

# LOGAN UNIVERSITY

**2021-2022**

**FACULTY HANDBOOK**



## GENERAL INFORMATION

### INTRODUCTION TO LOGAN UNIVERSITY

Since 1935, Logan University has remained grounded in chiropractic education, while continuously enriching academic options with degree offerings in health sciences. We are proud of our innovative, evidence-informed curriculum that stretches students to grow beyond their comfort zone to be the best health professionals they can be. Logan strives to maintain competitive tuition while working to continuously improve to be the best choice for health science and chiropractic education.

Logan University graduates employ a holistic approach to health and wellness to meet the demand for less-invasive, lower-cost treatments and comprehensive care and lead the integrated health care industry. Through an innovative, outcome-based academic curriculum that emphasizes evidence-informed care, diverse clinical immersion opportunities, emerging technology and proven practices, Logan University graduates are trained, confident and prepared for the future.

### INTRODUCTION TO THE DIVISION OF ACADEMIC AFFAIRS

The Provost is the Chief Academic Officer (CAO) of the University and leads the Division of Academic Affairs. Academic Affairs uses a systems perspective as a way to unify the whole to achieve ongoing success in support of the University mission, vision, values, and strategic plan. The Provost is charged with providing visionary leadership in support of student-centered excellence, while ensuring its people are valued, the division is charged with leading the way toward continuous improvement of the overall organization through ongoing learning while remaining agile. With its focus on success the division manages for innovation and uses evidence-informed practices based on factual data for the good of our learning community and fulfillment of our societal obligations, grounded in ethical behavior and transparency while delivering value and results consistent with the Logan name.

The Division of Academic Affairs is the heart of the academic institution. The division is responsible for those departments that most directly impact the educational journey of our students from enrollment to graduation. Examples include, but are not limited to, curriculum design, development, delivery, and assessment that support excellence and innovation in teaching and learning; behaviors and action plans that support academic affairs workforce and student, engagement, satisfaction, and success; and the cultivation of an evidence-informed community that seeks learning and knowledge from and actively creates data-informed best practices and shares them with the broader community through peer-reviewed publications and presentations that deploy a peer-reviewed process for selection.

The division works hard to create a working and learning environment designed around meaningful connections to foster enriching, engaging, and value-added applied learning experiences for all students, regardless of delivery methodology.

### FACULTY HANDBOOK HISTORY

The original Faculty Council was established in 1974, after the Faculty Strike. At the same time a new position of Vice-President was established. Prior to the Strike, the faculty consisted of 12 men. Among those faculty included the President, Dean and Assistant Dean. The President also served on the Board of Trustees. A part of the negotiations included the separation of Administration from the Board of Trustees, the establishment of a Faculty Council, and an Administrative Council. The Faculty Council then drafted the first Faculty Handbook.

Today, the Faculty Handbook serves as a dynamic document that contains guidelines for the expectations of faculty at Logan University, as well as an outline of processes and procedures related to faculty status and governance. The handbook is approved by the Provost and University President, and includes feedback from the senior academic affairs leadership team, the Faculty Senate Handbook taskforce and the Faculty Senate.

The handbook helps define and support faculty roles and responsibilities as they relate to living the mission, vision and values of the institution.

The Faculty Handbook should be used in conjunction with all other applicable Handbooks, Catalogs, policies and procedures.

*Prior Handbook Revisions: 1983, 1998, 1991, 2000, 2004, 2006, 2009, 2016, 2020*

*New Handbook Implemented Fall 2021*

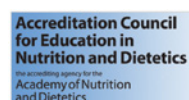
### ACCREDITATION



Logan University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA). The HLC-NCA can be contacted at 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504 or (800) 621-7440



The Doctor of Chiropractic Degree Program at Logan University is awarded programmatic accreditation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Phone: (480)443-8877



The Master of Science in Applied Nutrition and Dietetics is currently in candidacy status with the Accreditation Council for

Education in Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, Phone: 800-877-1600



The Master of Athletic Training is currently seeking accreditation with the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K

Street NW, 3rd Floor North Washington, DC 20006, Phone: 844-462-2283



The Master of Science in Strength and Conditioning is currently seeking accreditation with the National Strength and Conditioning Association

(NSCA), 1885 Bob Johnson Drive, Colorado Springs, CO 80906, Phone: 719-632-6722

## MISSION, VISION, AND VALUES (MVV)

Logan's mission, vision and core values serve as a benchmark for measuring our commitment to excellence through quality educational programs, outstanding faculty scholarship and service to the community and the profession.

**UNIVERSITY MISSION:** Logan University is a diverse and engaging community committed to excellence in health sciences, education, and service.

**UNIVERSITY VISION:** Logan University aspires to be a community of leaders committed to transformative student success in health and wellness.

## UNIVERSITY VALUES:

Dive**R**sity

**E**mpathy

**S**tudents First

**P**ositive Attitude

**E**vidence Informed Decision Making

**C**haracter/Integrity

**T**eamwork

### Logan's College of Chiropractic Purpose Statement:

The purpose of the College of Chiropractic is to prepare successful chiropractic primary care physicians to provide competent, comprehensive, patient-centered care with integrity.

**Logan's College of Chiropractic Vision:** Logan College of Chiropractic will be the premier Chiropractic College.

### Logan's College of Health Professions Purpose Statement:

The Logan College of Health Professions is committed to

excellence in integrative, practical application and clinical education designed to prepare the next generation of health care leaders.

**Logan's College of Health Sciences Purpose Statement:** The Logan College of Health Sciences is committed to excellence in healthcare education and preparing students to become leaders in their professions in integrative healthcare.

**Logan's College of Health Sciences Vision:** The Logan College of Health Sciences is committed to be leaders in healthcare education, to make a difference in the lives of our students, their careers, and the health of future patients; to continuously seek to improve existing programs and identify, design, and implement additional complimentary programs.

## ACADEMIC AND CLINICAL AFFILIATES

Logan University has affiliations with numerous clinical sites to promote integrated health practice. Any faculty member engaged by Logan University, despite location, falls under the auspice of this handbook, unless otherwise stated in their agreement.

## DIVERSITY

Logan University is committed to meeting the needs of our diverse body of students, faculty, staff and the communities we serve.

## EQUAL EMPLOYMENT OPPORTUNITY

Logan University does not to discriminate against any employee or any applicant for employment because of age, race, religion, color, handicap, sex, physical condition, developmental disability, sexual orientation, or national origin. This policy shall include, but not be limited to, the following: recruitment and employment, promotion, demotion, transfer, compensation, selection for training including apprenticeship, layoff and termination.

## COPYRIGHT POLICY

Copyright protection arises automatically the moment an original work is "fixed in a tangible medium of expression," in other words, the moment that text is written down or typed, or the moment a song is recorded.

Because copyright protection happens so easily, and lasts so long, faculty should assume that any work they want to use is copyrighted, unless it is very old or produced by the U.S. Government. A work does not need to be registered, published, or have a copyright notice on it to be protected by copyright. For works created in the U.S., copyright lasts from the moment the work is created until 70 years after the death of the author, except works produced by a company/ employer in which case the copyright lasts 95 years from the date of publication.

Fair use allows limited use of copyrighted material without permission from the copyright holder for purposes such as criticism, parody, news reporting, research and scholarship, and teaching. There are four factors a faculty member must consider when determining whether use is a fair one. The four factors are:

1. Purpose of use: Copying and using selected parts of copyrighted works for specific educational purposes qualifies as fair use, especially if the copies are made spontaneously, are used temporarily, and are not part of a published course workbook or in place of a textbook.
2. Nature of the work: For copying paragraphs from a copyrighted source, fair use easily applies. For copying a chapter, fair use may be questionable.
3. Proportion/extent of the material used: duplicating excerpts that are short in relation to the entire copyrighted work or segments that do not reflect the "essence" of the work is usually considered fair use.
4. The effect on marketability: If there will be no reduction in sales because of copying or distribution, the fair use exemption is likely to apply. This is the most important of the four tests for fair use (U.S. Copyright Office).

Here are some ways faculty can evaluate whether the use of work qualifies as fair use.

Using the Fair Use Evaluator: <https://librarycopyright.net/resources/fairuse/index.php>

Ohio State University Libraries provides a brief video: <https://www.youtube.com/watch?v=mYB3f7U9NFs>

Use Baylor University's Fair Use Checklist: <https://www.baylor.edu/content/services/document.php/68621.pdf>

Logan University respects the rights of authors and publishers under the Copyright Law. This policy is intended to ensure faculty members seeking to reproduce copyrighted material for their students do not infringe upon copyright.

At a faculty member's request, course packs may be digitized or published through the university bookstore with the bookstore assisting with obtaining the necessary copyright clearances from publisher(s). This system protects faculty members and the University from inadvertent copyright infringements. In order to obtain the necessary permission from publishers in a timely manner, it is important that the faculty member submits requests at least three months in advance of when the material will be needed (four months if a major holiday or break coincides with the request). The decision to grant or to withhold permission to use copyrighted material is solely in the hands of the many different publishers (and other copyright holders) to whom the requests are sent.

A faculty member who makes use of a copy service to reproduce, without permission, copyrighted materials for use in Logan University courses does so in explicit violation of the University policy and will be subject to both legal liabilities and appropriate disciplinary action.

## IDENTIFICATION OF LOGAN INTELLECTUAL PROPERTY

Intellectual Property that arises in any part in the course of employment or enrollment at the University, or in the course of a work for hire or visiting scholar relationship with the University, is Logan Intellectual Property, except as follows:

- The University permits authors to retain and manage the copyright to Instructional Copyrightable Works and Scholarly Copyrightable Works, subject to a license in favor of the University as set forth below.
  - o The University permits a student to retain title to Intellectual Property that the student creates for credit and without compensation in a University course through the use of course-wide resources, provided that the Intellectual Property is not burdened by any pre-existing contractual obligation of the University.
  - o The University permits software code to be contributed to open-source projects upon (1) the authorization of the funding sponsor and principal investigator (if any) for the coding project and (2) the consent of the University administrator(s), if any, who request or direct the coding project.
  - o Intellectual Property from research directed and funded under a work for hire contract administered by the University's research department for independent research is not Logan Intellectual Property.
  - o Intellectual Property from research performed pursuant to a University contract that expressly exempts the research from the application of this policy is not Logan Intellectual Property.
  - o Intellectual Property generated solely in the course of an Outside Activity without the use of the University resources or pre-existing Logan Intellectual Property is not Logan Intellectual Property.
    - Example: A faculty member authoring a textbook, published by an outside agency without Logan resources.

Each instructional or scholarly copyrightable work is, by operation of this policy, subject to a perpetual nonexclusive, royalty-free license from its University author(s) to the University to use, duplicate and distribute the instructional or scholarly copyrightable work for all research and educational purposes of the University.

This policy is deemed (1) a term and condition of employment for every employee of the University, (2) a term and condition of enrollment and attendance at the University by students, and (3) a term and condition of permission to participate in any University research or other academic activity by any person (whether or not employed by, compensated by or enrolled at the University). All such individuals are required to adhere to this policy and its supporting procedures on disclosure, assignment and commercialization of intellectual property.

## **ACADEMIC FREEDOM**

Logan University supports the freedom of its faculty to organize his/her course delivery and content according to the pedagogical and industry best practices based in evidence and excellence consistent with the mission, vision, and values of the colleges and University. Every member of the University faculty is entitled to discuss relevant topics freely in the classroom. In research and publication, faculty are entitled to discuss freely those subjects in which they are versed in order to encourage scholarly inquiry and to present and solicit relevant questioning, beliefs, perspectives and conclusions. While free to express those ideas, which seem justified by the facts, faculty will maintain standards of sound scholarship and competency in teaching. The denigration or disparagement of individuals or ideas is not tolerated.

When presenting either in verbal or written form as citizens, faculty are free from institutional censorship or discipline. All communication will be in accordance with the principles of scholarship. Faculty will be accurate, show respect to other various viewpoints, exercise appropriate restraint and will clearly indicate when they are serving as spokespersons for the University or speaking as a citizen of their community.

This policy is limited in scope by the prescriptive nature of health professions education and accreditation and practice should not be out of the scope of the mission, vision, and values of the University.

## **FACULTY CODE OF PROFESSIONAL ETHICS**

Professional responsibility is a logical correlative to academic freedom. The spirit of this policy should be easily applied to any specific situation not considered.

Faculty members' central responsibility is to attempt to impart a knowledge and understanding of their field of study to develop in students appropriate and relevant skills, and to do so in accordance with the best standards of scholarship and pedagogy in the discipline.

Faculty have a responsibility to their students to entertain all questions relevant to the subject matter being taught and to discuss such questions, even if controversial objectively.

Faculty members are responsible for providing instruction in the announced subject matter of the course, although they

are free to interrelate the subject matter of the course to those contemporary issues that are relevant to the purposes and the subject matter of the course.

Faculty members are expected to guard the classroom against external pressures, including the student's fear that what they do or say in the honest pursuit of intellectual inquiry will affect rating within a course, future chances of employment, or later standing in the community.

Faculty members shall not exploit students for personal purposes either in or out of the classroom.

Faculty members are expected to deal with students justly and impartially, regardless of their physical, mental, emotional, political, economic, social, racial, or religious characteristics or participation in extracurricular activities.

Faculty members should not complete academic work for students.

Faculty members are expected to accept and carry out faithfully those duties central to the instructional commitment they have with their students including prompt and regular meeting of classes, advising, and consultation.

Faculty are expected to strive for a timely, just, and unprejudiced appraisal of all student work. Faculty members owe students the right of review of their work and grades given, and in case of serious grievance or dispute, the right of appeal.

Faculty are expected to secure permission and give credit for the use of original student contributions in their lectures or publications, in the same manner and degree as for materials from other sources.

Faculty members are expected to encourage and protect honest performance by the student. They are expected to pursue suspected cases of cheating and plagiarism by students.

Faculty members are expected not to disclose confidential information about their students except as required by law or provided for by University regulations and procedures.

In activities in which faculty members engage outside the University, it is plainly their responsibility to make it clear, when circumstances require, that they are acting as individuals and not as representatives of the University.

Faculty members are expected to maintain strict confidence on all departmental or University matters agreed to be confidential. If any issue or matter is of such a nature that a faculty member, as a matter of conscience must speak out, this intention should be stated beforehand to all concerned.

Faculty members who seek modification or alteration of policy shall make every reasonable effort to carry their cases through governance channels.

Faculty members have a responsibility to help foster and maintain a positive workplace culture. This includes acting in a manner consistent with University values and not participating in rumor or talk of a personal, sensational or intimate nature; spreading intimate or private rumors or facts, or participating in groundless talk about others.

Faculty members are expected to seek and state the truth in their discipline as they see it. To this end they shall continue such studies and research as are necessary to remain current in their field.

Faculty must guard their freedom to inquire and to state the results of inquiry in lectures, publications, or other appropriate modes of expression.

Faculty shall comment in candor and fairness on the work of colleagues when properly requested through duly constituted academic and faculty agencies and when in accordance with established policy.

Faculty shall avoid personal attacks on colleagues and disparagement of other disciplines or programs, although reasoned criticism is recognized as legitimate.

Faculty shall neither practice nor condone plagiarism in lectures, publications, or other public presentations, nor attach their name for credit to a paper or publication toward which they have made no professional contribution.

## CREDIT HOUR POLICY

Logan University holds the responsibility for determining and upholding standards related to the awarding of credit hour for student work consistent with the best practices in higher education and all applicable regulatory bodies.

The Integrated Postsecondary Education Data Systems requirements of the National Center for Education Statistics defines a credit hour as: "A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award."

Credit hour definitions are established to quantify academic activity for the purpose of awarding academic credentials and determining federal funding, including institutional eligibility, program eligibility, and student enrollment status and eligibility.

Logan's policy adheres to the Federal and State of Missouri guidelines for definitions of a credit hour per semester. The credit hour as defined by Logan University is:

- No less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks for

one semester of credit, or the equivalent amount of work over a different amount of time, or;

- At least an equivalent amount of work as required in above bullet for other academic activities as established by the institution including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours, or;
- One unit of academic credit in online and accelerated course work is awarded based on the time commitment of 15 minutes of work per week for an average student, outcomes for a similar equivalent face-to-face course through the fulfillment of learning outcomes.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), which protects student academic records, applies to all institutions that receive funding from the U.S. Department of Education. Breach of FERPA can result in the revocation of all federally awarded financial aid. Compliance with FERPA is stringently monitored and enforced.

An institution is answerable to a student's parents until the student reaches 18 years old and thereafter to the student. A student is someone who is currently attending classes or who formerly attended classes at the University. Applicants for admission are not protected by FERPA.

FERPA stipulates that information about a student may be released only to those college employees who have a "legitimate educational interest" in it. A legitimate interest may proceed from exercise of such functions as academic advising, writing letters of recommendation on behalf of a student, verification of major or degree requirements, verification of admissions requirements, departmental or other recommendations for scholarships or awards, and departmental or college program reviews.

The college will not disclose any identifiable information about a student without that student's written consent, except director information as listed below (and other exceptions that need not be addressed here). A student may restrict the release of any or all director information by completing a form available in the Registrar's Office. Director information includes name, date and place of birth, current or permanent address and phone number, academic major, enrollment status, degrees and awards received, participation in Logan University activities or sports, dates of attendance (not daily attendance records), previous educational institution attended, photograph, and e-mail address.

FERPA mandates that anyone to whom information is released may not release that information to a third party. The following guidelines will help faculty members meet that responsibility.

- Do not release information about students to another person
- Student scores or grades may not be displayed publicly in association with names, social security numbers, or another personal identifier
- All papers, exams, or lab reports containing student names and grades should be secured. Students should not have access to the scores and grades of others in the class
- Refer all requests for director information to the Office of the Registrar
- Do not release information that could easily be traced to an individual student
- Do not give account passwords to others and do not store written passwords in a desk
- Keep a computer monitor out of view of those who may enter your work area
- Do not leave a computer unattended when logged into a Logan system
- Do not leave printed documents in view of those who may enter your work area
- Shred all printed documents that are no longer needed
- Do not release information about grades to parents, spouses, or any other family member of students
- When in doubt err on the side of caution and do not release student educational information

If you have questions about your responsibilities under FERPA, or need further information, please consult the Office of the Registrar.

## ACADEMIC PROGRAMS AT LOGAN UNIVERSITY

Logan University is committed to academic excellence in programs consistent with the mission, vision, and values of the University and in accordance with the policies and procedures of the University. Suggestions for new programs can be submitted to the Dean of the College at any time. Formal proposals may be submitted to the Provost at any time. Formal proposals must follow the guidelines and format outlined in the New Program Guide. New programs are reviewed by the Faculty Senate, Academic Affairs Senior Leadership Council, and approved by the University Curriculum Committee and Provost. The President must approve all new program budget requests prior to a new program substantive change request being submitted to an accrediting body.

The Academic Catalog contains more detailed information about each academic program. In addition, the Academic Catalog outlines the academic policies of Logan University. The Academic Catalog is located on Logan's website under the Student and Faculty Resources page.

## HIGH SCHOOL PROGRAMS

Logan University is involved with and encourages faculty involvement in health science programs designed to encourage students to consider science, technology, engineering, and mathematics (STEM) programs with special emphasis on underserved communities, minorities, and women. These programs may be proposed by a faculty member; however, all programs must be approved by the Provost prior to speaking with outside sources about initiating such programs.

## COMMUNITY PROGRAMS

- Tour of the Body
- Health Science Career Clinical Observation/Shadowing Program
- The Anatomy Centered Education & Science (ACES) program
- Logan University Human Body Donation for Science program
- High Performance Center for the Paralympic Powerlifting Team

## ACADEMIC AFFAIRS ADMINISTRATION AND GOVERNANCE

### ORGANIZATIONAL CHARTS

The Academic Affairs organizational chart is located on the Academic Affairs "MyLogan" page. Each department within Academic Affairs should also keep an updated organizational chart on their department's "MyLogan" page.

### BOARD OF TRUSTEES

The Board of Trustees of Logan University has the responsibilities and authority as set forth in the Bylaws of the University. The administration of the University and its policies and delivery of the mission, vision, and values of the institution are delegated to the President of the University.

### PRESIDENT'S CABINET

The President's Cabinet has the responsibilities and authority as set forth in the charge of the Cabinet as set by the President of the University.

## PROVOST

The Provost is the Chief Academic Officer (CAO) of the University. The Provost has responsibility for developing and administering academic policies and administrative operations of the Division of Academic Affairs which consists of academic programs; health center and clinical services operations; the Department of Student Affairs; the Department of Academic Policy and Office of the Registrar; the Department of Academic Effectiveness and Accreditation Management; the Department of Curriculum Excellence; the Department of Innovation and New Ventures; the Department of Research; and the Department of Resident Education. The Provost and Executive Vice President report to the President of the University.

## PROVOST COUNCIL

The Provost Council is responsible for supporting the strategic planning and implementation process within the Division of Academic Affairs as well as at their individual department levels. The Provost Council provides data driven feedback to the Provost on the effectiveness of key processes within academic affairs and makes recommendations for continuous improvement. The Associate Provosts make up the Provost Council membership and the Vice Provost is the chair of the Council.

The Provost Council members are responsible for collaborative leadership with their teams to assist in their charge to provide evidence-informed content expertise and recommendations to the Provost on a variety of topics, including, but not limited to, strategic planning, resource allocation, and new program development. With the Baldrige framework building the foundation of their leadership and operations management recommendations, members assist the Provost's office with developing an approach to and deployment of measurable strategic priorities designed to move the University's strategic goals forward through a cyclical learning process to include the integration of continuous improvements of the divisions' key processes. The council members participate in professional development activities designed to assist with succession planning through themed topics based on the mission and values of the University.

## DEANS, CHAIRS, PROGRAM DIRECTORS

Colleges are typically made up of multiple programs that have commonalities among the represented discipline areas, with the exception of the College of Chiropractic, which has been grandfathered in as a college. Deans lead the day-to-day operations of colleges and are responsible for the overall program effectiveness; compliance; student engagement, satisfaction and success; and faculty and staff engagement, satisfaction, and success within their college.

Schools are typically made up of the same discipline offering degree and certificate programs at different education levels.

Schools may fall under the leadership of a college but do not always. Schools are led by Chairs who are responsible for the day-to-day operations of the programs within their school and are responsible for the overall program effectiveness; compliance; student engagement, satisfaction and success; and faculty and staff engagement, satisfaction, and success within their school.

Programs are typically made up of a single program and report to a Program Director who reports to a Chair or Dean. The Program Director is responsible for the day-to-day operations of the individual program and are responsible for the overall program effectiveness; compliance; student engagement, satisfaction and success; and faculty and staff engagement, satisfaction, and success within their program.

## FORMAL COMMUNICATION SYSTEM

Faculty supervisors are expected to have a formal communication system that allows for frank two-way conversations, an effective pathway for the communication of KEY decisions and needs for organizational change; and must take a positive and direct role in motivating their faculty and staff toward high performance, working toward a shared vision with focus on aligned and prioritized strategic initiatives consistent with the mission, vision, values, and strategic plan of the University. Faculty supervisors are responsible for sharing the formal communication pathway(s) on their program's MyLogan page.

## ACADEMIC AFFAIRS SHARED GOVERNANCE

Academic Affairs committees are an important part of our shared governance structure. Academic Affairs committees provide counsel and recommendations to the senior leaders within the Division of Academic Affairs as well as other University division partners.

In addition to the Division of Academic Affairs formal committees, task forces, and work groups, departments, programs, Logan Faculty Senate and Logan Student Government, are all encouraged to create meaningful committees and task forces to facilitate communication, gather feedback, review literature, and make meaningful recommendations to their senior leadership/direct report.

We value all vertical and horizontal communication and input, and feel committees, task forces, and councils are a good way to facilitate meaningful 2-way communication. Groups should operate professionally, and using the common goal of helping Logan University live its mission, vision, and values. Members are appointed as outlined in each charge. Task forces, committees, and councils who do not meet within an academic year will be "sunset." The Provost and President reserve the right to add new committees, councils or task forces at any time; however, existing committees, task forces, or councils will be reviewed annually for fit and effectiveness.

**COMMITTEES** are made up of either appointed individuals

or individuals serving based on their role and recommending bodies. Committee members are appointed and typically serve for a specified term. Individuals serving based upon their role serve for as long as their role remains an active part of the committee make-up.

**COUNCILS** are made up of individuals based on their role within the University structure; these groups make recommendations based on the charge of the group. Council members serve for as long as they hold a position represented on the council.

**TASK FORCES** are made up of either appointed individuals or individuals serving based on their role. Task Forces are called to duty to provide recommendations on specific items and for a specified period of time.

## **LOGAN UNIVERSITY FACULTY SENATE**

The charge of the Faculty Senate is to provide an organized opportunity for all Logan University faculty members to play an active role in shared governance regarding Logan's academic standards, policies, and mission. The Faculty Senate advocates for and provides support to the faculty promoting continued growth and improvement toward excellence.

All teaching faculty are welcome to attend the Faculty Senate meetings. Voting privileges are reserved for the full-time standing faculty members. The officers of the organization are President, Vice President, Secretary, Treasurer, and Member-at-Large. The officers, who are considered the Executive Committee, perform the duties prescribed by the bylaws and by the parliamentary authority adopted by the organization.

## **COURSE CONTENT AND CLASSROOM DELIVERY**

Faculty are responsible for delivering course content in a manner that is consistent with the mission, vision, and values of the institution. Courses shall be in alignment with the Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), and Course Learning Outcomes (CLO).

## **CURRICULUM**

### **WHAT IS CURRICULUM?**

Curriculum is made up of Institutional Learning Outcomes (ILO), Program Learning Outcomes (PLO), Course Learning Outcomes (CLO), and course objectives. These items are broken into courses and each course is assigned at a minimum CLO and sometimes objectives, competencies and metacompetencies. Definitions for each are listed below.

Curriculum outcomes at each level are determined at the time a program is approved and then evolve over time based on program outcome data, industry changes, and accreditation standards.

These items are not determined by an individual faculty member, rather they are determined by the mission and vision of the institution, practice analysis, industry trends, content experts both faculty and industry, accreditation standards, and ultimately written and combined into a proposal that a curriculum committee reviews and approves. Typically, if that approval is adopted by the Chief Academic Officer of an institution it is presented to the President of the institution for support and finally it is moved forward as a funding request to the Board of Trustees. Upon all of the internal approvals, it is submitted to the appropriate compliance authorities for approval.

### **WHAT IS COURSE CONTENT?**

Course content is the information used in a classroom, regardless of delivery method, to teach/facilitate the learning of the stated outcomes. Course content is made up of a series of activities designed to help students learn/understand the course outcomes.

These activities come in many forms and may be completed/participated in both in class and out-of-class. Some examples of activities that make up course content include textbook and journal readings, multimedia presentations, presentations, research, papers, discussions, group activities, simulations.

These activities are determined by the instructor teaching the course, unless the course has prescribed course content written by a content expert. Online classes consider prescribed content a best practice and this methodology is sometimes adopted in face-to-face programs with highly prescribed outcomes. Prescribed content is sometimes referred to as "canned curriculum."

In the case of canned curriculum, the instructor is still providing course content to ensure outcomes are met by how they facilitate the course through announcements, discussions, Ted-talk like videos, and supplemental material they bring in.

### **COURSE CONTENT BASED UPON CREDIT HOUR**

#### **1 CREDIT HOUR "LECTURE"**

Minimum of 750 minutes of in-class experience over 15 weeks, such as lecture, discussion, small group applied learning or similar instructional approach with 1,500 minutes of coordinating out-of-class activities over 15 weeks in traditional delivery formats and equivalent experiences based on time commitment or learning outcome attainment in other delivery formats. In online or accelerated course work, it is equivalent work to meet the same course outcomes as a student would in a campus-based 15 week course.

## 1 CREDIT HOUR “LAB”

Minimum of 1,500 minutes of experiential learning over 15 weeks, such as laboratory, studio or equivalent experiences with 750 minutes of coordinating out-of-class activities over 15 weeks in traditional delivery formats and equivalent experiences based on time commitment or learning outcome attainment in other delivery formats. In online or accelerated course work, it is equivalent work to meet the same course outcomes as a student would in a campus-based 15 week course.

## 1 CREDIT HOUR “FIELD EXPERIENCE”

Minimum of 2,250 minutes of field experience over 15 weeks, such as practicums, internships, clinical rotations, and preceptorships. In online or accelerated course work, it is equivalent work to meet the same course outcomes as a student would in a campus-based 15 week course.

## WHAT IS ASSESSMENT?

Assessment is a learning tool. In fact, research supports the notion that assessment as a learning tool can be more powerful than most other learning interventions and there is strong data to support all students benefit from quality assessment practices. Thus, the primary purpose of assessment is to promote learning, not to assign grades.

Assessment helps the teacher better understand how well their learners are progressing toward the course outcomes, feedback from the assessment results provides important information to the instructor on how to adapt content and deliver to improve learning outcome achievement. Additionally, it helps identify additional ways to support those students who may need additional support and interventions through individualized feedback.

Assessment is used to measure the effectiveness of programs, courses, and faculty. The information gathered allows for evidence-informed decisions about what to improve, duplicate, and reward. Assessment also provides criterion on which to advance students; however, the primary purpose is to improve learning and effectiveness.

When a student completes an assessment in a course, they are helping assess the effectiveness of course learning and eventually program learning. Therefore, course assessment should only be over the stated course outcomes and why assessments are tagged to what they are measuring so faculty can work with the academic team on continual program effectiveness.

## HELPFUL DEFINITIONS

**1. Blooms Taxonomy:** Blooms is a system by which behavioral and cognitive learning objectives are given measurable descriptors that categorize learning from low level to high level. In this way, a faculty member can

determine the appropriate content level for their course as well as what level to assess learning. In other words, through Blooms you can ensure an introductory course is really at the introductory level and an advanced course is at an advanced level. The difference between intro and advanced is not the amount of information, rather the depth of information.

**2. Criterion-Based Assessment:** These are assessments designed to measure the student’s performance against a specific observable and measurable criteria. In these cases, think about the learning outcome as the expected behavior or skill and the assessment criteria as the level they need to reach to earn a certain grade. In an intro to technique class, a C may be that they can explain and discuss the technique and do the proper set up, a B may mean they can also physically do the skill, and an A may mean when they do the skill they also move the appropriate thing they are supposed to move.

**3. Formative Assessment:** This is an assessment that is part of the teaching and learning process. These assessments provide an opportunity for students to see and not guess where they are with the course knowledge and adapt to this new knowledge of actual skill attainment. The primary purpose is to help students see where improvement is needed. These assessments are about preparation and learning. Provided a student can make revisions and improve the assessment, it remains formative. At the point corrections or changes are no longer accepted, it becomes a summative assessment.

- a. Examples of formative assessment
  - i. Homework activities
  - ii. Course discussions
  - iii. Reflection papers/journals that are submitted for feedback periodically
  - iv. Conferences during a trimester between the instructor and student to discussion progress
  - v. In-class observations

**4. Peer Assessment:** These are typically formative assessments that allow students to give one another feedback. This may occur through checklists, Likert scales, or reflection papers.

**5. Performance-Based:** A tool designed to determine how well a student can apply or use their knowledge in a real-world setting.

**6. Pre and Post Assessment/Testing:** An assessment method that is looking at where the student started and where they ended to determine whether learning took place.

**7. Self-Assessment:** These are designed to help improve self-awareness and critical thinking. Students reflect upon what they achieved or demonstrated by reflecting on it after the fact opposed to grading what they meant. Self-reflection can occur through writing, presentations, logs, portfolio, etc. These are great assessments to use to

develop improved patient communication skills and to help students develop the critical thinking skills necessary to solve problems on their own.

**8. Small Group Assessment:** These are assessments that are looking at a collective project and helping develop collaborative skills important in today's healthcare environment. In addition to collaboration skills, the students learn from one another.

**9. Summative Assessment:** This is an assessment typically used to signify competence or attainment of the defined measurable outcome(s) and is used to determine the level of knowledge or skill a student and cohort have. It helps to determine whether they are ready for the next course in the progression of their learning journey as well as how effectively the material was covered. In a letter grade system such as ours, a C represents minimal competency. In other words, the C is the minimal level a student needs to be at.

- a. Examples of summative assessment
  - i. High stakes exams
  - ii. Portfolios
  - iii. Final performance/demonstration/presentation
  - iv. Term paper
  - v. Final exam

## LEARNING OUTCOMES

Learning outcomes describe what new behaviors learners will acquire from a given learning experience. Learning outcomes state the knowledge, skills, and attitudes a learner will gain and begin with an action verb describing something observable or measurable. Learning outcomes should use no more than one action verb per outcome.

Learning outcomes describe the essence of a given course, program, or institutional learning experience. They define the type and depth of learning students are expected to achieve, provide objective benchmarks for formative, summative, and prior learning assessment, provide clear expectations to learners, clearly communicate the skills a graduate has obtained to prospective employers, patients, graduate schools, etc., and provide the guidance and organization necessary for faculty to further subdivide or modularize their classroom content for optimum knowledge transfer and skills practice.

Learning outcomes may not be changed without prior approval through the curriculum committee change process. Learning outcomes should be updated no more than annually and updates should be based on program effectiveness data or due to compliance matters.

\*Courses developed or revised prior to September 2020 may not adhere to the learning outcome guidelines listed below. These courses will be reviewed and revised as directed by the college dean(s).

Rigor and appropriate level of learning for outcomes are

determined using several factors:

## INSTITUTIONAL LEARNING OUTCOMES

ILOs provide information at the University level. These learning outcomes provide the framework for what makes a Logan University student unique and apply to all programs. PLOs map to the ILOs.

The official ILOs can be found on the Academic Affairs MyLogan page. ILOs may not be changed without going through the curriculum change process.

## PROGRAM LEARNING OUTCOMES

Degree programs will have three to twelve PLOs. PLOs provide the framework at the program level and describe what knowledge a graduate of the given program will be at least minimally competent at. PLOs must map to at least one ILO. CLOs must map to at least one PLO.

The official PLOs for each program can be found on the Academic Affairs MyLogan page. PLOs may not be changed without going through the curriculum change process.

## COURSE LEARNING OUTCOMES

CLOs provide the framework at the course level and describe what knowledge a student who has successfully completed a given course will be at least minimally competent at. CLOs must map to at least one PLO. CLOs are measurable statements that concretely state what students are expected to learn in a course. CLOs are approved through the curriculum committee process.

### Typical CLO to Credit Hour Ratio:

1 credit hour learning tasks per CLO	1-3 CLOs	3-5 objectives/ learning tasks per CLO
2 credit hours learning tasks per CLO	2-4 CLOs	3-5 objectives/ learning tasks per CLO
3 credit hours learning tasks per CLO	3-5 CLOs	3-5 objectives/ learning tasks per CLO
4 credit hours learning tasks per CLO	4-6 CLOs	3-5 objectives/ learning tasks per CLO

The official CLOs for each course can be found on the official and approved course syllabus located in the syllabus repository system. CLOs may not be changed without going through the curriculum change process.

## OBJECTIVES/LEARNING TASKS

Objectives or learning tasks are subcomponents of CLOs that define specific knowledge or training needs to successfully gain the knowledge and skills defined by the CLO. The objectives/learning tasks engage students in the learning process and provide concrete, authentic, task experiences the student will receive feedback on to gain greater

understanding and learning through their pursuit of achieving the state CLO.

## PRE-REQUISITES AND CO-REQUISITES

Pre-requisites and co-requisites help provide course sequencing for a given degree program.

A pre-requisite is a course or other requirement that a student must have taken prior to enrolling in a specific course or program. These requirements are determined based on the prior knowledge or skills necessary to meet the stated course learning outcomes. Course pre-requisites must be approved by the curriculum committee and must have evidence to support the need for such requirement.

A co-requisite is a course or other requirement that a student must take at the same time as another course or requirement. Co-requisites imply that the CLOs run in tandem to one another and rely on the knowledge in order to meet the CLOs. Without the co-requisite, the student would not be able to obtain the knowledge or skills necessary for success. Course co-requisites must be approved by the curriculum committee and must have evidence to support the need for such requirement.

In the event a course does not have pre-requisites or co-requisites, but a faculty member highly recommends prior knowledge or skills, a course or other requirement may be listed as “recommended” to alert the student prior to taking the course that obtaining the learning outcomes may be more manageable with certain knowledge and skills prior to taking a course; however, the prior knowledge and skills are not necessary for success.

Pre-requisites and co-requisites are embedded into the registration process and students should not be allowed to register for courses in which they do not meet the stated pre- and co-requisites. The official course descriptions include a statement about pre-, co-, and recommended course work or other requirements.

Students may challenge a pre-/co-requisite requirement by petitioning the Registrar’s office with evidence of alternative coursework, background, or abilities that adequately prepared the student for a given course.

The official list of pre-requisites, co-requisites, and recommended courses are managed by the Office of the Registrar and are listed with the official course descriptions.

## COURSE SYLLABUS

Syllabi provide a standardized organization of classroom policy and course expectations. Syllabi include course learning outcomes, required books/materials, a listing by class meeting of the assignments, activities, and assessments with due dates, classroom policies, final exam information, faculty contact information, office hours information, and grading

criteria. The standardized course syllabus template will be provided by the curriculum development department and may only be altered as directed by the Associate Provost for curriculum development.

Faculty are encouraged to create a mechanism by which students attest to having reviewed the course syllabus. In addition, faculty are encouraged to go over the key components and key dates on the first day of class.

Each course, regardless of delivery methodology, will have a course shell in the Learning Management System (LMS) and the course shell will have an electronic copy of the syllabus.

The course syllabus is considered the contract between the faculty member and the student related to how the course will be managed and what is expected of the student.

All syllabi must be up to date and posted in the syllabus repository and in the LMS course shell at least three weeks prior to the course start date.

## COURSE SIZE LIMITS

Course size limits are determined in consultation with the college dean and are submitted along with the class schedules to the Registrar’s Office. Class sizes are based on the delivery methodology and learning outcomes for a given course. Because policies and procedures vary by program, faculty members should make themselves familiar with their program’s rules for admitting students in a course beyond its assigned limits. Questions or concerns about course size should be directed to the faculty member’s supervisor and not the Registrar.

## ASSESSMENTS AND FINAL EXAMS

Adequate advanced notice should be given for all assessments unless a surprise factor is important for a particular pedagogical reason, for example, as a diagnostic tool. Faculty should remind students of the dates, times, and location for all assessments, including final examinations.

While it is appropriate to give an alternative assessment to students taking a makeup exam, all alternative assessments must be equitable to the missed exam, they may not introduce an additional element of difficulty or cover alternative learning outcomes as discouragement for missing assessments. The faculty members late policy should provide parameters submitting late work and completing alternative assessments.

## CHANGING COURSE CONTENT

Any faculty member who wishes to significantly alter the course content from the description in the Academic Catalog and alignment with the CLOs shall confer with their supervisor prior to making any significant change to the content. Significant changes likely require a curriculum change

proposal be approved through the curriculum committee change process. See Appendix A for more information about when a curriculum change requires curriculum committee approval.

## **COURSE REGISTRATION VERIFICATION**

In accordance with federal law, a student must attend a course they are registered for within the first two weeks of class (for 15-week courses) to be considered officially registered. For this reason, faculty are required to verify class attendance during the first two weeks of class. The Office of the Registrar will provide faculty with the process and procedure for such verification.

Class rosters with photos (if available) can be obtained through the LMS course shell. Academic Technology can provide guidance on how to access the class roster.

## **POSTING COURSE GRADES**

In accordance with the Family Educational Rights and Privacy Act (FERPA), student grades should never be posted publicly.

Final grades must be posted in the LMS course shell no later than the Monday following the last day of class.

The official grading scales and letter grades for a given degree type may be located in the Academic Catalog.

The incomplete grade policy is outlined in the Academic Catalog. Faculty must submit an approved incomplete grade form when issuing an incomplete. Upon completion of the incomplete, either by time expired or by completion of the work, a faculty member must complete a grade change form to change the "I" grade to a letter grade.

The grade appeal policy is outlined in the Academic Catalog.

The Academic Catalog may be found on the University website and on the Academic Affairs MyLogan page.

## **POLICY ON ACADEMIC INTEGRITY AND BEHAVIORAL ISSUES**

The policy on Academic Integrity and Behavioral Issues may be found in the Academic Catalog.

## **DISTRUPTIVE STUDENTS**

Faculty are responsible for the management of their classrooms. Classroom policy and practices help provide guidelines and support for the successful management of classrooms. In addition, the faculty member's supervisor and the Dean of Students are excellent resources for discussing strategies to help faculty better manage disruptive students in the classroom. It is not the Dean of Students role to manage the classroom in place of the faculty member, the Dean of Students does manage formal notification that a student has

been charged by a faculty member of violating a University or classroom policy.

## **DISABILITY SERVICES**

The Disability Services Office is responsible for ensuring the successful integration of students with disabilities into the Logan University community and for determining what constitutes appropriate, reasonable accommodations. Students with disabilities must register with Disability Services in order to have access to its services, which include pre-admission interviews, priority registration, individual counseling, auxiliary aids, individual testing accommodations and arrangements, advocacy and direct liaison with offices that provide services.

Questions about the appropriateness of a required accommodation should be discussed with the Disability Services coordinator. Accommodations must be provided in the event of a faculty dispute with the office until such time that a decision to set aside or modify is the accommodation has been made.

## **STUDENT COMPLAINTS ABOUT FACULTY CONDUCT**

The University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that is not protected by academic freedom and not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity, and conduct unbecoming a member of the staff.

Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek assistance of the faculty member's supervisor or dean to facilitate an informal resolution. The policy on student complaints about faculty conduct can be found in the Academic Catalog. Formal complaints are managed by the Dean of Students.

## **COMMON HOUR**

The common hour is designed to provide students and faculty time for an afternoon meal and to provide students time for club and other student activities to occur without conflict. Colleges choose whether to adopt a common hour or not based upon the needs of the program. Classes, required course activities, and official office hours for participating colleges are generally not scheduled between 11:30 – 12:20 Monday – Friday.

## **CATEGORIES OF FACULTY MEMBERS**

The faculty/student experience is the heart of what makes Logan University special. The faculty are willingly tasked with fostering a positive mission, vision, and values-based learning environment with the support of the staff and administration. Faculty help lead the way in as role models

who live the institutional values of Respect, Diversity, Empathy, STUDENTS FIRST, Positive Attitude, Evidenced Informed, Character, and Teamwork. Faculty are responsible for excellence in teaching and learning and contributing to the greater good of the institution, education, and their individual disciplines.

## **RANKED ACADEMIC FACULTY (NON-ADMINISTRATIVE)**

Ranked Academic Faculty are those faculty members, either full-time or part-time, that operate on a one-, three-, or five-year contract and whose primary responsibility is teaching and learning. These faculty members are assigned a faculty rank at the time of their initial contract appointment and are eligible to move through the faculty rank and promotion process.

These faculty are assigned a teaching workload commensurate with their full-time/part-time status and their faculty rank. In addition, they have an obligation to service, scholarship and stewardship consistent with the outlined annual expectations of their faculty rank.

Ranked Academic Faculty may hold positions within the Faculty Senate consistent with the senate bylaws.

Ranked Academic Faculty members are primarily responsible for teaching and learning, but if stipulated in their contract or approved workload, may temporarily be relieved of their teaching hour commitment to complete a large-scale research project provided the project is consistent with the mission, vision, and values of the institution, funding is available to directly and indirectly support the project, and doing so does not create a teaching shortage for any given program. The faculty supervisor, Dean, and Provost all must approve the release time prior to said release time being approved. The request must include demonstrable evidence of the above.

Ranked Academic Faculty policy and procedures have at times been confused for policies and procedures that apply to other faculty types. Policies and procedures that state "Ranked Academic Faculty" do not apply to:

- Residents and Fellows
- Adjunct Faculty (Trimester to Trimester Contract, Preceptor Supervisors, Independent Contractors, etc.)
- Staff Clinicians (Non-Faculty Clinicians)
- Administrative Faculty

## **ACADEMIC ADMINISTRATIVE FACULTY**

Administrative Faculty (i.e., deans, academic directors, chairs, librarians, etc.) are individuals whose appointments primarily reflect administrative and/or non-instructional duties, and who are awarded faculty rank based on their academic credentials and qualifications. Administrative faculty appointments operate on a letter of appointment. Administrative faculty may teach up to six contact hours (Associate Dean and below) or up to three contact hours

(Dean level and above) **with their primary supervisor's permission** as part of their regular workload, unless a different teaching load maximum has been outlined within their letter of appointment. Teaching load greater than outlined requires Dean, Associate Provost, and Provost approval.

## **FELLOWS & RESIDENTS**

**Fellowships:** Fellows are individuals who must have an earned baccalaureate degree prior to their appointment, further, they must hold a professional degree in the clinical care field outlined in the opening posting and are appointed through a competitive application process. Fellows assist the University by serving as instructors in the didactic portion of the curriculum and/or as clinician educators in one of the health centers. Fellows serve for a one-to-three-year period, during which time they receive an annual salary and benefits and must meet fellowship scholarly activity requirements and the required explicit learning requirements of the fellowship. In addition, Fellows are eligible for the tuition exchange benefits offered through the University's tuition policy. The purpose of the Fellows program is to enable individuals to enhance their development as educators and to acquire training that can have a positive impact on the health care profession. Fellows are governed by the terms and conditions of their appointment letter and the Fellowship Handbook (located on the Academic Affairs "MyLogan" page) rather than the Faculty Handbook. Fellow teaching responsibilities may not exceed the role of support faculty and leading the instruction of specific modules within a course unless there is sufficient evidence the Fellow meets the minimal standards for teaching a course at that level and in the given area of expertise.

**Residents:** Residents must meet the minimum admissions requirement for the degree associated with their residency program prior to their appointment, chiropractic residents must hold a Doctor of Chiropractic degree prior to beginning a chiropractic residency and must hold all applicable licenses. Health Professions Education residents must hold the minimum admissions criteria for the Doctor of Health Professions Education degree program. Residents are appointed through a competitive application process. Residents complete a series of experiential and educational rotations and are assessed on defined competencies appropriate to advanced practice in their residency area. Individuals who have already completed the formal classroom education offered as part of the residency curriculum are not eligible for the residency unless approved by the Director of Residencies and the Provost. Residents assist the University by serving as instructors in the didactic portion of the curriculum and/or as clinician educators in one of the health centers as part of their resident requirements. Residents serve for a period of time determined by the Residency, during which time they receive an annual salary, some employee benefits, and a tuition waiver for the degree program required as part of their residency. Residents are governed by the terms and conditions of their appointment letter and the Resident Handbook (located on the Academic

Affairs “MyLogan” page) rather than the Faculty Handbook. Resident teaching responsibilities may not exceed the role of support faculty and leading the instruction of specific modules within a course unless there is sufficient evidence the Resident meets the minimal standards for teaching a course at that level and in the given area of expertise.

## **NON-RANKED FACULTY DEFINITIONS**

An academic faculty member who has the primary responsibility of teaching, external clinical rotation supervision, and in some cases research who are contracted for less than a single one-year contract (typically trimester to trimester) or who are volunteer in nature, are categorized as “Adjunct Faculty.” These individuals do not hold a faculty rank and are not eligible (see “Clinical and Research Adjunct Instructors” for information on exceptions) to participate in the rank and promotion process.

## **CHIROPRACTIC PRECEPTOR FACULTY**

Chiropractic Preceptor Faculty are considered “Adjunct Faculty” and are individuals who agree, on a voluntary basis, to supervise a chiropractic student doctor during their approved Preceptorship. Chiropractic Preceptorships are clinical experiences reserved for Doctor of Chiropractic students who have otherwise met the minimum clinical competencies of the program and are seeking additional more in-depth hands-on learning in their area of interest directly related to the learning outcomes within the Doctor of Chiropractic program. The role and responsibilities of Preceptor Faculty are outlined in the Preceptor Handbook (located on the College of Chiropractic “MyLogan” page) and are not governed by the Faculty Handbook.

## **CLINICAL ROTATION SITE SUPERVISOR**

Learning experiences completed at a site outside Logan University, designed to meet the minimum clinical competencies within the degree program, are considered “External Clinical Rotations” or “External Clinical Internships.” Clinical Rotation Site Supervisors (licensed practitioners at the site who agree, on a voluntary basis, to supervise and assist in the evaluation of, a student as part of their approved external learning experience) are considered “Adjunct Faculty.” The role and responsibilities of a Clinical Rotation Site Supervisor (located on the college “MyLogan” pages and specific to each degree type) are outlined in the clinic handbook for the given clinical program.

## **INTERNSHIP SITE SUPERVISOR**

Internship Site Supervisors are considered “Adjunct Faculty” and are individuals who agree, on a voluntary basis, to supervise a student’s non-clinical internship as part of an approved internship required for credit by a given degree program. The role and responsibilities of an Internship Site Supervisor are outlined in the given programs Internship Site Supervisor’s (located on the college “MyLogan” page and

specific to each degree type) handbook.

## **GUEST LECTURER**

Guest Lecturers are those individuals hired to teach on a single topic or module within an established class that otherwise has an assigned faculty member or those who teach post-graduate seminars on behalf of Logan University. Guest lecturers may be paid, or volunteer based. Guest Lecturers do not use the title “Adjunct”; rather, they use the title “Guest Lecturer.”

## **INSTRUCTIONAL STAFF**

Instructional Staff are those professional staff members, who by virtue of their education and experience, may be qualified to provide instructional services for the Department of Academic Affairs and its faculty. Such individuals typically do not possess the credentials required for faculty rank; however, they may be designated as Instructional Staff throughout those periods during which they provide their expertise on a given topic or module (Librarians are excluded from this provision as they hold a given faculty rank and use their rank as their formal title), the instructional design and development team are considered full-time Instructional Staff.

## **INDEPENDENT CONTRACT FACULTY**

Independent Contract Faculty are those faculty teaching courses online only or in rare cases, an individual being paid for a specific and not otherwise available subject matter expertise as needed. These individuals are contracted for a period not to exceed one trimester, are not eligible for faculty rank, faculty or employee benefits.

Independent Contractors may only teach two out of three trimesters per academic year and may not teach more than 12 contact hours annually. Independent Contractors are noted as adjunct course facilitators when facilitating a course and subject matter experts when contracted for course development. This category is not to be confused with non-academic Independent Contractors.

\*The definition for independent contract faculty is under review by finance, HR, and the Provost’s office. An updated definition will be posted once completed.

## EMERITUS FACULTY STATUS

Upon retirement from the full-time faculty, faculty members may be awarded the honorary title of emeritus (i.e., Emeritus Professor, Emeritus Associate Professor, etc.) upon recommendation of the Provost and by official appointment from the President. While this is a lifetime appointment, it may be removed by the President for reasons of moral turpitude.

## DISTINGUISHED FELLOW

Upon recommendation of the Provost and by official appointment of the University President, a Ranked Faculty member, with consecutive service to the University of not less than thirty years with at least half of those years being full time, may be granted the honorary title of Distinguished Fellow. A Distinguished Fellow is someone whose primary responsibility is teaching, who exudes the values and traditions of Logan University, and who has made outstanding contributions that go beyond competence and continually demonstrate excellence. The title indicates the individual has been recognized as part of a cadre of influence in a specified content area of expertise (i.e., Distinguished Fellow of Reinert Diversified). While this is a lifetime appointment, it may be removed by the President for reasons of moral turpitude. Members of this group are very select, therefore, this title is rarely bestowed.

## MINIMUM REQUIREMENTS FOR HIRING AND RETAINING FACULTY

The minimum requirements are determined based on regional and program level accrediting bodies and are subject to change based on revised regulatory needs. Additional requirements may be established for specific positions and will be outlined in specific job descriptions and job postings.

The Higher Learning Commission (HLC) requires “students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member’s content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program...An institution committed to effective teaching and learning should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes.” HLC’s Core Component 3.C refers to “the faculty and staff needed for effective, high-quality programs and student services.” It further states, this “entails, in part, a faculty member’s ability to understand and convey the essentials of a specific discipline

in a collegiate environment...” HLC expects that through the curricula and learning contexts that faculty develop, the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to an institution’s educational programs. Qualified faculty should also be aware of student learning through the ongoing collection and analysis of appropriate data, because an institution should be able to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning... none of these areas are intended to substitute for content expertise or tested experience” as defined by HLC policy and assumed practices. The HLC requirements apply to all credit-granting degree programs.

## DOCTOR OF CHIROPRACTIC COURSES

- Doctor of Chiropractic degree or a related first professional degree consistent with the subject matter being approved to teach from a college or University accredited by an accrediting body recognized by the US. Secretary of Education, or, in the case of degrees from non-U.S. institutions, an equivalent degree as determined by an approved credential evaluation service.
- License from the state of Missouri (or the state in which they are providing teaching and clinical services).
- Courses beyond the general core curriculum of the program may require additional evidence of expertise such as specific content expertise through other formal educational training (ex: clinical psychology) or evidence of clinical practice or significant continuing credit hours related to the area of expertise (ex: adjusting techniques).
- Faculty participating in clinical education activities (courses, clinical supervision, and scholarly/creative activities and service activities related to clinical care) must have an active license in good standing from the state of Missouri and/or the state in which they are providing services, must demonstrate clinical proficiency through clinical proficiency assessments that rate the faculty member knowledgeable enough to meet the stated HLC criteria. This typically means at least three years of clinical practice experience or three years as a Junior Faculty Fellow with demonstrable professional development for equivalency that is consistent with the area being taught and/or supervised.
- Must be capable of third-party credentialing when applicable. (Teaching and supervised practicing of approved interventions in classes and practical labs are not considered clinical care or clinical services and are therefore not subject to this provision.)

\*Courses consistent with an MBA program are master level courses and the faculty must meet the degree criteria set forth for master’s level programs and/or have a background and established expertise in the given subject matter that is significant enough to reach the exception standard outlined

by the accrediting body. Exceptions must be approved by the Dean and the Provost.

## **DOCTORAL LEVEL COURSES (NON-CHIROPRACTIC)**

- A doctorate degree recognized by the U.S. Secretary of Education, or, in the case of degrees from non- U.S. institutions, an equivalent degree as determined by an approved credential evaluation service. If the doctorate degree (or doctoral level first professional degree) is not in a related discipline to the subject matter being taught, an approved master's degree in the area of teaching in conjunction with the doctorate degree may be accepted.
- Active License in good standing from the State of Missouri or the state in which they are providing teaching and clinical services (if applicable).
- Faculty participating in clinical education activities (courses, clinical supervision, and scholarly/creative activities and service activities related to clinical care) must have an active license in good standing from the state of Missouri and/or the state in which they are providing services, must demonstrate clinical proficiency through clinical proficiency assessments that rate the faculty member knowledgeable enough to meet the stated HLC criteria. This typically means at least three years of clinical practice experience or three years as a Junior Faculty Fellow with demonstratable professional development for equivalency that is consistent with the area being taught and/or supervised.

\*Those individuals with a background and well-established expertise in the given subject matter, significant enough to reach the exception standard outlined by the accrediting body, with evidence of a need for granting an exception, in rare cases may be approved by the Dean and Provost.

## **MASTER LEVEL COURSES**

- Doctoral degree (or first professional degree) clearly related to the subject matter being taught, or 18 total graduate credit hours in the area being taught in addition to the doctoral degree. All qualifying degrees and coursework must be from a college or University accredited by an accrediting body recognized by the US. Secretary of Education, or, in the case of degrees from non-U.S. institutions, an equivalent degree as determined by an approved credential evaluation service.
- License from the state of Missouri (or the state in which they are providing teaching and clinical services).
- Faculty participating in clinical education activities (courses, clinical supervision, and scholarly/creative activities and service activities related to clinical care) must have an active license in good standing from the state of Missouri and/or the state in which they are providing services, must demonstrate clinical proficiency through clinical proficiency

assessments that rate the faculty member knowledgeable enough to meet the stated HLC criteria. This typically means at least three years of clinical practice experience or three years as a Junior Faculty Fellow with demonstratable professional development for equivalency that is consistent with the area being taught and/or supervised.

- Must be capable of third-party credentialing when applicable. (Teaching and supervised practicing of approved interventions in classes and practical labs are not considered clinical care or clinical services and are therefore not subject to this provision.)

\*In the event the program is transitioning from a lower-level degree to a higher-level degree and the terminal degree for the given program is still considered the lower-level degree, individuals may be considered for faculty appointments if their background and established expertise is significant enough to reach the exception standard outlined by the accrediting and the individual agrees to be consecutively working on the next degree higher.

\*Those individuals with a background and well-established expertise in the given subject matter, significant enough to reach the exception standard outlined by the accrediting body, with evidence of a need for granting an exception, in rare cases may be approved by the Dean and Provost.

## **BACHELOR LEVEL PROGRAMS**

- Masters or doctoral degree (or first professional) in their field of teaching or related discipline, to be considered a subject matter expert the individual must have 18 credit hours one degree higher than the program they are teaching in from a college or University accredited by an accrediting body recognized by the US. Secretary of Education or, in the case of degrees from non-U.S. institutions, an equivalent degree as determined by an approved credential evaluation service.
- Faculty participating in clinical education activities (courses, clinical supervision, and scholarly/creative activities and service activities related to clinical care) must have an active license in good standing from the state of Missouri and/or the state in which they are providing services, must demonstrate clinical proficiency through clinical proficiency assessments that rate the faculty member knowledgeable enough to meet the stated HLC criteria. This typically means at least three years of clinical practice experience or three years as a Junior Faculty Fellow with demonstratable professional development for equivalency that is consistent with the area being taught and/or supervised.
- Must be capable of third-party credentialing when applicable. (Teaching and supervised practicing of approved interventions in classes and practical labs are not considered clinical care or clinical services and are therefore not subject to this provision.)

\*Those individuals with a background and well-established expertise in the given subject matter, significant enough to reach the exception standard outlined by the accrediting body, with evidence of a need for granting an exception, in rare cases may be approved by the Dean and Provost.

## **LIBRARY FACULTY**

The following are Library faculty requirements for appointment, established by the Association for College and Research Libraries (ACRL) and the American Library Association (ALA).

Possess a master's degree in Library Science from a Library college program accredited by the ALA or the appropriate degree for special positions (i.e., archivists), or, in the case of degrees from non-U.S. institutions, an equivalent degree as determined by an approved credential evaluation service. Evidence of subject competence (if required by the position), or of successful performance in job related courses and/or work experience.

## **HIRING PROCESS**

The faculty supervisors are responsible for managing faculty resources consistent with the mission, vision, values, and strategic priorities of the University and program in alignment with the strategic priorities of the Division of Academic Affairs. This includes proper planning based on projected enrollment numbers, appropriate sectioning and staffing of courses based on a student experience using the Baldrige Excellence Framework as the foundation for expectations and operations in a manner consistent with the mission, vision, and values as well as the strategic priorities of the division. Faculty supervisors focus on fostering a mission, vision, and value-based culture that supports teaching and learning.

The President, Provost, Associate Provost and Dean all must approve position requests prior to the Human Resource Department posting a position and/or making a formal offer to a potential hire.

For employment, the University's employment policies and procedures are followed, as administered by the Human Resource Department.

Whenever reasonable and appropriate, a search committee will be used for the hiring of ranked faculty.

It is the policy of the University to seek and appoint faculty with the highest professional qualification and greatest potential for contributions to the intellectual life of the Logan University learning community.

## **FACULTY CONTRACT LENGTH**

Full-time ranked faculty are eligible for one-, three-, or five-year contracts based upon need, cultural fit, years of service and prior performance.

Part-time ranked faculty are eligible for one-year contracts based upon need, cultural fit, years of service and prior performance.

Adjunct and independent contractors teaching courses are eligible for trimester and module-based contracts based upon need, cultural fit, years of service and prior performance.

## **RANKED ACADEMIC FACULTY**

A newly hired ranked faculty member may not receive a contract in excess of one year, except in rare cases when approved by the faculty supervisor, Dean, Associate Provost, and Provost. Contract renewals and length of renewal contracts are based on performance and program need.

A three-year contract may be offered after a full-time ranked faculty member has successfully fulfilled three consecutive one-year contracts with annual evaluations at or above average as compared to peers and evidence the faculty members courses/programs are sustainable for the duration of the contract.

A five-year contract may be offered after a full-time ranked faculty member has successfully fulfilled three consecutive three-year contracts with annual evaluations at or above average as compared to peers and evidence the faculty members courses/programs are sustainable for the duration of the contract.

During contract renewal, a faculty member is not guaranteed to have their contract renewed for the prior length of a contract and there is not an agreement that all future contracts will be the same length; likewise, eligibility for a longer-term contract does not guarantee a longer-term contract. Contracts are based on performance, need, and mission, vision, values, and strategic priority fit.

Logan University reserves the right to give trimester contracts to ranked faculty who have had documented performance issues during a given evaluation period or at a faculty member's request.

## **ADJUNCT INSTRUCTORS AND INDEPENDENT CONTRACT INSTRUCTORS**

Contracts for adjunct instructors and independent contract instructors are based on the length of the classroom or clinical assignment the individual is being assigned. Adjunct faculty and independent contractors may not receive a contract greater than one trimester in length.

Adjunct instructors and independent contract instructors are eligible to apply for open full- and part-time ranked faculty positions. Logan posts open positions on its website and sends a monthly newsletter about newly posted positions with a link to all open positions. Individuals interested in a more permanent position with the University should check these resources frequently.

Adjunct instructors and independent contract instructors who apply for open positions are not guaranteed a full- or part-time ranked faculty position over other applicants. Questions about potential future full- or part-time positions should be directed to the Program Director and/or Dean of the individual's area of interest. Currently open positions may be found on the University website.

## CLINICAL AND RESEARCH ADJUNCT INSTRUCTORS

By appointment of the college or research dean, and with approval of the Associate Provost overseeing the dean, field clinicians supervising students on clinical rotations and internships as well as qualified individuals conducting research on behalf of Logan University, may be granted the title of Adjunct Instructor for a period not to exceed one year. These appointments may be renewed with proper evaluation and approvals. Research and clinical adjunct instructors may apply for an honorary promotion in rank using the same criteria outlined in the rank and promotion process.

## FACULTY RANK

Faculty rank recognizes a faculty member's experience and expertise within the Logan University community. Faculty rank is used to determine such things as workload and compensation. In addition, the faculty rank itself provides additional descriptors of the faculty member's responsibilities. Adjunct and independent contract instructors are not eligible for faculty rank (see "Clinical and Research Adjunct Instructors" for information on exceptions).

## FACULTY RANK DETERMINATION

Faculty rank is determined by a combination of factors, both at the time of initial hiring and at voluntary intervals known as the Faculty Promotion process. Faculty members are not required, but are encouraged, to participate in the promotion process, though rank and promotion does impact faculty compensation and workload. Faculty rank awarded to Logan University faculty prior to the implementation of this handbook remains in effect.

The term "faculty" may be used to generally describe all individuals retained by Logan University to teach classes and/or provide clinical care; however, only those faculty with an assigned rank by Logan University may hold a rank and only ranked faculty hires (including administrative faculty with an assigned rank) may participate in the promotion process. The appointment and promotion process takes into consideration a faculty member's credentials, experience and performance.

There are six categories used to determine rank at the time of hiring and promotion. Given the diversity and richness of these categories, it is not expected that every candidate will demonstrate accomplishments in all of these categories; the relative contribution in each area may differ by candidate, and an absence of experience in some categories will not be

a barrier to appointment or promotion as long as the overall contributions constitute a body of significant achievement. The assessment rubrics used by the Rank and Promotion Committee are available as part of the rank and promotion portfolio process. Further, faculty can begin building their portfolio on their first day of employment and use the information requested as part of the annual self-evaluation to help build their portfolio in a progressive manner as well.

The five categories used include: education credentials, classroom teaching, professional service, scholarship, and stewardship.

- Education credentials: The degree type and level as well as special certifications
- Teaching: Years of experience teaching in higher education, including clinical education and supervision, as well as performance, may include curriculum development and design
- Service typically includes activities such as: service to the profession through professional organizations, committees related to their profession or employment, industry recognition/acknowledgement, the supervision of external clinical rotations, preceptorships, or internships within their own practice or business, volunteering time and talent positively mentoring new professionals in their area, etc.
- Scholarship typically includes things such as: research, publication, presentations, etc. While an excellent clinical care provider may be a significant generator of clinical revenues, scholarship, rather than income-earning ability, is of primary concern in this category. Case reports and case studies are among the many ways a practicing clinical provider can begin to build a repertoire of scholarly activity. Evaluation of a candidate's publication record will extend beyond the first and last authorship positions and will include the candidate's significant contributions as a middle author.
- Stewardship typically includes being involved in events such as: graduation, all faculty/staff meetings, Hare in the Air, etc. In addition, how a faculty member lives the Mission, Vision, and Values of the institution and within their profession is considered an important part of stewardship.

## FACULTY TITLES

- Course Facilitator
- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Assistant Librarian
- Senior Assistant Librarian
- Associate Librarian
- Librarian

A ranked faculty member who chooses to step down from their position and work on an adjunct instructor basis may continue to use their faculty rank at the time of their transition to adjunct status, but no longer remains eligible for benefits consistent with their rank.

## COURSE FACILITATOR

- Works on and adjunct basis
- Meets the applicable minimum faculty hiring requirements
- Committed to academic excellence through teaching, scholarship, service, and stewardship
- Generally, 0-1 year full-time academic experience or its equivalent
- Uphold the MVV of the institution through their actions and facilitation of their assigned duties
- Evidence that could be presented in support of an appointment at this level might include but is not limited to (*Note: information provided is for illustration purposes only. Specific performance expectations will be defined by the individual Departments/Programs and Promotion Committee, and approved by the Dean, Associate Provost and Provost*):
  - Evidence of teaching experience and teaching effectiveness
  - Development of new or revision of existing courses
  - Evidence of contributions at local, state, regional, national, or international professional organizations
  - Obtain or maintain discipline appropriate professional certification
  - Participation in continuing education / professional development

## INSTRUCTOR

- Meets the applicable minimum faculty hiring requirements
- Committed to academic excellence through teaching, scholarship, service, and stewardship
- Generally, 0-1 year full-time academic experience or its equivalent
- Uphold the MVV of the institution through their actions and facilitation of their assigned duties
- Evidence that could be presented in support of an appointment at this level might include but is not limited to (*Note: information provided is for illustration purposes only. Specific performance expectations will be defined by the individual Departments/Programs and Promotion Committee, and approved by the Dean, Associate Provost and Provost*):
  - Evidence of teaching experience and teaching effectiveness
  - Development of new or revision of existing courses
  - Evidence of contributions at local, state, regional, national, or international professional organizations
  - Obtain or maintain discipline appropriate professional certification
  - Participation in continuing education / professional development

## ASSISTANT PROFESSOR

- Meets the requirements for Instructor, plus
- Earned doctorate or professional degree
- Teaching, scholarship, service and stewardship should demonstrate an increase in excellence over that of a faculty member at the rank of Instructor
- 2-4 years full-time academic experience or its equivalent
- Uphold the MVV of the institution through their actions and facilitation of their assigned duties
- Evidence of substantial promise of effectiveness as a teacher, both within the classroom as well as elsewhere in the guidance of students; demonstrate a capacity for professional growth and accomplishment; and possess an ability to work constructively with all members of the University community. In addition, there should be evidence of continued participation in the University affairs at least at the department level (ex: active participation in departmental level meetings, etc.)
- Evidence that could be presented in support of an appointment at this level might include, but is not limited to, (*Note: information provided is for illustration purposes only. Specific performance expectations will be defined by the individual Departments/Programs and Promotion Committee, and approved by the Dean, Associate Provost*):
  - Development of new or revision of existing courses
  - Evidence of original scholarly work published in peer-reviewed professional publications. Publications in journals considered “predatory” are inadmissible and may not be used as evidence for promotion
  - Evidence of publication of textbooks including chapters in textbooks
  - Evidence of extramural support for scholarly activity
  - Evidence of special certifications or licensures
  - Evidence of presentations at local, state, regional, national, or international professional organizations
  - Evidence of service in professional organizations and societies
  - Record of providing service that may be valuable to the profession, department/program, college, or University

## ASSOCIATE PROFESSOR

- Holds the rank Assistant Professor, plus
- Five years of full-time experience at the Assistant Professor rank
- Teaching, scholarship, service, and stewardship should demonstrate a significant increase in excellence and ability as compared to a faculty member at the rank of Assistant Professor
- Individuals are widely recognized at the local and regional level as important leaders in their field
- Candidates must demonstrate a high degree of teaching or clinical care proficiency as well as genuine concern for the welfare of students. There must be a record of substantial continuing achievements in the area’s practice and professional activities and citizenship

- Uphold the MVV of the institution through their actions and facilitation of their assigned duties
- Evidence that could be presented in support of an appointment at this level might include but is not limited to (Note: information provided is for illustration purposes only. Specific performance expectations will be defined by the individual Departments/Programs and Promotion Committee, and approved by the Dean, Associate Provost):
  - o Teaching effectiveness, as evidenced through student, peer, and/or supervisor evaluations
  - o Develop new educational programs or teaching materials
  - o A sustained record of publishing original scholarly work in peer-reviewed professional journals. Publications in journals considered “predatory” are inadmissible and may not be used as evidence for promotion
  - o A sustained record of presenting scholarly work at national meetings
  - o Acquire extramural support for scholarly work
  - o Obtain discipline appropriate professional certification, if applicable
  - o Regular participation in professional development programs
  - o Provide leadership in professional societies
  - o A sustained record of service to the profession, department, college, or University, and in the community
  - o Regular presentation at local and regional Continuing Education (CE) programs
  - o Novel and unique contribution to the University’s education programs
- and facilitation of their assigned duties
- Evidence that could be presented in support of an appointment at this level might include but is not limited to (Note: information provided is for illustration purposes only. Specific performance expectations will be defined by the individual Departments/Programs and Promotion Committee, and approved by the Dean, Associate Provost):
  - o Innovation in teaching resulting in improved student outcomes
  - o Involvement in curriculum development and assessment
  - o Receipt of recognition for excellence in teaching
  - o A sustained record of publication of original scholarly work in peer-reviewed professional journals that have made an impact in the field of study. Publications in journals considered “predatory” are inadmissible and may not be used as evidence for promotion
  - o Publication of book(s) or scholarly monograph(s)
  - o A sustained record of presenting scholarly work at the regional, national, or international professional meetings
  - o Acquire sustained extramural support for scholarly activity
  - o Maintain professional certification, if applicable
  - o Provide leadership in state, regional, national, or international professional societies or organizations
  - o Receipt of recognition awards from peers, professional organizations, or community organizations
  - o Participation at the state or national level in professional association policy formulation or institutional review processes
  - o Participation as an invited speaker at national or international symposia
  - o A sustained record of service to the profession, department, college, or University, and in the community

## **PROFESSOR**

- All of the requirements for Associate Professor, plus
- Five years of full-time experience at the Associate Professor rank
- Teaching, scholarship, service, and stewardship should demonstrate a significant increase in ability and excellence as compared to a faculty member at the rank of Associate Professor
- Research and scholarship are considered mastery level contributions in the faculty member’s respective field and has been significant for the most recent five years prior to the promotion application
- Individuals are widely recognized at the regional and national or international level as important leaders in their field
- The culmination of achievements at this rank must demonstrate substantial accomplishments within the University, sound judgment with strong creativity, intellectual breadth and leadership, and a mature record of professional advancement. There must be an outstanding record of teaching proficiency and genuine concern for the welfare of students
- Uphold the MVV of the institution through their actions

## **ASSISTANT LIBRARIAN**

- Meets the applicable minimum faculty hiring requirements, including a minimum of a master’s degree, plus
- Demonstrates a strong potential for successful overall performance and a promising career in librarianship.
- Uphold the MVV of the institution through their actions and facilitation of their assigned duties

## **SENIOR ASSISTANT LIBRARIAN**

- All of the requirements for Assistant Librarian, plus
- Give evidence of successful performance at the assistant librarian level; contribute to the overall operation of the Learning Resource Center; demonstrate a capacity for professional growth and accomplishment; and possess an ability to work constructively with all members of the University community
- 3 years of full-time experience as an Assistant Librarian or its equivalent

- Uphold the MVV of the institution through their actions and facilitation of their assigned duties

## ASSOCIATE LIBRARIAN

- All of the requirements for Senior Assistant Librarian, plus
- Give evidence of successful performance at the senior assistant librarian level. Demonstrate strong cumulative professional growth and accomplishment beyond the terminal degree through scholarship, successful completion of job-related courses and programs, and service to the profession. A candidate should exhibit proficiency in and commitment to establishing and maintaining effective relationships with all members of the University community. For appointment or promotion to this rank, there must be a record of substantial continuing service at the University level
- 3 years of full-time experience as a Senior Assistant Librarian or its equivalent
- Uphold the MVV of the institution through their actions and facilitation of their assigned duties

## LIBRARIAN

- All of the requirements for Associate Librarian, plus
- 5 years of full-time experience as an Associate Librarian or its equivalent
- Give evidence of successful performance at the associate librarian level
- Demonstrate outstanding performance at the associate librarian level; offer a distinguished record of service, leadership at the University level and/or in professional organizations or activities, and scholarship or other externally recognized work. Cumulative achievements of a candidate must demonstrate substantial accomplishments within the University, sound judgment with strong creativity, and a mature record of professional advancement. There must be an outstanding record of the candidate's ability to establish and maintain effective relationships with all members of the University community
- Uphold the MVV of the institution through their actions and facilitation of their assigned duties

## FACULTY RANK PROCESS AND DETERMINATION

At the time of hire, rank is recommended by the Dean and Associate Provost and approved by the Provost based upon the faculty member's background and the criteria outlined in this handbook.

The Faculty Rank and Promotion Committee meet annually to review faculty submitted portfolios and application for rank advancement. The committee recommends approving the rank advancement or not. An approved advancement in rank is effective at the start the Fall semester the next academic year.

Adjunct faculty serving on a voluntary basis in the areas of clinical education and research may be given the designation "Adjunct <Faculty Rank>". A faculty member who begins with one of these designations may elect to move up the rank and promotion system. They may be promoted to Adjunct Clinical Assistant Professor, Adjunct Clinical Associate Professor, Adjunct Research Assistant Professor, and Adjunct Research Associate Professor. Adjunct faculty rank is honorary and is not associated with any increase in pay.

Part-time and adjunct faculty with an earned faculty rank, will have their length of time at rank, for the purpose of the rank and promotion process, calculated by full-time equivalency at the specified rank and not years of service at the specified rank.

Faculty rank may be given to an Associate Provost, Dean, Director or Chair with the permission of the Provost and President, where those individuals have made a significant contribution to their respective fields in administrative roles. There is no pay increase associated with administrative rank.

Pursuing higher academic rank is an option available to those faculty assigned rank upon hire. Faculty agreements are not contingent upon attaining promotion in rank (i.e., not an "up and out" system); however, the agreements are contingent upon meeting the outlined faculty expectations, meeting annual workload agreements, representing Logan University in a manner consistent with the MVV of the University, and need.

To apply for promotion in academic rank, a faculty member must follow the procedures outlined under Rank and Promotion on the Academic Affairs MyLogan page.

The promotion in academic rank shall be a confidential process between the faculty member's Department/Program Chair, Rank & Promotion Committee, Dean, Associate Provost, Provost and President.

The timeline for the rank and promotion process is provided on the Academic Affairs MyLogan page.

## MINIMUM FACULTY EXPECTATIONS

- Faculty are expected to model the mission, vision and values of the University and colleges in a positive, ethical and professional manner.
- Successfully execute the clear workload plan provided at the time each contract or letter of appointment is presented.
- Workload for ranked and administrative faculty will include some percent in most, if not all, of the following four categories: classroom teaching, professional service, scholarship, and stewardship.
- Specific assignments may vary from year to year, or at more frequent intervals, depending upon the academic needs of the University and the faculty member's areas of capability. Reasonable effort will be made to assign duties

which afford satisfaction to the faculty member in his/her professional work, consistent with the purposes and best interests of the institution.

- Only faculty and staff who hold the required licensure may provide clinical care and clinical supervision, any faculty member performing these duties without a license may be immediately released for breach of contract and falsifying records. All clinical services must be provided in a setting approved by Logan University. Faculty may not provide care to private patients for fee at Logan University unless otherwise approved as part of a Faculty Practice Plan (Faculty Practice Plans may be developed in the future, details will be published if/when they are implemented) and they may not provide for-fee care to students. Any care provided on Logan premises must be provided in the clinic itself and whenever possible should be used to provide at a minimum an opportunity for students to observe and be mentored (appropriately teaching an approved intervention in class and having students during class is not considered clinical care and is excluded from this provision).
- Additional Expectations:
  - **Classroom Responsibilities**
    - Stay up to date on and utilize best practices, both in delivery method and in content provided
    - Interact with students in a positive and professional fashion
    - Set clear expectations
    - Be accessible
      - ~ Hold at least one, one-hour “office hour” per week at a time convenient to the students
      - ~ Provide students with after class contact information (i.e., Logan or an alternative phone number and their Logan e-mail)
    - Respond to e-mails and phone calls within 24 hours during an active academic week
    - Return grades within 72 hours of the assignment due date unless otherwise directed by the faculty supervisor
    - Provide formative and summative feedback on clinic and classroom assignments and activities
      - ~ This includes returning tests and quizzes during the trimester so students may use them as learning opportunities and prepare for future examinations that build upon the missed information
  - **Research and Scholarly Activities (See appendix B for examples)**
    - In 1990, Ernest Boyer expanded the notion of scholarship to be more than research. According to Boyer, scholarship is comprised of four separate but overlapping and connected domains: scholarship of discovery, scholarship of integration, scholarship of teaching, and scholarship of application (Boyer, 1990). For an activity to be designated as scholarship, it should include these characteristics: documentation, peer-review, and public dissemination (Fincher & Work, 2006;

Hutchings & Shulman, 1999).

- ~ Peer Review is a review by a group of individuals with similar professional status and with recognized expertise in the particular subject matter, and typically are individuals outside the faculty members home institution.
- ~ Dissemination is the distribution of knowledge and information through publications, presentations, pamphlets, patient care protocols, patient information newsletters, policy papers, etc.
- ~ Documentation should identify clear goals, demonstrate adequate preparation of the work, demonstrate results, effectively present the scope of work and receive reflective critique.
- ~ Discovery is the process of creating new knowledge or validating existing knowledge.
- ~ Integration is the generation of new knowledge and perspectives from the examination of original work, connections within and across disciplines, and discovering patterns that bring new meaning to previous sources of discovery.
- ~ Scholarship of teaching is the systematic investigation of questions on improvement of teaching and student learning, creativity in developing original educational material, and research on teaching and learning (Allen & Field, 2005; Hutchings & Shulman, 1999; Kreber, 2020).
  - ≈ Scholarly teaching is the application of educational principles to teaching; incorporation of published research on educational content; continuous striving for teaching excellence.
  - ≈ Scholarship of teaching is a desire to understand how students learn and how teaching influences this process (Allen & Field, 2005; Hutchings & Shulman, 1999; Kreber, 2002; Richlin, 2001).
- ~ Scholarship of application is service to the larger community, engagement of academics with communities to address community-identified needs, translation of knowledge to practical application of societal problems, linking scholarship with practice, and clinical scholars (Hofmeyer, Newton, & Scott, 2007).
  - ≈ Scholarship of application is not inclusive of any community involvement and this category is not a “catch all” category (Boyer, 1990).
- A separate Research Manual (located on the Research “MyLogan” page) published by the University defines policies and procedures applicable to faculty research. The manual describes the responsibilities of the University staff and committees involved in research administration, and of the faculty participants in research activities.

### o **Practice and Professional Activities**

- Faculty are expected to remain up to date on the most recent evidence and literature within their profession and maintain a course consistent with the profession's best practices in the given content.
- Faculty have the opportunity to apply their abilities and expertise in venues outside of the University environment. In doing so, they can enhance the University's academic reputation, receive recognition for making professional contributions to society and further enhance the learning environment for the students.
- Faculty are encouraged to contribute and develop in these areas as applicable to their discipline. These activities can be done in association with agencies, groups, or individuals and are beyond the usual work done for the University. This includes evaluation and consultations; participating as members of professional boards and organizations and in other partnerships with outside agencies; disseminating knowledge to various groups in society; performing special project work (including developing new products or procedures); and participating in various types of clinical practice.
- Any activity where a faculty member is participating in an activity as a representative of Logan University must have permission of their Dean.
- All research and scholarly presentations denoting Logan University's name or likeness either directly or indirectly must have the approval of the Research Advisory Committee and Institutional Research Board (IRB) if IRB is applicable (see Research Manual).

### o **Technology**

- Faculty are expected to remain up to date on and utilize applicable technology adopted by the University.

### o **Stewardship**

- Attendance at graduation and other student recognition events.
- Attendance at meetings.
- General representation of the University consistent with the MVV of the institution.

## **DETERMINATION OF FACULTY WORKLOAD**

Logan University encourages, recognizes the value of, and provides support and development for the important work faculty do in and out of the classroom for the benefit of students, their academic disciplines, their professional communities, the University and the larger good of the community. It is paramount that workload equity is ensured by each program within and across programs while maximizing the efficient and effective use of teaching, research/creative activity, service, and stewardship activities.

In support of the divisions' commitment to workload equity, the University guidelines are provided to set clear detail regarding faculty workload expectations and describe the relationship between workload and the staffing profile used to inform decisions regarding faculty staffing needs. This information is intended to guide the faculty member, department, college, and University decisions related to the fair and equitable allocation of faculty workload and are created to maximize the amount of time instructional faculty in various roles spend in direct contact with students, within research/creative activities, service obligations, stewardship expectations and the reallocation to other activities tied to strategic priorities. These guidelines are reasonably flexible to enable both faculty and administration the necessary resources to complete the primary mission of the University: key process areas faculty engage with excellence in teaching and learning supported through research/creative activities, service, and stewardship.

Recognizing the diversity of faculty interests and expertise, it is not reasonable to expect that all faculty member's workloads will be crafted in identical ways. Instead, the professional work effort of a faculty member shall be congruent with his or her individualized professional development plan and annual goals in a way structured to best utilize each faculty member's academic and professional strengths, meeting and enhancing the individual's related aspirations and the institution's mission, vision, values, and strategic priorities.

## **DEFINITIONS**

- **Banking of Instructional Load:** When a faculty member carries an unpaid overload one trimester and less than a full load in another within the same academic year, thus banking/averaging the load over three trimesters.
- **Census Date:** The day after the drop/add period ends.
- **Clinical course:** Courses where students are immersed in the practice of clinical skills originally taught in lecture and lab courses and practiced and assessed during the practice of the skills on patients under the direct supervision of a licensed clinician. This type of course is facilitated by the student's assigned supervising clinician who is considered the lead faculty.
- **Co-Lead Faculty:** Faculty member shares equally with another faculty member in development, planning, set-up, delivery, assessment, and support of students working toward the stated course outcomes of a non-lab course. Teaching workload allocation is split between the co-leads unless there is evidence the two faculty are both teaching the equivalent of the total number of contact hours vs. splitting the course delivery and management into modules based on area of expertise. Course leads in full-time, day, campus-based programs are typically Associate Professors and full Professors.
- **Contact Hour:** The hourly allotment of time for a course to meet synchronously. For courses delivered asynchronously, the contact hour is equivalent to the credit hour.
- **Course Reduction:** A reduction in the instructional load to

allow time for work on non-instructional activities.

- **Credit Hour:** The credit value of a course provided to a student. See full credit hour policy in the Academic Catalog.
- **Independent Study:** A course delivery method to allow students to delve deeper into an academic pursuit not otherwise provided in current courses offered by the University or in the event a course needed to satisfactorily progress through the student's academic program is not offered in a given trimester and by deferring the student to the next available offering of the course would unnecessarily delay the student's time to graduation. The course must have specified course outcomes and, in the event, it is to be the equivalent to a course offered at the University, the student must demonstrate competency of the same course outcomes of students taking the course in more traditional delivery formats.
- **Instructional Load:** The portion of the faculty workload spent on direct instruction and instructional activities.
- **Instructor of Record:** The person who delivers the majority of the course content and maintains grading authority. Will be listed as the primary instructor in the Student Information System and all administrative questions from the Registrar's Office will be directed to this person.
- **Lab Assistant:** Courses where students are primarily applying learning from a lecture course and the lab has little to no expectation of required activities outside of the lab experience may be facilitated by a lab assistant. The lab assistant will be responsible for managing the course content, including assessments consistent with the course learning outcomes established by the lead faculty member of the co-requisite lecture or by the lead lab instructor.
- **Lead Faculty:** Faculty member has the primary responsibility for development, delivery, assessment, and support of students working toward the stated course outcomes of a non-lab course. See also "instructor of record"
- **Lecture Course:** Courses where students are expected to complete two hours of outside class time on class activities for each one hour of in class activity. This type of course is facilitated by a lead instructor.
- **Non-Instructional Activity:** Time allotted for instructional preparation, office hours, research/creative activity, service, stewardship, professional development, academic administration, and other non-instructional activities.
- **Non-Instructional Assignment:** A negotiated and approved reassignment of duties from teaching for a defined period of time in order for a faculty member to pursue a project involving research/creative activity, service, stewardship, professional development, or academic administration.
- **Online Instruction:** Course delivery via technology that does not require students to travel to campus for a course. May be synchronous, asynchronous, or a combination.
- **Overload:** A paid workload instructional assignment in excess of 100% instructional load annually.
- **Release Time:** Release time is a formal reduction of full-time instructional load hours for the purpose of providing sufficient time for special research, administrative

responsibilities, course/curriculum development, or other professional scholarly activities. Requests for release time shall be made in writing and must have the approval of the immediate supervisor and Dean. Requests for release time should be submitted sufficiently in advance to give the University ample opportunity to plan for coverage.

- **Relevant Period:** The timeframe for special duty assignments, typically a trimester.
- **Sabbatical Leave:** Sabbatical leave is a unique opportunity for full-time ranked Faculty. Leaves of absence for scholarly and educational purposes may be granted to eligible faculty to increase their knowledge and scientific achievements and thereby enhance the faculty member's value to Logan University as teachers and scholars. Each sabbatical leave may be granted for a period of up to one academic year.
- **Session:** A designated period time within a trimester identifying the length of an accelerated course (4 weeks, 6 weeks, 7 weeks, 8 weeks). A trimester may have multiple sessions occurring at any given time.
- **Support Faculty:** Faculty member who supports the Lead or Co-Lead faculty member's teaching responsibilities but is not primarily responsible for the development, delivery, and assessment components; rather, they are in class to help manage the classroom experience and assist with assessment and grading. In some cases, support faculty may be assigned to teach one or two lessons to gain teaching experience. Support faculty are assigned instructional load based upon a percentage of the instructional duties the secondary faculty is responsible for compared to that of the lead faculty. When all faculty duties are equal, see Co-Lead Faculty to ensure proper classification.
- **Teaching Assistant:** An individual who has made significant progress toward the required faculty qualifications. Teaching Assistants may only provide support in a supervised role to lead faculty members.
- **Team-Taught:** Courses taught by more than one instructor (see also secondary instructor).
- **Trimester:** One of three 15-week periods designating the meeting length of a traditional course.

## OFFICE HOURS

Faculty are required to outline their office hours each trimester in the course syllabus. Faculty must hold a minimum of one hour face-to-face either on-campus or via video chat, per week during the active trimester unless otherwise outlined by their faculty supervisor. Office hours should be held at a time convenient for student participation; and, for campus-based courses, they may not be held during the common hour, though faculty may make themselves available during the common hour for additional support time if they so choose.

## DETERMINATION OF FACULTY WORKLOAD

Faculty workload is based upon an assumed 38-hour work week for full-time faculty and a 20-hour work week for part-time faculty.

Instructional Workload Credit defines the part of the faculty workload designated to instructional activities. The remaining faculty workload is a combination of office hours, service, scholarship, stewardship, and administrative duties.

Faculty workload and instructional workload credit are based upon a faculty member's status as independent contract classroom facilitator, adjunct, part-time, or full-time. In addition, faculty rank plays a role in determining a ranked faculty member's instructional workload credit.

Ranked faculty are expected to meet the service, scholarship, teaching, and stewardship expectations as outlined in this handbook for their respective rank.

Faculty who wish to reduce their scholarship and service responsibilities by teaching additional courses may negotiate an alternative instructional workload credit obligation. The Dean of their college must also approve the alternative responsibilities. Likewise, teaching time may be reduced for scholarship and administrative duties at the recommendation of their supervisor and with Dean approval.

Prior to the beginning of the academic year, each faculty member and his or her faculty supervisor will agree upon the faculty member's educational, service, scholarly, and stewardship responsibilities for the ensuing three trimesters. It is understood that prior to the second and third trimester, a reconsideration of these responsibilities, with an agreement on any revisions, may be necessitated by unforeseen variations in the enrollment, or by professional, personnel, and/or curricular changes.

## INSTRUCTIONAL WORKLOAD CREDIT

One Instructional Workload Credit is equivalent to one contact hour.

## TEACHING ASSIGNMENTS BY RANK

### Professor

Typically, the primary instructor/classroom lead

### Associate Professor

Typically, the primary instructor/classroom lead

### Assistant Professor

Typically, a combination of Primary instructor/Classroom lead, Co-Lead, and Secondary Faculty

### Instructor

Typically, a Secondary Faculty or Support Faculty, but in cases where the faculty member is highly qualified and experienced, they may take on lead assignments

### Adjunct

Typically, a support faculty, but in cases where the faculty member is highly qualified and experienced, they may take on Lead, Co-lead, and Secondary Faculty assignments

### \*Course Facilitators

Typically, non-ranked adjunct faculty who serve as the primary instructor/classroom lead for online courses and content experts who are the primary instructor/classroom

lead for campus-based special content courses that are not otherwise taught by ranked faculty

## SMALL CLASS WORKLOAD, INDEPENDENT STUDY, AND TUTORIALS

Independent Study and Tutorials. While faculty are generally given workload credit for teaching organized and scheduled classes with a regular meeting time according to a formula that equates workload hours and classroom contact hours, some courses such as independent study and tutorials use the formula stated below.

Each independent study and/or tutorial section is assigned 1/4 contact hour per student. Total compensation will not exceed the total contact hours for the course using the traditional regular meeting time formula.

For internship and fieldwork courses, where the primary responsibility of the faculty member is coordination, the workload credit is 1/8 contact hour per student, not to exceed the total contact hours for the course using the traditional regular meeting time formula.

Supervision of dissertations and applied research projects is 1/2 contact hour per student, not to exceed the total contact hours for the course using the traditional regular meeting time formula.

Courses running with fewer than five students will use the same calculation as independent study/tutorial courses. Total instructional workload and/or compensation will not exceed the workload credit for a course with a full student count. The workload credit may not exceed the credit for the course using the traditional regular meeting time formula.

## LARGE CLASS WORKLOAD

Faculty workload hours for classes with larger enrollments that are not co-taught, do not have support faculty or teaching assistants, are calculated by using a weighted multiplier based on two enrollment bands. The multiplier only applies to the portion of the hours that has the large enrollment, this typically would not apply to the lab or recitation component of a course that is broken out into smaller sections.

Enrollment Band	Contact Hour Equivalency
80 - 109	1.25 contact hours per contact hour assigned
110 +	1.50 contact hours per contact hour assigned

## NON-INSTRUCTIONAL WORKLOAD

The allocation of faculty time to various non-instructional activities such as service, scholarship, professional

development, classroom preparation, office hours, administrative duties and stewardship should reflect the mission, goals, and needs of the institution. Allocation of these activities is only available to ranked faculty.

Faculty wishing to request reassignment of instructional time to non-instructional activities must make such requests in writing at least one trimester in advance of the request.

## **SERVICE, SCHOLARSHIP, AND STEWARDSHIP**

Faculty supervisors meet with individual faculty to review their annual professional development goals and service, scholarship, and stewardship (Sx3) commitment and document the agreed upon annual commitment in the faculty file.

Consistent with the Faculty Evaluation System, faculty submit an annual portfolio evaluating their performance and how the faculty member achieved their annual professional development goals and how they met or exceeded their Sx3 commitment.

Performance, organizational fit, and program need are the three biggest factors considered in the decision to renew a faculty contract or not. Failure to meet faculty obligations consistent with the mission, vision, values of the institution and college as well as stated faculty expectations demonstrates a lack of organizational fit.

Each faculty rank has a standard Sx3 commitment expectation. The expectation is based on the average time a faculty member at the given rank will spend in each of the areas to meet their rank obligation; some faculty may take more and some less. Overload is only paid based upon teaching workload.

Service and scholarship time are only altered in exchange for a higher or lower teaching expectation.

The University and its faculty further recognize some faculty may choose to exceed their minimum Sx3 commitment as part of their desire to strengthen their rank and promotion portfolio and/or personal fulfillment.

For the purposes of workload units and expectations, part-time faculty contributions are approximately half of the expected contribution of full-time faculty. The expectations for promotion in rank are not reduced for part-time faculty.

### **Professor**

Goals for services, scholarship, and stewardship should be consistent with the expectations of a Professor outlined in this handbook.

Faculty may request teaching additional teaching workload in place of or as a reduction to their service and/or scholarship obligation. For planning purposes, this request shall be done as part of the annual goal and development meeting with their supervisor.

### **Associate Professor**

Goals for services, scholarship, and stewardship should be consistent with the expectations of an Associate Professor outlined in this handbook.

Faculty may request teaching additional teaching workload in place of or as a reduction to their service and/or scholarship obligation. For planning purposes, this request shall be done as part of the annual goal and development meeting with their supervisor.

### **Assistant Professor**

Goals for services, scholarship, and stewardship should be consistent with the expectations of an Assistant Professor outlined in this handbook.

Faculty may request teaching additional teaching workload in place of or as a reduction to their service and/or scholarship obligation. For planning purposes, this request shall be done as part of the annual goal and development meeting with their supervisor.

### **Instructor**

Goals for services, scholarship, and stewardship should be consistent with the expectations of an Instructor outlined in this handbook.

Faculty may request teaching additional teaching workload in place of or as a reduction to their service and/or scholarship obligation. For planning purposes, this request shall be done as part of the annual goal and development meeting with their supervisor.

### **Other**

Adjunct faculty do not have specific service, scholarship, and stewardship expectations unless otherwise noted in their contract. All employees, including faculty, are required to complete certain trainings and all faculty must submit an annual professional development plan and evidence of completing said professional development.

### **Administrative Faculty**

Normally, these individuals are expected to work 36-40+ hours per week, based on their department's needs and their obligations outlined in their job description, daily roles and responsibilities, and as assigned by their supervisor.

## WORKLOAD CALCULATION

### Full-Time (1, 3, 5 yr. contract) - 38 hour work wk avg

		Instructor	Asst. Professor	Assoc. Professor	Professor
Classroom and Laboratory Assignments	Instructional Time (classroom and lab)	16-18 Contact Hours per trimester	15-17 Contact Hours per trimester	14-15 Contact Hours per trimester	12-15 Contact Hours per trimester
		50 Contact Hrs annually	49 Contact Hrs annually	45 Contact Hrs annually	43 Contact Hrs annually
	Non- Instructional Time	20 hours/week average	21 hours/week average	25 hours/week average	25 hours/week average
Clinical Care Supervision Assignments	Instructional Time (clinic floor shifts)	30 hours per week per term	27-30 hours per week per term	24-27 hours per week per term	24 hours per week per term
	Non- Shift Time	8 hours per week average	8-11 hours per week average	11-14 hours per week average	14 hours per week average

### \*Part-Time Annual Contract - Part-time faculty may not exceed a work commitment of 20 hours per week

		Instructor	Asst. Professor	Assoc. Professor	Professor
Classroom and Laboratory Assignments	Instructional Time (classroom and lab)	12 Contact Hours per trimester	12 Contact Hours per trimester	11 Contact Hours per trimester	10 Contact Hours per trimester
		36 Contact Hrs annually	36 Contact Hrs annually	33 Contact Hrs annually	30 Contact Hrs annually
	Non- Instructional Time	8 hours/week average	8 hours/week average	9 hours/week average	10 hours/week average
Clinical Care Supervision Assignments	Instructional Time (clinic floor shifts)	18 hours per week per term	12-18 hours per week per term	12-18 hours per week per term	12-18 hours per week per term
	Non- Shift Time	2 hours per week average	2-8 hours per week average	2-8 hours per week average	2-8 hours per week average

## WORKLOAD IN EXCESS OF CONTACT HOURS

For courses in which a faculty member's expected contributions to the course significantly exceed those of other faculty members supporting the same course, credit **may**, at the discretion of the Dean or his designee, be awarded when it can be demonstrated by the program director that additional duties truly require greater effort on the part of the faculty member which are not represented by contact hours.

## FACULTY ASSIGNMENTS

Logan University is considered the primary employer of full-time ranked faculty. While Logan is willing to make reasonable scheduling accommodations to work with all faculty, student needs and facility availability will take precedent over non-Logan commitments. Classes and clinic hours may be scheduled at any time classes are offered and clinics are open. This includes evenings and weekends.

Faculty are expected to be visible and available a sufficient amount of time during the work week for fulfilling their individual responsibilities and for conducting institutional business, such as meetings with students, other faculty, supervisors and members of the administration. Additionally,

part of the responsibility of every faculty member is to advise his/her students on academic matters. All faculty are expected to provide an e-mail and a phone number for students to contact them. All faculty, regardless of rank or status, are required to post and attend at least one hour per week in their office for student questions. Online faculty are not exempt from this requirement and should hold office hours via video conference.

Course assignments are created in collaboration between the faculty member's immediate supervisor(s) and the dean of each college/clinic. Highest priority will be given to work for which faculty members are most qualified and for work that contributes to the mission, vision, values, goals, and objectives of the department, program, and the institution.

Workload expectations will be established at the time a contract or assignment is given.

## FACULTY COMPENSATION

It is the University's philosophical belief that Faculty compensation should:

- Promote equitable compensation based on rank and

experience

- Enhance the University's ability to compete in the recruitment and retention of excellent faculty
- Encourage and support faculty productivity
- Ensure that the compensation methodology is fiscally sound
- Facilitate timely review and approval of compensation
- Comply with all regulatory requirements

Faculty benefits are part of the overall faculty compensation package. Logan University is committed to providing competitive benefit and retirement plans. Details of these benefits are available in the Employment Handbook and the Human Resource office. Please note that benefits change from time to time. University policy governs the terms and conditions of these benefits.

A pay range for ranked faculty and paid adjunct faculty is established based on discipline, rank, full-time, part-time, and adjunct status. Faculty on one-, three-, and five-year contracts are paid a salary. Faculty on contracts less than one year who are considered paid adjunct faculty are paid by contact hour. The contact hours for faculty teaching online and hybrid courses will be considered the equivalent to the total credit hours of the course. Faculty teaching accelerated courses or only teaching for partial meeting times will have their contact hours adjusted accordingly.

The University makes every attempt to keep the range competitive by reviewing comparative data from the Association of Chiropractic Colleges (ACC) and/or College and University Professional Association (CUPA) every five years. At the end of each five-year period, an adjustment plan may be established if necessary.

The University strives to pay at or above the discipline mean.

## **SALARY INCREASES**

Merit raises for faculty are determined based on the rank and promotion process. As a faculty member is promoted to the next level in rank, so too shall his/her pay increase in recognition of his/her accomplishments. Promotion in rank for full-time ranked faculty members includes a 6% increase in annual salary. Administrative faculty and ranked adjunct and part-time faculty (with the exception of Library faculty) are eligible for an increase in rank; however, they are excluded from the 6% increase as their pay is determined based upon their administrative duties and not their faculty rank.

## **STIPEND**

A faculty member may receive a stipend. Stipends are predetermined amounts of money in exchange for a predetermined product or service in excess of salary. Stipends are not part of a faculty member's salary and expire when the agreed upon scope of work expires.

## **OVERLOAD PAY**

A faculty member may receive overload pay. Overload pay is for instructional workload credit in excess of the annual instructional workload for the faculty members faculty rank that has not otherwise been compensated for through load balancing. Overload pay is not part of a faculty member's salary and there is no guarantee a faculty member will be assigned instructional workload in excess of the annual instructional workload for a faculty member's rank.

## **BONUS PAY**

A bonus is money given to a faculty member beyond their existing salary that may be given as a reward or gift at the discretion of the college dean with provost approval. Bonuses are not part of a faculty member's salary and are a one-time payment.

## **UNDERLOAD, OVERLOAD AND LOAD BALANCING**

Overage and load balancing are only available to full-time ranked faculty. Overage and load balancing are managed each trimester with the common goal of helping faculty to meet their minimum teaching obligation and maximizing faculty pursuit of continuous improvement through workload management that considers time for course updates, professional development, scholarly activity, service, and stewardship.

Faculty are compensated for overload based on their annual teaching load with preference given to load balancing rather than overload. See the section on workload for workload expectations by rank.

Load balancing in lieu of annual overload compensation pay will not decrease a faculty member's base salary for the trimester in which a faculty member is underloaded. However, a faculty member is only eligible for load balancing for one trimester and then must earn eligibility again in subsequent trimesters to regain eligibility. The annual load must not drop below full-time faculty status.

Teaching load in excess of their minimal teaching workload obligation (faculty who reduce their service and scholarship in favor of higher teaching obligations are not eligible for overload or load balancing compensation for time in lieu of service and/or scholarship) as defined by their rank, will be paid at the end of each academic year to allow for load balancing when available.

Overload pay is calculated as the number of annual instructional workload credits in excess of the annual instructional credits expected for the full-time faculty member's rank plus any additional instructional hours agreed to for a reduction in service and scholarship expectations.

Faculty who reduce their service and scholarship by increasing their teaching workload will have their equivalent rank used to determine fulfillment of their workload contract obligation.

Faculty who reduce their service and/or scholarship obligation through increased teaching workload do so knowing that such exchanges will impact their ability to successfully be promoted to a higher rank within the expected time frame.

These cases should be increasingly rare but are designed to take into account the University's change in faculty rank and pay as a means for evaluation and compensation and any unintended negative consequences to long standing faculty who have not previously participated in service or scholarship. In addition, the University recognizes some faculty may be the most fulfilled as an Assistant or Associate Professor fully immersed in classroom teaching.

Faculty are considered underloaded if their annual teaching load is more than 6 contact hours below the outlined expectations for their given rank and/or they fail to demonstrate fulfillment of their service, scholarship, and stewardship obligation. A faculty member with an annual underload may be reduced to part-time status and/or may nullify their faculty contract.

## FACULTY VACATION AND SICK TIME

See Employee Handbook

## SECONDARY EMPLOYMENT FOR RANKED FACULTY

Logan University considers itself to be the primary employer for all Ranked and Administrative Faculty and, as such, holds the expectation that outside employment, including private practices, will not interfere with any aspect of the faculty member's responsibilities at Logan University. In addition, outside employment should not conflict with the mission, values, or reputation of the University and should not be in direct competition with the University.

## PERFORMANCE REVIEW

The performance review process provides essential feedback to each faculty member on how his/her performance compares to the stated expectations as identified in their assignment, helps establish future expectations, and presents an important opportunity for mentoring and career guidance. The performance review process considers classroom evaluations, faculty evaluations, self-evaluations, course effectiveness measures, and supervisor interactions. Performance reviews assist the Provost, Deans, and other faculty supervisors with decisions regarding the relationship, terms of contracts, compensation, promotion, and sabbatical leave. In cases of below expectations performance, additional interim evaluations and meetings may be scheduled and/or disciplinary/termination.

## ANNUAL FACULTY EVALUATION PROCESS

Faculty member's supervisor(s) (evaluator(s)) will conduct annual faculty evaluations using specified criteria.

To facilitate this process, faculty members are asked to provide an updated Curriculum Vitae and portfolio annually.

College Dean's will assign faculty in their first year at Logan a faculty mentor and will assist with the development of an annual mentoring plan with progress reported to the relevant supervisor.

As part of the annual faculty evaluation, each faculty member will meet with his/her supervisor at least one time per year in a one-on-one setting. This annual meeting will provide an opportunity for critical feedback on performance and expectations for the upcoming year. If relevant, the meeting can also be used to address changes in the allocation of areas/resources. The meeting will conclude with an agreed-upon professional development plan as part of the University's desire to be a continuous quality improvement organization. The evaluation and professional development plan will become part of the faculty member's departmental record.

As part of the Faculty Evaluation System, faculty will provide a course review summary for each course they are assigned as lead faculty. Faculty are expected to review their data at least annually. The course review summary summarizes the findings of the end of course evaluations and the course outcomes data and provides an overview of any changes to the course content, assessments, and delivery methodology.

## ANNUAL FACULTY EVALUATION CRITERIA

The Faculty Evaluation Task Force, convened in 2017, developed a new holistic faculty evaluation process that was piloted in 2020. The new Faculty Evaluation System (FES) was rolled out in January of 2021, utilizing portfolio software, Anthology Portfolio (previously known as Campus Labs Chalk and Wire).

The evaluation criteria are divided into six Roles, which reflect the faculty member's responsibility in bringing the mission, vision, values, and goals to fruition. Each role is weighted according to one of 10 patterns of responsibilities the faculty member is assigned to during their contract period. Professional development shall be tied to the faculty evaluation outcomes and goals.

The 6 Roles are: Teaching, Clinic, Learning Resource Center, Scholarship, Service, Stewardship.

Ranked faculty, full and part-time, non-ranked adjunct faculty, and some independent contract course facilitators are evaluated using the FES. Administrative faculty, fellows, residents, staff clinicians, preceptor faculty, clinical rotation site supervisors, internship site supervisors, guest lecturers, and instructional staff are not evaluated using the FES.

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- **Tri-annual faculty meetings**

- o Organized professional development for faculty will be provided at each All-Faculty Meeting. All Faculty Meetings are held one time per trimester and are organized by the Provost and Deans.

- **Professional Travel/Conference Participation**

- o Logan University encourages faculty members to be active participants within scientific bodies, professional organizations, and structured educational endeavors related to their disciplines. The University may provide professional leave and/or financial support for attendance at conferences, seminars, workshops, etc., provided it does not unduly interfere with the faculty member's duties and assignments. Any request for support for such endeavors shall be made to, and approved by, the immediate supervisor and the Provost, and is subject to a reasonableness analysis and the availability of funds. When feasible, and to improve the likelihood of approval, such professional development activities should be planned and approved well in advance, with the faculty supervisor, to permit appropriate budget and/or personnel coverage.
- o The Research Advisory Committee (RAC) may have limited travel funds available for approved research projects. These travel grants are recommended by the RAC and approved by the Provost.
- o Reimbursable expenses for approved travel may include reasonable: transportation, overnight accommodations, meals, etc. as outlined in the institutional travel policy. The level of reimbursement will be considered on a case-by-case basis.
- o Faculty approved to attend outside professional development opportunities are required to provide a learning session for their peers based on their new knowledge. This may be done in person via a lunch and learn, recorded and shared on the Academic Affairs MyLogan page or another organized like activity arranged through Faculty Senate or Academic Technology.

- **Tuition Assistance** - see employee handbook

- **Release Time**

- o Release time is a formal reduction of full-time instructional load hours for the purpose of providing sufficient time for special research, administrative responsibilities, course/curriculum development, or other professional scholarly activities. Requests for release time shall be made in writing and must have the approval of the immediate supervisor and Dean. Requests for release time should be submitted sufficiently in advance to give the University ample opportunity to plan for coverage.

- **Sabbatical Leave**

- o Sabbatical leave is a unique opportunity for full-time ranked Faculty. Leaves of absence for scholarly and educational purposes may be granted to eligible faculty to increase their knowledge and scientific achievements and thereby enhance the faculty member's value to Logan University as teachers and scholars. Each sabbatical leave may be granted for a period of up to one academic year.

- **Eligibility**

- ~ Full-Time Ranked Faculty Member
- ~ At least five years of continuous service prior to the application as a full-time faculty member at Logan University
- ~ Have not been granted a sabbatical within the past five years
- ~ Intends to return to Logan full-time following the sabbatical

- **Approval Process**

- ~ For consideration, a Faculty member must submit a written request at least six months prior to the requested sabbatical leave to their director/chair. The request shall include:
  - ≈ Name of Sponsor, institution, and/or laboratory in which the sabbatical period will be spent
  - ≈ The duration and specific months of the leave
  - ≈ A proposal that delineates the goals and scholarly activities that will be undertaken during the leave
  - ≈ How the sabbatical will help them be a better educator at Logan University upon their return
  - ≈ The director/chair will make a recommendation to the college dean, who will make a recommendation to the Provost, who will make the final decision
  - ≈ Decisions are based on eligibility, performance, and budget availability
- ~ **Salary During Sabbatical**
  - ≈ Faculty salary will be paid consistent with the institutional practice for up to six months of an approved sabbatical
  - ≈ Approved sabbatical leaves greater than six months will not include salary beyond the first six months
- ~ **Faculty Responsibilities**
  - ≈ Prior to the start of the sabbatical, faculty must work with their director/chair to create a coverage plan for their academic and clinical responsibilities that need to be fulfilled during the sabbatical period to ensure student learning at the University is not disrupted by the sabbatical
  - ≈ Upon completion of the sabbatical, a written report must be submitted to the faculty

member's director/chair and a presentation of the activities presented during a "Lunch and Learn" or other professional development event as determined by the director/chair

## PERFORMANCE IMPROVEMENT PLANS (PIP)

Performance improvement plans are provided in some circumstances of performance or behavior concerns. These plans provide opportunities for dialogue, remediation and recovery to satisfactory performance. Performance Improvement Plans will identify the issue and outline what corrective action needs to be taken, the timeline for the corrective action, and follow up dates for the faculty member and their supervisor to meet to discuss the faculty member's progress. PIP's are separate and distinct from Professional Development Plans (PDP).

## SUSPENSION

Where warranted, the College Dean or Dean of Clinics may suspend any faculty member without previous warning or action.

If suspension is ordered, it may be with or without pay, suspension of all promotion and salary increments, and the temporary suspension or withdrawal of all faculty privileges. Suspension may include prohibiting the faculty member from Logan's property and programs. A suspended faculty member may pursue the appeal procedure described under Due Process.

## SEPARATION FROM THE UNIVERSITY

### RESIGNATION AND TERMINATION

A ranked faculty member must give at least one trimester written notice to his/her immediate supervisor, leaving at the end of a trimester or at a time approved by the Provost or Dean of Clinics (depending on to whom the direct supervisor reports) and must complete the HR separation process as described in the Employment Handbook. Upon termination, rank is forfeited.

Resignation or termination from an administrative or staff role at Logan will result in concurrent termination from any faculty appointment, unless Logan determines that it desires to continue a faculty relationship with the individual.

Failure to comply with the aforementioned notice policy will result in forfeiture of any accrued paid vacation time.

### TERMINATION OF FACULTY

Faculty may be terminated for cause, with or without notice. Examples of cause include, but are not limited to:

- Illustrations of Cause
  - o Cause is illustrated by, but not limited to, the following examples:
    - Failure to fulfill and/or continual neglect of the academic, clinical, or professional duties and responsibilities of a faculty member's position in a manner satisfactory to the University.
    - Professional and/or personal misconduct
    - Falsification of credentials (including education or experience), or other University or educational documents
    - Failure to provide or secure required official records of earned degrees, licensure, and/or third-party credentialing
    - Professional incompetence
    - Violation of the rights of fellow faculty members, administrators, or students, including sexual or other illegal harassment
    - Conviction of a felony or other criminal act
    - Failure to follow the canons and professional ethics of one's discipline or profession; and,
    - Failure to follow institutional policies and guidelines set forth in all current official University publications or documents and this Handbook, or as instructed by an appropriate supervisor

Full-time ranked faculty who are terminated have the right to appeal if the reason is "academic" in nature (relating to an academic activity such as course presentation and not for general "employment" activity such as attendance, discrimination, violation of a policy, etc.).

## NON-RENEWAL OF FACULTY MEMBERS

In the event the University chooses not to renew a ranked faculty's agreement, the University shall give a 90-day notice to the faculty member in writing. The notice will come from the faculty member's immediate supervisor. Non-reappointment can be without cause based on the staffing, programmatic, cultural, or financial needs of the University.

Adjunct faculty are only contracted on an as needed trimester-to-trimester basis. Because adjunct contracts are issued as needed on a trimester-to-trimester basis, adjunct faculty should not assume their contract will be renewed for consecutive trimesters. Formal dismissal procedures are only applicable to adjunct faculty members if the adjunct faculty member is being dismissed during an active term for the term in which they are contracted.

In the event a contracted course does not run due to low enrollment, the contract issued is null and void.

Faculty may be dismissed during their contract period due to performance issues. The dismissal procedures are noted below.

## **DISMISSAL PROCEDURE**

- When appropriate, confidential written notification to the ranked faculty member by the Dean of probable commencement of dismissal proceedings, including a statement of specific charges as well as the faculty member's rights.
- Discussion between the faculty member and immediate supervisor in an effort to reach a mutually acceptable resolution.
- If, after conclusion of the steps outlined above, no settlement is reached and the University wishes to undertake formal dismissal proceedings, a faculty member shall, with a dismissal notice, receive a written statement of charges, framed with reasonable particularity by the Dean.

## **REVIEW OF DISMISSAL**

- Following the dismissal procedure, the Provost may elect to impose a lesser disciplinary sanction such as suspension with or without pay, oral or written reprimand, reassignment, etc.

## **DUE PROCESS**

- Faculty members have five working days after reprimand, dismissal, or suspension to request a hearing from the Provost. If a timely request is received by the Provost, the faculty member shall be entitled to a hearing before a hearing committee. The hearing committee shall consist of five members, three members appointed by the Provost, and two members appointed by the Faculty Senate Executive Committee. The hearing committee shall be chosen within five working days of the request for a hearing. The committee will select a chairperson from its members and will decide on the procedures for the hearing and the time and place of the hearing. The faculty member shall be notified in writing of the time and place of the hearing and shall have a right to appear before the committee. Neither the committee nor the faculty member shall have the right to legal counsel at the hearing. The committee shall try to hold a hearing within ten working days from the time of the request for the hearing and continue with all deliberate speed until a decision is reached. After hearing all relevant evidence, the committee, by majority vote, shall render its decision in writing to the Provost. The nature of the committee's decision is as a recommendation to the Provost, who may affirm, reverse, or modify the committee's decision. The Provost's decision regarding the committee's recommendation shall be given to the faculty member in writing within five working days of the Provost's decision. The decision of the Provost shall be final, and the faculty member shall have no further right of appeal.

## PROCESS FOR AMENDING THE FACULTY HANDBOOK

Recognizing Logan University's primary mission is the education of conservative health-care providers utilizing an integrated health systems model, the policies and procedures of the institution will, from time to time, undergo revisions which reflect advances in each discipline and health professions education organization, governance, delivery and function. With this in mind, the Faculty Handbook must have an effective amendment process to keep the faculty informed of pertinent changes in policies and procedures. The responsibility for overseeing this process and keeping the Handbook up to date shall be shared by the Provost and the Faculty Handbook Taskforce.

- **Faculty Handbook Task Force**

- o The Faculty Senate Executive Committee serves as the task force
- o Responsibilities of the task force
  - Any member of the faculty, staff, or administration may submit written suggestions or requests for Handbook changes, i.e., "errors," deletions, additions, revisions, etc., for review by the Handbook Task Force. Said suggestions should be sent to the Executive Assistant to the Provost, who convenes the Task Force.
  - Non-substantive changes to the Handbook, i.e., "information only" type revisions reflective of routine updated policies and procedures, can be made and incorporated into the Handbook by the Provost or President without consultation and/or a notice/comment period.
  - Substantive amendments, i.e., those having major policy and procedure impact, must be jointly reviewed by the Provost and Handbook Task Force. After a one-week notice/comment period and upon approval of the Provost, a report of their respective actions on the proposed substantive amendment(s) will be forwarded to the President of the Faculty Senate, who shall incorporate the amendment(s) as a major item of business in the Faculty Senate agenda.
    - ~ The Faculty Senate will review the amendment(s) and provide a recommendation to the University Provost for consideration. If the Provost approves the amendment(s), it will be adopted.
    - ~ The Provost is responsible for amending and distributing the Handbook.
  - The President or Provost may request changes related to legal and regulatory issues that require immediate changes at any time and without prior notice.
  - The Provost and/or President may make operational changes necessary due to natural disasters, pandemics, or extreme fiscal hardships.

- **Provost Advisory Task Force**

- o As needed, the Provost will convene the Task Force to request information about any new or revised policies and procedures that should be incorporated into the Handbook. The goal of the survey process is to ensure the entire learning community has an opportunity to communicate freely and effectively with the faculty. The survey process will be distributed equitably across the Task Force. The Task Force will then provide recommendations to the Provost based on the survey results.

## APPENDIX A

<p align="center"><b>Curriculum Change (Curriculum Committee)</b></p>	<p align="center"><b>Program Delivery and Management (Not Curriculum Committee)</b></p>
<p><b>Starting a New Program</b></p> <p>A new program is one that has not previously been offered at the institution. The courses that lead to a degree are new and/or are primarily new (sometimes new programs use existing courses from other programs). This constitutes a curriculum change and the curriculum committee is involved in approving the new curriculum within the program. They look at whether the courses and credits meet with institutional, accrediting, and other related policies and procedures.</p>	<p><b>Scheduling</b></p> <p>The time of day, day of the week, location of the course, and hours of operation are not curriculum issues. They relate to delivery and facilities management. These items do not need to go through the curriculum change process; however, faculty cannot individually decide to make changes to the course schedule as classes must meet their credit hour obligations, classroom changes can overlap with other courses, and meeting time changes can impact other courses. Therefore, if an instructor wishes to make changes to the schedule as defined by this text, they should meet with their Program Director or Dean to discuss.</p>
<p><b>Adding a New Credential/Concentration</b></p> <p>When an existing program wishes to add a new credential/certification and/or concentration, this is considered a curriculum change. This is because changing of courses can impact the overall program effectiveness plan, can be a compliance issue, and the course must fit within the mission, vision, and values of the institution and program. In addition, this type of change impacts the inherent contract the student enters about graduation expectations and impacts other departments.</p>	<p><b>Course Syllabi</b></p> <p>Logan University adheres to a standardized syllabus template. This is a best practice in higher education. The syllabus template is not a curriculum matter, it is a course delivery matter. Template changes do not go through the curriculum committee; however, they do require conversations with faculty and administration because they are a universal document that must meet the needs of the University and individual programs in a way that provides a clear course map of expectations to the student for optimum success.</p> <p>The standard sections of a syllabus should not be changed without the approval of the Executive Vice President and without conversations with key stakeholders. For faculty, these conversations begin with their immediate faculty supervisor and flow to the college dean and then the Deans' Council.</p> <p>The non-standard sections of the syllabus should be updated by each faculty to ensure all of the necessary course information is provided to the students. For more information see the Course Delivery section of this document.</p>

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<p><b><i>Adding or Removing a Course</i></b></p> <p>If a course is being added or removed, it is considered a curriculum change and must go through the curriculum change process. This is because changing of courses can impact the overall program effectiveness plan, can be a compliance issue, and the course must fit within the mission, vision, and values of the institution and program. In addition, this type of change impacts the inherent contract the student enters about graduation expectations and impacts other departments.</p>	<p><b><i>Faculty Assignment</i></b></p> <p>Course outcomes are written to ensure that a course meets the objective of the course and appropriately maps to the program outcomes to ensure that the program is meeting its stated intent. To this end, courses are not written based on the instructor; rather, they are written based on the program needs. Instructors are assigned to courses based on their strengths, the strengths of their peers and the overall needs of the program. In this way, a single faculty member does not “own” a single course and the course may be taught by any qualified faculty member as decided upon by the Program Director or above in charge of program delivery and outcomes.</p> <p>In this way, faculty assignments are not curriculum changes and thus do not go through the curriculum change process.</p> <p>However, it should be noted that if a faculty member does not wish to teach a course, they cannot simply swap courses with another faculty member as this may impact compliance, faculty load, and many other factors. Faculty should let their faculty supervisor know their preferred classes but should also be prepared to teach the classes assigned.</p> <p>Course planning and preparation time are key reasons having a course schedule out far in advance and faculty assignments out far in advance is crucial.</p> <p>In addition, if a faculty member does not like the course, course outcomes, course description, etc., the faculty member cannot simply change these as they must go through the curriculum change process.</p> <p>If a faculty member does not like the course delivery plan and or activities and assessments, they may change these (except for online courses) provided the changes still allow for proper program assessment. New activities and assessments must map back to the outcomes of the course.</p>

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<p><b><i>Course Description and Course Outcome Change</i></b></p> <p>These changes impact the core of the course. Each course is added with a specific course description and specific course outcomes customized to ensure the overall program effectively does what it promises.</p> <p>The course outcomes or Course Learning Outcomes (CLOs) are outlined in each course syllabus and provide a learning map for the course. The CLOs are approved to identify what the measurable outcomes learnings will accomplish within any course. The CLOs are essentially the goal of the course. They are mapped to the Program Learning Outcomes (PLOs) to ensure they are an effective part of the overall success of the program.</p> <p>When courses are added to a program, they are added with the understanding that the stated CLOs were designed and approved to meet the program effectiveness and assessment needs of the program.</p> <p>In addition, changing one course can impact other courses that rely on the material as foundational for the next series of courses. Changing a CLO could lead to a program not effectively assessing all PLOs or ILOs. Thus, they are considered curriculum changes and must go through the curriculum change process.</p>	<p><b><i>Course Delivery*</i></b></p> <p>Faculty are free to determine the best way to deliver the course outcomes. This includes determining what activities to do in a classroom, what assignments to assign for out-of-class work, and how to assess the effectiveness of the course content in delivering the course outcomes.</p> <p>Delivery choices must align with the course outcomes and course designation. This means that courses must be taught at the knowledge level intended, labs must be taught as labs and not lecture, field experience must be field experience and not lecture, and the amount of work in a course must be consistent with the contact/credit hours assigned.</p> <p>Programs may require faculty to use specific rubrics, assessment tools, mapping, and materials if it impacts the assessment plan for the program as approved by the assessment committee. In addition, faculty may be required to adopt specific technology.</p> <p>The delivery methods used to meet the course outcomes are not curriculum changes unless the change impacts the number of required contact hours (equivalent contact hours) needed to equal the credit hours assigned.</p> <p>*See Online Course Standardization for additional information related to online course delivery.</p>
<p><b><i>Program Learning Outcomes and Institutional Outcomes</i></b></p> <p>Program Learning Outcomes (PLOs) are the goals/competencies a given program promises its students. They are the foundation for what the program is doing and why. Institutional Learning Outcomes (ILOs) are the goals/competencies that make the overall institution unique. They are the things that all students leave with regardless of the program from which they are graduating.</p> <p>Changes to either of these can have a rippling effect across courses, programs, and strategic plans. As such, they require curriculum committee approval.</p>	<p><b><i>Assessment Methods</i></b></p> <p>Methods of assessment are utilized to document attainment of course outcomes. The method of assessment documents the attainment of the outcome. However, classroom assessment does not alter the outcome of the course and therefore is not a curriculum change issue.</p> <p>In cases where the Assessment Plan or curriculum design call for specific rubrics, assessment mapping, or specific assessment activities these must be followed and are reviewed by the Assessment Committee.</p>

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<p><b>Contact Hour Change</b></p> <p>Credit hours are determined by the number of contact hours of a course. For online, condensed, and accelerated courses, equivalent contact hours/workload hours are used to determine credit hours. By changing the contact hours of a course, a program may become out of compliance with regulatory and credentialing bodies. This is because the reported credit hours may be inaccurate and required hours of a particular topic may no longer be accurate. These changes may also impact the overall program outcomes if the reduction is due to removing content from the course. Thus, this is a curriculum change and must go through the curriculum change process.</p>	<p><b>Online Course Standardization</b></p> <p>The best practice in online education is to use a standardized template with standardized expectations to create a uniform online course experience for students. While this is not a curriculum issue; it is a policy/best practice issue.</p> <p>Changes to the course template do not go before the curriculum committee; however, they must be approved and implemented systematically. Therefore, the standard sections of the online course shell should not be changed without the approval of the Executive Vice President and without conversations with key stakeholders. For faculty, these conversations begin with their immediate faculty supervisor and flow to the college dean and then the Deans' Council.</p> <p>Online courses use a standard curriculum content methodology as well. Faculty may not change the standard course content without approval of the Program Director. The Program Director is free to approve content changes provided those changes are not considered curriculum changes. All curriculum changes, regardless of program, must go through the curriculum committee.</p>
<p><b>Pre-Requisites and Co-Requisites Change</b></p> <p>Changes to pre-requisites and co-requisites may impact the flow and sequence of a program. In addition, they may impact effective advising and overall student success. Pre-requisites and co-requisites are determined based on the knowledge and skills needed for success in a given course and/or the need to partner courses together because the learning is done in tandem. Thus, are considered curriculum changes and must go through the formal curriculum change process.</p>	
<p><b>Course Re-sequencing</b></p> <p>Changes to the sequence of courses in a program designed with a set sequence for specific courses may impact things like pre-requisites, co-requisites, advising, and the overall course map of the curriculum which ensures that all outcomes are met. Most programs are not inherently set sequence programs in that they rely on pre-requisites and co-requisites to determine sequence.</p> <p>This makes re-sequencing a curriculum change for specific programs and in those cases, the change needs to go through the curriculum change process. If you are not sure if your resequencing proposal should go through the curriculum change process, err on the side of caution and send the proposal through the process.</p>	

## APPENDIX B

This list is not an inclusive list; rather, it provides examples of scholarly activities and scholarship for each of Boyer's four domains.

<p><b>Scholarship of Integration</b></p> <p><b>Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of knowledge within a discipline or across disciplines</li> <li>• Interdisciplinary team projects</li> <li>• Interdisciplinary collaborative practice</li> </ul>	<p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Peer-reviewed publications of integrative literature review of the analysis</li> <li>• Project outcomes, e.g. policy papers (peer review may be for examples from the project team members)</li> </ul>
<p><b>Scholarship of Teaching</b></p> <p><b>Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Course development or revision</li> <li>• Innovative teaching strategies</li> <li>• Exemplary teaching</li> <li>• Mentoring students, in, for example scholarly writing</li> <li>• Review of a textbook</li> </ul>	<p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Peer-reviewed publication or presentation on creative course development and on creative teaching strategies</li> <li>• Peer-reviewed grants for advancing theory on how students learn</li> <li>• Co-authoring with the student</li> <li>• Authoring a textbook</li> </ul>
<p><b>Scholarship of Application</b></p> <p><b>Scholarly Activity</b></p> <ul style="list-style-type: none"> <li>• Some committee activities; application of new knowledge to improve one's own organization, community, or national organization</li> <li>• Membership on service or government boards</li> <li>• Consultation to community, individuals, or groups</li> </ul>	<p><b>Scholarship</b></p> <ul style="list-style-type: none"> <li>• Outcomes of committee deliberations, e.g., new policy, patient protocol or procedure, clinical practice guidelines</li> <li>• Outcomes resulting in strategies on social issues</li> </ul>

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