Online Campus Faculty Handbook

Purpose

The purpose of this handbook is to provide both current and new Online Campus faculty an overview of Adler's education policies and procedures. Information in this Handbook is specific to Online Campus faculty. Policies and procedures that apply to all Adler University campuses, including Online, can be found in the **Adler University Employee Handbook**. Designed as a reference or a guide, this Handbook discusses important faculty responsibilities and student academic policies.

The goals of this Handbook are to:

- Inform faculty about the mandatory responsibilities and procedures that relate to Online Campus courses.
- Furnish information about student academic policies specific to the Online Campus.

Faculty Responsibilities

As an institution that stresses the primacy of instruction, Adler University recognizes that excellence in teaching is the faculty member's priority. These responsibilities presume that the faculty member is consistently available for teaching, advising, collaboration, and participation in departmental and institutional governance. The faculty member also engages in service outside the Adler community and the pursuit of scholarly or creative activities according to the appropriate academic discipline.

In fulfilling all professional responsibilities, faculty agree to:

- Adhere to non-discriminatory practices in interacting with others and adhere to appropriate professional ethical codes.
- Show due respect for the rights of others when professionally and appropriately expressing differing opinions or ideas.
- Preserve confidentiality required in academic, personnel, and administrative deliberations.
- Hold oneself and others accountable for professional responsibilities and agreed upon commitments.
- Avoid unauthorized use of university resources or facilities for personal, commercial, or political purposes.
- Comply with all applicable federal, accreditor, state/provincial, and local rules and regulations.
- Comply with all applicable University regulations and procedures.
- Create a climate that encourages students' learning and where free and open discussion of all content and issues relevant to a course can take place.
- Demonstrate respect for students, and guard the confidentiality of the faculty-student relationship according to local, state/provincial, and federal regulations.
- Avoid exploitation of students for personal advantage.
- Be unfailingly honest in scholarly and creative activity, refrain from misrepresentation, and respect the intellectual property rights of others by acknowledging any contributions to the faculty member's work.

- Integrate discipline-specific knowledge and professional experience with the practice of faculty roles and responsibilities.
- Uphold academic freedom for faculty and students.
- Follow the **Online Campus Faculty Standards for Effective Practice**.

Representation to the Faculty Council

The Online Campus Program Directors will regularly solicit the viewpoints and feedback from faculty who teach within their programs and represent those viewpoints and feedback in the Online Campus Faculty Council.

Preparation of Course Syllabi

It is the policy of Adler University that Online Campus faculty will not have authorization to alter course syllabi. Course syllabi will be revised only with the authorization of the Program Director and submitted to: **https://adleruniversity.atlassian.net/servicedesk/customer/portal/1.**

Textbooks

- Required and recommended resources including but not limited to textbooks, ebooks, videos, and interactive media are selected by the Program Director and the Subject Matter Expert during the development of the course.
- Required and recommended textbooks may be revised during the course revision process with the approval of the Program, all changes must be submitted to: https://adleruniversity.atlassian.net/servicedesk/customer/portal/1.
- Each section of a course utilizes the same required and recommended course materials.
- Faculty should request a desk copy of the text, from the publisher, at the time a formal teaching assignment is provided.

Grade Submission

Faculty will submit their grades within 48 hours after the course end date via **Web Advisor**.

Course Evaluations Process

It is the policy of Adler University that Program Directors will review the results of student course evaluations each term. Program Directors will conduct one or more review meetings with each program faculty member annually. The necessity of additional meetings will be determined by the Program Director on a quarterly basis. Review meetings will include a discussion of strengths and opportunities for improvement wherever applicable. Results of evaluations will be utilized to inform decisions regarding future teaching opportunities.

- Student course evaluations will be administered during week 8 of each course.
- Students will receive an automated email during week 7 of their course informing them that the evaluation period has opened.
- Individual instructors will request participation from students.
- Students will access evaluations through WebAdvisor via Adler Connect.
- Students are ensured anonymity to encourage candid responses.

- Students will have one week to complete the course evaluation form and the course evaluation process will close on the final day of the course.
- Evaluations will be discussed with faculty as a part of the faculty evaluation process.
- Program Directors will review faculty evaluations each term.

Academic Policies

Online Campus faculty must be aware of all the academic policies, which are listed in the **Adler University Catalog**, including but not limited to:

- Attendance Policy
- Statement of Student Responsibilities
- Grading System
- Grades of Incomplete
- Grade Appeals
- Academic Good Standing
- Academic Probation
- Dismissal
- **Student Referral Policy**

Faculty Qualification Policy

Introduction

Adler University ensures that all faculty members are well-qualified to teach students enrolled at our three campuses. The Faculty Qualification policy establishes the minimum standard for ensuring all faculty members are qualified to teach courses to which they are assigned. This policy complies with the Assumed Practices of the Higher Learning Commission.

Minimum Qualifications for Faculty Members

Qualification to teach a course is generally based on the highest earned degree in the teaching field related to the academic program. Terminally-degreed faculty are preferred for all levels of instruction at Adler University. Persons recommended for instructional faculty positions at Adler University must possess:

Doctoral Programs: Instructional faculty in doctoral programs at Adler University must possess an earned doctoral degree and a record of scholarship appropriate to the discipline.

Master Programs: A member of the faculty may be deemed academically qualified if they have earned:

- A terminal degree in the teaching field; or
- A terminal degree in a closely related field, as defined by the academic department; or
- A terminal degree in any discipline with at least eighteen graduate credit hours in the teaching field or a closely related field, as defined by the academic department.

<u>Undergraduate Programs</u>: For undergraduate programs, terminally-degreed faculty are preferred. At a minimum, undergraduate instructional faculty must possess a master's degree in the discipline OR a master's degree plus 18 graduate credit hours in the discipline.

Tested Experience Criteria

Evaluation of earned academic credentials is the primary method for determining faculty qualifications. However, other credentials may be considered. Specifically, and per HLC guidance, Adler will allow "Tested Experience" to replace Earned Degrees as a sufficient faculty qualification. The Tested Experience criteria that qualify faculty to teach courses for Adler, in place of the HLC-specified academic degree credentials, are:

<u>Minimum of a master's degree</u> plus one or more of the following:

- Possession and maintenance of a widely accepted credential or certification that is the generally recognized industry standard (as determined by the department chairperson and approved by the Academic Dean).
- Three years of experience in a field specifically related to the course to be taught (as determined by the department chair and approved by the Academic Dean).
- Possession of a specific skill set (as determined by the department chair and approved by the Academic Dean) in a field for which no widely accepted credential or certification exists.
- Five years of college or university teaching in a field specifically related to the course to be taught (as determined by the department chair and approved by the Academic Dean).

Documentation of Qualifications

The responsibility for ensuring appropriate credentials for all teaching faculty teaching lies with the applicable campus Academic Dean and department chair. Copies of all credentials and transcripts will be maintained by the Human Resources Department.

Online Campus Faculty Standards for Effective Practice

Category A: Administrative Management
Faculty are expected to:

1. Have knowledge of policies, procedures, and program information contained within all relevant official Adler documents, including the faculty and student handbooks. This knowledge will be reflected in their handling of situations as they arise.
2. Review the course shell within the LMS in accordance with the timeline and checklist.
3. Monitor school wide announcements.
4. Participate in the required professional development sessions during terms when teaching (participation during nonteaching terms is optional but strongly encouraged).
5. Submit technical or content issues with the course to the LMS Support Center immediately at https://resources.adler.edu
6. Submit recommended edits, additions and/or deletions for future course content at https://adleruniversity.atlassian.net/servicedesk/customer/portal/1. An account is required in order to submit and review requests.
7. Attend monthly programmatic faculty meetings, respond to inquiries from the program director within 24 hours, and contact program director early with any concerns.

Category B: Classroom Management

1. With regard to *course resources*, faculty are expected to:
    o Review the required and supplemental resources prior to the start of each week of the course.
    o Provide students with additional relevant and timely resources via the weekly discussion board or the announcements.
    o Familiarize themselves with and guide students toward external resources to supplement the Publication Manual of the American Psychological Association (APA) in order to help students properly uses APA format in written assignments.
    o Familiarize themselves with and guide students toward internal and external resources to assist students with written communications skills.
2. With regard to *student interaction and engagement*, faculty are expected to:
    o Communicate and interact professionally with students at all times.
    o Support and promote civil and respectful exchanges of different experiences and perspectives.
    o Post a substantive welcome message at the start of the course and each week that introduces the topic and highlights key objectives / outcomes.
    o Monitor student progress and proactively engage students.
    o Collaborate with the Program Director and the Student Success Coach to provide advising to students regarding career and educational goals.
    o Monitor student adherence to the statement of student responsibilities and submit a referral for any violations in accordance with the policy here: https://connect.adler.edu/studentservices/gcstudentservices/Pages/Student-Referral-Policy.aspx.
    o Notify the Student Success Coach (Student Services Department – studentservices@online.adler.edu) of concerns regarding student progress, quality of work, lack of responsiveness/participation.
    o Post a schedule of availability for students.
3. With regard to *discussion board facilitation*, faculty are expected to:
    a. Encourage students to engage in self-reflection and to draw upon lessons learned from previous personal and professional experiences.
    b. Expand the scope of the initial Discussion Forum question.
    c. Introduce alternative viewpoints that inspire critical thinking.
    d. Introduce additional supplemental readings or other resources that are germane to the discussion.
    e. Encourage students to appropriately respond to and build upon their fellow students' posts.
    f. Reinforce or clarify the purpose of the learning activities.
    g. Respond to all student questions within 24 hours.

h.   Respond to the main post of all students within 24 hours.
i.   Summarize questions received outside of the LMS (e.g.: email) that have general relevance to the class and post the summary – without identifying the source of the question(s) and a response in the Course Q&A Forum.

Category C: Student Feedback
Faculty are expected to:

1. Require students to submit assignments only through the LMS portals. If a student cannot submit an assignment via the LMS and submits it by email instead, faculty will attach the student's submission to the gradebook when assigning a grade.
2. Grade all course assessment activities within forty-eight (48) hours of the completion due date, being cognizant that earlier grading and the associated feedback is always in the best interest of the student. For missing assignments, faculty will post a grade of "0" within forty-eight (48) hours. The grade can be changed at a later time.
3. Assign final course grades and complete rubrics, where applicable, within forth-eight (48) hours of the completion of the course.
4. Post final grades in WebAdvisor within forty-eight (48) hours of the completion of the course.
5. Utilize the grading rubrics provided within the LMS for the specific course and assignment.
6. Guided by the grading rubrics, provide supplemental narrative feedback that provides a framework for the student to increase and reinforce their subject matter comprehension and to facilitate increased performance on successive assignments.