

N.B. The most current version of this handbook is located on the Life University Web Site. Please check for updates. Also, Appendix 2 lists updates since April 2012. Contact the Faculty Affairs office for previous versions.

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I. Introduction / General Information

Our Mission

The mission of Life University is to empower each student with the education, skills and values needed for career success and life fulfillment based on a vitalistic philosophy. The University's Undergraduate, Graduate and Professional programs - each one committed to excellence in teaching, learning, research and the overall student experience - offer a vision and the promise for a meaningful life, the proficiencies necessary to achieve optimum personal performance, and the wisdom to become transformational leaders in an increasingly diverse, global and dynamic world.

Mission Statements of Our Colleges

College of Chiropractic

The mission of Life University's College of Chiropractic, centered on the Vertebral Subluxation Complex, is to educate, mentor and graduate skilled and compassionate Doctors of Chiropractic to be primary care clinicians, physicians, teachers and professionals, using the University's Eight Core Life Proficiencies as their foundation.

College of Graduate and Undergraduate Studies

The mission of the Life University College of Graduate and Undergraduate Studies is to empower students to achieve successful careers and meaningful lives, based on a vitalistic philosophy that promotes optimum performance and transformational leadership, to produce a positive impact in a dynamic world.

LIFE's Promise

With its vitalistic vision, clearly defined performance proficiencies and measurable criteria for success, a Life University education will produce leaders who exemplify humanistic values and, in a world where change is constant, provide innovative approaches to direct that change to elevate society and evolve its health care system.

Organizational Chart: click here for [Life University Organizational Chart](#)

Faculty Handbook Purpose

1. The Faculty Handbook (FHB) is a compilation of information, policies, and procedures that apply specifically to faculty members employed by Life University.
2. It details the responsibilities and terms and conditions of employment for faculty members.
3. It briefly outlines the major avenues of faculty governance.
4. This document, along with others, forms a portion of faculty appointment documents.
5. Faculty members who have questions of interpretation or believe they have detected errors of fact or omission in the FHB should bring these issues to the chief academic officer, the Faculty Senate, or the Faculty Affairs Committee. The Faculty Affairs Committee, along with the Faculty Senate and chief academic officer will collaborate to resolve any issues.
6. THIS HANDBOOK IS NOT A LEGAL DOCUMENT OR CONTRACT.

Faculty Handbook Amendment Process

1. The Faculty Affairs Committee of the Faculty Senate receives and reviews suggestions for changes to the FHB and/or its Appendices
2. When revisions to a section are made, that section will be updated and the change(s) will be recorded and maintained in the **Faculty Handbook Revision History** (Appendix 2).
3. The FHB is reviewed in its entirety every seven years by a committee comprised of administrators and faculty members, convened by the chief academic officer.
4. Life University reserves the right to make changes to the FHB at any time, after consultation with the Faculty Senate.

II. Faculty Appointment / Employment

A. General Definition of the Faculty

The faculty includes individuals responsible for the didactic instruction of students in classrooms, laboratories, seminars, and other settings, as well as individuals responsible for professional practice instruction in clinics and other practice sites. Research and library faculty include those individuals employed in the Office of Sponsored Research and Scholarly Activity and the Library who have faculty appointments and carry academic rank.

B. Categories of faculty members

1. Academic Faculty

The academic faculty consists of those faculty members who have primary responsibility for instruction, and includes didactic, clinical and graduate faculty members. Academic faculty members may be either full time (40 hours contractually) or part time (adjunct).

a. Graduate Faculty

The graduate faculty consists of those faculty members who direct work and research toward graduate degrees. Members of the academic faculty who meet requirements based on training, teaching graduate courses, research, and experience on graduate committees may apply for appointment as members of the graduate faculty. The rules and regulations for graduate faculty are found in **Graduate Faculty Policies/Procedures** (Appendix 3).

b. Adjunct Faculty

An adjunct faculty member is a faculty member whose workload is consistently less than 75% of full time status, and who is appointed and paid on a quarterly per credit hour basis. Adjunct faculty members do not receive rank or other full time faculty benefits and have reduced responsibilities as stated in their job descriptions and appointment letters. The specific conditions of employment as an adjunct faculty member are described in the **Adjunct Faculty Policy/Procedures** (Appendix 4).

2. Library Faculty

The library faculty consists of those individuals employed in the Drs. Sid E. and Nell K. Williams Library (Library) who have faculty appointments and carry academic rank.

3. Office of Sponsored Research and Scholarly Activity (OSRSA) Faculty

The OSRSA faculty (research faculty) consists of those individuals employed in the OSRSA who have faculty appointments and carry academic rank.

4. Visiting Professors/Limited Specialized Expertise Faculty

Specialized categories of faculty members include Visiting Professors and Limited Specialized Expertise faculty members, who are members of Life University faculty during their terms of employment at Life University.

5. Guest Lecturers/Distinguished Lecturers

Guest lecturers and distinguished lecturers are guests of Life University, but not members of its faculty.

6. Administrators with Faculty Rank

Administrators with faculty rank are Life University employees with primarily administrative responsibilities, but who also hold faculty rank. While functioning as administrators they are governed by the Life University Employee Handbook. If/when they revert back to having primarily faculty responsibilities they will be governed by the Life University Faculty Handbook.

C. Initial Appointment/Employment

1. When a vacancy occurs in the faculty ranks, a search committee will be assembled and charged with identifying and recommending the best candidates for the position, following the procedures detailed in the **Search Committee Policy/Procedures** (Appendix 5).
2. Faculty appointments are probationary until the end of the initial appointment or for the first year (12 months), whichever comes first.
3. Any modification of an appointment will be communicated in writing to the faculty member.

D. Presidential Appointments

1. Faculty Members

The President, at the request of the chief academic officer or a dean, may authorize the hiring of individuals with exceptional records in scholarship or professional service, as faculty members, under a special “presidential appointment.” The President may award salaries for these individuals based on their value to the institution outside of the approved guidelines for faculty salary calculations

2. Professor Emeritus: This rank may be assigned to Associate Professors or Professors who, after ten (10) or more years of continuous distinguished service, and for valid reasons (e.g., retirement, illness), have limited or terminated their responsibilities as a ranked Faculty Member directly preceding retirement. A Faculty Member must be nominated for the rank of Professor Emeritus, and the nomination submitted to the Faculty Senate, who will review and make recommendations to the President for consideration. The President and/or Board of Trustees may appoint an individual, who meets the criteria for eligibility, directly to the rank of Professor Emeritus.

No compensation accrues by virtue of this rank unless by mutual agreement between the President and the individual, who is offered an opportunity to teach or fulfill other duties. If the Professor Emeritus is offered a teaching position for compensation, the individual will be a member of the faculty, and have the same benefits provided to an adjunct faculty member.

Professor Emeritus shall have the following privileges:

- a. Attendance at Faculty Senate meetings, without vote
- b. Use, without cost, of the University Library
- c. Use of office space as available and assigned by the Provost
- d. Use of laboratories as available and assigned by the Deans
- e. Right to attend university convocations and commencements and participate in processions

3. Distinguished Professor (Honorary)

The President, at his/her own discretion, may award the honorary title of “Distinguished Professor of.....” to individuals who advance the mission of Life

University in significant and meaningful ways through education, research and service.

Eligibility:

- a. A recipient cannot be employed by Life University or otherwise eligible for professor emeritus status as per the Faculty Handbook.
- b. A recipient must be of solid moral character and good legal and professional standing.
- c. An individual must possess a demonstrable record of significant contribution and sustained scholarship in an area of instruction directly associated with Life University's academic programs and supportive of Life and its mission.

Use of the title:

- a. Is in name only.
- b. Holds no faculty rank and does not create eligibility for benefits associated with faculty rank or employment at Life University.
- c. Must always be associated with the specific language assigned to the title, i.e. Distinguished Professor of Clinical Physiology.
- d. May not be used alone as in "Distinguished Professor", or simply "Professor" in a manner that implies rank or employment at Life University.
- e. Is revocable at the discretion of the president and/or Board of Trustees for any reason that is deemed in violation of eligibility requirements.

E. Outside Employment

1. Faculty members are encouraged to participate in outside activities, such as Clinical practice/consultations, professional consulting, research, expert testimony, and seminars/presentations; however faculty members should consult with their supervisor before undertaking additional employment.
2. Faculty members should evaluate the amount and character of the work they do outside Life University with due regard for their paramount responsibilities to Life University.
3. Faculty members who participate in outside activities are expected to act with good faith and loyalty toward Life University. Such activities must not unduly interfere with the faculty member's duties and responsibilities, or in any way constitute an ethical or legal conflict of interest.
4. Faculty members may not compete with Life University, or convert any Life University-related business opportunities, confidential information or trade secrets to their own personal gain or advantage, or the personal gain or advantage of others.

III. Responsibilities of Faculty Members

A. Shared Faculty/Administration Responsibilities

1. As a whole, the faculty shares responsibilities with the administration in the areas of teaching, advising and mentoring, research and scholarship, service, faculty professional development, enrollment, and planning.
2. These shared responsibilities are enumerated, and the distribution and prioritization of these shared responsibilities are found, in Life University's **Delineation of Roles in Shared Governance** (Appendix 7).

B. Individual Faculty Members' Responsibilities

The responsibilities enumerated below are based on the balance between the obligations faculty members have to the Life University community as a whole and to the college faculty of which he/she is a member, and the individual faculty member's academic and personal freedom.

1. Individual Faculty Members' Responsibilities to Scholarship
 - a. Faculty members recognize their primary responsibility to seek and state the truth in relationship to their assigned subjects.
 - i. They embrace their responsibility to be knowledgeable and current in their subject matter.
 - ii. To this end, they devote their energies to developing and improving scholarly competence in their subject matter.
 - b. Faculty members accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge.
 - c. Faculty members practice intellectual honesty.
2. Individual Faculty Members' Responsibilities to Their Students
 - a. Faculty members encourage the free pursuit of learning in their students.
 - i. They model the best scholarly standards of their discipline for their students and are committed to their roles as intellectual guides and counselors.
 - ii. They respect the dignity of students, individually and collectively.
 - iii. They develop and encourage an atmosphere of openness in the classroom. At the same time, they set appropriate bounds on the use of classroom time.
 - iv. They make every reasonable effort to foster students' honest academic conduct and to assure that any evaluations of their students reflect the students' true merits.
 - v. They respect and protect the confidentiality of the faculty/student relationship at all times.
 - vi. They avoid any exploitation of students for personal academic or financial advantage, and acknowledge any significant academic assistance from students.
 - b. Faculty members discharge their pedagogical responsibilities to students to the highest possible standards.
 - i. They understand, apply fairly and dispassionately and, when

- justified, make appropriate exceptions to Life University's academic policies, as delineated in the [Life University Catalogue](#).
- ii. They prepare/update course syllabi according to Life University's [Curricular/Instructional Policy/Procedures](#) (Appendix 8).
 - iii. They adhere to the syllabus provided to the students for each course they teach.
 - iv. They meet classes as scheduled, and are thoroughly prepared for each class.
 - v. They create and provide students with well-planned learning opportunities and fair evaluations based on the learning objectives in the course syllabus.
 - vi. They continually strive to implement teaching strategies and learning opportunities that meet the needs of all students.
- c. Faculty members evaluate students' performance fairly and dispassionately, based on their own good faith and professional judgment, and in accordance with all applicable University standards.
 - i. They provide evaluations that are appropriate, equitable, valid and professional, and that provide constructive feedback to the student.
 - ii. They avoid using factors such as race, color, religion, gender, disability, age, national origin, political affiliations and/or unrelated activities outside the classroom in evaluating students.
 - iii. They calculate, post and submit grades promptly and accurately in accordance with Life University procedure.
 - d. Faculty members maintain complete, accurate academic records
 - i. They take measures to assure that students' academic records contain only information reasonably related to education purposes.
 - ii. They consider all such records strictly confidential, not to be released except with the written consent of the student whose records they are, or as required by law.
 - iii. They keep accurate attendance records as required.
 - e. Faculty members develop and maintain appropriately professional, ethical and helpful relationships with their students at all times.
 - i. They exhibit objectivity in all dealings with students and in all aspects of the learning process.
 - ii. They maintain posted office hours and are available to meet with students during those assigned times for the specific purpose of advising students in their academic endeavors.
 - iii. They are familiar with the services provided by the [Office of Student Services](#), including Student Advocacy and Student Life, so as to be able to assist and direct students when necessary.
 - iv. They support and participate in student activities and are involved with students on a meaningful, professional level.
3. Individual Faculty Members' Responsibilities to Their Colleagues
 - a. Faculty members strive to be objective at all times in their professional judgments of other colleagues.
 - b. Faculty members, in the exchange of ideas and scholarly criticism,

show due respect for the opinions of their colleagues, and avoid personal or *ad hominem* attacks.

- c. Faculty members accept their proper share of faculty responsibilities for the governance of Life University.
 - d. Faculty members make appropriate preparations for the committee, college and Life University meetings in which they participate.
 - e. Faculty members actively pursue opportunities, and make themselves available, for collaboration with colleagues.
4. Individual Faculty Members' Responsibilities to the Life University Community
- a. Faculty members follow the principles of Life University's **Statement on Shared Governance** (Appendix 9) in their interactions with the administration and Life University's Board of Trustees.
 - b. Faculty members recognize, understand and follow University's policies, procedures, rules and regulations, while retaining the right to criticize and seek revisions to them.
 - c. Faculty members subscribe to and follow the Life University Honor Code, which is located on the university's [Student Page](#) under Policies and Administration, as well as all other University-accepted standards of interpersonal and community behavior.
 - d. Faculty members demonstrate an understanding of the value of the 'whole person' by striving to maintain healthy family and community relationships, and to create a balanced distribution of time and energy among their collegiate, non-collegiate, professional and personal activities.
5. Individual Faculty Members' Responsibilities to the Community at Large
- a. Faculty members have the rights and obligations of any citizen. However, faculty members take care to weigh the demands of these obligations against their responsibilities to their assigned subject, their students, their profession and Life University.
 - b. When speaking/acting as private individuals, faculty members strive to be clear that they represent themselves alone, and not Life University.
 - c. Faculty members, as private citizens, are free to engage in political activities outside of normal working hours.
 - i. As in all non-University situations, faculty members engaging in political discourse or activity take care to make it clear that they are not representatives of, nor speaking for, Life University.
 - ii. Conversely, Life University takes care to assure that faculty members' political choices and activities will not adversely affect their position with Life University; nor will they be a factor for consideration in faculty members' evaluations, promotions or compensation.
- C. Faculty Schedules/Temporal Responsibilities
- In the discharge of the various responsibilities enumerated above, faculty members are expected to adhere to the following Life University definitions and standards.
1. Work Year
 - a. The academic calendar is determined by the administration in order to meet the various academic programs' requirements. The Life University

Academic Calendar is located on the university's [Faculty and Staff Page](#) under "Quick Links".

- c. Life University defines its "academic year" as October 1 through June 30 for the Colleges of Undergraduate and Graduate Studies; and October 1 through September 30 for the College of Chiropractic. The fiscal year for the entire university is July 1 through June 30 of each year.
 - d. Classroom teaching faculty must be present from the start of classes through their final exam each quarter, unless they have prior arrangements approved by their supervisor.
2. Faculty Workloads
 - a. Faculty members are required to spend time on campus each work week for a variety of activities such as class, clinic, academic support responsibilities, scholarship or service activities, as well as for conducting institutional business and meetings with campus constituents (students, other faculty, and/or members of the administration).
 - b. Workload Calculations
 - i. Models or formulas for calculating workloads are developed by the chief academic officer in consultation with the Executive Committee of Faculty Senate, and approved by the President.
 - ii. Current faculty workloads are described in **Workload Guidelines** (Appendix 10A).
 3. Attendance at Meetings, Programs and Events
 - a. Faculty members are expected to attend and actively participate in department/division/clinic meetings, and meetings of committees of which they are appointed members.
 - b. Faculty members are required to attend Commencement, faculty development programs, and special University meetings.
 - c. Faculty members are expected to be available for meetings, events, and in times of emergency, when requested.
 4. Notice of Interruption of Teaching Service
 - a. When considering any interruption of teaching service, faculty members recognize the potential effects such decisions may have upon their students, colleagues, programs and Life University as a whole.
 - b. They give specific notice of any intention to depart within an appropriate timeframe (at least one quarter of notice) and with the approval of Life University.

IV. Rights and Privileges of Faculty Members

A. Academic Freedom

1. Faculty members are entitled to academic freedom, defined in the American Association of University Professors'/Association of American Colleges and Universities' [1940 Statement of Principles on Academic Freedom and Tenure](#), as follows:
 - a. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
 - b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
 - c. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
2. Faculty members are entitled to assume the support and protection of LIFE University in matters of academic freedom.
3. Faculty members are entitled to address any violations of their academic freedom through the Faculty Grievance Procedure (see Section VII. below).

B. Academic Rank

1. Faculty members are entitled to receive academic rank proportionate to their accomplishments and experience, and to be compensated proportionately to their rank.
2. Faculty ranks include Instructor, Assistant Professor, Associate Professor, Professor and Professor Emeritus.
3. Minimum qualifications for each rank, along with the terms and conditions of faculty ranking, are found in the **Initial Faculty Rank** (Appendix 11), with specific ranking expectations for each program contained in the appropriate college documents.

C. Opportunity for Promotion in Academic Rank

1. Faculty members are entitled to advance in their academic ranking in proportion to their academic contributions and accomplishments, ongoing service to Life University, increasing pedagogical skills and professional development over time.
2. In pursuing the possibility of promotion in academic rank, faculty members are entitled to have, and assist in the development of:

- a. A clear and relevant set of promotion criteria.
 - b. A fair, transparent, merit-based and peer-driven promotion process.
 - c. The guidelines for an appropriate increase in both responsibilities and rewards consequent to earning promotion in academic rank.
3. Criteria for promotion include, but are not limited to, the following:
- a. Excellence in teaching/pedagogy.
 - b. Productive scholarship and creative activities (research, authorship, publication).
 - c. Exemplary service to the Life University community and/or the faculty member's profession, including:
 - i. Active participation in faculty/Life University governance, committee work and other activities
 - ii. Guidance and leadership in student activities
 - iii. Active participation in professional societies
 - d. Possession of advanced degrees
4. The promotion process is detailed in **Promotions** (Appendix 12).
- D. Support for the Discharge of Professional Duties
Faculty members are entitled to have Life University provide reasonable support, in the form of time, facilities, and equipment necessary to be able to discharge their assigned duties, including the development and continual improvement of assigned courses, and to pursue the ongoing acquisition of knowledge through research, seminars, and publications pertinent to their areas of expertise.
- E. Support for Faculty Research and Scholarly Activities
Faculty members are entitled to have Life University provide adequate support facilities and services for their scholarship, research and creative activities. To this end, Life University maintains the Office of Sponsored Research and Scholarly Activity (OSRSA). For complete information, see **OSRSA Mission Policies** (Appendix 13).
- F. Ownership of Intellectual Property
Faculty members are entitled to unencumbered ownership of their own intellectual work in accordance with Life University's **Copyright Policy** (Appendix 14).
- G. Opportunities for Professional Development
- 1. Faculty members are entitled to have Life University provide adequate support for the development and advancement of their pedagogical and professional expertise, reputation, and accomplishments.
 - 2. To promote ongoing faculty development, Life University maintains professional development planning and support mechanisms, through both the Faculty Development Committee of the Faculty Senate, and Life University's Faculty/Staff Development Committee.

V. Compensation / Leave / Benefits

A. Faculty Compensation

1. Salary Calculations

- a. The Board of Trustees approves an annual “basis” for faculty salaries. Individual faculty salaries are calculated by multiplying the specific faculty basis times any applicable adjustments, according to the **Salary Calculation Guidelines** (Appendix 15).
- b. Compensation for all teaching/clinical overloads are calculated and paid according to the **Salary Calculation Guidelines** (Appendix 15).

3. Merit Awards

Depending on availability of funds, individual faculty members may receive a one-time award for achievements in research or scholarship. See **Merit Awards Policy/Procedures** (Appendix 16) for details.

4. Scholarship Awards

Depending on availability of funds, cash awards for achievements in research or scholarly activity may be awarded on an individual basis. See **Scholarship Awards Policy/Procedures** (Appendix 17) for details.

B. Faculty Leaves and Release Time

Faculty members are entitled to apply for leaves and/or release time to meet the needs of their professional and personal lives, including:

1. General Leave of Absence (without compensation)

A faculty member may apply for a general leave of absence (without compensation) if exceptional circumstances arise and if such a leave will not be detrimental to the interests of Life University. The process of applying for a General Leave of Absence (without compensation) is detailed in **Faculty Benefits** (Appendix 18).

2. General Leave of Absence (with compensation)

a. Half Quarter Leave of Absence (with compensation)

Full time faculty members may apply for a half-quarter leave of absence with pay if this leave will not be detrimental to the interests of Life University. This applies to faculty members teaching accelerated courses only.

b. One Quarter Leave of Absence (with compensation)

Full time faculty members may apply for a full-quarter leave of absence with pay if this leave will not be detrimental to the interests of Life University.

c. The process of applying for a General Leave of Absence (with compensation) is detailed in **Faculty Benefits** (Appendix 18).

3. Sabbatical Leave

a. Sabbatical leave is a program whereby eligible faculty may apply for an enrichment leave from Life University for undertaking research, writing, study, advanced degree work, or other creative endeavors, which would not be possible during the course of his or her full-time University responsibilities.

b. A faculty member on sabbatical leave shall be considered on active duty and retain all benefits.

c. The process of applying for sabbatical leave is detailed in **Faculty Benefits** (Appendix 18).

4. Bereavement Leave
In the event of death in the immediate family (wife, husband, children, mother, father, brother or sister, grandmother or grandfather of either faculty member or spouse), a faculty member may be granted a leave of absence with pay for a reasonable time, but not to exceed five (5) days.
5. Seminar/Conference Leave
In the interest of professional development, Life University encourages faculty members to be active participants in the scientific bodies and other organizations within their disciplines.
 - a. Life University will consider reasonable leave time for attendance at conventions, seminars, training, and workshops, provided it does not unduly interfere with the faculty member's duties and assignments.
Nota bene: Faculty members are expected to bear the cost of their own individual professional and/or association memberships.
 - b. Supervisor approved attendance at a seminar, conference, or program will not be counted against a faculty member's necessary days or vacation leave.
 - c. The process of applying for seminar/conference leave is detailed in **Faculty Benefits** (Appendix 18).
6. Release Time
 - a. Under certain circumstances, Life University may agree to a temporary reduction in a faculty member's teaching load to allow the faculty member to undertake significant non-teaching responsibilities, including research, major course revision, curricular revision, new course development, administrative duties, and chairing certain committees or institutional self-studies.
 - b. In the case of course revisions, it is assumed that all faculty members recognize their responsibility to constantly update their instructional materials without requiring release time to do so. However, in some cases, the nature or extent of restructuring may be such that release time is warranted.
 - c. The process of applying for release time is detailed in **Faculty Benefits** (Appendix 18).

C. Faculty Benefits

Faculty members are entitled to certain benefits specific to their positions, including:

1. Vacation/Time Off
 - a. Clinic and library faculty members accrue 56 hours of paid vacation each quarter, to be taken as scheduled in cooperation with their supervisor.
 - b. Classroom faculty members do not have scheduled duties from the end of graduation each quarter until the start of the Faculty Staff Development Program during Week 0 of the next quarter.
 - c. Vacation time is detailed in **Faculty Benefits** (Appendix 18).
2. Office Space
Life University provides teaching faculty with office space. Office facilities will be allocated through the department head, division chair, or the dean of the College.
3. Tuition Waivers

Individuals employed as full-time faculty have tuition benefits afforded to them and their dependents. The process of applying for a tuition waiver is detailed in **Faculty Benefits** (Appendix 18).

D. Employee Benefits

1. For details on all employee benefits, see the Employee Handbook on the [Faculty and Staff Page](#) under Human Resources.

VI. Faculty Performance Appraisal

- A. The purpose of the performance appraisal process is the fair, equitable and professional appraisal of the level of a faculty member's performance against an established set of service-based standards.
- B. The goals are to:
 - 1. Identify those mutually agreed commitments and responsibilities as outlined in the FHB, the faculty member's appointment documents and his/her Job Description.
 - 2. Identify service-based standards of performance for those commitments and responsibilities.
 - 3. Specify appropriate measurement tools to assess the degree of achievement of a faculty member's commitments and responsibilities.
 - 4. Objectively rate the level of performance against these standards on a Behaviorally Anchored Rating Scale (BARS) as a 1 (Destructive), 2 (Complacent), 3 (Responsive) or 4 (Anticipatory).
 - 5. Provide faculty members with opportunities to be recognized for exemplary work, recognition which contributes to the foundation for promotional opportunities or merit pay.
 - 6. Provide a process for faculty members, in concert with their supervisor, to identify areas for professional growth and development.
 - 7. For behaviors appraised as 1 (Destructive) or 2 (Complacent), identify and agree upon a fair and equitable plan of action and a reasonable timetable in which faculty members can correct and re-evaluate the substandard performance.
 - 8. Provide a fair process of Corrective Action for cases in which faculty members fail to adequately address areas needing improvement.
- C. The faculty performance appraisal process includes:
 - 1. Self- and supervisor assessment of the faculty member's basic job performance using Life University's employee-Performance Appraisal (e-PA) instrument, and other measurement tools.
 - 2. The creation of a Faculty Annual Review (FAR), which outlines and documents the faculty member's achievements during the previous year, and contributes to the evaluation of applications for promotion in rank, and the determination of possible Merit Awards.
 - 3. The submission of a Professional Development Plan (PDP) that clearly lists the faculty member's intended activities in pedagogy, research and/or patient care, service, scholarship, etc. for the next year.
 - 4. Ongoing formative, and at least one summative meeting annually between each faculty member and his/her supervisor.
- D. The faculty appraisal process is detailed in [Appraisal Policy/ Procedures](#) (Appendix 19).

VII. Grievances / Corrective Actions / Termination

A. Grievances

Faculty members are entitled to have access to a clear, fair, orderly and confidential grievance resolution process

1. A grievance is an allegation of a violation, misinterpretation, or misapplication of any provision of a faculty member's appointment letter, the Faculty Handbook or published Life University, college, division or department policies (hereinafter referred to as "appointment documents")
 2. Life University's grievance and hearing procedures provide for an orderly resolution of such a grievance or dispute
3. The grievance process is detailed in **Grievance Procedures** (Appendix 20).

B. Corrective Action

1. 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 FHB, their appointment documents, and/or job description.
2. There are two types of corrective action – progressive corrective action and immediate corrective action
 - a. Progressive 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.
 - b. Immediate Corrective Action
Immediate corrective action provides a mechanism to bypass the timeframe of progressive corrective action, when needed
3. Corrective Action Process
 - a. In all corrective actions, respect for process will be a guiding principle and the normal **Grievance Procedures** (Appendix 20) will be available to the faculty member.
 - b. In cases where corrective action results in unpaid suspension or termination, the faculty member may appeal immediately to the chief academic officer.
4. Suspension with Pay
 - a. In extraordinary circumstances, Life University may determine that it would be in the best interest of Life 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.
 - b. Under these circumstances, Life University has the right to bypass any corrective action and suspend the faculty member, with pay, while an investigation takes place.
5. During a faculty member's first 90 days of employment, Life University is not required to take any corrective action prior to dismissal for cause, or other sanction.
6. Academic Freedom in Corrective Actions

Corrective action will not be used to restrain faculty members in the exercise of their academic freedom.

7. The process for establishing a corrective action is detailed in **Corrective Action Policy/Procedures** (Appendix 21).

VIII. Continuation of Faculty Employment

A. Reappointment

Faculty members are reappointed to their faculty positions on an annual basis, with a new Letter of Appointment signed prior to the beginning of each Fall quarter.

B. Reassignment

It is the right of the President, after conference with the appropriate dean, division chairs and the chief academic officer, to assign any faculty member to any appropriate position.

C. Retirement or Resignation

1. A faculty member who plans to retire or resign will notify, in writing, his or her immediate supervisor as soon as possible. See the Employee Handbook for further actions that will be necessary.
2. Faculty members will give notice a minimum of 90 days (longer if possible) prior to the effective day of his or her resignation or retirement.

D. Non-renewal

If a faculty member's appointment is not renewed then notice of the non-renewal will be communicated in writing to the faculty member by the chief academic officer a minimum of 30 days prior to the end of his/her current appointment. Non-renewal of a faculty appointment may not be appealed.

E. Termination

1. Any faculty appointment may be terminated for cause at any time and there is no right to appeal if the appointment is probationary.
2. "Cause" may include, but is not limited to, financial exigency, discontinuation of an academic program or department, health reasons or disciplinary action.
 - a. Termination for Financial Exigency
 - i. It is the right of the Board of Trustees, under extraordinary circumstances, to discontinue any of Life University's academic programs.
 - ii. It is also the right of the Board of Trustees to terminate faculty members or reduce faculty salaries as financial exigencies may demand.
 - iii. Before termination of a faculty member's appointment because of financial exigency, Life University will make every effort to reassign the faculty member to another suitable position within Life University.
 - iv. In all cases of termination of a faculty member's appointment because of financial exigency, the faculty member concerned will be given notice and be considered for severance pay.
 - b. Termination for Discontinuation of Program or Department
A faculty member's appointment may be terminated as a result of the formal discontinuation of a program or department.
 - c. Termination for Health Reasons
 - i. 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 faculty member with a disability and/or a serious medical condition.
 - ii. In the event that a faculty member cannot perform the essential

functions of his/her employment, even with reasonable accommodation, or a faculty member with a serious health condition cannot return to employment after leave under the Family and Medical Leave Act is exhausted, he/she may be terminated.

- d. Termination for Disciplinary Action
A faculty member's appointment may be terminated as a consequence of a Corrective Action.
3. Any termination for cause may be appealed.

IX. Faculty Governance

A. Purpose

1. The principle of shared governance is an honored tradition and an expectation of accreditation in higher education, wherein governance of an institution results from collaboration and interdependence between and among the Board of Trustees, President, administration, faculty and, as appropriate, other interested constituencies.
2. Shared governance is an effective way to coalesce the community around the common goal of fulfilling the mission of the institution.
3. It acknowledges competence in discipline and draws on the expertise of all.
4. It is in the best interest of Life University for the Board of Trustees, President, administration and faculty to work collegially and to speak with a unified voice to agencies and publics whenever possible.
5. Consequently, Life University, its Board of Trustees, President, administration and faculty all embrace the principle of shared governance through Life University's **Statement on Shared Governance** (Appendix 9)

B. Structures

1. Faculty Senate: The Faculty Senate is the primary mechanism through which the faculty, individually and collectively, contribute to shared governance at Life University. The **Faculty Senate Constitution and Bylaws** (Appendix 1) details the structure and functions of the Faculty Senate.
2. Faculty Senate Committees
 - a. Faculty Senate committees are organized to facilitate the work of the University. These committees represent the faculty and advise the administration with respect to the development and implementation of academic and administrative policies and procedures, as well as provide formal communication between the various constituencies of Life University. Any faculty member may make recommendations, volunteer for committee appointments or nominate themselves or others for elected committee positions.
 - b. The committees are recommending bodies and report to various administrative offices or other committees as detailed below in the committee descriptions.
 - c. All committees shall conduct business in conformity with the procedures stipulated in the most current edition of Robert's Rules of Order.
 - d. Each committee chair is responsible for preparing an agenda for each meeting, appointing a vice chair as needed, assigning specific duties to each member as required to achieve the goals and objectives of the committee, and ensuring that a record of committee proceedings in the form of official minutes are kept. The minutes should include a record of which members were present and absent. Complete, official minutes of each committee are to be kept and archived by the chair of the committee with a copy sent to the individual(s) to which the committee reports.
3. Faculty Senate Committees include:
 - a. Academic Standards and Student Affairs

- b. Admissions Committees of the Colleges
 - c. Curriculum Committees of the Colleges
 - d. Faculty Affairs
 - e. Faculty Development
 - f. Human Resources and Benefits
 - g. Rank and Promotion
- C. Faculty participation on University and Administrative Standing Committees
1. Life University depends on faculty participation on standing committees that focus on University-wide concerns.
 2. University and Administrative Standing Committees include:
 - a. President's Council/Cabinet
 - b. President's Executive Leadership Forum
 - c. Strategic Planning Council (SPC)
 - d. Chief Academic Officer's Council
 - e. Academic Council
 - f. Space Allocation and Facilities Committee (SAFC)
 - g. College of Chiropractic Assessment Council
 - h. College of Undergraduate Studies Assessment Council
 - i. College of Graduate Studies Assessment Council
 - j. Academic Review Committee
 - k. Graduate Faculty Committee
 - l. Academic Technology Committee
 - m. Scholarship Committee
 - n. Institutional Review Board
 3. Details of all University and Administrative Standing Committees with faculty participation may be found in **University Committees** (Appendix 23).
 4. Ad hoc committees and task forces

Ad hoc committees and task forces that include faculty members may be formed from time to time to address specific issues. Conveners of such committees and/or task forces will communicate their purpose and accomplishments to the community as a whole.

Appendix 1 – Faculty Senate Constitution and Bylaws

PREAMBLE

In order to provide a forum through which the faculty of Life University may engage in the constructive exchange of ideas regarding academic policies and other matters of professional concern in support of the achievement of the University's Mission, we the members of the Life University faculty adopt this constitution.

Article 1 NAME

The name of this organization is **Life University Faculty Senate** (FS, Senate or Faculty Senate)

Article 2 PURPOSE AND AUTHORITY

The purpose of the Life University Faculty Senate is to provide a formal, collaborative organization to advance the education of Life's students into transformational leaders in an increasingly diverse, global and dynamic world. The Faculty Senate strives to foster and encourage effective communication among faculty and between faculty and administration; to promote unity and coherence among faculty; to provide a forum for raising, discussing, and promoting resolution of faculty issues; to foster and encourage a learning environment based on the University's values of vitalism, lasting purpose and the core proficiencies; and to promote instructional and service excellence and success in the classroom, University, and community.

The Faculty Senate derives its authority from this constitution, endorsed and approved by the faculty as a whole, the President of the University, and the Board of Trustees. It is authorized to speak for the faculty as a whole concerning matters on which it has deliberated and made recommendations. It recognizes its role as advisory to the President and the Board of Trustees, understanding that the final authority and responsibility for the University rests with the Board of Trustees, and the President as directed by the Board of Trustees. We establish this Faculty Senate Constitution according to the provisions and the spirit of the Statement on Shared Governance, approved by the Board of Trustees on January 23, 2009, and signed into effect in April, 2009, and the Delineation of Roles in the Shared Governance document.

Article 3 MEMBERSHIP

Voting members of the Faculty Senate include the President, Vice President, and Secretary/Treasurer and ten additional senators. The ten additional senators will be elected by and represent the following groups of faculty members:

- Three representing the College of Chiropractic faculty, including:
 - One elected by and representing the Division of Basic Sciences faculty
 - One elected by and representing the Division of Chiropractic Sciences faculty
 - One elected by and representing the Division of Clinical Sciences faculty
- Three representing the Clinics faculty, including:
 - One elected by and representing the Center for Health and Optimum Performance (C-HOP) faculty
 - One elected by and representing the Campus Center for Health and Optimum Performance (CC-HOP) faculty

- One at large, elected by the combined Clinics faculty
- Three representing the faculty of the College of Undergraduate Studies (CUS)/College of Graduate Studies (CGS), to be elected by the combined faculty of both
- One representing the faculty of the Office of Sponsored Research and Scholarly Activity (OSRSA) and the Library, to be elected by the combined faculty of both

All officers and senators must be voting faculty members. Voting faculty members are:

- Full time members of the faculty including:
 - classroom and clinic teaching faculty
 - library faculty
 - research faculty
- Faculty members who are directors of academic units, division chairs or equivalents, such as CUS department heads, are eligible to vote and serve on committees, but may not serve on the Faculty Senate.

The Senate is elected at the beginning of the Fall Term. Elected terms begin with the Fall Term.

- Officers are elected by a majority of the full faculty.
- Each officer is elected for a term of two years.
- Officers are eligible for one additional two year term.
- The ten additional Senators are elected by a majority of those faculty members they represent.
- Each Senator is elected for a term of two years, with half the terms staggered from the other half.

Non-voting members with voice but no vote in the Senate include:

- The president of the University or his/her representative
- The chief academic officer of the University or his/her representative
- A student selected by the Student Council or its equivalent

Article 4 OFFICERS

The officers of the Faculty Senate are the president, vice president, and secretary/treasurer, elected as in Article 3.

- The President is the presiding officer of the Faculty Senate. He/she is the primary spokesperson for the Faculty Senate to the President of the University and Board of Trustees and also responsible for conveying information and recommendations from the President and Board of Trustees to the faculty. After completing the term of office, the President will serve for one year as an ex-officio member of the Faculty Senate.
- The Vice President assists the President in his/her administrative functions and, when necessary, acts as President of the Faculty Senate.
- The Secretary/Treasurer maintains minutes of all meetings of the Faculty Senate, informs faculty members of dates, times and general content of upcoming Faculty Senate and Faculty meetings, and maintains all financial records.

If there is a vacancy in the position of President, the Vice-President will assume the position. If the Vice President chooses not to fill the vacancy, elections will be held at the next quarterly meeting for a President to serve the remainder of the term. Vacancies in the Vice-President or

Secretary/Treasurer office will be filled by elections at the next quarterly meeting to serve the remainder of the term.

If vacancy occurs with 50% or less of the term remaining, the officer assuming the vacant position is eligible for two more terms.

Removal of Officers A petition submitted to the Faculty Senate by two-thirds of the voting faculty members will be necessary and sufficient to remove any duly elected officer or senator. Removal is effective immediately upon receipt of the petition.

Article 5. RESPONSIBILITIES

The Faculty Senate is responsible for leading the faculty of Life University in fulfilling the purpose set forth above.

- The Senate collaboratively sets the Faculty Senate agenda at the beginning of the fall term for the academic year and modifies that agenda as required throughout the year.
- The Senate also consults with its standing committees as they set their agendas for the year.
- Committee chairs are required to submit a written report to the Senate at least once each term. The report will include progress to date on the proposed agenda, remaining items to address, and changes to the agenda. The secretary/treasurer will make the reports available to the full faculty.

Article 6 MEETINGS

The Faculty Senate meets as needed at least monthly on a regular schedule established by the President in consultation with other Senate members. The Senate President may call a special meeting. Upon petition of forty percent of the voting faculty, he/she will call a special meeting.

The President convenes a meeting of the full faculty at least once in each academic term. The Secretary/Treasurer will announce the meeting time, which will regularly be during Week 12.

Article 7 COMMITTEES

Standing committees of the Faculty Senate include:

- Academic Standards and Student Affairs
- Admissions Committees of the colleges
- Curriculum Committees of the colleges
- Faculty Affairs
- Faculty Development
- Human Resources and Benefits
- Rank and Promotion

The purpose, composition, reporting structure and detailed procedures for all committees are in the Faculty Senate Bylaws.

Membership is governed by the following:

- All members of standing committees must be voting members of the faculty (see Article 3).

- Selection of committee members is governed by the Bylaws.
- Standing committee chairs are elected by committee members and approved by the Senate.
- Committee chairs are elected for a three year term and are limited to no more than two consecutive terms.
- No faculty member may serve on more than two standing committees without approval of his/her division chair or department head and dean. Under no conditions will a faculty member serve on more than three standing committees at a time.

Article 8 AMENDMENTS AND MAJOR CHANGES

Amendments to this constitution may be proposed by a member of the faculty, the Faculty Senate or a Faculty Senate committee.

- The proposed amendment must then be reviewed by the Faculty Affairs Committee, which may recommend accepting, rejecting, or modifying it.
- The Faculty Affairs Committee will then send the amendment, along with the Faculty Affairs Committee's recommendation, to the Faculty Senate for approval, amendment/revision or rejection.
- If approved, the Faculty Senate will place the amendment on the agenda for the next general meeting of the full faculty. The entire text of the amendment in its final form must be distributed to the full faculty for review at least two weeks prior to that meeting.
- A **two-thirds** vote of those attending that meeting will be required for acceptance of the amendment.
- Upon ratification, the proposed amendment will be submitted to the University President for approval.
- If approved, the amendment will become effective immediately.

When the Constitution is reviewed for major changes from time to time, these major changes will follow the process above, beginning with submission to the Senate.

Appendix 2 – Faculty Handbook Revision History

April 2012 (published to Life web site as May 2012) – the handbook was completely reformatted; the fundamental policies and processes that were not likely to change were included in the body of the handbook under newly organized sections.

Corrections were made to obvious errors, e.g., “College of Arts and Sciences” was changed to “College of Undergraduate Studies” and “College of Graduate Studies”, and policy/process was revised to conform to current practice.

Appendices were set up for those areas that were more likely to change over time; these were mostly process issues. Many of the appendices are incomplete or needing revision. Those appendices are marked “this section to be reviewed / updated”.

The Faculty Affairs Committee of the Faculty Senate receives and reviews suggestions for changes to the FHB and/or its Appendices, following the policies and processes in the Faculty Senate Constitution and Bylaws.

July 2012 (published to Life web site as July 2012)

The handbook navigation was reformatted; references to Appendix 22 were revised in Section VIII; “under construction” note added to Appendix 22.

August 2012 (published to Life web site as August 2012)

Appendix 12 was updated to reflect the current policies and procedures for promotion. “Faculty” was removed from all Appendix titles when it appeared to be redundant

September 2012 (published to Life web site as September 2012)

Appendix 15 was revised to include the complete introduction (authority of BOT, President, etc.) to salary adjustments that was left out when the major reformat was done in April 2012.

November 2012 (published as November 2012)

Appendix 15 – salary adjustments were reformatted from percentages to factors (no changes in values)

Appendix 23 – updated campus committees (mostly Faculty Senate committees)

March 2013 (published as March 2013)

All appendices needing revision removed from handbook with note that they were being revised.

May 2013 (published as May 2013)

Appendix 4 was reinserted with minor formatting revisions

Appendix 10C was reinserted with credit for service levels

Appendix 18 was reinserted with reference to new “Employee Handbook”

June 2013 (published as June 2013)

Appendix 11 removed the notes about the pre-hiring HR process used for developing salary ranges

Appendix 12 was reinserted with explicit criteria of 3 years as lead instructor added to documents checklist; Authorship Form added for research evidence; Library Rubric and Evidence sheets were added

December 2013 (published as December 2013)

Numerous links and grammar changes

Some benefits referred to the Employee Handbook where appropriate

February 2014

Appendix 3 was reinserted without changes pending revision

Previous definition of Professor Emeritus was inserted as Section II.D.2

Definition of Distinguished Professor (formerly II.D.2) was combined with Appendix 6 and renamed to II.D.3; Appendix 6 was removed

Corrected references to the Grievance Procedure, which is now Appendix 20, in the Corrective Action Procedures

The placeholder for Appendix 22 was removed; that appendix will not be created and is covered in Section VIII

April 7, 2014

Updated LIFE mission and vision statement in Section I

Appendix 10A was reinserted without change pending revision

Appendix 19 was reinserted with changes to reflect the introduction of the Performance Appraisal document and process to replace the KPO document and process

The reference to Appendix 22 in Section VIII was removed; that appendix will not be created

Appendix 23, “Committees”, was renamed Appendix 22

September 30, 2014

Updated the mission statement of the College or Graduate and Undergraduate Studies due to the combination of the graduate and undergraduate colleges

Policy on non-renewal of appointments re-instated

Appendix 10A revised to accommodate the integration of the Graduate and Undergraduate Colleges

Appendix 21 revised to include specific appeal hearing procedures for the Faculty Affairs Committee

Revised the Merit Award Appendix to include the rubric used by the committee

November 29, 2016

Replaced Appendix 12 with a revised promotion procedure

Revised the “Full Time Overload and Adjunct Supplemental Pay Schedule” table in Appendix 15

Appendix 3 – Graduate Faculty Policies/Procedures

F. Graduate Faculty

Rules and Regulations

The Graduate Faculty direct work and research toward graduate degrees. Membership demonstrates high attainment and professional standing. The Graduate Faculty is composed of those members of the general faculty who meet requirements based on training, experience on graduate committees, teaching of graduate courses, and research attested by scholarly publication or other proof of creativity, professional excellence, activity, and dedication.

1. Levels of Appointment

Full Graduate Faculty

Associate Graduate Faculty

Teaching Graduate Faculty

Other: Ex-officio Graduate Faculty, Adjunct Graduate Faculty, Emeriti Graduate Faculty

2. Qualifications/Criteria

A) Full Graduate Faculty:

Degree: Hold the Ph.D. or other earned terminal academic degree (highest degree awarded in the discipline) in or related to the faculty member's area of assigned graduate responsibility.*

*Subject to special considerations, an individual who has not earned the highest degree awarded in the discipline, but has demonstrated exceptional competence in one's field of specialization (i.e., has attained high professional status as recognized by one's professional peers) may be appointed to the Graduate Faculty.

Position: Hold Full Time Faculty position with the academic rank of Assistant Professor or higher.

Scholarship: Be actively engaged in scholarly or creative activities. Conduct research and scholarly activity leading to refereed or other professional competitive publications or to comparable artistic, clinical, literary, or technical achievements appropriate to particular fields.

Evidence of recent active and productive scholarship includes:

Scholarly books, refereed articles in scholarly journals, chapters in scholarly books, abstracts in scholarly conference proceedings, successful external research grant applications, juried shows, editorships, or the equivalent as determined by the individual academic unit.

Teaching: Be qualified to teach graduate courses.

Evidence of graduate teaching effectiveness includes:

Teaching awards, successful instructional innovation grants, student evaluations, student accomplishments, guidance of graduate students' research projects, peer reviews, innovations in course design or delivery, publications in area of pedagogy, or other quantitative and qualitative evidence as determined by the individual academic unit.

Advising: Have experience with graduate student advising including:

1) Demonstrated potential to direct master's candidates successfully.

Planning and directing of programs of graduate students and the direction of theses.

Other: Meet other qualifications, as determined by the academic unit. The department and/or the college/school may establish qualifications which exceed the minimum qualifications established by the Graduate Program, e.g., a department and/or college may choose to review the quality of theses/dissertations directed by the faculty member.

B) Associate Graduate Faculty:

This status is primarily for those new faculty recently awarded their terminal degrees.

Degree: (see Full Graduate Faculty)

Position:(see Full Graduate Faculty)

Scholarship: Associate Graduate Faculty status requires the applicant to have made a sound beginning in independent research or creative activity. See "Full Graduate Faculty" for further information.

Teaching: Be qualified to teach graduate courses. Associate Graduate Faculty status requires the applicant to have the necessary background to begin teaching graduate courses. See "Full Graduate Faculty" for further information.

Advising: While new faculty are unlikely to have experience with graduate student advising, they should have demonstrated the potential to assist in directing master's and/or doctoral candidates successfully.

Other: (see Full Graduate Faculty)

C) Teaching Graduate Faculty:

This status is primarily for those faculty qualified to teach graduate level courses, but may not be able to fulfill all of the scholarly requirements stated above. A minimum of a master's degree is required in the academic discipline.

D) Other:

(1) Ex-officio Graduate Faculty

The President, Provost, Deans of the Colleges, the Director of the Learning Resource Center, Division Chairs and Department Heads, and comparable academic officers may be ex-officio members of the Graduate Faculty.

The category of ex-officio graduate faculty members is for the purposes of:

(A) Enabling the academic administrators, who are actively involved in academic research, and the Director of the Learning Resource Center to participate in making policies and decisions that influence graduate education and research.

(B) Enabling them to monitor the quality of graduate education and research in their respective unit/department/division.

(2) Adjunct Graduate Faculty

The general criteria for membership on the Adjunct Graduate Faculty are the same as for regular Graduate Faculty with the exception that the candidates hold either part-time or non-regular faculty appointments. Other eligibility criteria may be determined by the academic unit that nominates the candidate.

(3) Emeriti Graduate Faculty

To be granted Emeriti Graduate Faculty status, the emeritus professor must have held active graduate faculty status at the time of retirement. At the time of approval to this category, the graduate faculty review "clock" will be reset. If Emeriti Graduate Faculty members wish to be reviewed for reappointment at the end of the first seven-year period following retirement they should meet the standard criteria for reappointment.

3. Duties, Responsibilities, Privileges

A) Full Graduate Faculty

Teaching: Teach graduate-level courses in each field of specialization for which they have formal advanced study or demonstrated competence through independent scholarly activity.

Develop graduate level courses and curricula

Advisement: Advise and direct non-thesis student programs (major professor). Advise and direct thesis student programs (major professor)

Research: Direct and chair master's thesis committees. Serve as member of master's thesis committees. Serve as reader of master's thesis committees. Serve as a representative on master's thesis oral examinations

Other Service to Graduate Program: Participate in the governance of graduate education at all levels within the university. Vote on matters submitted to the graduate faculty for vote.

Eligibility to elect representation to graduate committees. Participating in the formulation of graduate curricula and policy.

B) Associate Graduate Faculty

Teaching: Teach graduate-level courses in each field of specialization for which they have formal advanced study or demonstrated competence through independent scholarly activity. Assist in developing graduate level courses and curricula.

Advisement: (see Full Graduate Faculty)

Research: Direct and co-chair master's thesis committees. Serve as member of master's thesis committees. Serve as reader of master's thesis committees. Serve as a representative on master's thesis oral examinations.

Other Service to Graduate Program: (see Full Graduate Faculty)

C) Teaching Graduate Faculty

Teaching: (see Associate Graduate Faculty)

Advisement: Advise and direct non-thesis student programs (major professor).

Research: Serve as member or reader of master's thesis or doctoral dissertation committees with approval of the Department Head.

Other Service to Graduate Program: Participate in the governance of graduate education at all levels within the university at the request of the Department Head.

D) Other

(1) Ex-officio Graduate Faculty: Serving as non-voting members of supervisory and examining committees for graduate - level work.

(2) Adjunct Graduate Faculty: Serve on supervisory and examining committees for graduate students.

(3) Emeriti Graduate Faculty: Co-chair a graduate student's committee. Emeriti Graduate Faculty may serve as members of graduate students' supervisory committees.

4. Length of Term

A) Full Graduate Faculty: 7 years, renewable

B) Associate Graduate Faculty: 3 years, non-renewable

C) Teaching Graduate Faculty: 7 years, renewable

5. Application Procedure

A) Chain of Command

Faculty member → Department Head / Division Chair → Graduate Faculty Committee → Dean of College → Provost → President

B) Department

Each department with graduate programs will determine the procedures for handling recommendations concerning Graduate Faculty membership at the departmental level (with the approval of the Dean of the College).

C) College

Each college will determine the procedures for handling recommendations concerning Graduate Faculty membership at the college level.

D) Materials to be submitted

Application letter. Including a narrative covering philosophy, goals, accomplishments in a) graduate teaching, supervision and mentoring, b) scholarship and c) service (not to exceed three pages).

(2) Annual Reviews

(3) Curriculum Vita: Including a listing of theses, Special Problems, and Readings; professional development activities; list of publications, presentations, and/or other scholarly activities.

(4) Additional supporting materials such as publications, presentations, and other creative works (not to exceed ten pages).

(5) Appeals of faculty regarding Graduate Faculty status recommendations shall be made to the Provost. Guidelines for the appeals process will be developed by the administration.

Appendix 4 – Adjunct Faculty Policy/Procedures

An adjunct faculty member is a faculty member whose workload is consistently less than 75% of full time status, and who is appointed and paid on a quarterly per credit hour basis. Adjunct faculty members do not receive rank or other full time faculty benefits and have reduced responsibilities as stated in their job descriptions and appointment letters.

Selection of adjunct faculty members must be consistent with the academic standards of Life University. Adjunct faculty members are recommended by the Department Head or Division Chair and approved for hire by the dean of the appropriate college.

Department Heads or Division Chairs are responsible for the appropriate orientation, supervision and evaluation of adjunct faculty members, for making sure that adjunct faculty members provide reasonable student office hours (based on the courses and credit hours that the adjunct faculty member is contracted for each quarter), and for designating those meetings, workshops or trainings essential to their job functions, which adjunct faculty members must attend.

Adjunct faculty members are evaluated annually in accordance with procedures outlined in the Faculty Handbook.

Appendix 5 – Search Committee Policy/Procedures

Roles of the Search Committee

Search committees perform many critical roles. These typically include:

1. collaborative input on preparing a job posting
2. identifying the criteria by which candidates will be evaluated
3. identifying finalists and, from among those, the individuals who will be invited to campus for interviews
4. structuring and arranging on campus interviews
5. providing recommendations on filling the open position
6. initialing confirming the qualifications for the candidates via the Faculty Qualifications Form

In all these responsibilities, the search committee is acting in an advisory capacity to the person who appointed the committee, which for consistency's sake will be called the hiring manager.

Forming the Search Committee

The Search Committee is appointed by, and reports to, the hiring manager. For faculty positions, that would be Department Heads, Division Chairs or Deans.

Various general considerations will apply to forming a search committee.

- The composition and size of the committee should be commensurate with the type of search being conducted. A search for a temporary position will, typically, involve a smaller committee than will a search for a permanent position. A search for a position that cuts across several responsibilities, e.g., an interdisciplinary teaching position, may require a larger than usual committee. Search committees for faculty positions should be composed of three to five members.
- The committee should contain a majority of full-time faculty members, including the committee chair, but probably not much more than a simple majority, from the program or unit in which the position resides.
- Other members of the committee should be selected from "outside" units that work closely with the unit in which the vacant position resides.
- Diversity should be sought in gender and, to the extent possible, in ethnicity and race.
- Where the position involves support of both residential and extended education components, i.e. satellite, online or international campuses, there should be at least one committee member representative of each area, if possible.
- The selection process should avoid conflicts of interest whenever possible. Excluding members that have written recommendation letters for any of the applicants might be one way to do this.

Charging the Search Committee

The hiring manager should meet with the search committee at its first meeting to answer questions and to explain the responsibilities of the committee. In particular, this individual should explain to the search committee:

- expectations regarding the content of the position description
- the critical importance of the University's affirmative action goals and the affirmative action procedures of the University
- the absolute confidentiality of all comments made during committee discussions, for all time. This requires particular emphasis where applications from internal candidates are anticipated. Search Committee chairs may request signed confidentiality statements from the committee members.
- the identity of the person who will be providing staff support for the search committee and the extent of the support that will be provided (correspondence with candidates, maintaining files, keeping data base records, arranging phone interviews)
- strategies for attaining a strong pool of candidates
- the role of the committee in reaching a final decision

The last point is critical. Approaches differ and the hiring manager must be very clear about how the committee will be involved in the final decision. There are at least two important questions to consider:

What will be the role of the committee in obtaining campus feedback? Some hiring managers encourage feedback directly to them when campus interviews are conducted; others want all feedback to go through (and be weighed by) the search committee. There is no "right way." But, there should be an explicit statement on this role as part of the charge of the search committee.

What will the role of the committee be in the final decision? Universities, as a principle for maintaining high academic quality, depend almost entirely upon the judgment of colleagues in the same field as the candidates being evaluated. The responsible hiring manager likely would request that only a limited number of "acceptable" finalists are presented with their strengths and weaknesses.

Candidates submitted to the hiring manager are not ranked except in unusual circumstances. In some cases, all of the applicants may be put forward as either "acceptable" or "not acceptable." In either scenario, it would be highly unusual for an appointment to be other than those recommended as acceptable by the search committee.

Evaluative Criteria

Evaluative criteria are the considerations the search committee will use to evaluate candidates. They need to be carefully thought out at the beginning for they guide much that follows.

Keeping complete records is absolutely essential both for the smooth functioning of the committee and, should questions arise later, for the protection of the University. The Search Committee chair should, from the start, determine who is responsible for keeping the various records and discuss recording keeping procedures with them. The Faculty Affairs' Office is available to discuss record keeping strategies.

Records will, at a minimum, consist of:

A file for the search, containing

- Position description
- Evaluative criteria
- Advertisements and dates, locations of all advertisements (including postings to the web and to list servers.)
- Communications of committee with Life officials (e.g., Dean, Faculty Affairs, VPAA) on search

Files for each candidate, containing:

- Materials submitted by the candidate
- All correspondence (letters, e-mails) with and from the candidate
- Notes of any conversations with the candidate
- Evaluations of candidate by search committee members

At the conclusion of the search, complete files are delivered to the Faculty Affairs Office, which is responsible to maintaining the files.

Confidentiality

The Search Committee has the very important responsibility of maintaining the confidentiality of its deliberations and the confidentiality of the applicants. A confidentiality form that can be used for that purpose is attached to this document.

The key goal in a search isn't communicating the reasons why someone was selected but the hiring of the most qualified applicant available. That means that the university wants a department's members talking freely among themselves. Further, the American Association of University Professors' ethics statement about faculty searches states that "institutions should respect the confidentiality of candidates for faculty positions."

All discussions of candidates within the Search Committee should be treated by every committee member as strictly confidential. This is particularly important where internal candidates are involved. This confidentiality extends for all time; that is, continuing after completion of the search.

During initial phases of the search, the identities of applicants must be strictly protected. Later in the search, identities of finalists will become known. For those not identified as finalists, though, the identities of those willing to let us consider their candidacy must be treated as confidential even after the search concludes.

There comes a time when the confidentiality of the names of some candidates will be removed. This can occur in two ways. First, in reference checking, the committee wishes to move beyond designated references to check with others who may have knowledge of the candidate. This will usually be a subset of the committee's current "top" prospects.

Every candidate should be contacted by the Chair to explain the committee's intentions to move to this next step in the search. Remembering that every contact is also part of a recruitment process, the Chair should explain that the candidate is among a small number of top ranked candidates (it's OK to name the number) and now wishes to contact those not listed as references, but who have worked with the candidate. If the candidate does not wish to take this step, Chair should explain that is fine but the committee will have to proceed with somewhat more limited information than is available for other candidates.

Second, in inviting finalists, the administrator issuing the invitation will make clear that, should the invitation be accepted, the person's candidacy for the position will become public knowledge.

Internal Candidates

Searches under special circumstances may be limited to internal candidates. Once approved, internal searches are conducted just as all other searches including formation of a search committee.

Internal candidates may also be anticipated in searches that are not limited to an internal search. Here, special sensitivities are necessary. The basic rule is that one's status as an internal candidate should not inappropriately advantage or disadvantage the candidate.

Please note that there is a special consideration afforded whenever the internal candidate is a former faculty member returning to teaching from an administrative role. These candidates are not automatically guaranteed a faculty position but they are guaranteed that their application will be reviewed by the hiring manager if they have the basic qualifications for the position. If these candidates meet the basic qualifications of the position they should always be recommended for consideration to the hiring manager along with any other "acceptable" qualified candidates.

This does not mean that the search committee must pretend that it knows nothing about the internal candidate. Generally, we know more about internal candidates, and that is information that can be considered. It may work to the advantage of the candidate (if the information is favorable) or to the disadvantage of the candidate (if the information is not positive). It is fair to consider such information.

Determine the appropriate evaluative criteria; these must be explicitly stated and then relevant attributes of internal and external candidates can be appropriately evaluated. It is NOT correct, after the evaluative criteria have been agreed to, to decide to give extra weight to "knows Lucc" or "brings fresh perspectives."

The search committee chair should discuss the above matters whenever internal candidates are anticipated. Additionally, the Chair should consider and bring to the committee's attention:

- Confidentiality deserves extra emphasis when internal candidates are anticipated.
- Internal candidates should be treated as rigorously as all other candidates in the search process, including phone interviews, reference checks, and such to establish their basic qualifications.

- In determining finalists to recommend to the hiring manager, include the strongest candidates regardless of whether they are internal or external.
- Recognize that one of the surest ways for an institution to fail to achieve its affirmative action commitments is, in national search after national search, to find that the very best person for the job anywhere in the country happens already to be working for us. That simply is not plausible when it occurs repeatedly.

Initial Screening

On the date indicated on the position description, or soon thereafter, members of the committee should begin reviewing individual files. The committee should, at an earlier meeting, have agreed upon the forms to be used by each committee member to evaluate candidates and the process for evaluation. On the latter point, several strategies are appropriate.

Where a relatively small number of files are expected (e.g., two or three dozen), each member of the committee may review each file prior to a meeting to discuss which files to set aside and which files to continue to consider.

Where a larger number of files are involved, the files may be divided among the committee members for the initial review. The goal is to settle upon a number of candidates for whatever the next step may be: checking "non-references," doing phone interviews, or whatever.

Checking References

Checking references is, perhaps, the single most important step in identifying strong candidates. The "on campus" interview, for example, is something given much attention. However, research demonstrates that the interview is a very poor predictor of future success. The interview is very artificial. The best predictor of how a person will do in the future is how they have done in the past. Reference checking should be targeted with that in mind.

It is common for a candidate to specify "references upon request" or to request that permission be obtained prior to having references checked, when the candidate may not wish to have others know that they are considering moving. That is entirely acceptable and should not be held against the candidate. If it comes time to check references for that candidate, then he or she should be contacted by the committee chair for permission to contact references. If the candidate will not permit references to be checked, then that person cannot be considered a viable candidate.

Where references are to be checked by telephone, the search committee should agree on a short set of open-ended questions that will be used in each reference check. These items should logically follow from the evaluative criteria established for the position.

Do consider doubling up on phone reference checks -- having two members of the committee involved in each reference check. One person does the talk, asking the questions while the other records responses. Try it once and you will become a big fan of this approach. While it takes more of the committee members' time, it is amazing how much more two pairs of ears can hear.

The Visit

The Search Committee plays the lead role in designing and then conducting the visits of finalists to campus. Several principles govern, the primary one being to arrange a visit in such a way as to maximize opportunities to gather the information needed to make informed decisions and for the candidate to be similarly well informed. As always, and in all our interactions with the finalists, we want to treat the visit as part of a recruitment process, projecting courtesy, consideration, and professionalism in all our interactions.

If others are involved in searches, e.g., students that have participated in the lecture or practical portion of the visit, the person giving the tour, or other faculty observers, they should provide their feedback directly to the search committee. This is critical: feedback going directly to the hiring manager complicates the roles of the search committee in its formation of recommendations. As a suggestion, there is included a process and feedback form that has been very successfully used by our clinics at the end of this section.

Recommendations

Once the visits are over and appropriate feedback has been received from the University community, the committee needs to form its recommendations. In a well-designed search, the role of the search committee here will have been established during the charge to the committee. The real question - and this should have been made clear during the charge to the committee - is whether the hiring manager wants, in addition to discussing the strengths, weaknesses, and fit of each acceptable candidate, to also receive rank ordered preferences. Except in unusual circumstances, this will not be the case.

The hiring manager should arrange to meet with the committee. Often this can be done by scheduling the final meeting of the search committee for forty-five minutes or so, with the hiring manager joining the committee after that period or when the committee is ready.

The hiring manager will want to hear what the committee finds to be the strengths and weaknesses of each of the finalists. The hiring manager should also express his or her assessments and seek reactions from the committee. If there are fundamental differences between the committee consensus and the hiring manager, these should be openly and directly addressed, perhaps focusing upon various perceptions of the needs of the University (as opposed to assessments of the candidates) as one strategy for seeking resolution.

Clinic Campus Interview

At the next level we request a 500 word essay on an assigned topic (this is in lieu of a Teaching and Research statement) and conduct a phone interview.

The candidates are evaluated and those selected are invited to the next step: an on-campus interview.

We bring 2 candidates on campus at a time and schedule the day as follows.

- Meet candidates
- Campus tour
- Search Committee interview and practicum
- Observations in Clinic
- Lunch with Candidates in Socrates Café
- Presentation and QA with students, staff and faculty
- Interview with Clinic Directors
- Meet the Dean

We begin at 9:45am and are done by 3:30pm.

Feedback is solicited from those participating in observation, lunch and presentation events.

Encounter Feedback Form

Date _____

Your name _____ () staff, () student, () faculty

Candidate name _____

Encounter during: () tour, () observation, () lunch, () presentation/QA

1. Things you noticed that make you feel this candidate is a good fit for the Department and/or Life University.

2. Things you noticed that make you feel this candidate is NOT a good fit for the Department and/or Life University.

Candidate name _____

Encounter during: () tour, () observation, () lunch, () presentation/QA

1. Things you noticed that make you feel this candidate is a good fit for the Department and/or Life University.

2. Things you noticed that make you feel this candidate is NOT a good fit for the Department and/or Life University.

CONFIDENTIALITY AGREEMENT

All participants must complete this agreement prior to the initiation of the search process and to be participants on the search committee.

I understand that all discussion and comments made during this process are strictly confidential. I agree that I will not discuss this information outside the confines of the process nor divulge any information concerning the process to anyone, either during or after the committee's work is completed. Any violation of this confidentiality agreement will be considered a violation of the Life University Honor Code and Standards of Conduct.

Print Name

Signature and Date

Appendix 7 – Delineation of Roles in Shared Governance

1. Teaching, advising and mentoring

a. Faculty members, both individually and collectively, have primary responsibility for developing and delivering appropriate courses. Faculty supervisors (division chairs, /department heads) and deans are responsible for input and approval.

b. Faculty members have primary responsibility for establishing learning outcomes, including the Eight Core Proficiencies, for courses. Division chairs/department heads and deans are responsible for input and approval.

c. Faculty members have primary responsibility for assessing the effectiveness of courses and instructors in achieving stated learning outcomes and for improving the effectiveness of achieving those learning outcomes. Faculty supervisors and deans are responsible for input and approval.

d. Faculty members have primary responsibility for academic advising and professional mentoring of students.

e. Faculty members play a leadership role in promoting student professional development in areas such as academic integrity and growth as a young professional.

2. Research and scholarship

a. Faculty members of a program are the experts in their disciplines. As such, they are responsible for proposing a definition of scholarship including expected characteristics and standards of acceptable scholarship and acceptable methods of peer review of scholarship in their program. Faculty supervisors and deans are responsible for input and approval. The chief academic officer, in consultation with the deans, has final approval authority, insuring equity and high standards throughout the University.

b. Faculty members, faculty supervisors, deans, and the chief academic officer have shared responsibility for setting research expectations and agendas for individual faculty members, departments/programs, colleges, and the University.

c. Faculty peers, both internal and external, have primary responsibility for assessing the scholarship of individual faculty members. Faculty supervisors and deans are responsible for input and approval.

d. Faculty supervisors and deans have primary responsibility for assessing the scholarship of departments and colleges while the chief academic officer has primary responsibility for assessing the scholarship of the University.

3. Service

a. The faculty has primary responsibility, with input from the entire Life community, for defining appropriate faculty service, taking into account the variety of mechanisms by which faculty members may contribute to the University community.

b. Faculty members, department chairs/division heads, deans, and the chief academic officer collaboratively set expectations for service.

c. Faculty supervisors have primary responsibility for assessing the service work of individual faculty members with approval by the deans and chief academic officer. Deans have primary responsibility for assessing the service work of departments and colleges, and the chief academic officer for assessing that of the faculty as a whole.

4. Faculty professional development

a. The faculty has primary responsibility for defining the overall purpose of faculty professional development plans (PDPs) with input from faculty supervisors. The deans and chief academic officer review and approve.

b. Faculty supervisors, in consultation with each faculty member, have primary responsibility for setting PDP goals and objectives. Deans review them for appropriateness and equity across the college and approve the plans. The chief academic officer reviews them for equity across the University and for consistency with the Vision and Mission, and approves the plans.

c. The faculty and faculty supervisors share primary responsibility for coupling the PDPs to reappointment and promotion decisions.

d. The Faculty Development Committee has primary responsibility for planning and implementing a faculty development program that supports and meets the needs of the individual faculty development plans.

e. The faculty and faculty supervisors share primary responsibility for assessing and improving the effectiveness of the PDP system with the deans and chief academic officer establishing the process and setting timelines.

5. Enrollment

a. Faculty members have primary responsibility for setting academic standards, including standards for admission, for academic progress, and for graduation. Faculty supervisors, deans, and the chief academic officer provide input and approval.

b. The faculty has responsibility for working with the admissions staff to develop an understanding of their programs and how they are distinctive, and to interest potential students in those programs.

c. The faculty plays a leadership role in establishing and maintaining a campus climate that is conducive to student satisfaction, though this must be a collaborative effort from the entire community, including the alumni.

d. While the administration and the Alumni Office have primary responsibility for establishing and maintaining positive alumni relations, faculty members play an important role.

6. Planning

a. Faculty members are important members of the University in exploring and developing potential new academic programs. While their primary responsibility is for the development of curricula and courses for suggested programs, they can and should give valuable advice on other aspects of program development.

b. Faculty members and faculty supervisors share primary responsibility for developing and executing the mission and vision, strategic plan, and assessment plan for their department/division. Students, staff and administrators give input. Deans and the chief academic officer give input and approve.

c. Faculty members give strong input into the development of the vision and mission, strategic plan, and assessment plan for their respective colleges, although the dean has primary responsibility. The chief academic officer and President review and approve.

d. The President has primary responsibility for developing the mission and vision, strategic plan, and assessment plan for the University, with input from all constituents, including the faculty.

Appendix 8 – Curricular/Instructional Policy/Procedures

This appendix is currently being revised. Please contact the Faculty Affairs office for any questions or for a copy of the current appendix.

Appendix 9 – Statement on Shared Governance

Preamble

The principle of shared governance is an honored tradition and an expectation of accreditation¹ in higher education, wherein governance of an institution results from collaboration and interdependence between and among the Board of Trustees, President, administration, faculty and, as appropriate, other interested constituents. Shared governance is an effective way to coalesce the community around the common goal of fulfilling the mission of the institution. It acknowledges competence in discipline and draws on the expertise of all. It is in the best interest of Life University for the Board of Trustees, President, administration, and faculty to work collegially and to speak with a unified voice to agencies and publics whenever possible.

A. Principles

To promote a culture of shared governance, the Life University community embraces the following principles:

1. The Board of Trustees, President, administration, and faculty acknowledge the importance of and are committed to fostering shared governance.
 - a. A hallmark of shared governance being the early and consistent involvement of faculty, the University fosters shared governance by involving faculty at early stages of discussions, maintaining reasonable workloads that allow faculty participation in governance, supporting faculty development of governance skills, and rewarding participation in governance work.
 - b. The faculty participates in shared governance as an essential faculty responsibility and avails itself of opportunities to develop expertise in governance.
2. A spirit of collaboration among the Board of Trustees, President, administration, and faculty is vital to healthy governance.
 - a. Relationships among the Board of Trustees, President, administration, and faculty are cooperative and marked by collegiality and mutual respect.
 - b. Deliberations and communication between and among the Board of Trustees, President, administration, and faculty are carried out in good faith by all parties.
 - c. In the context of internal communication among university constituencies, the Board of Trustees, President, administration, and faculty can express dissenting views on governance without reprisal. These views should be expressed in appropriate environments and using agreed-upon processes.
 - d. The Board of Trustees, President, administration, and faculty have timely access to relevant information that is necessary to make informed decisions or

¹ 3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance) from *SACS Principles of Accreditation: Foundation for Quality Enhancement* (adopted December 2007 and effective January 1, 2008)

recommendations on University matters. All parties will understand that some information is confidential by Life University policy and therefore not available.

- e. Given reasonable time, all parties (Board of Trustees, President, administration, and faculty) respond expeditiously to requests for recommendations and action on University matters.
3. The Board of Trustees, President, administration, and faculty look to national, regional, and local accreditation, statutory and regulatory standards for their respective roles in the governance of the University.
4. The Board of Trustees, President, administration, and faculty recognize that the active, informed participation of faculty and administrators in governance is necessary and important, at levels appropriate to their special knowledge and expertise, and understand that the final authority and responsibility for the University rests with the Board of Trustees and the President, as directed by the Board of Trustees.
5. The Board of Trustees, President, and administration consider, assess and evaluate, respectfully and in good faith, faculty recommendations in those areas in which the faculty has initial responsibilities, including:
 - a. curriculum, subject matter, pedagogy, and research,
 - b. appointment of regular faculty: hiring, peer review, retention, grievance, within the context of the roles of faculty committees as described in the Faculty Handbook.
 - c. status of regular faculty: evaluations, promotion, extended contracts/tenure, post-tenure review; and
 - d. those aspects of student life that relate to academics.
6. Administrators above the level of division chair/department heads, who have the ability to overturn, override, or veto recommendations of the faculty, do not have a vote on faculty committees on which they serve.
7. The faculty has a defined role in developing and administering the University budget, which includes:
 - a. having initial responsibility for defining department/division budget priorities and for effectively using funds allocated to the division/department pursuant to University policies.
 - b. having direct input in setting budget priorities for their respective colleges, and
 - c. being consulted and informed of budget priorities for the University at large.
8. The campus community fosters participation and leadership by a diverse population
9. The University develops, adopts, and publishes policies on the responsibility and authority of all constituencies in academic and shared governance matters.

B. Communication and Representation

Open communication and proper representation are crucial to effective shared governance; therefore, all constituencies of Life University embrace the following principles:

1. The University develops, adopts and publishes policies to create and maintain the appropriate channels:
 - a. for regular and accurate communication of faculty views and concerns to the Board of Trustees, President, and administration, and
 - b. for regular and accurate communication of the views of the Board of Trustees, President, and administration to the faculty.
2. Faculty members who represent the faculty in any capacity are either selected by the faculty or selected by others from a list provided by the faculty in accordance with university policies.
3. Faculty members who are selected to represent the faculty to any entity have the authority and responsibility to speak for the faculty as a whole to that entity.
4. As an authorized representative to any entity, a member of the Board of Trustees, the President, an administrator or a member of the faculty, is responsible for:
 - a. taking adequate time to determine the views of his/her constituents before voting or making recommendations on important issues,
 - b. keeping his/her constituents informed of the issues being discussed,
 - c. understanding the discussions and recommendations of all parties and representing accurately and completely those discussions and recommendations to his/her constituents,
 - d. respecting confidentiality when clearly and properly established, and
 - e. accurately identifying his/her personal views as distinct from those of his/her constituents or those of the University.
5. The Board of Trustees, President, and administration use established mechanisms to ensure a faculty voice in matters of:
 - a. addition/elimination/revision of educational programs.
 - b. establishment of educational relationships with outside entities,
 - c. enrollment management,
 - d. institutional planning,
 - e. student life, and
 - f. other shared concerns.
6. Often decisions that are made by one group (faculty or administrators) substantively affect other constituencies. As appropriate and practical, affected constituencies will be consulted before final decisions are made.

Appendix 10A – Workload Guidelines

Life University considers its faculty members to be professional educators and they are the front line providers of high quality educational experiences for our students. As full time teaching professionals, there is an expectation that they will provide a professional workweek involving some combination of activities of teaching, scholarship/research, and service.

Full time faculty members are appointed on an academic year basis. The actual workload to fulfill this appointment will vary depending on the college and department to which they are appointed. The general guidelines for these workloads are detailed in this section. The University reserves the right to revise the University Calendar, establish hours of employment, schedule classes and assign workloads.

In addition to their teaching and service hours all classroom faculty will schedule five student office hours per week reserved for academic advising, administrative duties, developing assessment instruments, preparing for assignments, etc. These hours will be posted and faculty members must be present during those hours. Office hours will be set consistent with the availability of the greatest number of students. Office hours extend to the last week of classes each term and the final day of scheduled final exams, unless prior arrangements have been approved by the appropriate supervisor.

1.0 College of Chiropractic

1.1 Classroom Faculty

For classroom faculty in the College of Chiropractic the full time teaching workload is 60 credit hours per the four-quarter academic year with an average of 15 credit hours per quarter.

No faculty member shall be required to teach more than 15 credit hours per term unless making up hours to reach the required 60 credit hours.

The maximum teaching load, including overage, shall not exceed 20 credit hours in a given quarter except in the case of temporary, unanticipated situations affecting the availability of another faculty member. Teaching more than 15 credit hours per quarter should not be sustained for multiple quarters.

In the event that workload does not reach 15 credit hours, and this underage is not forecast to be made up in the following quarter, non-standard activity conversion may apply.

Scholarly activities are greatly encouraged. Scholarship credit may be granted as release time from teaching or as overload hours for teaching, which will be compensated as long as the faculty member is carrying no underage. The Division Chair shall make a recommendation to the Dean for the number of credit hours to be provided to the faculty member for the scholarly activity. Appendix 10-B defines the parameters and grading of scholarship.

The minimum service requirement is 12 credit hours per academic year with an average of 3 credit hours per quarter. Appendix 10-C defines the parameters and grading of service.

1.2 Clinic Faculty

For clinic faculty in the College of Chiropractic the full time workload is 30 scheduled hours on campus per the four-quarter academic year. The 30 scheduled hours includes the minimum service requirement of an average of 3 credit hours per quarter and office hours. Appendix 10-C defines the parameters and grading of service.

The scheduled hours for clinic faculty are essential to the smooth operation of the clinics. The primary priority of the clinic faculty member is availability during their scheduled hours for patient care and intern education.

2.0 College of Graduate and Undergraduate Studies

2.1 Undergraduate Faculty

For undergraduate classroom faculty the full time teaching workload is 45 credit hours per the three-quarter academic year (Fall, Winter and Spring Quarters) with an average of 15 credit hours per quarter.

No faculty member shall be required to teach more than 15 credit hours per term unless making up hours to reach the required 45 credit hours.

The maximum teaching load, including overage, shall not exceed 20 credit hours in a given quarter except in the case of temporary, unanticipated situations affecting the availability of another faculty member. Teaching more than 15 credit hours per quarter should not be sustained for multiple quarters

In the event that workload does not reach 15 credit hours, and this underage is not forecast to be made up in the following quarter, non-standard activity conversion may apply.

Scholarly activities are greatly encouraged. Scholarship credit may be granted as release time from teaching or as overload hours for teaching, which will be compensated as long as the faculty member is carrying no underage. The Department Head shall make a recommendation to the Dean for the number of credit hours to be provided to the faculty member for the scholarly activity. Appendix 10-B defines the parameters and grading of scholarship.

The minimum service requirement is 9 credit hours per academic year with an average of 3 credit hours per quarter. Appendix 10-C defines the parameters and grading of service.

Undergraduate faculty members who teach during the summer quarter will receive compensation at the summer rate, as outlined in Appendix 15.

2.2 Graduate Faculty

For classroom graduate faculty the full time teaching workload is 36 credit hours per three-quarter academic year (Fall, Winter and Spring Quarters) an average of 12 credit hours per quarter.

No faculty member shall be required to teach more than 12 credit hours per term unless making up hours to reach the required 36 credit hours.

The maximum teaching load, including overage, shall not exceed 15 credit hours in a given quarter except in the case of temporary, unanticipated situations affecting the availability of another faculty member. Teaching more than 12 credit hours per quarter should not be sustained for multiple quarters

In the event that workload does not reach 12 credit hours, and this underage is not forecast to be made up in the following quarter, non-standard activity conversion may apply.

Scholarly activities are greatly encouraged. Scholarship credit may be granted as release time from teaching or as overload hours for teaching, which will be compensated as long as the faculty member is carrying no underage. The Department Head shall make a recommendation to the Dean for the number of credit hours to be provided to the faculty member for the scholarly activity. Appendix 10-B defines the parameters and grading of scholarship.

The minimum service requirement is 9 credit hours per academic year with an average of 3 credit hours per quarter. Appendix 10-C defines the parameters and grading of service.

Graduate faculty members who teach during the summer quarter will receive compensation at the summer rate, as outlined in Appendix 15.

3.0 Modifiers of workload credits

Definitions of Credit Hours (CH)

- One hour of classroom instruction is equal to 1.0 CH
- One hour of laboratory instruction is equal to 0.75 CH

Independent Study - courses which do not lend themselves to traditional classroom or laboratory methods but which must be taught in an individual or consultative manner are credited to the faculty member on the basis of 0.1 CH for each student per credit hour.

Thesis/UG Honors - credit for supervising a significant number of graduate student theses or undergraduate research/honor's theses may be granted to a faculty member only if he/she has been assigned official responsibility by the department chair. The projected equivalency teaching time to be allocated should be determined by estimating the number of clock hours required for the effort/project using the following guideline: 25 clock hours = 1.0 CH.

4.0 Credit Hour Modifiers for Teaching

Classroom faculty will normally carry a minimum of one (1) course preparation (prep) and a maximum of four (4) different course preps in a given term. The expected full-time teaching load will be reduced by 1 CH per term for faculty members who prep for each additional lecture course (greater than 4) and 0.5 CH's for each additional separate laboratory (greater than 4).

A faculty developing a new course will be given an accommodation, of at least one and up to two CH's, for developing the new course (new to the curriculum) during the quarter preceding the course being offered. Without advance notice the accommodation is given during the quarter the class is being taught.

A faculty member teaching a course new to him or her (but not new to the curriculum) will be given an accommodation, of up to one additional CH, for that quarter. This is not given in addition to the new course accommodation.

A faculty member will be provided an additional CH allowance for larger class sizes as follows:

- Course section less than 80 students: no additional compensation
- Course section with 80- 119 students: 0.25 CH
- Course section with 120 – 159 students: 0.50 CH
- Course section with 160 – 199 students: 0.75 CH
- Courses with greater than 200 students: 1.00 CH

5.0 Weighting of Service

One A-Level service activity is equal to 3 CH per quarter.

One B-Level service activity is equal to 2 CH per quarter.

One C-Level service activity is equal to 1 CH per quarter.

Appendix 10-C describes the parameters for service activities and has lists of A, B, and C activities. Service will also be considered for additional compensation and promotion. Completed A-Level, B-Level, and C-Level service will be appropriately calculated and additionally compensated if instructional and service requirements are met.

6.0 Weighting of Scholarship

The product of one scholarship activity may equal up to 3 CH per quarter based on recommendation of supervisor and Dean. Scholarship will also be considered for additional compensation and promotion. Scholarship is defined and graded in Appendix 10-B. Completed A, B and C-Level scholarship will be appropriately calculated and additionally compensated if standard (i.e. teaching or clinical) activities and service requirements are met.

7.0 Release Time for Faculty Members Performing Administrative Duties

Faculty members performing administrative duties for the university may be provided appropriate levels of release time. In general, the credit hour reduction for Department Heads / Division Chairs is between 40-50%. The Dean may make exceptions to these amounts.

8.0 Non-Standard Activities

Non-standard activities are voluntary unless necessary to attain full load. Additional pay may be associated with successful completion of some of the activities if they are approved by the Dean prior to undertaking the activity and are accomplished in conjunction with a full teaching load.

Full time teaching non-standard activities may include the following:

- Research or Scholarly Activity
- Publishing/Special University programs, classes or events
- Writing grant proposals
- Special service to a profession
- Special administrative assignments

9.0 Faculty and Outside Activities

Faculty members who participate in outside activities are required to act out of good faith and loyalty toward the University. Faculty members are encouraged to participate in other outside activities such as clinical practice, consulting, consultations, research, expert testimony, and seminars presentations. These activities must not interfere with the faculty member's duties and responsibilities, or in any way prove an ethical or legal conflict of interest. Faculty members may not compete with the university or convert business opportunities of the university to their personal gain or advantage or the gain or advantage of another. Faculty may not convert confidential information or trade secrets of the university to their personal gain or advantage or the gain or advantage of others.

10.0 Under and Over Assignments of Work

Full-Time Classroom Teaching

A. Under Assignment:

If the University anticipates that it will be unable to provide the minimum full-time annual teaching assignment for a faculty member, the faculty member may be assigned a special project, service or non-standard activities that fall within the parameters of his/her duties to fulfill a full-time workload. Faculty can teach in another college, division, or department to make up underage.

B. Overload Assignment:

If a full-time faculty member is assigned more than the maximum teaching work load and is not carrying any underage from previous quarters, he or she will be provided supplemental compensation (see Appendix 15) for additional teaching during the quarter of the additional teaching assignment. In lieu of receiving compensation for overage the faculty member may carryover overage to a quarter in which they anticipate an underage.

Selection of faculty to teach overage will be at the supervisor's discretion, using the following criteria: qualifying degree(s), experience, and quality of instruction.

Appendix 10B – Definitions of Scholarship

Scholarship and creative activity are understood to be intellectual works whose significance is validated by peers, and which is communicated. The principle of peer review and recognition becomes increasingly important as the faculty member progresses through the academic ranks. Scholarship emphasizes project-oriented behavior that results in a measurable product or outcome (e.g., a publication, written report, manual, or protocol).

Consistent with the seminal work by Ernest Boyer (*Scholarship Reconsidered: Priorities of the Professoriate*, 1990, San Francisco: Jossey-Bass) this activity includes, but is not limited to, the following types of academic work:

- Scholarship of discovery; pursuit of knowledge through original research, most often by application of the scientific process;
- Scholarship of integration; work that pulls together knowledge, views information in creative ways, often using interdisciplinary methods;
- Scholarship of application; develops knowledge through practice and systematic or scientific research, then applies knowledge to real-world problems;
- Scholarship of teaching; problem posing about an issue of teaching or learning, study of the problem through methods appropriate to disciplinary epistemologies, application of results to practice, communication of results, self-reflection, and peer review.

Parameters of Scholarship

Acceptable scholarship must have the following characteristics:

- A rationale for how the activity or behavior supports the Mission of the University;
- Documented evidence that the activity was performed and completed;
- Criteria that establishes that the outcome or result met an acceptable standard of quality.

Grading of Scholarship

Scholarship will be categorized or graded as “A”, “B”, or “C”. Categorization will depend on the level of importance to the mission of the University, degree of effort involved, timeliness of effort, and degree of quality, especially with respect to the parameters listed above. Scholarship activities not listed below, and the value thereof, will be categorized on the following lists.

A-Level Scholarship:

Normally, A-Level scholarship includes, but is not limited to, the following:

- Primary author / co-author of paper accepted for publication in an A-Level journal (A level journals are generally defined as peer-reviewed and indexed scholarly journals, such as JMPT, Spine, and the Academy of Management Review)
- Primary author/editor of a published textbook (not self-published)
- Primary author/editor of a monograph accepted for publication (not self-published)
- Primary author of an awarded proposal submitted for external funding

B-Level Scholarship:

Normally, “B” level scholarship includes, but is not limited to, the following:

- Primary author of paper accepted for publication in a B-Level Journal (“B” level journals are generally considered to be peer-reviewed, but possibly not indexed, journals. Examples include: the Journal of Chiropractic Humanities and Management Communication Quarterly)
- Primary author of a contributed poster or platform presentation documented in the published proceedings of a meeting
- Primary author of an invited presentation documented in the published proceedings of a meeting
- Primary author of a chapter in a published textbook (not self-published)
- Primary author of a self-published textbook
- Co-author of an awarded proposal submitted for external funding
- Co-author/editor of a published textbook (not self-published)
- Co-author/editor of a monograph accepted for publication (not self-published)
- Co-author of a proposal submitted for external funding
- Primary developer of a new course proposed and accepted by the University for curricular implementation

C-Level Scholarship:

Normally, “C” level scholarship includes, but is not limited to, the following:

- Co-author of a paper accepted for publication in a B-Level Journal
- Co-author of a contributed poster or platform presentation documented in the published proceedings of a meeting
- Co-author of an invited presentation documented in the published proceedings of a meeting
- Co-author of a chapter in a published textbook (not self-published)
- Co-author of a self-published textbook
- Primary author of a proposal submitted for external funding
- Certified post-graduate training in a chiropractic technique
- Documented completion of a course of study (e.g. Diplomate) used to improve and advance teaching and/or scholarship productivity
- Co-developer of a new course proposed and accepted by the University for curricular implementation
- Developer of an innovative presentation of a substantial amount of course information
- Abstracts published in proceedings of a meeting

Other Examples of Scholarship:

Other examples of scholarship that may meet parameters include, but are not limited to, the following activities:

- Organizing or participating in (to a substantial degree), and reporting the results of professional symposia, colloquia, consensus panels, workshops, and the like;
- Developing, writing and implementing protocol manuals, policies, procedures, reports and similar documents that have a measurable impact on educational outcomes or processes; otherwise engaging in professional activity in a timely manner that meets the above definition of scholarship, research, and creative activity
- Conducting a presentation (to a substantial degree) at a faculty in-service activity
- Chapters in published books (not self-published)
- Editorships of journals or serving on Editorial Board of Peer Reviewed Journals
- Author of article in professional trade journal

Appendix 10C – Definitions of Service

Service activities are those activities in which a faculty member uses one's knowledge or skills as a benefit to the institution, professional organizations or the community. Service has two basic components: internal (typically on campus) and external (profession and community). The skills and expertise brought to bear in service activities should provide unmistakable benefit and must be closely linked to one's professional field.

Weighting of Service

One (1) A-Level service activity is equal to 3 CH per quarter.

One (1) B-Level service activity is equal to 2 CH per quarter.

One (1) C-Level service activity is equal to 1 CH per quarter.

“A” level service includes, but is not limited to, the following activities:

- Chairing a major University or University committee (e.g. Curriculum, Academic Technology Committee);
- Major fund-raising for the University;
- Holding an active leadership position in a national or international organization or an organization relating to one's discipline;
- Creating a successful (funded) grant proposal for the institution;
- Developing a noteworthy national/international program that directly relates to one's discipline;
- Holding a position as an officer of Faculty Senate that does not receive release time

“B” level service includes, but is not limited to, the following activities:

- Participating as an active member of a University committee;
- Holding a leadership position in a local, regional or state organization relating to one's discipline;
- Chairing a task force, workgroup, or ad hoc committee focused on solving a specific problem;
- Chairing a committee (non-major);
- Chairing an academic review panel;
- Serving as an officially sanctioned University representative in a community organization or activity;
- Serving as a student academic advisor (COC quarters 1-4) that does not receive release time

“C” level service includes, but is not limited to, the following activities:

- Participating as an active member of a local, regional, state, national or international organization relating to one's discipline;
- Participating as a member of a task force or ad hoc committee focused on solving a specific problem;
- Serving as a member of a hearing panel;
- Serving as an advisor to student clubs and/or organizations;

- Serving on a committee, and/or Task Force;
- Serving as an student academic advisor (COC quarters 5-14) that does not receive release time;
- Serving as a student academic advisor (CUS/CGS) that does not receive release time;
- Engaging in formal peer review activities;
- Planning and executing workshops and meetings for faculty;
- Supervising work study students/teaching assistants;
- Overseeing department programs;
- Assuming department responsibilities as assigned by the Chair;
- Participating in community events which promote the University

Appendix 10D – List of Faculty and Clinic Duties

The following lists of faculty duties define the work of a faculty member of Life University. The first three lists (student-centered work, profession-centered work, and community-centered work) were developed by the American Association of University Professors. The second series of lists outline specific duties required of Life University faculty members.

Student-Centered Work

- Updating a course to incorporate new research findings, or creating a new course
- Helping students with subject matter in person, by e-mail, or by way of an electronic bulletin board
- Developing a class Web site to further student involvement in a course, or advising students about how to use technology in the field
- Working with colleagues to modify the curriculum to keep up with changes in the discipline
- Advising students about their choice of major, course selection, or mentoring graduate students
- Coaching students who want to go beyond the required coursework in a class
- Writing letters of recommendation to help students enter graduate programs or secure jobs or internships
- Keeping in touch with alumni to assist with employment searches or career changes
- Reading student research papers, undergraduate honors theses, or doctoral dissertations
- Directing or serving on a student's master's or doctoral committee
- Establishing a foreign study program or supervising students overseas
- Sponsoring a student journal or advising a club

Professional-Centered Work

- Serving on a committee interviewing candidates for new faculty or administrative positions
- Maintain clinical practice
- Evaluating a colleague's work for increase in rank or promotion
- Participating in a departmental self-study
- Reviewing potential library resources and advising on acquisitions
- Writing a recommendation for a colleague for a fellowship or award
- Serving on university committees
- Applying for a grant for the department, or helping to raise money for the university
- Participating in the activities of a professional association to advance standards and research in the field
- Giving a scholarly presentation
- Editing a professional journal to help disseminate new knowledge in the field
- Reviewing articles and books submitted to journals and publishers and advising about whether to publish them

Community-Centered Work

- Giving a presentation to a business or school group, often at no expense to the group
- Providing professional advice to local, state, or national government
- Providing professional advice to associations, businesses, or community groups
- Answering phone calls from citizens and offering professional expertise
- Helping to keep the public informed about issues by talking to the media
- Serving on the boards of local, state, or national group

Life University Faculty Duties

All Teaching Faculty

- Perform appointment scheduling, phone calls, mail and e-mail correspondence.
- Attend faculty and departmental meetings (including attending Commencement and faculty development programs).
- Participate in Informal advising and mentoring of students.
- Participate in meetings associated with faculty evaluation.
- Maintain five office hours per week reserved for academic advising, paperwork, developing assessment instruments, preparing for assignments, etc., shall be posted and faculty members must be present during those hours. Office hours shall be set consistent with the availability of the greatest number of students.

Classroom Faculty

- Provide lecture instruction.
- Prepare and present individual lectures or laboratory assignments.
- Construct course syllabus, and review course content on a regular basis.
- Write and administer tests and exams (grading, posting and filing).
- Maintain office hours at a rate of 5 hours per week as referenced in 5(e).
- Record attendance.
- Coordinate all learning activities.
- Plan for equipment use.
- Proctor exams

Lead Laboratory Instructor

- Instruct in the laboratory.
- Develop and disseminate course syllabi.
- Develop teaching aids.
- Assess student performance.
- Issue student grades.
- Record attendance.
- Plan for equipment use.
- Prepare teaching aids, instructional materials, and examinations for assisting laboratory instructors.
- Schedule laboratory examinations.
- Coordinate laboratory sections in order to ensure continuity of instruction.

Assisting Laboratory Instructor

- Instruction.
- Student assessment/evaluation.
- Submission of grades to the lead laboratory instructor.
- Reviewing teaching aids, instructional materials, and examinations provided by the lead laboratory instructor in order to ensure continuity of instruction.

Clinic Faculty

Life University clinical faculty responsibilities fall under three primary areas: patient care, instruction and administrative.

Patient Care:

- Responsible for the implementation and promotion of the Life Chiropractic model of patient care in the clinical application of chiropractic.
- Manage equitable patient load to meet clinic and student educational requirements.
- Directly supervise/provide patient care as appropriate on a daily basis.
- Manage patient care within the approved protocol(s) of the Life Chiropractic Clinics.
- Be accessible and responsive to the patient's needs.
- Maintain a strong doctor/patient relationship ensuring patient satisfaction.
- Assure proper documentation is maintained on all patients.
- Monitor patient progress and ensure appropriate follow-up.
- Provide the highest quality care possible and assist each patient to reach his or her health goals in a suitable manner.
- Provide referral to other health care providers as needed.
- Transfer patients when appropriate and maintain continuity of patient care.
- Demonstrate sound clinical judgment
- Be a consultation source for other faculty
- Complete patient reports and/or respond to agency inquiry in an appropriate and timely manner.
- Develop and maintain clinical expertise.

Instruction:

Develop and provide a hands-on mentoring approach to patient care, management, and clinical education.

Engage interns in a variety of clinical activities and promote a critical thinking environment while ensuring continuity of care.

Provide instruction and oversee student conduct, proficiency, professionalism, and clinical standards.

Responsible for performing the Case Management Review, ensuring that a complete, goal oriented patient management plan is formulated.

Support and aid students in developing communication skills

Support and assist interns to develop skills in examination, diagnosis and case management development and adjusting.

Manage and/or direct all clinical protocols and procedures performed by clinic interns.

Participate in classroom activities as assigned.

Perform qualitative evaluation assessment on intern clinical competency.

Participate in the Objective Structured Clinical Examination (OSCE) as assigned.

Assist in student assessment and group educational activities.

Provide student remediation when necessary.

Develop and conduct doctor/student conferences on clinical and educational issues and/or small group sessions

Conduct clinical advisement.

Administrative:

Comply with all Federal, State, and local laws applicable to the practice of chiropractic
Provide instruction and oversee student conduct, proficiency, professionalism, and clinical standards.

Adheres to and supports University, College, and clinic policies and procedures.

Attend departmental meetings.

Responsible for punctual attendance of all assigned hours on a daily basis.

Responsible for assisting the Clinic Director or his/ her designate for the efficient operation and management of the clinic.

Schedule patients during appropriate hours to include coverage for vacation and approved time off out of the clinic.

Monitor and report equipment needing repair.

Monitor the cleanliness and general neatness of the clinic on a daily basis.

Participate on University and/or College committees and task forces as assigned.

Construct a Professional Development Plan.

Complete tasks assigned by the Director

Appendix 11 – Initial Faculty Rank

Criteria for Determining Rank of Faculty New to the College

The Dean of the relevant college will make the initial recommendation of rank based on the criteria listed below. Final determination shall be made by the Chief Academic Officer and approved by the President of the University.

Instructor

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

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

Assistant Professor

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

- 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.
- Has at least three years of teaching experience at an institution of higher education and/or relevant clinical or research experience. Or, provides documentation of receipt of the rank of Assistant Professor at another accredited institution.
- Has proven competence in the candidate's primary area of responsibility.
- Demonstrates the capacity for independent work in the discipline.
- 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.

Associate Professor

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

- 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.
- Has at least six years of high quality teaching experience at an institution of higher education and/or relevant clinical or research experience.

- 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.
- 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.
- Establishes the capacity to assume leadership in curriculum planning and departmental development.
- Provides evidence of perspective and judgment that will enable the candidate to contribute significantly to the fulfillment of the institution's objectives.
- Has a minimum of three years as an Assistant Professor at another institution or provides documentation of receipt of rank of Associate Professor at another accredited institution.

Professor

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

- 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.
- Has at least ten years of high quality teaching experience at an institution of higher education and/or relevant clinical or research experience.
- Has demonstrated a strong record of published scholarly work in peer-reviewed journals or has demonstrated distinguished professional leadership.
- Can demonstrate the capacity to produce at a distinguished level of performance in the candidate's primary area of responsibility.
- 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.
- Has a minimum of four years of years of experience at the Associate Professor level at another accredited institution or can provide documentation of receipt of the rank of Professor at another accredited institution.

Appendix 12 - Guidelines for Rank and Promotion

General Descriptions and Faculty Responsibilities

The quality of any university is sustained through the dedicated and creative work of its faculty. Objective, systematic, and thorough appraisal of each faculty member from appointment through promotions in rank is essential to the university's ability to maintain a reputation of quality and distinction. This document and the guidelines within are intended to provide a common criteria and procedure for promotion of all Life University faculty.

For academic, clinical, and library faculty at Life University there are five academic ranks including Instructor, Assistant Professor, Associate Professor, Professor, and Professor Emeritus. The qualifications for each of these ranks are as follows:

Instructor Qualifications:

- An entry level position for the University.
- A Master's degree or first professional degree (e.g. D.C., D.O., M.D.) in a field relevant to job duties and accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- Fewer than three years of teaching experience at an institution of higher education and/or relevant clinical or research experience
- No evidence of research or other scholarly activity is required; however, candidates should show promise of moving toward excellence in the area of their appropriate work assignment

Assistant Professor Qualifications:

- The primary entry level position for the University.
- A Master's degree, Doctorate (e.g. Ph.D., Ed.D. or Sc.D.) or first professional degree (e.g. D.C., D.O., M.D.) in a field relevant to job duties and accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- At least three years of teaching experience at an institution of higher education and/or relevant clinical expertise, or evidence of employment at the rank of Assistant Professor at another institution accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- Proven competence in the candidate's primary area of responsibility and demonstrated capacity for independent research within the area of discipline.
- The ability to maintain a balance between teaching or patient management, scholarship, and service activities.
- Evidence of a considerable potential to the University including a breadth of vision or perspective in educational matter which will enable the candidate within his/her professional assignment to further the educational objectives of Life University.

Associate Professor Qualifications:

- A Master's degree, Doctorate (e.g. Ph.D., Ed.D. or Sc.D.) or first professional degree (e.g. D.C., D.O., M.D.) in a field relevant to job duties and accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- At least six years of documented meritorious teaching or clinical experience at an institution of higher education and/or relevant clinical expertise with a minimum of three years as an Assistant Professor or documented receipt of the rank of Associate Professor at another institution accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- Has demonstrated evidence of scholarly activity with convincing evidence of emerging stature as academic leader with the potential for development of a significant record of scholarly accomplishment; or has demonstrated an outstanding record of professional leadership.
- Demonstrates the capacity to do a consistently superior job in the candidate's primary area of responsibility with the likelihood of continuing excellence based on sound methodology and above-average scholarship. The quality and quantity of the scholarly activities, as well as the extent of the involvement and the initiative of the candidate will be considered.
- Establishes the capacity to assume leadership in various areas of departmental development including curriculum planning and procedural improvements.
- Provides evidence of perspective and judgment that will enable the candidate to contribute significantly to the fulfillment of the institution's objectives.

Full Professor Qualifications:

- A Master's degree, Doctorate (e.g. Ph.D., Ed.D. or Sc.D.) or first professional degree (e.g. D.C., D.O., M.D.) in a field relevant to job duties and accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- At least ten years of documented meritorious teaching or clinical experience at an institution of higher education and/or relevant clinical expertise with a minimum of three years as an Associate Professor or documented receipt of the rank of Professor at another institution accredited by a regional agency or foreign equivalent as designated by the Department of Education.
- Attained recognition as a scholar within the candidate's field of expertise through a strong record of published scholarly work in peer-reviewed journals, invitations to present at national or international meetings, and distinguished professional leadership in national or international professional organizations.
- Demonstrates the capacity to produce at a distinguished level of performance in the candidate's primary area of responsibility, including a strong record of academic leadership within the University or similar institution and contributions to the development of junior faculty.

- Demonstrates the breadth and depth of educational background and experience which will enable the candidate to make a substantial contribution to Life University and its educational programs.

Professor Emeritus Qualifications:

- A faculty member seeking emeritus status must be retired from a full time faculty position and have had a long, distinguished career of service to Life University and the profession. The title may be conferred upon any retiring (Full) Professor after 10 years of service or Associate Professor after 15 years of service. Any candidate must provide evidence of noteworthy and meritorious contributions to the educational mission and programs of the University.

The Promotion Process

Promotions in rank are intended to recognize the level of a faculty member's contributions to the mission of Life University.

- Academic faculty are assessed based on their contributions in the areas of teaching and advising, scholarship and creative activity, and service.
- Clinical faculty are assessed based on their contributions in the areas of patient management and clinical expertise, scholarship and creative activity, and service.
- Library faculty are assessed based on their contributions in the areas of librarianship, creative initiatives, and technological aptitude, as well as scholarship and service.

In order to be considered for promotion, the candidate must meet the minimum qualifications outlined above; however, the mere satisfaction of minimum qualifications does not guarantee promotion, nor is promotion ever automatically granted to recognize satisfactory contributions on the part of the faculty member. The granting of promotion has implications for the University's standards and standing within the academic community. Promotion in rank is based on meritorious accomplishment and represents an important transition in the faculty member's professional growth, development, and status. The exact stage of a faculty member's career at which promotion is merited is a matter of judgment in which there may be honest differences of opinion. Promotion reviews are conducted based on meticulously prepared dossiers which document the accomplishments of candidates seeking promotion. The accomplishments of each candidate are weighed and measured relative to the duties of each individual as enumerated in the rank descriptions included above. Additionally these decisions are made without regard to race, color, religion, gender, age, marital status, sexual orientation, gender identity or expression, disability, political affiliation, or national origin.

Step 1: Notification from Faculty Affairs and Letter of Intent

The Office of Faculty Affairs is charged with overseeing the promotions process. All faculty members who will become eligible within the next annual cycle to apply for promotion based on time in rank will be informed of eligibility by August 1st of each year. A faculty member that chooses to request promotion must create a letter of application requesting an increase in rank. This letter should be addressed to the Office of Faculty Affairs and submitted by end of week 1 of the quarter in which the faculty member wishes to initiate the rank and promotion process. The candidate will then prepare a dossier, as outlined below in the following Dossier Preparation section, and begin the evaluation process.

Based on the following deadlines, the maximum amount of time permitted for all steps to be completed is 8 months.

Step 2: Formative Departmental Review

When deciding to seek promotion, the first level of review is within one's department. The candidate must seek out and confer with a minimum of 3 departmental members with seniority compared to the candidate's current rank. These senior faculty should review the academic progress of the potential candidate prior to initiation of the formal promotion process, and recommend to support or not support the proposed promotion. In the event that a department lacks enough faculty with the aforementioned qualifications, the candidate may seek faculty members with seniority compared to the candidate's current rank from within their college to complete this formative review. The intent of this step is to provide constructive advice to the candidate with regard to their dossier prior to the formation of a formal committee. The candidate retains the right to request their promotion dossier continue forward through the process even if the departmental reviewers do not endorse the candidate's dossier. A formal letter stating the recommendation from each of the senior departmental faculty should be added to the candidate's dossier following this review. The written outcome of this process would be in addition to any potential letters of recommendation which are a separate item.

Step 3: Supervisory Approval

The second level of review is with the candidate's direct supervisor. The candidate should meet with his/her supervisor at least annually for an evaluation of their job performance. Any faculty member who desires an increase in rank should regularly perform a self-assessment using the Rank and Promotion rubric. The faculty member should make it a point to discuss these self-assessments with their supervisor during their annual review to the effect that the faculty member will be well advised of what is expected of them, and their supervisor well aware of the faculty member's performance, accomplishments, and

professional goals. Annual evaluations from the supervisor should highlight specific aspects of the candidate's accomplishments during that period, and should be used to inform faculty in a constructive way of their progress toward promotion. When a candidate seeks promotion, the supervisor will include these annual evaluations, along with a recommendation letter containing a detailed summary of the candidate's teaching responsibilities and expertise, research and creative work, and professional competence and service activity, as well as the supervisor's own evaluation of the candidate's academic achievement. Furthermore, the supervisor and the candidate must review the dossier for completeness and proper formatting prior to submission. Incomplete or improperly formatted dossiers are prohibited from being submitted for formal review and will not be assessed by the Rank and Promotion Committee (RPC). If either the majority of the 3 departmental reviews or the supervisory review recommend against promotion, the candidate may still request their dossier continue through the rank and promotion review process. However, if both the reviews of the departmental faculty members as well as the supervisor are negative, the candidate's dossier will not be forwarded through the review process. The departmental faculty review as well as the supervisory review must be completed within 90 days from the date the candidate's letter of intent was submitted to the Office of Faculty Affairs.

Step 4: Rank and Promotion Peer Committee Review

Once a candidate's dossier has been reviewed by the senior department members and has approval to proceed from the supervisor, the RPC will be formed. The committee will be composed of faculty from within the candidate's college with the supervisor serving as the committee chair. The RPC must include four members; three faculty and the supervisor. The supervisor will refrain from making a recommendation except when a majority recommendation from the other four members is lacking. The college Dean or Associate/Assistant Dean may also choose to be present at all proceedings as a non-recommending member. Only faculty members above the current rank of the candidate may serve as recommending members on the RPC. The candidate is permitted to submit a list of three potential evaluators of which the supervisor will select one to serve on the RPC. The other two recommending members will be appointed randomly by the Dean or Associate/Assistant Dean from the college of the candidate's primary assignment. The RPC must maintain a certain amount of diversity such that no more than two of the three appointed faculty members may be from the candidate's primary department.

Circumstances may arise in which there is a conflict of interest that could potentially create either real or apparent bias and therefore undermine the objectivity of the evaluation process. A faculty member or administrator involved in the promotion evaluation process must declare any potential conflict of interest either from a personal or professional relationship such as a former business partner, mentor or mentee, or scholarly collaborator. The specific nature of the conflict must be declared in the form of a written statement to the

committee chair. If the committee determines that the evaluating member's relationship would compromise the objectivity of the process, then the evaluating member must recuse him/herself from participation on the RPC. Furthermore, faculty members who compose letters of recommendation on behalf of the candidate are also prohibited from serving on the RPC due to the potential of a conflict of interest. Any potential conflict must be resolved prior to any discussion of the candidate's dossier.

Once the committee composition has been determined, each recommending member of the RPC will independently evaluate the candidate's dossier and will independently recommend either for or against the candidate's promotion. Each member should provide their rationale for their decision in a formal letter. The committee collectively may "recommend promotion" or "recommend denial of promotion". These letters of rationale should be included in the candidate's dossier prior to its return to the Office of Faculty Affairs and subsequently the candidate.

Step 5: Dean and Vice Presidential Approval

Based on committee findings, the supervisor will prepare a recommendation regarding promotion and transmit said recommendation along with the dossier to the Dean within 180 days of the candidate's letter of intent being submitted to the Office of Faculty Affairs. The Dean will have 30 days to consider the recommendations of the committee and will forward his/her recommendations along with the dossier to the Office of Faculty Affairs for final approval from the Vice President of Academic Affairs (VPAA). The VPAA will have 30 days to consider the recommendations of both the committee and the Dean and will make the final decision based on the merit of the candidate, financial considerations, and consultation with the Provost and/or President as needed. In the event that budgetary allowances are unavailable, candidates will be queued in order of committee approval until such time as finances are available to support their promotion. Under no circumstances will the wait time exceed more than a fiscal year.

Procedure for Professor Emeritus status:

The promotion procedure differs slightly for faculty members seeking the Professor Emeritus title.

Step 1: Nomination

The President may confer the title of emeritus/a on any retired faculty member who, at the time of retirement has completed ten or more years of honorable and distinguished service. Alternatively, after completing the same term of distinguished service, a retiring faculty member may be nominated for emeritus status to the college Dean by one's self, the Faculty Senate, their current supervisor, or the current Associate/Assistant Dean.

Nominations should be submitted at least five weeks prior to the end of the nominee's final quarter as a university faculty member. This distinction should not be automatic, but rather should only be bestowed on the basis of merit to faculty members whose contributions warrant it to preserve the significance of the title.

Step 2: Peer Support of the Nomination

The nomination must be supported, in the form of letters of recommendation, by a minimum of three faculty members, who have attained the rank of Associate Professor or Professor, and submitted to the College Dean within 30 days of initial nomination.

Step 3: Peer Review Committee

The candidate will compile a shortened form of the dossier regularly required of any candidate seeking an increase in rank. The detailed list of required dossier items is outlined below in the Dossier Preparation section. The dossier will then be presented along with the nomination and three supporting letters to a four member ad-hoc committee constructed by the Dean or Associate Dean from the college of the candidate's primary assignment and chaired by the candidate's department head. Only faculty members who have attained the rank of Associate Professor or Professor may serve as recommending members on the ad hoc committee. The candidate is permitted to submit a list of three potential evaluators of which one may be selected by the Dean or Associate Dean to serve on the candidate's evaluating committee. The other two recommending members will be appointed randomly from the college of the candidate's primary assignment with no more than two of the three committee members being from the candidate's primary department.

The committee will have 30 days to review the faculty member's request and collectively may "recommend" or "recommend against" the conferring of the Professor Emeritus title. Each recommending member should provide their rationale in a formal letter. These letters of rationale should be included in the candidate's dossier prior to its return to the Office of Faculty Affairs and thereafter the candidate. The committee recommendation will be presented to the Dean, who will subsequently review the proposal, and if in agreement shall forward the request onto the VPAA for final approval. Given approval by the VPAA, Emeritus status shall be conferred on the candidate no later than the end of the last quarter of full time employment. If it is the decision of the Dean or VPAA not to forward a nomination, formal letters outlining their rationale should be included in the candidate's dossier and the dossier returned to the Office of Faculty Affairs. This decision is not subject to appeal.

Appeal Procedures

When all reviews and discussions have been completed, the candidate will be informed of the decision in writing from the VPAA. In the case of a negative decision, the basis for the denial will be stated, along with information on the right to appeal. Extenuating circumstances, procedural irregularities that were not considered by the Dean or VPAA, and factual errors in the evaluation are grounds for appeal. Accidental omission of information from one's dossier or new submissions are neither valid justifications for an appeal nor are they permitted during the appeal process.

Step 1: Letter of Appeal

The decision to appeal must be filed within 10 business days from the notification of denial. The candidate should compose a letter to the Dean stating which of the above criteria for appeal applies including facts that support the appeal.

Step 2: Promotion Appeal Committee Review

If an appeal is filed, a three member ad hoc Promotion Appeal Committee (PAC) will be formed by the Dean within 10 business days consisting of one faculty member from the candidate's department, one faculty member from the candidate's college, and a faculty member from any area of the University that has experience in the same or similar field as the candidate. Each member must out rank the candidate seeking promotion, and any members involved in the original decision must be excluded from the PAC. The membership and recommendation of the PAC are confidential; however, individuals selected for the PAC may decline to serve. Furthermore, the candidate has limited influence as to who may serve on the committee. If an appeal is to be requested, the candidate may include with their appeal request, a list of any individuals who they feel may be biased or unable to objectively evaluate their qualifications or performance. Written justification for such concerns must be included with the appeal request. The candidate's dossier must remain unaltered in the Office of Faculty Affairs until they decide to appeal or not to appeal. If the dossier is returned to the candidate prior to an appeal being filed, the PAC has the right to automatically reject the appeal. After formation, the PAC will be granted 10 business days to evaluate the candidate's dossier as well as the outcomes and written recommendations from the RPC and the Dean. The PAC may request additional documentation or clarification from any party involved in the process. Upon review of these materials, the PAC will return the dossier to the Dean with their recommendation. A formal letter from the PAC should be confidentially submitted to the Dean providing the rationale for the committee's decision to "agree with" or "disagree with" the original recommendation.

Step 3: Dean and Vice Presidential Review

Following the decision of the PAC, the Dean will then have 5 business days to make a final recommendation. The dossier will then be sent to the Provost who will have 10 business days to evaluate the appeal and render a final decision. Any decision made by the Provost at this point is final. Once the final determination is made, the Provost sends a letter to the candidate and the Dean informing them of a final decision. If a promotion is denied, rational for the decision will be discussed with the supervisor who will counsel the candidate accordingly.

The purpose of review by the Dean and the VPAA or Provost is to ensure that all faculty are held to common standards and to resolve any disagreements in previous recommendations. The Faculty Senate will also have access to all dossiers under consideration, and may appoint representatives to observe the deliberations on cases where clarification or discussion with the Provost, VPAA, Dean, and/or supervisor are required to ensure an equitable process for all faculty. The process for promotion is the same regardless of the rank being pursued, with the exception of Professor Emeritus which is outlined above.

Criteria for Advancement

The first section of the rank and promotion rubric is subdivided into three categories (Academic Faculty, Clinical Faculty, and Library Faculty) which represent the three main areas of assignment for Life University faculty. This section encompasses the primary duties of faculty within these areas, and as such is weighted the heaviest of the three sections at 50% of the candidate's total score. Faculty seeking advancement should complete whichever section corresponds to their primary area of assignment (Academic, Clinical, or Library). One cannot combine items from different areas of assignment.

The second section of the rubric pertains to the faculty member's service contributions to both the University as well as the professional community as a whole. The third and final section of the rubric encompasses the areas of scholarly work and professional development. Both of these sections are equally applied to all faculty regardless of their primary area of assignment. Accomplishments in both of these areas are weighed at 25% of the total score.

The individual items within the three different sections are individually weighted based on their prestige, effort of accomplishment, and relative importance to a faculty member's job description. The details and descriptions of each item are contained in the Dossier Preparation section below. This rubric is a point collecting system in which a candidate is not expected to attain perfect scores for every item.

- A total score of 15 points is required for promotion from Instructor to Assistant Professor
- A total score of 30 points is required for promotion from Assistant Professor to Associate Professor

- A total score of 45 points is required for promotion from Associate Professor to Professor
- A total score of 6 points is required to attain the Professor Emeritus title.

Dossier Preparation

The ideal faculty member is a multi-faceted, multi-talented individual, and promotions require evidence of progress toward this ideal. All faculty members are expected to demonstrate professional growth throughout their careers; however, job descriptions and individual responsibilities may vary even within a single department. As such, the specific nature of a faculty member's duties should be a matter of consideration when a promotion is sought, but the rank and promotion process must remain fair and consistent. For example, some faculty may have less flexibility with regard to their teaching duties and thus may be expected to demonstrate stellar accomplishments in the fields of service and scholarly activity. Conversely teaching faculty are expected to seek out opportunities for service and scholarship while demonstrating appropriately high levels of accomplishment in the classroom.

When seeking promotion, the faculty member should organize and compile their achievements into a dossier taking great care to consult the itemized criteria on the rank and promotion rubric. Faculty work presented as evidence for promotion should represent significant accomplishments in the areas of teaching, clinical expertise, or librarianship (whichever is more applicable to the faculty member's primary area of assignment); as well as institutional and professional service, and scholarship and creative activity. All evidence for consideration must have taken place within the previous five years or since the candidate's last increase in rank, whichever is fewer. While portions of the candidate's dossier are delegated to other department members, the final responsibility for providing a complete package reflecting one's academic productivity rests in the hands of the candidate. The candidate is responsible for acquiring and compiling the necessary materials to complete their dossier. The supervisor and the candidate should collectively review the dossier for completeness and proper formatting, at which time the supervisor is also responsible for confirming that the final dossier is complete. Once the dossier is officially submitted for review to the Rank and Promotion Committee, the candidate may not add additional materials or new information though the candidate is permitted to withdraw his/her request at any time.

A candidate's promotion package consists of the following:

1. Cover page including the name of the candidate, department and college, and which rank is being requested.

2. The candidate's statement addressing their contributions to the University
3. Letters of Recommendation
 - a. Senior Departmental Faculty recommendation as outlined above
 - b. A recommendation and letter of approval from the Department Chair, Division Chair, or Clinic Director
 - c. At least three recommendation letters from fellow faculty
4. Updated Curriculum Vitae
5. Documentary evidence of accomplishments in the areas of teaching, clinical expertise, or librarianship, service, and scholarship as outlined in the following detailed section as well as the rank and promotion rubric
6. If the candidate believes additional material is essential to the dossier, they may prepare an additional statement taking care to include appropriate supplemental evidence

If seeking the Professor Emeritus title, the dossier shall consist of the following:

1. Cover page including the name of the candidate, department and college, and expressing the desire for the Professor Emeritus title.
2. The candidate's statement addressing their contributions to the University
3. Letters of Nomination and Recommendation (as outlined above)
 - a. Original letter of nomination
 - b. Three letters in support of the nomination
4. Updated Curriculum Vitae
5. Documentary evidence of accomplishments
 - a. Supervisory evaluations for the past five years demonstrating outstanding performance
 - b. Recent (within the past 5 years) student and peer evaluations of one's teaching performance
 - c. Supportive evidence of leadership including committee membership along with outcomes or products of these efforts which occurred within the 5 years prior to nomination
 - d. Evidence of a continued scholarly activity from the 5 years prior to nomination

Candidate's Statement

The candidate should include a personal statement not to exceed three pages in length when single spaced with a 12 point font that addresses their contributions to the University in the areas of teaching, clinical expertise, or librarianship; institutional and professional service; and scholarship and creative activity. This statement should address both current accomplishments since the candidate's appointment (or previous increase in rank) as well as plans for future projects. Judging the quality of claims made in promotion documents is often very difficult; however, elaborating on the reason for inclusion of the evidence provided as well as formal reviews of one's work and other indicators of quality will make the reviewer's task much easier and more accurate.

Letters of Recommendation

The second step in the promotion process outlined above is a departmental review performed by senior faculty members. The candidate must seek out and confer with a minimum of 3 departmental members with seniority compared to the candidate's current rank. These senior faculty should review the academic progress of the potential candidate prior to initiation of the formal promotion process, and recommend to support or not support the proposed promotion. Upon completion, the results of this process should be included in the candidate's dossier in addition to the requisite letters of recommendation from the candidate's peers as outlined below.

The candidate's evaluation from their supervisor highlighting specific aspects of the candidate's accomplishments, along with a summary of the candidate's teaching responsibilities and expertise, research and creative work, and professional competence and service activity, should be included within the supervisor's recommendation letter (Step 3 of the promotion process), as well as the supervisor's own evaluation of the candidate's academic progress.

The recommendation letters solicited from fellow faculty members should assess one's productivity relative to others in similar appointments within one's field. Three to five letters from Life University faculty are required for promotion, including assessment by faculty outside of one's primary department. Letters of reference from individuals outside of Life University attesting to the candidates credentials are highly encouraged; however, these references should never be solicited from clients or others whom the candidate has directly served in his/her work. It is wise to select letters of support that evaluate specific contributions or achievements rather than those that simply express support for the faculty member's promotion. Specific information and evaluation by peers is more useful for this purpose than general statements or opinions.

Curriculum Vitae

In addition to providing the details of one's educational and professional history, a current curriculum vitae (CV) presents a record of one's activities and accomplishments and thus should be updated regularly. It is helpful to include descriptive information while being as concise as possible including dates, sources, monetary amounts, a description of one's contribution and responsibility, and project status.

Documentary Evidence:

Section 1a: Evidence of Teaching Excellence

Teaching is central to the mission of Life University and includes formal classroom lectures as well as teaching within the laboratories. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and the ability to organize material and convey it effectively to student learners. One's instructional summary should include a list of courses taught in chronological order including course numbers, terms, and years. It should also be denoted whether the candidate was the lead instructor for each course, and if the course was taught as part of a team or collaborative effort.

A faculty member seeking promotion from Instructor to Assistant Professor must demonstrate evidence of achievement in previously assigned duties as well as effort toward potential curricular implementation. For promotion from Assistant Professor to Associate Professor, a faculty member must demonstrate effectiveness in the areas of teaching and advising as previously outlined within the position descriptions. Promotion from Associate Professor to Professor requires distinction within these areas as evidenced by a record of continuous development including new and innovative teaching and curricular improvements and sustained effectiveness with appropriate awards and recognition. The quantitative list of requirements outlined in the Rank and Promotion rubric are itemized and detailed below. Only accomplishments and performance during the preceding 5 year period, since the candidate's last promotion, or since initial appointment at the University, whichever is more recent, will be considered for subsequent advancement in rank.

Innovative Teaching Methodologies:

Dedication to teaching may be evidenced by effective course organization, objectivity in grade assessment, availability for student assistance, enthusiasm, and the ability to enhance a student's capacity for critical thinking. Emphasis will be placed on the employment of various active learning strategies and alternative teaching techniques, which illustrates an attempt to appeal to a wide variety of learning styles. Evidence of innovative teaching methodologies should be provided and includes but is not limited to the following:

- Use of presentation technology such as PowerPoint, Prezi, Emaze, or Doceri. An electronic copy of one's slides should be provided on a flash drive for each course in which this software is employed
- Use of web presence as a depository of course learning resources (i.e. Blackboard) or other web based instruction to facilitate learning. Copies of one's Blackboard courses may be submitted as evidentiary support in lieu of printing thus allowing the RPC committee members to examine electronic content.
- Use of clicker technology for student learning or other active learning strategies. Supporting evidence may include Turning Point slides in the instance of clickers, case studies, structured discussion topics, term paper or project grading rubrics, worksheets, reading guides, games etc.

Teaching or Advising Awards and Recognition:

Teaching awards (both institutional and national) may also be presented as evidence of meritorious teaching. The relative prestige of any award should be conveyed by its competitive significance e.g. National or International, State and Regional, or University level.

At the University level, teaching recognition may be awarded by students or peers. An example of student recognition at this institution would be the Most Influential Faculty Award granted by graduating students. While student awards are laudable, peer recognition carries far more significance. Life University examples of peer recognition include a Merit Award within the category of teaching or receipt of the Professor of the Year distinction. It should be noted that Thank-A-Teacher awards may not be submitted as supplementary evidence within this category.

Local, state, regional, and international awards will also be recognized within this category as long as evidence of the award's significance is provided; most notably if it is awarded through a peer review process. The details of any external awards bestowed on the candidate related to meritorious teaching should be outlined including the nature of the award, the granting party, and the reasons for which it was received.

Innovative Learning Assessments and Outcomes:

Teaching techniques and strategies must continually evolve along with our changing student population and should consistently be monitored for effectiveness. As such, an effective faculty member must demonstrate a documented concern for student performance through learning outcomes, and strategic course improvements based on interpreted data. Evidence of data collection pertaining to student learning outcomes and planned course changes with intended outcomes must be included.

Annual Supervisory Reviews:

Copies of one's annual supervisory performance appraisals must be included for the previous 5 years, or since the candidate's initial appointment with the University or previous increase in rank (whichever yields the fewest). The values of the submitted reviews should be averaged, and the candidate's average score used for purposes of the rank and promotion rubric.

Peer Reviews:

Peer review is an important and necessary mechanism for accurate assessment of each course assignment within the candidate's position.

The details of this process are currently under development. Until a process is formalized, this category may not be used for credit toward rank and promotion.

Student Evaluations:

Teaching effectiveness may also be assessed based on on-going student evaluations of each course taught by the faculty member and direct evidence of student learning. Student evaluations for each course taught within the last 5 years or since a previous increase in rank (whichever is less) must be included in one's dossier.

The student evaluation survey currently employed at this institution contains 15 questions that relate to instructor performance (graded on a scale of 1 – 5). This includes 14 questions within the "About the Instructor" section as well as the "Overall I would rate the effectiveness of the instructor as" question. The average of these 15 questions should be tabulated for each evaluation yielding an Instructor grade if you will. The Instructor grades for all included evaluations should then be averaged yielding an overall average value. This overall average score is what should be applied to the rank and promotion rubric.

Additionally, a faculty member should include a personal interpretation of the meaning of the ratings and comments included in the evaluation summaries emphasizing strengths and poignant trends in performance over time.

Diversity of Teaching:

The responsibility of regularly updating course content and learning outcomes is increasingly difficult depending on the number of unique courses within one's teaching assignment. This will be accounted for within one's rank and promotion evaluation. Some instructors are responsible for multiple sections of the same course or lab. For purposes of this category, multiple sections of the same course count as a single credit. Course syllabi for each unique course should be included as evidence of lead instructorship. Additionally, quarterly teaching schedules for the previous 5 years or since a previous increase in rank (whichever is fewer) should be submitted as evidence for the frequency with which each course was offered.

Student Advising & Mentoring:

Faculty members should be committed to the well-being of students both inside and outside the classroom. Both student learning and student retention are enhanced through formal and informal advising and mentoring programs. Consequently, effective advising is a quintessential component to the learning environment and the student's broader educational experience.

At the undergraduate level, advising constitutes quarterly assistance with course selection as well as career assistance and preparation. At the graduate and professional level, direction of research projects and/or internships and mentoring are also included within this category. All such activities must be documented in the faculty member's dossier including the number of students served (quarterly matriculation sheets should be submitted as evidence), the frequency with which meetings were conducted, and proof of services provided (such as recommendation letters, advising documents, etc.). In the instances of trainees, a list of current and former students mentored by the candidate including instructional role, year of graduation, and measureable outcomes should be included.

Collaborative Teaching:

Interdisciplinary education has been a developing trend in higher education for quite some time. Many of the challenges that our students will face in today's workforce are novel, and innovative approaches and solutions are required to surmount them. Collaborative teaching provides students with multiple faculty perspectives, thus enhancing student's assessment capabilities. As such, collaborative teaching efforts are encouraged and are defined as an instance in which all faculty involved contribute equally to the updating of course content and delivery. This is the equitable sharing of lead instructor responsibilities and course syllabi displaying each instructor's name as well as a brief description outlining the contribution of each faculty member should be submitted as proof of collaborative teaching efforts.

Non-Compensated University Teaching:

This category includes voluntary educational contributions to the University, which may include but is not limited to conducting review sessions for student's chiropractic board exams, invitations to present one's expertise as part of a colleague's course, invited seminar presentations at club events for which the faculty member is not the club advisor, or other University educational duties that are not part of the faculty member's standard job description. Evidence in the form of event announcements, letters of invitation, or adequate justification must be included.

Self-Evaluations:

A self-assessment is included as part of all Life University's annual faculty reviews. As with supervisory reviews, the last 5 years of self-evaluations (or since one's most recent promotion, whichever is fewer) should be included with one's dossier. The intent is to illustrate critical self-reflection leading to the evolution of one's teaching skills. This process

is enhanced through the incorporation of student, peer, and supervisory reviews which help a faculty member identify strengths and shortcomings within their teaching methodologies. Additionally, if performed regularly, these reviews provide both qualitative and quantitative methods to assess trends in performance over time.

Section 1b: Evidence of Excellence in Clinical Education

Faculty in the various University clinics are tasked with supporting the mission and vision of the institution by providing top quality patient care and clinical education for student interns. Clinicians assist in all areas of clinic procedures thereby ensuring daily operations within the clinic including patient management, intern advisement, and record keeping are seamless, consistent, and conform to legal regulations.

A faculty member seeking promotion from Instructor to Assistant Professor must demonstrate evidence of achievement in previously assigned duties as well as effort toward developing departmental improvements. For promotion from Assistant Professor to Associate Professor, a faculty member must demonstrate effectiveness in the areas of patient care and student intern education. Promotion from Associate Professor to Professor requires distinction within all areas as evidenced by a record of continuous development including new and innovative departmental improvements and sustained effectiveness with appropriate awards and recognition. The quantitative list of requirements outlined in the Rank and Promotion rubric are itemized and detailed below. Only accomplishments and performance during the period since the last promotion or initial appointment at the University, whichever is more recent, will be considered for subsequent advancement in rank.

Quality Assurance Reports:

File reviews and audits are ongoing assessments, performed regularly to ensure quality, consistency, and reliability as it pertains to patient management within the various Life University clinics. Quality assurance reports monitor operations creating consistency through the identification of errors in protocol, quality patient care, and documentation standards, thereby identifying opportunities for improvement.

These reports are generated for each clinician on a quarterly basis and may be utilized as a qualitative measure of the relative quality of the candidate's performance. Copies of the quarterly Quality Assurance Reports must be included for the previous 5 years, or since the candidate's initial appointment with the University or previous increase in rank (whichever yields the fewest). The scores of all submitted reports should be averaged, and that average applied to the rank and promotion rubric.

Patient Interaction Averages:

Clinic faculty have supervisory responsibility for patient consultation, history, examination, diagnosis and case management, and thus it is appropriate to assess a clinician's

productivity for purposes of rank and promotion quantitatively as well as qualitatively. A faculty clinician's contribution will be assessed relative to their particular clinic's overall activity. For example, a C-HOP clinician's statistics would be compared to other C-HOP clinicians; whereas CC-HOP clinicians will be assessed comparatively to other CC-HOP clinicians.

Clinic statistical reports are generated on a monthly basis as well as annual basis. The total report for the clinic can also be broken down into individual faculty statistics. Thus clinicians should reflect on these reports annually with their Clinic Director as part of their annual review process. For purposes of rank and promotion, annual reports outlining the clinician's performance relative to clinic averages must be included for the previous 5 years or since their last promotion, whichever is fewer. The individual reports should be averaged and this average applied to the rank and promotion rubric.

Patient Satisfaction Surveys:

Top performing practices have more than just one thing in common with each other, but many utilize patient satisfaction surveys. Satisfied clients are essential to the continued success of any business, and thus these surveys lend exceptional insight into how to improve operational quality, patient management, and referral rates.

Life University employs a survey system to assess patient satisfaction. The submitted surveys are compiled into reports for each clinician that are generated on a biannual basis and evaluated on a percentage scale. These biannual reports must be averaged and included within the faculty member's dossier for the previous 5 years, or since the candidate's initial appointment with the University or previous increase in rank (whichever yields the fewest). The average score of the submitted reports is applied to the rank and promotion rubric.

Instructional Awards and Recognition:

Instructional awards (both institutional and national) may also be presented as evidence of meritorious instruction, advising, or patient management. The relative prestige of any award should be conveyed by its competitive significance e.g. National or International, State and Regional, or University.

At the University level, instructional recognition may be awarded by students or peers. An example of student recognition at this institution would be the Most Influential Faculty Award granted by graduating students. While student awards are laudable, peer recognition carries far more significance. Life University examples of peer recognition include a Merit Award within the category of teaching or receipt of the Professor of the Year distinction. It should be noted that Thank-A-Teacher awards may not be submitted as supplementary evidence within this category.

Local, state, regional, and international awards will also be recognized within this category as long as evidence of the award's significance is provided; most notably if it is awarded through a peer review process. The details of any external awards bestowed on the

candidate related to meritorious teaching should be outlined including the nature of the award, the granting party, and the reasons for which it was received.

Peer Reviews:

Clinical peer review is an important and necessary mechanism for the accurate assessment of the quality of a faculty member's performance. The peer review process is ubiquitous in professional practices and is designed to improve both quality and safety in health care organizations. Furthermore, it helps to ensure compliance with professional standards.

The details of this process are currently under development. Until a process is formalized, this category may not be used for credit toward rank and promotion.

Student Evaluations:

Clinical expertise and effective intern advisement may also be partially assessed based on on-going student evaluations. The student evaluation surveys currently employed at this institution contain 20 questions that relate to instructor performance. The first 17 are graded on a scale of 1 – 4 with strongly agree corresponding to a score of 4, agree (3), disagree (2) and strongly disagree (1). Each evaluation can be totaled and averaged for the first 17 questions resulting in an average score between 1 and 4. The average of these 17 questions should be tabulated for each evaluation for every quarter. All evaluation scores for the last 5 years, since the candidate's initial appointment with the University, or since a previous increase in rank (whichever is less) should then be averaged yielding an overall Instructor grade if you will. This overall average score is what should be applied to the rank and promotion rubric. Additionally, a faculty member should include a personal interpretation of the meaning of the ratings and comments included in the evaluation summaries emphasizing strengths, trends in performance over time.

Annual Supervisory Reviews:

Copies of one's annual supervisory performance appraisals must be included for the previous 5 years, or since the candidate's initial appointment with the University or previous increase in rank (whichever yields the fewest). The values of the submitted reviews should be averaged, and the candidate's average score used for purposes of the rank and promotion rubric.

Non-Compensated University Education:

This category includes voluntary educational contributions to the University, which may include but is not limited to conducting review sessions for student's chiropractic board exams, invitations to present one's expertise as part of a colleague's course, invited seminar presentations at club events for which the faculty member is not the club advisor, or other University educational duties that are not part of the faculty member's standard job description. Evidence in the form of event announcements, letters of invitation, or adequate justification must be included.

Self-Evaluations:

A self-assessment is included as part of all Life University's annual faculty reviews. As with supervisory reviews, the last 5 years, since the candidate's initial appointment with the University, or since a previous increase in rank (whichever is fewest) should be included with one's dossier. The intent is to illustrate critical self-reflection leading to the evolution of one's teaching skills. This process is enhanced through the incorporation of student, peer, and supervisory reviews which help a faculty member identify strengths and shortcomings within their employment performance. Additionally, if performed regularly, these reviews provide both qualitative and quantitative methods to assess trends in performance over time.

Section 1c: Evidence of Excellence in Librarianship

Library Area of Responsibility:

Librarians play varied roles in a students' educational process. Depending on their special training, each librarian's responsibilities vary and are individually critical for seamless operation and uninterrupted service. For example, a Reference Librarian will have direct contact with library users and provide assistance in suggestion of resources and accessing information where as a Serials Librarian will be in the background taking care of subscriptions, vendor contacts, and resolving access issues. Depending on their job description all Librarians will be periodically evaluated by their supervisor and Library Director. These appraisals must be submitted along with strategic goals for the preceding 5 years prior to one's request for an increase in rank, since the candidate's initial appointment with the University, or since a previous increase in rank (whichever is fewest).

Innovative Library initiatives:

Techniques and strategies must continually evolve along with our changing user population and should consistently be monitored for effectiveness. As such, an effective librarian must demonstrate a documented concern for continuous improvement for library services based on interpreted data. Evidence of data collection pertaining to planned changes with intended outcomes must be included within the candidate's dossier.

Collaborative Work:

Collaborative teaching efforts are encouraged and are defined as an instance in which all faculty involved contribute equally to the updating of course content and delivery. Librarians play a key role in students' class assignments and research projects, and they can facilitate the learning process. Communication with the teaching faculty and acknowledgement of project completion can be submitted as evidence. Additional collaborative projects that support and enhance teaching and learning may be submitted as long as the evidence demonstrates that collaboration took place and that the finished project enhances the mission of the university.

Library Service Awards:

Service awards (both institutional and national) may also be presented as evidence of meritorious librarianship or teaching. The relative prestige of any award should be conveyed by its competitive significance e.g. National or International, State and Regional, or University.

At the University level, teaching recognition may be awarded by students or peers; however, peer recognition carries far more significance. Life University examples of peer recognition include a Merit Award within the category of teaching. It should be noted that Thank-A-Teacher awards may not be submitted as supplementary evidence within this category.

Local, state, regional, and international awards will also be recognized within this category as long as evidence of the award's significance is provided. Most notably if it is awarded through a peer review process. The details of any external awards bestowed on the candidate related to meritorious teaching should be outlined including the nature of the award, the granting party, and the reasons for which it was received.

Annual Supervisory Reviews:

Copies of one's annual supervisory performance appraisals must be included for the previous 5 years, or since the candidate's initial appointment with the University or previous increase in rank (whichever yields the fewest). The values of the submitted reviews should be averaged, and the candidate's average score used for purposes of the rank and promotion rubric.

Peer Reviews:

Professional peer review is an important and necessary mechanism for the accurate assessment of the quality of a faculty member's performance. The peer review process is ubiquitous in professional settings and is designed to improve the quality of services rendered. Furthermore, it helps to ensure compliance with professional standards.

The details of this process are currently under development. Until a process is formalized, this category may not be used for credit toward rank and promotion.

Innovative Teaching Methodologies:

Dedication to teaching may be evidenced by effective course organization, objectivity in grade assessment, availability for student assistance, enthusiasm, and the ability to enhance a student's capacity for critical thinking. Emphasis will be placed on the employment of various active learning strategies and alternative teaching techniques, illustrating attempts to appeal to a wide variety of learning styles. Evidence of innovative teaching methodologies should be provided and includes but is not limited to the following:

- Use of presentation technology such as PowerPoint, Prezi, Emaze, or Doceri. An electronic copy of one's slides should be provided on a flash drive for each course in which this software is employed
- Use of web presence as a depository of course learning resources (i.e. Blackboard) or other web based instruction to facilitate learning. Copies of one's Blackboard courses may be submitted as evidentiary support in lieu of printing thus allowing the RPC committee members to examine electronic content.
- Uses clicker technology for student learning or other active learning strategies. Supporting evidence may include Turning Point slides in the instance of clickers, case studies, structured discussion topics, term paper or project grading rubrics, worksheets, reading guides, games etc.

Use of Technology:

Technology is the platform for various formats of information resources. As such librarians are in the forefront using the technology to create and disseminate stored information. Links, screen shots, creation of websites and Lib Guides can be submitted as part of a candidate's dossier as evidence of superior use of technology.

Patron Feedback:

Library is primarily service oriented and all patrons that come to the library or use the library resources remotely rely on the service they receive from the librarians. As service agents all librarians strive to provide the best service. Comments received from any library users in written form such as email, hand written notes or as part of the library survey comments can be submitted.

Non-Compensated University Teaching:

This category includes voluntary teaching contributions to the University, which may include for example an invited seminar presentation at a student club event for which the faculty member is not the club advisor. Evidence in the form of event announcements or letters of invitation should be included.

Self-Evaluations:

A self-assessment is included as part of all Life University's annual faculty reviews. As with supervisory reviews, the last 5 years of self-evaluations (or since one's most recent promotion, whichever is fewer) should be included with one's dossier. The intent is to illustrate critical self-reflection leading to the evolution of one's teaching skills. This process is enhanced through the incorporation of student, peer, and supervisory reviews which help a faculty member identify strengths and shortcomings within their teaching methodologies. Additionally, if performed regularly, these reviews provide both quantitative and quantitative methods to assess trends in performance over time.

Section 2: Evidence of Institutional and Professional Service

All faculty are expected to perform appropriate service that contributes to the effectiveness of their departments, college, and the University (institutional service), as well as to their profession (professional service). Examples of institutional service include participation in administration and faculty governance (e.g. committees at various institutional levels), academic and student-support units (e.g. participation in University activities such as recruiting events), and student group mentoring. Examples of professional service include participation in community and state programs (e.g. community education projects) as well as national academic societies.

A stipend is associated with some aspects of University service such as participation on selected committees and projects, for example CIC reports. If a stipend is received, the committee service cannot be counted for purposes of rank and promotion. If a candidate voluntarily declines to accept the stipend and includes a formal letter attesting to this fact signed by a supervisor, then the committee service may be included as part of their rank and promotion dossier.

A faculty member seeking promotion from Instructor to Assistant Professor must display evidence of potential for professional growth and development. For promotion from Assistant Professor to Associate Professor, a faculty member should demonstrate an appropriate balance of institutional and professional service as outlined in the position descriptions. Comparatively promotion to Professor requires evidence of an exemplary service record both professionally and institutionally. The quantitative list of requirements outlined in the Rank and Promotion rubric are itemized and detailed below. Only accomplishments and performance during the preceding 5 year period, since the candidate's last promotion, or since initial appointment at the University, whichever is more recent, will be considered for subsequent advancement in rank.

University Service:

University Committee Work:

A University committee is defined as a committee composed of members from various colleges across the institution as well as administrative members and staff. Examples of standing University committees include Academic Affairs, Academic Council, Disability Assessment, Diversity Committee, Faculty Development, Faculty and Staff Development, Faculty Senate, Institutional Review Board, Institutional Planning and Effectiveness, and Research Advisory Council. Please reference the Faculty Handbook for further clarification.

A list of University committees with dates of membership must be submitted as evidence along with the appropriate Committee Chair Report Forms (CCRF). A CCRF is required for each ad hoc committee, and quarterly CCRFs are required for each standing committee.

Department or College Committees:

A Departmental or College committee is defined as a committee composed of members from within a single department or college. Examples of standing college committees include Undergraduate, Graduate, and College of Chiropractic Curriculum committees, Admissions committees, Assessment Councils, CoC Dismissal Appeals, Quality Assessment, Quality Management, and Research Track committees. Please reference the faculty handbook for further clarification.

A list departmental and college committees with dates of membership must be submitted as evidence along with Committee Chair Report Forms (CCRF). A CCRF is required for each ad hoc committee, and quarterly CCRFs are required for each standing committee.

Projects and Outcomes:

For assessment of a faculty member's service contributions, 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.

Student Recruitment and Retention:

Faculty members are valued participants at student recruitment and orientation events, such as Life Leadership Weekend and New Student Orientation, as their presence demonstrates commitment to the enhancement of University relations with the local community and the flourishing of the University through increased enrollment. Proof of participation must be submitted for each event attended.

Student Club Advising:

Student organizations at Life University have a tremendous impact on the quality of student life and the community as a whole. A faculty member may serve as an advisor to a student organization, a chiropractic organization, or a technique organization. Proof of one's continual service must be provided.

Professional and Community Service:

Professional (Scholastic) Organizations:

Many faculty are members of professional organizations specific to their discipline such as the Georgia Chiropractic Association, the National Education Association, or the Association of American Educators. Professional organizations are distinguished from community organizations in that they usually have membership standards or qualifications. Members must have a special knowledge base or competency. These organizations can provide resources for continued professional development as well as opportunities for civic

leadership. Professional organizations often provide publications or sponsor seminars and conferences to facilitate their member's continued intellectual enrichment.

Service to the public and one's profession also contributes to University relations and the evolution of knowledge. A list of professional associations/societies that one is involved with should be included within the dossier as well as a list of offices held if applicable. Proof of membership is required and can be demonstrated through a sustained record of annual payment of dues. Active involvement within these professional organizations is also required and will be considered as professional service to the academic community. Proof of active participation in the organization's meetings and events including a description of one's personal contributions must be submitted. Other examples of active participation include: serving as a peer reviewer for journal manuscripts, conference presenters, or grants; assisting in the organization of a professional conference including chairing sessions; holding an editorship for a professional publication, or writing examination questions for National Exams.

Community (non-Scholastic) Organizations and Projects:

Many faculty are prominent members of their respective living and social communities and in so doing are positively contributing to University relations. Community service organizations are generally characterized by minimal standards for membership requirements. Examples of community organizations as opposed to professional organizations would be organizations such as the Boy Scouts, Rotary Club, and the United Way. Active involvement within these community organizations is required and will be considered as service to the local community. Proof of active participation in the organization's meetings and events including a description of one's personal contributions must be submitted.

Valuable and significant contributions to the community can also be made outside of a community service organization such as participation in the Saturday of Service activities for example. Also included within this category would be television appearances, newspaper interviews and citations, and documentary appearances. Credit for efforts such as these will only be considered applicable for purposes of rank and promotion decisions to the extent that they contribute to the mission of the University.

Section 3: Scholarship, Creative Activity, and Professional Development

Scholarly activity is the active intellectual pursuit of new ideas or the creative application of existing methods within a one's field of expertise the significance of which is generally validated by one's peers. According to the Boyer model of scholarship, scholarly work can be broken down into four distinct categories: Discovery, Integration, Application or Engagement, and Teaching and Learning. Original research that advances the knowledge of one's unique discipline falls under the scholarship of discovery. Scholarship of integration pertains to the interdisciplinary application of knowledge and information. Scholarship of engagement is the integration of education with community development for the purpose of

application to social issues. Finally the scholarship of teaching parallels that discovery; however, in the specific context of teaching and learning processes. The most commonly accepted form of evidence submitted as proof of scholarly activity is contribution to the academic literature in the form of publication of peer reviewed manuscripts, chapters, and books; the quantity of which is pertinent as well as position of authorship and the overall reputation and quality of the journal or publication. Participation on funding agency panels or editorships; peer reviewed presentations of original findings at professional meetings or participation in invited presentations; development of new methodologies, technologies, materials, tools or educational approaches; creative interpretation and integration or reapplication of existing knowledge or technologies; and pursuit of external funding including competitive grants are all examples of appropriate scholarly contributions. 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. While collaboration between departments as well as with other academic institutions is highly encouraged, when presented as part of a one's dossier for promotion, clarification of the faculty member's role in the joint effort must be provided. Any work for which a faculty member is provided compensation will not be counted for purposes of rank and promotion. Additionally, the content of each piece of evidence submitted as proof of scholarly work must be unique. Multiple presentations of a single data set for example will only be counted as one item of scholarly work. Similarly if one applies for, and is granted, a Life University research award for a scholarly work such as a presentation, for purposes of rank and promotion, that work cannot be claimed twice (in the presentation category as well as the award category). The candidate must choose in which category to apply that particular work.

A faculty member seeking promotion from Instructor to Assistant Professor must display evidence of potential for professional growth and development. For promotion from Assistant to Associate Professor a faculty member must demonstrate achievement in scholarship and creative activity signifying the individual as a contributor to their profession with the potential for distinction. Promotion to Professor requires distinction in scholarship through a sustained record of contributions, and evidence of the faculty member's wide recognition for significant contribution to their profession. For an itemized, quantitative list of requirements refer to the Rank and Promotion rubric. Only accomplishments and performance during the preceding 5 year period, since the candidate's last promotion, or since initial appointment at the University, whichever is more recent, will be considered for subsequent advancement in rank.

Grant Funding:

Successful grant writing requires a significant amount of skill and can be an extremely time consuming process. Due to its competitive nature, obtaining outside funding on behalf of the University carries a significant amount of prestige. A description of the applications submitted outlining their significance should be included for each submission. For example, for each item submitted the level of competitiveness and thus prestige should be clarified;

whether it is a local, regional, or international award; or if it is privately funded or awarded based on peer review committee. Copies of grant proposals, proof of submission, and documentation of awarded funds including dollar amount (or denial) should all be submitted for review. Some grant proposals may represent a collaborative effort. If this is the case, clarification of the faculty member's role in the joint effort must be provided.

Journal Publications:

Scientific research is the platform through which academic professionals identify and explore scientific, technical, and social issues leading to the advancement of human knowledge.

All publications should be listed and numbered in the bibliography section of one's CV. When identifying scholarly and creative activity within one's dossier, works should be clearly labeled as refereed or non-refereed publications. In instances of collaborative projects, one's role in the research conducted should be highlighted. First authorship signifies the lead role in conducting the research being reported as well as the primary responsibility for writing the manuscript. Publication in electronic or open access journals has become increasingly relevant as of late and will be evaluated in the same manner as publication in traditional print journals. All journals will be assessed based on their peer review process and standing in their particular field of scholarship. Copies of final manuscripts must be submitted as well as the accompanying authorship form.

A description of the journals to which manuscripts are submitted should be included along with affirmation of peer or non-peer reviewed status. Details such as the citation index of a given journal help to clarify the prestige of the publication. Peer reviewed publications shall be granted significantly more prestige than their non-peer reviewed counterparts as acceptance into such journals is significantly more competitive. There are two publication categories included on the rank and promotion rubric. One specifically for peer reviewed journal publications and the second is labeled other additional publications. Peer review is required for the former, but either peer reviewed or non-peer reviewed articles may be submitted for credit within the latter category.

Books and other Literary Works:

While journal articles are the most common form of scholarly publication in academia, faculty may choose to contribute to textbooks or publish other educational materials. Additionally, some academic fields value artistic contributions such as published poetry, playwriting, or musical composition. Credit in this category shall be awarded based on the level of the candidate's contribution (primary vs. co-authorship or editor) as well as whether the material was self-published or subject to peer or editorial review. The candidate's contribution in each instance should be outlined including the significance of the work

submitted to the candidate's field. Method of publication or performance must also be clarified.

Presentations:

There are four different types of presentations within the scholarship category each with a different level of effort and prestige. The categories of peer reviewed presentations (either oral or poster) on the rubric are intended to be nationally recognized contributions to professional meetings, symposia, or conferences. Generally presentations of this nature require abstract submission and committee approval. Alternatively, some distinguished faculty may be sought out for their expertise and invited to deliver presentations. These could be platform presentations at national conferences or a presentation at one's local Rotary club meeting for example. Finally, in-service presentations at faculty events on campus such as Lunch and Learns or the colloquia sponsored by the CETL during faculty development, constitute the fourth category pertaining to scholarly presentations within the rubric.

The level of significance (in-service, local, state, or national) of each presentation must be clarified as well as whether the candidate applied to present or was invited. For presentations that take place at professional meetings or conferences, dates and locations must be included. Additionally, an explanation of the validation process and significance or stature of the event should also be included within the dossier. Published conference proceedings, letter of invitation, and/or event advertisements, whichever is applicable, should all be included as supplementary evidence.

New Course Development:

As the University works to expand its degree program offerings to ensure competitive, socially relevant programs of study aligned with the University mission, faculty may be tasked with designing these new programs and courses, or modifying current offerings in order to adapt to technological advancements and evolving student learning styles. This category is designed to encompass creative activities aligned with instruction such as the development of innovative courses and programs including collaborative courses; and documented pedagogical study with demonstrative incorporation into classroom activities.

Any works submitted within this category must be of substantive enough change to warrant proposal and subsequent acceptance for curricular implementation by the curriculum committee of the candidate's college. Official approval documents from the curriculum committee must be submitted within the candidate's dossier as evidence. If the efforts are collaborative, the candidate's individual contribution must also be clarified.

Sometimes course releases are granted for curriculum developments. Compensation renders these activities ineligible for purposes of promotion. Thus if a faculty member intends to include course improvements as part of their dossier, they must decline all compensation.

Research Awards/Recognition:

Internal or external awards from the local, state, regional, or international levels related to scholarship, research, and professional development will be recognized within this category as long as evidence of the award's significance is provided. Most notably if it is awarded through a peer review process. The nature of any external awards bestowed on the candidate related to meritorious scholarly activity as well as the reason for receipt should be outlined including the granting party.

For clarification, Life University Research Awards may be included within this category. However, a candidate may not claim double credit for a single scholarly work. For example, if a candidate is granted a research award for a presentation, the candidate must choose whether they wish to receive credit for that presentation within the presentation category OR within the research award category.

Professional Development:

Faculty members are not only expected to contribute to the advancement of human knowledge but also to stay abreast of current developments. Faculty are granted positions at teaching institutions because they are experts within their chosen field; however, it is one's responsibility as a distinguished faculty member to continue to develop one's skills accordingly as the knowledge base within your field evolves.

To be considered as professional development for purposes of rank and promotion, the faculty member must complete the educational program while employed at the University, and any accomplishment must not be a contingency of employment. For example if a candidate was hired within the final stages of their doctoral program with the stipulation that it would be completed within two years of employment, the accomplishment would not be suitable for credit toward promotion. However, completion of advanced degrees, diplomates, or certifications from accredited programs that enhance the faculty member's expertise and teaching capabilities are considered professional development as are completion of certified post-grad training programs in chiropractic techniques. Documentation of program completion, an outline of the course of study, and an explanation of how this will enhance the candidate's teaching, scholarship, or productivity must be submitted.

Meeting Attendance and Continuing Education:

Another mechanism for the professional development of academic faculty is the participation and attendance at teaching symposia and conferences. Furthermore, some degree programs and certifications require annual continuing education. For example, chiropractic practitioners in Georgia are required to complete 20 hours of education annually. As evidence of a faculty member's continuing dedication to the field of teaching, proof of conference attendance, or proof of board certification requirements should be submitted. Professional development credit will be awarded only for voluntary attendance or hours completed in excess of certification or licensing requirements.

Compensation and Benefits

Salary Adjustments:

Per the Life University Faculty Handbook, a change in rank is accompanied by a salary adjustment. If a candidate applies for a promotion in rank and the request is granted, any change of rank and corresponding salary adjustment will become effective in the Fall term following the approval of their rank and promotion application when the candidate renews their appointment with the University.

Extended Appointments:

Life University is not a tenure granting institution; however, the academic freedom that comes with job security is essential to the creation of an atmosphere conducive to scholarly growth and therein University excellence. The granting of an extended contract recognizes a faculty member's potential long term value to the institution as evidenced by their professional performance. With this recognition, faculty are more than just employees of the University. They are integral to the ongoing educational and scholarly success of the University which is essential for institutional stability. As such, this honor will be granted to faculty members who continually demonstrate meritorious achievements in each of the three areas of teaching, scholarship, and service whilst serving the University's mission, and who's potential for effective long-term performance warrants a reciprocal long-term commitment from the institution.

The precise nature of this benefit as well as its requirements is currently being negotiated and will be based on the successful development and implementation of the faculty peer review process.

Professor Emeritus:

Faculty members who have achieved Emeritus/a status upon retirement may continue, and are encouraged to be, active members of the university community and are granted certain privileges, whether directly employed by the university or not. Said faculty may be recalled to active service on a renewing annual basis; however, important contributions to the University's academic mission must continue to be made. Post-retirement appointments are contingent upon the academic and administrative needs of the department. These individuals shall be eligible for the following benefits:

- Emeritus faculty continue to be members of their academic departments and will be listed accordingly in university materials (for example but not limited to: academic quarterly, faculty directory, graduation announcements, mailing lists, and social announcements).
- Emeritus faculty maintain the right to attend (but not vote) at faculty and university meetings
- Emeritus faculty maintain campus parking privileges (given appropriate registration with Campus Safety) and campus ID cards which grants access to the Wellness Center

and other recreational benefits. Access to campus events (for example but not limited to: Passport to Wellness screenings, Sounds of Life, and graduation festivities) shall also be granted.

- Upon request, a reasonable office space shall be assured to Emeritus faculty. This space may be shared, and predicated upon the office planning standard at the time emeritus status is granted.
- Emeritus faculty retain access to electronic mail, as well as continued access to library facilities, library collection, borrowing rights, and interlibrary loan privileges subject to licensing restrictions.
- The university will make available to emeritus faculty and their spouses, the same programs and materials relevant to retirement and financial planning that are afforded to other full-time faculty. The purpose within is to provide informational materials to enhance appropriate planning and shall not extend to providing fiduciary advice.

In exchange for these benefits, a faculty member who is granted Emeritus status must continue to uphold the following:

- A faculty member with Emeritus status will identify him - or herself as an emeritus faculty member of Life University in any professional activity that pertains to service at the university or use of its resources.
- Though no remuneration is granted by this title, if requested, an emeritus faculty will make every effort to be available for service on university committees and participation in other teaching, mentoring, and service activities.
- Under penalty of loss of title, a Professor Emeritus will adhere to the highest academic, civic, and ethical standards.

Appendix 13 - OSRSA Mission Policies

Office of Sponsored Research and Scholarly Activity

Life University is dedicated to a philosophy of fostering and conducting scientific research and scholarly activity by its students and faculty. The Office of Sponsored Research & Scholarly Activity (OSRSA) is Life University's research administration office. Its mission is to encourage, assist, and support all University constituencies in their research and scholarly endeavors, and to assist in the identification, procurement, management and administration of funding for these activities. The OSRSA endeavors to provide excellent administrative support to faculty in their pursuit of funding for research and scholarly activity while ensuring compliance with federal, university and private sponsor regulations, terms and conditions.

OSRSA serves as the coordination point for all university grant proposals and research protocols. OSRSA helps to identify funding sources, assist in the preparation of proposal budget details, facilitate the administrative review and approval process, and review and negotiate contracts and agreements. The Office also administers the University's human subjects protection program and the Institutional Review Boards (IRB).

OSRSA is the University's central administrative unit responsible for processing and monitoring applications for, and awards of, external funding, and overseeing the institutional review and compliance of all activities involving human subjects, vertebrate animals, and recombinant DNA and provides information, advice and assistance in these critical areas.

OSRSA is a service office dedicated to providing faculty and professional staff with information, advice, and assistance in the seeking of extramural funds and in awarded grant and contract management. OSRSA is also responsible for assuring that all parties involved with extramural funding are aware of, and in compliance with, sponsor and University regulations and administrative requirements.

OSRSA is responsible to provide seminars and workshops on sources of funding, proposal preparation. Post award grant administration is also offered.

OSRSA advocates for and assists faculty in locating, planning and developing their plan for research and scholarly activity. The Director assists faculty in proposal writing and budget preparation, organizes proposal-writing workshops and administers internal grant programs that support faculty scholarship.

Individual Assistance with Applications

OSRSA will interpret and explain agency policy and administrative requirements, assist with the development of proposal budgets, complete application certifications and assurances, and clarify University requirements and approvals. They will also assist in information gathering and problem solving with other campus offices on an as needed basis. such as Accounting, Personnel, Purchasing, and Office of Information Technology.

Review Committees

The University is committed to the protection of human subjects, the humane care and use of vertebrate animals, and safe and responsible use of recombinant DNA technology. The committee charged with reviewing research protocols for these considerations is the Institutional Review Board. OSRSA administers the activities of this committee; OSRA is available to answer questions and offer guidance in preparing material for committee review.

Compliance

Most federal, state, and private funding agencies apply specific regulations to their awards. OSRSA is responsible for ensuring the University's compliance with these regulations. Information on, and interpretation of, specific regulations and their implications for sponsored projects can be obtained from OSRSA.

Intellectual Property

OSRSA can provide information on the University's policy concerning patents, licenses, and copyright as well as on the intellectual property policies of the federal government and numerous other funding agencies.

Data Management

OSRSA distributes periodic reports on proposals submitted and awards received, and can provide customized reports as requested.

Process

Research and scholarly activity are essential to the continued growth of the institution and, as such, is an activity in which faculty participation is highly encouraged. The following outlines those steps necessary for a faculty member to initiate a research project and to facilitate that process:

Any Life University faculty member desiring to become involved in existing research/scholarly activity or to undertake a new project is encouraged to discuss the project with their Division Chair or Department Head and the Office of Sponsored Research and Scholarly Activity.

If it is a new project, the faculty member should provide a written description of the project to the Office of Sponsored Research. (Format will be provided by the Director.) If it is an existing project, the Director of OSRSA can assist in arranging a meeting with the project director and the faculty member at which time the member's participation can be discussed.

The faculty member should discuss the resources and time commitment that will probably be required for the project with his/her Division Chair or Department Head. It is expected that for most preliminary studies, the faculty member would utilize some of the unassigned campus hours and would not require release time from teaching assignments.

For those projects requiring a larger time commitment, a meeting with the faculty member, the appropriate Department Head or Division Chair and the Director of the Office of Sponsored Research can be arranged. At that meeting release time for the project will be discussed and some mutually agreeable solution will be sought. The final agreement on release time must be recommended by the Division Chair and the Dean of the Program and approved by the Chief Academic Officer. The approval shall be for a fixed period of time, i.e., one or two quarters.

Acquisition of equipment and materials and allocation of space will be coordinated by the OSRSA. Funding for a project may be sought from the institution itself and will be based on the completeness of the proposal and University resources. If the amount exceeds the resources of the institution or if the funding requirements are large enough or the project falls within the funding guidelines specified by an outside agency, outside funding can be sought.

If the project involves the use of human subjects, the Director of OSRSA will supply the faculty member with the appropriate forms required to submit the project to the Institutional Review Board (IRB). The IRB will review the project and assess the risks to the human subjects. If the IRB finds the risks to be unacceptable, the IRB may suggest revisions and request that the project be resubmitted or the IRB may disapprove the project.

After the necessary funding and IRB approval (if necessary) have been obtained, the faculty member will work with the Director of OSRSA to develop a schedule for the completion of the project. This schedule will include a timetable for the entire project including data analysis and manuscript preparation.

Inventions and Patents

Life University is responsible for seeing that all inventions made at the University are administered in the best interests of the University and public.

The University may be contractually obligated to transfer patent rights and/or secret "know how" to agencies of the federal government and to industrial organizations which sponsor research at the University.

The University acquires and retains legal title to all inventions, improvements and discoveries created by a member of the faculty or by any person associated with the University arising out of his/her employment or created through use of time, facilities, equipment and/or materials owned or paid for by or through the University.

Each University faculty and staff member must agree at time of employment to execute an assignment to the University of inventions, discoveries and improvements made under the conditions defined in paragraph "B" above. The patent officer (Vice President of Operations and Finance) will establish the necessary procedures to assure the accounting department that any required patent agreements have been executed before an individual receives any salary from a restricted account.

Each University faculty and staff member is also expected to promptly inform the patent officer of the University concerning all seemingly worthwhile inventions, improvements and discoveries; to cooperate with and assist the patent officer in the handling of such matters, to execute all rightful papers and perform necessary and proper acts for obtaining, utilizing, and enforcing patent protection on such matters; and to abide by and benefit from the patent policy of the University in effect during his/her association with the University.

The University, at its sole discretion, may cause applications for patents to be filed upon assigned inventions in any country. The University has the sole right to negotiate and enter into licensing and other agreements covering the manufacture, use and/or sale of products and/or processes based on the results of University-supported research and development. The University will pay all expenses required to obtain and exploit patent protection on such an invention to the enhancement of the public interest and will pay for any subsequent legal action which is deemed advisable to protect acquired patent rights.

Where royalty or other revenue is received by the University as a result of successful commercialization of an invention by a license or the like, the University will share such revenue with the inventor(s). The inventor(s) will normally receive forty percent of the first twenty thousand dollars (\$20,000) revenue, thirty-five percent of the second twenty thousand dollars (\$20,000) revenue, and thirty percent of any additional revenue from his/her or their invention which is received by the University, after the University has been reimbursed for developmental, marketing, patent protection and related expenses incurred in connection with a particular invention. In those cases where the invention is made under a grant sponsored by a governmental or private agency, the inventor's share will vary in accordance with the terms of the grant. Where co-inventors are involved, they shall share the inventor's portion of the revenue equally, unless there is an agreement between the inventors that establishes a different distribution.

When an inventor actively cooperates and contributes to the development and marketing of an invention, the deduction made from revenue for developmental expenses is reduced and the inventor's royalty is accordingly increased as to total amount.

Any net revenue accruing to the University from commercial use of University-owned intellectual property shall be used first to defray research and product development expenses, to pay application royalties, and thereafter, for technological and scientific research.

The University, at its sole discretion, may release to an inventor, by written instrument only, those inventions owned by, but not of interest to the University. Requests for such releases should be made to the Vice President of Operations and Finance.

Internally Funded Grants

Whenever a faculty seeks internal funding for the purposes of research, funding is to be allocated in one of the following methods:

If faculty members are being released from institutional duties in order to fulfill the terms of an internally funded grant or to conduct approved research initiatives and they are expected to complete the project as part of their usual workload, they will continue to be compensated by the university. A memo from the respective faculty member's supervisor and dean is required for the approval of release time. The funds designated for salaries will be the responsibility of the college in which the faculty is assigned.

If faculty members are expected to fulfill the conditions of the grant or research activity with no reduction of their usual workload, the faculty member may submit a formal proposal to the Office of Sponsored Research and Scholarly Activity (OSRSA) Funded Projects budget. These funds shall be provided as a research stipend, must be representative of usual and customary compensation, and prior to application the faculty must provide letters of approval from their respective supervisor and dean.

If faculty members are released from institutional duties and, in addition, are required to conduct research or fulfill the terms of a grant beyond their usual workload, the faculty member's respective college shall be responsible for funding the release time as in paragraph "1" above. In order to fund the additional research and grant hours required beyond the usual workload, the faculty member may submit a formal proposal to the OSRSA Funded Projects budget. These funds shall be provided as a research stipend, must be representative of usual and customary compensation, and prior to application the faculty must provide letters of support from their respective supervisor and dean.

Please note that proposal submission to the funded projects budget does not guarantee approval of the project and compensation. Each proposal is subject to review and approval from the OSRSA Research Advisory Council; Director, OSRSA; and Chief Academic Officer.

The university is not obligated for compensation beyond its contractual relationship with the faculty member. It is the responsibility of the person requesting the grant or conducting the research to contact the Vice President of Operations and Finance or designate to be certain that the proper salary amounts are requested in the grant, which can be facilitated by the OSRSA.

Externally-Funded Grants and Contracts

Financial Autonomy of the Institution

Recognizing that institutions can become dependent on external funds for their normal operations, the following policies are designed to maintain the financial autonomy of the institution:

- A. The employment of any person, faculty or staff, who is hired into an externally-funded program and compensated with external funds, is contingent on that external funding.
- B. Any other use of an externally funded person, outside of the funded project, must be compensated by supplemental means.

C. Indirect cost allowances may not be used to increase the department's operating budget.

Compliance with Goals and Objectives of University

While the University encourages faculty to seek external funding for grants and contracts whenever appropriate, it also recognizes that external funding can pose serious problems for the University and the achievement of its goals and objectives. Because external funding usually involves a contractual relationship between the funding agency and the University, it is imperative that the terms, conditions, and expectations of any contract must conform to and promote the stated purposes of the University.

To ensure that all externally funded grants and contracts conform to the stated purposes of the University, the principal faculty member associated with the request for funding must submit the proposal to the Director of the Office of Sponsored Research and Scholarly Activity.

A written Statement of Conformity to the University's Goals and Objectives must be included in which the requirements of the funding agency, the requests that will be made upon the University, and the expectations and probable outcomes of the project as these relate to the stated purposes of the University are discussed. This statement must also contain a discussion of how the project will advance the stated purposes of the University.

While the researcher's freedom to investigate and report results must be preserved, the institution must be certain that those activities to which it commits resources are consistent with its stated goals and objectives.

Faculty Compensation

Whenever a portion of the grant or contract is designated as salary, that portion is to be allocated in one of the following methods:

If faculty members are being released from institutional duties in order to fulfill the terms of the grant, and they are expected to complete the project within their normal working hours, they will continue to be compensated by the University. The funds designated for salaries will be deposited in the payroll fund of the University to reimburse the University for having to replace those now involved in the project.

If faculty members are expected to fulfill the conditions of the grant or contract with no reduction of duties and no reduction in their full-time work schedule, funds designated for salary will be disbursed to those faculty members according to the conditions of the grant. A schedule depicting the regular faculty workload and the proposed grant work load must be submitted to the appropriate Department Head / Division Chair, Dean, and the Chief Academic Officer, Director of The Office of Sponsored Research and Scholarly Activity.

If faculty members are released from institutional duties but are still required to work hours beyond the normal workload at the institution in order to fulfill the terms of the grant or contract, the University should receive reimbursement for the released hours and the faculty members

should receive compensation from the grant for any hours worked beyond those compensated by the institution.

The University is not obligated for compensation beyond its contractual relationship with the faculty member. It is the responsibility of the person requesting the grant or contract to contact the Vice President of Operations and Finance or his designate to be certain that the proper salary amounts are requested in the grant, which can be facilitated by the Office of Sponsored Research and Scholarly Activity.

Appendix 14 – Copyright Policy

Notwithstanding any other University policy, unless other arrangements are made in writing, all rights to copyrightable material (except material which is placed on videotape using University facilities, supplies and/or equipment, which shall be copyrightable only by the University) and all financial or other proceeds accruing by reason of said copyrightable material shall be reserved to the author, even though employed by the University. All expenses relating to the production, use, protection and licensing or sale of such copyrightable material shall be borne exclusively by the author. However, the University shall have the right to obtain copyright and to publish, reprint or duplicate a University-employed author's work as follows:

- A. Where a specific contract between a third party and the University requires that copyrightable material, brought into being by reason of the contract, be conveyed to the third party or be made available without charge or author-imposed restrictions.
- B. Where the author is specifically hired by the University to do work which may result in the production of copyrightable material, such as, but not limited to, the publication of University research results.

Appendix 15 – Salary Calculation Guidelines

The Board of Trustees each year may designate a percentage of the annual budget to be used for cost of living adjustments, promotion and credential increases, and other 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 are made only upon the recommendation of the President in accordance with established policies and following consultation with the Deans, Division Chairpersons or Department Heads, Chief Academic Officer, and the Vice President for Operations & Finance, as appropriate.

No annual salary increase will be awarded to a faculty member with less than one academic quarter of service at the end of the academic year. Those faculty members fully employed more than one academic quarter but less than four academic quarters (College of Chiropractic) or three academic quarters (Colleges of Undergraduate and Graduate Studies) at the end of the academic year may be awarded salary increases. However, such increases shall be pro-rated on a basis reflecting the number of academic quarters completed.

The Board of Trustees approves a basis for salary adjustments. Individual faculty salaries are calculated by multiplying the appropriate college base salary figure times any applicable adjustments. The general formula is $\text{BASE SALARY} \times \text{RANK ADJUSTMENT} \times \text{EDUCATIONAL ADJUSTMENT}$. The current rank and educational adjustment factors for the Colleges are listed below.

College of Chiropractic Salary Calculation

Rank Adjustment Factors:

Instructor	1.05
Assistant Professor	1.09
Associate Professor	1.22
Professor	1.37

Educational Adjustment Factors:

Baccalaureate degree	1.04
Masters degree	1.06
Two or more master's level degrees	1.08
First professional degree (DC, MD, DO) or specialist doctoral level degree	1.10
B.S. or B.A. & first professional degree or specialist doctoral level degree	1.13
First professional degree and Diplomate status in relevant field	1.15
Masters degree and first professional degree or specialist doctoral level degree	1.15
Ph.D.	1.15
Ph.D. and two or more master's level degrees	1.16

Ph.D. and D.C.	1.17
Two relevant first professional degrees	1.17

College of Undergraduate and Graduate Studies Salary Calculation

Rank Adjustment Factors:

Instructor	1.00
Assistant Professor	1.20
Associate Professor	1.34
Professor	1.61

Educational Adjustment Factors:

Baccalaureate degree	1.04
Masters degree	1.06
Two or more master's level degrees	1.08
Relevant first professional degree	1.10
Baccalaureate degree and relevant first professional degree	1.13
Masters degree and relevant first professional degree	1.15
Ph.D. or other relevant doctoral degree	1.15
Ph.D. and two or more master's level degrees	1.16
Ph.D. and relevant first professional degree	1.17

Full Time Overload and Adjunct Supplemental Pay Schedule

	Full Time Overload		Adjunct
	Fall-Win-Spr	Summer	
Chiropractic Instruction	\$694/CH		\$636/CH
Chiropractic Clinic Patient Care	\$29/hour		\$29/hour
Undergraduate Instruction	\$694/CH	\$739/CH	\$636/CH
Graduate Level Instruction	\$694/CH	\$739/CH	\$710/CH

Appendix 16 – Merit Awards Policy/Procedures

Life University annually recognizes and rewards significant faculty accomplishments in teaching, research, or service. Faculty members selected receive a certificate of recognition and a monetary award. These awards are from funds designated by the Board of Trustees. Amounts of awards vary depending on the availability of funding, but will not be less than \$1000 per project. The award amount will be reviewed every year by the awards committee. The Faculty Affairs Office manages the award process.

Eligibility

Any member of the full-time faculty at Life University 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.

Nominations/Applications

A call for nominations/applications will be made by August 1 of each year by the Faculty Affairs Office. Faculty may nominate themselves, or be nominated by a supervisor, peer(s), staff, or student(s). Faculty members who are nominated by someone else will be notified by September 1 by the Faculty Affairs Office. They must complete the application packet to pursue the award.

Faculty members nominated or applying for a merit award must submit an application packet by September 30 to the Faculty Affairs Office. The Faculty Affairs office will forward the application packets to the committee on October 1. 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.

Projects should be designated as teaching, research or service. Only one application should be submitted per 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

The Merit Award Committee will be a standing committee selected by the Faculty Senate Executive Committee and will be composed of no less than five members representing a diverse segment of the faculty. Throughout October of each year, each project will be scored according to a rubric based on several factors including: completeness, practical significance, originality, and quality.

The committee will decide which projects will be recommended to the Chief Academic Officer by November 1. The Chief Academic Officer will receive the scores and review the recommended 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

The application should be formatted as follows:

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 and results, including quantified data
- Significant outcomes of the project including quantified data and which clearly demonstrate work beyond assigned duties and leave time.

References (as applicable)

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

Appendix (as applicable, no page limit)

Contains important documents to support the application as needed arranged 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 Faculty Affairs.

Faculty Merit Award Timeline

Call for nominations/applications - August 1

Notification of nominees - September 1

Application deadline - September 30

Application packets to committee - October 1

Committee reviews applications - October

Committee recommendation to Chief Academic Officer - November 1

Chief Academic Officer recommendation to President - December 1

Award given – January at University Meeting

Rubric for Scholarship Project

	Score	1	2	3	4
Practical Significance		Little substantive or practical significance to the university, profession or community	Some substantive and practical significance to the university, profession or community	Considerable substantive and practical significance to the University, profession or community	Exceptional substantive practical significance to the University, profession or community
Originality		Concepts stated contain some originality with no new knowledge presented or developed	The project has some originality but restates current knowledge with a slightly original twist	The project is unique and provides some important new knowledge or improves knowledge in a discipline	Concepts stated are original and they improve or add new knowledge to a discipline
Quality		The project is publishable in a non-peer review publication or suitable for presentation to the local community	The project is publishable in a trade journal or other limited subject publication and presentable at local or regional conference (peer reviewed or non-peer reviewed)	The project is publishable (or has been published) in a journal or suitable for presentation at a major peer review conference (nationally or internationally)	The project is publishable (or has been published) in a quality peer reviewed journal or has been published
Above and Beyond		This project falls within the current duties of this individual	This project falls within the current duties of this individual but required extra time and energy to execute and complete	This project does not fall within their job duties but requires extra time and effort to complete	This project demonstrates a significant amount of time/energy well above and beyond current duties
Overall Rating		Below Average	Average	Above Average	Exceptional
Considering the above criteria, this project should absolutely receive an award		Strongly Disagree	Disagree	Agree	Strongly Agree

Rubric for Service Project

	Score	1	2	3	4
Practical Significance		Little substantial or practical significance to the university, profession or community	Some substantive and practical significance to the university, profession or community	Considerable substantive and practical significance to the University, profession or community	Exceptional substantive practical significance to the University, profession or community
Originality		Concepts stated are not unique and show little or no value	The project has some originality but has little new approach(es) to/for the institution	The project is unique and provides some new approach to/for the institution	Concepts stated are original and they improve or add a new approach to/for the institution
Quality		The project is publishable in a non-peer review publication or suitable for presentation to the local community	The project is publishable in a trade journal or other limited subject publication and presentable at local or regional conference (peer reviewed or non-peer reviewed)	The project is publishable (or has been published) in a journal or suitable for presentation at a major peer review conference (nationally or internationally)	The project is publishable (or has been published) in a quality peer reviewed journal or has been published
Above and Beyond		This project falls within the current duties of this individual	This project falls within the current duties of this individual but required extra time and energy to execute and complete	This project does not fall within their job duties but requires extra time and effort to complete	This project demonstrates a significant amount of time/energy well above and beyond current duties
Overall Rating		Average	Above Average	Noteworthy	Exceptional
Considering the above criteria, this project should absolutely receive an award		Strongly Disagree	Disagree	Agree	Strongly Agree

Rubric for Teaching Project

	Score	1	2	3	4
Practical Significance		Little substantial or practical significance to learning or innovation in teaching	Some substantive and practical significance to learning or innovation in teaching	Considerable substantive and practical significance learning or innovation in teaching	Exceptional substantive and practical significance to learning or innovation in teaching
Originality		Concepts stated contain some originality with no new knowledge presented or developed	The project has some originality but restates current knowledge with a slightly original twist	The project is unique and provides some important new knowledge or improves knowledge in a discipline	Concepts stated are original and they improve or add significant new knowledge to a discipline
Quality		The project is publishable in a non-peer review publication or suitable for presentation to the local community	The project is publish- able in a trade journal or other limited subject publication and presentable at local or regional conference (peer reviewed or non-peer reviewed)	The project is publishable (or has been published) in a journal or suitable for presentation at a major peer review conference (nationally or internationally)	The project is publishable (or has been published) in a quality peer reviewed journal or has been published
Above and Beyond		This project falls within the current duties of this individual	This project falls within their normal job duties but took extra time but did require extra time and effort to complete	This project does not fall within their normal job duties but requires extra time and effort to complete	This project demonstrates a significant amount of time/energy well above and beyond current duties
Overall Rating		Average	Above Average	Noteworthy	Exceptional
Considering the above criteria, this project should absolutely receive an award		Strongly Disagree	Disagree	Agree	Strongly Agree

Appendix 17 – Scholarship Awards Policy/Procedures

Depending on availability of funds, cash awards for achievements in research or scholarly activity may be awarded 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 Chief Academic Officer. Scholarship awards will be calculated and credited within the term that evidence of the scholarship has been presented and accepted.

Appendix 18 – Faculty Benefits

The University provides a comprehensive benefits package for its full-time employees. An outline of these benefits particular to full time faculty members is presented below. The University reserves the right to terminate, suspend, amend, withdraw, or modify coverage for any group of employees and their dependents or a class of dependents, at any time. However, advance notice will be provided in the event of any change.

For more information on other benefits that are available to all employees, please review the Employee Handbook (<http://www.life.edu/faculty-resources-employee-handbook>), or contact the Human Resources Department.

General Leave of Absence (without compensation)

A faculty member may apply for a general leave of absence (without compensation) if exceptional circumstances arise and if such a leave will not be prejudicial to the interests of the University. In considering a request for a leave of absence, all approving officials shall take into account the effect that the granting of that leave could have on the University, division, or department of which the applicant is a member. If the applicant's work cannot be handled by other faculty members or if the funds are not available for employment of a substitute, the request for a leave of absence may be refused or deferred until a more suitable time.

A general leave of absence (without compensation) is without pay, and during the leave time the faculty member will not accrue any benefits, i.e., vacation, tuition benefits, etc., except as required by law.

Application for a general leave of absence (without compensation) must be submitted for approval through the chain of command to the appropriate dean for review. The dean shall transmit the application for leave of absence to the Chief Academic Officer with a recommendation for approval or disapproval. Final approval is granted by the President.

When a general leave (without compensation) is approved by the President, the Chief Academic Officer will immediately notify in writing the faculty member requesting leave, the Human Resources Office, the Vice President of Operations and Finance and the appropriate dean in writing.

Upon return, assignment will be made depending upon the needs of the institution. Leaves of absences (without compensation) will include Health and Life Insurance for a period not greater than ninety (90) days from the day the leave of absence begins. Conversion information for health and life insurance for the employee's dependent(s) will be sent to the employee.

Taking a leave of absence (without compensation) may have consequences for employees who have taken a loan from the Money Purchase Pension Plan offered by the university. Contact Human Resources for details.

There may be certain situations, such as unusually long jury duty, that are exceptions to the approval process and cessation of benefits may be made.

General Leave of Absence (with compensation)

Half Quarter Leave of Absence (with compensation) (Accelerated Courses only)

Full time Faculty may apply for a half-quarter leave of absence with pay if circumstances arise and if this leave will not be prejudicial to the interests of the University. In considering a request for this leave of absence, all approving officials shall take into account the effect that the granting of that leave could have on the University, division, or department of which the applicant is a member. If the applicant's work cannot be handled by other faculty members or if funds are not available for employment of a substitute, the request for a leave of absence may be refused or deferred until a more suitable time. The faculty member would complete their normal teaching load and other University duties within the five-week period.

The faculty member must submit his/her application for a half-quarter leave of absence with pay, one quarter prior to the start of the quarter in which the leave will take effect. Applications will be submitted for approval through the chain of command to the Chief Academic Officer for final approval.

The faculty member will receive their full pay during that quarter unless they work less than a full load or are unable to perform their other duties in which case compensation will be adjusted appropriately.

All benefits will stay in affect with no changes in full time faculty status. Changes in vacation or necessary days will be made as appropriate.

One Quarter Leave of Absence (with compensation)

Full time Faculty may apply for a full-quarter leave of absence with pay if circumstances arise and if this leave will not be prejudicial to the interests of the University. In considering a request for this leave of absence, all approving officials shall take into account the effect that the granting of that leave could have on the University, division, or department of which the applicant is a member. If the applicant's work cannot be handled by other faculty members or if funds are not available for employment of a substitute, the request for a leave of absence may be refused or deferred until a more suitable time.

The faculty member must submit his/her application for a full-quarter leave of absence with pay two quarters prior to the start of the quarter in which the leave will take effect. Applications will be submitted for approval through the chain of command to the Chief Academic Officer for final approval.

Full time faculty members must be working full time the quarter before they take a quarter off. Full time faculty will complete their normal schedule the quarter before they take the next

quarter off. The faculty will receive half their biweekly pay for that quarter (twelve weeks) and the next quarter that they will be taking off.

All benefits will stay in affect with no changes for full time faculty. The vacation days will be prorated and reduced by seven days for taking a full quarter off. Necessary days will be prorated and reduced by 2.5 days.

Sabbatical Leave

Sabbatical leave is a program whereby eligible faculty may apply for an enrichment leave from the University for undertaking research, writing, study, advanced degree work, or other creative endeavors, which would not be possible during the course of his or her full-time University responsibilities.

A faculty member on sabbatical leave shall be considered as being on active duty, retaining all benefits, and shall accrue toward seniority.

In order to apply for sabbatical leave, the faculty member must be a full-time, academically ranked employee. The faculty member must have served the institution in a full-time, academically ranked position for a minimum of six (6) years.

The faculty member must submit his/her detailed application for sabbatical leave two quarters prior to the proposed date of the sabbatical. Applications will be submitted to the appropriate dean who will forward the application, along with any recommendations, to the President through the Chief Academic Officer.

Factors influencing consideration of sabbatical leave applications are as follows:

- seniority of the applicant and the proposed course of study
- previous performance record of the applicant
- availability of substitute faculty member and funding for such.

Upon return, re-assignment to specific positions, courses, and/or schedules will be made based upon the needs of the institution.

Approval of Sabbatical Leave

Sabbatical leave may be approved by the President upon recommendation of the Chief Academic Officer. The decision of the President is final.

Duration of Sabbatical Leave

Sabbatical leave may be requested either for six months at full pay or twelve months at half pay.

The grant amount depends upon the purpose of the leave and the amount of outside financial support the faculty member can obtain. During sabbatical leave, faculty may serve in a full-time

appointment elsewhere. If a faculty member is engaged in activities resulting in compensation, the salary from the University shall be reduced proportionately, with the exception of tuition grants from any sources, which pay direct educational costs.

A faculty member may not apply for future sabbatical leave until he or she has completed an additional five-year period of satisfactory service.

A faculty member on sabbatical leave is required to return for at least one year's service following the leave. Within thirty days following the end of the sabbatical leave, the faculty member shall present to the Chief Academic Officer a full report of activities and accomplishments during the leave.

Any faculty member who has been granted sabbatical leave with compensation is required, before beginning his/her leave, to sign an agreement that he/she will repay the full amount of compensation he/she received while on leave if he/she should not return to the institution for at least one year of service after the termination of the leave.

Release Time

Under exceptional circumstances, the University may agree to a temporary reduction in a faculty member's teaching load in order that the time subsequently-released may enable the faculty member to undertake significant research, major course revision, curricular revision, administrative duties, chairing certain committees or institutional self-studies.

It is assumed that all faculty members recognize the responsibility to constantly update their instructional materials without requiring release time to do so. However, the nature of restructuring may be such that release time is warranted.

A detailed request for release time should be made in writing to the Chief Academic Officer through the appropriate Dean. It should include a statement of purpose as well as information on how class responsibilities will be met. Requests must be made at least one quarter prior to the beginning date of release time.

Seminar/Conference Leave

In the interest of professional development, the institution encourages faculty members to be active participants within scientific bodies in their disciplines. The University will consider reasonable release time for attendance at conventions, seminars, training, and workshops, provided it does not duly interfere with the faculty member's duties and assignments. However, it is the responsibility of the faculty member to ensure that duties and assignments be covered during his/her absence.

Funds to defray reasonable travel and seminar costs may be provided if the event has been included in the approved departmental budget. Travel funds will be disbursed according to the limits stated within the Life University Travel Policy. Costs for individual professional or association memberships must be borne by the faculty member.

Whenever the University requires or encourages a faculty member to attend a seminar, conference, or program, attendance will not be counted against necessary absences or vacation leave. A memo accompanied by appropriate conference/seminar documentation must be approved by the supervisor, dean and Chief Academic Officer and filed in the faculty member's personnel file.

Office Space

Faculty members will be provided with office space and IT services as needed to perform their work. Office facilities will be allocated through the Department Head, Division Chairperson, Director, or Dean.

Tuition Benefits

Individuals employed as full-time faculty have tuition benefits afforded to them and their dependents. Information regarding the policy and an application form is located on the Life University website at the [Human Resources Page](#).

Vacation

Vacation accrual for Clinic and Library faculty members is effective immediately upon hire. Classroom faculty members do not accrue vacation time. Clinic & Library faculty members accrue 8.62 hours per pay period for 224 hours, or 28 days, of vacation per year. Vacation leave for Clinic & Library faculty members must be used in full day increments. Vacation days must be approved as far in advance as possible and will not be advanced.

Vacation time less than or equal to one year of accrual time as of September 30th will remain active and available for use in the next leave year. Any vacation time in excess of one year of accrual time will be converted to the short-term disability bank or paid out at 50% of current value.

All employees are required to enter vacation and personal leave in Web Advisor weekly. Hours not entered in Web Advisor will result in inaccurate balances.

Note Regarding Leave:

Taking time off that has not been properly authorized is inappropriate behavior which could be considered job abandonment and may result in pay reduction, ineligibility for pay adjustment for the coming year, and disciplinary action.

In the event that an employee decides not to take the requested absence after it has been approved, the employee must notify his or her supervisor in writing that the day was not used or the day will be charged. The department supervisor is responsible for ensuring the change is made in Web Advisor or notifying Payroll of the change if Web Advisor is closed for that pay period.

Appendix 19 – Appraisal Policy / Procedures

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:

- Identify those mutually agreed commitments and responsibilities as outlined by this handbook, the faculty member's job description and appointment letter.
- Identify standards of performance for those commitments and responsibilities.
- Specify appropriate measurement tools to assess the degree of achievement of a faculty member's commitments and responsibilities.
- Objectively rate the level of performance against these standards.
- Provide a process for faculty members, in concert with their supervisor, to identify areas for professional growth and development.
- Provide faculty members with opportunities to be recognized for exemplary work that provides a foundation for promotional opportunities. For areas of identified deficiencies, agree upon a fair and equitable plan of action and timetable in which the substandard performance will be corrected and re-evaluated.
- Provide a fair process for cases in which areas needing improvement fail to be adequately addressed.

Faculty Evaluation Process

The evaluation process involves two main parts: (1) An assessment of the faculty member's basic job performance utilizing the Performance Appraisal Instrument (PA) 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 will meet periodically during the year to discuss the current status of the PA, the progress of the goals listed in the Professional Development Plan, and/or the status of any Improvement Plan that has been established by the supervisor. These will be finalized and recorded in the faculty members' permanent file at the end of the year as part of the Faculty Annual Review.

Faculty Annual Review

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 FAR report outlining his or her 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.

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:

- They make clear to supervisors what the faculty member has set as his/her primary goals for the next year;
- They help supervisors to plan more appropriate budgets for the upcoming year; and
- 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 at the end of this appendix.

Improvement Plan

The supervisor may establish an Improvement Plan at any time for the faculty member if the supervisor concludes the faculty member's job performance has been adversely affected in some way. 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:

1. The area(s) in which the faculty member needs to show improvement.
2. Specific goals and outcomes the faculty member must meet, or show significant progress toward meeting, including suggestions for improvement.
3. How the faculty member's progress toward the established goals and outcomes will be measured.

4. 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.
5. 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 as needed and will review the components of the plan with the faculty member.

While the Improvement Plan is in effect, the faculty member and supervisor will periodically meet and discuss the faculty member's progress toward the plan's goals. At the conclusion of the Improvement Plan, the supervisor will prepare a written report of the faculty member's progress toward the goals and outcomes contained in the Improvement Plan.

1. If the supervisor concludes the faculty member has 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 will be taken.
2. If the outcomes are not met, then a recommendation will be made to the dean regarding what further action should be taken. Upon review, 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. Possible action shall include, but is not necessarily limited to, continuation of the Improvement Plan and/or the imposition of corrective action.

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.

SAMPLE

PROFESSIONAL DEVELOPMENT PLAN

David Wallace, MA
Life University
College of Arts and Sciences
10/1/05 to 9/30/06

TEACHING/INSTRUCTION

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

SERVICE

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

SCHOLARSHIP/RESEARCH

Submit a paper on mystery writer Joseph Hansen to Clues: A Journal of Detection
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 20 – Grievance Procedures

The University’s grievance and hearing procedure provides for an orderly resolution of a dispute alleging a violation of a faculty member’s appointment letter, the Faculty Handbook or published Life University, College, Division or Department policies (hereinafter referred to as “appointment documents”).

The following definitions apply to this Grievance Policy:

- A grievance is an allegation of a violation, misinterpretation, or misapplication of any provision of the faculty member’s appointment documents.
- The aggrieved party is the faculty member who has been adversely affected by an alleged violation of the faculty member’s appointment documents.
- The first respondent is the person first receiving the formal written statement by the aggrieved party.
- A day is any day in which the University is open for regular instruction, as published in the academic calendar.

Grievance Process

Step One - Notification of the Immediate Supervisor

When a faculty member (i.e. the aggrieved party) has a dispute alleging a violation of the faculty member’s appointment documents he or she will attempt to resolve it informally with his or her immediate supervisor. If the grievance is with the immediate supervisor, the aggrieved party will attempt to resolve it informally with that person’s immediate supervisor.

Failing resolution through informal means, the aggrieved party may initiate the grievance process. The aggrieved party must submit a written statement of the grievance to his/her immediate supervisor within twenty days of the time when the aggrieved party reasonably should have known of the event that gave rise to the grievance. If the grievance is with the immediate supervisor, the aggrieved party will submit the written statement to his/her supervisor’s immediate supervisor. The statement shall contain the following information:

1. the name of the aggrieved party,
2. a concise statement of the grievance,
3. the specific sections of the appointment documents alleged to be violated,
4. the date of the alleged act or omission,
5. actions taken to this point,
6. the specific remedies sought, and
7. the date submitted and aggrieved party’s signature.

The person receiving the statement (the first respondent) may gather additional information from the parties or persons with relevant knowledge of the circumstances surrounding the alleged grievance.

Within twenty days after receipt of the written grievance the first respondent will respond in writing to the aggrieved party(ies) with his/her decision.

Step Two - Appeal to the Chief Academic Officer

If the aggrieved party is not satisfied with the decision rendered in Step One, or if the first respondent has not issued a written decision within the time provided, the aggrieved party may appeal to the Chief Academic Officer (CAO). The appeal shall be in writing and shall be submitted within seven days after either receipt of the Step One written response or the date the Step One response was due. The appeal shall include:

1. a copy of the original grievance
2. the immediate supervisor's response
3. a statement of reasons for the appeal
4. the date of the submission and the aggrieved party's signature

Step Three - Faculty Affairs Committee Consideration

In the case of dismissal for cause, a hearing will take place. In other circumstances, the chief academic officer may determine that a hearing should take place. If a hearing is to take place, an outline of the hearing process [this document] will be provided to the parties in advance of the hearing.

The Chief Academic Officer will forward the grievance file material to the Faculty Affairs Committee within three days of receipt of the Appeal. Within ten days of receiving the grievance file, the Faculty Affairs Committee will obtain written or oral statements from both the aggrieved party and the first respondent (depending on which form of presentation is preferred by each) with regard to the charges.

Within ten days of taking the grievant's statement of appeal, the Faculty Affairs Committee as a whole will consider the evidence and issue a recommendation as to whether there is adequate cause for further action. This recommendation will be given in writing to the aggrieved party and the chief academic officer. The recommendation of the Committee is not binding upon the CAO.

Hearing Procedures

- The Chair shall remind all participants of confidentiality.
- The Chair shall designate a member of the committee to take notes during the hearing.
- The Chair shall call the hearing to order.
- The Chair shall ask all parties present to identify themselves for the record.
- The Chair shall state the conditions of the hearing, including:
- All statements, testimony and evidence shall be restricted to matters directly relevant to the grievance, as determined by the Chair. The Chair will not be obligated to follow the rules of evidence as applied in a court of law.

- The hearing and its final outcome shall be considered part of the respondent's record, and as such shall be kept confidential, except as provided under federal and state law.
- The Chair shall present the grievance to the committee.
- The Chair shall read any response submitted by the respondent(s).
- The grievant shall be given the opportunity to make an opening statement.
- The respondent shall be given the opportunity to make an opening statement.
- The grievant shall be given the opportunity to present evidence and/or call witnesses.
- The committee shall have the first option of questioning the grievant and/or witnesses, followed by the respondent, at the discretion of the Chair.
- The respondent shall be given the opportunity to present evidence and/or call witnesses.
- The committee shall have the first option of questioning the respondent and/or witnesses, followed by the grievant, at the discretion of the Chair.
- The grievant shall be given the opportunity to make a closing statement.
- The respondent shall be given the opportunity to make a closing statement.
- The Chair shall conclude the hearing.

Committee Determinations

The committee will enter closed deliberations. All findings of fact and any determinations shall be decided by a majority vote, based on a preponderance of the evidence.

Chief Academic Officer's Decision

Within seven days of receipt of the appeal, or, if there is a hearing, within seven days of the receipt of the recommendation from the Faculty Affairs Committee, the Chief Academic Officer will respond in writing with his or her decision.

The Chief Academic Officer's decision is final, except in cases where the sanction is dismissal, in which case it may be appealed to the President.

Appeal to the President (for dismissal only)

Upon notification of a decision of dismissal for cause from the Chief Academic Officer, the aggrieved party may appeal in writing to the President of the University. The appeal must be submitted within ten days from receipt of notification from the Chief Academic Officer. The President shall upon receipt of the appeal review the action taken. The President may

- affirm the Chief Academic Officer's decision
- modify the action taken, or
- reverse the Chief Academic Officer's decision.

The President will communicate his or her decision in writing within twenty days from receipt of the appeal. The decision shall be communicated to the following recipients: the aggrieved party, the Dean and the Chief Academic Officer. Such action shall be the final action of the University. There is no appeal.

Proof of Receipt of Documentation

Proof of signed receipt for all required documents in a grievance will be provided to all appropriate parties throughout the process. Failure to adhere to time limits will interrupt the process as follows:

- If the grievant fails to meet the time limits as described in this section, the original decision will stand, without the possibility of further appeal.
- Appropriate extensions of time will be provided to a faculty member who is unavoidably prevented from adhering to the timelines stated in this Section.
- If the Chief Academic Officer fails to meet the time limits prescribed in this section, the grievant may appeal the decision to the President.

Appendix 21 – Corrective Action Policies and Procedures

The purpose of corrective action is to address performance or behaviors of 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 any level of 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.

1.1 Actions leading to Progressive Corrective Action

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

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

1.2 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.

1.2.1 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.

1.2.1.1 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.

1.2.1.2 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.

1.2.1.3 Level Three: Sanction

If the faculty member fails to resolve the issues that led to Levels One and Two, the University will initiate a 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 will also include a statement of the faculty member's right to respond to and/or to appeal the sanction as in 1.5 below.

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 will have five working days from the date of receipt (or failure to accept delivery) of the notice in which to make a written response and/or written request for an appeal of the sanction as in 1.5 below.

If the faculty member does not appeal the sanction within five working days the University will apply the sanction. If the faculty member appeals, any sanction of suspension or discharge will 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 will continue to receive his or her salary until a final decision is rendered.

1.2.2 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.

1.3 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.

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

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

- 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 will include a plea of guilty or a plea of nolo contendere)
- Material breach of University regulations, rules, policies or procedures
- Willful misconduct
- Harassment
- Insubordination
- Incompetence
- Willful neglect of duties
- Unprofessional conduct
- Falsification of records
- Conflict of interest

1.4 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.

1.5 Appeals to the Chief Academic Officer

In cases where corrective action results in a sanction, the faculty member may appeal, in writing, to the chief academic officer. The faculty member will deliver the appeal to the chief academic officer by personal delivery or certified U.S. mail, return receipt requested within five working days of receipt of notification of the sanction. Appropriate extensions of time will be provided to a faculty member who is unavoidably prevented from adhering to the timelines stated in this section.

The chief academic officer will forward the appeal to the Faculty Senate President within three days of receipt of the appeal. Within ten working days of receiving the appeal, the Faculty Senate President will obtain written or oral statements from all applicable parties (depending on which form of presentation is preferred by each) with regard to the sanction.

Within ten working days of taking the appellant's statement of appeal, the Faculty Senate President will direct the Faculty Affairs Committee to convene a hearing as below and to consider the evidence being presented. This hearing will gather information on and recommend to the chief academic officer whether any further administrative review by the chief academic officer is in order prior to the implementation of the sanction. This recommendation will be given in writing to the appellant and the chief academic officer. The recommendation of the committee is not binding upon the chief academic officer.

Hearing Procedures

- The Chair will remind all participants of confidentiality
- The Chair will designate a member of the committee to take notes during the hearing
- The Chair will call the hearing to order
- The Chair will ask all parties present to identify themselves for the record
- The Chair will state the conditions of the hearing, including:
 - All statements, testimony and evidence will be restricted to matters directly relevant to the appeal of the sanction, as determined by the Chair. The Chair will not be obligated to follow the rules of evidence as applied in a court of law.
 - The hearing and its final outcome will be considered part of the appellant's record, and as such will be kept confidential, except as provided under federal and state law.
- The Chair will present the appeal to the committee
- The Chair will read any response submitted by the respondent(s)
- The appellant will be given the opportunity to make an opening statement
- Any respondent(s) will be given the opportunity to make opening statements
- The committee will question the appellant
- The committee will question the respondent(s)
- The appellant will be given the opportunity to make a closing statement
- The respondent(s) will be given the opportunity to make a closing statement
- The Chair will conclude the hearing
- The committee will enter closed deliberations. Any determinations will be decided by a majority vote, based on a preponderance of the evidence.

Chief Academic Officer's Decision

Within five working days of receipt of the recommendation from the Faculty Affairs Committee, the chief academic officer will respond in writing with his or her decision.

The chief academic officer's decision is final, except in cases where the sanction is dismissal, in which case it may be appealed to the President. If the chief academic officer fails to meet the time limits prescribed in this section, the appellant may appeal the decision to the President.

Appeal to the President (for dismissal only)

Upon notification of a decision of dismissal for cause from the chief academic officer, the appellant may appeal in writing to the President of the University. The appeal must be submitted within ten working days from receipt of notification from the chief academic officer. The President will upon receipt of the appeal review the action taken. The President may

- affirm the chief academic officer's decision
- modify the action taken
- reverse the chief academic officer's decision

The President will communicate his or her decision in writing within twenty working days from receipt of the appeal. The decision will be communicated to the following recipients: the appellant, the Dean and the Chief Academic Officer. Such action will be the final action of the University. There is no appeal.

1.6 Academic Freedom

Corrective action will not be used to restrain faculty members in the exercise of academic freedom.

Appendix 22 – University Committees

Membership in the Faculty Senate Committees is governed by the following:

- All members of standing committees must be voting members of the faculty (see Article 3).
- Selection of committee members is governed by the Bylaws.
- Standing committee chairs are elected by committee members and approved by the Senate.
- Committee chairs are elected for a three year term and are limited to no more than two consecutive terms.
- No faculty member may serve on more than two standing committees without approval of his/her division chair or department head and dean. Under no conditions will a faculty member serve on more than three standing committees at a time.

Standing Faculty Senate Committees include:

- a. Faculty Affairs Committee
 - i. Reports to the Faculty Senate
 - ii. Membership:
 - iii. Responsibilities:
 - a.) Review and recommend policies related to the faculty
 - b.) Recommend changes to the Faculty Handbook
 - c.) Make recommendations regarding Faculty Evaluations
 - d.) Review and make recommendations concerning faculty grievances that have not been resolved satisfactorily at the Dean's level
- b. Faculty Rank and Promotion Committee
 - i. Reports to the Faculty Senate
 - ii. Membership: The committee will be composed of seven members appointed by the Faculty Senate. Committee members will initially be appointed for staggered one, two, and three-year terms with subsequent appointments being for three-year terms.
 - iii. Responsibilities:
 - a.) Review applications for promotion
 - b.) Make recommendations to the administration pertaining to faculty rank
- c. Faculty Development Committee
 - i. Reports to the Faculty Senate
 - ii. Membership:
 - iii. Responsibilities:
 - a.) Assess the needs of the University in terms of developing a comprehensive faculty development program
 - b.) Cultivate and assist in administration of a faculty development program to meet the needs of the faculty
 - c.) Make recommendations to provide training programs and incentives for faculty to continue their professional development
 - d.) Facilitate faculty development activities

- d. College Admissions Committees (each college has a separate committee)
 - i. Reports to the Dean of the appropriate College
 - ii. Membership:
 - a.) Chair elected by committee
 - b.) One (1) admissions office representative (non-voting member)
 - c.) One (1) academic faculty representative from each department within the College
 - d.) One administrative faculty member
 - e.) A representative from Student Success Center or the Registrar's office by invitation (non-voting status)
 - f.) Ex-Officio – Chief Academic Officer and appropriate Dean
 - iii. Responsibilities:
 - a.) Recommend admissions policy consistent with the appropriate accrediting agencies.
 - b.) Review policy and recommend changes if needed.
 - c.) Monitor admissions procedures.
 - d.) Review all applicants to ensure eligibility.
 - e.) Make recommendations relative to the acceptance/denial of applicants for admission.
 - f.) Review and make recommendations regarding items referred to the committee by the Administration.
 - iv. Meets: As needed to support the Admissions office, or as called by the Chair, but never less than bimonthly.

- e. College Curriculum Committees (each college has a separate committee)
 - i. Reports to the Dean of the appropriate College
 - ii. Membership:
 - a.) Chair selected by committee
 - b.) Department Heads or Division Chairs of the college
 - c.) Representative from the Registrar's Office
 - d.) A student representative
 - e.) Ex Officio, Chief Academic Officer, and appropriate Dean
 - iii. Responsibilities:
 - a.) Recommend policy pertaining to curriculum development and the curriculum.
 - b.) Maintain appropriate accrediting standards relative to curriculum.
 - c.) Identify needs in the areas of curriculum.
 - d.) Facilitate curriculum development.
 - e.) Review, evaluate, and strengthen curriculum.

University and Administrative Standing Committees include:

- a. President's Council/Cabinet
 - i. Reports to the President
 - ii. Responsibilities: A forum for training, problem solving, meeting to share information, resolve any problems that cross boundaries and work to improve communication and integration among the colleges and departments.

- b. President's Executive Leadership Forum

- i.* Reports to the President
 - ii.* Responsibilities: A forum wherein all groups reporting directly to the President meet to share information, resolve any problems that cross boundaries and work to improve communication and integration among the departments.

- c. Institutional Planning and Evaluation Committee (IPEC)
 - i.* Reports to the Director of the Office of Institutional Effectiveness, Planning and Research.
 - ii.* Responsibilities:
 - a.) Evaluates recommendations from the Assessment Councils in terms of the institution's mission, goals, priorities and budget.
 - b.) Formulates and recommends operational (one year action) and strategic (five-year action) plans to the Director, IPEC in accordance with findings and recommendations of the Assessment Councils
 - c.) Develops objectives to meet operational goals.
 - d.) At six (6) month intervals, evaluates and reports on progress toward objectives. An update report is due in the fall.
 - e.) Develops a yearly report on the status of operational goals and recommends updates as appropriate to the strategic plan. The annual report is due in the spring

- d. Chief Academic Officer's (chief academic officer's) Council
 - i.* Reports to the chief academic officer
 - ii.* Responsibilities: A forum wherein administrators of the University meet with the chief academic officer to share information, resolve problems that cross boundaries and work to improve communication and integration among the colleges and departments.

- e. Academic Council
 - i.* Reports to the chief academic officer

- f. College of Chiropractic Assessment Council
 - i.* Reports to the Dean

- g. College of Undergraduate Studies Assessment Council
 - i.* Reports to the Dean

- h. College of Graduate Studies Assessment Council
 - i.* Reports to the Dean

- i. Academic Review Committee
 - i.* Reports to the chief academic officer
 - ii.* Responsibilities: This committee is convened whenever a student or a group of students is charged with a violation of a University academic policy or regulation. Matters of academic probity that are not concluded through less formal administrative channels may be brought before this committee.

- j. Graduate Faculty Committee

- i.* Reports to the chief academic officer
 - ii.* Responsibilities: This committee makes recommendations for Graduate Faculty membership including:
 - a.) Formulating policies and procedures
 - b.) Determining individual faculty eligibility.
 - c.) Reviewing and recommending new graduate programs.
 - d.) Fostering the development of research university-wide.
 - e.) Serving as an advisory panel for all graduate programs.
- k. Academic Technology Committee
- i.* Reports to the chief academic officer
 - ii.* Responsibilities:
 - a.) Recommends policies pertaining to the allocation and use of information technology resources
 - b.) Reviews requests for, and recommends allocation of, funds to be used by departments for information technology resources.
 - c.) Evaluates information technology resource needs through surveys of students, faculty, and staff and other appropriate means.
 - d.) Evaluates information technology resource needs in seven specific areas:
 - 1. Analysis of, planning for and budgeting in the assessment cycle
 - 2. Standardized hardware
 - 3. Standardized software
 - 4. Adequate qualified staffing
 - 5. Facilities
 - 6. Training - Courseware development
 - 7. Courseware tools to deliver curriculum on-line
 - e.) Reviews, evaluates and strengthens technology resources.
- l. Scholarship Committee:
- i.* Reports to the Director of Student Administrative Services
 - ii.* Membership consists of 8 members, including a chair person and co-chair. Each of the other 7 members will serve a two year commitment, with 2 members rotating off the committee each year, and being replaced by new members.
 - a.) The Director of Financial Aid will permanently chair the committee.
 - b.) The Dean of Undergraduate Studies and the Dean of the College of Chiropractic.
 - c.) Three faculty members; one from each of the colleges. One must be qualified to grade written essays.
 - d.) Two staff members; one from Enrollment Services, the other from the Student Advocacy and Advisement Center.
 - e.) A staff member from Development will serve in an advisory capacity.
 - iii.* Responsibilities:
 - a.) To review, evaluate, and score all eligible scholarship applications based on the criteria for each of the Life University Scholarships.
 - b.) To recommend policies and procedures for the application process of internally administered scholarships.

- c.) To publicize and promote the scholarship program.
- d.) To assure that the conditions of the awards are adhered to by the recipients.

m. Institutional Review Board

i. Reports to the Director of OSRSA

ii. Responsibilities: The Institutional Review Board protects human and animal research subjects and assures compliance with federal guidelines for experimental subject protection. Life University is in compliance with the Department of Health and Human Services through the Federal government's Assurance for the Protection of Human Subjects document. This document, along with consent forms used for prospective human subjects, is available through the Director of OSRSA.