Concordia University Faculty Handbook 2023-2024

CONCORDIA UNIVERSITY FACULTY HANDBOOK

July 1, 2023

DISCLAIMER (A)

This handbook is not to be considered a contract of employment. For general employee policies, please refer to the Employee Handbook.

GUIDELINES FOR MAINTENANCE OF THE FACULTY HANDBOOK (A) (Updated July 1, 2018)

The Faculty Handbook comprises policies and procedures established by the Concordia University Board of Regents (BOR), the Concordia University administration, and the Plenary Faculty of Concordia University (CU). Each of these bodies is responsible for the substance and content of the policies and procedures which fall under its purview.

The Faculty Handbook will be posted online and updated as necessary. Sections may be updated, revised, or deleted; new sections may be added. All amendments shall be adopted by the appropriate body (or bodies), following prescribed procedures, and shall state the date of such adoption. All handbook policies are determined in accordance with synodical policies.

The Academic Office is responsible for Faculty Handbook formatting, editing for style, posting and updating as new policies and procedures are developed and approved by the Board of Regents, the administration and the plenary faculty.

Unless otherwise stated, articles in this Handbook were adopted by the Plenary Faculty on March 11, 2002. New policies will be effective on 1 July of each year unless otherwise stipulated, and updating of the Faculty Handbook will normally be done on July 1 of each year.

The Academic Office will work with all bodies (Board of Regents, administration, and plenary faculty) to ensure that formatting and editing do not inadvertently alter the substance or content of policies and procedures, and will correct any inadvertent alteration of substance or content.

Changes due to formatting and editing for style do not require subsequent approval from the contributing bodies (Board of Regents, administration, and plenary faculty.).

The material in this handbook designated **A** is Administrative policy; **F** is Faculty policy. It is understood that all such policy may require ratification by the University's Board of Regents. Changes in policy will follow reasonable efforts to inform and involve the affected personnel. **S** is Synodical policy, which may be modified or amended by the Lutheran Church – Missouri Synod in Convention. **I** is informational material. Section titles contain the following codes, which indicate the appropriate body or bodies for adoption.

A Administrative Policy; S Synodical Policy; F Faculty Policy; I Informational Material

PREAMBLE

The Concordia University Faculty Handbook contains policies and procedures that guide the work of faculty and academic administrators at Concordia's Mequon, Wisconsin and Ann Arbor, Michigan campuses, as well as online teaching and learning. The handbook is organized into five chapters.

Chapter 1 provides a brief history of the University and describes its mission, vision, and values.

Chapter 2 describes the University's organizational and administrative structure.

Chapter 3 describes the University's faculty governance system, including the role of the Faculty Senate and Faculty Committees.

Chapter 4 lists faculty personnel policies.

Chapter 5 describes University academic and instructional policies.

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CHAPTER 1: HISTORY, MISSION, AND VALUES

1.0 HISTORY OF CONCORDIA UNIVERSITY (I) *(Updated July 2022)*

Concordia University has for many years been one of the colleges and seminaries maintained by The Lutheran Church-Missouri Synod for the training of men and women for church professions. In recent years the educational programs of these colleges have been greatly expanded and the curricular offerings have become more diversified, reflecting the Lutheran understanding that people can serve God by serving their neighbors in many types of vocations.

The people who organized The Lutheran Church-Missouri Synod in 1847 came to America from Germany in 1839. These immigrants settled in St. Louis, Missouri, and in Perry County, Missouri and decided to start a comprehensive school. Classes began on December 9, 1839. In 1847, The Lutheran Church-Missouri Synod was organized, and a resolution was adopted at the first convention requesting the transfer of the Altenburg "college" to St. Louis. This transfer was accomplished in 1849.

In 1874 the Synod established a seminary at Springfield, Illinois for the "practical" course which students could finish in a relatively short time without a classical background and without a study of the Biblical languages of Greek and Hebrew. The Synod's major emphasis in ministerial training remained on the "theoretical" course at the St. Louis seminary which included a thorough study of Greek, Latin, and Hebrew. This necessitated a strong liberal arts course on the pre-seminary level. As a result, Lutheran pastors and laymen in various areas of the United States began to consider the establishment of "colleges" similar to the one which had been established in Fort Wayne, Indiana, in 1861.

Since there was no particular intention of articulating these schools with the American system of education, Lutherans who were interested in such "colleges" considered only intra-system integration and thus started with two or three or four years of training and then transferred to Fort Wayne.

It was thus with Concordia College in Milwaukee. The first class (comparable to freshman high school) was started in 1881 with one instructor and thirteen students. Classes were conducted in the basement of Trinity Lutheran Church in downtown Milwaukee. A second year was added in 1882 and the enrollment rose to 41. That year local Lutheran laymen purchased a small plot of ground which formed the nucleus of the campus at 33rd and State. The first building was ready for occupancy on January 2, 1883. In 1886 a charter was obtained from the State of Wisconsin. By 1891 the sixth year had been added. In 1920, all the gymnasia of The Lutheran Church-Missouri Synod were changed by formal resolution of the Synodical convention into four-year high schools and two-year liberal arts junior colleges.

These changes did not meet with universal approval, and soon the demand for reconsideration became urgent. The constituency desired a bona fide four-year college course for ministers leading to a B.A. degree which would be generally recognized and accepted by American graduate schools. After once again considering the possibility of expanding the existing junior colleges to four-year colleges, the Synod decided to establish a separate "senior college" which

would draw its students for the most part from the nine affiliated junior colleges. To clarify the entire program of ministerial training, a central Board for Higher Education made a detailed study of objectives, goals, and purposes and presented these to the convention of the Synod in 1947 in The Objectives of Ministerial Training. These were adopted and have largely directed the entire administrative, curricular, and counseling program for ministerial training since that time.

Concordia Senior College in Fort Wayne, Indiana, accepted its first students in September 1957. During its years of operation approximately 98% of its students came from the nine affiliated junior colleges, and more than 30% of the student body consisted of graduates of Concordia College, Milwaukee, Wisconsin.

In 1961, as authorized by the San Francisco Convention of 1959, the Lutheran Lay Training Institute began its operation on the campus of Concordia College-Milwaukee. This was a two-year adult education program to prepare full-time lay ministers for various areas of church activity. In 1971 the Lay Training Institute was incorporated into the offerings of the college as one of its programs.

In 1965 Concordia became coeducational when teacher education and a deaconess training program on the freshman and sophomore college levels were added to the regular offerings. That same year a ten-year projection submitted to the Board for Higher Education announced the college's intention to develop a master plan for transition to a four-year college. In 1969 the Board for Higher Education endorsed the phasing out of the high school program. The last high school graduation was conducted in 1973.

During the 1970's the Synod authorized several of its colleges to become four-year schools, and in 1976 it voted to close Concordia Senior College in Fort Wayne. These movements affected Concordia College-Milwaukee and led the school to petition the Synod again to become a four-year, Bachelor of Arts degree granting institution. Synod authorized this transition in 1978, and it became a reality in 1979.

In the meantime, the college added programs. In 1972 it added a Medical Assisting course consisting of a term of twelve weeks. In 1975 the college acquired the business and court reporting programs formerly conducted on the campus of Spencerian College of Business.

In 1980 the North Central Association of Colleges and Schools extended accreditation for the Associate in Arts degree and accredited the Bachelor's degree at the college.

In 1981 Concordia began the celebration of its centennial. At the time, it considered expanding its Milwaukee campus and erecting a new library. When these considerations were still in the negotiating stage, the college's attention was called to an institution that was up for sale. This was the educational plant of the School Sisters of Notre Dame in Mequon, Wisconsin. Synod purchased this facility as a new home for Concordia College Wisconsin. The transaction was completed in 1982, and Concordia's original campus was put up for sale. The College began classes on its new campus in September 1983.

After the move to Mequon, Concordia became the fastest growing Lutheran college in the country. In addition to its traditional focus on Church-work programs in Pre-Seminary, teacher education, and lay ministry, in the decade after the move Concordia added new programs in the liberal arts, business, nursing, and adult education. Over the years additional majors have been

added at both the graduate and undergraduate levels, and in both traditional and non-traditional programs.

Because of the college's growth, its wide-ranging programs, and its plans for the future, the Board of Regents declared it a University in 1989. Concordia University Wisconsin thus became the first university recognized by The Lutheran Church-Missouri Synod.

Since then the traditional and non-traditional undergraduate programs have continued to expand. Beginning with a Master of Science in Education program in 1987, Concordia also added numerous master's degree programs as well as strong clinical doctorate programs including the Occupational Therapy Doctorate (OTD), Doctor of Physical Therapy (DPT), Doctor of Nursing Practice (DNP), and Doctor of Pharmacy (Pharm.D.) The first research doctorate (Ed.D.) began offering courses in 2019, and a Doctor of Business Administration (DBA) was launched in 2021.

A vital factor in the university's growth has been its willingness to try new delivery systems to meet student needs. Throughout the 1990's Concordia's non-traditional programs were offered at off-campus centers and sites throughout Wisconsin and as far away as Indianapolis, IN, St. Louis, MO, and New Orleans, LA. The university also experimented with distance learning in the 1990's, offering several graduate programs in a telecourse format. By 2003, that delivery system had evolved into an online format. Today, Concordia's academic departments oversee the university's programs available in in-person, online and virtual formats with support from the Instructional Design Team in the Center for Excellence in Learning and Teaching (CELT).

Concordia University's Ann Arbor campus began as a separate institution (Concordia College) in Ann Arbor, Michigan. Concordia College, Ann Arbor was dedicated in 1963 as a junior college. That year, Concordia was granted the right to award the Associate of Arts degree by the State of Michigan. The expansion of the College to a four-year institution with the right to award the Bachelor of Arts degree was approved by the state of Michigan in 1976.

In 2001, Concordia College officially became Concordia University Ann Arbor (CUAA), after launching its first graduate degree program in Organizational Leadership and Administration. CUAA was among the first colleges to be accredited by the National Council for Accreditation of Teacher Education (NCATE) under the 2000 standards.

In July 2013, a strategic alliance between Concordia University Ann Arbor and Concordia University Wisconsin became official, and the two institutions became a single institution with two residential campuses under the name of Concordia University.

Concordia University continues to be an integral part of the Concordia University System (CUS), a network of colleges and universities throughout the United States which retain their individual identity while at the same time acting as part of the Concordia System and the LCMS.

1.1 CONCORDIA'S MISSION, VALUES AND VISION (A) *(Updated July 2016)*

1.1.A Mission Statement (A)

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the world.

1.1.B Core Values (A)

Bound by the Biblical and Confessional teachings of The Lutheran Church – Missouri Synod, the members of the Board of Regents, the members of the Concordia University Foundation Board, the President, and employees of the university shall act in a manner consistent with these core values.

- **CHRIST-CENTERED**
  We have faith in the redemptive work of Jesus Christ
- **TRUTH & INTEGRITY**
  We speak truth and display integrity in all our relationships.
- **EXCELLENCE**
  We expect excellence in all our endeavors to support CUW's mission.
- **SERVICE**
  We serve others in caring, helpful, respectful, and knowledgeable ways.

1.1.C Vision (A)

The faculty, leadership, staff, students, and alumni carry out Concordia's mission each and every day as we pursue a vibrant path to the future.

Our vision is to be well known nationally and internationally as a premier Lutheran Christian university, widely recognized for meaningful integration of faith and learning. Our alumni will assume significant servant leadership responsibilities in the Church and communities across the nation and around the world.

Concordia's Vision is vigorously pursued in four critical ways:

We are a Learning Centered higher education community.

Students learn in innovative, Christ-centered environments that are guided by comprehensive assessment. Concordia employees are role models and servant leaders in their respective vocations. Christian faculty are outstanding teachers and mentors, active in scholarship and service, and successfully connect faith to learning. Academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

We plan for Purposeful Growth.

Students grow as they develop in mind, body, and spirit. Concordia grows as we reach more people with our mission. Our campuses, facilities, human and financial resources, and infrastructure expand to support a robust student experience in a welcoming environment that results in the spiritual, academic, and social formation of all Concordians.

We strive for Global Impact Through Service.

Concordia impacts the Church and world, developing globally-minded citizens who transform lives, influence communities, and value their neighbors near and far, through Christ-like service and leadership.

We champion Access and Opportunity for all learners.

We provide access to the highest-value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance result in the continuous improvement of the Concordia experience, which enables our students to pursue and persist in their chosen career paths.

1.1.D Program and Major Purpose Statements (A, F) (*Updated July 2018*)

Concordia University has a clearly delineated mission statement: “Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the world.” Although the mission statement is the basis for all programs and majors in the institution, each relates to it differently. Therefore, each major and program should include as part of its information a statement that relates the work of that major or program to the general mission of the university. Such statements should be called Purpose Statements or Vision Statements unless the requirements of its accrediting agency require that it be called a “Mission Statement”

CHAPTER 2: ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE

2.0 SYNODICAL ADMINISTRATION OF THE UNIVERSITY (S) *(Updated July 2022)*

2.0.A Articles of Incorporation (S) *(Updated July 2022)*

The Synod, under Scripture and the Lutheran Confessions, shall . . .

> "Recruit and train pastors, teachers, and other professional church workers and provide opportunity for their continuing growth" (2019 Synodical Handbook, Articles of Incorporation, Article III, 3)

Since the administration of Concordia University is part of the Synodical program in higher education, it is under the supervision of the Concordia University System (CUS). The individual college or seminary is under the supervision of a synodically elected Board of Regents.

The personnel of the CUS, the administrative staff of the same, and the Board of Regents of Concordia University are listed in the annual edition of The Lutheran Annual.

2.0.B Communication and Responsibility (S) *(Updated July 2014)*

The following chart indicates the lines of communication and responsibility between the University and the Synod:

THE LUTHERAN CHURCH-MISSOURI SYNOD
↑
CUS
↑
BOARD OF REGENTS
↑
CONCORDIA UNIVERSITY

2.1 THE BOARD OF REGENTS (S) *(Updated July 2014)*

Each college and university of the Synod, with its President and faculty, shall be governed by a Board of Regents, subject to general policies set by the Synod.

2.2 ADMINISTRATIVE ORGANIZATION (A)

2.2.A Administrative Structure (A) (*Updated July 2014)*

The President of each college or university shall serve a five-year renewable term of office, beginning with the date of his assumption of his responsibilities as President. All other officers of administration are appointed by the Board of Regents upon recommendation of the President. Their administrative positions are eligible to be renewed annually.

2.2.B Administrative Policy and Procedure (A) (*Updated July 2014)*

To carry out the assigned function of the University, Concordia's Board of Regents and faculty are authorized to define objectives and to determine procedures which are designed to achieve

these objectives. The Board of Regents operates under the principles of policy-based governance.

The President of Concordia is the executive officer of the Board of Regents; however, where policies can be executed more effectively, the President delegates authority and assigns responsibility to administrative officers, ordinarily chosen from the membership of the faculty. Administrative officers are appointed by the Board of Regents upon recommendation of Concordia's President. School policy provides for the election by the faculty of those who are to serve on standing faculty committees.

The faculty has the responsibility for developing policies, standards, and programs that promote academic excellence, integrity, and growth, as well as assisting in the oversight of the academic and student life programs of the University. The faculty elects a Faculty Senate to assist in this endeavor. The Senate assigns tasks to faculty committees and gives advice and consent to motions and petitions from faculty committees and other members of the campus community. Such motions and petitions are subsequently acted upon by the Plenary Faculty.

2.2.C President's Cabinet (A) (*Updated July 2023)*

1. Membership

The President's Cabinet includes the President and all university Vice Presidents. The President chairs the Cabinet.

2. Function

The President's Cabinet shall coordinate all matters pertaining to the administration of the University, serve as a consultative forum for the President and the other administrative officers, administer and apply regulations, standards, criteria, policies, programs, and curricula adopted by the faculty, and shall establish policies on matters that are of a general nature, affecting all administrative areas, and that are not delineated as properly belonging to the faculty of the University as outlined in the Faculty Handbook.

2.2.D The Academic Council (A) (*Updated July 2023)*

1. Membership

The Academic Council is composed of the following voting members: the Vice President for Academics, all Associate and Assistant Vice Presidents for Academics, the Deans of the Schools; the Chair of the Faculty, and the Executive Director of the Center for Excellence in Learning and Teaching (CELT). The expanded Academic Council includes all personnel listed above, along with the following non-voting members: the Assistant Vice President of Continuing Education Studies, the Assistant Faculty Chair; the Assistant Vice President for International Affairs; the Assistant Vice President of Marketing; the Assistant Vice President for Institutional Effectiveness, the Registrar and the Director of Library and Information Services.

Members of the faculty or administration may be invited to a specific meeting to share pertinent information. The Vice President for Academics serves as Chair of the Academic Council. The President is an *ex-officio* member.

2. Function

The Academic Council acts as an advisory council to the Vice President for Academics on matters regarding the curriculum and the various academic programs of the university and recommends curricular matters to the Faculty Senate.

2.2.E. Ann Arbor Academic Administration *(Updated July 2023)*

Academic administration at the Ann Arbor campus is coordinated by the Assistant Vice President of Academics for Ann Arbor, appointed by and reporting to the Vice President for Academics. The Assistant Vice President of Academics for Ann Arbor is authorized to meet with the Ann Arbor faculty to address issues of academic administration and campus-specific issues that may arise for programs and majors on the Ann Arbor campus.

2.3 ADMINISTRATIVE PERSONNEL

2.3.A President (A) *(Updated July 2021)*

The President shall serve a five-year renewable term of office, beginning with the date on which he assumes his responsibilities as President. The President shall be the executive officer of the Board of Regents. He shall serve as the spiritual, academic, and administrative head of the institution.

Reporting directly to the President are the Campus Pastors, the Vice President of Administration/Chief Campus Executive Ann Arbor, the Vice President for Academics, the Faculty Chair, and all Vice Presidents of the University.

2.3.B Campus Pastors (A) (*Updated November 2018)*

The Campus Pastors are on the LCMS roster as ordained ministers. Each has the authority and responsibility to coordinate all aspects of the worship program on their respective campuses. They oversee all aspects of the Campus Ministry Leadership Team (CMLT) in collaboration with the Division of Student Life. They also serve as spiritual counselors for the campus community, develop and supervise the entire campus worship program, and work with the faculty to provide a Christ-centered campus environment. Each reports to the President.

2.3.C Administrative Positions (A) *(Updated July 2014)*

The President shall propose creation, modification, or abolition of administrative positions to the Board of Regents for its approval and shall maintain clear policies for filling and vacating administrative positions. Administrative appointments shall be made by the Board of Regents on recommendation by the President. Faculty members with administrative responsibilities shall have one-year appointments that may be renewed at the supervisor's discretion.

The Board of Regents shall maintain a clear plan of succession of administration to assure that the institution continues to function effectively in the case of incapacity or lengthy absence of the President.

2.3.D Vice President for Academics (A) *(Updated July 2023)*

The Vice President for Academics is the chief academic officer (CAO) of the University. The Vice President for Academics oversees and administers all aspects of academic life including all academic programs, all members of the faculty (full-time and part-time), the Library, Academic Operations, Research and Innovation, the Registrar, the Office of Research and Sponsored Programs, Interprofessional Education, and the Center for Excellence in Learning and Teaching. The Vice President for Academics chairs the Academic Council, is a member of the President's Cabinet, and reports directly to the President.

1. Executive Director of the Center for Excellence in Learning and Teaching (A) *(Updated July 2022)*

The Executive Director of the Center for Excellence in Learning and Teaching (CELT) oversees and administers programs to promote professional development for faculty members in order to facilitate excellence in teaching. The CELT Director develops, delivers, and assesses faculty development programs, provides consultation to individuals and academic departments, programs and schools, and supports faculty members in the use of the University's Learning Management System (LMS). He or she also supervises the instructional design team. The CELT Director is a voting member of the Academic Council and reports to the Vice President for Academics.

2. Director of Interprofessional Education (A) *(Updated July 2018)*

The Director of Interprofessional Education (IPE) oversees and administers interprofessional education programs and activities in collaboration with faculty and administrators within the schools. The Director supervises IPE staff and reports to the Vice President for Academics.

3. Assistant Vice President for Academics for CUAA(A) *(Updated July 2023)*

The Assistant Vice President (AVP) of Academics for CUAA coordinates Kreft Center activities, coordinates CUAA faculty orientations in collaboration with the Vice President for Academics oversees faculty gatherings on the Ann Arbor Campus, serves as the CUAA faculty liaison to the Center for Excellence in Learning and Teaching, and is the first-level informal CUAA response for student concerns/issues. The Assistant Vice President (AVP) for Academics for CUAA is a voting member of the Academic Council and reports to the Vice President for Academics.

4. Associate Vice President for Academic Operations (A) (Added July 2022)

The Associate Vice President for Academic Operations advises the Vice President for Academics on policy and procedure relating to the academic operations of the university and is the academic liaison to operational units including the business office and information technology. The AVPAO oversees the Registrar and Library and Information Services, is a voting member of the Academic Council, and reports to the Vice President for Academics.

a. Director of Library and Information Services (A) *(Updated July 2022)*

The Director of Library and Information Services oversees and administers all aspects of library and information services on both the Mequon and Ann Arbor campuses. The Director of Library and Information Services supervises library staff and works collaboratively with faculty to acquire and maintain a collection of print and non-print material to support the teaching and scholarship mission of the University's academic programs. The Director of Library and Information Services is a non-voting member of the Academic Council and reports to the Associate Vice President for Academic Operations**.**

b. Registrar (A) *(Updated July 2022)*

The Registrar of the University is responsible for all official academic records including grades, diplomas, class and final examination schedules, catalogs, transcripts, and academic honors. The Registrar prepares the academic calendar of the University, handles classroom assignments, and oversees the ratings and faculty portfolio systems. The Registrar is the keeper of the official seal of the University. The Registrar is a non-voting member of the Academic Council and reports to the Associate Vice President for Academic Operations.

5. Associate Vice President for Research and Innovation (Added July 2022)

The Associate Vice President **for** Research and Innovation (AVPRI) leads and oversees all university activities related to alternative revenue sources including CU Ventures, as well as external partnerships designed to leverage the expertise of CUWAA faculty and staff members toward development of new revenue streams. The AVPRI oversees and collaborates with the Office of Research and Sponsored Programs (ORSP) to develop a robust research infrastructure for CUWAA, including a focus on increasing capacity for research and innovation among the faculty. The AVPRI supervises the Free Enterprise Center Director, the Director of the Office of Research and Sponsored Programs (ORSP), the CSI Director at CUAA, and the Executive VP of CU Ventures. The AVPRI also serves as President of CU Ventures. The AVPRI is a voting member of the Academic Council and reports to the Vice President for Academics.

a. Director of the Office of Research and Sponsored Programs (A) *(Updated July 2022)*

The Director of the Office of Research and Sponsored Programs (ORSP) oversees and administers the Office of Research and Sponsored Programs, the University's grants office. The Director is responsible for both pre-award and post-award processes and compliance in collaboration with the Advancement Department and the Finance Department. The director also supports faculty scholarship and student research, including serving as administrator of the Institutional review Board (IRB). The Director supervises ORSP staff and reports to the Associate Vice President for Research and Innovation.

2.3.E Deans and Department Chairs (A) *(Updated July 2023)*

The Dean of each school oversees and administers the academic programs within the school, provides effective leadership for faculty within the school, and supervises department chairs and program directors. Deans are voting members of the Academic Council and report and are accountable to the Vice President for Academics. Generally, deans receive as administrative load 18 of their annual 24 teaching credits. All administrative dean appointments are annual in length, generally running from July 1 through June 30, and are appointed by the Vice President for Academics.

Associate Dean and Assistant Dean positions may be developed to meet the needs of individual schools, with approval of the Vice President for Academics.

Department Chairs are responsible for the oversight of academic programs within their departments. Department chairs report and are accountable to their respective deans. Normally department chairs receive as administrative load 6 of their annual 24 teaching credits. Chairs with professional accreditation responsibilities may receive additional administrative load weight; chairs of small departments may receive less load weight. When a Program Director is not simultaneously a Department Chair, the Program Director reports to the respective Department Chair. Administrative loads for Program Directors are dependent on the needs of the academic programs supervised. All administrative appointments in a school are annual in length, generally running from July 1 through June 30, and are appointed by the respective dean.

New department chairs are required to attend all training sessions offered by the university to facilitate effective department and program management. Continuing chairs are encouraged to attend these sessions to facilitate their professional growth.

Specific responsibilities of all department chairs are listed below:

<u>Administration and Leadership</u>

1. Provide vision and leadership for the development, growth, and promotion of department academic programs
2. Work cooperatively with marketing, business office, admissions, advancement and other university departments to foster success of academic programs
3. Develop and monitor department/program budget(s) and manage those budgets efficiently
4. Facilitate department strategic planning
5. Represent and advocate for the department within and outside the university
6. Oversee program accreditation and/or Academic Program Review (APR)
7. Coordinate department participation in registration days, visit days, and alumni events
8. Attend department chair meetings within the school
9. Hold regular department meetings involving all full-time faculty, allow department faculty to contribute items to meeting agendas, and provide written notes or other records of those meetings to faculty members
10. Communicate effectively with students, faculty, staff and administrators concerning department and university business
11. Use the dean/department chair dashboard and budget dashboard to effectively manage the department or program.

Curriculum

1. Monitor department courses taught in face-to face, online and/or accelerated formats
2. Develop the course schedule and assign faculty to teach those courses; effectively manage teaching assignments and course section scheduling to achieve curricular efficiency
3. Lead faculty members in curriculum development and revision
4. Lead department faculty in regular program assessment
5. In collaboration with the registrar, ensure that program requirements are implemented and followed
6. Ensure that all department and program course syllabi are current, on file with the Academic Office, and updated regularly in accordance with university expectations.

Faculty

1. Recruit, hire, orient, manage, mentor and evaluate full-time faculty on both campuses
2. Monitor faculty teaching loads (including teaching in accelerated and online instructional methods)
3. Recruit and hire adjunct faculty, including those teaching in accelerated, virtual and online instructional methods
4. Evaluate adjunct faculty
5. Assess faculty effectiveness in teaching, scholarship, and service
6. Ensure that all instructional faculty receive summative teaching observations at least every three years, and that those observations are documented in the Academic Office faculty files. New full-time faculty shall be observed during the first year of full-time service.
7. Consult with the dean regarding faculty advancement in rank applications
8. Consult with the dean and Vice President for Academics regarding faculty remediation plans when necessary

1. Dean of the School of Arts and Sciences (A) *(Updated July 2023)*

In addition to the general responsibilities fulfilled by all Deans, the responsibilities of the Dean of the School of Arts and Sciences include supervision of the following Department Chairs, Directors and Coordinator:

a. **The Chair of the Department of Visual and Performing Arts** represents and helps supervise the programs in Art, Theatre and Art Education.

b. **The Chair of the Department of Communication** represents and helps supervise the programs in Communication and Technical and Professional Communication.

c. **The Chair of the Department of Computer Science** represents and helps supervise the programs in Computer Science**.**

d. **The Chair of the Department of English** represents and helps supervise the programs in English, Literature, and Latin**.**

e. **The Chair of the Department of Health & Human Performance** represents and helps supervise the programs in Athletic Training and Health & Human Performance**.**

f. **The Chair of the Department of History** represents and helps supervise the program in History**.**

g. **The Chair of the Department of Life and Earth Sciences** represents and helps supervise the programs in Biology, Biomedical Sciences, and Environmental Science.

h. **The Chair of the Department of Mathematics** represents and helps supervise the program in Mathematics and Data Science.

i. **The Chair of the Department of Multicultural Studies** represents and helps supervise courses in Spanish, French, Sign Language, and the English Language Institute, as well as courses in multicultural studies.

j. **The Chair of the Department of Music** represents and helps supervise the programs in Music**.**

k. **The Chair of the Department of Philosophy** represents and helps supervise the program in Philosophy.

l. **The Chair of the Department of Physical Sciences** represents and helps supervise the programs in Chemistry, Biochemistry and Physics.

m. **The Chair of the Department of Political Science** represents and helps supervise the programs in Political Science, Law and Politics, and Sociology.

n. **The Chair of the Department of Psychology** represents and helps supervise the program in psychology.

o. **The Chair of the Department of Theology** represents and helps supervise the programs in Religion, Biblical Languages, and Church Ministries. He interacts with the President and Campus Pastor in regard to the spiritual life on campus. He also represents Concordia University with other administrators at Pastoral Conferences and other meetings**.**

p. **Director of Concordia Center for Environmental Stewardship (CCES)** oversees day-to-day operations and facilities of the CCES building, ensuring their proper mission-focused use, and helps facilitate outreach efforts to both internal and external constituencies.

q. **Director of Church Ministries Program** is responsible for administering the Church Ministries program and Theological Education by Extension (TEE) Programs. The Director reports to the Chair of the Department of Theology.

s. **The Accelerated Learning Coordinator** serves as the liaison between the School of Arts and Sciences and those online learning programs and classes that fall within the School's purview.

2. Dean of the Batterman School of Business (A) *(Updated July 2023)*

In addition to the general responsibilities fulfilled by all Deans, responsibilities of the Dean of the School of Business include supervision of the Assistant Dean for Undergraduate Programs and the Assistant Dean for Graduate Programs.

a **The Assistant Dean for Undergraduate Programs** oversees and supports all undergraduate academic programs within the School of Business, including assessment, accreditation and curriculum development.

b. **The Assistant Dean for Graduate Programs** oversees and supports all graduate academic programs within the School of Business, including assessment, accreditation and curriculum development.

c. **The Chair of the Department of Financial Studies** represents and helps supervise the programs in Accounting, Economics, Actuarial Science, Construction and Trades Management, and Finance.

d. **The Chair of the Department of Management and Marketing** represents and helps supervise the programs in Business Communication, Business Management, Fashion Merchandising, Management, Marketing, and Public Relations.

e. **The Chair of the Department of Human Resources and Health Care Administration** represents and oversees the programs in Entrepreneurship, Health Care Administration, Health Care Management, Human Resources and Strategic Leadership, Human Resource Management, and International Business.

f. **The Chair of the Department of Justice and Public Policy** represents and helps supervise the programs in Justice and Public Policy, Public Service Leadership, and Paralegal Studies.

g. **The Chair of the Department of Sport and Hospitality Business** represents and helps supervise the programs in Sport and Entertainment Business (SEB) and Hospitality and Event Management (HEM).

h. **The Director of the Master of Business Administration (MBA) program** provides leadership and oversight for the MBA program.

i. **The Director of the Master of Science in Leadership (MSL) program** provides leadership and oversight for the MSL program.

j. **The Director of the Doctor of Business Administration (DBA) program** provides leadership and oversight for the DBA program.

3. Dean of the School of Education (A) *(Updated July 2022)*

In addition to the general responsibilities fulfilled by all Deans, the responsibilities of the Dean of the School of Education include supervision of the Assistant Dean, the Graduate Education Program Directors, the Department Chairs, and all Program Coordinators on both the CUW and CUAA campuses.

a. **The Assistant Dean for Accelerated Education Programs** oversees accelerated undergraduate education programs.

b. **The Chair of the Department of Early Childhood Education** represents and helps supervise the programs in Early Childhood Education.

c. **The Chair of the Department of Elementary Education** represents and helps supervise the programs in Middle Childhood through Early Adolescence Education.

d. **The Chair of the Department of Secondary/K-12 Education** represents and helps supervise the programs in Early Adolescence through Adolescence/K-12 Education.

e. **The Chair of the Department of Special Education** represents and helps supervise the programs in Special Education.

f. **The Director of the Doctor of Leadership in innovation and Continuous Improvement (LICI) program** oversees and administers the Ed.D. program.

g. **The Graduate Program Directors** oversee and represent graduate programs including Counseling, Literacy, Educational Administration, Education Design and Technology, Special Education, Student Personnel Administration in Higher Education, Family Life Education and Teaching and Learning.

4. Dean of the School of Health Professions (A) *(Updated July 2023)*

In addition to the general responsibilities fulfilled by all Deans, the responsibilities of the Dean of the School of Health Professions include the supervision of the following Assistant Dean, Department Chairs and Program Directors:

a. **The Chair of the Department of Speech-Language Pathology** represents and helps supervise the programs in Communication Sciences and Disorders and Speech Language Pathology.

b. **The Chair of the Department of Occupational Therapy (Director of the Occupational Therapy Programs)** represents and helps supervise the programs in Occupational Therapy.

c. **The Chair of the Department of Physical Therapy (Director of the Physical Therapy Programs)** represents and helps supervise the programs in Physical Therapy.

d. **The Director of the Physician Assistant Studies Program** represents and helps supervise the programs in Physician Assistant Studies.

e. **The Chair of the Department of Rehabilitative Science** represents and helps supervise the program in Rehabilitative Science.

f. **The Chair of the Imaging Department** oversees the Diagnostic Medical Sonography Program and the Radiologic Technology Program**.**

g. **The Director of the Bachelor of Social Work program** oversees the undergraduate social work program.

h. **The Director of the Master of Social Work program** oversees the graduate social work program.

i. **The Assistant Dean for the CUAA campus** oversees and supports SHP academic programs on the Ann Arbor campus, and reports to the Dean.

j. **The Director of the Child Life Specialist Program** oversees the graduate child life specialist program

5. Dean of the School of Nursing (A) *(Updated July 2021)*

In addition to the general responsibilities fulfilled by all Deans, the responsibilities of the Dean of the School of Nursing include serving as the Chief Nursing Officer, and supervision of the following Department Chairs and Program Directors:

a. **The Chair of Undergraduate Nursing Programs- Mequon Campus** represents and helps supervise the undergraduate nursing programs on the Mequon campus (traditional undergraduate, accelerated second degree BSN, and BSN Completion).

b. **The Chair of the Undergraduate Nursing Program- Ann Arbor Campus** represents and helps supervise the traditional undergraduate nursing program on the Ann Arbor campus.

c. **The Director of Parish Nurse and Congregational Ministry Programs** represents and helps supervise the Parish Nurse and Congregational Ministry Programs.

d. **The Director of the Department of Graduate Nursing** represents and helps supervise the Master of Science in Nursing Program (Nurse Practitioner, Healthcare Informatics, and Nurse Educator concentrations), the Certificate after Graduate Education (CAGE), the post-BSN to Doctor of Nursing Practice program, and the Post-Master of Science in Nursing to Doctor of Nursing Practice Program.

6. Dean of the School of Pharmacy (A) *(Updated July 2022)*

In addition to the general responsibilities fulfilled by all Deans, the responsibilities of the Dean of the School of Pharmacy include the supervision of the following Assistant Deans, Associate Deans and Department Chairs:

a. **The Associate Dean of Academic Affairs** oversees the Doctor of Pharmacy program's curriculum and students.

b. **The Assistant Dean of Clinical Affairs** oversees the experiential portion of the PharmD curriculum, including preceptor and experiential practice site development.

c. **The Chair of the Department of Pharmaceutical and Administrative Sciences** represents and helps supervise Pharmaceutical and Administrative Sciences.

d. **The Chair of the Department of Pharmacy Practice** represents and helps supervise Pharmacy Practice.

e. **The Director of the Bachelor of Science in Public Health Program** oversees the undergraduate major in Public Health

f. **The Director of the Master of Science in Natural Product Science** oversees the graduate program in Natural Product Science.

CHAPTER 3: FACULTY GOVERNANCE

The Concordia University Board of Regents (BOR) has the ultimate authority to determine all university policies. The BOR entrusts administration of the university to the President, who delegates responsibility for the academic programs to the Vice President for Academics. The BOR entrusts the teaching and scholarship functions of the university to the faculty, which has responsibility for curriculum, subject matter and methods of instruction, research/scholarship, and advancement in rank. The faculty, in collaboration with the Division of Student Life, also holds responsibility for the co-curricular activities of the campuses so that such activities contribute to meeting the university's educational mission. On these matters the BOR and President will normally exercise their authority by supporting the recommendations of the faculty, and will communicate their reasons for not doing so to the faculty.

In order to more effectively carry out its duties, the faculty has adopted a faculty constitution. This document describes the justification for faculty governance, the role of the faculty in university life, how the faculty will conduct their meetings, and how their leaders and committees are chosen.

The articles of the faculty constitution and its bylaws may be amended by two-thirds of all voting members of the plenary faculty, provided that the items to be voted on are distributed in written format to all plenary faculty members at least seven days prior to the plenary meeting at which the vote will occur. Voting shall take place by electronic means in the four-day period following the final meeting in which the proposal is discussed.

3.0 Institutional Educational Policies (S) *(Updated August 2012)*

a. The faculty shall recommend policy to the Board of Regents through the President for the admission, transfer, dismissal, or withdrawal of students, set the standards of scholarship to be maintained by students, determine criteria for graduation or failure, and act on recommendations in the matter of granting certificates, diplomas, and such academic or honorary degrees as may lawfully be conferred by the institution.

b. The faculty shall develop and construct curricula implementing the recognized and established purposes of the institution and designed to attain the objectives of preparation for professional church workers and other Christian leaders approved by Synod.

c. The faculty shall pursue the improvement of teaching and learning and the evaluation of their effectiveness in every segment of the institution and its curriculum.

d. The faculty shall recommend policy to the Board of Regents through the President regarding out-of-class life and activity of its students so that the co-curricular and off-campus activities of the students contribute to the attainment of the educational objectives of the institution. The faculty shall recommend such policies as will be conducive to the cultivation of a Christian deportment on the part of all students, will stimulate the creation of a cultured and academically challenging atmosphere on and about the whole campus, and will make a spiritually wholesome community life possible.

e. The faculty shall recommend policy to the Board of Regents through the President regarding the maintenance of wholesome conditions of faculty service and welfare.

f. The faculty of each institution which prepares professional workers directly for service in the Synod shall conform its placement policies to the provisions for the distribution of candidates and workers through the Board of Assignments of the Synod.

g. The Board of Directors of Concordia University System shall upon request of the President of Synod, assist in monitoring the ongoing faithfulness of all Concordia University System institutions to the Synod's doctrine and practices.

3.1 Members of the Faculty (A) *(Updated July 2018)*

The faculty of Concordia University consists of the President, the full-time ("ranked") faculty and the part-time (adjunct) faculty. The Board of Regents, on recommendation of the President, shall appoint all full-time members of the faculty. Part-time (adjunct) members of the faculty are appointed by Deans of the schools in consultation with the Vice President for Academics.

3.1.A Faculty Officers (F) *(Updated July 2020)*

The plenary faculty elects a Faculty Chair, a Faculty Assistant Chair, a Faculty Secretary and a Faculty Parliamentarian.

1. Faculty Chair *(Updated July 2014)*

The Faculty Chair provides leadership to the faculty in order to promote academic excellence, integrity, and growth of the university. The Chair is a member of the Administrative Council and the Academic Council, presides at plenary faculty meetings, and serves as chair of the faculty Senate. In addition, the chair is an *ex officio* member of all faculty committees. The Faculty chair serves a two-year term and may serve no more than two terms consecutively.

The Chair shall have an earned doctoral degree and at least 3 years of full-time teaching experience as ranked faculty at Concordia University. The Chair receives 9 TCs per academic year. When service as Faculty Chair constitutes overload, it shall be paid at the regular undergraduate overload payment rate. (A)

2. Faculty Assistant Chair *(Added July 2017)*

The Faculty Assistant Chair assists the Faculty Chair in the duties and responsibilities of that office, as directed by the Faculty Chair. The Faculty Assistant Chair is elected at the same time as the Faculty Chair and for the same two-year term. There are no term limits for this position. The position is not compensated. Compensation will be provided for the Assistant Chair if the Faculty Chair requires a prolonged leave of absence from his or her responsibilities.

3. Faculty Secretary

The faculty shall elect from its members a secretary who shall keep and post minutes of plenary faculty meetings. The faculty secretary serves a one-year term.

4. Faculty Parliamentarian

The faculty shall elect from its members a Parliamentarian to interpret current Robert's Rules of Order. Such interpretation shall be binding. The faculty Parliamentarian serves a one-year term.

3.1.B Faculty Meetings (F) *(Updated July 2020)*

Faculty meetings are held four times per year, usually during the second Monday of October, December, March, and May, and at such other times as may be required for faculty business. The Faculty Chair calls, organizes and presides over plenary faculty meetings. All faculty members are invited to the plenary faculty meetings. Full-time ranked faculty are required to attend every faculty meeting (either in person or by videoconference) unless they have been excused by the Faculty Chair.

3.1.C Faculty Voting and Elections (F) *(Updated July 2019)*

Elections to faculty committees, for faculty officers, and for Faculty Senate shall be held electronically. Plenary faculty votes on programs and proposals shall also be held electronically. Electronic voting on programs and proposals shall be available for four (4) business days from the time that voting opens, while voting for offices and committees shall be available for seven (7) business days. Newly elected senators and committee members will take office as of August 1 of the year of their election. A faculty member may serve two consecutive terms and then must take at least one year off before serving on the same committee. This does not preclude someone from running for a different committee.

3.1.D Faculty Senate (F) *(Updated July 2022)*

1. Purpose

The Faculty Senate shall assist in the development of policies, standards, and programs that promote academic excellence, integrity, and growth, as well as assist in overseeing the academic and student life programs of the University. The Faculty Senate shall receive reports and recommendations from faculty committees, administration, Academic Council, Senators, and members of the faculty, and shall refer tasks and duties to appropriate committees or individuals. The Senate shall develop resolutions and proposals to present to the Plenary Faculty as pertinent issues arise. The Faculty Senate may consider proposed undergraduate certificates and minors, and vote to approve, disapprove, or refer to plenary. They will refer all other business to the Plenary Faculty with their recommendations.

The Faculty Chair shall ensure that the plenary faculty is informed of all matters before the senate at least seven days before the scheduled senate meeting, and will make all relevant documents available either through email or as files posted on the Faculty Governance website. The plenary faculty may petition the Faculty Chair to move any proposal to the decision of the plenary by collecting the approval of 10% of the plenary faculty, by either electronic or hardcopy means, before the senate meeting. The Senate will then discuss the proposal but will only forward recommendations to the plenary faculty for decision.

2. Membership (subject to change based on number of schools)

The Faculty Senate consists of 16 members, elected by Plenary Faculty:

- Chair of the Faculty (1)
- Two representatives from each campus (4)
- One faculty representative elected by the ranked faculty within each school (6)
- Five faculty at large, elected by the plenary faculty (5)

Nominees for the Faculty Senate shall have served three years at Concordia University as ranked faculty. Senators are elected annually to fill vacant positions in the Faculty Senate, each to serve a three-year term. Senators shall be eligible to serve two successive terms in the Faculty Senate. No senator shall represent more than one school. Senators are required to inform their constituents of matters coming before the senate. Specifically, the senators elected as school representatives must inform their school's faculty on a timely basis. All senators are responsible for receiving comments from the plenary faculty on matters pertaining to the senate.

All senators shall serve as voting members of the Senate. The Faculty Chair will only vote if needed to break a tie. The presence (either in person or by videoconference) of a majority of the Senate membership (9 including the faculty chair) shall constitute a quorum for the transaction of official business. Meetings of the Faculty Senate shall be open unless specifically closed by a majority of the Faculty Senate or so designated in the call of the meeting. The Faculty Chair will announce senate meetings on the university calendar and will distribute the senate agenda to the plenary faculty.

The minutes of the Senate meetings will be taken at each meeting. Minutes will be distributed to the plenary faculty as soon as they are available.

3. Meetings

The Faculty Senate shall normally meet at least once monthly during the academic year and as needed during the summer months. Meetings are open to all faculty. It is the responsibility of the Faculty Chair to call meetings at such times and places as to maximize the number of senators in attendance. Special meetings of the senate may be called by a majority of the Faculty Senate, the Faculty Chair, or the university President.

4. Faculty Senate Officers

a. Chair of the Senate/Faculty Chair

The Faculty Chair shall preside over meetings of the Faculty Senate and serve as its chair.

b. Secretary of the Senate

The Senate shall elect annually from its members a Secretary to perform the recording duties as defined in the Bylaws.

c. Senate Parliamentarian

The Senate shall elect annually from its members a Parliamentarian to interpret current Roberts Rules of Order. Such interpretation shall be binding.

3.2 Faculty Committees (F) *(Updated September 2008)*

The plenary faculty shall provide for the election or appointment of committees, consisting of faculty members or of faculty members and other persons, who shall study, evaluate, and report to the faculty on policy matters affecting the academic activity of the institution, the activity and welfare of the members of the faculty, and the life and welfare of the students.

3.2.A General Regulations for Faculty Committees (A, F) *(Updated July 2021)*

The President and Faculty Chair shall be *ex officio* members of all standing faculty committees with the exception of the Faculty Welfare Committee and the Faculty Service & Welfare Committee**.** The President and Faculty Chair are to be notified of all committee meetings and are to receive the minutes of all committee meetings (with the exception of the Faculty Welfare Committee and the Faculty Service & Welfare Committee). Each committee is to report regularly to the Faculty Senate and the Plenary Faculty. **(F)**

All elections of standing committee members shall be by ballot. Members of the Administrative Council do not serve as elected members of a faculty standing committee. No faculty member may be elected to serve on more than one standing committee except with the approval of the dean of the faculty member's school. The requirement for the dean's approval to serve on multiple standing committees applies only to service on elected faculty standing committees, and does not apply to service on appointed committees, the Faculty Senate, or as a faculty officer (i.e. a faculty member may serve on an ad hoc committee, standing administrative committee with faculty representation, on the Faculty Senate, or as a faculty officer without the approval of the dean). **(F)**

Every full-time ranked faculty member is eligible for and expected to serve on a faculty committee if elected or appointed unless s/he is working on an advanced degree, is in his/her first year of employment at the university, or has a special exemption based on extenuating circumstances from his or her dean. **(A)**

All members of a committee have a right to vote in the committee, except where the individual is designated as a member *ex officio* or as advisory. All committee members are expected to attend every committee meeting, either in person or electronically, and when present may vote. **(F)**

Faculty elections are held every year in April under the direction of the Faculty Nominating committee. The committee will announce the open seats for the officers, senate and committees on April 1. There will be a two-week nomination period followed by a review by the Nominating committee and distribution of the ballot. Candidates are encouraged to include a short biographical statement or policy statement with their nomination. Voting takes place electronically over one calendar week. Results will be announced by April 30. These dates may be adjusted to account for spring break. (**F**)

In the event of a vacancy in the chair of the faculty, the faculty shall elect a new chair by a majority vote. In the event that a senator or committee member is unable to participate in the meetings of the senate for 3 or more months, or is otherwise unable to serve out a full term, another senator shall be elected by members of the plenary faculty according to the requirements of that position and those so elected to office shall serve out the balance of the term of the

vacated position. The chair of the Nominating Committee shall organize and conduct the election for these vacancies. (**F**)

The Faculty Chair shall appoint eligible faculty members for vacancies on faculty committees, following eligibility criteria. The Faculty Chair may defer the appointment to the dean of the appropriate school. In the event of a vacancy in the chair of a standing committee, the committee shall elect a new chair after the vacancy has been filled. Temporary vacancies due to such circumstances as sabbatical leaves, special leaves, family leaves, foreign travel/study, or illnesses, shall be filled by the Faculty Chair. (**F**)

All vacancies filled according to these provisions shall complete the term of the vacancy only. (**F**)

3.2.B Assessment Committee (Mequon Campus) (F) *(Updated July 2020)*

1. Purpose

The committee, along with administration, evaluates the overall effectiveness of departmental and core assessment. The assessment committee engages faculty in effective assessment processes so the results can be used to improve student learning. The assessment process is an important tool for schools within CU to help students "develop in mind, body, and spirit for service to Christ in the church and the world"

2. Membership

The assessment committee is composed of the following faculty members from the Mequon campus:

- One representative from each of the schools of the university (two representatives when a school has an excess of twelve departments), elected by the respective school (currently 7 members),
- Three at-large representatives (elected by the plenary faculty) (3),
- One representative from the core assessment committee (elected by the committee) (1),
- Other faculty members charged with assessment (appointed by the Vice President for Academics as appropriate; not required).

Ex officio members include the university officer charged by the president with responsibility for academic assessment (or designee); the Director of Institutional Effectiveness; the faculty member charged with adult education core assessment; and a faculty representative from the strategic planning process (appointed by the president; optional).

Faculty elected to the assessment committee serve three-year terms, with a limit of two consecutive terms. The chair is elected by the committee members.

3. Meetings

The assessment committee shall meet monthly during fall and spring semesters and at such other times as required to fulfill its responsibilities. The chair shall convene the meetings.

3.2.C Assessment Committee for Student Learning (Ann Arbor Campus) (F)

(Updated July 2020)

1. Purpose

The Assessment Committee for Student Learning coordinates and assists with assessment of student learning in the programs and majors offered on the Ann Arbor campus. This Committee coordinates with the Assessment Committee, headquartered on the Mequon campus, in developing assessment policies for Concordia University.

2. Membership

Two members from each school or college are elected by the CUAA faculty for three-year terms, staggered to allow effective turnover of membership.

3. Meetings

The committee will meet twice per semester as scheduled by the Ann Arbor Academic Office. Additional meetings may be called by the chair of the committee.

3.2.D Concordia Intramural Research Grant (CIRG) Committee (F) *(Updated July 2017)*

1. Purpose

The purpose of this committee is to promote research and scholarship activities at Concordia University. The committee charge is to operate the CIRG and SURF (Summer Undergraduate Research Fellowship) competitive faculty/student grant processes for the university. This includes soliciting grant proposals from faculty, evaluating them, and funding those which are worthy of support. As additional funds become available, the committee will determine how best to use the funding to promote scholarship. Funded projects should be considered as “seed” projects for external funding.

Evaluation Criteria

In reaching its decisions, the Concordia Intramural Research Grant Committee will apply the following evaluation criteria:

- CIRG Committee will evaluate all proposals on the basis of organization and thoroughness, benefit to the proposer for professional development, rigor of design, and understandability by reviewers outside the field of specialty. Whether the proposer has been awarded a CIRG within the past five years and the potential contribution to the professional discipline, Concordia University, The

Lutheran Church–Missouri Synod, and/or society in general will also be considered.

- Funds will be distributed so that the maximum number of faculty with qualifying proposals are aided. Faculty submitting proposals for the first time will be given priority over those who have had previous funding from the Committee if the proposals are judged to be of equal merit.

2. Membership

The CIRG Committee will represent a variety of disciplines. Members will be elected by their respective Schools for three-year staggered terms. Representation of the Schools will be apportioned in this manner:

- Arts and Sciences (2)
- Business (1)
- Education (1)
- Health Professions (1)
- Nursing (1)
- Pharmacy (1)

The Chair of the committee will be chosen by the committee from among those members serving their third year. The university officer responsible for the CIRG budget shall serve as an *ex officio* committee member.

If a member of the committee submits a grant request, that member will abstain from voting on his or her proposal, and will not be present when his or her proposal is discussed.

3. Meetings

The committee shall meet during the fall semester to prepare and disseminate a call for proposals. The committee will review proposals during the spring semester. The committee will also elect its chair during the spring semester. The chair is responsible to call meetings of the committee as needed to fulfill its purpose**.**

3.2.E Faculty Welfare Committee (Mequon Campus) (F) *(Updated July 2018)*

1. Purpose

The Faculty Welfare Committee is active principally in matters affecting faculty concerns. This committee's scope is to respond to faculty needs and problems and recommend policies in those areas.

2. Membership

Five Mequon faculty members elected by the plenary faculty shall constitute the membership of the Faculty Welfare Committee. The committee will hold an initial meeting in August, called by the faculty chair, to select the chairperson of the committee by the

committee members. The Chair shall call all other meetings as needed at a time mutually agreeable to the members of the committee.

3. Meetings

The committee will meet when necessary to address faculty concerns and propose relevant policies. The chair is responsible for calling meetings.

4. Procedure for Processing Faculty Concerns

a. A faculty member approaches the committee with a concern.

b. After discussing the concern, the chair assigns a member of the committee to work with two faculty members close to the situation under discussion to develop options for resolution.

c. If contact with an administrator will help address the situation, the administrator is approached by the sub-committee of three (one Faculty Concerns Committee member and the two faculty members) for discussion and presentation of options. Otherwise, the subcommittee makes a -decision concerning the situation.

d. The decision reached is reported to those involved or concerned, and the nature of the concern and the ultimate decision becomes part of the committee records.

3.2.F Faculty Service & Welfare Committee (Ann Arbor Campus) (F) *(Updated July 2018)*

1. **Purpose**

The Faculty Service and Welfare Committee will address campus-specific issues of faculty concern, and will coordinate with the Mequon Faculty Welfare Committee in addressing issues affecting the CU Plenary Faculty.

2. **Membership**

The committee consists of one representative from each school elected by their respective schools to three-year terms. The terms are staggered appropriately. The members elect their chair. The Assistant Vice Presidents of Academics for Ann Arbor are *ex officio* members.

3. Meetings

The committee will meet 3 times per academic year or as needed due to faculty concerns; meetings are called by the committee chair.

3.2.G Faculty Summit Committee (F) *(Updated July 2020)*

1. Purpose

The duties of the Faculty Summit Committee are to plan, organize, conduct, and assess the annual faculty summit/retreat that fosters faculty professional development as a Christian scholar/teacher.

2. Membership

The committee is composed of the following 11 faculty members:

- Eight at-large representatives from CUW (elected by the CUW faculty)
- Three at-large representatives from CUAA (elected by the CUAA faculty)

The chair, the secretary, and the treasurer are elected annually by the committee members.

3. Meetings

The committee shall meet monthly during the academic semesters and as needed during other times in order to fulfill the committee's function.

3.2.H Faculty Governance Committee (F) *(Updated July 2014)*

1. Purpose

This committee reports to the Faculty Senate with recommendations regarding the efficiency and effectiveness of faculty governance.

2. Membership

The Faculty Governance Committee is comprised of six faculty members elected at large by the plenary faculty. The members are elected for three-year terms. The chair is elected by the members.

3. Meetings

The committee shall meet as required to develop and review proposals for changes to the structure of faculty governance.

3.2.I Faculty Nominating Committee (F) *(Updated August 2021)*

1. Purpose

The Nominating Committee will oversee the election of the members of the committees of the faculty. The Nominating Committee will announce the upcoming vacancies on faculty committees and will nominate individuals to fill these vacancies. The committee maintains a current list of faculty committee members. This list will be used during the nomination process to ensure that no faculty member is elected to more than one faculty committee for any given time period except with the approval of the dean of the faculty member's school.

The committee will discuss the possible nomination with the faculty member under consideration before official notification of their nomination. Other nominations for faculty committees may be added from the floor before the nominations are closed at the time of the election, provided the nominee is willing to serve if elected.

2. Membership

The Nominating Committee is comprised of three faculty members, elected at large by the plenary faculty. The members of this committee are elected for three-year terms. The chair is elected by the members.

3. Meetings

The committee shall meet as required to develop a slate of candidates for positions including faculty officers, faculty senate and faculty committees. The slate shall be presented to the plenary faculty for voting in the spring semester. The chair will be elected in the spring for the following academic year, and shall be responsible for calling meetings.

3.2.J Faculty Rank and Promotion Committee (Mequon Campus) (F) *(Updated July 2017)*

1. Purpose

The Rank and Promotion Committee (Mequon) reviews professional portfolios submitted by full-time ranked faculty members and determines which faculty shall be advanced in rank. The committee uses the criteria outlined in this handbook to guide its decisions.

2. Membership

The Rank and Promotion Committee is composed of nine members, all of whom must be full professors. Three members are elected by the plenary faculty in each year for a three-year term. The chair of the committee will be in the third year of his/her term and is elected by the other committee members.

3. Meetings

The committee shall meet as required during the fall semester to review applications for advancement in rank. The chair shall be responsible for calling meetings.

The Rank and Promotion committee shall communicate its recommendations to each applicant for promotion **in writing** within 10 working days of its decision, with a copy to the Vice President for Academics. When the decision is not to grant advancement in rank, the letter shall clearly explain the committee's rationale for the decision in a manner designed to promote the faculty member's future growth and professional development.

3.2.K Peer Review Committee (Ann Arbor campus) (F) *(Updated July 2021)*

1. Purpose

The Peer Review Committee shall function as CUAA's Rank & Promotion Committee, using the same process and criteria for promotion, listed in the CU Faculty Handbook, as the Mequon Rank & Promotion Committee.

2. Membership

The committee consists of 6 members from at least three schools; at least one member must hold the rank of associate professor and one must hold the rank of full professor. Individuals are elected by the Ann Arbor faculty for 3-year terms.

3. Meetings

The committee shall meet as required during the fall semester to review applications for advancement in rank. The chair shall be responsible for calling meetings.

The peer review committee shall communicate its recommendations to each applicant for promotion **in writing** within 10 working days of its decision, with a copy to the Vice President for Academics. When the decision is not to grant advancement in rank, the letter shall clearly explain the committee's rationale for the decision in a manner designed to promote the faculty member's future growth and professional development.

3.2.L Core Curriculum Committee (F) *(Added July 2014)*

1. Purpose

The Core Curriculum Committee reviews proposed changes to the university undergraduate core curriculum, and recommends changes directly to the plenary faculty.

2. Membership

The committee membership is comprised of one member from each school except the School of Arts and Sciences, which shall have the same number of members as the total from the other schools. Committee members are elected for three-year terms by their schools. The chair of the faculty serves as the non-voting chair of the committee.

3. Meetings

The committee shall meet as required to review and recommend changes to the university undergraduate core curriculum. The chair shall call the meetings.

3.2.M Academic Freedom Committee (F) (Added July 2023)

1. Purpose

The Academic Freedom Committee will review and adjudicate academic freedom concerns raised by CUWAA faculty.

2. Membership.

Faculty Chair plus one elected representative from each school. The committee must have at least one representative from each campus (CUW, CUAA). The committee will elect a Chair. Regular members will be elected for a term of 3 years

3. Meetings

The committee shall meet as is necessary. The chair shall call the meetings.

3.2.N Temporary Committees (F)

As the need arises, the faculty may establish special committees to undertake particular assignments.

3.3. Administrative Committees with Faculty Representation

3.3.A Institutional Review Board (IRB) (A) *(Updated July 2018)*

1. Purpose

Concordia University subscribes to the ethical principles regarding research involving human subjects as set forth in a report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research entitled “Ethical Principles and Guidelines for the Protection of Human Subjects in Research” (Belmont Report). These principles were promulgated by The Office for Protection from Research Risks in the Federal Register (June 18, 1991, 45CFR46). The responsibility for ensuring that research involving human subjects at Concordia is performed in accordance with these principles has been assigned to the Institutional Review Board (IRB). Before any research project involving human subjects is initiated a protocol must be submitted to the IRB. The IRB will review the protocol with regard to the following considerations:

- the risk to the subject
- anticipated benefits to the subjects and others
- the significance of the knowledge that one may reasonably expect to result from the research
- the informed consent process to be employed

The purpose of this review is threefold:

- to protect the subject’s welfare
- to ensure that the subject is fully informed of the risk/benefit from involvement in the study
- to preclude Concordia University from inadvertently supporting an unethical study

The full board will review all nonexempt human research protocols and its members will be called upon on an *ad hoc* basis by the IRB Administrative Officer or Chair of the IRB to review exempt protocols.

2. Membership

- Chair/Assistant Chair (appointed by the President). He or she should have a broad background in research and preferably be a member of the faculty at-large (i.e., not a member of a constituent group). An assistant chairperson could be any member of the IRB except a non-affiliated member. The assistant chairperson is nominated by the chairman and voted on by the IRB.

- Constituent Members (representing the following areas: education, pharmacy, nursing, physical therapy, occupational therapy, theology, and psychology). Each constituent member will be appointed by the respective Dean subject to approval by the IRB Policy Committee.
- Bioethicist. A representative submitted by the Director, Concordia Bioethics Institute and approved by the IRB Policy Committee.
- IRB Administrator. A representative appointed by the president or chief executive officer.
- Non-affiliated Members (2). Non-affiliated members are individuals not otherwise affiliated with the institution and who are not part of the immediate family of a person who is affiliated with the institution. Nominated by the IRB Policy Committee and appointed by the President.
- Faculty Member (1). The IRB Policy Committee will nominate a faculty member who is from a program/department not represented by a constituent member. He or she will serve as the legal expert.

The IRB membership should possess competence not only to comprehend the nature of the proposed program, but also to permit complete and adequate review and judgment as to the acceptability of the program in terms of institutional regulation and elements of the law relevant to the activity. Consultants may be used when deemed appropriate.

The Chair and members of the IRB are to be appointed or re-appointed, preferably by July 1, for a 3-year term. For continuity of the Institutional Review Program, it is possible for the Chair and members to serve for multiple terms. The term may be terminated by notice from the faculty member to the chairperson of the appropriate IRB or by notice from the Policy Committee to the faculty member. If a member finds that he/she is unable to attend meetings for an extended period, as a consequence of unavoidable conflicting activities, the Chair must be informed so that a replacement may be appointed. Additionally, members may be removed from an IRB before their term is completed for reasons of poor attendance for which there is not reasonable justification, or for other manifestations of unwillingness or incapability to serve the IRB adequately.

The IRB Policy Committee will consist of the Chair of the IRB, the Director of the Office of Research and Sponsored Programs (IRB Administrator), the Director of the Concordia Bioethics Institute, and the Vice President for Academics (*ex officio*).

No member of the IRB can participate in the IRB's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.

3. Meetings

The IRB shall meet regularly to review research proposals; the chair shall call the meetings.

3.3.B Institutional Animal Care and Use Committee (IACUC) (A) *(Added July 2014)*

1. Purpose

The purpose of the Concordia University Institutional Animal Care and Use Committee is to ensure that all animals used or produced for research, teaching, or exhibition by the Concordia community receive the highest standard of humane care. Concordia University recognizes the need for the use of animals by members of the university community. As an institution of higher learning established by the Lutheran Church-Missouri Synod (LCMS), Concordia University is especially cognizant of its moral obligation to ensure that each animal used in or produced for research, teaching, or exhibition is treated humanely with the care and respect all creatures of God's creation deserve. Consequently, Concordia has established and empowered an Institutional Animal Care and Use Committee (IACUC) to review any use of animals, externally funded or not, conducted by its students, faculty, and staff. Concordia, through its IACUC, meets its secular and, more importantly, its sacred responsibility for insuring that all uses of animals by the Concordia community are regulated in accordance with the highest principles of humane care.

2. Membership

The IACUC membership shall consist of:

- Veterinarian (1)
- Public member not affiliated with Concordia University (1)
- Non-scientist scholar (1)
- More than one animal-using scientist from Concordia University (representation should be balanced among the various animal-using units but with no more than three members from any one administrative unit)
- Institutional Environmental Health and Safety Compliance Officer (non-voting member)

Alternate members may be appointed to receive training as eventual replacements and to substitute for absent regular members of the same category. Alternate members are non-voting unless substituting for the absent regular member of the same category.

The Vice President for Academics nominates individuals for service on the IACUC, and the Director of the Office of Research and Sponsored Programs appoints with a letter. Appointments are made for three years. Members may be re-appointed for additional terms. Alternate members will be nominated and appointed in the same manner.

The Chair will be appointed by the Vice President for Academics for a 3-year term and may be re-appointed for additional 3-year terms. The Vice Chair will be elected by the IACUC members for a 3-year term and may be re- elected for additional terms. The Vice Chair will substitute for the Chair when the Chair is absent.

3. Meetings

The IACUC shall meet regularly to oversee animal care and use; the chair shall call the meetings.

3.3.C Special Awards Committee - Mequon (A) *(Updated July 2014)*

1. Purpose

The Special Awards Committee collects nominations for such special awards as (but not limited to) honorary doctorates, *Christo et Ecclesiae*, Alumnus/a of the Year, and Faculty Laureate. The committee forwards its nominations to the Plenary Faculty and/or the Board of Regents, as required by the specific award. The secretary of this committee shall keep a record of the awards and the stipulations pertinent to each award, noting such changes as may occur from year to year in the stipulation; those who have received the awards in the past.

2. Membership

The Special Awards Committee is composed of the Assistant Vice President of Academics for Student Success (chair, *ex officio)*; the Vice President of Advancement*, ex officio*; the President of the University, *ex-officio*; the current Faculty Laureate; and a faculty member elected by the Plenary Faculty for a two-year term.

3. Meetings

Early in the academic year the chairman of this committee shall ask for suggestions from the faculty as to potential candidates for each Award. The Alumni Association may submit three nominations to the faculty for the Alumnus/Alumna of the Year award. In the October and/or February plenary faculty meeting the Special Awards Committee shall present its recommendations to the faculty. The vote of the faculty shall be by electronic ballot.

3.3.D Faculty Award Committee – Ann Arbor (A) *(Added July 2016)*

1. Purpose

The Faculty Award Committee solicits nominations for outstanding full-time faculty who teach at the CUAA campus. There are two awards:

AWARD 1 (Teaching Excellence or Campus Leadership):

A faculty member who has made a distinctive difference in the teaching climate of the university, e.g., model classroom teaching, pioneering instructional methodology, creative course development, instructional support and/or campus leadership.

AWARD 2 (Scholarship or Creative Activity):

Candidates should have demonstrated achievement in research, written publications (print or digital), public presentations in their field at professional conferences, professional exhibits, or creative performances in the arts.

The committee reserves the right to award both, one, or neither of the two Faculty Recognition Awards if in its judgment a deserving candidate has not been nominated in a given year.

It also reserves the right to award the two Faculty Recognition Awards in the same category (e.g., Scholarship) if the achievements of the nominees so suggest.

2. Membership

The selection committee will consist of award winners from the past 5 years. The committee elects a chair from among its members.

3. Meetings

The committee meets annually in the spring to select award winners. The chair keeps a record of the awards and the stipulations pertinent to each award, noting such changes as may occur from year to year in the stipulations.

3.3.E Faculty Scholarship Committee (A) *(Updated July 2018)*

1. Purpose

The Faculty Scholarship Committee (FSC) supports the development of a culture of scholarship and research on Concordia's campuses. The committee holds an annual peer-reviewed scholarship presentation event for CU faculty and may also be involved in other opportunities for scholarly growth.

2. Membership

Faculty are appointed to this committee by the Director of the Office of Research and Sponsored Programs.

3. Meetings

The Faculty Scholarship Committee will meet as needed during the fall and spring semesters; meetings are called by the Director of the Office of Research and Sponsored Programs or by any member wishing to meet.

3.3.F Committee for Scholarship Integrity (CSI) (A) *(Added July 2014)*

1. Purpose

The CSI will enable CU to offer quality Christian education by fostering a culture of scholarship that adheres to high ethical and legal standards established by the academic community, the nation and the LCMS. The CSI establishes policy for responsible scholarly activities on the part of faculty, staff and students, ensures that all constituents receive training in the ethical conduct of research, and hears cases involving potential scholarship misconduct if deemed necessary by the Vice President for Academics. The focus of the CSI is to ensure that CU faculty, staff and students conduct all research projects and scholarly activities in an ethical manner.

2. Membership

Members are appointed to the committee by their deans with 1-2 members appointed from each school of the university. The Director of the Office of Research and Sponsored Programs, the Vice President for Academics and the AVP of Institutional Effectiveness are *ex-officio* members. The chair is elected from among the members.

3. Meetings

The CSI shall meet as necessary. Meetings may be called by the chair or by any member.

3.3.G Student Life Committee (Ann Arbor Campus) (F) *(Added July 2014)*

1. Purpose

The Student Life Committee shall address student life issues, including student conduct issues, on the Ann Arbor Campus. This Committee will coordinate with the Office of Student Life in Mequon on University-wide issues and development of policy.

2. Membership

The committee shall consist of one faculty member representing each school on the Ann Arbor campus, appointed annually by the Dean of Students, and one student representing each school on the Ann Arbor campus appointed annually by the Dean of Students working with the Student Senate. The Dean of Students and Campus Pastor serve as advisory members. The Vice President of Administration/Campus Chief Executive is an *ex officio* member.

3. Meetings

The committee will meet 3 times per semester; meetings will be called by the Dean of Students.

3.3.H Interprofessional Education (IPE) Committee (Added July 2017)

1. Purpose

The IPE committee/working group's purpose is to strategically plan, coordinate and implement interprofessional education initiatives and programming at Concordia University. The IPE committee approves new IPE-designated curricula as well as courses and experiences related to both the undergraduate and graduate IPE Certificate programs. The committee also maintains ongoing student and faculty survey databases, and assesses all IPE programs and activities.

2. Membership

The IPE working group/committee is chaired by the Director of IPE and consists of faculty representatives from departments and schools engaged in IPE, as well as the AVP of Academics for Ann Arbor who oversees interprofessional education on that campus. Faculty representatives volunteer or may be assigned by Deans/Chairs.

3. Meetings

The IPE working group/committee meets at least once per month (12-20 times per year) either in person or online.

3.3.I Service Learning Committee (A) *(Added July 2018)*

1. Purpose

The Service Learning Committee promotes, supports, and assesses service learning throughout the University.

2. Membership

Membership is open to all full-time faculty, who are appointed to the committee by the Director of Christian Service. There is no cap on membership, and there are no term limits. Committee membership is reconstituted by 1 October each year.

3. Meetings

The committee meets once a month as determined and led by the Director of Christian Service who also files an annual report with the Faculty Chair.

3.3.J Undergraduate Research Committee (A) *(Added July 2018)*

1. Purpose

Concordia University's Undergraduate Research Program promotes a culture of research and scholarship throughout the University by assisting students and faculty in acquiring, conducting, and presenting research at the undergraduate level. Undergraduate research supports and fosters student scholarship and creative activities, and provides a student-centered learning environment. Undergraduate research supports faculty by expanding their research potential and enhancing mentoring skills.

2. Membership

Members are appointed to the committee by the Director of the Office of Research and Sponsored Programs, who serves as chair.

3. Meetings

Meetings are held every two months and are called by the Director of the Office of Research and Sponsored Programs.

3.3.K Academic Program Review and Support Team (APRST) (A, F) (Updated July 2023)

1. Purpose

The Academic Program Review and Support Team (APRST) reviews proposals for new academic programs, academic program changes (see below), and program suspensions or discontinuances. The APRST also oversees the academic program review process. APRST supports academic departments, programs and schools throughout the approval process, providing consultation and recommendations on curricular, operational, and financial components

of the program. Following review and a recommendation by APRST all proposals are presented to the Academic Council. New program proposals, which require faculty approval, are also presented to the Faculty Senate and/or Plenary Faculty for official approval.

The elected and appointed faculty members of APRST are specifically charged with evaluating the curricular portion of proposed programs and program changes. This includes consideration of whether programs fit into the curriculum of Concordia University as defined by the university's mission statement, evaluation of the plan for program-level assessment of student learning, and whether the structure and management of the curriculum is appropriate, among other curricular concerns.

Academic program changes that require review by APRST include changes to any of the following:

- Program mission/vision
- Program outcomes
- Curriculum (course names, course numbers, number of required program credits)
- Admissions requirements
- Delivery methods (e.g. a proposal to offer a face-to-face program entirely online, or to offer a program at a different campus)

2. Membership

The APRST consists of the following members:

1. Faculty chair (elected by plenary faculty)
2-7. One full-time faculty member from each school, two of whom shall be CUAA faculty (elected to 3-year term by CU plenary faculty)
8. Full-time faculty member (appointed to 3-year term by Vice President for Academics)
9. Associate Vice President for Academic Operations
10. Member from Strategic Finance and Analysis (OIE)
11. Member from Admissions
12. Member from Marketing
13. Member from Center for Excellence in Learning and Teaching (CELT)
14. AVP for Academics for CUAA
15. Director of Financial Aid
16. Registrar

The Associate Vice President of Academic Operations and the Assistant Vice President of Institutional Effectiveness co-chair the committee.

3.3.L. Concordia Writing-Attentive Committee (CWAC) (A) (Added July 2022**)**

1. Purpose

The purpose of the writing-attentive committee is to develop guidelines and process for undergraduate courses to fulfill the Writing-Attentive designation. Additionally, the committee will review applications and syllabi for prospective courses and make recommendations to the faculty based on the alignment between the course objectives and the writing-attentive guidelines.

2. Membership

Committee members are appointed by their Deans and/or the Coordinator of the Concordia Writing Collaborative, fulfilling the following positions (at least 2 members must be from CUAA):

- Coordinator, Concordia Writing Collaborative (Committee Chair)
- Facilitator, Writing Center
- Faculty representative from School of Arts and Sciences
- Faculty representative from School of Pharmacy
- Faculty representative from School of Nursing
- Faculty representative from School of Education
- Faculty representative from School of Health Professions
- Faculty representation from School of Business
- Faculty representatives (3) from English department

3. Meetings

The CWAC meets monthly, although more frequent meetings might be required during the application process.

3.3.M Student Retention and Success Committee (A) (Added July 2023)

1. Purpose

The Student Retention and Success Committee develops and helps to implement policies, procedures and practices designed to foster increased student retention and graduation rates in all academic programs. The committee researches best practices to improve student retention and degree completion, collaborates with faculty and academic administrators to implement those practices, and assesses their impact on student retention and degree completion. The Committee submits an annual report of its activities and outcomes to the Vice President for Academics and the plenary faculty (through the Faculty Chair).

2. Membership

The Student Retention and Success Committee is composed of the Assistant Vice President of Academics for Student Success (chair, *ex officio),* as well as 5 faculty and 4 staff members with interest in and knowledge of student retention who are appointed by the Chair. Additional members may be appointed at the Chair's discretion. Both the CUW and CUAA campuses should be represented on the committee. In addition, the committee should include representation from faculty or staff members who serve post-traditional and graduate student populations.

3. Meetings

The Student Retention and Success Committee meets monthly year-round, or more often as needed. The Chair shall call the meetings.

3.3.N Study Abroad Advisory Committee (A) (Added July 2023)

1. Purpose

The Study Abroad Advisory Committee serves to oversee academic rigor in travel study courses and advise on health and safety risks by reviewing all Global Education courses and renewing existing courses each academic year.

2. Membership

Faculty are appointed to this committee by the Coordinator of Global Programs with approval from the Deans of each school.

3. Meetings

The Study Abroad Advisory Committee will meet twice during the fall and spring semesters to review programs; meetings are called by the Coordinator of Global Programs or by any member wishing to meet. Additional meetings on health and safety may be called as needed.

3.3.O Fulbright Committee (A) (Added July 2023)

1. Purpose

The Fulbright Committee serves to encourage student and faculty participation in the Fulbright program and to support cultural engagement throughout the CUW and CUAA campuses.

2. Membership

Faculty are appointed to this committee by the Coordinator of Global Programs and AVP of International Affairs.

3. Meetings

The Fulbright Committee will meet as needed during the fall and spring semesters; meetings are called by the Coordinator of Global Programs or by any member wishing to meet.

CHAPTER 4: FACULTY PERSONNEL POLICIES

4.0 Appointment, Faculty Rank, and Advancement in Rank

4.0.A Definition of Faculty Status (A)

The faculty of Concordia University consists of the full-time faculty and the part-time faculty. The President is designated as a full-time faculty member. Full-time faculty are assigned a rank at the time of hiring, and are eligible to vote and to serve on faculty committees. Part-time faculty are designated as “adjunct”, “visiting”, “guest” or “emeritus/emerita” and are not eligible to vote or to serve on university faculty committees.

4.0.B Appointment of Members of the Faculty (A) *(Updated July 2016)*

The Concordia University Board of Regents (BOR), on recommendation of the President, shall appoint all full-time members of the faculty. Each appointment process will include the following requirements: Each successful faculty candidate will undergo an interview that focuses on Concordia’s mission, LCMS theology, and academic freedom and its limitations at an LCMS institution, and a BOR representative shall be invited to each faculty candidate interview. The terms and conditions of every appointment shall be stated in writing and be in the possession of both the institution and the prospective faculty member before the appointment is consummated. Limitations of academic freedom because of the religious and confessional nature and aims of the institution shall be stated in writing at the time of the appointment and conveyed to the person being appointed.

All full-time and part-time faculty members must be members of Christian congregations.

A faculty candidate for the Theology Department will also require approval from the Concordia University System prior to his initial appointment.

4.0.C Faculty Ranks, Appointments and Terms (A) (*Updated November 2018)*

Full-time faculty hold one of the following ranks: Lecturer, Instructor, Assistant Professor, Associate Professor, or Professor. In some cases, full-time faculty may be appointed at the rank of Clinical Instructor or Clinical Assistant Professor, where a particular position does not require a terminal degree. Faculty may hold the rank of Lecturer for no more than one year and only as an emergency assignment.

Faculty members are appointed to a particular rank based upon their academic and professional qualifications including degrees earned, prior experience in higher education, scholarly and professional accomplishments, and demonstrated teaching ability and expertise. Rank is conferred at the time of hiring by the Board of Regents on the recommendation of the Vice President for Academics The President has the right to appoint faculty members with unique qualifications at his discretion.

Full time faculty holding the ranks of Lecturer, Instructor, and Assistant Professor shall be considered junior faculty and shall have renewable appointments, with contracts of 1 or 2 years. Faculty holding renewable appointments may be terminated during the contract period for cause as outlined in section 4.2.C in this handbook, and at the end of the contract period without disclosure of cause. Junior faculty members who do not meet the university’s expectations for

teaching, scholarship and/or service will be placed on a written Performance Improvement Plan (PIP); failure to meet the stated expectations in the plan shall normally result in dismissal of the university.

Faculty holding the ranks of Associate Professor and Professor shall be considered senior faculty and shall have rolling-horizon agreements (contracts) of 3 (Associate Professor) or 5 (Professor) years. The contracts are renewed each year by mutual agreement of the university and the faculty member provided that the faculty member's performance in all areas of responsibility meets university expectations. Senior faculty may be terminated during the contract period only for cause as outlined in section 4.2.C in this handbook.

Senior faculty members who do not meet the university's expectations for teaching, scholarship and/or service will be placed on a Performance Improvement Plan (PIP), which may result in discipline up to and including dismissal unless faculty are able to demonstrate that they meet all university expectations commensurate with their rank.

Concordia University does not offer tenure.

The President may appoint an individual to a full-time position as a visiting faculty member for a maximum of 2 years or 4 non-consecutive terms. Part-time visiting faculty may receive annual appointments with no maximum number of years.

1. Appointment to the Rank of Lecturer (A)

For appointment to the Rank of Lecturer	
Education Needed	Bachelor's degree in field
Experience	None required
Contract	1-year term
Voting Privileges	Non-voting Not eligible to serve on faculty committees

Appointment as a full-time lecturer position is for emergency assignments only (August 15 to June 1 per academic year). Term of some part-time lecturers may be for one semester only.

2. Appointment to the Rank of Instructor (A)

For appointment to the Rank of Instructor:	
Education Needed	Master's degree in field
Experience	None required
Contract	1-year term
Voting Privileges	Voting member of the faculty Eligible to serve on faculty committees

3. Appointment to the Rank of Assistant Professor (A)

For appointment to the Rank of Assistant Professor:	
Education Needed	Master's degree in field + 30 Hours in a doctoral degree[1] program, or Master's degree in field + professional certification, or… Master's degree in field + significant professional experience, or… Completed doctoral degree[1]
Experience	None required
Contract	Initial 1-year contract, followed by 2-year contract when terminal degree is earned. Notify during first year if contract will not be renewed.
Voting Privileges	Voting member of the faculty Eligible to serve on faculty committees

4. Appointment to the Rank of Associate Professor (A)

For appointment to the Rank of Associate Professor:	
Education Needed	Doctoral degree[1] in field
Experience	5 full academic years in the rank of Assistant Professor[2]
Contract	3-year rolling-horizon contract. Notify during second year if contract will not be renewed.
Voting Privileges	Voting member of the faculty Eligible to serve on faculty committees

5. Appointment to the Rank of Professor (A)

For appointment to the Rank of Professor:	
Education Needed	Doctoral degree[1] in field
Experience	5 full academic years in the rank of Associate Professor[2]
Contract	5-year rolling-horizon contract. Notify during third year if contract will not be renewed.
Voting Privileges	Voting member of the faculty Eligible to serve on faculty committees

[1]In order for a faculty member to receive rank and salary benefits related to the earning of an advanced degree, such degree must be granted by a regionally accredited institution recognized by the Council for Higher Education Accreditation, (One DuPont Circle NW, Suite 510, Washington, DC 20036-1135, tel. 202-955-6126,

www.chea.org); in the case of international credentials based on a review by Educational Credential Evaluators (Whitefish Bay, WI, tel. 414-289-3400). Decisions relating to the legitimacy of a degree granting institution will be made by the Vice President for Academics. At the discretion of the Chief Academic Officer, the requirements for a *doctoral* degree must or may be met by a *terminal* degree.

[2]The minimal number of completed years of service in each rank shall be counted from the date the rank begins to the date that a request for advancement is made (usually in September). For example, a faculty whose rank as Instructor began in July 2015 would be eligible to request advancement after completing three full years in that rank, which would be August 2018.

4.0.D Graduate Degrees (A) (*Updated November 2018)*

A graduate degree on the part of the faculty member is a university requirement. All accreditation agencies use the graduate degree as a part of the basis for determining the quality of an institution. The Doctorate is the terminal degree generally expected.

Faculty members with only a Bachelor's degree will be expected to obtain a Master's degree in their academic discipline within five (5) years. Throughout this five year period, steady and satisfactory progress toward the Master's degree is expected and must be demonstrated. Faculty must demonstrate enrollment in an approved graduate program within 1 year of the date of hire. Full-time faculty members who do not enroll within one year of hire, or who do not complete the master's degree within the 5-year time-frame will be dismissed from the university.

Faculty members with a Master's degree will normally be expected to obtain a Doctoral degree in their academic discipline or a related field within seven (7) years. Throughout this seven-year period, steady and satisfactory progress toward the Doctoral degree is expected and must be demonstrated. Faculty must demonstrate enrollment in an approved terminal degree program within 1 year of the date of hire. Full-time faculty members who do not enroll within one year of hire, or who do not complete the doctoral degree within the 7-year time-frame will be dismissed from the university.

It is recognized that a doctoral degree may not suit the unique circumstances of every faculty member nor serve the needs of that faculty member's academic department. Under such circumstances the faculty member may request a waiver of this requirement from the academic department, with approval of the Dean and the Vice President for Academics. By waiving the doctoral degree requirement, the faculty member recognizes that possibilities for advancement in rank will be limited.

4.0.E Clinical/Term Faculty Positions (A) *(Added August 2006)*

The clinical/term faculty position is meant to give the university the flexibility to hire for specific faculty positions where position requirements do not require a terminal degree. Clinical/term faculty members are teaching faculty with the rights and privileges of faculty members. Clinical/term faculty may only reach the highest rank of Assistant Professor; their contract terms are for either one or two years. Clinical/term faculty positions are determined by departments and/or schools in collaboration with the Vice President for Academics. A person who chooses to take one of these positions must agree to abide by the limitations of the position.

In order to change an existing faculty line that is vacant to a clinical position, the department/program chair recommends the change to the Dean of the School; following his/her approval, the change goes to the Vice President for Academics for approval.

To change an existing faculty line that is filled to a clinical position, the department/program chair recommends the change to the Dean of the School; following his/her approval, the change goes to the Vice President for Academics for approval. In addition, the faculty member currently holding that position must write to the Vice President for Academics acknowledging both concurrence with the change in position and recognition of the change in faculty status.

When a new faculty line is proposed, the proposing department/program chair must indicate whether this is a clinical/term position or a regular faculty position.

Differences between clinical/term faculty and "regular" faculty:

	Clinical/Term	Regular
Graduate degree required	Master's degree	Terminal degree
Promotion opportunities	Instructor, Assistant Professor	Instructor, Assistant Professor, Associate Professor, Professor
Contract terms	one or two years	as per rank
Salary	a common salary scale, according to rank	
Responsibilities	responsibilities common to faculty	

4.0.F Affiliate Faculty (A) (*Added November 2018)*

Individuals who can bring specific expertise to the university may be designated "Affiliate Faculty". Such positions must be approved by university administration (Dean of the school and Vice President for Academics). This designation is honorary, and designed to benefit the individual by virtue of an official connection with Concordia University, as well as to benefit the university by virtue of the individual's demonstrated professional expertise.

Affiliate faculty will receive no material compensation or benefits from Concordia University, other than that which they might earn via other means (e.g. regular teaching or other specific contracted activities). Specific terms of the appointment may vary slightly based on program and university needs. Rank will be awarded based on qualifications and experience as outlined in the CU Faculty Handbook. The term "affiliate" will precede the title (e.g. "Affiliate Associate Professor"). Affiliate Faculty may be listed on the program or school webpage.

Affiliate faculty have no voting rights within departments/programs, schools or as part of the plenary faculty. There are no expectations for attendance at opening service, plenary faculty meetings or retreats, or commencement exercises.

All affiliate faculty will receive one-year appointments. They may be renewed by mutual agreement of the individual and the university.

4.0.G. Instructional Staff Appointments (A) (Added July 2020)

Definition:

Instructional Staff are individuals hired to fill specific teaching positions in departments and programs where the department, Dean and Vice President for Academics all approve of creating such a position in order to meet the instructional needs of particular academic programs. In general, Instructional Staff may be hired only when a program or department can demonstrate a significant shortage of available potential full-time faculty who are academically-qualified Christians. If a professional accrediting body requires that all instructors be considered program "faculty" they may be listed as such in the accrediting documents; however, CU will consider them to be staff.

Policies and Procedures:

Instructional Staff are considered staff members rather than university faculty. As such, they are subject to all university policies and procedures that apply to staff including work hours, working conditions and vacation time.

Instructional Staff may elect to convert to a full-time faculty position within two calendar years of the hiring date, with approval of the department chair, Dean and VPFA. If such a conversion is approved, the Instructional Staff member must undergo the regular faculty hiring process including the mission-fit BOR interview, and will begin as a new faculty member at the rank of Instructor or Assistant Professor. Full-time faculty may not convert their positions to Instructional Staff.

Responsibilities of the Position:

Instructional Staff teach and support student learning as assigned by the department chair or program director, with an overall teaching load approximately 20% more than that of a regular fulltime faculty member (approximately 32 TCs or the equivalent). Teaching duties and assignments may vary by academic term, and are determined by the department or program to meet instructional needs over the entire academic year (July 1 – June 30). No overload pay is permitted.

Instructional Staff perform service to the department or program as determined by the department chair or program director. Service activities may include student advising, service on department committees, attendance at department/program meetings, and other duties as assigned.

There are no research or scholarship expectations for Instructional Staff. Professional development may be provided by the academic department or school from the school's budget, at the Dean's discretion. The Academic Office does not provide funds to support staff professional development.

Instructional Staff do not serve on university-level faculty committees, and do not vote in plenary faculty meetings. They are not required to attend graduation ceremonies and opening services. Staff do not attend plenary faculty retreats.

Position requirements:

Instructional Staff must possess a master's degree and must be academically qualified for all courses they are hired to teach. A terminal degree is neither required nor expected. Concordia University will not assist Instructional Staff to obtain terminal degrees through tuition loans, study leaves or other means.

Comparison among Clinical Faculty, Regular Faculty and Instructional Staff

	Clinical/Term	Regular	Instructional Staff
Graduate degree required	Master's degree	Terminal degree	Master's degree
Promotion opportunities/Rank	Clinical Instructor, Clinical Assistant Professor	Instructor, Assistant Professor, Associate Professor, Professor	None
Contract terms	One or two years	As per rank	One year
Responsibilities	Obtain clinical sites and supervise students during clinical experiences, scholarship/research, and service	Teaching, scholarship/research and service	Teaching and service
Voting member of plenary faculty?	YES	YES	NO
Salary	As per school, rank and academic discipline		As per school and discipline

4.0.H Qualifications required to teach at Concordia University (A) (Updated July 2017)

Faculty members are normally qualified to teach a subject by **credentials** (academic degrees). Credentials are at least one degree-level higher than the courses taught, and are in the field or subfield taught. In some cases, **equivalent experience** may be used to supplement credentials that have been earned in a different field. Normally, faculty members qualified by equivalent experience must also meet the relevant credentialing standards outlined in this handbook. When accreditation requirements have faculty qualifications that are different from Concordia University policy, the university will follow accreditation standards as long as they are equal to or higher than university standards.

Honorary doctorates are honors rather than earned degrees; therefore, they are not considered valid academic credentials and have no role in hiring or academic appointments.

The President has the right to appoint faculty members with unique qualifications at his discretion.

Qualifications to teach courses at the undergraduate level (including dual credit):

	Credentials		Minimum Threshold of Equivalent Experience
Full-time regular faculty[@]	Doctorate in discipline or subfield[#]		None required
	Doctorate in any field AND Master's degree in discipline or subfield[#]		None required
	Doctorate in any field AND Master's degree in any field	AND	Significant relevant graduate coursework^ OR Significant tested experience* in discipline or subfield OR Significant record of research, scholarship or achievement in discipline or subfield[$] OR Advanced certification, licensure or substantial continuing education in discipline or subfield
Clinical-track faculty, adjunct faculty[&]	Master's degree in discipline or subfield[#]		None required
	Master's degree in any field	AND	Significant relevant graduate coursework^ OR Significant tested experience* in discipline or subfield OR Significant record of research, scholarship or achievement in discipline or subfield[$] OR Advanced certification, licensure or substantial continuing education in discipline or subfield

[@]Full-time faculty must meet the clinical faculty/adjunct faculty requirements at the time of hiring, and must meet the full-time requirements within seven years. The MFA is considered the terminal degree for faculty teaching in art or theatre.

[#] *Discipline or subfield* refers to the subject(s) taught, regardless of program or department

^ Significant relevant graduate coursework = at least 18 graduate credits in the discipline or subfield

* *Significant tested experience* = 10,000 hours (5 years, full time or equivalent) professional experience in the discipline or profession; applicants must provide written evidence of proficiency

[$] *Significant record of research, scholarship or achievement in discipline or subfield* refers to an on-going and substantial history of professionally-recognized work demonstrating both depth and breadth of expertise in a particular academic area

[&]Adjunct faculty teaching applied music lessons may hold a bachelor's degree provided that they have significant tested experience in the appropriate instrument.

Any faculty member (full-time or part-time) teaching accounting classes may hold a bachelor's degree provided that he/she also holds a current CPA certification, has passed all required CPA exams, and has at least 10,000 hours of tested experience practicing in the accounting field.

Qualifications to teach courses at the Master's level:

	Credentials		Minimum Threshold of Equivalent Experience
Full-time regular faculty[@]	Doctorate in discipline or subfield[#]		None required
	Doctorate in related field or subfield AND Master's degree in discipline or subfield[#]		None required
	Doctorate in any field	AND	Significant relevant graduate coursework^ OR Significant record of research, scholarship or achievement in discipline or subfield[$] OR Significant tested experience* in discipline or subfield OR Advanced certification, licensure or substantial continuing education in discipline or subfield
Clinical-track faculty, adjunct faculty	Master's degree in discipline or subfield[#]	AND	Significant record of research, scholarship or achievement in discipline or subfield[$] OR Significant tested experience* in discipline or subfield OR Advanced certification, licensure or substantial continuing education in discipline or subfield
	Master's degree in any field	AND	Significant relevant graduate coursework^ OR Significant record of research, scholarship or achievement in discipline or subfield[$] OR Significant tested experience* in discipline or subfield OR Advanced certification, licensure or substantial continuing education in discipline or subfield

[@]Full-time faculty must meet the clinical faculty/adjunct faculty requirements at the time of hiring, and must meet the full-time requirements within seven years. The MFA is considered the terminal degree for faculty teaching in art or theatre.

[#] *Discipline or subfield* refers to the subject(s) taught, regardless of program or department

^ Significant relevant graduate coursework = at least 18 graduate credits in the discipline or subfield

* *Significant tested experience* = 10,000 hours (5 years, full time or equivalent) professional experience in the discipline or profession; applicants must provide written evidence of proficiency

[$] *Significant record of research, scholarship or achievement in discipline or subfield* refers to an on-going and substantial history of professionally-recognized work demonstrating both depth and breadth of expertise in a particular academic area

[&]Adjunct faculty teaching applied music lessons may hold a bachelor's degree provided that they have significant tested experience in the appropriate instrument.

Any faculty member (full-time or part-time) teaching accounting classes may hold a bachelor's degree provided that he/she also holds a current CPA certification, has passed all required CPA exams, and has at least 10,000 hours of tested experience practicing in the accounting field.

Qualifications to teach courses at the Doctoral level:

	Credentials		Equivalent Experience
Full-time regular faculty[@]	Doctorate in discipline or subfield[#]		None required
	Doctorate in any field	AND	Significant relevant graduate coursework^ OR Significant record of research, scholarship or achievement in discipline or subfield[$] OR Significant tested experience* in discipline or subfield OR Advanced certification, licensure or substantial continuing education in discipline or subfield
Clinical-track faculty, adjunct faculty	Master's degree in discipline or subfield[#]	AND	Significant record of research, scholarship or achievement in discipline or subfield[$] OR Significant tested experience* in discipline or subfield OR Advanced certification, licensure or substantial continuing education in discipline or subfield
	Master's degree in any field	AND	Significant relevant graduate coursework^ OR Significant record of research, scholarship or achievement in discipline or subfield[$] OR Significant tested experience* in discipline or subfield OR Advanced certification, licensure or substantial continuing education in discipline or subfield

[@]Full-time faculty must meet the clinical faculty/adjunct faculty requirements at the time of hiring, and must meet the full-time requirements within seven years. The MFA is considered the terminal degree for faculty teaching in art or theatre.
[#] *Discipline or subfield* refers to the subject(s) taught, regardless of program or department
^ Significant relevant graduate coursework = at least 18 graduate credits in the discipline or subfield
* *Significant tested experience* = 10,000 hours (5 years, full time or equivalent) professional experience in the discipline or profession; applicants must provide written evidence of proficiency
[$] *Significant record of research, scholarship or achievement in discipline or subfield* refers to an on-going and substantial history of professionally-recognized work demonstrating both depth and breadth of expertise in a particular academic area
[&]Adjunct faculty teaching applied music lessons may hold a bachelor's degree provided that they have significant tested experience in the appropriate instrument.

Any faculty member (full-time or part-time) teaching accounting classes may hold a bachelor's degree provided that he/she also holds a current CPA certification, has passed all required CPA exams, and has at least 10,000 hours of tested experience practicing in the accounting field.

4.0.I Advancement In Rank (A, F) *(Updated November 2012)*

To request advancement to the rank of Assistant Professor, the candidate shall:

1. have served successfully at the rank of Instructor for a minimum of 3 full academic years, at least 2 of which shall be at CU, *or* possess an earned doctorate or other approved terminal degree; and
2. have been recommended on the basis of the evaluation process described in this handbook.

To request advancement to the rank of Associate Professor, the candidate shall:

1. have served successfully at the rank of Assistant Professor for a minimum of 5 full academic years, at least 2 of which shall be at CU;
2. possess an earned doctorate or other approved terminal degree; and
3. have been recommended on the basis of the evaluation process described in this handbook.

To request advancement to the rank of Professor, the candidate shall:

1. have served successfully at the rank of Associate Professor for a minimum of 5 full academic years, at least 2 of which shall be at CU;
2. possess an earned doctorate or other approved terminal degree; and
3. have been recommended on the basis of the evaluation process described in this handbook.

4.0.J Advancement Criteria (F) *(Updated July 2021)*

The information that follows represents the minimum criteria for advancement in rank. It is subject to periodic review and revision by the Rank and Promotion Committee. **It should not be anticipated that meeting the minimum criteria will automatically lead to advancement in rank.**

Candidates eligible for advancement serving according to the Teaching & Research workload model shall be evaluated on their accomplishments in all three areas described below (Teaching, Research/Scholarship and Service). Candidates serving on the Teaching-Intensive workload model shall be evaluated on their performance related to Teaching and Service only.

<u>Teaching Effectiveness</u>

Teaching effectiveness is the primary criterion for advancement in rank. Faculty members seeking advancement in rank must document that they are effective teachers and that their teaching supports student learning. This may include, but is not limited to, the following elements:

- command of the subject(s) taught;
- inclusion of current knowledge and developments in the discipline;
- effective and current pedagogy in the discipline;
- excellent communication skills;

- good educational practice as defined by Chickering and Gamson (1987);
- connection of faith and learning within the discipline; and
- connection with and support for the mission and values of Concordia.

The following exhibits may be used to demonstrate teaching effectiveness; faculty are not limited to this documentation:

- syllabi, learning activities and assessment/evaluations that have been improved based on assessment data;
- written evaluations by department chair/program director, dean or other administrators;
- peer evaluations (written) of teaching or syllabi;
- written reviews of course syllabi by peers;
- evidence of continuing education within the academic discipline;
- evidence of participation in workshops/seminars related to teaching and student evaluation skills;
- selected evidence from student rating forms; and
- other evidence as appropriate to the discipline.

Faculty seeking advancement in rank will also be asked to provide a brief (1-2 page) statement of teaching philosophy to include a description of how their teaching connects with the university mission.

Scholarship (Applicable for faculty on the Teaching + Research Workload model only)

Scholarship is an essential component of many faculty member' role within a university. Scholarship is defined as active involvement in intellectual development within an academic or professional discipline. Appropriate scholarship varies among disciplines, and shall be evaluated based on its quality, its level of recognition, and its significance to the particular discipline or profession. Regardless of the amount of time a faculty member devotes to scholarship, it shall always be original intellectual work that is peer-reviewed and publicly disseminated (published, presented, or displayed) outside Concordia University, at local, regional, state, national or international venues). Both rigor and accountability must be demonstrated (Boyer, 1990). Faculty members on the Teaching and Research workload model seeking advancement must provide evidence of scholarly accomplishment appropriate to the discipline and to the rank being sought.

Concordia University assesses scholarship according to the criteria described by Boyer (1990) which outline four major categories of scholarly activities:

- Scholarship of discovery, where new and unique knowledge is generated;
- Scholarship of integration, in which knowledge is generated where traditional fields of learning converge, or where both new and existing knowledge is fit into larger intellectual patterns;
- Scholarship of application, where knowledge within a discipline is used to address real-world problems and where application of knowledge generates new intellectual understandings; and

- Scholarship of teaching, in which pedagogy is continuously and rigorously examined and is carefully related to the subject taught.

The following exhibits may be used to demonstrate scholarly effectiveness; faculty are not limited to this documentation and may submit other evidence considered scholarly within their discipline:

Scholarship of Discovery

- published research articles, books, book chapters or essays;
- presentations of research, theory, or philosophical essays;
- grant awards in support of research or scholarship;
- invited or commissioned research projects and presentations;
- mentorship of junior colleagues in research or scholarship that results in a publication or presentation; and
- state, regional, national, or international recognition as a scholar in an identified area.

Scholarship of Integration

- published articles, books, book chapters and essays that integrate research, policy, case studies, or other scholarship within a discipline or across disciplines;
- integrative reviews of the literature within a discipline or across disciplines;
- invited or commissioned interdisciplinary projects and presentations;
- reports of interdisciplinary programs or projects;
- accreditation or other comprehensive academic program reports; and
- interdisciplinary grant awards.

Scholarship of Application

- published articles and case studies related to practice;
- presentations related to practice;
- consulting, policy analysis, program evaluation and accreditation reports;
- reports compiling and analyzing business, patient or health services outcomes;
- copyrights, licenses and patents;
- products for sale directly related to an academic discipline;
- policy papers, publications and presentations that inform, analyze or shape organizations, government or public policy;
- grant awards in support of practice;
- art shows (juried) and reviewed or invited musical performances, published and presented films and plays, and published software applications related to an academic discipline; and
- commissioned artworks and commissioned or published musical compositions.

Scholarship of Teaching

- published articles, books, book chapters and essays related to teaching methodology or learning outcomes;

- case studies related to teaching and learning;
- development, testing and dissemination of novel educational models or theories;
- published textbooks, laboratory manuals or other learning aids;
- grant awards in support of teaching and learning;
- publications and presentations related to service learning;
- invited or commissioned projects and presentations; and
- presentations related to teaching and learning.

Service and Leadership

Because all faculty members at Concordia University are professionals in their various disciplines and wish to be involved in modeling Christ-like servant leadership and service, involvement in service is recognized as an essential component of advancement in rank. For most faculty members, service represents 20% of workload. Faculty members are encouraged to become more involved in the university and beyond as they aspire to higher ranking. Service and leadership may be provided to the department or program, school, to the university as a whole, and to one's profession, church, and community.

Service appropriate for university faculty seeking to advance in rank includes, but is not limited to:

- active membership and leadership on committees within the university (department, school or university-wide);
- serving as advisor to a student organization or for student extra-curricular activities;
- active membership and leadership in professional organizations;
- active membership and leadership within one's church or a community organization; and
- engagement in academic activities such as assessment, curriculum design and development, or other activities not directly related to one's teaching or scholarship.

The following exhibits may be used to demonstrate service accomplishments; faculty members are not limited to this documentation:

- self-report of service activities;
- evaluation of peers and supervisors related to service activities;
- products related to service such as new curricula or assessment reports, committee reports, and evidence documenting service from church, professional or community service activities; and
- other evidence of service to the university, church, community or profession.

Administrative Effectiveness

Full-time, academically-ranked members of the faculty whose primary role includes administrative service shall be evaluated on the quality of such service. Faculty members whose workload includes substantial administrative responsibility should include evidence of administrative effectiveness in their request for advancement in rank. In some cases, where the administrative faculty member does not have extensive responsibilities in teaching or scholarship, administrative

effectiveness may substitute for evidence of excellence in those areas. Such evidence may include, but is not limited to:

- command of one's knowledge of the administrative area;
- ability to plan, implement and evaluate administrative initiatives;
- knowledge of current developments within the administrative area;
- effective communication skills;
- ability to delegate responsibility and supervise personnel appropriately;
- ability to assess outcomes and modify activities as appropriate;
- ability to effectively create and manage a budget; and
- demonstration of creativity, open-mindedness, flexibility, competence, integrity and commitment to the university mission.

The following exhibits may be used to demonstrate administrative accomplishments; faculty members are not limited to this documentation:

- supervisor evaluations;
- evaluations by personnel whom the administrator supervises;
- peer evaluations;
- evidence of continuing education in one's field of administration;
- evidence of leadership within the administrative area;
- evidence of successful projects or initiatives for which the administrator provided leadership and oversight; and
- other evidence of administrative effectiveness.

Summary:

Promotion to the rank of Assistant Professor is awarded on the basis of:
- Demonstrated teaching effectiveness;
- A beginning record of scholarship that contributes to knowledge within the discipline (Faculty on Teaching & Research Model only);
- Evidence of service to the university, church, profession or community; and
- Evidence of administrative effectiveness (administrative faculty only).

Promotion to the rank of Associate Professor is awarded on the basis of:
- Demonstrated teaching excellence;
- An emerging record of scholarship that contributes to knowledge within the discipline (Faculty on Teaching & Research Model only);
- Evidence of active service to the university, church, profession and/or community; and
- Evidence of administrative excellence (administrative faculty only).

Promotion to the rank of Professor is awarded on the basis of:
- A consistent record of distinguished scholarly teaching;
- An established record of scholarship that contributes to knowledge within the discipline (Faculty on Teaching & Research Model only);

- Evidence of leadership and service to the university, and of active service to the profession, church and/or community; and
- A consistent record of administrative excellence (administrative faculty only).

4.0.K Advancement Portfolio (A) *(Updated July 2023)*

Faculty seeking advancement in rank must compile a portfolio that documents their accomplishments and provides evidence to support their request. Faculty are provided with some leeway in portfolio addenda, but must follow the guidelines below for the main documentation (portfolio and required supplemental information) to be evaluated by the committee:

Format requirements: 12-point font, line spacing 1.5, 1-inch margins

Portfolio (**maximum** 7 pages, **maximum** 9 pages for those with administrative role):

1. Cover letter (to include connection to the University mission)
2. Description of Teaching Effectiveness and Philosophy
3. Description of Scholarly Accomplishments
4. Description of Service to the University, Community, and Profession
5. Description of Administrative Effectiveness (for administrative faculty only)

Required Supplemental Information:

1. Curriculum Vitae (CV)

2. Include two artifacts from the following list:

   a) All student course experience surveys from past 3 years with summary
   b) Peer review of teaching from someone within discipline
   c) Peer review of teaching from someone outside discipline
   d) Expert review of course syllabi and content
   e) Evidence of improvement of teaching from professional development
   f) Other evidence as appropriate to the discipline

3. Two Letters of Support from academic colleagues

4. Dean's Evaluation

Optional Addenda (for committee to review if questions arise in earlier sections, maximum 2 artifacts per section):

1. Evidence of teaching effectiveness other than student evaluations of teaching
2. Evidence of scholarly work (i.e. list of publications, accepted paper)
3. Evidence of service activities
4. Evidence of administrative effectiveness (administrative faculty only)

The faculty member bears final responsibility for the completeness of the portfolio. Once the portfolio is complete, the faculty member should run their report to verify that everything has

loaded correctly and all items are present and easy to locate. Failure to submit a complete portfolio following the guidelines above will result in removal of the faculty member from consideration for promotion in this cycle.

The President, in cases of exceptional merit or service, and with the knowledge of the Rank and Promotion Committee, may recommend faculty to ranks for which they might not otherwise be qualified**.** The Board of Regents approves advancement in rank.

4.0.L Faculty Advancement Process Timeline (F) *(Updated July 2018)*

Process	**Date Due**
Faculty Initiates Process	
Letter of intent to request advancement in rank due to the Vice President for Academics and copy to Dean	August 1
Submit written request for advancement to the Dean of the school with a copy of the written request to the Vice President for Academics. Portfolio must be complete in The university's electronic faculty portfolio system by this date at 5:00pm local time.	September 1
The Dean will review the portfolio and add a complete evaluation of the candidate in all areas (academic and extra-curricular). Commendations as well as concerns should be clearly stated in the evaluation of the candidate.	September 15
Rank and Promotion Committee (CUW) and Peer Review Committee (CUAA) completes review of requests for advancement. The Committee may request a meeting with the candidate or dean for clarification of a portfolio.	October 15
Peer Review Committee (CUAA) and Rank and Promotion Committee (CUW) make recommendations that are forwarded in writing to the Vice President for Academics. Applicants not advanced will be given a written explanation of the reasons from the Committee through the Vice President for Academics **If an applicant has not met specific requirements of time or degree, no appeal will be considered**. If an applicant has met the basic requirements, an appeal may be made according to the appeals process described in this handbook.	November 1
Vice President for Academics forwards final recommendations to the President.	December 1
President presents final recommendations to Board of Regents at their first scheduled regular meeting after December 1. The Board members will act on the recommendations made. The President's office will notify the Vice President for Academics of the Board's action and the Vice President for Academics will notify all applicants by personal letter of the Board's action.	Winter
Certificates will be awarded to those advanced in rank	Spring
Advancements are effective the start of the next fiscal year	July 1

4.0. M Faculty Advancement Appeals Process (F) (*Updated July 2020)*

If an applicant has met the basic requirements for advancement but has not been recommended by the Rank and Promotion Committee (CUW) or Peer Review Committee (CUAA), the faculty member may appeal the committee's decision in writing (no later than December 1). The written appeal shall clearly explain why the faculty member believes the committee's decision to be incorrect. The faculty member may only cite evidence presented in the rank and promotion portfolio.

The appeal shall be sent to the Vice President for Academics who will meet with the chair of the Rank and Promotion Committee (CUW) or Peer Review Committee (CUAA) to clarify the committee's rationale for their decision. The Vice President for Academics will then meet with the appellant and recommend further action to the faculty member (whether to proceed or to cease the appeals process and reapply for advancement the next year). If the faculty member chooses to continue the appeal, the Vice President for Academics will present the faculty member's written appeal, along with the written recommendation from the Vice President for Academics, to the President, who will determine whether to uphold the committee's decision or overturn it. The President may, at his sole discretion, meet with the faculty member and/or committee chair to seek additional clarification prior to making that decision.

If the President decides to uphold the committee's decision, he will forward a written explanation to the appellant. If the President decides to reverse the committee's decision, he will forward a written explanation to the committee chair. In that case, the recommendation for advancement will be forwarded to the Board of Regents, and the appellant will be informed of the Board of Regents decision after the Board has met.

4.0.N Recognition of Beginning of Full-Time Work at Concordia University (A) *(Updated November 2012)*

Installed: Ordained and Commissioned (LCMS rostered) full-time faculty or staff will be installed. This ordinarily takes place at the Opening Service, but may be done at other services during the year.

Inducted: Salaried or contracted professors (rank of Instructor through Professor), Lutheran or other, who have begun full-time service since the last Opening Service will be inducted. When laypersons are employed in full-time teaching positions, they shall pledge to perform their duties in harmony with the Holy Scriptures as the inspired Word of God, the Lutheran Confessions, and the Synod's doctrinal statements.

Introduced: Salaried or contracted staff members who have begun full-time service since the Opening Service will be introduced.

4.0.O Distinguished Professorship (F) *(Added July 2017)*

The title of Distinguished Professor is the highest honor Concordia University bestows upon a faculty member who has a sustained record of extensive contributions in research and scholarship, outstanding teaching, and exemplary service to the university and to the church, community, and/or the faculty member's professional field. The title of Distinguished Professor* is conferred on an individual by the University Board of Regents in recognition of this long-term service and achievement.

*This is an honorary title. Therefore, it cannot be used on grant/contract applications since these are legal documents that require an "official" title. However, the title can be included in the "Honors/Awards" section of CVs as well as in correspondence and University publications.

Criteria for Distinguished Professorship Appointments

CU Distinguished Professors should comprise a small number of exceptional individuals. The primary purpose of the designation is to recognize outstanding faculty for their long-term achievement as teachers, scholars, and leaders of the institution. Faculty members who hold the position of full professor and have served Concordia University full-time for twenty-five or more years at the time of nomination are eligible. Normally, the title may be awarded to no more than one or two faculty members each year (the initial year of this program may include more than two).

To be considered for a Distinguished Professorship, a faculty member must:

- Hold the rank of Professor;
- Have served Concordia University for 25 years or more (this service need not be continuous) and
- Have a long-standing, consistent record of demonstrated exceptional performance in teaching, scholarship and service, with evidence of distinction in at least one of the three areas (see below).

Criteria for Distinction in Teaching

To demonstrate distinction in teaching, the faculty member must provide evidence of a long-standing, consistent pattern of high-quality scholarly teaching that facilitates student learning and engagement. This evidence may include evaluations and reviews from students, peers/colleagues and university administrators, as well as assessments by academic peers from other institutions of higher education. It may also include teaching awards or recognitions, and course materials and assessments developed by the faculty member that demonstrate a high level of creativity, engagement, currency and rigor.

Criteria for Distinction in Scholarship

To demonstrate distinction in scholarship, the faculty member must provide evidence of a long-standing, consistent pattern of high-level peer-reviewed research, creative activity or other scholarly work that meets the definition described in the Concordia University faculty handbook. The faculty member's work must be nationally recognized, and must have made a substantial and lasting contribution to the discipline. Evidence provided may include peer-reviewed articles and books, invited presentations to national and international audiences, awards and honors from professional or academic organizations, and nationally-recognized creative endeavors such as plays, films, musical compositions or performances, art works, and the like.

Criteria for Distinction in Service

To demonstrate distinction in service, the faculty member must provide evidence of a long-standing, substantial and consistent pattern of active and effective service and leadership to the university, as well as to the church, community, profession and/or academic discipline. The faculty member's leadership has resulted in demonstrable and significant positive change.

Timeline and Process for Nomination to a Distinguished Professorship

1. Dean receives nominations in writing by November 1
2. Dean ensures compilation of all supporting evidence via electronic portfolio system and submits materials to Vice President for Academics by January 31
3. Vice President for Academics forwards all materials to faculty member's campus Rank and Promotion Committee or Peer Review Committee by February 15
4. Committee for candidate's campus makes a recommendation to Vice President for Academics by April 1
5. Vice President for Academics forwards committee recommendation to President, who recommends candidate to Board of Regents at spring board meeting

Recommendation Materials

The Dean of the School will forward the following to the Vice President for Academics:

1. Faculty member's current curriculum vitae
2. An evaluative letter from the Dean and a letter of recommendation from a leader outside the university
3. Evidence of outstanding performance in teaching, scholarship/research and service, as well as evidence of distinction in at least one of the three areas

Recognition

Faculty members who have received the designation of Distinguished Professor will receive the award at an appropriate ceremony of the University. They will receive a medallion to be worn for all academic events. A reception organized and paid for by plenary faculty recognizing the professors' achievement will be held in their honor (previous recipients will also be invited). The names of the professors will be attached to a "Distinguished Professor" plaque placed in a prominent location on each campus. The Faculty Chair will be responsible for acquiring and paying for both the plaque and medallion.

4.1 Faculty Rights and Responsibilities

4.1.A Requirements for Faculty Involvement (A) *(Updated July 2022)*

The full-time faculty members of Concordia regard their position at the University as a "way of life" which requires a full-time commitment to the service of the University. Their service to Concordia extends beyond specific instructional and/or administrative assignments to the support of the University in its many areas of activity. Consequently, their contributions to the University do not end with the conclusion of a class or a semester or an academic year. Although a specific instructional or administrative assignment may not require as much active attention during certain periods of the year, the support and service of Concordia's full-time faculty members are still needed and called upon.

A faculty member who fulfills the requirements described below has met the minimum contractual requirements for faculty involvement at Concordia. Full-time faculty members must:

1. Adhere to the academic freedom/responsibility statement of the university.

2. Teach 24 or 30 credits per year (this may be modified by special arrangement with the Vice President for Academics).

3. Conduct scholarship according to the standards described in this handbook, if applicable

4. Provide service to the department, school and/or university.

5. Advise students and participate in assessment activities as requested by department chair/program director.

6. Communicate regularly with students and hold at least 10 real-time office hours per week when courses are in session. Faculty teaching face-to-face courses may hold up to five of these ten hours online via university-approved virtual meeting videoconference technology in consultation with the dean and department chair. Faculty teaching online or blended courses may hold online office hours as appropriate, provided that they are available to students in real time for 10 hours per week.

7. Post the syllabus for each course on the university's learning management system (LMS), create assignment "drop boxes" for students to submit their work, and use the LMS gradebook to post grades for all course assignments. The LMS site must be opened to students on the Friday prior to the course start date.

8. Attend all plenary faculty meetings and the annual faculty retreat or summit as well as opening service and the December and May commencement exercises. Attend all plenary faculty meetings and the annual faculty retreat/summit as well as opening service and the December and May commencement exercises. In December, faculty are expected to attend either the baccalaureate service or the commencement ceremony on their campus. In May, CUW normally holds a baccalaureate service and two commencements while CUAA holds one baccalaureate and one commencement. Faculty at both CUW and CUAA are expected to attend two events (either one baccalaureate service and commencement ceremony OR both CUW commencement ceremonies). Faculty are strongly encouraged to attend all events related to commencement and baccalaureate.

   An unexcused absence from any of these events will be counted as a vacation day. Faculty who cannot attend due to a personal or professional conflict must request an excused absence from the dean of their school. Such requests shall normally be made well in advance, will be granted at the dean's sole discretion, and are either emergent or exceptional in nature rather than reoccurring. Examples of such exceptions include but are not limited to medical procedures for self or immediate family; personal lifetime events such as a close family member's graduation, wedding or funeral; an academic conference presentation or a professional speaking engagement.

9. Prepare an annual faculty evaluation and meet annually with the department chair/program director to review the evaluation (annual performance review).

10. Complete all administrative duties including (but not limited to) preparing and revising syllabi, completing attendance information in a timely manner, preparing and turning in grades on time (mid-term and final), maintaining an accurate electronic calendar, communicating summer responsibilities to the department chair/program director, and

communicating regularly and effectively with colleagues, department chair/program director and dean.

11. Ensure that each assessment activity (including any points awarded for attendance or participation) is included in the LMS gradebook so that students have an accurate understanding of their academic standing in the course. The LMS gradebook must align with the grading policy stated in the syllabus. Any discrepancies between the syllabus grading policy, the LMS gradebook, and the final grade posted in the Banner system must be clearly explained in the syllabus. Official grades recorded in Banner should align with grades entered in the LMS, and must align with the grading policy described in the syllabus.

12. Set the column that shows the overall course grade (usually the Total or Weighted Total column) as the external grade (with a green check mark), and set the primary display so students see it as either a percentage or letter grade.

4.1.B Vacations and Holidays (A) *(Updated July 2023)*

Because all full-time ranked faculty members have 12-month contracts and salaries are paid each month of the contract year (July 1 – June 30), they are responsible to the university for the entire 12-month period. It is important that members of the faculty be regularly available to students and colleagues, participating continuously in the educational programs of the university. When scheduling time off, it is expected that one's academic responsibilities are taken into consideration and continue to be fulfilled. Vacations must be scheduled so as not to interfere with the regular teaching, advising, research, committee service and other educational needs of the university. Faculty members are expected to be available for administrative and organizational activities when classes are not in session and the university is open, unless they are on a scheduled vacation.

Faculty members are eligible to take all official university holidays when the university is closed, plus all scheduled academic breaks. Faculty members whose programs require them to teach during academic breaks may take off compensatory days during periods that do not interfere with their teaching or other academic responsibilities. In addition, full-time ranked faculty members are entitled to twenty days of vacation during the contract year, unless otherwise stipulated in individual contracts. Faculty cannot carry over unused vacation days to the next contract year or receive compensation for unused vacation when terminating. Part-time ranked faculty members are entitled to the same holidays and academic breaks as full-time faculty, plus vacation days in proportion to their FTE percentage (for example, a 0.5 FTE faculty member is entitled to 10 vacation days).

Full-time and part-time ranked faculty members must notify their direct supervisors in writing when they plan to take vacation days. Because faculty members have teaching, service, scholarship and other university responsibilities outside the classroom, when they are not on vacation they must communicate regularly with their supervisors, must respond promptly to email and voice mail messages, and must be available for meetings, visit days, registration days, and other university responsibilities as needed.

4.1.C Annual Faculty Workload (A) *(Updated July 2021)*

The annual workload of each faculty member will be determined as follows:

Teaching, scholarship, and service may be included in the annual workload of full-time faculty. The relative amount of time spent, as well as the precise duties included, will differ depending on the individual responsibilities, gifts, and interests of the faculty members, as well as the needs of each academic program.

The service component is the same for all faculty members and includes committee membership, student advising and recruitment, planning and assessment, and other necessary academic functions as assigned. This may also include service to church, community, and profession. The expected effort for the service component is equal to approximately 6 TCs.

Normally the teaching and research loads are distributed in one of the following ways:

Model	**Instructional and curricular assignments (teaching)**	**Peer-reviewed scholarship/research**
Teaching + Research	24 TC	6 TC
Teaching-Intensive	30 TC	0 TC

Faculty in some academic schools and programs may have different workload allocations, with approval of the dean and Vice President for Academics.

The standard instructional and curricular assignment (teaching) requirement includes producing or updating course syllabi, class preparation, grading student work, and meeting with students outside of class as needed to facilitate their learning. Teaching assignments are made by program directors and department chairs and may be distributed across all academic terms in order to meet instructional and program needs.

Instructional loads above the standard number in each workload model (overloads) must be approved by the appropriate dean and the Vice President for Academics, and will be compensated at the regular adjunct teaching rate. Full-time faculty members may teach overloads only if they meet or exceed all university expectations for teaching, scholarship and service. Faculty members on Performance Improvement Plans (PIPs) will not teach overloads. In addition, faculty members in their first year of full-time service, and faculty members pursuing required terminal degree programs, will not teach overloads. Faculty members are never entitled to teach overloads, and are not required to teach overloads.

Most faculty members are expected to perform peer-reviewed scholarship, research or creative activity as part of their workload model. Normally, this should result in a minimum of one scholarly product every other academic year; it is recognized that some products require longer-duration ongoing effort (e.g. books, longitudinal studies, etc.). In such cases, faculty must demonstrate regular and substantial progress toward those long-term goals. Faculty are expected to disseminate their research or creative activity outside the university, at regional, state, national or international professional conferences or other venues, or by publication in academic journals external to the university, or by publication of books and book chapters by outside publishers.

Self-publication of books or book chapters, or publication in in-house journals, are not peer-reviewed and may be perceived as having a conflict of interest.

Faculty members who are making satisfactory progress toward a terminal degree are considered to have met the scholarship requirement, and are encouraged to begin developing a scholarly agenda and focus while working on the terminal degree.

Faculty members who wish to change their workloads from one model to another must request this change in writing by April 1 for the upcoming academic year. This change must be recommended by the faculty member's department chair and Dean, and must be communicated in writing to the Academic office no later than May 1 for approval. Faculty who wish to move to a workload model with a higher level of expectation for peer-reviewed scholarship must demonstrate a clear, achievable plan and timeline to meet the university's expectations for that model. Faculty whose scholarly productivity does not meet university standards may be switched to a workload model with a higher teaching load.

If a faculty member disagrees with the model to which she or he is assigned, that faculty member may appeal the decision. The appeal will proceed as follows:

1. Faculty member writes a letter summarizing the evidence that supports assignment to the preferred workload model.
2. Department chair or program director writes a letter summarizing the evidence that supports assignment to the assigned workload model.
3. Both letters are submitted to the Chair of the Faculty CIRG committee within 30 calendar days of the decision to assign that instructor to a particular workload model.
4. The CIRG committee has 30 calendar days in which to reach a decision and communicate that decision, in writing, to the faculty member, department chair/program director, and dean of the school. The committee may choose to interview the faculty member and supervisor. If one party is interviewed, both will be interviewed.
5. The CIRG committee's decision shall be final for the duration of the academic year; faculty will be accountable for meeting expectations in that workload model.

All faculty members are expected to perform service as part of their load. The minimum university service requirement for full-time faculty is defined as service on one faculty, administrative or other university committee each academic year. This may be a departmental, school, or university-wide committee. Service to the church, profession and community is encouraged. Faculty members in their first year of full-time employment at the university are exempt from the committee requirement. In addition to committee service, all faculty are expected to serve as academic advisors for students in their major or program, to participate regularly in student visit days and admissions events, and to participate actively in department or program curriculum development and assessment activities.

Faculty members with access to outside funding may work out an agreement with the appropriate dean and the Vice President for Academics to buy out additional instructional credits with that outside funding. Because Concordia has a teaching mission, a faculty member may normally buy out no more than 12 credits annually.

If an assigned course has insufficient students and is cancelled, the faculty member will be assigned an alternate activity, which may include research and writing for publication, writing of a module, developing a new course, up-dating syllabi, teaching an alternative course, or other school-related academic work to be negotiated between the faculty member and Academic office.

Instructional assignments are determined by the Academic office in consultation with and upon recommendation of the dean and department chair/program director, as approved by the President. Calculating an instructional load is dependent on many variables including the demands of certain departments, fields, and accreditation standards, the number and types of preparations, student enrollment, etc. Every effort will be made to keep loads equitable. At the same time, it is recognized that no wholly acceptable formula has been developed for higher education. Concordia normally pays faculty members based on the number of direct student contact hours in a course or laboratory section. Exceptions to this policy are at the discretion of the dean and Academic office.

4.1.D Summer Sessions (A) *(Updated July 2018)*

Full-time faculty who do not teach in the summer are expected to use the summer break serving the school by revising courses, writing/revising syllabi and curriculum, and doing discipline related activities including peer-reviewed research and scholarship. Faculty members without an earned doctorate will use the summer to work toward their degrees.

Full-time faculty are expected to communicate regularly with department chairs and/or deans during the summer and to check voice mail and email regularly.

4.1.E Committee Membership (A) *(Updated February 2013)*

Normally no credit allowance on the total workload is given to a faculty member for regular or special committee memberships. Service activities account for 20% of workload for full-time faculty members. After the first full year of employment, full-time faculty should serve on a committee within the department/program, school or university. Other kinds of service (e.g. serving as a faculty Marshall, advising a student organization, etc.) may be counted as meeting this service expectation. Chairs of committees which are actively engaged in significant institutional research may receive some temporary relief upon prior agreement. When certain faculty members are engaged in special assignments covering short periods, the amount of relief can best be determined by advance agreement with the administrative officer directing the project.

4.1.F Community and Synodical Service (A)

As citizens of the community and as members of the Synod, the faculty members may seek out appropriate opportunities for community and Synodical service, provided such activities do not infringe upon prior obligations to the school or do not drain vitality to the neglect of institutional responsibilities. No credit allowance on the total service load is given for community or Synodical service.

4.1.G Administrative Duties (A) *(Updated July 2008)*

Administrative positions may be created, modified, abolished, or have functions assigned to them by the Board of Regents on recommendation by the President. Appointments to these offices are

for 1-year renewable terms. Other administrative assignments, such as Department Chairs, Deans, and Program Directors, are made by the President on recommendation by the Vice President for Academics and may result in an appropriate reduction in teaching load. Such positions are for 1-year renewable terms.

4.1.H Recruitment Responsibilities (A)

Faculty members will take an active interest in recruiting and retaining students and may be asked to participate in the recruitment program of the school according to mutually agreeable terms.

4.1.I Student Advising (A) (Updated July 2016)

The Office of Academic Advising is responsible for assigning degree-seeking traditional undergraduate students to staff/faculty advisors in their area of study. Dependent on program and/or class standing, students will be assigned to either a staff or faculty advisor within the first two weeks of the student's first semester. All faculty are expected to serve as academic advisors as part of their service to the university. No load weight is given for such advising.

Students who declare a minor may also be assigned a minor advisor. The Office of Academic Advising is responsible for advisement of undeclared majors. The Office works in conjunction with the Career Services Office and strives to help students find a major and advisor as early as practicable.

Advisors are expected to meet with their advisees once a semester to ensure students are progressing accurately within the program. Students are then expected to register for classes themselves using the portal. Please refer to the Faculty Advisor Handbook for additional information regarding the advising process.

Accelerated, online and graduate advising is determined by each program or department, respectively.

4.1.J Individual Instruction/Independent Study (A) (Updated July 2018)

An individual instruction/independent study course may be offered if no such course is regularly offered in the schedule of classes, or if special circumstances make it impossible for a student to take a required course. Individual Instruction means that a course already in the catalog is offered to a student individually, due to a schedule conflict or other situation that prevents the student from taking the course when it is normally offered. Independent Study refers to a course not normally offered at the university, in which a student wishes to explore a particular area of study with a faculty member.

Individual instruction and independent study pay rates are determined by the Vice President for Academics after consultation with the Academic Council.

The individual instruction request/independent study proposal forms are available from the dean of the school where the course would fit. Instructions for students who wish to sign up for an individual instruction/independent study course are available in the Forms Repository on the university Portal. Ordinarily, individual instruction requests/independent study proposals must be

processed 60 days prior to the beginning of the semester requested in the form. The student shall pay the individual instruction/independent study fee in advance of beginning the course work.

Instruction is not to begin until the instructor and student have received their copies of the completed and signed form. The Vice President for Academics may reject the proposal if sufficient justification is not given.

4.1.K Team Teaching (A) (*Added January 2006)*

The University will encourage and oversee team teaching in order to enhance student engagement in learning, provide pedagogically-sound learning opportunities, and provide unique learning opportunities, while making judicious use of university resources.

If the faculty members agree to split the TC's of a particular course, they will make a proposal to the appropriate department chairs and deans, who are charged with evaluating the pedagogical and workload merits of the proposal. After departmental and dean approval, the course will be included in the succeeding year's course schedule. The deans will inform the Vice President for Academics of this team-taught course to ensure proper allocation of the faculty TC's. The course will be subject to the normal conditions and expectations of the university. After the course, the instructors will provide feedback about their experience to the appropriate (chairs) and dean(s).

If the faculty members each wish to earn full TC's for a course, they may apply for a Concordia Institutional Teaching Grant (CITG). The CELT Advisory Board will receive all requests for team teaching by May 1 and will then evaluate and rank those requests based on pedagogical strength (which might include such factors as whether the experience provides a unique opportunity for students; whether it is a core, major, or elective course; and how the combination of instructors strengthens the course), seniority (those who have not received this opportunity will have precedence over those who have had one), and the financial resources available to fund the team-teaching opportunities.

The CELT Advisory Board will allocate the funds and will inform the proposers and Academic Council (by June 15). Department chairs and deans will make the appropriate course scheduling changes for the following academic year. The Academic Office will note the TC allocation and payment provisions. The course will be subject to the normal conditions and expectations of the university. After the course, the instructors will provide feedback about their experience to the appropriate chair(s) and dean(s). Unused funds do not carry over from one year to the next.

A second option for faculty members who wish to earn full TC's for a team-taught course is to prepare a proposal in which the instructors provide evidence that the course in question lends itself to a team-taught approach and that students would benefit more from a team-taught approach than from a standard, single instructor course. Instructors must gain prior approval from the relevant chair(s), dean(s) and Vice President for Academics. The course must have a minimum of thirty-four students enrolled unless special approval is granted by the Vice President for Academics. If the proposed course does not carry 34 students, the instructors will work with the appropriate dean and the Vice President for Academics to determine appropriate action.

Each instructor will be expected to attend and participate in every class period and to assist in the administration of the course. Each instructor may be granted three TC's for an approved team-teaching effort only once per academic year.

4.1.L Outside Employment (A) *(Updated July 2021)*

The primary function of Concordia University is the education of our students. Our faculty also have additional duties in scholarship and in service. Faculty members have talents and knowledge that may make them valuable to others outside of the university. Personal contact with civic, professional and church work can make a wholesome contribution to the effectiveness of teachers. Therefore, the university allows such contacts to the degree that they can be maintained without consuming time or energy that properly belongs to the university.

Faculty are hired as salaried, exempt employees and paid a fixed compensation for their work. Work expectations are thus established by common practice and through contract. Employees might choose to perform some university duties outside of normal business hours as long as the duties are completed in a satisfactory and timely manner. For instance, development of course materials and grading assessments might be completed at home in the evening or on weekends. A certain amount of time flexibility is possible, although it is also acknowledged that, except for extraordinary circumstances, the employee will be at the university the majority of working hours performing tasks according to contract. The university recognizes that one day (eight hours) of a standard five-day (forty hour) week is suitable for time shifting so that the employee may engage in other non-university activities (e.g. consulting) or to account for personal business (e.g. medical appointments, personal financial tasks, attendance at a child's school events, etc.). These absences from the university should not interfere with scheduled work duties, such as teaching classes or attending required meetings. When not on vacation, faculty members will devote a full measure of their time and energy to the assignment that they have accepted as members of the faculty.

Faculty may have opportunities outside of the university to utilize their talents and knowledge for financial gain. This activity can complement their university responsibilities, but can also conflict with the interests and principles of the university. The following description provides guidance on acceptable non-university compensated activities.

Policy for non-university compensated activities:

a. All non-university compensated activities must be reported on the annual outside activities' disclosure forms. Compensation can be by direct monetary remuneration to the faculty or their family member, or indirect, such as by equity or royalties.

b. All conflicts between obligations to the university and remunerative activities off-campus shall be resolved in favor of campus activities and to the satisfaction of the university administration.

c. Clergy faculty members may not assume the pastorate nor fill a vacancy of a congregation or a mission station. Faculty who are rostered members of the LCMS may not accept a call to another LCMS institution while serving as full-time CUWAA faculty.

d. A faculty member may not participate in an activity that brings disrepute on the university or directly contradicts the requirement that faculty must display Christian principles and behavior.

e. Faculty may have an opportunity to teach classes at another university. Uncompensated teaching is generally approved, while compensated teaching requires approval by the faculty member's supervisor.

f. Faculty may have an opportunity to be compensated through consulting with a business, industry, government group or professional group. Consulting is defined here as compensated professional activity related to the faculty member's expertise which is provided to a third party, and which is of limited duration. The university is generally supportive of these opportunities since they provide a valuable service to an organization and thus enhance the reputation of the university. Often, they give faculty members experience that can be brought back to the classroom. Consulting opportunities are allowed as a privilege of the faculty, not as a right. Faculty must avoid conflicts of interest and must disclose these relationships to their supervisor. Consulting must complement and must not detract from the faculty member's normal university duties. Some arrangements, such as serving on the board of directors of a corporation which does business with the university, may suggest a conflict of interest. Faculty should seek guidance from their dean before accepting such positions.

g. The university supports scholarship and therefore has ownership right to the products of that scholarship when performed using university resources. The university encourages development of intellectual property and artistic creations for the benefit of society. The Office of Technology Transfer was created to assist in such development and has instituted an equitable profit-sharing plan for these opportunities. The university is not a for-profit entity and cannot commercialize a product on its own, nor can it support an employee in a profit-making capacity.

h. A faculty member who opts to commercialize a product on his/her own must accept that this activity is outside of normal university-related activities, and as such is closer in practice to taking a second non-university job. Similarly, a faculty member may be asked to work as an actor, director, composer, etc. in a commercial artistic production. Although these activities are permitted, they must not conflict with the faculty member's primary obligations to the university.

i. The university can provide limited usage of resources (meeting space, incubator space, access to laboratory equipment, etc.) by commercial entities if the university is adequately compensated, and the usage is properly documented and disclosed; but, such usage cannot be at a level that would put the university's non-profit status at risk. The faculty member should discuss requests for such external usage of university resources with the dean and Academic Office and execute a contract that clearly defines the scope of such usage. In all cases, access to university resources must not interfere with access by other faculty members or students. If outside activities take a substantial amount of a faculty member's time, that faculty member may negotiate with the dean and Academic Office for a contract change that reduces his/her university obligations for a specified period of time. Any commercial entity making use of university resources must have insurance and must agree to defend, indemnify and hold the university harmless of any claims, injuries, damages, losses, or suits, including attorney fees, arising out of or in connection with the usage of university resources.

j. Faculty members may have one day per week (8 hours maximum) for non-university clinical or professional practice related to their academic discipline with permission of their department chair/program director and dean. This does not exempt the faculty member from fulfilling all responsibilities to the university including teaching, scholarship and service, as well as any other responsibilities outlined in the job description.

4.1.M Faculty Absenteeism (A) *(Updated July 2019)*

The University encourages faculty members to attend meetings of professional organizations, conferences, and other groups as long as such activities do not interfere with class instruction or other institutional duties. In case of absence, the procedure is:

Planned absences: if the individual faculty member is aware of a forthcoming absence and has sufficient opportunity to notify students:

- The faculty member shall notify the immediate supervisor and dean of the school or the department chairperson prior to the absence providing him/her with the pertinent information, i.e., reason for the absence, class make-up work planned, proxy test supervision, etc. The dean of the school or the department chairperson shall discuss and approve the plans concerning the scheduled absence.
- The faculty member shall properly inform the members of his/her classes as early as possible and provide them with make-up assignments, reading lists, testing plans, etc. The faculty member has a responsibility to the students in his/her classes to provide them with a learning opportunity.

Emergency/Unplanned absences: There may be times when a faculty member is unable to hold his/her classes due to illness or emergency. In such cases, the faculty member must notify students *prior to the class start time* via email and the university learning management system. Please do this as early as possible, so that students do not come to campus for a face-to-face class that is not taking place. The faculty member must also inform the administrative assistant in his/her department/program or school of the absence and the reason for it. The administrative assistant will notify the Vice President for Academics (CUW) or Assistant Vice President of Academics (CUAA), the receptionist, and the Registrar's Office.

Faculty may choose to assign students an alternative learning activity to replace the missed class session; such assignments must be clearly and proactively communicated to students.

4.1.N Mentoring (A) *(Updated July 2018)*

Each new faculty member will have a faculty mentor for the first year of his or her employment. The Vice President for Academics will appoint mentors in consultation with the faculty member's dean.

4.1.O Professional Development (A) *(Updated July 2021)*

The University encourages faculty members to hold memberships in professional organizations related to their professional and academic disciplines, to attend and participate in conferences, workshops, seminars and other professional development opportunities, and to stay current in

their disciplines via subscriptions to relevant academic and professional journals, newsletters, and websites. Each faculty member must select avenues for professional growth and development that directly impact his/her teaching, scholarship, and/or service obligations to the University. Any projected absence from classes must be reported to the department chair/program director before conference registration is completed. It is the responsibility of the individual to share a report of the conference with members of his/her department and other interested faculty.

To support faculty members in these endeavors, the University will provide funds in the manner described below.

Full-time faculty members in all schools of the university holding doctoral or other approved terminal degrees receive $750 per academic year for professional development, membership in professional or academic organizations, conference attendance and related travel, and professional or academic subscriptions. If an individual exceeds the allotted amount for the year, the overage is her/his personal responsibility.

Full-time faculty members in all schools of the university who do not hold doctorates or other approved terminal degrees, and who are not enrolled in terminal degree programs, receive $100 per academic year for professional development.

All reimbursements for memberships, conference attendance and related travel, and professional or academic subscriptions subsidized by the institution must be submitted by the faculty member to the Academic Office. Allowable conference expenses include registration fees, lodging expenses, meals and tips, and travel (either by public carrier or the current mileage rate of the University, whichever is less). Reimbursement shall be made after the faculty member has submitted a completed personal/travel expense report with an itemized statement and all original receipts attached. By Synodical policy, the cost of alcohol is not covered.

The University may ask individuals to attend specific conferences or to officially represent the university, in which case costs will be covered by the institution. The University will not assume conference/meeting/convention expenses when another agency or organization will do so.

4.1.P Adjunct Faculty (A) *(Updated July 2014)*

In addition to its full-time faculty members, Concordia also engages additional adjunct and visiting faculty members to supplement its instructional faculty. Teaching assignments for these faculty members are normally restricted to specified class periods. Contracts for adjunct members are usually negotiated on a semester or course basis. Although the responsibilities of these faculty members lie primarily in the instructional area, it is expected that they will become familiar with general school policies and reflect the philosophy of the University in their personal conduct. Department chairs, program directors, and school deans recruit, supervise, and assist their adjuncts. If needed, advertising for positions will be done in the LCMS church bulletins and the local newspapers or relevant websites. Candidates for adjunct teaching must have a minimum of a Master’s degree in their discipline and be Christians, preferably members of the LCMS.

4.1.Q Campus Worship Leadership (A)

Members of the instructional staff lead the campus community in worship and meditation. Assignments are made by the Campus Pastors and consider the staff members' personal

background and desires, as well as the doctrine and practice of The Lutheran Church Missouri Synod (LCMS). Chapel leadership is limited to rostered male members of the LCMS.

4.1.R Activity Sponsorship (A)

The sponsorship of student activities whose purposes, program and schedule are consistent with the purposes of the institution and with approved faculty policy are to be viewed as part of the service load for which no relief in total service load is to be expected or granted.

4.1.S LCMS Colloquy (S, A) *(Updated July 2020)*

Full-time faculty members who are members of Lutheran Church-Missouri Synod (LCMS) congregations and who wish to receive a divine call to enter the teaching ministry can complete the LCMS colloquy program. The Colloquy program prepares men and women for membership in The Lutheran Church-Missouri Synod as Ministers of Religion–Commissioned. The program ensures that those who seek to join the Synod have been educated in theology, have become oriented to service to the Synod and have demonstrated the professional and spiritual attributes that the Synod expects of its members. Concordia University encourages its full-time faculty to complete colloquy, and may provide support under the same terms and conditions as those for faculty pursuing terminal degrees.

Colloquy courses may be offered online or in person. Specific information about the LCMS colloquy program can be found at lcms.org or at https://www.cuenet.edu/colloquy/. Full-time faculty who are members of LCMS congregations should speak with the Vice President for Academics about enrolling in the colloquy program.

4.2 Performance Review and Termination (A)

4.2.A Performance Review Guidelines (A) *(Updated July 2018)*

The university conducts formal annual performance reviews for all regular full-time faculty. The purpose of these reviews is to identify strengths as well as areas in which improvement is needed (formative), and to provide information concerning future employment status (summative). Performance reviews are based on criteria clearly articulated by plenary faculty in the areas of teaching, research/scholarship/creative activity and service.

Every regular (full-time) faculty member will enter information concerning their professional activities into the university's electronic portfolio system. Based upon this information, along with feedback from students, peers and university administrators, the faculty member's supervisor will prepare a written evaluation and will share it in person with the faculty member. Faculty may respond to the evaluation in writing; the evaluation summary and any response will be filed in the faculty member's personnel file in the Academic office.

The Vice President for Academics may call for a formal review of any faculty member at any time.

Faculty members whose performance is determined to be below expectations shall be placed on a formal Performance Improvement Plan (PIP), which will serve to clarify performance expectations and will include a timeline for reassessment of the faculty member's work. A final decision about termination as a result of the review shall be made by the Vice President for Academics.

4.2.B Faculty Classroom Visits (A) *(Updated July 2019)*

As part of the university's ongoing goal to provide effective and excellent instruction, each full-time faculty member shall receive a classroom visit at least once every three years by an administrative representative. Each new full-time faculty member will receive a classroom observation (in person or via the Learning Management System for online courses) during the first year of full-time teaching at Concordia. Additional non-evaluative (formative) visits may also be made. Classroom visitation is conducted by the Vice President for Academics, deans, department chairs/program directors, or peers.

The "Teaching Observation Form" is used to document the observation; it is found in the Forms Repository. Copies of the completed form/report shall be distributed to the faculty member observed, the department chair/program director, the dean, and the Vice President for Academics. A short follow-up meeting shall take place in order for the observer to share his or her observations with the faculty member in person. A copy shall be filed in the faculty member's confidential folder in the Academic office.

4.2.C Termination of a Faculty Member (S, A) (*Updated July 2020)*

The only causes for which members of the faculty within a contract may be removed from office, other than honorable retirement, are:

a) professional incompetency;
b) incapacity for the performance of duty;
c) insubordination;
d) neglect of or refusal to perform duties of office;
e) conduct unbecoming a Christian;
f) advocacy of false doctrine (LCMS Constitution, Art. II) or failure to honor and uphold the doctrinal position of the Synod as defined further in Bylaw 1.6.2 (b) of the LCMS 2019 Handbook;
g) discontinuance of an entire program (e.g., social work, business);
h) discontinuance of an entire division or department (e.g., modern foreign language) of a college or university;
i) reduction of the size of staff in order to maintain financial viability in compliance with policies concerning fiscal viability;
j) discontinuance, merger, or consolidation of an entire college or university operation.
k) expiration of the term of a contract of employment; and
l) for those whose position requires membership in a Synod congregation, ceasing to be a member of a Synod congregation.

The Vice President for Academics may decline to renew a junior-level appointment of a faculty member at his/her discretion and without formal statement of cause. Faculty members with a junior-level appointment (who have no expectation of continued employment) shall not be entitled to an appeal process concerning a decision of non-retention.

Faculty holding renewable appointments (senior faculty) may be terminated during the contract period due to the items listed above in a-l, and at the end of the contract period without disclosure of cause. Senior faculty members who wish to appeal a decision of termination may do so in writing to the President within 30 days of the termination date. The President will respond to the

appeal in writing within 30 days of receipt of the appeal. Deans and department chairs will be involved in all decisions concerning faculty non-renewals. However, the President's decision shall be final.

4.2.D Modified Service and Retirement (A) *(Updated July 2017)*

Faculty members may request early retirement under the applicable provisions of the Concordia Retirement Plan. Upon retirement, faculty members who are ordained or commissioned ministers of religion are retained on the emeritus roster of the Synod on the basis of 2016 Synodical Handbook Bylaw 2.11.2.1, and may, by action of the Board of Regents, be retained on the roster of their faculty as "emeriti". Service loads and the conditions of service after retirement shall be determined by the Board of Regents.

4.2.E Grievances and Disputes (S) *(Updated July 2022)*

Faculty members with grievances or disputes shall follow the process described in the Concordia University Employee handbook section on Communication/Problem-Solving, available on the university portal. In addition, the Faculty Concerns Committee (CUW) and Faculty Service and Welfare Committee (CUAA) are means by which faculty can communicate concerns. Processes and procedures for adjudicating grievances and disputes are outlined in the most recent version of the LCMS Handbook and the most recent version of the CUS Model Operating Procedures Manual. In accordance with these documents, the President or Board of Regents may relieve a respondent's teaching and/or administrative duties pending final resolution of a conflict when in the best interest of the university or parties involved. Contractual obligations of the school shall continue to be honored until the matter is resolved.

4.3 Sabbatical Leave, Advanced Study Leave, and Leave of Absence (A) (*Updated November 2018)*

The Board of Regents may grant a member of the instructional or administrative staff a leave, for up to six months at full pay or for up to twelve months at half pay.

4.3.A Sabbatical Leaves (A) *(Updated July 2018)*

Definition/Purpose:

A sabbatical leave is primarily for specific post-doctoral work in the form of advanced study, publication, research, creative work, an approved program of experience (including parish ministry experience), or similar tasks which should enhance the work of the individual, the school, the institution, an entity of the LCMS, or preferably some combination of the above.

Length and Terms:

A sabbatical leave may be requested for six months at full pay (scheduled so as to include not more than one fall or spring semester) or twelve months at half-pay (scheduled so as to include no more than two full semesters), or a 12-month, part-time leave at full pay. During the sabbatical, the faculty member may not teach overloads, and is excused from such obligations as attendance at opening service, plenary faculty meetings, faculty retreats or summits, and graduation ceremonies that fall during the duration of the leave. Faculty members on part-time leave may be asked to attend department and school meetings at the discretion of their deans.

Eligibility:

Faculty must meet all of the following criteria to be eligible for a sabbatical:

- Full-time member of the instructional or administrative staff;
- Minimum of seven calendar years of consecutive service at an LCMS higher education institution. This service may have been accumulated in any of the established ranks and need not have been limited to one institution.
- Hold an earned Doctoral or other approved terminal degree;
- The end of a previous sabbatical or advanced study leave marks the beginning of the next seven-year period of required service. Faculty may apply for a sabbatical prior to the end of 7 years, but the next sabbatical may not begin until a minimum of 7 years have passed since the end of the previous leave.

  Faculty members who are on Performance Improvement Plans (PIPs) are not eligible to apply for sabbatical leave.

Priority:

- All completed applications for the next academic year must be made to the Vice President for Academics by November 1 with the intention of final approval at the February Board of Regents meeting.
- Priority among those holding a terminal degree shall be established on the basis of seniority of service. Such service shall be calculated from the first entry into full time teaching at a Synodical institution of higher education in any of the established ranks.
- Ordinarily, no more than 3% of the full-time faculty personnel can be absent on sabbaticals in one semester.
- Any member of seniority rank who waives an initial opportunity for a sabbatical will be at the head of the list for the following year.
- In the event that several faculty members are eligible for sabbaticals in the same year, preference is usually given to those who have the privilege of such leave for the first time. Preference will also be based upon the academic benefit of the proposed sabbatical to the university, as well as the appropriateness and rigor of the sabbatical proposal.

Approval Process:

Approval of sabbatical applications shall be on a competitive basis. The candidate for sabbatical will first meet with the Vice President for Academics to review the application process and ensure minimum requirements. Application forms are available on the University portal. This meeting must take place no later than October 15. Faculty at the Ann Arbor campus may do this by telephone or zoom meeting.

The candidate will fill out the application, discuss the planned sabbatical with the appropriate department chair and dean, and obtain their signatures on the application. The department chair and dean will evaluate the sabbatical application in terms of departmental and school goals, as well as the proposal's impact on teaching, learning, student advising and service in the candidate's school. The department chair and the dean have the right to attach a letter to the application detailing support, concerns, or other issues.

The candidate will submit the completed application and any associated information to the Vice President for Academics by 1 November. The Vice President for Academics will present all applications and associated documents to Academic Council, which will evaluate all sabbatical applications based on the appropriateness and rigor of the project and its academic benefit to the university. Academic Council will rank the applications in order of its recommendations. Academic Council will then evaluate the balance of sabbaticals and advanced study leaves for the coming school year, and will make its recommendation to the president.

The President will present applications to the Board of Regents with accompanying documents and recommendations. The application, planned program, and time of each sabbatical must receive advance approval of the Board of Regents.

4.3.B Obligations to the Institution Following a Sabbatical (A) *(Updated July 2018)*

When a sabbatical is granted, that faculty member must return to Concordia University or compensate the institution for the salary and benefits received during that leave.

At the end of the sabbatical, the faculty member will submit a written report to the appropriate dean within 60 days that includes the specific activities and accomplishments of the sabbatical and that assesses the extent to which the specific goals and objectives of the sabbatical were met. The dean will share this report with the Academic Council.

4.3.C Advanced Study Leaves (A) (*Updated November 2018)*

Definition/Purpose:
An advanced study leave enables a member of the instructional or administrative staff to complete a terminal degree required by the university.

Length and Terms: An advanced study leave is normally limited to the dissertation phase of the terminal degree program. Such leaves may be given without pay, or may be requested for six months at full pay (scheduled so as to include not more than one fall or spring semester) or twelve months at half-pay (scheduled so as to include no more than two full semesters), or a 12-month, part-time leave at full pay. During the leave, the faculty member may not teach overloads, and is excused from such obligations as attendance at opening service, plenary faculty meetings, faculty retreats, and graduation ceremonies that fall during the duration of the leave. Faculty members on part-time leave may be asked to attend department and school meetings at the discretion of their deans.

Eligibility: Faculty members must be full-time, and have been full-time CU faculty for at least one full academic semester (15 weeks) prior to applying for the leave. Faculty members who are on performance improvement plans are not eligible to apply for a study leave.

Approval Process:

Advanced study leaves must generally be approved by the Board of Regents at least six months before the leave is to begin.

1. The candidate for an advanced study leave will first meet with the Vice President for Academics to review the application process to ensure that the minimum requirements

have been met, and to discuss the nature and purpose of the leave. Faculty on the Ann Arbor campus may do this by telephone. Forms are available on the university portal.
2. The candidate will fill out the application, share that information with the appropriate department chair and dean, and obtain their signatures on the application. The department chair and dean will evaluate the application in light of departmental and school goals, as well as its impact on teaching and learning in the candidate's school. The department chair and the dean each have the right to attach a letter to the application detailing support, concerns, or other issues.
3. The candidate will submit the completed application to the Vice President for Academics, who will evaluate it on the basis of the individual's plan for completion of the degree, the impact on the department and school, and the proposal's value to the university. The Vice President for Academics will bring the application and associated documents to the Academic Council, along with his/her recommendation. Academic Council will evaluate the balance of sabbaticals and advanced study leaves for the coming school year, and make its recommendation to the President.
4. The President will take the application to the Board of Regents with accompanying documents and recommendations. The application, planned program, and time of each advanced study leave must receive advance approval of the Board of Regents.

Decision to grant such a leave rests with the Board of Regents.

4.3.D Obligations to Institution Following an Advanced Study Leave (A) *(Updated July 2018)*

Faculty members who receive an advanced study leave must normally remain on the full-time instructional faculty for at least 3 years following completion of the leave. The total compensation (salary and benefits) provided to a faculty member during an advanced study leave will be subject to the same repayment requirements as the interest-free loans described for doctoral work in this handbook. The loan will be forgiven a third at a time over a three-year period of full-time employment after completion of the degree. Funds loaned, including amounts paid for salary and benefits for a study leave, are subject to repayment in full if the faculty member leaves full-time employment before completing the doctoral degree or fails to complete the degree within the time period required. This will take effect for leaves that begin after July 1, 2015.

Upon earning the doctoral degree, faculty members who have received an advanced study leave and/or a loan for doctoral work from the university shall present their doctoral work to the university community in a public seminar, to be arranged by the faculty member and the Academic Office within 6 months of earning the degree. This will take affect for doctorates completed after July 1, 2016.

4.3.E Loans for Doctoral Work (A) *(Updated July 2018)*

The Board of Regents shall recommend subsidies for doctoral work or other advanced study by instructional and administrative personnel as necessary for the academic functioning of the university. Faculty members involved in doctoral programs previously approved by the University will be given a one-half tuition interest free loan one term at a time. This loan will be forgiven a third at a time over a three-year period after completion of the degree. Money already paid is subject to repayment in full if the faculty member leaves before completing the doctoral degree.

Requests for one-half tuition loans will be processed after completion of the course(s) and submission of a grade report and receipt of payment from the institution or canceled check indicating full tuition was paid. Requests for these funds should be made by the faculty member on a personal/travel expense report form and submitted with the above supporting documents to the Vice President for Academics. This policy is effective for courses begun after January 1, 2004.

4.3.F Leaves of Absence (Other than FMLA - Family Medical Leave Act) (A) *(Updated July 2018)*

Definition/Purpose

The Board of Regents of Concordia University may allow a leave to be used specifically to render particular service to the Synod or its agencies. An individual wishing to apply for a leave of absence will first meet with the Vice President for Academics. All leaves must be approved by the Board of Regents.

Length

Such leaves are normally given without pay from the university. However, in rare circumstances, and if the institution is convinced that the leave of absence will be of specific benefit to the university, it may utilize the budgetary provisions outlined for a sabbatical leave: six months at full pay, twelve months at half pay, or a half-time 12 month leave at full pay.

Eligibility

Full-time faculty member or administrative staff.

4.3.G Professional Research or Study Activities (A) *(Updated July 2018)*

Faculty members are encouraged to participate in continuing individual research or study as a phase of their professional growth. When off-campus advanced study is made mandatory or desirable by institutional circumstances beyond the control of the individual faculty member involved, such a program of further study, where it does not involve a leave of absence or sabbatical leave, may, when part time, result in a suitable reduction in teaching load. All such reductions in load are subject to the approval of the Vice President for Academics.

4.3.H Overloads During Leaves and Sabbaticals (A) *(Updated July 2018)*

No overloads will be granted for faculty during advanced study leaves or sabbaticals. Exceptions can be granted only by the Academic Office in consultation with the appropriate dean.

4.4 Rostered Faculty

4.4.A Memberships in Pastor and Teacher Conferences (A) *(Updated September 2012)*

Each clergy member of the faculty is expected to be a member of the pastoral conference in the Synodical district in which he holds membership. Teacher-trained members of the faculty are expected to be members of the teachers' conference in the Synodical district in which they hold membership. They shall attend the regular sessions of their respective conferences, when possible.

The faculty shall regularly designate three of its clergy members as representatives to the official regional conferences of the South Wisconsin District and one to the regional English District conference and two of its teacher members to the official regional teachers' conferences.

4.4.B Ecclesiastical Supervision (A) *(Updated August 2012)*

A faculty member who is on a roster of the Synod is under the ecclesiastical supervision of the Synod. In the event a member is removed from membership in the Synod pursuant to procedure established in the Synodical Bylaws, then that member is also considered removed from the position held and shall be terminated forthwith by the Board of Regents.

4.5 Academic Freedom

4.5.A Higher Education Mission Statement (A) (Based on May 2017 CUS Institution Policy Manual)

The colleges, universities, and seminaries of The Lutheran Church-Missouri Synod exist to supply the higher education services needed to accomplish the mission of the church. Strongly committed to the Lutheran concept of vocation, Synodical colleges and universities are liberal arts institutions which provide a Christ-centered spiritual and value-oriented environment for men and women who will be Christians in the church and in secular occupations. The objectives of the Synod include the recruitment and education of professional church workers. Therefore, central to the system of Synodical higher education is the preparation of those who are called to serve through preaching, teaching and related vocations. Professional preparation for the pastoral ministry is the special assignment of the Synod's seminaries.

("Statement of Mission and Purpose" as adopted by the 1986 LCMS Convention)

4.5.B Freedoms and Opportunities (A) (Based on May 2017 CUS Institution Policy Manual)

Much of value can be learned from the concepts of academic freedom that are commonly found in American culture. However, academic freedom and its related responsibilities as recognized and practiced in the Concordias have their fundamental basis in the Christian identity of our institutions of higher education. A Concordia campus views academic freedom and responsibility as an expression of the reality of the scriptural Lutheran faith. As agencies of The Lutheran Church-Missouri Synod, the Concordias express the confessional significance of believing in Christ and His Scriptures, teaching the scriptural Lutheran faith, and confessing the Gospel to the world.

A Concordia campus:

- is a Christian community, characterized by a high awareness of the reality and importance of collegial relationships and commitments
- values the centrality of a Lutheran understanding of Law, Gospel, and the forgiveness of Christ for all. This reality permeates classrooms, administrative work, and human relations among all campus constituencies
- provides opportunities for faculty to integrate faith, life, and learning. This includes opportunities to address issues in our contemporary environment from the standpoint of informed Lutheran scholarship
- values the individuality of each faculty member and respects the right of faculty to hold diverse opinions. The right of persons to retain the convictions of their faith

and conscience is respected, but the institution has specific expectations regarding the presentation of doctrinal teachings

- expects its faculty to exhibit a strong commitment to scholarship and the professional expectations of the various academic disciplines. The pursuit of knowledge through intellectual inquiry and research is highly valued as a mark of institutional excellence
- respects the right and responsibility of faculty members to present the empirical and historical subject matter involved in their scholarly disciplines. Scholarly information related to the subject matter may be presented, provided the manner of presentation is within the parameters of the responsibilities and limitations listed below

4.5.C Responsibilities and Limitations (A) (Based on May 2017 CUS Institution Policy Manual)

A Concordia faculty member:

- may present and discuss concepts that conflict with Synodical teachings, including historical information and the results of research in a faculty member's discipline. The corresponding responsibilities are that the faculty member presents the material in a manner that encourages constructive insights and enhanced understanding of the issues, that he/she presents a fair and accurate description of the Synodical position, and that he/she does not advocate a position contrary to that of the Synod.
- acknowledges that he/she functions within a community that has multiple dimensions (e.g., campus, congregations, The Lutheran Church-Missouri Synod, the church-at-large, society). As a responsible colleague, the faculty member has a clear awareness of the position of respect and responsibility that those communities confer upon faculty members.
- acknowledges that in certain situations he/she will voluntarily limit his/her expression of opinions and convictions. Such limitations involve a professional and personal judgment regarding the appropriateness of the message to the audience, so that the mission of the institution and of the church is supported rather than hindered.
- affirms that expressions of academic freedom are primarily a matter of individual and professional responsibility.
- will ordinarily confine his/her teaching and counseling of the institution's students to his/her areas of professional expertise.
- when engaged in publication and public presentation, will do so with the awareness that there is always a tacit association of the professor with the institution.
- acknowledges that he/she is serving an institution that is an entity owned and operated by The Lutheran Church-Missouri Synod, and that the Synod expects its mission, values, and teachings to be clearly taught and reflected in its institutions.
- will work peacefully under the Constitution, Bylaws, and policies of The Lutheran Church-Missouri Synod, its Concordia University System, and the institution.

- will not actively promote a doctrinal position that is in opposition to the doctrinal position of the LCMS.
- accepts responsibility for becoming knowledgeable regarding the teachings of The Lutheran Church-Missouri Synod on the theological topics and issues related to his/her academic responsibilities.

4.5.D Implementation of Academic Freedom Opportunities and Limitations (A) (Revised July 2023) (Based on May 2017 CUS Institution Policy Manual)

Written acceptance of the preceding "Responsibilities and Limitations" is required for all faculty members. This applies to all new and renewal contracts.

4.5.E Academic Freedom at Concordia: Definitions (A, F) (Added July 2023)

As an entity of the LCMS, Concordia University Wisconsin Ann Arbor encourages its faculty to develop a careful, thoughtful and responsible attitude toward the pursuit of truth in accordance with the Gospel of Jesus Christ and with our own mission, vision and values. Because Concordia University is a university (rather than a church), our faculty must also strive to discern and teach the truth as defined by the various academic disciplines represented among our faculty and departments. We therefore take a two-kingdoms approach to this work, attempting always to strike the right balance between the truth of the church and that of the world. As a Lutheran university, we do not try to define "Christian math" or "Lutheran chemistry"; instead, we speak of our faith with confidence and connect that faith to our disciplines where such a connection can most effectively inform and enlighten students.

Academic Freedom Definition: Academic freedom at CUWAA guarantees that faculty members are free to teach, publish, speak, and pursue research or creative activity in their academic disciplines free from pressure to conform to any particular doctrine or viewpoint. At the same time, CUWAA faculty agree to voluntarily refrain from advocating in support of viewpoints that oppose LCMS doctrine.

Scope of Practice: There may be times when faculty need to teach challenging concepts or topics that fall within their scope of practice. Where these concepts or topics are required for students to be effective in their fields of study, faculty are permitted to present, discuss, and advocate for these topics in accordance with the standard of practice in their discipline, subject to the limitations described below.

Advocacy: CUWAA faculty are not permitted to "advocate for" a position that contradicts LCMS teachings. We define "advocate" as "to publicly recommend or support." (Oxford Dictionary, 2023). We define "LCMS teachings" as "publicly stated positions that can be found in official LCMS-published works, e.g., lcms.org." CUWAA faculty members can be considered to be in compliance with this mandate if they can justify that their teaching or scholarly work is:1) in compliance with a published position from the Lutheran Church-Missouri Synod; or 2) in accordance with the standard of practice in their discipline (see "Scope of Practice").

Where a contradiction exists between those two sources of evidence, the faculty member is expected to present both the LCMS position and the standard of practice position to students, making clear where the church stands while also ensuring that students are not coerced into any particular position, but instead are free to critically examine the relevant evidence.

What academic freedom for CUWAA faculty covers (consistent with the definition of academic freedom above):

- Teaching
- Research/scholarship/creative activity
- Public speaking or writing in the faculty member's areas of academic expertise

What academic freedom for faculty does not cover:

- Advocacy for political positions or candidates
- Advocacy for a faculty member's personal points of view on topics not related to the class topic or academic subject
- Use of university property to display symbols or signs (including electronically) that do not align with the CUWAA mission of Lutheran higher education

Faculty members are free to advocate for political positions, candidates, causes, or points of view in their private lives away from the university. They should be careful to maintain appropriate separation between their professional roles and their personal lives, and to ensure that their personal viewpoints are not linked or attributed to CUWAA.

Concordia faculty members choose to serve as members of a Christian community; accordingly, faculty are expected to raise concerns and grievances through the university's established channels. The Academic Freedom Committee is the means by which faculty members with concerns related to academic freedom will raise those topics.

4.5.F Due Process Procedure for Faculty Claiming Academic Freedom Protection (A, F)

(Added July 2023)

The fundamental purpose of due process regarding academic freedom and responsibilities is to protect the academic freedom of the faculty member and to uphold the policies and positions of the institution. The attitude of all involved should be inclined to humility and forgiveness

All academic freedom due process procedures at Concordia reflect and are consistent with existing documents that include:

a) CUWAA Faculty Employment Agreements
b) CUWAA Faculty and Employee Handbooks
c) The Model Operating Procedures Manual (MOPM) – LCMS Handbook Bylaw 3.10.6.7.5

If a faculty member is being disciplined (for example, by suspension or termination), and he or she reasonably feels the disciplinary action is a breach of their academic freedom rights, he or she may initiate the following procedure (modeled after the *AAUP Statement of Procedural Standards* and consistent with the LCMS *MOPM).*

Faculty Member: In this handbook, the Faculty Member is defined as a member of the CUWAA faculty who has been disciplined for reasons that he or she believes amount to a violation of their academic freedom rights. CUWAA faculty include, but are not limited to, rostered full-time faculty, non-rostered full-time faculty, and adjunct faculty.

Preliminary proceedings: Appropriate administrative officers will first discuss the matter in question with the Faculty Member in a personal conference with the goal of a mutually agreeable resolution (cf. Matthew 18). If the matter is not resolved by mutual consent, then it will be brought to the Academic Freedom Committee Chair. The Academic Freedom Committee will hold preliminary proceedings which will have two potential outcomes.

1. The committee may determine that insufficient evidence exists that the Faculty Member's academic freedom rights have been violated. In this case, the matter is concluded. The CUWAA Board of Regents is notified only if requested by the Faculty Member.
2. The committee may determine that there is sufficient evidence that the Faculty Member's academic freedom rights may have been violated and that the case requires full adjudication. The standard to be applied will be that there be at least a *preponderance of evidence*. In this case, a formal investigation is commenced as outlined below in the section titled "formal investigation".

In either case, a representative of the Academic Freedom Committee will draft and send a letter to the attention of the Faculty Member and President of CUWAA outlining their decision, rationale, and next steps to be followed.

Formal investigation: The Faculty Member and Chair of the Academic Freedom Committee will coordinate a time to attend a hearing according to the timeline described below.

> **Temporary suspension:** Suspension during the proceedings is only justified if the CUWAA President determines that the Faculty Member's continued presence is likely to cause immediate harm to themselves or others. Unless legal considerations forbid, any such suspension should be with pay.
>
> **Hearing:** The Academic Freedom Committee will hold a formal hearing to investigate the details of the case. The Committee Chair will request that the Faculty Member and CUWAA Representative present the Committee with their respective cases either (1) in person, and/or (2) in a written statement. Unless mutually agreed to by both parties, all meetings should be considered closed to outside parties. The Committee should determine the order of proof, should normally conduct the questioning of witnesses and, if necessary, should secure the presentation of evidence important to the case. Once the Committee is satisfied that all relevant evidence has been gathered, it will prayerfully consider the details of the case and come to a final decision on the question, "Has the University violated the academic freedom rights of the Faculty Member?" based upon the *preponderance of evidence* standard. The Chair of the Committee will then submit a written report to the Faculty Member and CUWAA President that includes: (1) their answer to the question; (2) the rationale behind their decision; and (3) recommended actions to remediate the situation. As part of the Hearing, the Respondent may call witnesses in their area of expertise and from their or affiliated departments, to testify and provide support on their behalf.
>
> **Timeline:** All parties will choose a mutually agreeable date for the hearing, with sufficient time allowed for the Faculty Member to prepare a defense. The Faculty Member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded. The Committee will be tasked with holding the hearing, deliberating

on the facts of the case, and returning a decision within a reasonable time frame not to exceed 3 months.

Consideration of the governing body: The CUWAA President will pursue one of two courses of action: (1) if desired by the Faculty Member, submit to the Board of Regents (BOR) the decision of the Academic Freedom Committee stating that insufficient evidence (applying the *preponderance of evidence* standard) exists that the academic freedom rights of the Faculty Member have been violated; or (2) submit to the Board of Regents (BOR) the full report of the Academic Freedom Committee that states its decision, rationale, and recommended action. Subject to Synod rules (including guidelines in the MOPM and synodical bylaws), the BOR has the final authority to accept or reject the recommendation of the Academic Freedom Committee; however, the expectation is that they would typically accept their recommendations concerning topics pertaining to Academic Freedom.

Publicity: All parties shall make a good faith effort to maintain confidentiality about the case throughout the process, avoiding external public disclosures including, but not limited to, social media posts, comments to news organizations, blogging, and podcasting.

4.6 Miscellaneous Policies and Procedures (A, F)

4.6.A Academic Personnel File (A) *(Updated July 2018)*

The confidential folder of each member of the faculty is kept on file in the Academic Office. This folder contains both academic and personal data. Student evaluations of faculty, minutes of annual faculty evaluation meetings, Faculty Classroom Observation reports, vitae, letters of comment from university administrators, and other pertinent information are kept in this folder. Official transcripts are also kept on file. Faculty members are requested to keep the data current. Faculty members also have an employee file in the Human Resources office. Access to one's records is through written request to the Vice President for Academics (Academic office file) or Human Resources staff (general employee file), following the procedures outlined in the Employee Handbook.

4.6.B Academic Apparel (A) *(Updated July 2008)*

Academic apparel shall be worn by faculty members at such events as the University determines, e.g., convocations, graduation, opening and special services, etc. Faculty members have the option of purchasing or renting a gown. Rental cost of academic apparel for speakers and recipients of awards is assumed by the University when necessary.

4.6.C Speakers for Special Events (A)

Speakers for special university events are to be approved by the President of the University or his designated representative before the invitation is issued.

4.6.D Speaking Engagements (A) *(Updated July 2018)*

Every off-campus appearance which involves an absence from scheduled classes should be cleared in advance with the Vice President for Academics. It is expected that satisfactory

arrangements according to standard procedure relative to classroom obligations will be made. Engagements which affect the daily schedule of activities shall first be cleared with the Vice President for Academics before commitment is given to accept.

When longer periods of campus absence are involved, formal consultation is feasible and desirable. In such cases, the President desires to confer with faculty members also with regard to items of information or interest or public relations which deserve attention in connection with the public presentations of such representatives of the school.

4.6.E Faculty Orientation (A) *(Updated July 2018)*

The Vice President for Academics shall ensure orientation of new faculty members each semester. Its purpose is to:

1. Acquaint the new members with the philosophy of the school.
2. Outline their duties as members of the instructional staff.
3. Provide them with necessary information for effective service.

4.6.F Faculty Laureate Award (F) *(Updated July 2018)*

The Ronald L. Berg Faculty Laureate Award is an honor bestowed by the Mequon campus faculty on one of its own in recognition as the Outstanding Faculty Member of the Year.

Eligibility: Any full-time faculty member who is not a member of the Administrative Council is eligible. Recipients of the award are ineligible to receive the award a second time.

Nomination: Nominations of full-time faculty for this award may be made by schools, departments, or individuals of the University. Nominations should include reasons for nominating this candidate and qualifications as a potential recipient. Nominations will be submitted by the Deans or chairs of the respective entities or by individuals to the selection committee by February 1. The Special Awards Committee, chaired by the Assistant Vice President of Academics for Student Success, will collect all nominations and present them plus pertinent information to the Plenary Faculty.

Selection: The Special Awards Committee sends a memo to all full-time faculty by December l, inviting their participation in the nomination process. The committee presents all nominees to the faculty at the March meeting and counts the ballots from such voting. The committee is responsible for sending the Plenary Faculty all pertinent information in a timely manner about the nominees; including biographical information, teaching area(s), other responsibilities at Concordia, works published, highest degree earned, and other pertinent information. The Laureate must have a majority vote of the Plenary Faculty. If no majority is reached, the bottom candidate will be dropped and a run-off election will be held in the same meeting. Vote tallies for faculty laureate will not be announced.

Criteria: Overall consideration will be given to that faculty member who exemplifies Concordia as a way of life, one who has made an outstanding, general contribution and has brought distinction to the faculty and honor to the University. [Emphasis should be on current contributions; long-time service may be a factor, but should not be an overriding one.] The candidate is a model of Christian life, excels in teaching, engages in scholarship, supports the co-curricular activities and community life of the campus, and/or is involved in church and community affairs.

Presentation: The award, consisting of a bronze medallion with a suitable inscription will be presented at the May graduation service by the previous year's recipient. The award is dedicated to the Rev. Prof. Ronald L. Berg, who originated it during his term as Academic Dean.

4.6.G Professional Appearance (Added July 2021) (A)

Faculty are Christian role models for students, and represent the university to students as well as to external stakeholders. Employees shall exercise discretion and good judgement when teaching or otherwise interacting with students, with one another, and with the public.

Accordingly, faculty will:

- Dress professionally and appropriately in the classroom (including virtual teaching spaces), in offices, at a Concordia campus, and when representing the university in any capacity off-campus or virtually. In most situations, business attire, business casual dress or CUWAA-branded clothing is appropriate; clothing such as lab coats, scrubs or athletic attire may also be worn where appropriate for specific job functions.
- Display a professional workspace when conducting university business, including when teaching or advising students. University-branded background images are available and highly encouraged for all employees who use Zoom or other virtual communication platforms (they are located on the M drive under “Zoom backgrounds”).

CHAPTER 5: ACADEMIC AND INSTRUCTIONAL POLICIES

5.0 Academic Philosophy (F)

Concordia University provides students with academic, social, and physical training in a Christ-centered spiritual atmosphere. For such preparation, this school is dedicated to a liberal arts program of education. It is on this broad base of liberal arts that the academic and instructional policies of this school are formulated.

All academic programs should attract strong interest from quality students, have a connection to the university mission and purpose, have financial viability and appropriate professional resources (qualified faculty, equipment, space) to conduct the program, and coordinate with the overall academic program strategy of higher education in the LCMS.

5.1 Academic Programs *(Updated July 2022)*

5.1.A Definitions (A) *(Updated July 2023)*

New Academic Program (In alignment with the CUS Institution Policy Manual)

A new academic program is defined by the CUS as any of the following:

- Any church-work program (e.g., DCE, DCO) not already offered by the institution;
- Any program introducing a new degree level (baccalaureate to masters or master's to doctoral)
- Any program, regardless of its mode of delivery, requiring the introduction of 16 or more semester hours (24 or more quarter hours) not currently offered by the institution

New academic programs that do not meet these criteria but are new to Concordia University do not need to be submitted to CUS for approval, but must be approved by the university new program approval process as outlined in this handbook. In all cases, the criteria for proposing new academic programs must be followed (see criteria below).

Program Change

A program change is defined as the addition, removal, or revision of any of the following:

- Program name
- Program mission/vision
- Program-level Student Learning Outcomes (PLOs)
- Degree/credential awarded
- Campus, center and/or delivery method
- Number of required program credits
- Admissions requirements
- Curriculum (required courses and elective courses)

All changes to academic programs must be approved by Academic Council before being implemented. The Academic office will communicate official approval to all relevant university offices and stakeholders; following this communication, approved changes can be implemented.

Degree program

A degree program is an area of study approved as such by the university and listed on the official inventory of degree programs (e.g., English, social work, pharmacy, accounting). The degree, which is a credential signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation (e.g., B.A.—Bachelor of Arts, B.S.—Bachelor of Science, etc.)

Associate degrees are a minimum of 60 credits. Bachelor's degrees are a minimum of 120 credits. Master's degrees are a minimum of 30 credits beyond the bachelors. There is no specified minimum for most doctoral programs other than those required by accrediting agencies. Ph.D. programs must be a minimum of 54 academic credits (60 credits are typical); of those, at least 25% will be research courses.

Undergraduate Major

An undergraduate major is a field of study within an approved undergraduate degree program, having its own curriculum. A degree program may have more than one major. A major must have a minimum of 30 credits. A major must have at least 21 credits that do not overlap with the undergraduate core curriculum, or with another major, including the student's concentration.

Undergraduate Minor

A minor is an area of study outside of the major that permits students to pursue a secondary academic discipline. A minor must include at least 18 credits. Minors are only available to students earning a baccalaureate degree. A minor must have at least 12 credits that do not overlap with the core curriculum, with a major including the student's concentration, or with another minor. Exceptions to this minimum of 12 unique credits for a minor can be made for students in majors that require at least 48 credits who are also seeking a minor. In such circumstances, students can earn a minor with a minimum of 8 unique credits.

Concentration (AKA "area of emphasis" or "track")

A concentration is a specific subject area of focus within an approved degree program, such as an undergraduate major or a graduate program. A program concentration involves fewer than 50% of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

Undergraduate major concentrations must be at least 12 credits; at least 9 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with the undergraduate core curriculum.

Graduate program concentrations must be at least 9 credits; at least 6 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with any graduate core curriculum that may apply.

Certificate

Concordia offers two types of certificates. A credit-bearing certificate program is a coherent, specialized curriculum designed for students seeking a specific body of knowledge for personal/career development or professional continuing education. Certificates may be earned by students already enrolled at the university, or may be stand-alone programs where students enroll specifically to earn the certificate.

Credit-bearing certificates may be offered at undergraduate or graduate levels and are a minimum of 12 academic credits. There are no unique credit requirements for a certificate. A certificate is a subset of an existing degree program if 50 percent or more of its courses were derived from that program.

The university also offers non-credit, continuing education certificates which consist of continuing education credits (CEUs). CEUs are not interchangeable with regular academic credits.

Concordia also offers graduate professional development (GPD) credits for students seeking professional development experiences (in Graduate Education only); these are not interchangeable with regular academic credits. GPD credits do not lead to an academic credential from Concordia University.

Pathway

A Pathway is defined as a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in course sections assigned to a specific Pathway. Fulfillment of Pathway requirements culminates in a transcript designation. In some cases, completion of a pathway may result in a digital or paper credential upon degree completion.

Program Suspension

This is defined as a temporary “hold” of marketing, recruiting, and offering coursework for a defined and approved program, certificate, or pathway. Suspensions range from one to four terms, and all obligations to current students must be met while the program is suspended.

Program Discontinuance

This is defined as the permanent removal or elimination of a program, certificate, or pathway. Any desire to offer the same or a similar program in the future would require new program approval.

Continuing Education

This is defined as any organized learning experience or collection of learning experiences that do not result in graduate or undergraduate credit. Continuing education offerings may result in the issuance of continuing education / professional development credit, a continuing education certificate, and/or a credential. One continuing education / professional development credit equals 10-15 contact hours. Some continuing education offerings may be “stacked” and result in transfer credit into CUWAA academic programs.

Individualized Major

An undergraduate major requires a minimum of 30 credits. In an individualized major, at least 15 of those credits shall be earned in upper-division courses (defined as 300-level or higher) in the academic discipline. Exceptions to this policy may be granted only at the discretion of the Academic Office; departments considering such an exception must consult with the Academic Office before approving a student's program.

This policy will take effect for individualized majors approved on or after July 1, 2019.

5.1.B Criteria for proposing new academic programs and academic program changes (A) *(Updated July 2023)* (In alignment with the CUS Institution Policy Manual 2017: 6.3)

New academic programs can be doctorates, master's degrees, bachelor's degrees (majors), associate's degrees, minors, or certificates.

For doctoral programs, the university must:

- have master's level study available in the same discipline or a related area of study where applicable (with 5 years of established program viability); and
- have at least three full-time faculty members in the discipline or area of study; all three must hold an earned doctorate when the program first admits students

For Ph.D. programs, the university must also:

- have at least 4 full-time ranked faculty members in the relevant degree area, each of whom exceeds the university's minimal expectations for peer-reviewed scholarship (e.g. published articles, books or book chapters, and other scholarly or creative products as described in the CUWAA Faculty Handbook). All must be active and accomplished scholars. At least 50% of full-time faculty teaching in the program must hold an earned Ph.D.
- have at least 4 full-time ranked faculty members in the relevant degree area, each of whom demonstrates a strong record of engagement outside the university that could include evidence of success in obtaining grant funds (either research or foundation grants) or significant community engagement, or both.
- include a public research defense as a program requirement

For master's programs, the university must:

- have a successful undergraduate program, or majors that are in the same discipline or a related area of study where applicable; and
- have at least three full-time faculty members in the discipline or area of study, two of whom must hold an earned doctorate when the program first admits students

All new academic programs, program changes, program suspensions, and program discontinuances require a formal evaluation process. Individuals initiating a program change, new program proposal, new continuing education offering, program suspension, or program discontinuance must complete the appropriate program approval or institutional impact form to

initiate the approval process. Detailed instructions are included on each form, found on the university portal.

5.1.C New Academic Program Approval Process (A, F) *(Updated July 2021)*

New academic program proposals may be initiated by individual faculty members, academic departments or schools, the Academic Council, or by the Administrative Council. The Initiator completes the New Academic Program Proposal Form and submits it to the Academic Program Support Team (APST). The Initiator works with the APST to complete the New Program Proposal document. Interaction with the APST is an ongoing activity as the proposal is developed. The **Program Approval Cover** sheet will be included with the proposal. The initiator should expect to play an active role in all parts of the approval process, and will be invited to all decision-making meetings in order to provide effective descriptions of the proposal.

If the proposed new program does not originate in an existing department or school, the Initiator will work with the Academic Office to identify the appropriate process. New program proposals from the Academic or Administrative Councils are submitted directly to APRST and the Vice President for Academics. If the proposed new program relates to an existing department, the Initiator presents it to that department, which may approve or reject it. If approved by the academic department, the proposed program is submitted to the school, which may approve or reject it.

If approved by the school, the proposed new program is submitted simultaneously to the Academic Office on behalf of the Academic Council and the Faculty Chair on behalf of the Faculty Senate. The senate may solicit advice from persons and committees as needed to make a sound decision. Changes made by any approving body must also be approved by all previous approving bodies; it is the responsibility of the head of the approving body to contact the previous approving bodies and obtain their consent for the changes or to produce a proposal that is acceptable to all approving bodies. While the senate has authority to approve undergraduate certificates and minors on behalf of the plenary faculty, all other proposals will be brought to the plenary faculty for approval. Other proposals include, but are not limited to, graduate and professional programs, establishment of new departments and schools, and awards.

If the Senate brings a proposed new program to the plenary faculty, the plenary faculty shall receive the proposed new program and any pertinent documents at least seven (7) days before the plenary meeting to allow sufficient time for review. After discussion during the plenary meeting under parliamentary rules of procedure, the faculty shall vote electronically on the proposal over the next four (4) days to accept or reject the proposal. If the program meets the criteria for new programs outlined in the CUS Institution Policy Manual, the proposed program will be forwarded to the BOR for approval and then to CUS for approval.

Following CUS approval, the Initiator and other person(s) responsible for developing and deploying the new program shall develop new courses, syllabi, and other curriculum-related matters to meet the deadline for program initiation.

Fast Tracking (F)

After approval of a program proposal by a school, the dean of the school may petition the Faculty Chair to fast track his/her school's proposal. The Faculty Chair may consider fast tracking a

program proposal if s/he deems the proposal to be of an urgent nature, and the proposal does not request personnel additions or significant resources.

A program may only be fast-tracked beyond the School approval level in the established process outlined in the program approval cover sheet.

To fast-track a program means to submit it simultaneously to the Academic Council and the Faculty Senate, who will work with the Initiator to produce a single approved proposal within a specified time. The bodies will have six weeks to produce an approved single proposal. If they are unable to do so, the proposal will follow the procedure of 5.1.C.

Any of the aforementioned bodies may delay the approval by requesting changes and a second look at the proposal. Fast tracking a proposal does not guarantee that the program will be approved quickly.

5.1.D Academic Program Suspension (A) (Added July 2019)

Suspension of an academic program is a tool for academic departments and schools to use in unusual or critical circumstances. Suspension is defined as a temporary "hold" of marketing, recruiting, and offering new coursework for a defined and approved program, certificate, or pathway. Suspension means that the department/school's ability to advertise, recruit and matriculate new students, raise money, or plan for the program's future growth is suspended. The university remains responsible for teaching the existing students in the program so that they are able to complete their programs of study. An academic school may recommend suspension of an academic program in response to accreditation or quality issues or in case of drastic enrollment circumstances. Suspension provides a time (up to four consecutive academic terms) for a department/school to address issues confronting the program.

The process for suspension must start with the use of the "Program Suspension or Discontinuance Institutional Impact Form" and the department/school must run its findings through the Academic Office Program Review Committee (APRST). The school where the program is located must recommend to suspend an academic program to Academic Council, which must agree to the suspension for the action to be implemented.

An academic program will also be suspended during the period between when Academic Council votes to recommend discontinuance of that program and when the President acts on the discontinuance recommendation.

5.1. E Academic Program Discontinuance (F) *(Updated July 2022)*

Program Discontinuance is defined by the Higher Learning Commission (HLC) as the permanent removal or elimination of a program, certificate, or pathway. Any desire to offer the same or a similar program in the future would require new program approval.

- Marketing and recruitment efforts for this program/certificate will cease upon plenary faculty approval of this intent to discontinue/suspend request.
- Official discontinuance does not occur until all enrolled students (if any) have completed the program/certificate, as per HLC definition.

Program Suspension is defined by HLC as the temporary "hold" of marketing and recruiting for a defined and approved program, certificate, or pathway. Suspensions range from one to four terms

and all obligations to current students must be met while the program is suspended. Suspension provides a time (up to four consecutive academic terms) for a department/school to address issues confronting the program.

Proper planning and stewardship direct that the university is able to discontinue an academic program when it is a) no longer relevant, and/or b) no longer financially viable, and/or c) no longer a mission fit. The discontinuance process will be participative, based on factual evidence, and respectful of both students and employees connected with the academic program.

Option 1: When the Vice President for Academics chooses to recommend the discontinuance of an academic program, s/he shall appoint a review committee consisting of members of the Academic Council, Administrative Council and the Faculty Senate who are independent of the affected program. Students may also be invited to serve on the review committee, at the discretion of the Vice President for Academics. The review committee shall conduct a thorough review of the program using the "Intent to Discontinue a Program/Certificate Request Form or the Suspend Program/Certificate Request Form."

The review committee shall also consider alternatives to program closure including merger with another department, transfer to another school within the university or to another college/university, a cooperative arrangement with another college/university, or significant curriculum changes to reduce costs of the program without adversely affecting the fundamental integrity of the program.

The review committee shall prepare a report that is presented both to the Faculty Senate, which makes a recommendation (either for or against program closure) to the plenary faculty, and to the Academic Council, which makes a recommendation (either for or against program closure).

When an academic program/department/school recommends closure of an academic program, the recommending body may choose to follow the process below, if the proposal meets at least 3 of the four following criteria:

1. The academic program has not been viable at the direct cost level for at least 2 years.
2. There are fewer than 10 students enrolled in the program.
3. Program discontinuance does not have an impact on full-time faculty positions.
4. Program discontinuance is recommended by the academic entity (department or school) where it is housed.

Option 2: Academic entities wishing to discontinue an academic program may follow the following procedure.

a. The academic entity must evaluate the academic program using the "Intent to Discontinue a Program/Certificate Request Form" or the ''Suspend Program/Certificate Request Form.'' It shall also consider alternatives to program closure including merger with another department, transfer to another school within the university or to another college/university, a cooperative arrangement with another college/university, or significant curriculum changes to reduce costs of the program without adversely affecting the fundamental integrity of the program.

b. That Intent to Discontinue a Program/Certificate Request Form" or the ''Suspend Program/Certificate Request Form'' must be endorsed and recommended by the appropriate school and by Academic Council.

Prior to Academic Council review, the proposal will be reviewed by the APST for any relevant operational implications or concerns. As part of the APST process, teach-out plans for students still enrolled in the program and/or certificate will be required for internal review (i.e. when will students complete the program/certificate, what courses are still required, who will teach the remaining courses?). If Academic Council and plenary faculty approve the Intent to Discontinue, the program/certificate will cease marketing and recruitment efforts. When all enrolled students have completed the program/certificate, the program/certificate will be considered discontinued. Enrollment in the program/certificate will be reviewed annually to determine when the program/certificate is officially discontinued. (A)

Once discontinued, the Registrar's Office will no longer confer the degree and/or certificate (A)

c. The discontinuance report and school recommendation must be announced to plenary faculty. Plenary faculty may choose to require that the discontinuance report/recommendation go through the first option rather if more than 50% of eligible faculty vote for that. Otherwise, there is no need for plenary faculty approval in this second option.

5.1.F Removing a Course from the Curriculum (F) *(Updated November 2007)*

- The recommendation to remove a course begins with the Department, and then is forwarded to the School, then to the Academic Council for approval.
- In the case where courses are dropped because a program is being discontinued, the procedures followed will be those listed under the policy for program discontinuance.
- Should a deleted course be recommended by a Department for reinstitution, the syllabus will have to be rewritten and re-approved following the standard process for new courses and syllabi.

5.1.G New Continuing Education Programming or Continuing Education Changes (A) *(Added July 2018*)

Events, courses and other continuing education learning experiences sponsored through Concordia University require completion of the Continuing Education Institutional Impact Form. All continuing education must be approved by a dean or the Academic Office as indicated in the form.

5.1.H Course Cross-Listing (A) (Added July 2022)

To be cross-listed, two courses must have identical syllabi in every respect, other than the course prefix (e.g. ENG 200 and HIST 200). This means that <u>all</u> of the following components of the syllabus must be identical:

1. Course level (both must be taught at the 100-level, at the 300-level, etc.)
2. Course title
3. Credit hours
4. Course description
5. Pre-requisites
6. Repeatability
7. Grading scale

The course must be designed so that it can be taught by qualified faculty in either one of the sponsoring departments, according to the CUWAA policy for determining approval to teach a course.

Process to request cross-listing:

1. Complete the Course Cross-List request form (found on portal, faculty tab in the forms repository)
2. Submit completed, signed form to Faculty Chair, who will bring the form to the Academic Program Support Team (APST)
3. APST will review the request, focusing on both curricular/academic and operational implications
4. Faculty Chair will bring request to Faculty Senate for approval

5.2 Syllabi

5.2.A Syllabus Content (A) *(Updated July 2023)*

A syllabus is a document developed by an academic department/school at Concordia University to describe the scope of a particular academic course within the department's/school's curriculum. The syllabus contains the following required elements:

1. Course name/number
2. Course title and short description
3. Number of academic credits for the course
4. Number of contact/clock hours for the course, and number of hours of student effort expected (addressing the university credit hour policy)
5. Prerequisites for the course
6. Program and department policies
7. University policies, including a policy related to accessibility and accommodations and a policy related to academic honesty
8. The course's relationship to the program or departmental curriculum
9. The course's relationship to the university-wide Global Learning Outcomes (GLOs)
10. The course's connection to undergraduate core learning outcomes, if applicable
11. The course's connection to program or department learning outcomes
12. Course objectives (student learning outcomes)

In addition, the syllabus must contain information relevant for students including instructor contact information, course meeting time and location, required resources and readings, an explanation of how student learning will be evaluated, due dates for exams and other assessments including the final exam, and a grading scale. A template to guide preparation of syllabi can be found on the portal, Faculty Tab.

5.2.B Definitions: "New" and "Revised" Syllabi (F) *(Updated July 2020)*

A "new" syllabus is written for a course that being taught for the first time. All other syllabi shall be considered "revised".

5.2.C Approval Process: New Syllabi (F) *(Updated July 2021)*

Departments shall review all course syllabi originating in that department for congruence with the mission of the university, school, and program/major/department, as well as for academic rigor, quality and mechanics. The syllabus is forwarded to the Dean who evaluates the syllabus for overall quality and to avoid overlap among courses within the school. Each school may institute a faculty syllabus committee to assist in the review and approval process, at the discretion of the Dean. The syllabus is then sent to the Academic Office for a final review. Any proposed revisions shall be resolved in consultation with school dean, department and originating instructor. Upon approval by the Academic Office, the syllabus is included in the university curriculum and publications.

A new course may be taught for one calendar year before submitting a course syllabus for approval.

5.2.D Approval Process: Revised Syllabi (F) *(Updated July 2020)*

Each Dean will set for his/her school the maximum number of years (but no more than five) within which its syllabi will be reviewed. Department Chairs and Program Directors may choose to review their syllabi sooner than prescribed by their Dean, but must establish a cycle for syllabi review. Revised syllabi are reviewed by the department and dean for congruence with the mission of the university, school, and program/major/department, as well as for academic rigor, quality and mechanics. Following approval by the dean, the syllabus is sent to the Academic Office for a final review. Any proposed revisions shall be resolved in consultation with school dean, department and originating instructor. Upon approval by the Academic office, the syllabus is included in the university curriculum, website and publications.

A change to any of the following components of a course syllabus requires that the department or program submit the syllabus for review as a “revised” syllabus”:

- Course Title
- Course Number
- Credit Hours
- Course Description

This is to ensure that the university catalog, schedule, academic advising, and admissions departments possess current, accurate information about all courses offered by the university.

5.2.E Credit Hour Policy (A) (Updated July 2022)

This policy outlines the definition of the credit hour in use at Concordia University based on federal regulations. The university policy adheres to the Federal Definition of a Credit Hour, found in 34 CRF 600.2. Additionally, this policy specifies the manner in which faculty work to ensure and document that each of their courses meets the credit hour minimum with regard to instructor-student interaction and student preparation assignments, regardless of instructional method.

Definition

A credit hour is defined as instructional interaction time plus student preparation time, which equals total student effort. Forty-five hours per credit is the standard for the university: however, depending on the program, level, or instructional method, there may be variations of up to three hours per credit (allowing for a range of 42 to 48 total hours per credit). All courses have a minimum of 42 hours of total student effort per credit hour.

16 Week Courses

One credit hour in the 16-week semester format is typically one 50-minute session of scheduled instructor-student interaction (instructional interaction) per week with two additional hours of homework (student preparation hours) per week outside the classroom. A one-credit course would meet one 50-minute hour for 15 weeks (15 hours) and involve two additional hours of student preparation per week (30 hours), for total student effort of 45 hours. The schedule for the typical 16 week, three-credit course, is 150 minutes (three 50-minute hours) of instructor-student interaction each week (45 hours) with six additional hours per week of homework (90 hours), for 135 hours of total student effort.

Six- or Eight-Week Courses

In shorter or compressed courses, there may be fewer scheduled hours, and in those cases, student preparation outside the classroom is a larger portion of the total student effort.

For example, the MBA program uses an instructor-facilitated model where students in three-credit courses meet with instructors four hours per evening over eight weeks (32 hours) and have a greater number of homework hours (12 to 13 per week for eight weeks), to constitute the total of 135 hours of student effort.

Internships, Clinicals, and Practicum Courses

Internships, clinical, and other practicum courses are evaluated for credit hours based on the combination of the number of hours students work in the setting and in completing outside preparation work These courses range from 42 to 48 hours of work per credit hour.

Syllabi Documentation

University syllabi describe how a course addresses the credit hour, including the scheduled hours, instructor-student interaction activities, the amount of student preparation, and the total hours of student effort per credit.

Course Scheduling Based on Credit Hours

Concordia outlines available instructional methods in this Faculty Handbook. In the fully face-to-face and virtual instructional methods, 100% of the instructor-student interaction hours, or 15 fifty-minute hours per credit, are scheduled. In blended courses, a portion of the instructor-student interaction hours are scheduled and a portion of the instructor-student interaction hours take place via online asynchronous instructor-facilitated learning activities and experiences. In fully online asynchronous courses, where traditional synchronous classroom instruction does not occur, all of the instructor-student interaction is comprised of relevant instructor-facilitated

learning activities, including audio or video instructor feedback, online discussion, and assignments using collaborative online learning tools.

5.3 Testing and Grading Procedures (F) *(Updated September 2010)*

5.3.A Freshman Placement Testing (F)

University freshmen take placement tests in various subjects, as recommended by the division and approved by the plenary faculty. The results of these tests aid in placing students into suitable sections and aid advisors in planning a student's program.

All students in the traditional undergraduate program are required to take the American College Testing (ACT) admission test or the SAT test, and these scores, together with their transcript from high school, are used for counseling individual students and for admission purposes. The results are available to the individual instructor to help in the evaluation of the student's academic potential.

5.3.B Challenge Exams (F) *(Updated August 2008)*

Challenge exams can be given only in areas for which there is no CLEP test. Challenge exams must be approved by the responsible department and are to be administered by the department chair. A fee will be charged for taking a challenge exam, to be determined by the registrar and paid by the university to the exam writer and to the proctor, plus a per credit recording fee paid to the university.

5.3.C Pass/Fail Grading (F)

Pass/Fail grading may be used only in courses in which this method of grading has been approved by the Plenary Faculty and is stated on the syllabus.

5.3.D Make-up Examinations (F)

If a faculty member allows an exam to be made up in the traditional school, the faculty member must proctor the exam.

5.3.E Final Exams (F, A) (Updated July 2020)

At the end of a traditional semester five days are set aside for final examinations. Final examinations or their equivalent (e.g. final speech, prepared scene, etc.) are required to be given in all courses unless other arrangements have been approved by the Vice President for Academics.

Each school may permit exemptions to final exams for courses housed within their school. The Registrar develops a final exam schedule that is communicated to all faculty. Faculty members may change the date, time or location of their final exam only under the following circumstances: (A)

- Written justification of proposed change is provided to dean and registrar; both must provide written approval of the change
- New date, time and/or location are clearly stated on the syllabus

5.3.F Mid-Semester and Final Grades (A, F) (*Updated July 2023)*

Instructors must keep the LMS gradebook updated so that students, academic advisors and others may access mid-semester and mid-session grades. The instructor should also directly notify students whose mid-semester and mid-session grades are below a C, or whose performance does not meet the expectations of the academic program in which that student is enrolled.

At the end of each academic semester and session, official final course grades must be submitted in Banner Web. Only the instructor of record may submit or change final grades. In the event of extenuating circumstances, the respective dean may make appropriate final grade submissions or changes.

Instructions for posting mid-semester, mid-session and final grades will be sent via email from the Registrar at the appropriate times.

Final grades are due Tuesday at midnight following the last day of class or final exam period.

Instructors and program directors are responsible for ensuring that all final grades are turned in on time.

5.3.G Grade Changes (F)

Once a course grade has been made available to the student, a change of that grade by the course instructor will be permitted on the following schedule:

For a course taught in the traditional semester format (summer, fall or spring semester) the grade change is to occur before the end of three calendar weeks into the following semester.

For a course not taught in the traditional semester format the change is to occur within six calendar weeks. The policy does not apply to grades of Incomplete.

5.3.H Incomplete Grade Process (A) (*Updated November 2018)*

Faculty members may grant incompletes to students when the student is experiencing extenuating circumstances (e.g. serious accident or illness, death or serious illness of close relative). Faculty who choose to grant an incomplete must:

- Enter an “I” grade in Banner for that student by the regular end-of-term deadline for grade entry
- Enter the “default grade” for that student in Banner (the grade the student will earn if the coursework is not completed)

Students will normally have 3 weeks after the last day of the term to finish coursework; a longer timeframe may be justified in some cases. Faculty must develop a plan for course completion with the student; this is particularly important when the deadline extends beyond 3 weeks. Faculty members must communicate clearly with the student with respect to course requirements, deadlines and the consequences of failing to finish the coursework.

Faculty members must request a grade change from the registrar once the work has been completed and graded. If no grade change request is made by the stated deadline, the "I" grade will be automatically changed to the default grade.

Academic programs may elect to implement more specific criteria for assignment of "I" grades. Programs may require consultation with and/or approval from the program director or other relevant university staff members (e.g. a student life officer). Such criteria will be clearly outlined in program handbooks.

This policy will not apply to experiential learning courses that extend beyond the typical academic terms (student teaching, practicum courses, fieldwork courses, etc.); faculty members and departments who teach these courses are responsible for communicating proactively with the registrar's office concerning expected completion dates. In such cases, the incomplete will remain until the practicum/internship, thesis, or paper is completed or the instructor determines that progress has ceased. Specific incomplete policies must be incorporated in practicum/internship, thesis or graduate capstone handbooks.

5.4 Grievances and Appeals

5.4.A Academic Dishonesty (all students) (F) *(Updated July 2020)*

Faculty should report all instances of academic dishonesty to their Department Chair, Program Director, or Center Director. Such reports should then be sent to the Dean of the school in which the student resides who will pass it along to the Academic Office where a master record will be maintained. Deans and Center Directors should also keep collective records. The *Reporting Form for Incidents of Academic Dishonesty* can be found in the forms repository of the faculty tab in the portal.

Forms of Academic Dishonesty

1. Plagiarism
2. Fabrication
3. Cheating
4. Academic misconduct

When a faculty member suspects an academically dishonest act:

1. Review the evidence to ensure that there is sufficient cause to warrant a charge of academic dishonesty.
2. Follow Matthew 18, confront the student directly in a one-on-one situation. If the student is unable to explain the discrepancies in a satisfactory manner, you may proceed with the filing of your report.
3. If the alleged violation occurs during final exam week, assign the student an incomplete grade until the alleged violation is adjudicated.

Sanctions

Faculty may select one or more of the following sanctions:

1. A lower grade on the assignment or test.

2. A failing grade on the assignment or test.
3. Repeat of the assignment or test.
4. A lower grade in the course.
5. A failing grade in the course.
6. Removal of the student from the course.

Multiple Offenses

1. **First instance:** The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
2. **Second instance:** The faculty member determines the penalty, and the AVP of Academics for Student Success or designee connects with the student at which time additional sanctions may be imposed.
3. **Third instance:** The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. On the Mequon campus the ACB consists of the CAO at Mequon, AVP of Academics for Student Success, and the Dean of the School in which the student resides. On the Ann Arbor campus the ACB consists of the AVP of Academics for Student Success, the CUAA Dean of Students, and one of the AVPs of Academics for CUAA. If the student is an adult learner, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB. The decision of the ACB is final.

Appeal Process

On either campus students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

Confidentiality

In accordance with provision of the Family Educational Rights and Privacy Act of 1974, any information related to an alleged violation of the University's standards or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty. It does not violate law on confidentiality to discuss a case with the judicial affairs staff or your department chair or dean.

The "Reporting Form for Incidents of Academic Dishonesty" may be found on the university website or portal.

5.4.B Academic Probation and Dismissal for Undergraduate Students (F) *(Updated July 2023)*

Academic Standing

Academic standing is calculated at the end of each semester when a student enrolls in 6 or more credits.

Good Standing

Students are considered to be in good academic standing when they maintain a minimum cumulative GPA of a 2.0 or higher, in addition to a semester GPA of 2.0 or higher.

Academic Probation I

Students are placed on Academic Probation I when their cumulative GPA falls below 2.0. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. To remove probation status, students must complete a semester of coursework with a semester GPA above 2.0.

Probation Remains

Students are placed on Probation Remains when they have been placed on probation and fail to raise their cumulative GPA to at least 2.00, but have earned a semester GPA of 2.0 or higher in the most recently completed semester. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students will remain on Probation Remains until both their cumulative GPA and semester GPA reach 2.0.

Academic Dismissal

Any student on probation failing to raise his or her cumulative GPA to at least 2.0, and unable to earn a GPA of at least a 2.0 in his or her next semester, is placed on academic dismissal. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students placed on academic dismissal will automatically be dropped from future course enrollment. Decisions regarding continued eligibility for federal financial aid are made independently of the academic dismissal/reinstatement policy.

Academic Recovery Resources

After being placed on Academic Probation I or Probation Remains, it is critical for the student to return to good standing as quickly as possible to maintain progress toward graduation. In the immediate next semester after being placed on probation, the student must engage in the academic recovery process. This process includes working closely with his/her advisor to explore and address the circumstances that may have led to probation status and create a plan to earn both a semester and cumulative GPA of 2.0.

Appeal for Academic Reinstatement

If the student believes his/her academic dismissal occurred under extraordinary circumstances, he/she may file an appeal for academic reinstatement. Examples of extenuating or extraordinary circumstances that may be considered acceptable for appeal include the death of an immediate relative, serious illness of a family member or yourself, recent diagnosis of a learning disability or emotional disorder, or severe financial issues.

The Academic Standards Committee will review appeals on the following dates. Please note that students are required to submit appeal materials on or before the appeal deadline. Incomplete appeals and/or appeals submitted after the deadline will not be considered.

Appeal Deadlines

- Fall Reinstatement: July 1
- Spring Reinstatement: October 1
- Summer Reinstatement: March 1

Steps To File An Appeal

The following materials are required when appealing for academic reinstatement:
Academic Reinstatement Form: The student will complete the Academic Reinstatement Form. Students are encouraged to consult with their advisor when determining their intended major, course schedule, and plans for success, should their appeal be granted.
Typed Appeal Narrative: The student will write a narrative of the extraordinary circumstances and explain why he/she has not been as academically successful as anticipated. Directions regarding requirements for the written appeal narrative can be found on the Appeal for Academic Reinstatement Form.
Verified Documentation: The student will submit verified documentation of the extraordinary circumstances. For example, if the student was under the care of a medical professional during the semesters in question, provide documentation of this care including dates of service. All verification documents will be destroyed as soon as the appeal process has been completed.

The student must submit all required items to the Academic Office by the deadline. The Academic Standards Committee will review the appeal packet and other materials related to the student's comprehensive academic record (e.g. high school transcript, college transcript, student conduct records, etc.) when making their decision.

Appeal Results

Students will learn of the appeal decision from the Academic Office via letter and CUWAA email. If the appeal is granted, the student will be eligible to enroll for the following semester. Students granted an appeal are not eligible to return during an 8-week session. If the appeal is granted, the student should complete the following steps:

- Register for the courses selected with the academic advisor and written on the Appeal for Academic Reinstatement form. If the student has difficulty registering for these classes, he or she must contact the academic advisor.

- The student will be academically reinstated on Probation Remaining and have one semester to earn BOTH a semester and cumulative GPA of 2.0, thus being removed from academic probation. If this does not happen, the student will be dismissed.

If the appeal is denied, the student will be unable to enroll at CU for at least one semester. We highly encourage students to meet with their academic advisor to discuss potential options and plans during their time away from CU.

Readmission Following Dismissal

Formal readmission is required for any student who has been dismissed from Concordia University. A student dismissed for academic reasons may apply for readmission after a period of at least one semester from the point of dismissal. The applicant must submit evidence of growth in maturity and responsibility indicative of capacity to perform university-level work. Declarations of good intentions are not sufficient. If the student has attended another institution while on dismissal, the student must submit an official transcript to be considered for readmission. Applications for readmission are reviewed by the Admissions Office and the Academic Standards Committee. Decisions are made on a case-by-case basis involving review of the student's file.

A student dismissed for poor academic performance who is readmitted but fails to progress academically, resulting in a second academic dismissal, will only be readmitted after completing a minimum of 6 credits at another institution and earning a GPA of 2.0 or higher. If a student is dismissed for academic reasons a third time, the student will not be readmitted to Concordia University.

Appeal Process: Traditional Undergraduate Students

Traditional undergraduate students who are dismissed from a particular academic program, but not from the University, may appeal their dismissal within the process established by their program. Students who are dismissed from their program and whose appeal was denied by their program may only appeal to the Academic Office if they believe that their program's appeal process was not properly followed. If that is the case, the student will present an argument in writing. The appropriate Chief Academic Officer (CAO) or designee will examine the request, and if s/he ascertains that due process was not followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within 10 working days of receiving his/her request.

Students who are dismissed from the University may schedule an appeal with the Traditional Undergraduate Academic Appeals Committee (TUAAC) through the Student Success Office. In advance of their appeal appearance, students must send a letter to the Student Success Office that explains why they were not successful and what they plan to do to improve their academic performance should they be readmitted. In most cases, the TUAAC will render a decision immediately after meeting with the student. Students who lose their appeal must sit out at least one semester, after which they may re-apply for admission. Their re-application will be enhanced if they can demonstrate academic success at another school in the intervening period. The TUAAC on the Mequon campus consists of the VP for Student Success (who chairs the committee), the Registrar or designee, the Director of Center for Academic Advising and Career Engagement, the

Director of the Academic Resource Center, a representative from Student Life, the student's academic advisor, and one of the student's instructors. The TUAAC on the Ann Arbor campus consists of the AVP for Academics at CUAA (who chairs the committee), the Assistant Registrar, the Director of the Academic Resource Center, the Academic Support Specialist, the Dean of Students, the student's academic advisor, and one of the student's instructors.

Appeal Process: Post-Traditional Undergraduate Students

Post-traditional undergraduate students who are dismissed from the University and wish to be readmitted have two options:

1. Appeal their dismissal immediately to be considered for readmission following the process below. The appeal will be granted or denied.
2. Appeal their dismissal later following the process below. The appeal will be granted or denied.

Students may schedule an appeal with the Adult Undergraduate Academic Appeals Committee (AUAAC) through the Student Success Office. In advance of their appeal appearance, students must send a letter to the Academic Office that explains why they were not successful and what they plan to do to improve their academic performance should they be readmitted. In most cases, the AUAAC will render a decision immediately after meeting with the student. Students who are not granted their appeal must sit out at least one semester, after which they may re-apply for admission. Their re-application will be enhanced if they can demonstrate academic success at another school in the intervening period. The AUAAC consists of the VP for Student Success (who chairs the committee), the Registrar or designee, the Director of Center for Academic Advising and Career Engagement, the Director of the Academic Resource Center, the student's academic advisor, and the Lead Director of Centers.

5.4.C Academic Probation and Dismissal Policy for Graduate and Professional Students (*Updated July 2014*)

In general a graduate/professional student, admitted without condition, who does not maintain a cumulative GPA of at least 3.00 (after taking at least 9 credits) is placed on academic probation; s/he then has 9 credits to raise her/his GPA to 3.0 or better. If a student fails to achieve this goal, the appropriate Dean, in consultation with the Program Director, will review each case to determine if dismissal is appropriate. Some graduate and professional programs have established their own standards and procedures for academic probation and dismissal and for an appeal, which take precedence over the aforementioned general procedure.

Appeal Process

Graduate or professional students who have been dismissed from their program and had their appeal denied by the program may only appeal to the Academic office if they believe that the program's appeal process was not properly followed. If that is the case, the student will present an argument in writing to the Academic office. The Chief Academic Officer or designee will examine the request, and if s/he ascertains that due process was not followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within 10 working days of receiving the request.

All dismissed students may appeal a decision to the President of the University (if at Mequon) or to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

5.4.D General Academic Grievances (all students) (F) *(Updated July 2016)*

General academic grievances are those concerns not addressed by the Academic Dishonesty or Academic Dismissal sections of this handbook. Students with grievances should follow the steps listed below with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are encouraged throughout the process wherever possible.

Step I: The student meets with the instructor to resolve the matter informally.

Step II: Face-to-face Ann Arbor students should proceed to step III.

Traditional undergraduate students submit a written grievance to the Department Chair of the program in which the course was taught within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor. Adult learners follow this step with their Center Director. Graduate students follow this step with their Program Director. Full-time online students follow this step with the Executive Director of the OCDE.

Step III: If the student is still not satisfied, s/he may file a written complaint with the Dean (at Mequon) or campus Dean (at Ann Arbor) of the School in which the course was taught within 10 working days of receiving the step II report (if applicable). The Dean or campus Dean will render a decision and send a written response to the student, the instructor, and the Step II University official (if applicable) within 10 working days of receiving the grievance.

5.4.E. General Student Grievance Policy (A) (Added July 2020)

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amical resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional productive manner after they leave CU.

Grievances applicable under this policy:

- Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student;
- Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or
- Administrative error in the application of a policy or procedure.

Grievances not applicable under this policy (but which may be covered under other existing policies):

- Accessibility services (e.g., student accommodations through the ARC);
- Final grade appeals;
- Academic misconduct;

- The Code of Student Conduct and the conduct system;
- Title IX (e.g., sexual harassment);
- Residence Life;
- Parking tickets;
- Financial debt to the University;
- Financial Aid appeals; and
- University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

GENERAL GRIEVANCE PROCEDURE

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered.

CU is committed to the Peacemakers model of conflict resolution (i.e., Biblical reconciliation). Peacemakers encourages all parties to discuss conflicts in person, when possible. Therefore, when a student does not feel comfortable directly confronting the alleged, the student is encouraged to schedule a "coaching session" with our Director of Counseling or his/her designee to help prepare the student for the conversation. The Assistant Vice President of Academics (for academic grievances) and the Dean of Students (for non-academic grievances) may also serve as resources for the grievance process.

Informal Resolution

Step 1: Student complaints should first be communicated to the appropriate person[1] to resolve the matter informally. Resolution of a majority of complaints can likely be resolved at this informal level. This communication must take place within ten (10) business days of the alleged injustice. If the complaint is resolved, or the student is satisfied with the outcome of this meeting, the matter is settled. If resolution does not occur, the student may elect to file a formal grievance.

Formal Resolution

Step 2: Within ten (10) business days of the informal resolution attempt, a student may present the grievance in writing to the chair or director (or the dean if the complaint involves a chair or director), who hereinafter is referred to as the University Official, of the department or area where

[1] Typically, the appropriate person in Step 1 is the person who has allegedly violated the student's rights. In some instances, the appropriate person could be the direct supervisor of the alleged.

the person alleged to have caused the grievance is employed. The student shall include the following elements in his/her written grievance:

- a clear description of the incident(s) and the parties involved;
- a chronological timeline of all relevant communications and events;
- the efforts taken to resolve the matter (e.g., Informal Resolution);
- a list of potential witnesses (e.g., someone who overheard a conversation or observed something);
- the outcome being sought.

The student may use the help of an advisor or support person but the student must be the sole author of the document. The University Official will conduct an inquiry, gathering additional information if needed. Following this, the University Official will issue a formal written response within ten (10) business days of receiving the written grievance. If the student is satisfied, the matter is settled.

Step 3: If the student is dissatisfied with the decision regarding the grievance rendered by the individual at step 2, he/she may grieve the decision within ten (10) business days of the unsatisfactory decision to the supervising vice president (non-academic) or dean (academic). This grievance must be in writing, include the same elements described above, and also must indicate why a grievance should be heard.

The vice president/dean will review the documentation, possibly request a meeting with one or both parties, and issue a decision within ten (10) business days of receiving the written grievance. Decisions at this level are final.

Who may file a grievance under this policy? Any student who is admitted, enrolled, or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. The full definition of a student is listed in the Code of Student Conduct. Please note that third parties (e.g., parents; faculty) are not allowed to file a grievance on behalf of a student under this policy.

Utilizing an Advisor. The University encourages the student to create a support network with an advisor. The advisor may be a member of the campus community or a family member of the student. The advisor may not make a presentation, speak on behalf of the student, or write the documentation. During any meetings, the student and advisor may speak quietly, request a short break to talk, or communicate in writing.

Sanctions/Consequences. Please note that any administrative actions or decisions imposed on a student stand until “overturned” in any of the steps listed above. For example, a student who has been dismissed from an athletic team remains dismissed until otherwise determined by the University.

Retaliation Prohibited. Retaliation against a complainant (i.e., student) or witness involved in the investigation is prohibited. Retaliation may be an implicit or explicit act (e.g., intimidation, hostility). The University will investigate any reports of retaliation and take appropriate action.

Privacy. All communications and investigative actions related to a grievance will be treated with as much privacy as possible without compromising the thoroughness and fairness of the process. Confidentiality cannot be guaranteed.

5.4 F Final Course Grade Appeal (A) (*Added July 2020*)

RIGHTS CONCERNING GRADING PRACTICES

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each term, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

GROUNDS FOR A FINAL COURSE GRADE APPEAL

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

PROCEDURE FOR FINAL COURSE GRADE APPEAL

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered.

The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. In such cases, a phone call or other real-time conversation may be substituted. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance.

Step 1: The student must take the appeal, in writing, to the instructor no later than sixty (60) calendar days after the final grade is posted on the transcript. The instructor has ten (10) working days of receiving the appeal to respond to the student, in writing. If the issue is rectified, or the student is satisfied in this meeting with the instructor, the matter is settled. The dean has the authority to extend these deadlines due to extenuating circumstances.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair of the department in which the instructor involved is a member. If the instructor is one of these officials, the appeal should be made to the instructor's immediate supervisor. This appeal must be brought within ten (10) working days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant

evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The department chair will review the material submitted by the student. The reviewer may choose to meet individually with the student and the faculty member, or may choose to meet together, in an attempt to resolve the grade.

The reviewer's decision will be given to the student in writing within ten (10) working days of receiving the student's appeal, and a written record of the decision and its basis must be kept by the chair/campus dean and shared with the instructor. The chair/dean must confine the grade analysis to the fidelity of the scoring as presented in the syllabus, along with the published grade scale and other pertinent information, and not rescore assessments as he/she wishes. The decision of the department chair is final.

5.5 Copyright and Plagiarism (F)

5.5.A Federal Law: Copyright Guidelines (F)

Guidelines for educators concerning the "fair use" clause in the Copyright Revision Act of 1976 have been published. The following summary should be helpful:

A teacher may make a single copy for his or her scholarly research for use in teaching or preparation to teach a class of the following:

1. A chapter from a book;
2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collected work;
4. A chart, graph, diagram, drawing, cartoons, or picture from a book, periodical, or newspaper.

A teacher may make multiple copies for classroom use only, and not exceed one copy per student in a given class, of the following:

1. A complete poem if less than 250 words and if printed on not more than two pages or, from a longer poem, an excerpt of not more than 250 words;
2. A complete article, sort of an essay of less than 2,500 words;
3. An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but at least 500 words;
4. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.

A teacher may not:

1. Copy more than one short poem, article, story, essay, or two excerpts from the same author, nor more than three from the same collective work or periodical volume during one class term;
2. Make multiple copies of works more than nine times for one course during one class semester;
3. Use copied materials to create or replace or substitute for anthologies, compilations, or collective works;
4. Substitute copy for the purchase of books, publishers' reprints or periodicals;

5. Continue to copy previously copied materials from term to term;
6. Charge the student above the actual cost of photocopying.

On determining whether the use made of the work in any particular case is a fair use, the law requests consideration of the following:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
4. The effect of the use on the potential market for, or value of, the copyrighted work.

The Academic office or the University Bookstore has more information regarding copyright in the area of academics. Faculty members are responsible for obtaining copyright clearance when necessary.

5.5.B Computer System Copyright (F) *(Updated July 2014)*

If you use a computer system, be sure that the software programs you use are original, legal copies. Each and every computer system on campus requires its own original, licensed copy of all software that will be used on it. You may not share one copy of a software program between two or more computer systems. When you purchase a software program, you don't own it. Software is licensed, which means the person who created it will allow you to use it - subject to restrictions. To rightly protect the hard work of the program's author, you may not copy the program to distribute to other systems. Of course, it is an easy matter to copy a software program. This unfortunate circumstance has led to the widespread practice of software piracy.

The original manuals should be present near the computer.

If you have problems with the software, most companies will provide you with telephone support.

As a Christian institution, CU employees should set the example for students and the community by using only licensed copies of software.

5.6 Classroom Policies

5.6.A Teaching Methods (F)

Teaching methods vary as they are adapted to subject matter, students, and grade levels. Variety in methods, therefore, is desirable. Mastery of a body of knowledge is essential, but getting the student to think critically is the ultimate aim of teaching. Therefore, instructors must be more than "experts at impartation." They should motivate the student to independent thinking and pursuing knowledge beyond the classroom.

5.6.B Improvement of Instruction (F) *(Updated September 2018)*

Concern for the improvement of instruction lies within the area of responsibility of the Vice President for Academics, the Deans of the Schools, and the Department Chairs or Program Directors. Various devices, such as the Faculty-Course Student Rating Form, are used in the

interest of the improvement of instruction. Historical evaluation data are stored electronically by the university. Classroom visits are another tool used, in part, to evaluate and improve instruction.

5.6.C Instructional Materials (A) *(Updated July 2018)*

All reasonable requests by faculty members for instructional materials are given due consideration by the Vice President for Academics and the Deans of the Schools.

5.6.D Schedule of Classes (A) *(Updated July 2008)*

Each campus has a traditional undergraduate student-life window (3:00 – 6:00 p.m. central time in Mequon and 3:30 – 6:30 p.m. eastern time in Ann Arbor) to allow opportunity for co-curricular activities. Evening classes meet as scheduled, but traditional undergraduate classes are not normally scheduled during the student-life window unless there is another section of that course scheduled at a different time, or offered online. Exceptions to this policy may be granted on a case-by-case basis by the department where the course resides, with approval granted by the appropriate dean. A faculty member may not drop a class or close enrollment, or change the time or place of meeting scheduled. Such actions can be taken only by the dean of the respective school as recommended by the department chair/program director.

5.6.E Textbooks (A) *(Updated June 2010)*

Textbook requisitions are handled electronically via the textbook adoption form posted on the portal. Generally, textbook requisitions for the spring and Winterim semesters are due October 31. Textbook requisitions for the fall and summer semesters are due March 31.

Desk copies are usually available from publishers to faculty. These copies can be obtained through Faculty Center Network on the bookstore website or through the school or department administrative assistant.

All courses that require course packets that will be sold in the bookstore must have the material in completed form with pages numbered. The bookstore will package or fasten the duplicated material as requested by the faculty member. If the faculty member requests a copy of the material, the department will be charged the cost of the packet. The original of the course packet will be returned to the author of the packet and a master will remain on file in the bookstore until a revision is submitted to the bookstore. If the bookstore does not receive a packet revision three weeks prior to the start of a semester, the master on file in the bookstore will be used to produce the course packet.

The schedule of hours of the Bookstore is posted at the beginning of each term.

5.6.F Attendance (A, F) (Updated July 2023)

Attendance Reporting and Procedures Policy (A,F)

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. In face-to-face, virtual, and online learning environments, instructors must be accurate in recording attendance and must clearly delineate an attendance policy in their syllabus. Faculty can access up-to-date attendance lists through the attendance tracking system on the university portal. If the course is a face-to-face or videoconference course,

faculty must record absences electronically at least once a week. Attendance information is used to identify students with potential academic problems and for financial aid purposes.

Attendance Definitions

Depending on the course delivery, attendance is defined as seated time in the class (face-to-face courses), an assignment submission (online courses), and/or time present for live video conferencing with the instructor (virtual courses).

Drop/Withdraw Definitions

Students may request to **drop** a class prior to any attendance, or an instructor may request to have a student dropped if they are a no-show/never attended.

After starting to attend a class, a student may request to **withdraw** up to the withdraw deadline for the term, or an instructor may send a request to the Registrar's office to have a student withdrawn for excessive absence.

No-Show/Never Attend

Instructors must request a student be dropped from a course for never attending or failure to begin a course, based on the thresholds articulated below. A student is considered a no-show if he/she does not attend or participate in a course or laboratory in which they are registered and they have not contacted the instructor to indicate their intent.

- Students must be dropped when they have failed to begin or never attended a course within the first two (2) weeks for courses > 8 weeks in length.
- Students must be dropped when they have failed to begin or never attended a course within the first (1) week for courses that = or < 8 weeks in length.
- ***Note: Instructors should never enter a final grade for a student if there is no documentation of attendance.***

To drop a student, the instructor must follow the procedures below based on course delivery type and include the student's name, F00 number, course section CRN, and course title:

- Online and Extended Campus (Center) Courses:
    a. Email the student to notify him/her of the drop for failure to begin
    b. Email Allison Wolf in the Registrar's office (allison.wolf@cuw.edu) to request the student be dropped.
- Campus Based Courses (Mequon/Ann Arbor):
    a. Email the student to notify him/her of the drop for failure to begin
    b. Email the general Registrar's office address (registrar@cuw.edu) to request the student be dropped.

Unexcused/Excused Absences

For known attendance conflicts, students must contact their instructor in advance of the class session to notify him/her of the absence. In general, acceptable reasons for student absence from or failure to participate in class include:

- Participation as a representative of the University in a scheduled intercollegiate athletic contest or performing arts concert, including travel to and from such event;
- Participation in a University dress rehearsal or athletic practice caused by an unscheduled post season game approved by the AVP of Academics;
- Participation as a representative of the University in a scheduled professional/academic conference, academic competition or performance, or an experiential learning activity scheduled as part of a course;
- Participation as an officer of a University co-curricular organization in a scheduled conference for which participation is mandatory for the student (e.g., a required annual meeting for all presidents of a national student organization);
- Health-related absences for which valid documentation is presented;
- Accommodation-related absences for which documentation is provided through the Academic Resource Center;
- Death in the family;
- Military commitments;
- Other situations not specifically noted in this list but approved by the Assistant Vice President of Academics and/or the dean of the school in which the student is enrolled.

Students may be required to submit documentation of absences to faculty members. In situations where the student absence is excused, students are to be excused from class and granted the opportunity to make up any graded, in-class work from the day of their excused absence. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

On occasion, students will experience conflicts with a scheduled class period and multiple co-curricular events. When conflicts arise between class and multiple co-curricular events, students should use the guide below to determine which event they are expected to attend:

- In situations where there is a conflict between a class, a sports competition, and a performance, the student is excused from class and the student is given the choice of which event to attend;
- In situations where class conflicts with regular practice or rehearsal, the student should attend class.

Excessive Student Absence

Concordia University reserves the right to administratively withdraw a student from class for excessive, unexcused absences based on the thresholds articulated below. The chart below documents when a student meets excessive absences (defined as approximately 15% of the course).

Course Duration	Course Delivery Type	Excessive absences
16 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class
	Online	No assignment submissions for 3 or more total weeks online
12 wks.	Face-to-face (Extended Campus)	Three or more 4-hour class sessions
	Online	No assignment submissions for 3 or more total weeks online
10 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class
	Face-to-face (Extended Campus)	Three or more 4-hour class sessions
	Online	No assignment submissions for 3 or more weeks online
8 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class
	Face-to-face (Extended Campus)	Two or more 4-hour class sessions
	Online	No assignment submissions for 2 or more weeks online
7 wks.	Face-to-face (Traditional)	2 or more hours of class
6 wks.	Face-to-face (Extended Campus)	Two or more 4-hour class sessions
	Videoconference	3.5 hours of class
	Online	No assignment submissions for 2 or more weeks online
4 wks.	Online	No assignment submissions for 1 or more weeks online
3 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class

Prior to the university's withdrawal deadline for the term in which a course is scheduled, a student may request to withdraw, or an instructor may request to have a student administratively withdrawn for excessive absence. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and should be assessed a final grade.

Instructors who initiate a withdrawal will first reach out to the student to discuss the situation. Instructors should also consult with the student's advisor. In cases where there are serious concerns about the student's health or wellbeing, the instructor should use the Faculty Student Referral system on the university portal to notify the appropriate student support services.

To administratively withdraw a student from a course for unexcused, excessive absences, the instructor must follow the procedures below based on course delivery type and include the student's name, F00 number, CRN, and course title:

- Online and Extended Campus (Center) Courses:
    a. Email the student to notify him/her of the administrative withdraw for excessive absence
    b. Email Allison Wolf in the Registrar's office (allison.wolf@cuw.edu) to request the student be withdrawn. In the email, include the student's last date of assignment submission (online courses), or last date of attendance (center courses).
- Campus Based Courses (Mequon/Ann Arbor):
    a. Email the student to notify him/her of the administrative withdraw for excessive absence
    b. Email the general Registrar's office address (registrar@cuw.edu) to request the student be withdrawn. In the email, provide the student's last date of attendance.

When administratively withdrawn, the Registrar's office will indicate a "W" on the student's transcript. A withdraw is not a grade. ***Instructors should never enter a "W" as a grade for a course.***

Consequences of Excessive Absences

An administrative withdrawal due to excessive absences may impact a student's scholarships, athletic eligibility, federal financial aid, and his/her ability to live in Concordia University Residence Halls. Residence Life requires that students maintain full-time status to live in Residence Halls. The Cashier's Office will implement applicable provisions of the Refund Policy when a student is administratively withdrawn, and Financial Aid will take appropriate action under applicable polices related to student aid.

Experiential Learning Policy (A/F)

An experiential learning activity is a single, off-campus educational/instructional experience provided by CU faculty/staff to their students which normally involves travel for the group. The Experiential Learning Policy does not include internships, clinical experiences, fieldwork experiences, or practicums. Policy regarding participation in such experiences are determined by individual departments.

Experiential learning activities are an important component of the experiential learning advocated in the University's strategic plan for academics. University experiential learning expands student learning, knowledge and understanding of a subject and adds realism to the topic of study through active hands-on experience with the rich resources of the local community. Academic experiential learning activities are university-sponsored events and must conform to the following guidelines.

1. All required academic experiential learning must be clearly linked to the course objectives. Additionally, clear objectives for student learning during the experiential learning activity must be identified in the syllabus.

a. All required academic experiential learning must be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible. If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member must discuss it with the class. In that case, such a trip cannot be required of all students.

b. Faculty should work to schedule the experiential learning activity during their regularly-scheduled class session or during a time that causes the least disruption to other courses whenever possible (e.g. weekends or late afternoon/evenings for traditional undergraduates, alternate weeks for blended courses).
c. In order to ensure that students with disabilities have equal access to experiential learning activities, Section 504 requires that universities provide accommodations. Faculty members must review student accommodations provided by the ARC and work closely with the student to ensure accommodations can be provided during the experiential learning activity.
d. Either the faculty member or some other responsible University official designated by the faculty member must accompany students to all academic experiential learning activities.
e. **No later than three business days before the event, the faculty member must provide the Student Success Office** (elizabeth.polzin@cuw.edu at CUW, erin.laverick@cuaa.edu at CUAA) **with complete information about the experiential learning activity, including the student learning objective for the trip, the date of the trip, the duration of the trip, the location of the trip, and transportation plan for each academic experiential learning activity.** The faculty member must also provide a roster of the names of all participating students, along with the F00 numbers of participating students.

f. Faculty members are encouraged to remind students that it is their responsibility to notify faculty of other courses at least three days ahead of time that students will be absent and/or miss required assignments.

Military Commitments

Students will not be penalized for class absences due to required military obligations. Students are responsible for notifying faculty members, academic advisors, and the Veteran Services Department of such circumstances as far in advance as possible. Students must also provide documentation to the school certifying official to verify the reason for the absence. The instructor is responsible for providing reasonable accommodations or opportunities to make up examinations or other course assignments that have an impact on the course grade. In all cases, the student is responsible for completing all course requirements or requesting a withdrawal without penalty. The school certifying official will provide any necessary documentation to instructors as requested.

Military obligations include, but are not limited to, reserve activation, call to active duty, drill weekends, and training for military specialty and promotion.

5.6.G Admission to Class (F)

Students properly registered are admitted to the classes for which they are registered. Students whose names do not appear on the official class list after the first session should not be admitted to class without an "admit" slip from the Registrar or the Business Office. If a student on the list has not attended any classes, notify the Registrar's Office.

5.6.H Hazardous Weather (I) *(Updated July 2022)*

In case of hazardous weather, road conditions, or other emergencies, the Vice President for Academics (CUW) or Vice President of Administration (CUAA) will inform the local media and university communication venues whether classes will be canceled or moved to a virtual format. Normally a decision concerning daytime classes is made by 6:00 am, and a decision regarding evening classes (classes that start after 4:30 pm) is made by 2:00 pm.

Faculty in Mequon should check the CUW webpage, portal or call the CUW information line (**262-243-2222**) to find out if classes will be canceled or moved to a virtual format. In Ann Arbor, faculty should call (**734-995-7444**) for information on closings or modifications.

The status of co-curricular events will be determined by the Vice President of Student Life (CUW) or Vice President of Administration (CUAA) who will advise the media and CUWAA communications venues of that status.

5.6.I Smoking Policy and Classroom Decorum (A, F)

Smoking is prohibited in all campus buildings and facilities at all times. Normally, there shall be no eating or drinking in the classrooms. It is expected that the instructor and members of the class treat one another with respect. After each class, please return the classroom to its original condition, including erasing boards and logging off the computer.

5.6.J Respectful Language (F) *(Approved May 2002)*

The faculty expresses its support for, and encourages the use of, inclusive language that honors both sexes and treats people with respect regardless of race, color, national origin, ancestry, religion, marital status, creed, sex, age, or disability, in all discourse and writings.

5.6.K Faculty Absence (F) (Updated July 2023)

If faculty members know in advance that they will have to miss a class period, they should notify their department chair, contact the administrative assistant for their department or another on-campus representative, and notify their students via Blackboard/email. The on-campus representative will post official signs on the classroom doors as necessary.

If the absence is unexpected, as in the case of illness, the faculty members should, if at all possible, notify their students, their department chair, and an on-campus representative electronically. If this is not possible, then they should, at minimum, call the Registrar's Office (262-243-4345) who will notify students of the absence electronically. The faculty members should make every effort to talk to a live person if initiating contact via phone.

5.6.L Learning Management System (LMS) (A) *(Updated July 2022)*

Concordia University uses the Blackboard Learn learning management system (LMS). Faculty use Blackboard Learn to post syllabi in each course and to document all student grades on assignments. All Blackboard sites must be open to students on the Friday before the course starts. Faculty are also expected to create assignment submission "dropboxes" in their courses so that students can submit assignments electronically. In addition, faculty may not grade any student work prior to the official course start date; this is important for compliance with federal financial aid regulations.

In fully online and face-to-face or blended course and programs (e.g. all courses of the university), syllabi, student grades on assignments, and any work submitted by students to the LMS are retained in the LMS after the course ends. Everything in the LMS course becomes part of the university record of each course taught and is not to be deleted when the course ends. Faculty keep courses open a minimum of 90 days from the end of the course. Any student work not submitted to the LMS which is retained by the instructor can be destroyed 90 days after the student's course grade is posted by the Registrar's office.

Course sites in the LMS are open and available to faculty for four years one semester after the end of a term. The LMS administrator archives courses and course content at the end of four years, and retains that archive for institutional purposes for an additional four years. University officials may access the LMS or the archives to retrieve needed information at any time.

For assistance using Blackboard Learn, contact the IT Help Desk at 262-243-4357 or ithelpdesk@cuw.edu. IT Helpdesk assists with all Blackboard course support requests.

5.6.M Student Portfolios (A) *(Updated July 2023)*

When CU programs or departments of any type are planning to ask students to complete a student portfolio not solely associated with an individual course an individual instructor/ project leader, faculty or staff members representing those programs or departments should contact the Center for Excellence in Learning and Teaching (CELT). This contact will initiate a consultative planning process which addresses a number of important issues related to student portfolios.

Electronic portfolios are preferred to paper to create the possibility for students to display the portfolio as part of their online reputation system and to potentially make the data available for further analytics.

Student Portfolio Definition: A collection of information, artifacts or student work which is used to display, demonstrate, or evaluate student capabilities or accomplishment, assess learning against criteria at a particular point in time (i.e. senior capstone), or provide documentation of ongoing development over time (i.e. professional development of student occupational therapists).

Due to increasing interest from employers to see evidence of student competence, faculty and staff should use the teaching opportunity presented by the need for a portfolio to assist students to think about and build a "reputation system." An online reputation system can include a portfolio which demonstrates abilities or competencies verified though artifacts which the student can choose to make publicly available on the web.

Some of the issues to be addressed in the CELT consultation planning process include:

- The purpose of the portfolio from the perspective of both the student and CU;
- The portfolio features essential to address the primary purpose(s);
- The systems which are currently in use by the university
- The ease of use and the need for support for students, staff or faculty;
- The availability of options for students to continue to actively access the portfolio after graduation;
- How the department might foster student appreciation of the importance of developing an online reputation system while teaching students to build and display the portfolio;

- The cost to the university and/or the student;
- The possibility that the quantitative or qualitative data in the portfolio, or created in the process of evaluation of the portfolio, could contribute to CU data analytics.

If a program wishes to implement a system not currently used by the university, the program may send the proposal to the Software Approval Committee. The Software Approval Committee and the Academic Office will evaluate the proposal on the basis of those questions and determine whether the program can move ahead with the proposal.

5.6.N Videoconferencing Policies (A) (*Added July 2019)*

Overview

Concordia University supports two videoconferencing technologies, Zoom and Blackboard Collaborate. While instructors and students may choose to experiment with other videoconferencing technologies, the university will use its resources to make the two supported technologies useable across the institution.

As with any technology, the two Concordia University-sponsored videoconference systems provide both pedagogical opportunities and limitations for a Concordia class. Instructors have both the right and the responsibility to evaluate and implement these technologies in their specific classes, according to the technical and administrative policies stated below.

Both instructors and students should become comfortable with the videoconferencing technology prior to participating in the classroom experience. All should use the opportunities for training provided by CELT and Audio Visual Services. Concordia University requires instructor training when the technology is a significant, ongoing part of a Concordia course or academic program.

Concordia University will work with instructors and/or academic departments/ programs to use videoconference technology as the only (100% of instructional hours), the primary (more than 50% of instructional hours), or secondary (less than 50% of instructional hours) delivery system for a course or academic program. Fully videoconference courses will be coded as "V" in Banner, per "Coding for Concordia's Instructional Methods," and will be identified as "virtual" courses in the instructional method field. Blended courses use B and then the appropriate letters (V for virtual, D for online, or F for face-to-face) depending on the mix of instructional hours.

General technical and administrative policies (A)

1. An approved university system should be used whenever required real-time instructional hours are delivered through videoconference technology. Currently those systems are Zoom and Collaborate.

2. Individuals using videoconferencing technology must have the minimum requirements on their computing devices, per the Information Technology Department. That information can be found in Concordia's portal - Resources-Audio Visual Services.

3. To ensure a consistent experience, individuals should be on a wired network with a minimum speed of 1.2 Mbps internet connection.

4. The use of Collaborate is always through Blackboard; contact the IT Help Desk if you want to use Collaborate. Access to Zoom will also be available through Blackboard when departments

intentionally schedule part of a section (i.e., 10:05 to 11am, on M & W in LU 006 and Friday on Zoom) or when all of a section's instructional hours to be delivered solely through videoconference.

5. Before using Zoom, faculty should activate their Concordia accounts. Using the free Zoom "basic" account does not offer the same benefits as our corporate account. Information can be found in Concordia's portal - Resources- Audio Visual Services. If a non-Concordia account was accidently established, contact AV to convert it to a Concordia account.

6. Faculty members will create a link for the Zoom classroom experience through the Zoom Outlook plugin, the Zoom app itself, or at https://cuwaa.zoom.us/. Blackboard will be available as above (#4).

7. Instructors may invite external participants to their videoconference classes through the process at this link:

8. Students will log into Zoom using the university's videoconferencing page, https://cuwaa.zoom.us/, where they can set up an account to download the "Zoom Client."

9. To ensure consistency in the Zoom experience for students in anything more than an occasional use in a course, instructors must are encouraged to deliver their courses from a Concordia location (a campus or a center) through the university's wired network. In addition, best practice would encourage instructors to use a videoconference-enabled classroom equipped with microphones and cameras whenever possible.

10. Videoconferencing allows accessibility for all students as a universal design and might be used in the Concordia "classroom" to address individuals with documented need for accommodations. As with all accommodations, the Director of Accessibility Services will set this up with the instructor and the student. Zoom enables FERP A/HIP AA compliance and provides end-to-end 256-bit encryption. Accessibility for Zoom is maintained by Zoom Video Communications, Inc. (https://zoom.us), not Concordia University. Specific information about accessibility is provided by Zoom within the Voluntary Product Accessibility Template (VPAT) Statement, available here: https://support.zoom.us/hc/enus/aiticles/2041197 49-VPA T-AccessibilityStatement.

Using videoconferencing technology in classroom situations on an "occasional" basis. (A)

An instructor may choose to use videoconferencing technology occasionally in a course in several ways: for example, to bring an external speaker into a classroom, to allow a student (or students) unable to attend a class physically to join by videoconference, to host a class when not physically on campus her/himself, or to provide an alternative class for students when face-to-face classes are cancelled (i.e. "snow day"), among others. The decision to use occasional videoconference technology belongs to the individual instructor. When the technology is used, the following policies will apply:

1. Before the course begins, the instructor must note in the course syllabus about the possible use of videoconferencing.

2. An instructor may choose to record a class through videoconferencing technology. If that is the case, the instructor must inform students about that possibility in the syllabus.

3. Videoconferencing participants must meet the university's minimum technical requirements.

4. The university will recognize the course attendance of instructors and students when they attend through the videoconferencing on an occasional basis. They must attend and participate in real time; student attendance will be taken. Watching a recording of a class session does not constitute attendance.

5. University standards for classroom behavior and deportment apply to faculty and students (including the Concordia student conduct code) attending class through videoconferencing. 6. In order to comply with federal financial aid restrictions, "occasional" use of videoconference technology as the only means students can participate in a session is limited to 15% of the scheduled instructional hours of the course. This limitation does not apply to cases where some students participate through videoconference but the instructor and the rest of the class still meet in the physical classroom.

Using videoconferencing technology intentionally incorporated in a section or more of a course or in an academic program - "regular use" (A)

Academic departments and programs may choose to schedule a regular portion of an individual section's instructional hours or all of an individual section's instructional hours through videoconference. This information will be included in the student schedule in advance. Departments may choose, through the program change process, to add videoconference delivery to an entire program. The decision to use videoconference technology on a "regular" basis belongs to the academic department or program. When the technology is used, the following policies will apply:

1. Instructors planning to use videoconferencing as a primary or secondary delivery method for a course must successfully complete the university's training for that technology.

2. All of the instructional hours that students are required to attend must be identified in advance in the student course schedule used for registration. Faculty may not add required live videoconference sessions to the schedule after the course begins.

3. Before the course begins, the instructor's course syllabus must clearly state policies concerning the required use of videoconferencing. The instructor's syllabus must also note that videoconferencing participants must meet the university's minimum technical requirements.

4. An instructor may choose to record a course through videoconferencing technology. In that case, the instructor must inform all students about that possibility in the syllabus. The university supports Panopto as the technology to retain recordings of class sessions for student access.

5. University standards for classroom behavior and deportment apply to faculty and students (including the Concordia student conduct code) attending class through videoconferencing.

6. To meet federal requirements, attendance policies need to be clearly stated for fully virtual courses and for blended courses with virtual portions.

Training and Support for Faculty (A)

Concordia University provides two levels of instructor training. The first level is available for those individuals who wish to use videoconference technology in their courses, including those who

wish to record classroom sessions. This first level of training supports "occasional use". The second level of training is required for faculty teaching courses that a department or school schedules with "regular use" of the videoconference technology for part or all of the instructional hours of the course. In "regular use" the technology is a significant, planned, ongoing part of a Concordia course or academic program.

Training for "Occasional Use": The first level of training is a self-paced Blackboard mini-course which includes features of Zoom, using the equipment, pedagogy considerations, course design any sessions where all students and the instructor access the session via videoconference and there is no meeting in a physical classroom (for example, when the instructor is attending an academic conference), and how to use Zoom to support accessibility accommodations.

Training for "Regular use": When videoconference is used as the sole means to deliver required instructional hours, for a regular part of, or all of, a section of a course, CELT and Audio-Visual Services will provide additional training and support for faculty.

5.6.O Instructional Method - Definitions and Coding for Course Sections
This table pertains to courses and every course offered should fit into one box/category.

	"Regular" per regulators	Defined as distance delivery per regulators	
	Synchronous Delivery I	Synchronous Delivery II	Asynchronous Delivery
Single delivery (top row only)	**Face-to-face** (F) = 100% in-person, real time everyone in same CU room *Schedule*: All hours listed with one CU room *Up to 15% Videoconferencing (virtual) is allowed under Occasional Use Policy*	**Videoconferencing** (V) – *Also referred to as virtual* = 100% of instruction is real time, live through videoconferencing with instructor and all students not at CU locations *Schedule*: All hours listed	**100% Online** (D) = 100% of instruction asynchronous through LMS, no synchronous in-person or synchronous videoconferencing *(virtual)* meetings or exams
Mixed Delivery (middle row only)	**Mixedsynchronous** (M) = Mix of deliveries but not at the same time; ie: use of in-person weeks 1 and 8 and use of videoconferencing weeks 2-7. *Schedule:* All hours listed with one CU room **Polysynchronous** (P*) Used only in special circumstances* = Mix of deliveries at the same time; use of face-to-face (in-person) and videoconferencing (virtual); some students in CU room with instructor and some students remote *Schedule:* All hours listed with one CU room		

	"Regular" per regulators	Defined as distance delivery per regulators	
	Synchronous Delivery I	Synchronous Delivery II	Asynchronous Delivery
Blended delivery = synchronous + asynchronous elements (bottom row only)	**Blended Face-to-face** (BF) Mostly Face-to-face *(in-person)* with balance of instruction asynchronous in LMS = 51% or more of instruction is Face-to-face/In-person) and the balance of instruction in LMS *Schedule*: Lists all Face-to-face hours with one CU room *Syllabus*: Explains asynchronous instruction *Up to 15% Videoconferencing (virtual) is allowed under Occasional Use Policy*	**Blended Videoconferencing** (BV) Mostly Videoconferencing *(virtual)* with balance of instruction asynchronous in LMS = 51% or more of instruction is real-time live through videoconferencing with instructor and all students not at CU locations *Schedule*: Lists all Videoconferencing hours with no CU room *Syllabus*: Explains asynchronous instruction	**Blended Online** (BD) Mostly Online asynchronous with balance of instruction Face-to-face (in-person) or Videoconference *(virtual)* *Schedule*: Lists all Face-to-face hours with one CU room *Syllabus*: Explains asynchronous instruction; Videoconferencing sessions can be arranged by instructor with students at start of class

5.7 Library Services (A, F) *(Updated July 2022)*

5.7.A Philosophy and Objectives (F)

Rincker Memorial library, Zimmerman library, and its staff support Concordia University's mission of being a Lutheran school committed to helping students develop in mind, body, and spirit for service to Christ and the world. In order to meet this mission the Library provides access to recorded knowledge a variety of formats to aid the teaching, research, and personal growth of the students, faculty, and staff of the University. The staff of the Library collects, organizes, and preserves relevant materials; develops services to educate and benefit the greater Concordia community and serves as a gateway to national and international information sources.

The Library is committed to meeting the University's information service needs by providing Concordia community members what they need, when they need it, where they need it, in the

format they need it, and at a reasonable cost to the University. Meeting those information needs requires disciplined adherence to the following practices:

- **User Centered Approach**. Commitment to a user-centered approach and demonstrate the centrality of users in all aspects of service design and delivery in the physical and virtual environments.
- **Collections**. Provide access to collections sufficient in quality, depth, diversity of format, and currency to support the research and teaching missions of Concordia University.
- **Instruction**. Develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning in collaboration with faculty.
- **Discovery & Technology**. Enable users to discover information in various formats through effective use of technology and organization of knowledge in all relevant disciplines.
- **Staff and Facilities**. Ensure that Library personnel have education and experience sufficient to their positions and the needs of the university.

(Based on *Association of College and Research Libraries* Standards for Libraries in Higher Education**)**

5.7.B Acquisitions Policy (A)

The Library acquires, maintains and provides access to information services and materials consistent with the mission of the University and its curriculum. Enhancement of the focus and quality of the collection can be further enhanced through collaborative communication between the library and various faculty / academic stakeholders. Collection development related requests can be facilitated through the library director and/or library staff by email, webform or direct contact. Any purchases will be managed by the acquisitions coordinator.

5.7.C Service and Circulation Policies (A)

The Library's webpage, portal presence and course management system all facilitate access to a wide variety of library services and personnel in an efficient and timely manner. The physical library is open at least 96 hours per week with 78.5 hours offering reference and research assistance during the normal fall and spring semesters, which includes weekend hours. Exact times for a given day of the week are posted on the Library web page, Portal, and on the library front door. Various allowances are made for holidays, semester breaks and the summer months.

Circulation and/or access to Library information resources is ordinarily limited to current faculty, staff, and students from Concordia University. In Wisconsin, those same parties of the institutions within the SWITCH library consortium have access via user generated requesting through the online catalog / discovery platform to a subset of materials relative to circulation policy and licensing considerations, etc. Alumni can have onsite checkout privileges for circulating physical CUW materials as well as access to online resources when on campus. A "courtesy card" is available, upon request, to local "LC-MS" clergy and called teachers for in-person check-out of physical CUW materials.

A properly bar-coded Card ID must be used at all times for checking out materials. The Library's Access Services Coordinator (ext. 4420) can help faculty implement Inter-Library Loans (ILL) from other libraries or institutions willing to loan, barring any unforeseen prohibitions and stipulations not under the library's control.

Additional library services provided to the faculty:

- Place physical material on RESERVE at the request of the faculty for student use (paper forms in the Library and digital forms in Portal on the library tab);
- Generalized or class specific library instruction sessions to assist students to discover, access, and use information effectively from web and library resources, Call the Instruction Reference and Research Support Librarian at ext. 4403 for further information;
- Access to web-based tutorials on how to use library resources and services (Portal Library Tab);
- Access to Library Research Guides: http://research.cuw.edu
- General reference and research assistance. (call ext. 4403).

5.7.D Library Facilities-Mequon (A)

- The front main information commons houses the check-out desk, reserve materials, the reference collection, a selection of current newspapers, computer stations, and the Books, Bagels & Coffee (BBC) café. The ID and Library office is located on the west side of the room.;
- The south wing holds the entire regular monograph collection, the video/audio collection, the folio collection, print periodicals, and educational curriculum collection, along with spaces for quiet study;
- Off the west-wing hallway is the Arnold H. and Verna L. Moeller Rare Books Room. The R213 back room at the end of the hallway provides for both Library office spaces and workroom.

5.7.E Faculty Library Procedures (A)

The following information and procedures will help facilitate library services to faculty:

- **Purchase Requests** to support curriculum are directed to any librarian or the Library Director ext. 4534;
- **Interlibrary loan requests (ILL)** are directed to the Access Services Coordinator at ext. 4420 or Interlibrary Loan Form
- **Regular or Course Reserves** are brought to the Library Office Manager (ext. 4330) in the main office of the Library with Completed Reserves Form (In Portal);
- **Copyright laws and fair use questions** of a general nature may be directed to Instruction Reference and Research Support Librarian at ext. 4403. Complex questions in this regard can be directed to the university's Intellectual Property Committee.
- **Instruction Materials Selection**: For some general assistance in finding audio/video, print or electronic materials relevant to your course needs, contact the Instruction Reference and Research Support Librarian (ext. 4403) (or work with the appropriate instructional course designer);

- **Library Instruction**: For library orientations, assignment focused instruction sessions, and/or information literacy consultations, contact the Instruction Reference and Research Support Librarian at ext. 4403;
- **For personalized assistance** in conducting research on either the Internet or the online discovery search Primo or databases, contact the Library Office at ext. 4330; (Online database searches for specialized needs and projects of faculty members are dependent upon staffing and time constraints.).
- **Concerns, complaints, questions, or compliments** can be given to the Director at ext. 4534.

5.8 Chapel Services (A) *(Updated July 2014)*

Chapel services are held each day during the fall and spring academic semesters at 9:30 am (Mequon campus) and at 10:30 am (Ann Arbor campus). Chapel services are live-streamed on the portal. Faculty are encouraged to attend chapel and normally no meetings or other regularly-scheduled activities take place during chapel time. All campus worship activities are under the direction of the campus pastors; male members of the faculty who are members of the LCMS may be invited to participate in chapel within the constraints of Synodical policies and practices. Chapel services are overseen by the Campus Pastor on each campus.

5.9 Faculty-Student Relationships (F)

5.9.A Forms of Address (F)

In dealings with students, faculty members are normally addressed and referred to by their respective titles (Professor, Doctor, Dean). No fixed form of address is specified when addressing students.

5.9.B Relationships between Faculty and Students (A) *(Added July 2014)*

Faculty members are expected to maintain clear and consistent standards of professional ethics when interacting with students. This includes establishing professional relationships both inside and outside of class. Although faculty should be pleasant and friendly, faculty are not students' friends, either in the real world or on electronic media. Romantic or dating relationships between faculty and students are unethical and inappropriate, and may constitute sexual harassment. Faculty traveling with students on university business should not share hotel rooms with students, and should exercise appropriate discretion in social situations.

5.10 International Students (F)

Concordia is blessed with many international students from various parts of the world. The university requires students to have or gain English proficiency prior to or during enrollment. Therefore, international students should be held to the same academic standards as other students. Faculty should be aware of such tactics as negotiation of assignments and grades, and extra credit requests. Proper sourcing and citation is not universally understood and should be explained thoroughly to students. Students who struggle should be encouraged to go to the learning center for writing help. Above all, faculty should maintain the highest of standards and **consistent policies for all students.**

Faculty Tips for Working with International Students:

- Over 60+ international students were dismissed in 2009
- Most dismissals are for plagiarism
- International students do not receive financial aid
- International students are cash payers, versus the average student discount for US students of about 30 percent
- International students must pass TOEFL/IELTS standards
- Encourage group activities, but individual assignments
- Thoroughly explain grading and plagiarism policies, and don't assume they are universally understood
- Make all students aware of tutoring help available in the Academic Resource Center at CUW (262-243-2623) and CUAA (734-995-7460)

If you are having a problem in translation with an international student please contact the International Office to assist you.

5.11 Technology Purchase (A) *(Added July 2023)*

Faculty members who purchase hardware or software for use in teaching or research/scholarship must receive written approval from the Software Approval Committee (SAC) before the purchase and include evidence of written approval when seeking reimbursement. The university will not reimburse any hardware or software that is not pre-approved in writing, and the Department of Information Technology will not support it.

5.12 Course Sharing Policy (A) *(Added July 2023)*

Course-sharing platforms (e.g. Acadeum) allow students to take courses taught by institutions of our choosing. They are tools meant to support the mission of CUWAA by supporting student progression and retention. They also allow us to open our unfilled courses for other institutions' students to take.

The following policies have been developed by the course sharing taskforce to guide departments in the implementation and use of such courses.

Online courses offered via a course sharing platform should only be used for students who have immediate course scheduling needs that cannot be fulfilled by taking a course at CUWAA:

1. Transfer and non-traditional students who need to take a prerequisite course and/or are off sequence and unable to follow the student educational plan.
2. Graduating students needing a final course not offered prior to graduation.
3. Students whose class session has been canceled and have no other course options within the current academic year and/or cannot wait until it is offered to remain on track for graduation.
4. Students who fail a course and need to retake it without waiting until the next time it is offered to remain on track for graduation.
5. Students who must demonstrate improved academic ability due to continued probation.

Home Institution Course Selection

Shared courses are limited to universities within the Council for Christian Colleges & Universities (CCCU). It is recognized that not all schools in this list will be a good mission fit with CUWAA, thus it is incumbent on faculty to vet courses for both academic rigor and good mission fit.

Shared courses will be approved annually by departments. Department chairs are to work with their faculty to select appropriate courses to be used for the reasons stated above. This should involve reading syllabi and a faculty vote within the department. Approved courses should be evaluated annually for syllabi changes and student experience concerns. Annual course approval should be submitted to the Registrar's Office by June 1st of each year.

Student approval to take course sharing platform courses

Eligible CUWAA students will work with their staff or faculty advisor and department chair for course approval. Eligible CUWAA graduate students will work with their program chair/director for course approval. The program chair/director will send the approvals to the Registrar's Office for course sharing platform course enrollment.

Teaching Institution Course Selection

Online fully asynchronous courses are eligible to be put on the approved course sharing platform. Department chairs should work with online course faculty to determine which courses will be approved to be offered. All approved courses should be submitted to the Registrar's Office by June 1st of each year.

Student Experience Survey

The student experience data of CUWAA students taking courses through a course-sharing platform will be collected at the completion of each course and shared with the department.