and Measurement Tools

All Faculty (Teaching, Clinic and Library)

Outcome	Measurement Tools	Rating
Service/Citizenship		
1. The faculty member shall actively participate on university committees, as outlined in service activities consistent with assigned duties.	Committee Report From Committee Chair at End of Summer Quarter.	
2. The faculty member is expected regularly to attend department meetings, commencement, faculty development sessions, and special meetings called by the department and/or university.	Committee Minutes.	
3. The faculty member shall be responsive to administrative requests for items, consistent with assigned duties, such as course outcomes data, assessment data, National Board questions, etc.	Supervisor Observation.	
4. The faculty member shall abide by all University policies and procedures to include but not limited to the following: <ul style="list-style-type: none"> a. keeps student office hours b. submits copies of syllabi to department/students c. submits roster/gradebook/attendance records d. submits a complete and current work schedule e. performs advisement duties f. follows the University make-up policy g. follows the University's anti-discrimination and anti-harassment policies 	Supervisor Review.	
5. The faculty member shall demonstrate collegial behavior in fostering a learning community among peers.	Supervisor observation.	
6. The faculty member shall attend annual mandatory training sessions on the subjects of FERPA, HIPAA, University Emergency Evacuation Plan, Harassment, ADA and OSHA.	Attendance Tracking Sheet	
Professional Development		
Outcome		
Measurement Tools		
Rating		
1. The faculty member shall stay current in his/her field.	Supervisor Review/ Directed Peer Rev	
2. The faculty member shall prepare an annual Professional Development Plan.	Supervisor Review.	

CLASSROOM FACULTY		
Outcome	Measurement Tools	Rating
Course Delivery		
1. The instructor shall use time effectively.	Course Evaluations/ Focus Group/ Supervisor Observation/ Student Complaints	.
2. The instructor shall be well organized in course delivery.	Course Evaluations	
3. The instructor shall make reasonable efforts to establish and maintain a learning environment free from classroom disruptions, discrimination, harassment or other impediments to learning.	Student Complaints/ Course Evaluations/ Focus Groups.	
4 The instructor shall, within the limits of class size, encourage discussions and classroom exchanges that bring clarity and understanding to course topics.	Course Evaluations/ Focus Groups.	
5 The instructor shall adequately demonstrate lab skills, where appropriate.	Course Evaluations/ Lead Instructor Observation.	
6 The instructor shall treat learners and their ideas with respect.	Course Evaluations/ Student Complaints	.
7 The instructor shall possess basic skills in assessment design to carry out meaningful assessment of learners.	Supervisor Review/ Directed Peer Review.	
8 The instructor shall incorporate valid and reliable assessment instruments to measure learner performance.	Faculty Self- evaluation. Supervisor Review Directed Peer Review	.
9 The lead instructor shall provide meaningful and timely assessment feedback to learners.	Faculty Self- evaluation/ Supervisor Review/ Course evaluations.	
10 The instructor must be able to communicate clearly.	Student Evaluations and Complaints/ Peer Review.	
Technology		
1. The teaching faculty must demonstrate working knowledge of the software applications supported by the University for the teaching faculty that the individual faculty member regularly utilizes including: A. Office productivity software	Student Complaints/ Course Evaluations/ Supervisor Review.	

<ul style="list-style-type: none"> • word processing • Blackboard • spreadsheet • presentation • email and calendar • internet/web browser • voice messaging system <p>B. Course software</p> <ul style="list-style-type: none"> • grading • testing • web-based courseware • content/curriculum-specific tools 		
<p>2. The teaching faculty must demonstrate working knowledge of the classroom hardware supported by the University that the individual faculty member regularly utilizes for the teaching faculty including:</p> <p>A. Projection equipment</p> <ul style="list-style-type: none"> • Data, slide, overhead projectors • VCR display/DVD players • Visual presenters <p>B. Sound system</p> <ul style="list-style-type: none"> • Cabled & wireless microphones <p>C. Connections & controls</p> <ul style="list-style-type: none"> • Remote controls for all related equipment • Power management (on/off switching) • Volume controls for sound system • Cable/network connections for laptops 	<p>Student Complaints/ Course Evaluations/ Supervisor Review/ Directed Peer Review.</p>	

CLINIC FACULTY		
Patient Care	Measurement	Rating
<p>1. Implements and promotes the Life Chiropractic model of patient care in the clinical application of chiropractic.</p>	<p>Student Evaluations/ Supervisor review.</p>	
<p>2. Manages patient care within the approved protocols of the Life Chiropractic Clinics which include the following:</p> <p>a. Directly supervises and/or provides patient care as appropriate on a daily basis.</p> <p>b. Manages equitable patient load to meet clinic and student educational requirements.</p>	<p>Faculty Self-evaluation/ Supervisor Review/ Patient Survey/ Clinic Statistics/ File Review/ Student Evaluations.</p>	

<ul style="list-style-type: none"> c. Is accessible and responsive to the patient's needs. d. Maintains strong doctor/patient relationship ensuring patient satisfaction. e. Assures proper documentation is maintained on all assigned patients. f. Monitors patient progress and ensures appropriate follow-up. g. Provides the highest quality care possible and assists each patient to reach his or her health goals in a suitable manner. h. Provides referral to other health care providers as needed. i. Transfers patients when appropriate and maintains continuity of patient care. j. Schedules patients during appropriate hours to include coverload for vacation and approved time off out of the clinic. k. Demonstrates sound clinical judgment. 		
3. Completes patient reports and/or responds to agency inquiry, as appropriate, in a proper and timely manner.	Supervisor Review/ File Review.	
Instruction	Measurement	Rating
<p>4. Develops and provides a hands-on mentoring approach to patient care, management, and clinical education which includes the following:</p> <ul style="list-style-type: none"> a. Engages interns in a variety of clinical activities and promotes a critical thinking environment while ensuring continuity of care. b. Provides instruction and oversees student conduct, proficiency, professionalism, and clinical standards. c. Performs the Case Management Review, ensuring that an accurate, complete, goal-oriented patient management plan is formulated. d. Supports and assists interns to develop skills in examination, diagnosis, and case management development, adjusting, and patient management. e. Supports and aids students in developing communication skills. f. Participates in classroom activities as assigned. g. Provides student remediation when necessary. h. Develops and conducts doctor/patient conferences on clinical and educational issues and/or small group sessions as assigned. 	Faculty Self-evaluation/ Student Evaluations/ Supervisor Review.	

5. Manages and/or directs all clinical protocols and procedures performed by clinic interns.	Student Evaluations/ Supervisor Review.	
6. Performs qualitative assessments on intern clinical competency and provides intern feedback.	Student Competency Assessment Scores/ Student Evaluations.	
7. Participates in the Objective Structured Clinical Examination (OSCE) as assigned.	Supervisor Review/ Reports from OSCE Committee.	
Administrative	Measurement Tools	Rating
8. Complies with all Federal, State, and local laws applicable to the practice of chiropractic.	Supervisor Review.	
9. Is punctual for attendance of all assigned hours on a daily basis.	Supervisor Review.	
10. Assists the Clinic Director or his/her designee in the efficient operation and management of the clinic which include the following: a. Monitors and reports equipment needing repair. b. Monitors cleanliness and general neatness of the clinic on a daily basis. c. Completes assignments thoroughly and accurately. d. Completes tasks assigned by the Director.	Faculty Self- evaluation/ Supervisor Review.	
11. Communicates clearly in both written and verbal contexts.	Supervisor Review.	
12. Demonstrates working knowledge of the software applications supported by the University consistent with assigned duties including: a. word processing b. Blackboard c. Email and calendar d. Internet/web browser e. Voice messaging	Supervisor Review Reports.	

Library Evaluation Guidelines	
The items listed below are appropriate for assessing Library faculty work. This list is not exhaustive.	
Objective	Measurement
Standard Activities	
1. The faculty member completes primary assignments in a competent manner.	Supervisor

2. The faculty member's work is accurate and maintains standards of high quality.	Supervisor Directed peer review
3. The faculty member completes his/her primary assignment in a timely manner.	Supervisor
4. The faculty member performs his/her duties at an acceptable pace, and is able to keep up with the tasks assigned.	Supervisor
5. The faculty member knows and understands how his/her assignment relates to the Library and the University as a whole.	Supervisor Directed peer review
6. The faculty member possesses the high aptitude and ability to learn new skills.	Supervisor Directed peer review
7. The faculty member displays initiative in planning and completing tasks.	Supervisor Directed peer review
8. The faculty member is adaptable (e.g. is able to handle new assignments and work under pressure).	Supervisor Directed peer review
9. The faculty member is must be able to perform his/her assigned duties independently with very little supervision.	Supervisor Directed peer review
10. The faculty member is on time for all assignments.	Focus group Supervisor observation
11. The faculty member keeps current, and he/she incorporates developments in library science and/or information and education technology resources.	Supervisor Directed peer review
12. The faculty member supplies and presents, when requested, relevant information that is current, accurate, and meaningful and which develops faculty and student relevant knowledge and skill bases.	Supervisor Directed peer review
13. The faculty member maintains interest in and keeps informed about the work of colleagues.	Supervisor Directed peer review
14. The faculty member expresses interest and concern about the quality of his/her work.	Supervisor Directed peer review
15. The faculty member makes every effort to work with faculty, students and/or other patrons in a constructive fashion to encourage learning to achieve learning on their part.	Supervisor Directed peer review
16. The faculty member demonstrates his/her commitment to faculty and student learning, and he/she is available to the student at reasonable times and places consistent with the work load document.	Supervisor Directed peer review
17. The faculty member interacts professionally with faculty, students and/or other patrons.	Supervisor Directed peer review
18. The faculty member trains and advises assigned staff in proper departmental procedures, keeping them advised of any changes in procedure.	Supervisor Directed peer review
19. The faculty member maintains control of the workflow and monitors staff performance in assigned areas.	Supervisor Directed peer review
20. The faculty member addresses problems in his or her assigned areas as they arise, anticipates problems in assigned areas, and	Supervisor Directed peer review

attempts to resolve them before referring them to the next supervisory level.	
21. As directed, the faculty member fairly evaluates assigned staff.	Supervisor Directed peer review
22. Faculty members demonstrate working knowledge of the software applications supported by the University that the individual faculty member regularly utilizes.	Supervisor Directed peer review

APPENDIX 5-B**SAMPLE****PROFESSIONAL DEVELOPMENT PLAN**

David Wallace, MA
Life University

College of Arts and Sciences
10/1/05 to 9/30/06

I. TEACHING/INSTRUCTION

- a. Choose a new anthology for Mystery Fiction and revise handouts on writers
- b. Create more grammar and spelling exercises for students in TSE 099.
- c. Develop improved handouts and samples of MLA documentation for ENG 101 and 102
- d. Continue to arrange trips to live theater productions for my American Drama classes

II. SERVICE

- a. Continue to chair the Faculty Affairs Committee
- b. Continue to serve on the University Scholarship Committee and the Faculty Senate Executive Committee
- c. Co-host the Talent Show at Homecoming
- d. Re-establish a Drama Club with the goal of giving live theater productions on campus

III SCHOLARSHIP/RESEARCH

- a. Submit a paper on mystery writer Joseph Hansen to Clues: A Journal of Detection
- b. Write a paper to be delivered at the annual conference of the National Popular Culture Association

Signature _____ Date _____
Faculty Member

Signature _____ Date _____
Department Head/Supervisor

APPENDIX 5-C
Overload, Summer and Adjunct Pay Schedule

Overload, Summer, and Adjunct pay schedule, 2005/2006			
	Overload	Summer	Adjunct
Chiropractic Instruction	\$641/CH	N/A	\$588/CH
Chiropractic Clinic Patient Care	\$27/hour	N/A	\$27/hour
Undergraduate Instruction	\$641/CH	\$683/CH	\$588/CH
Graduate Level Instruction	\$641/CH	\$683/CH	\$656/CH

Source: CUPA National Faculty Salary Survey (NFSS)

Formula for 2005/2006: Pay rate = Current rate of LU salaries to market (75% for 2005/2006) X
(Mid-point between median levels of minimum and maximum rates from NFSS)

APPENDIX 5-E

FACULTY PROMOTION

Instructions for Promotion Applicants:

The evaluation of candidates for promotion shall reflect their assignments and, with reference to those assignments, be based primarily upon their accomplishments in areas of instruction, clinical work, research and other scholarly or creative accomplishments, and service to the department, college/university, and academic and professional/scientific communities.

The information submitted by the applicant, and the assessments appended to the application by its reviewers, are the principal bases upon which a faculty member's case for promotion will be assessed. It is the applicant's responsibility to see that relevant supportive information is included in the application.

Preparing the Promotion Application:

Format: The document should be paginated, present the candidate's name in a footer, use Microsoft as the word processing software, and be in Times New Roman (11) font.

Documentation: Sufficient documentation or descriptive materials to enable reviewers to make a detailed assessment of the information provided should accompany the professional accomplishments cited in a promotion application.

Teaching/Clinical Work: A faculty member should interpret the meaning of ratings and comments included in the evaluations of teaching/clinical summaries, submitted with the application. Identifying strengths, trends in performance over time, significance of peer reviews, and similar interpretations of other accomplishments will be helpful to the reviewers.

Research and Scholarship: The list of accomplishments should be supported with reprints or other documentation that indicates the level of one's accomplishments in the research and scholarship area.

Service: Descriptions of the faculty member's role as a member of a committee or work group should be included, along with the outcomes or products of these efforts, such as reports, policies, recommendations, recommended actions, or other evidences resulting from committee membership.

In instances where national recognition is used as a qualitative criterion for advancement in rank, the following will serve as a guideline.

National Recognition: Evidence of national recognition may include, but is not limited to:

- Sustained contribution to a discipline;

- Invited lectures at national scientific or professional meetings;
- Invited chapters in textbooks;
- Honors or awards from national organizations
- Service on editorial boards;
- Service as a reviewer for professional/scientific publications;
- Consultancies;
- Relevant comments from external reviewers;
- Election or appointment to leadership positions in the profession or professional organizations.

Quality: Judging the quality of claims made in promotion documents is often very difficult; however, the inclusion of items such as letters of commendation, formal reviews of one's work, and other indicators of quality will make the reviewer's task much easier and more accurate. If letters of support from colleagues, students, or others as part of the application are included, it is wise to select those that evaluate specific contributions or achievements rather than those that simply express support for the faculty member's promotion. The application reviewers are charged with making an independent assessment of the faculty member's record, and specific information and evaluation by peers is more useful for this purpose than general statements or opinions.

Criteria for Promotion

In order to be considered for promotion, an applicant must meet the minimum qualifications established by the University for the rank to which promotion is sought and any additional criteria that may be established. The mere satisfaction of minimum qualifications does not guarantee promotion, nor is promotion granted to recognize "satisfactory" service on the part of a faculty member. Instead, promotion represents important transitions in the faculty member's professional growth, development, and status. In general, competent or even superior performance in one area of responsibility is not sufficient to justify a promotion. The ideal faculty member is a multi-faceted, multi-talented individual, and promotions require evidence of progress toward this ideal. The exact stage of a faculty member's career at which promotion is merited is a matter of judgment, and there may be honest differences of opinion based upon fair and thorough consideration of the evidence.

The granting of promotion has implications for the University's standards and standing in the academic community. Therefore, the review process is essentially conservative. Unless there is a clear case for promotion, the practice is not to recommend promotion.

In assessing the evidence for promotion, reviewers will assign the greatest weight to accomplishments and performance during the period since the last promotion, or initial hire at the University, if the faculty member has not been promoted during his or her service at the University.

A faculty member's length of service shall be taken into consideration in determining whether or not the faculty member should be promoted, but longevity per se is not necessary nor sufficient grounds for promotion.

APPENDIX 5-G

Appeals Process for Promotion Decisions

Following notification of the denial of a promotion request, the faculty member may appeal the decision. He or she must notify the Dean in writing of the intent to appeal, and provide rationale for the appeal, within 25 working days (excluding University holidays) of notification.

When the Dean receives an appeal, the Dean will form an ad hoc Promotion Appeals Committee. It will be composed of not less than three members, and will exclude any members involved in the original decision. Individuals selected for the Committee may decline to serve.

The appellant may challenge the membership of the Promotion Appeals Committee, up to two members, and request replacements. The Promotion Appeals Committee will hear from the appellant, the person who originally made the decision to deny the appeal, and a member of the Rank and Promotions Committee. The Promotion Appeals Committee will make a recommendation to the Provost, within 25 working days of the hearing.

The Provost's decision will be final.