



FACULTY HANDBOOK

Effective Fall, 2021

Life University Faculty Handbook

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I. Introduction / General Information

Life University's Vision

A world centered on vitalistic thinking and action.

Life University's Credo

- We believe that living systems are self-aware, self-developing, self-maintaining and self-healing.
- We understand that living systems function best when operating free of interference.
- We recognize that interference results in the diminished expression and quality of life.
- Therefore, Life University's programs are designed to educate students to identify and correct interference, allowing living systems to improve expression of their innate potential.

Life University's Mission

The mission of Life University is to empower each student with the education, skills and values to maximize the perfection within, based upon a vitalistic philosophy.

Life University is committed to a global vision and excellence in teaching, learning and research, providing an exceptional student experience leading to a life of integrity and Lasting Purpose.

Life University's Values

Values Definitions

- Lasting Purpose- To live an inner-directed life, to give, to do, to love, to serve, out of your own abundance.
- Vitalism- Our recognition that the Universe itself is self-conscious, and as such, creates itself as a dynamic system wherein living organisms are self-developing, self-maintaining, and self-healing.
- Our Vitalistic Ethos- We acknowledge that the phenomenon of life is fundamentally original, adaptable, and unpredictable. It is original in that life creates its own meaning: adaptable in that it expresses itself through overcoming entropy: and unpredictable as it transforms itself and evolves.
- Integrity- A state of completeness or wholeness; adherence to a set of values, implying wholeness of body, mind and spirit; and in our relationships with people and the planet.

Mission Statements of Our Colleges

College of Chiropractic

The Mission of the College of Chiropractic is to educate, mentor and graduate contemporary and compassionate Doctors of Chiropractic, based on a model of Vertebral Subluxation. The College establishes an environment demonstrating the expression of University core values; to embody Vitalism, nurture the standard to live an exceptional life of Integrity and be of service to the world.

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.

College of Online Education

The Mission of Life University's College of Online Education is to provide a high-quality global online educational experience, based on a vitalistic philosophy, that maximizes each student's innate potential to pursue their goals and assume roles in leadership and the workplace through the application of integrity and principals of lasting purpose.

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 and require review by the Faculty Affairs Committee of Faculty Senate if changes are introduced.
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 Handbook is included among the faculty employment documents. It complements but does not supersede the Life University Employee Handbook.
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 originates, receives, and reviews all suggestions for changes to the Faculty Handbook and/or its Appendices. It sends its recommendations to the Faculty Senate for approval. The Faculty Senate then forwards recommendations to the CAO who approves the recommended changes or notifies the Faculty Affairs Committee of reasons why he/she does not approve.
2. When revisions to a section are made, that section will be updated by the responsible person in the President's office and the change(s) will be recorded and maintained in the Faculty Handbook Revision History ([Appendix 1](#)).
3. The FHB is reviewed in its entirety at least every seven years by a committee comprised of administrators and faculty members, convened by the chief academic officer CAO.
4. Life University reserves the right to make changes to the FHB, its appendices, and administrative documents at any time, after consultation with the Faculty Senate and its Faculty Affairs Committee.

II. Faculty Appointment / Employment

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 Dr. Sid E. Williams Center for Chiropractic Research, and the Library who have faculty appointments and carry academic rank.

Categories of Faculty Members

- **Didactic and Clinical Faculty**

This faculty consists of those faculty members who have primary responsibility for instruction and includes didactic and clinical faculty members. Faculty members may be either full time or adjunct.

- **Full Time Faculty**

A full-time faculty member is a faculty member who provides 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 with the potential for a multi-year letter of appointment as detailed in [Appendix 2](#). The requirements to fulfill this appointment are detailed in the job description. The general guidelines for workloads are detailed in [Administrative Document 1](#).

- **Adjunct Faculty**
An adjunct faculty member is a faculty member whose workload is consistently less than 75% of full time, and who is appointed and paid on a quarterly 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.
- **Library Faculty**
The library faculty consists of those individuals employed in the Drs. Sid E. and Nell K. Williams Library who have faculty appointments and carry academic rank.
- **Research Faculty**
Research faculty members from the Dr. Sid E. Williams Center for Chiropractic Research have faculty appointments and carry academic rank.
- **Administrators with Faculty Rank**
Administrators who have been appointed from within the faculty or who are newly hired with faculty rank will retain that rank for as long as they maintain their administrator status. However, exceptions may occur in which certain accrediting bodies require a joint appointment.
- **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.
- **Guest Lecturers/Distinguished Lecturers**
Guest lecturers and distinguished lecturers are guests of Life University, but not members of its faculty.
 - Presidential appointments may be made; see [Section G](#), below

Academic Rank

- Faculty members are entitled to receive academic rank commensurate with their accomplishments and experience, and to be compensated proportionately to their rank.
- Faculty ranks include Instructor, Assistant Professor, Associate Professor, Professor and Professor Emeritus.
- Minimum qualifications for each rank, along with the terms and conditions of faculty ranking, are found in the Minimum Qualifications for Rank ([Appendix 2](#)) for newly hired faculty members and [Appendix 4](#) for continuing faculty members), with specific ranking expectations for each program contained in the appropriate college documents.
- Faculty members at Instructor or Assistant Professor rank receive one-year letters of appointment, those at the Associate Professor receive two-year letters of appointment, and those at the Professor receive three-year letters of appointment.

Opportunity for Promotion in Academic Rank

- Faculty members are entitled to advance in their academic ranking commensurate with their academic contributions and accomplishments, ongoing service to Life University, increasing pedagogical skills and professional development over time.
- In pursuing the possibility of promotion in academic rank, faculty members are entitled to have, and assist in the development of:
 - A clear and relevant set of promotion criteria.
 - A fair, transparent, merit-based and peer-driven promotion process.
 - The guidelines for an appropriate increase in both responsibilities and rewards consequent to earning promotion in academic rank.
 - Criteria for promotion include, but are not limited to, the following:
 - Excellence in teaching/pedagogy.
 - Productive scholarship and creative activities (research, authorship, publication).
 - Exemplary service to the Life University community and/or the faculty member's profession, including:
- Possession of advanced degrees
 - The promotion process is detailed in Guidelines for Rank and Promotion ([Appendix 5](#)).
- Initial Appointment/Employment
 - 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 Recruitment and Selection Guidelines located in the Employee Handbook available on the Faculty and Staff webpage and on the Faculty Senate Blackboard
 - Full time faculty appointments are probationary until the end of the initial appointment or for the first year (12 months), whichever comes first.
- Any modification of an appointment will be communicated in writing to the faculty member.

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.

- a. Professor Emeritus: See Guidelines for Rank and Promotion ([Appendix 5](#))
- b. Distinguished Professor (Honorary)

The President, at his/her discretion, may award the honorary title of “Distinguished Professor of *“insert program name”*” to individuals who advance the mission of Life University in significant and meaningful ways through education, research and service.

- i. Eligibility:
 1. A recipient cannot be employed by Life University or otherwise eligible for professor emeritus status as per the Faculty Handbook.
 2. A recipient must be of solid moral character and good legal and professional standing.
 3. 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. May not be used alone as in "Distinguished Professor", or simply "Professor" in a manner that implies rank or employment at Life University.
 - d. Is revocable at the discretion of the president and/or Board of Trustees for any reason that is deemed in violation of eligibility requirements.

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 must consult with their supervisor before undertaking additional employment to discuss any real or perceived potential conflicts of interest including whether the amount of time spent on the additional employment might adversely affect the quality or quantity of work for Life University. The faculty member will present a plan to handle any possible conflicts of interest. If the faculty member and supervisor cannot agree on a resolution, the Dean, in consultation with the CAO, will resolve the issue of whether the proposed additional employment is appropriate.
2. Faculty members must 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

Shared Faculty/Administration Responsibilities

1. As a whole, the faculty shares responsibilities with the administration in the areas of teaching, advising and mentoring, service, research and scholarship, faculty professional development, enrollment, and planning. Responsibilities of the Board of Trustees are contained in the Life University Constitution and Bylaws.
2. These shared responsibilities are enumerated, and the distribution and prioritization of these shared responsibilities are found in Life University's Statement on Shared Governance ([Appendix 7](#)).

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. For a comprehensive list of specific duties of faculty members, refer to [Administrative Document 2](#), list of Faculty and Clinic Duties.

1. Individual Faculty Members' Responsibilities to Scholarship
 - a. Faculty members recognize their primary responsibility to seek and state truth in relationship to their assigned subjects.
 - b. They embrace their responsibility to be knowledgeable and current in their subject matter.
 - c. To this end, they devote their energies to developing and improving scholarly competence in their subject matter.
 - d. Faculty members accept the obligation to exercise critical self- discipline and judgment in using, extending and transmitting knowledge.
 - e. 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 understand and present 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 classroom behavior and 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 each student's 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 while adhering to the highest possible standards.
 - i. They understand and apply fairly and dispassionately Life University's academic policies.
 - ii. They prepare and update course syllabi according to Life University's guidelines.
 - 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.
 - 1. A faculty member who is expecting to be absent from one or more classes will arrange alternative coverage and/or appropriate assignments so that valuable learning time is not lost.
 - 2. In the case of illness or any other unexpected absence, the faculty member will notify her/his supervisor of the absence and will make every effort to find short term coverage.
 - 3. If any unexpected absences will extend more than a day or two after notification of the supervisor, the supervisor will find coverage as quickly as possible.
 - 4. Upon return the faculty member will arrange with the students in the class to make up for any missed classes.
 - 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 and are designed to promote learning and understanding.
- 3. 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.
 - a. They provide evaluations that are timely, appropriate, equitable, valid and professional, and that provide constructive feedback to the student.
 - b. 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.
 - c. They calculate, post, and submit grades promptly and accurately in accordance with Life University procedure.
 - d. Faculty members maintain complete, accurate academic records in accordance with Life University's document retention policy
 - 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 or mentoring students in their academic endeavors.
 - iii. Recognizing that faculty members are in positions of authority over students, they avoid inappropriate interactions with students.
 - iv. They are familiar with all services provided by the Office of Student Affairs, including but not limited to, Student Advocacy, Student Disability, and Student Life, so as to be able to assist and direct students when necessary.
 - v. They participate in student activities as appropriate and are involved with students on a meaningful, professional level.
4. 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.
5. Individual Faculty Members' Responsibilities to the Life University Community
- a. Faculty members follow the principles of Life University's Statement on Shared Governance ([Appendix 7](#)) in their interactions with the administration and Life University's Board of Trustees.
 - b. Faculty members recognize, understand and follow the University's policies, procedures, rules and regulations, while retaining the right to analyze, critique, and seek revisions to them.
 - c. Faculty members support and adhere to the Life University Honor Code, 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.

6. Individual Faculty Member's 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 state clearly 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.

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.
 - b. The Life University Academic Calendar is located on the university's Faculty and Staff Page
 - c. Didactic faculty members must be present from the start of classes through graduation each quarter, unless they have prior arrangements approved by their supervisor.
 - d. Clinic/Clinical faculty members must be present to meet the expectations of the clinic hours/clinical rotations and preceptors as detailed in [Administrative Document 1](#), Workload Guidelines.
2. Faculty Workloads
 - a. Full time main campus 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. Full-time online faculty members are required to be available for their class hours and student hours as outlined in their job descriptions.
 - i. Workload Calculations

1. Current faculty workloads are described in Workload Guidelines ([Administrative Document 1](#)).
3. Attendance at Meetings, Programs and Events
 - a. Faculty members are required to attend and actively participate in college/departments/division/clinic meetings, and meetings of committees of which they are members.
 - b. Faculty members are required to attend Commencement, faculty development programs, and University meetings, or at any time when requested by a supervisor, or University administrator.
 - c. Any absence from required activities must be approved in advance by the supervisor.

IV. Rights and Privileges of Faculty Members

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 Appendix 6](#)).

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.

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. Presidential Awards for Scholarship are detailed in [Administrative Document 5](#), Scholarship Awards.

Ownership of Intellectual Property

Faculty members are entitled to unencumbered ownership of their own intellectual work in accordance with Life University's policies

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

As employees of Life University faculty members are governed by the Employee Handbook as well as the Faculty Handbook. For details on comprehensive employee benefits, see the Employee Handbook on the Faculty and Staff Page under Human Resources.

1. Faculty Compensation
 - a. Salary Calculations
 - i. Salary Calculation Guidelines are temporarily removed from the Faculty Handbook. These guidelines are under review with the Faculty Senate Executive Committee, Human Resources, and University Executive team. Salary Calculation Guidelines will be returned to an Administrative Document.

2. Faculty Leave and Release Time

As detailed in Faculty-Specific Benefits ([Administrative Document 4](#)), faculty members are entitled to certain benefits specific to their positions.

VI. Annual Evaluation of All Faculty Members

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

The goals of the evaluation process are to:

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

The Annual Faculty Evaluation process is detailed in Guidelines for Evaluation, [Appendix 4](#). In addition, there is a university-wide appraisal process.

VII. Continuation and Termination of Faculty Employment

1. Reappointment

Faculty members are reappointed to their faculty positions with a new or updated Letter of Appointment signed prior to the end of the current appointment. Faculty members with multi-year appointments will receive an annual updated appointment letter with salary information.

2. Non-renewal

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

3. Termination

a. Termination for Cause

- i. Any faculty appointment may be terminated for cause at any time with documented reason or for failure to meet agreed upon corrective action. The term for cause refers especially to demonstrated incompetence or dishonesty in teaching or research, to substantial and manifest neglect of duty, and to personal conduct which substantially impairs the individual's fulfillment of their institutional responsibilities.
- ii. There is no right to appeal if the appointment is probationary as defined in section II.F.b. Refer to [Appendix 6](#), Grievance Procedures, for information about appealing termination.

b. 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.

c. 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.

d. 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.

e. Termination for Corrective Action

- i. A faculty member's appointment may be terminated as a consequence of a Corrective Action. Refer to [Administrative Document 7](#) for the procedures of Corrective Action.
- ii. Any termination for corrective action may be appealed except in the case of a probationary (as defined in section II.F.b) faculty member.

4. Reassignment

It is the right of the President, after conferring with the chief academic officer, to assign or reassign any faculty member to any appropriate position.

5. Retirement or Resignation

A faculty member who plans to retire or resign will notify, in writing, his or her immediate supervisor a minimum of one academic quarter (longer if possible) prior to the effective day of his or her resignation or retirement.

VIII. Grievances / Corrective Actions

1. Grievances

Although the administration of Life University maintains the right to non-renew a faculty member's appointment, faculty members are entitled to have access to a clear, fair, orderly and confidential grievance resolution process.

- a. A grievance is a claim of a violation, misinterpretation, or misapplication of any provision of the faculty member's Appointment Documents (the appointment letter, current job description(s) and the current Faculty Handbook) or published Life University, College, Division or Department policies and/or procedures.
- b. Life University's grievance and hearing procedures provide for an orderly resolution of such a grievance.
- c. The grievance process is detailed in Faculty Grievance Procedures ([Appendix 6](#)).

2. Corrective Action

- a. The purpose of corrective action is to address performance or behaviors in faculty members who fail to carry out their responsibilities as detailed in their Appointment Documents as detailed above, or published university, college, division or department policies and/or procedures, or to address behaviors implicating non-compliance with Title IX of the Education Amendments Act of 1972.
- b. There are two types of corrective action – progressive corrective action and immediate corrective action
 - i. 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.
 - ii. Immediate Corrective Action
The purpose of immediate corrective action is to remedy a problematic situation where progressive action is insufficient. Immediate corrective action provides a mechanism to bypass the timeframe of progressive corrective action, when needed.
- c. The Corrective Action Process is described in [Administrative Document 7](#).

IX. Faculty Governance

1. Purpose

- a. 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.
- b. Shared governance is an effective way to coalesce the community around the common goal of fulfilling the mission of the institution.
- c. It acknowledges competence in discipline and draws on the expertise of all.
- d. 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.
- e. 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 7](#)) which includes a delineation of faculty roles in shared governance.

2. Structure

- a. 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 8](#)) detail the structure and functions of the Faculty Senate.
- b. Faculty Senate Committees
 - i. 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.
 - ii. The committees are recommending bodies and report to various administrative offices or other committees as detailed in the committee descriptions in [Appendix 8](#).
 - iii. All committees shall conduct business in conformity with the procedures stipulated in the most current edition of the Faculty Senate Standards for Committee Procedures, which can be found on the Faculty Senate Blackboard page.

Each committee chair is responsible for preparing an agenda for each meeting, appointing at least one vice chair and a secretary, 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 Faculty Senate President or designee and the individual(s) to which the committee reports and posted to the Faculty Senate Blackboard page.

Appendix 1 – Faculty Handbook Revision History

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 procedures in the Faculty Senate Constitution and Bylaws.

Revisions and dates changed are chronicled here:

For Faculty Handbook Revisions prior to Spring 2020, please refer to the Faculty Senate’s Faculty Handbook Archive section on Blackboard.

Appendix 2 – Minimum Qualifications for Faculty Ranks for Newly Appointed Faculty Members

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:

- An entry level position for the University
- A Master's degree or first professional degree (e.g., DC, DO, MD) in a field relevant to the job duties from an institution accredited by a regional agency or foreign equivalent as designated by the federal Department of Education.
- Fewer than three years of teaching experience and/or relevant clinical or research experience. Library faculty members will have had fewer than three years of experience in library science work.
- 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

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

- The primary entry level position for the University
- A terminal master's degree, doctorate (e.g., PhD, Ed.D., ScD) or first professional degree (e.g., DC, DO, MD) in a field relevant to the job duties from an institution accredited by a regional or national agency or foreign equivalent as recognized by the Department of Education.
- At least three years of recent 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. Library faculty members will have at least three years of experience in library science work.
- Proven competence in the candidate's primary area of responsibility and demonstrated capacity for independent scholarship in the discipline or in pedagogy
- The ability to maintain a balance between teaching or patient management or library faculty work, and scholarship and service activities
- Evidence of a considerable potential to the University including a breadth of vision or perspective in educational matters which will enable the candidate within their professional assignment to further the educational objectives of Life University.

Associate Professor

A newly hired faculty member will be recommended to the rank of Associate Professor if they meet all the following criteria:

- A terminal master's degree, doctorate (e.g., PhD, Ed.D., ScD) or first professional degree (e.g., DC, DO, MD) in a field relevant to the job duties from an institution accredited by a regional or national agency or foreign equivalent as recognized by the Department of Education.
- At least six years of meritorious classroom, laboratory, library, or clinical teaching experience and/or relevant clinical or research experience 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 or national agency or foreign equivalent as recognized by the Department of Education
- Demonstrated evidence of scholarly activity with convincing documentation of emerging stature as an academic leader with the potential for development of a significant record of scholarly accomplishment; or demonstrated an outstanding record of professional leadership (e.g. executive office positions in committees, leadership roles in community or professional organizations).
- Demonstrated capacity to do consistently superior scholarship in the candidate's primary area of responsibility and/or in pedagogy, with superior performance being based on sound methodology and above-average scholarship. The quality and quantity of scholarly activities, as well as the extent of the involvement and the initiative of the candidate will be considered.
- Capacity to assume leadership in various areas of departmental development including curriculum planning and procedural improvements.
- Evidence of perspective and judgment that will enable the candidate to contribute significantly to the fulfillment of the institution's objectives.

Professor

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

- A terminal Master's degree, a doctorate (e.g., Ph.D., Ed.D., Sc.D.), or a first professional degree (e.g., D.C., D.O., M.D.) in a field relevant to the job duties and from an institution accredited by a regional or national agency or foreign equivalent as recognized by the Department of Education
- At least ten years of documented meritorious classroom, laboratory, library, or clinical teaching experience at an institution of higher education and/or relevant clinical or research experience with a minimum of three years as an Associate Professor or documented receipt of the rank of Professor at another a\\ institution accredited by a regional or national agency or foreign equivalent as recognized by the Department of Education.

- 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 evidence of distinguished professional leadership in national or international professional organizations.
- Demonstrated capacity to produce at a distinguished level of performance in the candidate's primary area of responsibility including evidence of a strong record of academic leadership within the University or similar institution and contributions to the development of other faculty members
- Demonstrated breadth and depth of educational background, judgement, and experience which will enable the candidate to make a substantial contribution to Life University and its educational program.

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 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.

Appendix 3: Graduate Faculty Policies and Procedures

Rules and Regulations

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

1. Levels of Appointment
 - a. Senior Graduate Faculty
 - b. Associate Graduate Faculty
 - c. Other: Ex-officio Graduate Faculty

2. Qualifications/Criteria
 - a. **Senior Graduate Faculty Members:**
 - i. Minimum Qualifications:
 1. A faculty member awarded Senior Graduate faculty status must hold a full-time faculty position with the academic rank of Associate Professor or higher. A Senior Graduate faculty member must hold a terminal degree within or related to the faculty member's area of assigned responsibility.
 2. Subject to special considerations, an individual who has not earned the highest degree awarded in the discipline but has demonstrated exceptional competence in their field of specialization as recognized by their professional peers, may be appointed to the Graduate Faculty.
 - ii. Scholarship:
 1. A Senior Graduate Faculty member will conduct research and scholarly activity leading to refereed or other professional competitive publications or to comparable artistic, clinical, literary, or technical achievements appropriate to specific fields.
 - iii. Teaching:
 1. The Dean of the college in which any graduate program sits will make a determination of what graduate courses an individual is qualified to teach.
 - iv. Advising:
 1. A Senior Graduate Faculty member will have experience with graduate student advising including a demonstrated potential to direct master's candidates successfully and experience in planning and directing programs of graduate students and their theses.

- b. **Associate Graduate Faculty:**
 - i. **Minimum Qualifications:**
 - 1. A faculty member awarded Associate Graduate faculty status must hold a full-time faculty position with the academic rank of Assistant Professor. An Associate Graduate Faculty member must hold a terminal degree within or related to the faculty member's area of assigned responsibility.
 - ii. **Scholarship:**
 - 1. Associate Graduate Faculty status requires the applicant to have made a sound beginning in independent research or creative activity and to demonstrate growth in independent research or creative activity during their time as Associate Graduate Faculty members.
 - iii. **Teaching:**
 - 1. The Dean of the college in which any graduate program sits will make a determination of what graduate courses an individual is qualified to teach.
 - iv. **Advising:**
 - 1. Associate Graduate Faculty members will learn how to become effective advisers to graduate students and develop expertise in developing graduate programs and research projects for graduate students. They will demonstrate continued growth in advising of graduate students during their time as Associate Graduate Faculty members.
- c. *Ex-officio* Graduate Faculty Members
 - i. The CAO of the University may appoint ex-officio graduate faculty members.
- d. Duties, Responsibilities, Privileges of Graduate Faculty Members beyond the Responsibilities of All Faculty Members
 - i. **Senior Graduate Faculty Members**
 - 1. **Teaching:**
 - a. Teach graduate-level courses in any field of specialization for which they have formal advanced study or demonstrated competence through independent scholarly activity as determined by the Dean of the college from which the program originates.
 - b. Develop graduate level courses and curricula
 - 2. **Advisement:**
 - a. Advise and direct special projects and/or thesis student programs as the major professor.
 - 3. **Research:**
 - a. Direct and chair master's thesis committees

- b. Serve as a member or reader on master's thesis committees
- c. Serve as a representative on master's thesis oral examinations
- 4. Other Service to Graduate Program:
 - a. Participate in the governance of graduate education at all levels within the university
 - b. Vote on matters submitted to the graduate faculty for vote
 - c. Elect representatives to graduate committees
 - d. Participate in the formulation of graduate curricula and policy.

ii. **Associate Graduate Faculty Members**

- 1. Teaching:
 - a. Teach graduate-level courses in any field of specialization for which they have formal advanced study or demonstrated competence through independent scholarly activity as determined by the Dean of the college from which the program originates
 - b. Develop graduate level courses and curricula.
- 2. Advisement:
 - a. Serve on thesis committees
- 3. Research:
 - a. Direct and co-chair master's thesis committees
 - b. Serve as a member or reader on a master's thesis committees
 - c. Serve as a representative on master's thesis oral examinations
- 4. Other Service to Graduate Program: (see Senior Graduate Faculty Members)

3. Length of Term

- a. **Senior Graduate Faculty:** 5 years, renewable
- b. **Associate Graduate Faculty:** ongoing as long as the faculty member is engaged in graduate education

4. Initial Application

- a. A faculty member desiring status as a Graduate faculty will submit the documents indicated below to the Dean of the College from which the program in which they wish to be considered originates. The Dean will appoint an *ad hoc* committee of faculty members who hold Graduate Faculty status to review the application materials and forward a consensus recommendation to the Dean. The Dean will submit his/her recommendation to the CAO for final approval.
- b. Materials to be submitted
 - i. Application letter (not to exceed three pages) covering
 - 1. Philosophy, goals, accomplishments in graduate teaching, supervision and mentoring

2. Scholarship
 3. Service
- ii. Annual Reviews
- iii. *Curriculum Vita* Including
 1. Theses, Special Problems and Readings
 2. Professional development activities
 3. Record of publications, presentations, and/or other scholarly activities.
- iv. Additional supporting materials such as publications, presentations, and other creative works themselves (not to exceed ten pages).

Appendix 4: Annual Evaluation of All Faculty Members

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 common criteria and a consistent procedure for evaluation and promotion of all Life University faculty members.

Annual Evaluation Process for All Full-Time Faculty Members

Components of the Evaluation

Fall Quarter:

1. Faculty member prepares the following information for the self-evaluation:
 - a. A minimum single page reflective summary of the faculty member's progress and challenges during the past year
 - b. Completed Rank and Promotion Rubric
 - i Faculty holding the ranks of Professor and Professor Emeritus are exempt from this item
 - ii Rubric should include at least one year of accomplishments and up to 5 years for faculty of Assistant or Associate Professor rank
 - c. Evidence of accomplishments in teaching, scholarship, and service
 - d. Student Rating of Instruction (SRI) results
 - e. Peer review observations of teaching if applicable within that cycle

Winter Quarter:

2. Immediate Supervisor's summary report including:
 - a. Records of classroom observations
 - b. Review of job description
 - c. Performance Improvement Plan (PIP) if necessary
 - d. Recommendation regarding reappointment

Spring Quarter:

- University Performance Engagement Program (PEP) (April)
- Supervisor sends recommendation to Dean (May)
- Dean sends recommendation/materials to HR
- Dean sends **recommendations to CAO
- CAO sends **summary (spreadsheet) approvals to HR
- HR sends out appointment letters (June 1)

Evaluation Leading to Multi-Year Letter of Appointment

In higher education institutions without a tenure system, experienced and effective faculty members may be offered multi-year letters of appointment. Such an arrangement contributes to stability for both the faculty members and the institution. At the same time, it retains flexibility in staffing, and given the appropriate monitoring of ongoing performance, it assists in meeting the rapidly changing demands of higher education, the expectations of the public, and the requirements of accrediting agencies in the 21st Century.

When developing a process for implementing multi-year letters of appointment it is important to balance competing priorities. The process must

- Require the documentation of excellence in teaching, service both to the university and beyond, and scholarship
- Account for the fluctuating demand of faculty positions in various departments within the university
- Not be so burdensome that it cannot be effectively implemented

The Rank and Promotion Process is fully described in [Appendix 5](#).

Timeline for Newly Hired Faculty Members*

*Faculty members entering Life University with substantial documentation of teaching excellence may negotiate an agreement with the Dean and Chief Academic Officer to enter the process below at a later stage. In no case will they enter beyond year 2, and in all cases they will be observed and evaluated in detail during their first two years.

Year 1: Focus on evaluating teaching and developing expectations for progress in teaching, scholarship, and service

1. Faculty member is granted a reduced teaching load to allow adequate time for course preparation
 - a. A course release amounting to one (1) credit hour will be granted the first time a faculty member is assigned as primary instructor to a course during the faculty member's first year.
 - b. If an instructor is responsible for multiple sections of the same course, the course release will only be granted for the first course section.'
2. Faculty member, in conjunction with their immediate supervisor, will review the job description and identify opportunities for professional growth for the next three (3) years.

3. Faculty Peer review is required for all faculty members within a two-year cycle. Priority is granted to faculty members seeking rank and promotion; however, secondary priority will be granted to new faculty members in attempts to ensure a peer review observation within their first year.
 - a. The results of the peer review process including summary report and rubric will be included in the faculty member's annual evaluation
4. The faculty member's immediate supervisor will perform formative evaluations including:
 - a. Observation of at least four classes, clinical sessions, library presentations, or other appropriate teaching settings
 - b. Observations will ideally be spread out and scheduled one per quarter
 - c. Meetings will be scheduled with the faculty member before and after the observation
 - d. Following each observation, the supervisor will compose a summary report and provide the faculty with written and verbal feedback
5. The immediate supervisor meets with the faculty member to review their performance based on the faculty member's, reflective summary, rank and promotion rubric, SRI results, peer review, and classroom observations.
 - a. The supervisor will provide a written summary of the meeting to the faculty member and place a copy in his/her permanent file in Human Resources.
6. The immediate supervisor may recommend to the Dean to:
 - a. Issue a 1-year letter of appointment
 - b. Issue a 1-year letter of appointment with an assessable Performance Improvement Plan (PIP) if there are identified performance concerns
 - c. Issue a terminal year letter of appointment
 - d. Issue a letter of non-renewal
7. The Dean reviews the faculty member's complete annual evaluation and forwards all evaluation materials to HR and recommendations to the CAO regarding reappointment.

Year 2: Maintain a focus on teaching; begin limited-service activities; initiate scholarship as detailed in the development plan

1. Faculty member is given a standard teaching load though credit for new course preparations will still be granted as outlined in the Workload Guidelines of the Faculty Handbook.
2. If Peer review was not possible within year 1, it must be included in the faculty member's second year review.

3. Required observation sessions and reporting by the immediate supervisor will be reduced to two observations unless a Performance Improvement Plan (PIP) was included as part of the faculty member's appointment renewal. Observations must take place during different quarters. If a remediation plan was implemented, four observations will be required as in Year 1.
4. Faculty member, in conjunction with their immediate supervisor, will review the job description and established plan for professional growth.
 - a. The supervisor will provide a written summary of the meeting to the faculty member and place a copy in their permanent file.
 - b. If a remediation plan was implemented, progress toward that plan must be documented and included as part of the annual evaluation.
5. The immediate supervisor may recommend to the Dean to:
 - a. Issue a 1-year letter of appointment
 - b. Issue a 1-year letter of appointment with an assessable PIP if there are identified performance concerns
 - c. Issue a terminal year letter of appointment
 - d. Issue a letter of non-renewal
6. The Dean reviews the faculty member's complete annual evaluation and forwards all evaluation materials to HR and sends the CAO recommendation regarding reappointment.
7. In all instances except a recommendation for renewal, the Dean will converse with the CAO.

Year 3: Approaching eligibility for promotion and multi-year letters of appointment

1. Review of Faculty member's self-evaluation
2. An updated self-evaluation and associated documents should be composed including goals for professional development and teaching evolution for the next three years
3. After 3 years, a faculty member is eligible for rank and promotion. Though they are encouraged to, a faculty member is not required to apply for an increase in rank. However, the scores on their rank and promotion rubrics included with their self-evaluations should document continued improvement in teaching, service, and scholarship activities
4. Peer review and mentoring as in Year 1
5. Supervisory observations will be maintained at two per annum unless a Performance Improvement Plan (PIP) is in place
6. Each unique course taught by the faculty member should be observed either by the immediate supervisor, peer reviewer, or both at least once in a three-year time span.

7. Any course in which performance was rated of concern should be monitored annually or potentially with multiple observation visits if included in a remediation plan.
8. The immediate supervisor meets with the faculty member to review their performance based on the faculty member's, reflective summary, rank and promotion rubric, SRI results, peer review, and classroom observations.
 - a. The supervisor will provide a written summary of the meeting including any progress toward a Performance Improvement Plan (PIP) if applicable, to the faculty member and place a copy in his/her permanent file.
9. The immediate supervisor may recommend to the Dean to:
 - a. Issue a 1-year letter of appointment
 - b. Issue a 1-year letter of appointment with an assessable Performance Improvement Plan (PIP) if there are identified performance concerns
 - c. Issue a terminal year letter of appointment
 - d. Issue a letter of non-renewal
10. The Dean reviews the faculty member's complete annual evaluation and forwards all evaluation materials to HR and sends recommendations to the CAO regarding reappointment.
11. In all instances except a recommendation for renewal, the Dean will converse with the CAO.

Recurring Faculty Annual Evaluation Process

1. Review of Faculty member's self-evaluation
2. An updated self-evaluation and associated documents should be composed including a plan for professional growth and teaching evolution for each three-year cycle.
3. After 3 years, a faculty member is eligible for rank and promotion. Though they are encouraged to, a faculty member is not required to apply for an increase in rank. However, the scores on their rank and promotion rubrics included with their self-evaluations should document continued improvement in teaching, service, and scholarship activities
4. Peer review should occur on a two-year rotating cycle.
5. Supervisory observations will be maintained at two per annum, unless a Performance Improvement Plan (PIP) is in place.
6. Each unique course taught by the faculty member should be observed either by the immediate supervisor, peer reviewer, or both at least once in a three-year time span.

7. Any course in which performance was rated of concern should be monitored annually or potentially with multiple observation visits as included in the Performance Improvement Plan.
 8. The immediate supervisor meets with the faculty member to review their performance based on the faculty member's, reflective summary, rank and promotion rubric, SRI results, peer review, and classroom observations.
 - a. The supervisor will provide a written summary of the meeting including any progress toward a Performance Improvement Plan (PIP) if applicable, to the faculty member and place a copy in his/her permanent file.
 9. The immediate supervisor may recommend to the Dean to:
 - a. Issue a letter of appointment
 - b. Issue a letter of appointment with an assessable Performance Improvement Plan (PIP) if there are identified performance concerns
 - c. Issue a terminal year letter of appointment
 - d. Issue a letter of non-renewal
- *Faculty members who are eligible for a multi-year appointment may be issued a 1-year appointment letter if under a Performance Improvement Plan (PIP).
10. The Dean reviews the faculty member's complete annual evaluation and forwards all evaluation materials to HR and sends recommendations to the CAO regarding reappointment.
 11. In all instances except a recommendation for renewal, the Dean will converse with the CAO.

Adjunct Faculty Biennial Evaluation Process Summary

The Adjunct Faculty Biennial Review (AFBR) is an important tool, which encourages professional development, and which serves to document the adjunct faculty member's accomplishments and achievements. Components of the AFBR are as follows:

1. Faculty member's self-evaluation:
 - a. A minimum single page summary of the faculty member's progress and challenges during the past evaluation cycle
 - b. A Professional Development Plan (PDP) is not required for adjunct faculty members, nor is completion of the rank and promotion rubric
 - c. Student Rating of Instruction (SRI) results
 - d. Peer review observations of teaching
2. Immediate Supervisor's summary report including:
 - a. Records of classroom observations
 - b. PIP if necessary
 - c. Recommendation regarding reappointment
3. Dean's decision to reappoint or not

Biennial Evaluation Requirements for Adjunct Faculty:

1. Faculty Peer review is required for all faculty members within a two-year cycle.
 - a. The results of the peer review process including summary report and rubric will be included in the faculty member's AFBR
2. The adjunct faculty member's immediate supervisor will perform formative evaluations including:
 - a. Observation of at least two classes, clinical sessions, library presentations, or other appropriate teaching settings
 - b. Observations will be announced and will ideally be spread out and scheduled one per year
 - c. The supervisor will compose a summary report and provide the adjunct faculty member with written and verbal feedback
3. The immediate supervisor meets with the adjunct faculty member at the end of the evaluation cycle to review her/his performance based on the adjunct faculty member's self-evaluation, SRI results, peer review, and classroom observations.
 - a. The supervisor will provide a written summary of the meeting to the adjunct faculty member and place a copy in his/her employment record on file with Human Resources.
4. The Dean has authority to decide whether to reappoint an adjunct faculty member or not.

Appendix 5 - 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.

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 members are assessed based on their contributions in the areas of teaching and advising, scholarship and creative activity, and service.
- Clinical faculty members are assessed based on their contributions in the areas of instruction within the clinical setting, patient management and clinical expertise, scholarship and creative activity, and service.
- Library faculty members 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 simply 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.

The decision to seek an increase in rank should be made well in advance of the formal process outlined below. A prospective candidate should discuss their intentions and subsequent progress with their supervisor well before initiating the formal process outlined here. Furthermore, the preparation of one's dossier is a labor-intensive process that should be a continuous effort spanning years of documentation accumulation. A prospective candidate should have their dossier compiled in final draft form prior to initiating the formal process. Please reference the Dossier Preparation Section outlined within this document.

Step 1: Notification from President's Office and Letter of Intent

The University President's Office 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 list of faculty who are qualified to serve as reviewers based on their rank will accompany the notice of eligibility sent by the President's Office. A faculty member who chooses to request promotion must submit a letter of application requesting an increase in rank. This letter should be addressed to the President's Office and submitted by the end of week 1 of the quarter in which the faculty member wishes to initiate the rank and promotion process. Periodic reminders of the deadlines throughout the process will be sent by the President's Office once the candidate submits their letter of intent. However, if steps 1 through 3 are not completed within 90 days of the filing of the candidate's letter of intent, then the candidate must notify the President's Office of their decision and resubmit a letter of intent to restart the process at the beginning of a future cycle. 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 two departmental members with seniority compared to the candidate's current rank. The candidate's dossier must be essentially complete so that they are able to provide it to the departmental reviewers to evaluate. Each senior faculty member should review the academic progress of the potential candidate, complete the Departmental Reviewer Checklist and there in recommend to support or not support the candidate's continuation through the rank and promotion process.

In the event that a department lacks enough faculty members 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. If two faculty with superior rank to the candidate cannot be found with the college of the candidate's

primary assignment, then faculty from a different college within the University may be asked to review the candidate's dossier. 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 completed Departmental Reviewer Checklist 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 is separate from and in addition to any potential letters of recommendation which are discussed later in this document.

Step 3: Supervisory Approval

The second level of review is with the candidate's direct supervisor. The candidate should be meeting with his/her supervisor at least annually for a job performance evaluation. Any faculty member who desires an increase in rank should annually perform a self-assessment using the Rank and Promotion rubric. The faculty member should make it a point to discuss these self-assessments in detail 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 members in a constructive way of their progress toward promotion. When a candidate seeks promotion, they may include these annual evaluations as part of their dossier. The candidate's supervisor must compose a recommendation letter containing a 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 for inclusion within the candidate's dossier.

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 the supervisory review recommends against promotion, the candidate may still request to continue through the rank and promotion review process provided that both departmental reviews support the candidate's continuation through the process. However, if either of the departmental reviewers as well as the supervisor's recommendations 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 President's Office. Upon completion of this series of reviews, the candidate must submit an update to the President's Office stating that they have secured approval from either both senior faculty and/or their supervisor, or that they are declining to proceed further through the dossier review process.

Copies of the departmental reviewer's endorsements and the supervisor's recommendation must be included with said notification. Upon conclusion of this step, no further alterations to the candidate's dossier can be made, and the candidate's supervisor retains the dossier to share with the RPC.

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 either they, or the candidate's 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 is composed of three faculty members and the candidate's supervisor. The supervisor will refrain from making a recommendation at this stage, except when a majority recommendation from the other members is lacking.

The college Dean or Associate 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. Both the candidate and their respective Dean will be furnished a list of faculty who are qualified to serve on their RPC by the President's Office.

The candidate is permitted to submit a list of three potential evaluators of which at least one will be selected by the Dean to serve on the RPC. The remaining faculty members will be appointed by the Dean or Associate Dean from the college of the candidate's primary assignment. In the event that there are too few faculty of superior rank to the candidate within the college of the candidate's primary assignment, the Dean may appoint faculty with the appropriate rank from another college within the University.

The RPC must maintain a certain amount of diversity such that, if possible, at least one member should have experience in the candidate's primary field of expertise, but 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, individually complete the R&P rubric based on the documents submitted by the candidate, and will recommend either for or against the candidate's promotion, with justification being provided in the form of the completed rubric. Once the individual members have deliberated, the committee will meet for discussion, compare results, and may collectively "recommend promotion" or "recommend denial of promotion".

The views of the committee must be summarized into a finalized consensus rubric that is signed by all members of the committee. Furthermore, a formal letter from the committee should also be composed which must include a detailed rationale for the committee's decision, as well as a statement of committee consensus on their recommendation signed by all committee members. Both documents should be included in the candidate's dossier.

If the committee recommends promotion, then the committee chair must inform the President's Office that the RPC has concluded its deliberations and the dossier will be passed on to the college Dean. If the committee recommends denying promotion, then the President's Office shall be so notified by the committee chair, and candidate's dossier returned to the President's Office. The supervisor will inform the candidate of the committee's decision, and if there are no grounds for an appeal, the candidate may collect their dossier from the President's Office.

For library faculty the process of formation of the RPC varies slightly. The candidate will still submit a list of three potential evaluators to serve on the RPC. The Library Director will select at least one of those evaluators to serve on the RPC. After selecting an evaluator from the candidate's list, the Library Director will appoint three other faculty above the current rank of the candidate from within the University to form the RPC. If possible, at least one member of the RPC should have experience in the candidate's primary field of expertise.

Once formed, the RPC members will elect a committee chairperson who will be responsible

for scheduling meetings and composing the final rubric for incorporation into the candidate's dossier. Once the committee deliberations are concluded, the elected committee chair will inform both the Library Director and the President's Office of their recommendation. If the committee recommends denying promotion, the candidate's dossier is returned to the President's Office, the candidate is informed of the committee's decision by the Library Director and is provided information regarding the appeal process. If there are no grounds for an appeal, the candidate may collect their dossier from the President's Office. If the committee recommends promotion, then the candidate's dossier is passed along to the Library Director, and the process continues through Step 5.

Step 5: Dean and Chief Academic Officer's Approval

If the findings of the RPC are to recommend promotion, then the supervisor, or committee chairperson in the case of an RPC for library faculty, will transmit the committee's recommendation along with the candidate's dossier to the Dean or Library Director within 180 days of the candidate's letter of intent being submitted to the President's Office. The Dean or Library Director will have 30 days to consider the recommendations of the committee and will forward his/her recommendations along with the dossier to the President's Office.

The final approval comes from the Chief Academic Officer (CAO). The CAO 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 President as needed. Once a decision is rendered by the CAO and communicated to the Dean, the CAO will inform the candidate of the results or may delegate this responsibility to the Dean. 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 full 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 if retiring after having gained the rank of Professor, or fifteen years of service for an Associate Professor. 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.

The committee will be composed of three faculty from within the candidate's college with the supervisor serving as the committee chair. 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 at least one will be selected by the Dean or Associate Dean to serve on the candidate's evaluating committee. The other two recommending members will be appointed 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. In the event that there are too few faculty of the necessary rank within the college of the candidate's primary assignment, the Dean may appoint faculty with the appropriate rank from another college within the University. The supervisor will refrain from making a recommendation at this stage, except when a majority recommendation from the other members is lacking. The college Dean or Associate Dean may also choose to be present at all proceedings as a non-recommending member.

Once the committee composition has been determined, the committee will have 30 days to review the nomination. Each member of the committee will independently evaluate the candidate's dossier, individually complete the Emeritus rubric based on the documents submitted

by the candidate. Once the individual members have deliberated, the committee chair will schedule a meeting for discussion of the individual member's results. The committee may then collectively "recommend" or "recommend against" the conferring of the Professor Emeritus title. The views of the committee must be summarized into a finalized rubric as well as a formal letter which must include a detailed rationale for the committee's decision, and both documents should be included in the candidate's dossier.

The committee's recommendation will be presented to the Dean by the committee chair, who will subsequently review the proposal, and if in agreement shall forward the request onto the CAO for final approval. Given approval by the CAO, 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 CAO not to forward a nomination, formal letters outlining their rationale should be included in the candidate's dossier and the dossier returned to the President's Office. 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 CAO. In the case of a negative decision, the basis for the denial will be succinctly stated and supported by the rubrics completed by the evaluating committee. This information will be provided to the candidate, along with information on the right to appeal. Extenuating circumstances, procedural irregularities that were not considered by the Dean or CAO, 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 must compose a letter to the Dean stating which of the above criteria is relevant justification for their appeal including documented 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. In the event that there are too few faculty of the necessary rank within the college of the candidate's primary assignment, the Dean may appoint faculty with the appropriate rank from another college within the University. 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 President's Office until they decide to appeal or not to appeal. If the candidate retakes possession of their dossier 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 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 President who will have 10 business days to evaluate the appeal and render a final decision. Any decision made by the President at this point is final. Once the final determination is made, the President will send a letter to the candidate, CAO, and the Dean informing them of the final decision. If a promotion is again denied, rationale for the decision will be included in the candidate's dossier and discussed with the Dean who will then counsel the candidate accordingly.

The purpose of review by the Dean and the President is to ensure that all faculty members are held to common standards and to resolve any disagreements in previous recommendations. The Faculty Senate may appoint a single designee who will also have access to all dossiers under consideration, and may observe the deliberations on cases where clarification or discussion with the President, CAO, Dean, and/or supervisor are required in order to ensure an equitable process for all faculty. The process for appeal of a promotion decision 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 and 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 members 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 those teaching faculty members who teach a variety of different courses are still expected to seek out opportunities for service and scholarship while maintaining appropriately

high levels of accomplishment in their classrooms.

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 burden of 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 affirming 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 in all areas of expected faculty performance.
3. Endorsements
 - a. Senior Departmental Faculty recommendation as outlined above
 - b. A recommendation from the candidate's immediate supervisor
 - c. Candidate must obtain 3-5 letters of recommendation with at least one (1) of these obtained from Life University Faculty
4. Updated Curriculum Vita
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.

Endorsement

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 2 departmental members with seniority compared to the candidate's current rank. These senior faculty members should review the academic progress of the potential candidate prior to initiation of the formal promotion process.

The candidate is responsible for providing a copy of their dossier in draft form to these reviewers, and subsequently each reviewer should complete the Departmental Reviewer Checklist and there-in recommend to support or not support the candidate's continuation through the rank and promotion process. In the event that there are too few faculty of the necessary rank within the department of the candidate's primary assignment, the candidate may seek out faculty

with the appropriate rank from within the college of their primary assignment. If faculty of the appropriate rank cannot be found within the college of the candidate's primary assignment, then the candidate may seek out faculty of the necessary rank from another college within the University. Upon completion, the results of this process should be included in the candidate's dossier.

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

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 of recommendation are required for promotion, including assessment by faculty outside of one's primary department. Letters of recommendation from individuals outside of Life University attesting to the candidate's credentials are highly encouraged; however, these recommendations should never be solicited from clients or others whom the candidate has directly served in his/her work. All letters must be dated and are only valid for 3 years from the date of the letter's composition. Furthermore, it is wise to select letters of recommendation 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 concise record of one's most notable activities and accomplishments and thus should be updated regularly. It is helpful to include descriptive information while being as succinct 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, in the cloud, or on a shared site 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 to enhance 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, group projects, reflective essays, community engagement activities, student lead presentations etc.

Instructional or Advising Awards and Recognition:

Instructional awards (both internal and external) 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 BRIGHTEE bestowed by the CETL, 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 or collections of students' thank you notes 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 implemented or 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 previous student evaluation survey employed at this institution contained 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.

The currently employed student evaluation survey comprises fewer questions, the first of which references student's overall educational experience at the University. This question should be excluded for purposed of Rank and Promotion calculations. There are four questions within the section titled “Feedback for this Course” and seven questions within the section titled “Feedback for the Instructor”. There is also one question at the end of the survey that asks for an overall rating of the instructor. If the candidate is the lead instructor for a course, the mean scores for these 12 survey questions should be averaged to yield an Instructor grade for the course. Similarly, there are five questions within a section titled “About the Lab Course”, five questions within a section titled “Feedback for the Lab Instructor”, and a final overall rating of the laboratory instructor question. If the candidate was a laboratory instructor for a given course, it is the mean scores from these 11 survey questions that should be tabulated and averaged to yield a Lab Instructor grade. If the lead instructor is also the laboratory instructor for a course, then all of the aforementioned questions from the surveys must be taken into account. 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 reflective 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 of 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 measurable 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 pre-exam review sessions for student's courses or 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 a 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 internal and external) 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 BRIGHTEE bestowed by the CETL, 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 or collections of students' thank you notes 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 ongoing 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 whereas 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 internal and external) 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 BRIGHTEE bestowed by the CETL, or a Merit Award within the category of teaching.

It should be noted that Thank-A-Teacher awards or collections of students' thank you notes 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, handwritten 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, ideally a faculty member should demonstrate a combination of institutional and professional service. 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:

All faculty are required to complete three credit hours of University service per quarter. For a list of sample activities and their credit hour equivalents, consult [Appendix 9](#) of the Faculty Handbook. On this list, a distinction is made between “major” committees and ad hoc committees. For purposes of rank and promotion, committee service has been segmented into University level committee service and Departmental or College level committee 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.

While committees are essential to effective University functioning, part of attaining an increase in rank is also to demonstrate effective leadership. Given the greater workload associated with committee leadership, anyone intending to seek an increase in rank is encouraged to hold an executive leadership position such as Chair, Vice Chair or Secretary, within their committee work. Documentation of Vice Chair and Secretary roles should be included on one's CCRF. To document service as a Committee Chair, validation should be provided by the body to which the committee reports.

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 an internal, local, regional, or international award; or if it is privately funded or awarded based on peer review committee. A Rank and Promotion Authorship form should be completed and included in the candidate's dossier for each grant sought. 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 with a combination of co-authors. If this is the case, clarification of the faculty member's role in the joint effort must be provided as outlined on the Rank and Promotion Authorship Form 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 and accompanied by the Rank and Promotion 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, editorial, or jury 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. A completed Rank and Promotion Authorship Form is required for all submissions, and if possible, copies of the work should also be included.

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. A completed Rank and Promotion Authorship Form is required for all submission and accompanying each should be an explanation of the validation process and significance or stature of the event. 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. For purposes of this category, the Blackboard Primer created by the CETL would serve as an example of an in-house certification. The earned Guru badge is proof of successful completion.

Documentation of any program completion (internal or external), 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. Any continuing education required to maintain one's credentials must be documented and deducted from the continuing education hours claimed within this category. For example, the Georgia Board of Chiropractic Examiners (Chapter 100-5 Rule 100-5-01) requires an annual minimum of 20 hours of board-approved continuing education in order to renew one's license. The specific breakdown of these hours is as follows: 15 hours in Chiropractic Clinical Science, 4 hours of ethics and risk management, and 1 hour of Georgia laws and rules. Additionally, up to 8 hours of continuing education in clinical science may be fulfilled by teaching clinical or chiropractic science courses at any CCE-accredited college or school.

If an applicant has a Diplomate with the American Chiropractic Neurology Board for example, and the stated diplomate was attained after they were hired by the University, they may claim credit for this diplomate in Degrees, Diplomates & Certifications category of the Scholarship section in their dossier. However, in order to maintain this particular diplomate, the applicant must annually complete 30 hours of CAGEN accredited continuing education credits. Proof of these requirements must be included with the dossier. The credits required to maintain a diplomate cannot be double counted as additional credit toward continuing education. The continuing education section requires any documented hours be above and beyond what is required to maintain one's licensure and also apply to any additional credentials such as certifications and diplomates.

In the event that some continuing education hours can be double counted for both licensure and certifications, the candidate must include proof of requirements, an explanation of how the diplomate classes fulfill the State of Georgia license requirements, and clearly outline which of their continuing education hours were above and beyond base requirements. Only those additional hours may be utilized for points within this section. For the above example, the CAGEN diplomate course work could would doubly apply to the diplomate and the 15 hours of continuing education required for Georgia State licensure. However, the candidate would still have to complete 4 hours of ethics and risk management, and 1 hour of Georgia laws and rules. As such, this candidate's base continuing education requirement would be 35 hours, and anything beyond the requisite 35 hours could be utilized for points in the continuing education section of the scholarship portion of the rank and promotion rubric.

As evidence of a faculty member's continuing dedication to professional development and the

instruction, proof of any conference or continuing education attendance should be submitted accompanied by proof of certification requirements if applicable. 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 immediately upon successful completion of the rank and promotion process.

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 all benefits granted to retired University members as well as the following:

- 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.
- Emeritus faculty remain entitled to the tuition remission, life insurance, and employee health insurance options granted to all current faculty members. Note: Tuition benefits for one's dependents and children remain unchanged upon retirement
- The university will make available to emeritus faculty and their spouses, programs and materials relevant to retirement and financial planning. 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 6: Faculty Grievance Procedures

The University's Grievance Procedures provide for an orderly resolution of a dispute claiming a violation by an academic administrator of a faculty member's Appointment Documents (the appointment letter, current job description(s), the current Faculty Handbook, Honor Code), or published Life University, College, Division or Department policies and/or procedures.

Definitions

The following definitions apply to this Grievance Procedure:

- A grievance is a claim of a violation, misinterpretation, or misapplication of any provision of the faculty member's Appointment Documents or published Life University, College, Division or Department policies and/or procedures.
- The aggrieved party is the faculty member claiming a violation of the faculty member's Appointment Documents or published Life University, College, Division or Department policies and/or procedures.
- A day is any day, Monday through Friday, in which the University is open for regular business operations, excluding University holidays and official closings.

Grievance Process

Step One - Notification to the Supervisor

When a faculty member claims violation of any of the Appointment Documents specified above or published Life University, College, Division or Department policies and/or procedures, they should attempt to resolve it informally through a conversation with the person involved. This must occur within 10 days of the date of the incident that precipitated the complaint.

If no resolution is agreed to, the faculty member will immediately document the conversation in writing. That document will be sent to the immediate supervisor with a copy to the Dean.

Step Two – Formal Filing of a Grievance

Failing resolution through informal means, the faculty member may initiate the formal grievance process. The faculty member must submit a written statement of their grievance to the CAO, the President of Faculty Senate, the alleged party, and the Chair of the Committee on Faculty Affairs within 20 days **of the date of the incident** that precipitated the complaint. The statement shall contain the following information:

1. the name of the faculty member who becomes the aggrieved party upon submission of the written statement
2. a concise statement of the grievance
3. the specific sections of the above-referenced Appointment Documents or published Life University, College, Division or Department policies and/or procedures alleged to be violated
4. the date of the alleged act or omission
5. actions taken to this point
6. the specific remedies sought

7. the date submitted and complainant's signature

Step Three - Faculty Affairs Committee Consideration

Within 10 days of receiving the grievance file, the Chair of the Faculty Affairs Committee will request written or audio/video-recorded oral statements from both the faculty member and the person alleged in the grievance. Both parties must respond to that request within 10 days from the date of request.

Within 10 days of receiving the written or oral statements, the Chair of the Faculty Affairs Committee will select three faculty members from the committee to serve with the chair to consider the grievance. All panel members must disclose any perceived or potential conflicts of interest, and the Chair of the committee will determine if those conflicts preclude a committee member from serving on the panel.

The panel members will have up to 7 days to gather and review data/information and come to consensus on a recommendation as to whether there is adequate cause for further action and what that action should be. The actions recommended by the panel may be to:

1. uphold the action
2. recommend a different action
3. recommend reversing the action

This recommendation will be given in writing to the faculty member, the alleged party, the President of the Faculty Senate, and the Chief Academic Officer. The recommendation(s) of the Faculty Affairs Committee is not binding upon the CAO.

Step Four - Chief Academic Officer's Decision

Within seven days of the receipt of the recommendation from the Faculty Affairs Committee, the Chief Academic Officer will respond in writing with their decision. The decision will be communicated to the aggrieved party, the faculty member, the Faculty Senate President, the Chair of Faculty Affairs, and the Dean.

In making the decision, the CAO is limited to taking one of the following actions:

1. Affirm the finding(s) of fact and accept recommendations by the Faculty Affairs Committee.
2. Affirm the finding(s) of fact but modify the recommendations from the Faculty Affairs Committee.
3. Remand the grievance for a new review by a sub-committee of the Faculty Affairs Committee and meet with the original sub-committee of the FA Committee to explain the reasons for disagreement with the original findings.
 - a. A new committee of three (3) new/different FA members will be assigned to review.

- b. The FA Committee will have 10 days from meeting date with the CAO to submit recommendation(s).

The CAO will then consider all information provided and make a final decision. The CAO will communicate the decision within 7 days from receipt of the finding from the new FA committee

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

Upon notification of a decision of dismissal for cause from the Chief Academic Officer (CAO), the faculty member may appeal in writing to the President of the University. The appeal must be submitted within 10 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:

1. affirm the chief academic officer's decision
2. modify the action taken
3. reverse the chief academic officer's decision

The President will communicate his or her decision in writing within 20 working days from receipt of the appeal. The decision will be communicated to the following recipients: the faculty member, the Dean and the Chief Academic Officer. Such action will be the final action of the University. There is no appeal.

Appendix 7– 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.

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. The Board of Trustees, President, administration, and faculty have timely access to relevant information that is necessary to

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

- d. 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 members: 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, and multi-year appointments
 - d. aspects of student life that relate to academics.
6. Administrators above the level of division chair/supervisors, 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 using the University budget, which includes:
 - a. having initial responsibility for defining department/division budget with priorities and making recommendations to the immediate supervisor
 - b. effectively using funds allocated to the division/department pursuant to University policies
 - c. having direct input in setting budget priorities for their respective colleges
 - d. 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.

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,
 - b. for regular and accurate communication of the views of the Board of Trustees, President, and administration to the faculty.
2. Faculty members are often invited by administrators to serve on *ad hoc* committees, task forces, working groups, and similar recommending bodies. When faculty members are selected as representatives of the faculty as a whole or a subset of faculty members such as within a college, it is desirable for administrators to consult with the Faculty Senate about appointees. When faculty members are selected for their expertise or effectiveness in an area, it is desirable for administrators to consult with the faculty members' supervisors and/or deans.
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 rather than expressing their individual opinions.
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
 - 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.

Roles in Shared Governance

Teaching, Advising and Mentoring

1. Faculty members, both individually and collectively, have primary responsibility for developing and delivering appropriate courses. Faculty supervisors and deans are responsible for input and approval.
2. Faculty members have primary responsibility for establishing learning outcomes, including the Eight Core Proficiencies, for courses. Supervisors and deans are responsible for input and approval.
3. Faculty members have primary responsibility for developing and assessing the effectiveness of courses, 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.
4. Faculty members have a responsibility in academic advising and/or professional mentoring of students as assigned.
5. Faculty members play a leadership role in promoting student professional development in areas such as academic integrity and growth as a young professional.

Service

1. 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.
2. Faculty members, supervisors, Deans, and the chief academic officer collaboratively set expectations for service.
3. 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.

Research and scholarship

1. 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.

2. 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.
3. 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.
4. 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.

Faculty professional development

1. The faculty has 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.
2. 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.
3. The faculty and faculty supervisors share primary responsibility for coupling the PDPs to reappointment and promotion decisions.
4. 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.

Enrollment Management

1. Faculty members have primary responsibility for recommending academic standards, including standards for admission, for academic progress, and for graduation. Faculty supervisors, deans, and the chief academic officer provide input and approval.
2. 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.
3. 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.
4. While the administration and the Alumni Office have primary responsibility for establishing and maintaining positive alumni relations, faculty members play an important role.

Planning

1. 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.
2. 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.
3. 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.
4. 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 – Faculty Senate Constitution and Bylaws

Faculty Senate Constitution

Preamble

In order to provide a forum through which the faculty of Life University may engage in the process of shared governance as an honored tradition and expectation of accreditation in higher education, and to provide the faculty of Life University the opportunity to actively participate in both the collaboration and interdependence that exist between and among the Board of Trustees, President and administration, and Faculty; we, the members of the Life University faculty, adopt this Constitution in support of the achievement of the University's mission, values and core proficiencies.

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

The Faculty Senate, as representation of all Life faculty, shall consist of those with voting right (“voting members”). The voting members shall be faculty members elected by the Life faculty and shall meet such additional criteria and be elected in the manner as described in the bylaws.

Non-voting members who may elect to attend meetings of the Faculty Senate and have voice, but who will have 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 is 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, the Senate will elect an interim President until elections can be held at the next meeting of the full faculty 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 quarter. 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 twice each year. The Secretary/Treasurer will announce the meeting time, which will regularly be during Week zero (0) of the Summer (June) and Winter (January) quarters.

Article 7 Committees

Standing committees of the Faculty Senate include:

- Faculty Affairs
- Faculty Development
- Admissions Committees of the colleges
- Curriculum Committees of the colleges
- Committee on Committees
- Rank & Promotion Procedural Review Committee

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

- All members of standing committees must be voting members of the faculty ([see Article 3](#)).
- The Bylaws govern selection of committee members.
- Standing committee chairs are elected by committee members and approved by the Senate.

- Committee chairs are elected for a two-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 the general 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 and a university announcement will be distributed.

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.

Faculty Senate Bylaws

Article 1 Name

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

Article 2 Purpose and Authority

The Faculty Senate shall create, maintain, and protect a university environment conducive to the growth of scholarship, learning, teaching, research, service, and respect for human dignity and rights following the vitalistic tenets set forth in the Life University Mission. Refer to the Constitution-[Appendix 1A](#) for a complete statement of the Purpose and Authority of the Faculty Senate. These Bylaws are intended to complement the Constitution and provide process needed for Faculty Senate to function.

The Faculty Senate shall elect or nominate individuals to represent the interests of the entire

faculty to University committees adhering to the adopted statement on Shared Governance ([Faculty Handbook Appendix 7](#)). University committees are not committees of the Faculty Senate, may change periodically at the discretion of administration, and are therefore not listed herein. To provide the faculty of Life University the opportunity to actively participate in both the collaboration and interdependence that exist between and among the Board of Trustees, the President and administration, members of faculty who participate in University committees are expected to adhere to the same reporting standards as stipulated herein for Faculty Senate standing committees.

[Article 7](#) lists the Faculty Senate standing committees.

Article 3 Memberships

1. Definition
2. Voting members
 - a. Shall be all full-time and adjunct members of the faculty including:
 - i. classroom faculty
 - ii. clinic faculty
 - iii. library faculty
 - iv. research faculty
 - b. Adjunct faculty members are eligible to vote but may not serve as a Senator on the Faculty Senate.
3. Non-voting members
 - a. Non-voting members who may elect to attend meetings of the Faculty Senate and have voice; but who will have no vote in the Senate include:
 - i. The President of the University or his/her representative
 - ii. The Chief Academic Officer of the University or his/her representative
 - iii. A student selected by the Student Council or its equivalent
4. Voting members include the Faculty Senate President, Vice-President, and Secretary/Treasurer and twelve (12) additional Senators. The twelve (12) additional Senators will be elected by and represent the following groups of faculty members:
 - a. Three representing the College of Chiropractic faculty, including:
 - i. One elected by and representing the Division of Basic Sciences faculty
 - ii. One elected by and representing the Division of Chiropractic Sciences faculty
 - iii. One elected by and representing the Division of Clinical Sciences faculty
 - b. Three representing the Clinics faculty, including:
 - i. One elected by and representing the Center for Health and Optimum Performance (C-HOP) faculty
 - ii. One elected by and representing the Campus Center for Health and Optimum Performance (CC-HOP) faculty
 - iii. One at large, elected by the combined Clinics faculty not otherwise represented
 - c. Four representing the faculty of the College of Graduate and Undergraduate Studies faculty.
 - i. One elected by and representing the Division of Natural Sciences
 - ii. One elected by and representing the Division of Sports Health Sciences

- iii. One elected by and representing the Division of Social Sciences
 - iv. One elected by and representing the Division of Liberal Studies
 - v. One representing the faculty of the Library
 - vi. One representing the faculty of the College of Online Education
5. Election of Members & Officers
- a. Senate seats with terms expiring are subject to nomination and election during the Spring quarter with elected members beginning their terms the first day of the following Fall quarter.
 - b. Officers (executive committee positions) are elected by a majority of the full faculty and represent the faculty at large.
 - i. Each executive committee position is elected for a term of two years.
 - ii. Each executive committee officer is limited to two consecutive terms in the same position.
 - iii. The twelve (12) additional Senators are elected by a majority of those faculty members they represent.
 - iv. Each Senator is elected for a term of two years, with half the terms staggered from the other half.
 - v. There are no term limits for Senators.

Article 4 Officers

The Officers (Executive Committee) 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 is 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, the Senate will elect an interim President until elections can be held at the next regularly scheduled meeting of the full faculty. Vacancies in the Vice-President, or Secretary/Treasurer office, will be filled by elections at the next full faculty 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.
- Following Spring elections, newly elected Officers will serve in “elect” positions, participating in all functions of their new role to ease the transition.

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 provide a written report to the Senate (Secretary/Treasurer) at least once each quarter. The report will include meeting minutes, progress to date on the proposed committee agenda, remaining items to address, and changes to the committee's 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, and the Secretary/Treasurer will announce the meeting time, which will regularly be during Week Zero (0) of Winter and Summer quarters.

Article 7 Committees

Standing committees of the Faculty Senate include:

- Faculty Affairs
- Faculty Development
- Admissions Committees of the colleges
- Curriculum Committees of the colleges
- Committee on Committees
- Rank & Promotion Procedural Review Committee

There may also be Ad hoc committees formed for special needs.

Responsibilities

It is the responsibility of each committee to meet at least once per quarter, conduct their

business and, in the interest of transparency, provide written minutes to the Faculty Senate for the purposes of distribution to the rest of the faculty as stated in Article 4.

The following governs membership:

- All voting members of standing committees must be voting members of the faculty (see Article 3).
- Selection of committee members is through appointment by the Faculty Senate.
- Committee members are appointed for staggered two-year terms. To ensure continuity, no more than 50% of the voting membership may be altered within a given year.
- Standing Committee Chairs are elected by committee members of each committee and approved by the Senate.
- Committee Chairs are elected for a two-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, Assistant Dean, or Clinic Director, and under no conditions will a faculty member serve on more than three standing committees at a time.
- Committee Chairs are to regularly (no less than quarterly) provide a report including a copy of all meeting minutes, and any and all proposals, reports, etc. made to the administration and others, to the Faculty Senate (Secretary/Treasurer); advise the Senate of the committee's action goals (agenda) and accomplishments quarterly, and report to the full faculty at each of its semi-annual meetings.

1. Faculty Affairs Committee

- a. Reports to: Faculty Senate
- b. Membership:
 - i. Voting: The committee will be composed of seven members of faculty appointed by the Faculty Senate.
- c. Responsibilities:
 - i. Review and recommend policies related to the faculty
 - ii. Recommend changes to the Faculty Handbook
 - iii. Make recommendations regarding Faculty Evaluations
 - iv. Review and make recommendations concerning faculty grievances that have not been resolved satisfactorily at the Dean's level
- d. The Chair shall be elected biannually by the Committee from among the voting committee membership.
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
- f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate
- g. Meets: As needed to fulfill its responsibilities, or as called by the Chair, but

never less than quarterly.

2. Faculty Development Committee
 - a. Reports to: Faculty Senate
 - b. Membership:
 - i. Voting: The committee will be composed of seven members of faculty appointed by the Faculty Senate.
 - c. Responsibilities:
 - i. Assess the needs of the University, in conjunction with the Center for Excellence in Teaching and Learning (CETL), in terms of developing a comprehensive faculty development program
 - ii. Cultivate and assist in administration of a faculty development program to meet the needs of the faculty
 - iii. Make recommendations to provide training programs and incentives for faculty to continue their professional development
 - iv. Facilitate faculty development activities
 - v. Oversee the Faculty Peer Review Process
 - d. The Chair shall be elected biannually by the Committee from among the voting committee membership.
 - e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
 - f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate
 - g. Meets: As needed to fulfill its responsibilities, or as called by the Chair, but never less than quarterly.

College Admissions Committees

1. Admissions Committee (College of Chiropractic)
 - a. Reports to: Dean of the College of Chiropractic
 - b. Membership:
 - i. Voting: One faculty representative from each division within the College:
 1. Basic Sciences
 2. Clinical Sciences
 3. Chiropractic Sciences
 4. Clinics
 - ii. Non-Voting:
 1. Director of Admissions, or their representative
 2. Alternative Admission Track Coordinator
 3. Office of the Registrar representative
 4. Faculty Senate representative or faculty member appointed by Senate
 5. Student representative recommended by the Student Council

6. Dean of the College of Chiropractic (or their representative)
- c. Responsibilities:
 - i. Recommend admissions policy to the dean consistent with the appropriate accrediting agencies.
 - ii. Annually review the University admissions policy and recommend changes to the dean if needed.
 - iii. Monitor admissions procedures, identify issues, and make recommendations for changes to the dean.
 - iv. Review all regular and Alternative Admissions Track Plan (AATP) applicants to ensure eligibility.
 - v. Make recommendations to the dean relative to the acceptance/denial of AAT applicants for admission.
 - vi. Review and make recommendations regarding items referred to the committee by the administration)
- d. The Chair shall be elected biannually by the Committee from among the voting Faculty membership.
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
- f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations, and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate.
- g. Meets: As needed to support the Admissions office, or as called by the Chair, but never less than quarterly.

2. Graduate Admissions Committee (CGUS)

- a. Reports to: Dean of the CGUS
- b. Membership:
 - i. Voting: One faculty representative from each division within the CGUS:
 1. Natural Science
 2. Liberal Studies
 3. Social Sciences
 4. Sport Health Science
 - ii. Non-Voting:
 1. Assistant Dean of each division within the CGUS
 2. Director of Admissions, or their representative
 3. Office of the Registrar representative
 4. Faculty Senate representative or faculty member appointed by Senate
 5. Student representative recommended by the Student Council
 6. Dean of the CGUS (or their representative)
- c. Responsibilities:
 - i. Recommend admissions policy to the dean consistent with the appropriate accrediting agencies.
 - ii. Annually review the University admissions policy and recommend changes to the dean if needed.

- iii. Monitor admissions procedures, identify issues, and make recommendations for changes to the dean.
- iv. Review all applicants to ensure eligibility.
- v. Make recommendations to the dean relative to the acceptance/denial of applicants for admission.
- vi. Review and make recommendations to the dean regarding items referred to the committee by the Administration.
- d. The Chair shall be elected biannually by the Committee from among the voting Faculty membership.
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
- f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate.
- g. Meets: As needed to support the Admissions office, or as called by the Chair, but never less than quarterly.

3. Undergraduate Admissions Committee (CGUS)

- a. Reports to: Dean of the CGUS
- b. Membership:
 - i. Voting: Seven (7) Representatives from the varied undergraduate departments within CGUS as outlined below:
 - 1. Social Sciences
 - 2. Transitional Studies (reading specialization)
 - 3. Transitional Studies (math specialization)
 - 4. Sports Health Science
 - 5. Natural Science
 - 6. Nutrition
 - 7. Liberal Studies
 - ii. Non-Voting:
 - 1. Assistant Dean of each department within the CGUS
 - 2. Provisional Student Coordinator
 - 3. Director of Admissions, or their representative
 - 4. Representative of the PASS advisors
 - 5. Office of the Registrar representative
 - 6. Faculty Senate representative or faculty member appointed by Senate
 - 7. Student representative recommended by the Student Council
 - 8. Student Services representative, as needed.
 - 9. Dean of the CGUS (or their representative)
- c. Responsibilities:
 - i. Recommend admissions policy to the dean consistent with the appropriate accrediting agencies.
 - ii. Annually review the University admissions policy and recommend changes to the dean, if needed.

- iii. Monitor admissions procedures, identify issues, and make recommendations for changes to the dean.
- iv. Review all applicants who do not meet stated admission standards.
- v. Make recommendations to the dean relative to the acceptance/denial of provisional applicants for admission.
- vi. Review and make recommendations to the dean regarding items referred to the committee by the Administration.
- d. The Chair shall be elected biannually by the Committee from among the voting Faculty membership
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
- f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate.
- g. Meets: As needed to support the Admissions office, or as called by the Chair, but never less than quarterly

College Curriculum Committees

1. Curriculum Committee (College of Chiropractic)
 - a. Reports to: Dean of the College of Chiropractic
 - b. Membership:
 - i. Voting:
 1. One CGUS representative
 2. One faculty representative from each clinic within the College
 - a. C-HOP
 - b. CC-HOP
 - c. Outreach or at large
 3. One academic faculty representative from each division within the College
 - a. Basic Sciences
 - b. Clinical Sciences
 - c. Chiropractic Sciences
 - ii. Non-Voting:
 1. Office of the Registrar representative
 2. Faculty Senate representative or faculty member appointed by Senate
 3. Dean of the College of Chiropractic (or their representative)
 4. Student representative recommended by the Student Council
 - c. Responsibilities:
 - i. Review CCE and SACS standards and make recommendations to the dean, as applicable to the curricular needs of the Doctor of Chiropractic Program.
 - ii. Assess and identify needs and make recommendations to the dean in the

- voting Faculty membership
 - e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
 - f. The Secretary is responsible for recording detailed minutes of all meetings transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate.
 - g. Meets: As needed to support the responsibilities of the committee, or as called by the Chair, but never less than quarterly
3. Undergraduate Curriculum Committee (CGUS)
- a. Reports to: Dean of the CGUS
 - b. Membership:
 - i. Voting: Eight (8) Academic Faculty Representatives chosen from the established Program Coordinators (faculty) of the varied undergraduate departments within CGUS as outlined below:
 1. Biology or Human Ecology
 2. Biopsychology or Psychology
 3. Business Administration or Computer Information Management
 4. Nutrition, Dietetics, or Culinary Nutrition
 5. Interdisciplinary Studies
 6. Positive Human Development and Social Change
 7. Exercise Science
 8. Faculty representative from COC, recommended by the COC dean.
 - ii. Non-Voting:
 1. Assistant Deans of each department within the CGUS
 2. Office of the Registrar representative
 3. Student representative recommended by the Student Council
 4. Faculty Senate representative or faculty member appointed by Senate
 5. Dean of the CGUS (or their representative)
 - c. Responsibilities:
 - i. Review programmatic and SACS standards and make recommendations to the dean, as applicable, to assure curricular needs of each accredited program.
 - ii. Recommend the minimum requirements for all undergraduate degrees.
 - iii. Propose changes in undergraduate degree requirements and curricula.
 - iv. Evaluate all proposals for undergraduate courses and degree programs and make recommendations to the dean.
 - v. Recommend guidelines to Program Coordinators that encourages a high standard for student research activities that are supportive of the undergraduate programs.
 - vi. Review cross listed course offerings annually, in association with COC curricular committee, and make recommendation to the deans, as appropriate.
 - d. The Chair shall be elected biannually by the Committee from among the

- voting Faculty membership
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
 - f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate.
 - g. Meets: As needed to fulfill its responsibilities, or as called by the Chair, but never less than quarterly.

Additional Committees

1. Committee on Committees

- a. Reports to: Faculty Senate
- b. Membership
 - i. Voting:
 1. Two faculty members from CGUS appointed by the Faculty Senate
 2. Two faculty members from COC appointed by the Faculty Senate
 3. Two faculty members from Clinics appointed by the Faculty Senate
 4. One faculty member from the Library appointed by the Faculty Senate
- c. Responsibilities
 - i. Monitors and regularly reports to Faculty Senate on the membership status of all standing committees of the Faculty Senate
 - ii. Coordinate initial seating of committee memberships
 - iii. Coordinate the nomination, election and/or appointment process of standing committee members on behalf of Faculty Senate
- d. The Chair shall be elected biannually by the Committee from among the voting Faculty membership
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
- f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate
- g. Meets: As needed to fulfill its responsibilities, or as called by the Chair, but never less than bimonthly.

2. Rank and Promotion Procedural Review Committee

- a. Reports to: Faculty Senate
- b. Membership
 - i. Voting:

1. Two faculty members from CGUS appointed by the Faculty Senate
 2. Two faculty members from COC appointed by the Faculty Senate
 3. Two faculty members from Clinics appointed by the Faculty Senate
 4. One faculty member from the Library appointed by the Faculty Senate
- c. Responsibilities:
- i. Evaluate all proposals and petitions submitted for review by the Faculty Senate, or faculty at large, requesting modification to the Rank and Promotion process and/or documentation
 - ii. Recommend any changes or modifications to the Rank and Promotion process to the Faculty Senate which will then submit any changes meeting its approval for administrative review
 - iii. Maintain a detailed record of all accepted changes and modification to the published Rank and Promotion procedural documents
- d. The Chair shall be elected biannually by the Committee from among the voting Faculty membership
- e. The Vice Chair and Secretary shall be appointed by the Chair from among the remaining faculty committee members. The Vice Chair serves to assist the Chair in his/her duties, presiding over regular meetings of the committee in the absence of the Chair.
- f. The Secretary is responsible for recording detailed minutes of all meetings, transmitting copies of minutes, proposals, recommendations and other communications on behalf of the committee, and for providing copy of all communications to Faculty Senate
- g. Meets: As needed to fulfill its responsibilities, or as called by the Chair, but never less than quarterly.

Article 8 Amendments and Major Changes

Amendments to this Constitution-[Appendix 1A](#) or Bylaws-[Appendix 1B](#) may be proposed by a member of the faculty, the Faculty Senate, or a Faculty Senate committee.

- The proposed amendment must be reviewed and approved by the Faculty Senate and shared with academic administration.
- 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 the full faculty attending the general 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 and a university announcement will be sent out.

When the Constitution and/or Bylaws is reviewed for major changes from time to time, these major changes will follow the process above, beginning with submission

Appendix 9 – Service Rubric

A-Level (3 CH)	B-Level (2 CH)	C-Level (1 CH)	Non-Exclusive Evidentiary Support
University Service			
Holds a leadership position on a University Committee Holds a leadership position on Faculty Senate	Holds a leadership position on a standing departmental or program committee ^{2,3} Participates as an active member of a University committee ^{2,3}	Participates as an active member of a standing departmental or program committee ^{2,3}	Committee chair's report forms (CCRF)
Fulfills 3 work hours per week of unpaid department, program or university responsibilities in a quarter	Fulfills 2 work hours per week of unpaid department, program or university responsibilities in a quarter	Fulfills 1 work hour per week of unpaid department, program, or university responsibilities in a quarter	Documentation from Associate Dean of the Department or from the Dean of the College
Raises \$15000+ for the university	Raises \$5000+ for the university	Raises \$500+ for the university	Documentation from University Advancement
	Holds a leadership position on an academic review panel	Serves as member of a hearing panel	Documentation/Report from Title IX or Conduct Review Board directors, documentation of participation from dean or division chair
	Holds a leadership position on a taskforce, workgroup, or ad hoc committee focused on solving a specific problem ^{2,3}	Participates as an active member of a task force, workgroup, or ad hoc committee focused on solving a specific problem ^{2,3}	Documentation from Committee Chair, Associate/Assistant Dean or College Dean
	Participates in 1 off-campus recruitment event in a quarter ⁴	Participates in 3 on-campus recruitment events in a quarter ^{5,6}	Documentation from event organizer and/or photographic evidence of participation in the event(s)
	Supervises unpaid internship opportunities (e.g. PEAK)	Supervises work study students or teaching assistants	Documentation of supervision from ADP, Office of Finance, Assistant Dean of the department or Program Manager/Director
		Advises student club and/or organization	Documentation from Student Services Office
		Attends at least 3 student organization events, sporting events, or campus activities in a quarter ⁹ (unpaid)	Documentation from event organizer or Documentation through Engaged, ticket receipts, programs, photographic evidence of attendance at event, etc.

Appendix 9 – Service Rubric (Continued)

A-Level (3 CH)	B-Level (2 CH)	C-Level (1 CH)	
Professional Service			Non-Exclusive Evidentiary Support
Holds an active leadership position in a national or international organization relating to one's discipline	Holds a leadership position in a local, regional or state organization relating to one's discipline	Participates as an active member of a local, regional, state, national or international organization relating to one's discipline	Documentation of membership (i.e: copy of membership card), Documentation indicating role in organization
Serves as editor for a journal	Serves as peer reviewer for a journal		Documentation from journal editor, organization, license or certification issuing body
Develops a noteworthy national or international program that directly relates to one's discipline	Plans a regional or state conference		Documentation of activity from region, state, national or international program
	Leads an accrediting team for a professional organization	Serves on an accrediting team for a professional organization	Documentation from accrediting organization
Community Services			Non-Exclusive Evidentiary Support
Develops or Provides leadership in an active community service/civic organization or executes a new community service initiative	Serves as consultant to civic, community or government organizations	Participates as an active member in civic, community or government organization	Documentation of membership or leadership standing by program or bulletin, internet article, organization letter, or consultation contract,
Provides leadership in an educational or clinical organization Provides leadership to schools	Serves as consultant to educational or clinical organizations	Participates as an active member in educational or clinical organization	Documentation of leadership position/membership from program, letter bulletin, or from school administrators
Receives a community service award			Documentation of award from organization, press release, internet article, bulletin, program
	Provides unpaid professional services to a group	Participates in 3 community service activities in one quarter ⁹	Documentation from leader of group to which services are provided or from community service activity organizer, photographic evidence of service being performed
	Makes a presentation designed to enhance the public's understanding of one's field (unpaid)		Documentation of presentation by program or bulletin, internet article, journal, letter from organizer of presentation, photographic evidence, etc.

¹ Required for faculty applying for rank and promotion

² Add one CH of service for committees or task forces that meet the 5+ times a quarter.

³ Add two CH of service for committees or task forces that meet 8+ times a quarter.

⁴ Add one CH of service for every 1 additional off-campus recruiting event attended each quarter.

⁵ Add one CH of service for every 3 additional on-campus recruiting events attended each quarter.

⁶ On-campus recruiting activities include, but are not limited to Life Leadership weekend, Eagle Madness, and serving as a facilitator for Experiential Learning Activities during student orientation.

⁷ Add one CH of service for advising 20+ advisees.

⁸ Add 1.25 CH of service for advising 60+ advisees.

⁹ Add 1 CH of service for every 3 events attended.

Definitions:

University Committee: a university committee is one that reports directly to the Faculty Senate

Departmental Committee: a departmental committee is one that reports directly to the Dean of a College within the university

Appendix 10 -- Scholarship Rubric

Criteria for Evaluation of Faculty Scholarship

A-Level (3 CH)	B-Level (2 CH)	C-Level (1 CH)	
External Research and Publication Scholarship			Non-Exclusive Evidentiary Support¹
Primary 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).	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).		Copy of published paper and accompanying authorship form.
	Primary author of a 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).	Co-author of a paper accepted for publication in a B-Level Journal.	Copy of published paper and accompanying authorship form.
Primary author/editor of a published textbook or monograph (not self-published)	<ul style="list-style-type: none"> • Primary author of a chapter in a published textbook (not self-published) • Primary author of a self-published textbook • Co-author/editor of a published textbook or monograph (not self-published). 	<ul style="list-style-type: none"> • Co-author of a chapter in a published textbook (not self-published) • Co-author of a self-published textbook 	Proof of authorship and publication.
Primary author of an awarded proposal submitted for external funding.	Co-author of an awarded proposal submitted for external funding.		Proof of authorship, awarded proposal submission and significance.
	Primary author of a proposal submitted for external funding. (not awarded)	Co-author of a proposal submitted for external funding. (not awarded)	Proof of authorship, proposal submission and significance.
	<ul style="list-style-type: none"> • Primary author of an invited presentation documented in the published proceedings of a meeting. 	<ul style="list-style-type: none"> • Co-author of an invited presentation documented in the published 	Published conference proceedings, letters of invitation and event advertisement.

	<ul style="list-style-type: none"> Primary author of a contributed poster or platform presentation documented in the published proceedings of a meeting. 	<ul style="list-style-type: none"> proceedings of a meeting. Co-author of a contributed poster or platform presentation documented in the published proceedings of a meeting. 	
		Other Journal publications	Proof of Journal publication and authorship.
		Abstracts published in proceedings of a meeting,	Published meeting abstract.
Internal University Level Scholarship			
	Primary developer of a new course proposed and accepted by the University for curricular implementation	Co-developer of a new course proposed and accepted by the University for curricular implementation	Official documents from the curriculum committee and individual's contribution if collaborative. ²
		Developer of a substantial amount of course information.	Proof of course information and significance. ²
	Grant awarded for internal funding.	Proposal for a grant for internal funding (not awarded).	Proof of grant or proposal submission and significance.
Developing, writing and implementing protocol manuals.	Developing, writing and implementing policies, procedures, reports and similar documents that have a measurable impact on educational outcomes or processes.	Engaging in professional activity in a timely manner that meets the parameters of scholarship. ³	Documentation of project or activity, time involved and its contribution to scholarship. (Credit hours earned based on project and time documented see below.) ¹
		Conducting a presentation such as guest lecturer for a course or faculty in-service activity.	Date and proof of presentation.

Professional Development

<p>Work completed toward a degree, diplomate, fellowship or certification program while employed at Life University, used to improve and advance teaching and/or scholarship productivity.</p>	<p>Work completed toward a degree, diplomate, fellowship or certification program while employed at Life University, used to improve and advance teaching and/or scholarship productivity.</p>	<p>Work completed toward a degree, diplomate, fellowship or certification program while employed at Life University, used to improve and advance teaching and/or scholarship productivity.</p>	<p>Documentation of courses/time completed. (See below for credit hours earned).¹</p>
		<p>Attendance at a professional conference.</p>	<p>Proof of conference attendance.</p>
<p>1)Credit hours toward time spent on degrees and projects above can be evaluated based on 10-19 contact hours (1 credit hour) 20-29 contact hours (2 credit hours) 30 + (3 credit hours).</p>	<p>2) Course development and projects where compensation is received cannot be used for credit hours. Faculty may choose to decline compensation in order to receive credit hours.</p>	<p>3) Acceptable scholarship must have the following parameters: A rationale for how the activity or behavior supports the Mission of the University; Documented evidence that the activity was performed and completed; and Criteria that establishes that the outcome or result met an acceptable standard of quality.</p>	

Administrative Document 1 – Workload Guidelines

Life University considers its faculty members to be professional educators. 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 maintain a professional workweek involving a combination of teaching, scholarship, and service activities. While faculty members will have different assignments and/or percentages of time devoted to specific activities, it is important to consider the overall equity of workload throughout the faculty.

Full time faculty members are appointed on an academic-year basis; however, multi-year appointments may be issued to faculty members as detailed in [Appendix 4](#). The general guidelines for workloads are detailed in this document. The University reserves the right to revise the Academic Calendar, establish hours of employment, schedule courses, and assign workloads.

In addition to teaching and service hours, faculty members will schedule weekly student hours as determined by assignment. Those hours will be posted, and faculty members must be available in person or electronically during those hours. Student hours extend through finals week of classes each quarter, concluding after Thursday, unless prior arrangements have been approved by the appropriate supervisor.

1.0 General Description by College

A. College of Chiropractic

1.1 Didactic Faculty

In general, a professional workweek for a full-time employee constitutes approximately 40 hours of commitment. For didactic faculty members in the College of Chiropractic, the University has defined a full-time teaching workload as constituting 60 credit hours of classroom instruction spread out over the four-quarter academic year with an average of 15 credit hours per quarter.

For each hour spent engaged in classroom instruction, there is an expectation of an average of 1.25 hours spent preparing classroom materials and evaluating student assessments. This equates to an average of 18.75 weekly hours for a full-time faculty member teaching 15 credit hours in a quarter.

Didactic faculty members are required to be available for a minimum of 4.5 student hours and, if teaching more than 15 credit hours, to average one student hour per three credit hours per week. On-campus faculty members will schedule at least two of those hours in their office. Others may be met by appointments and/or through electronic communication. Student hours are for the purposes of advising, mentoring and/or providing supplemental instruction (SI). During the scheduled student hours a faculty member may also develop assessment instruments, prepare for assignments, complete paperwork, and carry out similar duties if students are not present.

Didactic faculty members are also expected to participate in an average of 3 credit hours of service activities per quarter, and scholarly activities are highly encouraged. Scholarly activity is used for rank and promotion, not for meeting workload unless it is assigned by a dean as a special project to make up an underage. See [Appendix 9](#) and [10](#) for the parameters and grading of service and scholarly activities.

No didactic faculty member shall be required to teach more than 15 credit hours per quarter unless additional hours are necessary to reach the annually required 60 credit hours. When a faculty member exceeds the 60-credit hour teaching load, the additional teaching hours are referred to as overage and paid as supplemental compensation after the required 60 credit hours are reached. (See [Administrative Document 1](#) for details.)

The maximum teaching load, including overage, shall not exceed 20 credit hours in a given quarter except in the case of temporary circumstances. Teaching more than 17 credit hours per quarter should not be sustained for multiple quarters.

Selection of faculty members to teach overage will be at the supervisor's discretion, using the following criteria: credentials, qualifications, quality of instruction, and availability of faculty members.

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 activity that falls within the parameters of his/her duties to fulfill a full-time workload. These additional projects will be compensated at the contact or credit hour equivalents outlined in the service and scholarship documents ([Appendices 9](#) and [10](#)) or as discussed in this document and elsewhere in the Faculty Handbook, including appendices and administrative documents. If the special project does not fall under the service or scholarship documents and is not discussed in this document or elsewhere in the Faculty Handbook, the supervisor and Dean will determine the appropriate number of workload credits. Faculty members may also teach in another college, division, or department to make up an underage.

As the didactic faculty member's assigned credit hours vary with overage and underage, so do the expectations for classroom preparation, grading, and student hour requirements. While recognizing the variability of faculty assignments and how long it takes to accomplish a given task, it is still useful to provide guidelines for the average minimum number of hours a faculty member spends on various activities. These guidelines give a common understanding of expectations for faculty members and their supervisors. The example below outlines these guidelines for a faculty member teaching 15 credit hours carrying 15 contact hours of workload credit.

Credit Hours	Pre/Grading Hours	Student Hours	Meeting/Services Hours	Standard Hours Worked	Full-Time Equivalent
Contact Hours per Week	(CH * 1.25)	(CH*0.33 Minimum 4.5)		(Sum)	
15 CH = 15 Contact Hours	18.75	4.5	3	41.25	1.03

1.2 Clinic Faculty

In general, a professional workweek for a full-time employee constitutes approximately 40 hours of commitment. Full time clinic faculty members in the College of Chiropractic work 30 scheduled hours per week in the clinic. The primary priority of clinic faculty members is their availability during scheduled hours for patient care and intern education. Additionally, an average of seven hours per week is spent on clinic/patient administrative duties as part of the professional work week. The minimum service requirement is an average of three credit hours per quarter beyond the 30 hours in clinic and the 7 for administrative duties. Scholarly activities are highly encouraged. See [Appendices 9](#) and [10](#) for the parameters and grading of service and scholarly activities.

While recognizing the variability of faculty assignments and how long it takes to accomplish a given task, it is still useful to provide guidelines for the average minimum number of hours a full-time faculty member spends on various activities. These guidelines give a common understanding of expectations for faculty members and their supervisors. The example below outlines these guidelines for a full-time clinic faculty member.

Contact Hours per Week	Clinic/Patient Administration Hours	Meeting/Services Hours	Standard Hours Worked (Sum)	Full-Time Equivalent
30 Contact Hours	7	3	40	1.00

B. College of Graduate and Undergraduate Studies

2.1 Undergraduate Faculty

In general, a professional workweek for a full-time employee constitutes approximately 40 hours of commitment. For undergraduate faculty members in the College of Graduate and Undergraduate Studies, the University has defined a full-time teaching workload as 45 credit hours of classroom instruction spread out over the three-quarter academic year with an average of 15 credit hours per quarter.

For each hour spent engaged in classroom instruction, there is an expectation of an average of 1.25 hours spent preparing classroom materials and evaluating student assessments. This equates to 18.75 weekly hours for a full-time faculty member teaching 15 credit hours in a quarter.

Undergraduate faculty members are required to be available for a minimum of 4.5 hours and, if teaching more than 15 credit hours, to average one student hour per three credit hours per week. On-campus faculty members will schedule at least two of those hours in their office. Others may be met by appointments and/or through electronic communication. On-line faculty members will schedule at least two hours a week when they will be available regularly for students. The additional hours will be met electronically. Student hours are for the purposes of advising, mentoring and/or one on one instruction. During the scheduled hours a faculty member may also develop assessment instruments, prepare for assignments, complete paperwork, and carry out similar duties if students are not present.

Undergraduate faculty members also are expected to participate in an average of 3 credit hours of service activities per quarter, and scholarly activities are highly encouraged. Scholarly activity is used for rank and promotion, not for meeting workload unless it is assigned by a dean as a special project to make up an underage. See [Appendix 9](#) for the parameters and grading of service.

Scholarly activity credit for supervising undergraduate student theses or research projects will be granted to an undergraduate faculty member only if he/she has been assigned official responsibility by the immediate supervisor. The assigned faculty member supervising a thesis or research project will receive 1 CH toward scholarly activity per assigned student for each term during which the thesis is being actively worked on. The maximum number of students per faculty member is four per term except in extenuating circumstances that must be pre-approved by the Dean.

No Undergraduate faculty member shall be required to teach more than 15 credit hours per quarter unless additional hours are necessary to reach the annually required 45 credit hours. When a faculty member exceeds the 45-credit hour teaching load, the additional teaching hours are referred to as overage and paid as supplemental compensation after the required 45 credit hours are reached (See [Administrative Document 1](#) for details).

The maximum teaching load, including overage, shall not exceed 20 credit hours in a given quarter except in the case of temporary circumstances. Teaching more than 17 credit hours per quarter should not be sustained for multiple quarters.

Selection of faculty members to teach overage will be at the supervisor's discretion, using the following criteria: credentials, qualifications, quality of instruction, and availability of faculty members.

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 activity that falls within the parameters of his/her duties to fulfill a fulltime workload. These additional projects will be compensated at the contact or credit hour equivalents outlined in the service and scholarship documents ([Appendices 9](#) and [10](#)) or as discussed in this document and elsewhere in the Faculty Handbook, including appendices and administrative documents. If the special project does not fall under the service or scholarship documents and is not discussed in this document or elsewhere in the Faculty Handbook, the supervisor and Dean will determine the appropriate number of workload credits. Faculty members may also teach in another college, division, or department to make up an underage.

As the undergraduate faculty member's assigned credit hours vary with overage and underage, so do the expectations for classroom preparation, grading, and student hour requirements. While recognizing the variability of faculty assignments and how long it takes to accomplish a given task, it is still useful to provide guidelines for the average minimum number of hours a faculty member spends on various activities. These guidelines give a common understanding of expectations for faculty members and their supervisors. The example below outlines these guidelines for a faculty member teaching 15 credit hours carrying 15 contact hours of workload credit.

Credit Hours	Pre/Grading Hours	Student Hours	Meeting/Services Hours	Standard Hours Worked	Full-Time Equivalent
Contact Hours per Week	(CH * 1.25)	(CH*0.33 Minimum 4.5)		(Sum)	
15 CH = 15 Contact Hours	18.75	4.5	3	41.25	1.03

2.2 Graduate Faculty

In general, a professional workweek for a full-time employee constitutes approximately 40 hours of commitment. For graduate faculty members within the College of Graduate and Undergraduate Studies, the University has defined a full-time teaching workload as 36 credit hours of classroom instruction spread out over the three-quarter academic year with an average of 12 credit hours per quarter.

For each hour spent engaged in instruction, there is an expectation of an average of 1.25 hours spent preparing classroom materials and evaluating student assessments. This equates to an average of 15 weekly hours for a full-time member of the graduate faculty teaching 12 credit hours.

Graduate faculty members are required to be available for a minimum of 3 student hours, and, if teaching more than 12 credit hours, to average one student hour per three credit hours per week. On-campus faculty members will schedule at least two of those hours in their office. Others may be met by appointments and/or through electronic communication. On-line faculty members will schedule at least two hours a week when they will be available regularly for students. The additional hours will be met electronically. Student hours are for the purposes of advising, mentoring and/or tutoring. During the scheduled hours a faculty member may also develop assessment instruments, prepare for assignments, complete paperwork, and similar duties if students are not present.

Graduate faculty members also are required to participate in an average of 3 credit hours of service activities per quarter. See [Appendix 9](#) for the parameters and grading of service. Graduate faculty members oversee and facilitate graduate student thesis/dissertation composition and research including chairing thesis/dissertation committees. To maintain a professional workweek with a reduction in instructional responsibilities, a member of the graduate faculty is expected to engage in an average of 8 hours of scholarly activity per week. See [Appendix 10](#) for the parameters and grading of scholarly activities.

Scholarly activity credit for supervising graduate student theses will be granted to a graduate faculty member only if he/she has been assigned official responsibility by the immediate supervisor. The assigned faculty member supervising a thesis will receive 1 CH toward scholarly activity per assigned student for each term during which the thesis is being actively worked on. The maximum number of students per faculty member is four per term except in extenuating circumstances that must be pre-approved by the Dean. Scholarly activity credit that is used for meeting workload cannot be used for rank and promotion.

No Graduate faculty member shall be required to teach more than 12 credit hours per quarter unless additional hours are necessary to reach the required 36 credit hours. When a faculty member exceeds the 36-credit hour teaching load, the additional teaching hours are referred to as overage and paid as supplemental compensation after the required 36 credit hours are reached. (See [Administrative Document 1](#) for details.)

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

If a full-time faculty member is assigned more than the maximum teaching workload and is not carrying any underage from previous quarters, he or she will be provided supplemental compensation (see [Administrative Document 1](#)) for additional teaching. The university administration will determine payment schedules for supplemental pay.

Selection of faculty members to teach overage will be at the supervisor's discretion, using the following criteria: credentials, qualifications, quality of instruction, and availability of faculty members.

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 activity that falls within the parameters of his/her duties to fulfill a fulltime workload. These additional projects will be compensated at the contact or credit hour equivalents outlined in the service and scholarship documents ([Appendices 9](#) and [10](#)) or as discussed in this document and elsewhere in the Faculty Handbook, including appendices and administrative documents. If the special project does not fall under the service or scholarship documents and is not discussed in this document or elsewhere in the Faculty Handbook, the supervisor and Dean will determine the appropriate number of workload credits. Faculty members may also teach in another college, division, or department to make up an underage.

As the graduate faculty member's assigned credit hours vary with overage and underage, so do the expectations for classroom preparation, grading, and student hour requirements. While recognizing the variability of faculty assignments and how long it takes to accomplish a given task, it is still useful to provide guidelines for the average minimum number of hours a faculty member spends on various activities. These guidelines give a common understanding of expectations for faculty members and their supervisors. The example below outlines these guidelines for a faculty member teaching 12 credit hours carrying 12 contact hours of workload credit.

Credit Hours	Prep/Grading Hours	Thesis Advisement & Scholarly Activity	Student Hours	Meeting & Services Hours	Standard Hours Worked	Full-Time Equivalent
Contact Hours per Week	(CH *1.25)		(CH *0.33; Minimum of 3)		(Sum)	
12 CH = 12 Contact Hours	15	8	3	3	41	1.03

2.3 Clinical Faculty

In general, a professional work week for a full-time employee constitutes approximately 40 hours of commitment. Full time Clinical Faculty members in the College of Graduate and Undergraduate Studies teach 1 course per quarter and are scheduled as preceptor and/or campus clinician in their respective discipline for 30 hours per week. The primary priority of clinical faculty members is their availability for intern education and supervision of care. The minimum service requirement is an average of three credit hours per quarter in addition to other duties outlined above. Scholarly activities are highly encouraged. See appendices 9 and 10 for parameters and grading of service and scholarly activity.

While recognizing the variability of faculty assignments and how long it takes to accomplish a given task, it is still useful to provide guidelines for the average minimum number of hours a full-time faculty member spends on various activities. These guidelines give a common understanding of expectations for faculty members and their supervisors. The example below outlines these guidelines for a fulltime clinical faculty member in the College of Graduate and Undergraduate Studies.

Contact Hours per Week	Teaching and Student Hours	Meeting/Services Hours	Standard Hours Worked (Sum)	Full-Time Equivalent
30 Contact Hours	7	3	40	1.00

*Under review

2.0 Modifiers of workload credits

A. Modifiers of Teaching Credits

1. Definitions of Credit Hours (CH)

- a. One hour of classroom instruction is compensated at 1.0 CH towards workload
- b. One hour of laboratory instruction is compensated at 0.75 CH towards workload

2. Small Classes

- a. The University has set guidelines for determining the number of students required for an academic course to be offered and count toward load at the full credit hour listing of the course. Regularly scheduled courses that fall below the minimum enrollment and need to be taught will be pro-rated based on the credit hours of the course being taught. The chart below distinguishes these levels among the colleges and types of courses.

Course Enrollment Guidelines for Faculty Load								
	College of Chiropractic		College of Graduate & Undergraduate Studies				College of On-line Education	
			Undergraduate		Graduate			
	Didactic	Lab	Didactic	Lab	Didactic	Lab	Didactic	Lab
Full CH	10	5	10	5	6	5	5	n/a
9/10 CH	9	n/a	9	n/a	5	n/a	4	n/a
8/10 CH	8	n/a	8	n/a	4	n/a	3	n/a
7/10 CH	7	n/a	7	n/a	n/a	n/a	n/a	n/a
6/10	6	n/a	6	n/a	n/a	n/a	n/a	n/a

- b For example, an undergraduate course requires a minimum of 10 students for a didactic course to run at full CH load. For each student fewer than 10, the award will be reduced by 1/10 of the credit load value. If a 5 CH course has 9 students enrolled, the CH counted toward load would be 4.5 CH ($9/10 \times 5$); 8 students would be 4 CH ($8/10 \times 5$) counted toward load, and so on. The same formula will be used to calculate an overage. This calculation will occur as of the census date each quarter.
- c Situations may exist when exceptions to the above are granted by the Dean. This may occur when, but is not limited to:
 - i. Students need the course to graduate, and it will not be offered again prior to the anticipated graduation date
 - ii. The course is new or being offered for the first time
 - iii. In these instances, a low enrolled course must be approved by the Dean in consultation with the supervisor and may be counted as full credit toward faculty load.

3. Large Classes

- a. A faculty member will be provided an additional CH allowance for class sizes as determined on the census date (Second Tuesday of each quarter) as follows:
 - i. Course section fewer than 80 students: no additional compensation
 - ii. Course section with 80- 119 students: 0.25 CH
 - iii. Course section with 120 – 159 students: 0.50 CH
 - iv. Course section with 160 – 199 students: 0.75 CH
 - v. Courses with more than 200 students: 1.00 CH

4. Independent Study

- a. Independent Study engages a student(s) in the pursuit of clearly defined goals and is appropriate when a student wants to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new knowledge or skills. This type of learning requires self-discipline, motivation and commitment to coursework and would not be appropriate for students who need maximum instructor contact; therefore, every accepted student must possess a minimum cumulative GPA of 3.0 earned with a minimum of 140 completed

credit hours. The chief distinction of a directed study is that an individual faculty member works with the student prior to the initiation of the study (or at its very beginning) and at the completion of the study. While the student and instructor may meet regularly or irregularly, the student assumes the responsibility of fulfilling the terms of the study.

- b. The Dean will calculate the appropriate number of credit hours to be awarded based on the anticipated effort required from the student during the term, consistent with the university's CH policy. Faculty members are compensated at one-half the credit hours attached to the course.

5. Directed Study Course

- a. A Tutorial (or non-Scheduled) Course is offered in rare instances when one or more students need an already approved course to complete their degree.
- b. A Directed Study course must be approved by the Dean. Faculty members are compensated at one-half the credit hours attached to the course. If a course with a laboratory is approved, the faculty member will be compensated at the usual laboratory rate

6. Course Preparation

- a. Normally full-time didactic faculty members will carry a minimum of one (1) course preparation (prep) and a maximum of four (4) unique course preps in a given quarter. In-load an additional one teaching credit hour per additional unique course prep will be granted to any faculty member responsible for more than four unique course preps. If taught as an overage, it will be compensated as supplemental pay at the current overage rate.

7. New Course Development and Substantive Modifications

- a. Any proposed new course must be approved by the supervisor, in consultation with the Dean, prior to initiating course development. A faculty member developing an approved course that is new to the curriculum will be granted credit toward workload or compensated at the current overage rate as supplemental pay at a per credit rate of 0.5 times the course credit hours.
- b. Faculty members may also be asked by their supervisor, in consultation with the Dean, to make substantive modifications to an existing course that would necessitate review by one of the college curriculum committees. A faculty member making substantive modifications to a course will be granted credit toward workload or compensated at the current overage rate as supplemental pay at a per credit rate of 0.5 times the course credit hours.
- c. A faculty member who receives compensation for course development or substantive modification may not claim credit for that activity as part of their rank and promotion dossier.

8. Teaching a New Course

- a. A full-time faculty member teaching a course new to him or her (but not new to the curriculum) will be granted credit towards teaching workload or overage of one credit hour above the actual contact hours for the course in the first quarter

that they are assigned to teach the course. This workload credit compensates faculty members for the additional course preparation needed the first time they teach a course. In-load an additional one teaching credit hour per new course will be granted. If taught as an overage, it will be compensated as supplemental pay at the current overage rate. Credit for teaching a new course is independent of any course development/substantive modification credits that may be granted.

B. Service Activities

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. The skills and expertise brought to bear in service activities should provide unmistakable benefit. Such activities are an integral part of a faculty member's duties as noted throughout the sections above. A minimum of 3 university service credits is required each quarter from full-time faculty members. Service has two basic components: internal (typically on campus) and external (profession and community).

A full description of the weighting and evidence for excellence in service activities is found in [Appendix 9](#).

C. Scholarly Activities

For promotion in rank scholarly accomplishments must be included. Scholarly activity is the active intellectual pursuit of new ideas or the creative application of existing methods within one's field of expertise the significance of which is generally validated by one's peers. According to the Ernest Boyer¹ 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 of discovery within the specific context of teaching and learning processes.

A full description of the weighting and evidence for excellence in scholarly activities is found in [Appendix 10](#).

¹ Boyer, EL. **Scholarship Reconsidered: Priorities of the Professoriate**. Princeton, NJ:

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 posting 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 establish 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.

Administrative Document 2 – List of Faculty Duties

The AAUP has described in detail what kinds of work faculty members are expected to do (<https://www.aaup.org/issues/faculty-work-workload/what-do-faculty-do>). In addition, there are expectations for what individual faculty members of Life University will do.

All Faculty Members

1. Instruction, supervision, evaluation, and mentoring of students
2. Maintenance of required academic records
3. Assessment of success in achieving learning outcomes of course and program curricula
4. Course and curriculum development and revision, using assessment results and best practices to guide decisions
5. Remain current in the field of expertise
6. Service to the university, local, and professional communities
7. Scholarship and research as assigned
8. Development, and implementation of a professional development plan in collaboration with supervisor
9. Compliance with the Life University Honor Code as well as all University and college policies, including those in the Employee Handbook and the Faculty Handbook with its accompanying appendices and Administrative Documents
10. Perform appointment scheduling, phone calls, mail and electronic correspondence in a timely manner.
11. Attend commencements, faculty and departmental meetings, and, faculty development programs, or other meetings as required by their supervisor. Participate in meetings associated with faculty evaluation.
12. Maintain student hours as specified in [AD 1](#), Workload.

In addition each faculty member will have specific duties as detailed in their appointment letter and job description(s). For differences between expectations of teaching and research for undergraduate and graduate faculty members, see [Administrative Document 1](#), Workload.

Didactic Faculty

1. Prepare and present individual lectures, active learning, and/or laboratory activities
2. Construct course syllabus and review at least once every year
3. Review course content at least once every three years.
4. Prepare and/or administer exams and/or alternative assessments of learning
5. Grade assessments, post the results, and file grades in a timely manner.
6. Record attendance as specified in the University attendance policy.
7. Proctor exams as required

Clinic Faculty (DCP)

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

Clinical Faculty (CGUS)

Duties outlined according to Clinical Faculty job description

Administrative Document 3 – Salary Calculation Guidelines

(Previously Appendix 15: In development with Human Resources and Finance)

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, Summer, and Adjunct Supplemental Pay Schedule

Posted in Faculty Senate Blackboard

Administrative Document 4 – 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 (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 effect 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 their 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 members 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 their leave, to sign an agreement that they will repay the full amount of compensation they received while on leave if they 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 to 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.

Office Space and IT Services

Faculty members will be provided appropriate office space and associated IT services as needed to perform their work. Office facilities will be allocated through the immediate supervisor.

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 (DCP), Clinical (CGUS), and Library faculty members is effective immediately upon hire. Didactic 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 half day increments. Vacation days must be approved as far in advance as possible and will not be advanced.

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

Misuse of 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 a 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 electronically.

Educational Leave

The University supports the educational development of employees to expand their personal and professional growth. An educational leave of absence may be granted, with the approval of the employee's supervisor. The University will consider reasonable release time for attendance at such educational events as conventions, conferences, seminars, training, and workshops, provided it does not interfere with the employee's duties and assignments. However, it is the responsibility of the employee, after consultation with their supervisor, to ensure that duties and assignments be covered during their absence.

Funds to defray reasonable travel and seminar costs may be provided by the institution. 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, encourages or allows an employee to attend a seminar, conference, or program, attendance will not be counted against personal or vacation leave. An appropriate conference/seminar documentation must be approved by the appropriate supervisor.

Administrative Document 5 – Research, Scholarly, and Creative Works (RSCW) Awards

Program Description and Guidelines

RATIONALE

Life University is proud to recognize the achievements of faculty and staff through institutionally funded programs that promote, encourage and reward excellence in research, scholarly and creative/entrepreneurial activity. By research, scholarly, and creative works we are referring to that systematic process of experimentation, investigation, innovation, and creative production, the significance of which is validated by peers and the results of which are disseminated to audiences inside and outside the academy. These activities are central to the Life University mission, the institution's strategic priorities for growth and efforts to sustain a vibrant and engaged community of faculty and staff who advance knowledge and influence standards of practice across diverse disciplines and professions.

PROGRAM DESCRIPTION

Research, Scholarly, and Creative Works, or RSCW, is one such internal program that is designed to stimulate an environment and culture of inquiry, innovation and excellence. The program provides opportunities for faculty and staff, across both colleges and within all academic, administrative and support units, to compete for tier-based awards based on achievements in one of three categories: research, scholarship, or entrepreneurial/creative works. In addition to a nominal cash stipend, the awards provide an opportunity to highlight work that the campus community has deemed exceptional, exemplary, or commendable. The program's objectives include the following:

- Increase faculty and staff engagement in research, scholarly and creative activities.
- Recognize campus community stakeholders – at every level of the organization -- who have made significant impact in their fields and/or specialties.
- Encourage excellence in the scholarship of discovery, scholarship of integration, scholarship of application, and the scholarship of teaching and learning.
- Raise the visibility of Life University as a place for innovation and excellence among broad audiences inside and outside of the academy.

Contingent upon the availability of funding, awards are given annually during a campus-wide ceremony. Awards are made on a project basis and range from \$2,500 (for projects judged as having exceptional significance), to \$1,500 (for projects judged as having exemplary significance), to \$500 (for projects deemed to have commendable significance). The program is administered by the Center for Excellence in Teaching and Learning (CETL). Applications are reviewed by a cross-representational committee of faculty and staff. Final award decisions are made by the Vice President of Academic Affairs.

ELIGIBILITY:

RSCW is open to faculty and staff – at every personnel level and professorial rank – who are in good standing with the university and who submit a complete application package by the posted deadline date and time. Additional eligibility guidelines are included below:

- Awards are made on a project basis, with an application submitted by the Principal Investigator (PI) or Project Director (PD) of record – as reflected on published documents. Submissions are limited to ONE project per PI/PD per category (see below) per academic year.
- All projects, irrespective of type, must have been presented, published or received peer acknowledgement (inclusive of external grant support) during the academic year in which application for award consideration is made.
- Applicants may not submit for the same or variation of a project that has previously been awarded funding.
- Finally, if an applicant has any outstanding financial obligations to the university or has been placed on probation, the individual will not be eligible to apply to the program until those issues have been satisfied.

TYPES OF PROJECTS:

In keeping with the Boyer (1990) model of research and scholarship, projects that applicants have undertaken and are submitting for award consideration must fall into one of the following categories:

- Category I: Research/Discovery. . . inclusive of basic, applied, or clinical research, with a special emphasis on multi-disciplinary efforts, the goal of which is to test existing paradigms and/or develop knowledge and standards of practice.
 - Example(s):
 - Study that examines the role and impact of telehealth technologies in providing access to care to an under-served, rural community in southwest Georgia.
 - Collaborative study involving researchers, practitioners and educators in neurochemistry, nutrition, and psychology to explore how sound influences the perception and enjoyment of food.
 - Case Study series examining non-operative treatment/interventions in the management of neuromusculoskeletal disorders in the neck and upper extremities of baseball, basketball, and tennis athletes.
 - Project examining the use of educational technologies on student engagement and learning in an introductory statistics course.
- Category II: Scholarship. . . broadly defined to include:
 - Published analyses that use an interdisciplinary approach to integrate knowledge and make connections within and across disciplines;
 - Analyses that address and can be applied to real-world challenges.
 - Analyses that undertake evidence-based approaches to the study of teaching and learning.
 - Example(s):

- Master series workshop, presented at the national meeting of the Society of Human Resource Management (SHRM), on methodologies for workplace optimization in small organizations.
 - Paper at annual Lilly Conference that presents findings from year-long study examining the impact of “flipped classroom” with enrollments of 100+ on student engagement and learning outcomes.
 - Chapter in textbook on the history of African American and Latina women in the chiropractic profession.
- Category III: Entrepreneurial/Creative Work. . . that takes an innovative approach to developing or delivering a product, service, solution or creative work.
 - Example(s):
 - Instagram video to teach elementary-school-aged children about chiropractic care which received recognition by the National Education Association (NEA).
 - Documentary screenplay at the Bucharest International Film Festival which received a juried prize.
 - Mobile app that helps users practice mindfulness to relieve stress and increase healthy emotional habits which made it to Finalist at the Edison Award™ for innovation.

[These examples are for illustration purposes and do not constitute a full, exhaustive or complete list of possibilities. More detailed information on the Boyer model and definition of scholarship as applied to Life University can be found in the Life University Faculty Handbook (2016), pp. 67-59; 93-64. Accessed at <https://www.life.edu/wp-content/uploads/2014/09/FACULTY-HANDBOOK-2016-11-30.pdf>].

SUBMISSION GUIDELINES:

Notices of availability and calls for applications are published in Life News, on the CETL website and campus-wide announcements through Blackboard during Week 10 of Spring Quarter and Weeks 1, 3, and 5 of Summer Quarter. Completed applications are due electronically by Week 6 of Summer Quarter.

Applications

A complete application packet must include the following items:

- Part I: Application Cover Sheet (one page)
 - Project Name and Description
 - Journal Impact Factor (if applicable) - The journal impact factor measures the frequency in which a journal's articles are cited for a particular year. This factor lends credence to the importance of the journal and establishes its rank.

The impact factor can be calculated by dividing the last two years of the number of articles cited by the total number of articles published.

$a/b = \text{impact factor}$

- Peer Review Type – Peer review is the assessment made by experts in your field as to the merits of your academic work. This process is essential to determining the work’s readiness for publication.

Examples of peer review include: single blind peer review, double blind

peer review, open peer review, collaborative peer review, third-party peer review, post-publication peer review, and cascading peer review. In-depth explanation of each type of peer review can be found [here](#).

- Category Applying For
- Name, Email and Phone Number of person making submission
- Department/Program/College of person making submission
- Role (Primary author, Co-author, Lead researcher, co-researcher, lead developer, co-developer, etc.)

Part II: Statement of Impact (two-page limit)

- A brief narrative explaining:
 - Intellectual Merit
 - The objective of the work and its relevance/significance/potential to advance knowledge and/or influence unique and exciting ideas in the discipline/profession.
 - Rigor
 - description of the organization or group which published, presented or acknowledged the work and the process used to judge the work
 - description of the publication or conference/gathering where the work was published or presented, and the process used to judge eligibility for presentation or publication.
 - Relevance
 - to the mission of Life University
 - to society more broadly
- Part III: Appendices
 - Two (2) letters from colleagues supporting the quality of the research, scholarly or creative/entrepreneurial activity. Letters should be from colleagues in the field, and preferably, external to the institution.
 - Electronic copy of the publication or program where research, article, or project appeared, was recognized, and/or took place.

- Electronic copy of the notice of grant award, if applicable.
- Signed statement of Authorship and Percent Contribution from Collaborators on the Project.

REVIEW PROCESS

Applications will be reviewed by an Awards Committee composed of a cross-representation of faculty and staff from academic and administrative units. Applications will be reviewed against a set of published guidelines and metrics which assess Intellectual Merit, Rigor and Relevance as applied to the funding category. Tabulated scores will determine whether the application meets the exceptional standard (11-12 points), the exemplary standard (7-10 points), or the commendable (0-6 points) standard.

The review process is as follows

1. CETL issues Call for Applications.
2. Applicant submits Application Packet – electronically.
3. CETL reviews applications for completeness, compiles and distributes application packets to members, along with the voting rubric.
 - a. RSCW Awards Committee Members
 - i. Faculty Development Committee – 1 representative
 - ii. Research Advisory Council – 1 representative
 - iii. Staff Council – 1 representative
 - iv. CoC and Clinics – 2 representatives (one each)
 - v. CGUS and SHS – 2 representatives (one each)
 - vi. CETL Director (provides budgetary/process information as needed; non-voting)
4. CETL convenes Awards Committee to assess and vote on applications and make recommendations for awards. Applications in each category will be ranked as having:
 - a. exceptional significance. . . 5 awards at \$2,500 each
 - b. exemplary significance . . . 10 awards at \$1,500 each
 - c. commendable significance . . . 15 awards at \$500 each
2. CETL submits list of Committee recommendation to Vice President of Academic Affairs (VPAA) for review.
3. VPAA makes final approval, in consultation with Director of CETL
4. CETL processes awards.
 - a. Information submitted to Finance/Payroll
 - b. Awardees Notified
 - c. Awardees’ direct supervisor notified
5. Awardees recognized at annual event and in campus communications.

TIMELINE

- Call for Applications – Week 10 of Spring Quarter, and Weeks 1, 3, and 5 of Summer Quarter.

- Deadline for Electronic Submission – Week 6 of Summer Quarter
- CETL Identifies Members for RSCW Awards Committee – Week 7 of Summer Quarter
- Applications Sent to Committee for Review – Week 9 of Summer Quarter
- Committee Members Assess Applications and Submit Rubrics – Due Week 3 of Fall Quarter
- Committee Convenes, Reviews and Makes Recommendations – Week 4 of Fall Quarter
- Deans review/approval – Week 6 of Fall Quarter
- VPAA reviews/final approval – Week 7 of Fall Quarter
- CETL Director processes awards – Week 8 of Fall Quarter
- Supervisors notified – Week 9 of Fall Quarter
- Awards Presented at FSDP -- January FSDP

The total number of awards made during each review cycle will be based upon availability of funding as identified through the annual budgeting process.

Administrative Document 6 – OSRSA

Removed to be updated; Developed Research Chairs for CoC and CGUS (instead of OSRSA department)

Administrative Document 7 -- Corrective Action

The purpose of corrective action is to address performance or behaviors of faculty members who fail to carry out their responsibilities outlined in the Appointment Documents including the appointment letter, current job description(s), and the current Faculty Handbook, **or** the Employee Handbook, University Honor Code, published Life University, college, or department policies and/or procedures, **or** to address behaviors implicating non-compliance with Title IX of the Education Amendments Act of 1972. The University reserves the right to begin the performance improvement process at any level. Under appropriate circumstances, suspension may be immediate. The form of discipline depends on the circumstances, including performance, attendance and behavior issues. Elements of the corrective action procedures shall also apply where a faculty member has been found “responsible” for a University policy violation.

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. The purpose of immediate corrective action is to remedy a problematic situation where progressive corrective action is inappropriate. Immediate corrective action may bypass any level of progressive corrective action when needed.

In all corrective actions, respect for procedures will be a guiding principle.

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 documents described in paragraph one, above
- 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 or University Honor Code

1.2 Progressive Corrective Action

When progressive corrective action is appropriate, the University will provide three levels of progressive corrective action for matters that do not implicate non-compliance with Title IX of the Education Amendments Act of 1972: Written Warning, Final Written Warning, 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

The supervisor will inform the faculty member in writing in clear and concise terms of the problematic issue(s), 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 included on an Employee Counseling form, dated and signed by both parties and placed in the faculty member's official faculty personnel file. The employee signature is intended only to acknowledge receipt of the notice; it does not imply agreement or disagreement with the notice itself. If the employee refuses to sign, the supervisor/manager will be asked to initial the form indicating that the employee received a copy of the form.

The faculty member may respond to the written warning in writing and that response will be included with the employee counseling form in the personnel file in Human Resources.

Level Two: Final Written Warning

If the faculty member fails to take the corrective measures outlined in the written warning and within the specific period of time, if conduct similar to that occurring at Level One recurs, or if the faculty member engages in other problematic conduct, the faculty member will be given a final written warning. The final written warning sets forth a clear and concise 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 and does not occur during the specified period.

This final written warning will be included on an Employee Counseling form, dated and signed by both parties and placed in the faculty member's official faculty personnel file. The employee signature is intended only to acknowledge receipt of the notice; it does not imply agreement or disagreement with the notice itself. If the employee refuses to sign, the supervisor/manager will be asked to initial the form indicating that the employee received a copy of the form.

The faculty member may respond to the final written warning in writing and that response will be included with the employee counseling form in the personnel file in Human Resources.

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, termination, or another appropriate sanction.

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

1. Written Notice:
 - a. The Supervisor 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.
 - b. This notice of sanction will be on an employee counseling form, dated and signed by both parties and placed in the faculty member's official faculty personnel file. The employee signature is intended only to acknowledge receipt of the notice; it does not imply agreement or disagreement with the notice itself. If the employee refuses to sign, the supervisor/manager will be asked to initial the form indicating that the employee received a copy of the form.
 - c. The written notice will be presented to the faculty member by personal delivery from the supervisor if available, or by certified delivery, return receipt requested, to the person's last known address.
2. Response by Faculty Member:
 - a. The faculty member will have five 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.
 - b. If the faculty member does not appeal the sanction within five days, the University will apply the sanction. If the faculty member appeals, any sanction of suspension or termination will be postponed until a final decision is rendered, unless extraordinary circumstances require that the faculty member remain off campus until the appropriate inquiry is completed, in which case the faculty member will continue to receive their salary until a final decision is rendered.
3. Record of Action
 - a. A record of any corrective action, regardless of level, will be placed in the faculty member's official faculty personnel file in Human Resources. 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 in Human Resources.

1.3 Instances for Immediate Corrective Action

There are circumstances in which the University may initiate immediate corrective action, when a faculty member has failed to carry out their responsibilities outlined in the appointment documents including the letter of appointment, current job description(s) and the current Faculty Handbook, as well as the University Honor Code, published Life University, college, or department policies and/or procedures, the Employee Handbook, or for behaviors implicating non-compliance with Title IX of the Education Amendments Act of 1972, and may bypass any or all levels of progressive corrective action. The faculty member's supervisor will consult with the Dean, and the Dean will consult with the CAO 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*)
- "Found responsible" for a Title IX policy violation
- Material breach of University regulations, rules, policies or procedures
- Willful misconduct
- Subversion
- Harassment
- Insubordination
- Incompetence
- Willful neglect of duties
- Unprofessional conduct
- Falsification of records
- Conflict of interest with university operations

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 about 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 to suspend the faculty member with pay while an investigation takes place.

1.5 Appeals to the Chief Academic Officer or Designee

In cases where corrective action results in a sanction, the faculty member may submit a written appeal to the chief academic officer if the appeal criteria outlined below are met. The faculty member will deliver the appeal to the chief academic officer by personal delivery or certified delivery, return receipt requested, or email 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. In this case the CAO will decide if the faculty member was unavoidably prevented from adhering to the timelines.

Appeal Criteria. Appeals shall be considered in the following circumstances:

- i. Real or perceived procedural irregularity that affected the outcome of the matter
- ii. Newly discovered evidence that could affect the outcome of the matter
- iii. Title IX personnel had conflict of interest or bias that affected the outcome of the matter.
- iv. Termination
- v. Other applicable criteria

The appeal shall include:

1. a statement of reasons for the appeal, specifically outlining which appeal criterion(a) is/are met
2. evidence of a procedural error, or that a decision was disproportionate, arbitrary, and/or capricious, or new evidence
3. the remedy sought

The chief academic officer will, if in their opinion appeal criteria are met, forward the appeal to the Faculty Senate President and Chair of the Faculty Affairs Committee within three days of receipt of the appeal and notify the appellant and supervisor.

Within ten days of receiving the appeal, the Faculty Affairs Committee will request written or oral statements from all applicable parties (depending on which form of presentation is preferred by each) with regard to the sanction.

Faculty Affairs Committee Determinations

Within 10 days of receiving the written or oral statements the Chair of the Faculty Affairs Committee will select three faculty members from the committee to serve with the chair to consider the appeal of the sanction. When selecting members of the panel to hear the appeal the Chair will avoid potential or perceived conflicts of interest by selecting committee members who are not personal friends of, serve in the same department as, or have had strong public

disagreements with the appellant. All panel members must disclose any perceived or potential conflicts of interest, and the Chair of the committee will determine if those conflicts preclude a committee member from serving on the panel.

1. The panel members will have up to seven days to gather and review data/information, come to consensus, and provide a recommendation as to whether there is adequate cause for further action and what that action should be. The actions recommended by the panel will be to uphold the action,
2. Take action but recommend a different action,
3. recommend reversing the action.

This recommendation will be given in writing to the appellant and the Chief Academic Officer. The recommendation of the Faculty Affairs Committee is not binding upon the CAO.

Administrative Steps

Chief Academic Officer's Decision

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 decision will be communicated to the appellant, the supervisor, and the Dean.

Available Actions. The CAO or designee is limited to taking one of the following actions:

1. Affirm the finding(s) of fact and accept recommended by the Faculty Affairs Committee.
2. Affirm the finding(s) of fact but modify the sanction(s) or recommendations from the Faculty Affairs Committee.
3. Remand the sanction and/or recommendations for a new review by a sub-committee of the Faculty Affairs Committee and meet with the original sub-committee of the FA committee to explain the reasons for disagreement with the original findings.
 - a. A new committee of three (3) new/different FA members will be assigned to review.
 - b. The FA Committee will have 10 days from meeting date with the CAO to submit recommendation(s).

The CAO will then consider all information provided and make a final decision. The CAO will communicate the decision within 7 days from receipt of the finding from the new FA committee and the faculty member.

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

Upon notification of a decision of dismissal for cause from the Chief Academic Officer (CAO), 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:

1. affirm the chief academic officer's decision
2. modify the action taken
3. 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.

1.7 Academic Freedom

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

Title IX Procedures

2. Where the Issues Alleged Implicate Non-compliance with Title IX of the Education Amendments Act of 1972.
3. When a Faculty Member is implicated in a Title IX matter, that is, where a formal charge has been issued pursuant to the Life University Sexual Misconduct and Gender-Based Harassment Policy, that policy controls subsequent steps.
4. The Title IX process is delineated in the Policy and is supervised by the Title IX Coordinator. All parties participating in the Title IX process has the right, under federal law, to a fair and impartial process.
5. When the Title IX Coordinator determines that the issues presented warrant a hearing:
 - a. The Title IX Hearing Panel makes the determination as to whether or not the charged party is "Responsible" or "Not Responsible" for the alleged conduct. The determination is made based upon the 'Clear and Convincing Evidentiary Standard' and by a majority vote of the Panel. The Title IX Coordinator is the person best professionally situated to recommend sanctions for findings of Responsibility. The Title IX Coordinator recommends appropriate sanctions to the Panel after considering what has been issued as a sanction for the same behavior in the past and also based upon what are nationally acceptable sanctions for the same conduct.
 - b. When faculty members are involved in a case, the Title IX Coordinator will consult with the Dean before recommending a sanction. This is because the faculty member has specific rights and represents a unique demographic on campus. It is believed that in consideration of fairness, the advice and recommendation of the Dean will be useful in determining the most fair and appropriate sanction. This consultation has no

- bearing on the finding of “Responsible” or “Not Responsible,” it will only help to inform a sanction in the event of a finding of Responsibility.
- c. Pursuant to the Life University Sexual Misconduct and Gender-Based Harassment Policy, any party to a Title IX process and Hearing has the right to Appeal based upon one of the four Appeal Criteria, and the following procedure:
 6. An appeal must be submitted in writing and must be received by the Title IX Coordinator within five (5) business days of the date of notification of the findings of the Hearing Panel. An extension to this deadline may be granted at the sole discretion of the Title IX Coordinator. The Title IX Coordinator shall then refer the appeal to the appellate officer.
 7. A decision on an appeal may not be rendered until the filing deadline has passed. Appellate decisions should be rendered, and proper written notification provided to the Title IX Coordinator no later than ten (10) days after the filing deadline. The Title IX Coordinator shall notify all parties as appropriate of the results of the appeal.
 - a. Appellate Officer. The appellate officer shall not be the Chief Academic Officer when a faculty member is involved. The Appellate Officer will be chosen by the Title IX Coordinator from a panel of trained University administrators who do not have a conflict.
 - b. Appeal Criteria. Appeals shall be considered only in the following circumstances:
 - i. Procedural irregularity that affected the outcome of the matter
 - ii. Newly discovered evidence that could affect the outcome matter
 - iii. Title IX personnel had conflict of interest or bias that affected the outcome of the matter.
 - c. Available Actions. The appellate officer is limited to taking one of the following actions for each party:
 - i. Affirm the finding(s) of fact and sanctions imposed by the Hearing Panel.
 - ii. Affirm the finding(s) of fact but modify the sanction(s) imposed.
 - iii. Remand the complaint for a new hearing before a new hearing.
 8. Under no circumstances shall the appellate officer supplant the function of the Hearing Panel; the appellate process exists solely to review the procedures used in the proceedings, and not to re-hear a complaint in its entirety.

Appeal to the President

Upon notification of a decision of dismissal, 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 Title IX Coordinator. The President will upon receipt of the appeal review the action taken. The President may

- affirm the decision
- modify the action taken
- reverse the 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 faculty member, Title IX Coordinator, Dean, and the Chief Academic Officer. Such action will be the final action of the University. There is no appeal.

Administrative Document 8 – College of Online Education Faculty Standards

Mission

The College of Online Education:

The mission of the College of Online Education is to provide a high-quality, global online educational experience, based on a philosophy of vitalism, that maximizes each student's innate potential to pursue their goals and assume roles in leadership and the workplace through the application and principles of lasting purpose.

Vision

The vision of the College of Online Education is to become a global destination of choice for online education in high-demand fields, and to do so in virtue of the high-quality teaching, learning, and support experience.

Values

The College of Online Education is guided by seven values, as follows:

Faculty Values

1. Commitment to Quality
 - To enact our promise of a high-quality, global online educational experience, faculty will practice quality at three levels: the administration of online programs, the design and development of online courses, and the teaching and learning in the online classroom.
2. Student Centrism
 - Being student-centric refers to making all decisions with students' wellbeing and growth in mind. Life University's goal is putting students first to maximize each student's innate potential to pursue their goals and to prepare them, to the best of our abilities and resources, to become successful leaders in tomorrow's workplace.
3. Globalism
 - As the internet is making the world a "global village", students compete for jobs not only at the local, county, state, and national level, but also on an international level. The goal, therefore, is to prepare learners to be successful in a global society.
4. Anytime, Anywhere Access
 - Lack of access is one of the most significant barriers to educational attainment. Since Life University serves an adult learning population, faculty should be committed to providing access by delivering all course instruction and activities

asynchronously, allowing students to complete them anytime within a given week, around their busy adult schedules. By creating an “anytime, anywhere” learning environment allowing students maximum flexibility in how and when they complete their schoolwork within each given week.

5. Professionalism

- Professionalism is manifest in how we present ourselves to students through our biographies, professional photographs, course orientations, informative weekly announcements, frequent and substantive feedback, proctored high-stakes exams, timely grades, overall appropriate levels of communication in all forums, compliance with copyright law, and commitment to accessibility.

For complete details, see the [Compass Online Faculty Expectations document on the Faculty Senate Blackboard page- under Shared Documents](#)