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PREFACE

This Faculty Handbook addresses expectations of faculty members at Cleveland University – Kansas City. The University is comprised of three colleges – Cleveland Chiropractic College, the College of Undergraduate Studies, and the College of Graduate Studies.

The Faculty Handbook is not designed to provide specific practices and policies for every situation. The Employee Handbook specifically addresses employment policies that apply to all University personnel, regardless of their faculty status, and is an important additional resource for faculty members. Questions concerning specific practices and policies, or how the general rules apply, should be discussed with a supervisor, or the vice president of human resources and organizational development or his/her designee, depending upon the nature of the question. Faculty members are responsible to read the Faculty Handbook and conduct themselves in accordance with the policies it contains.

The University reserves the rights to interpret, modify, revoke, suspend, terminate or change any or all such plans, policies and procedures, in whole or in part, at any time without notice. This handbook is developed cooperatively by representatives from the Faculty Council and University administrators.

This handbook is not and should not be construed as a contract between the University and its employees.
SECTION 1
THE INSTITUTION

The Cleveland Institutional Vision
The Cleveland vision is to be recognized and respected as a leader in health promotion.

The Cleveland Institutional Mission
The Cleveland mission is to provide strong student-centered academic and professional education with a focus in the areas of life sciences and health promotion through education, scholarship and service.

Undergraduate Program Mission
The Cleveland Undergraduate Studies program mission is to provide a respected and recognized undergraduate studies program specializing in life sciences and health promotion preparing graduates to continue in health related education programs.

Master of Science Program Mission
The mission of the Cleveland Masters of Science in Health Promotion program is to provide students with the knowledge, skills, and foundation to become leaders and educators in health promotion. Graduates are eligible for examination as a Certified Health Education Specialist (CHES).
Cleveland Chiropractic College Mission
The Doctor of Chiropractic program mission lies in the areas of education, scholarship and service and in the advancement of chiropractic.

- The education mission of the institution is to prepare competent, entry-level doctors of chiropractic as primary health care providers and to offer continuing education for doctors of chiropractic.
- The scholarship mission of the institution is to conduct research and scholarly activities in areas related to chiropractic education and health care, and to collaborate with other institutions and health care providers in scholarly activities.
- The service mission of the institution is to provide health care and outreach services to the community, support services to alumni and other health care providers, and volunteer services to civic and professional organizations.

Core Values

Integrity/Accountability
- Responsible and ethical behavior
- Honest and open communication
- Responsibility for our individual actions

Excellence/Service
- Highest quality in teaching, scholarship and service
- Embrace compassion

Diversity/Respect
- Treat all individuals with dignity and respect
- Encourage an environment that attracts, nurtures and supports diversity
- Sensitivity to differences in learning styles, ideas and beliefs

Collaboration/Teamwork
- Partnerships, interaction and relationships
- Cooperative efforts to achieve our common goals

Health/Well-being
- Encourage activities and behaviors that contribute to a healthy lifestyle
- Chiropractic care as essential for optimizing health and well-being

Innovation/Creativity
- Intellectual curiosity
- Enthusiastic pursuit of new ideas
Accreditation

Cleveland University – Kansas City is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, [230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, www.higherlearningcommission.org, (312-263-0456]. The Doctor of Chiropractic degree program of Cleveland Chiropractic College is awarded programmatic accreditation by The Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Phone: (480)443-8877, Website: www.cce-usa.org.

Approvals

The Cleveland University – Kansas City is approved by the U.S. Immigration and Naturalization Service for attendance by nonimmigrant students.

Cleveland University – Kansas City is approved by the Kansas Board of Healing Arts, Kansas Board of Regents and the Kansas Commission of Veteran Affairs. Missouri and Kansas have also approved Cleveland University for vocational rehabilitation benefits for eligible persons.
SECTION II

FACULTY PERSONNEL

Faculty members are hired as employees of Cleveland University – Kansas City.

In most cases, full-time faculty members are contracted for 40 hours per week at the institution. The University seeks to schedule faculty between 65 and 75% of their time (26 – 30 hours/week) in direct contact activities with students and/or assigned tasks. A full-time teaching load is 15 credit hours or up to 18 contact hours. Until a faculty member is teaching a full course load, s/he is ineligible for supplemental pay (with the exception of department chairs, program directors and deans for whom acceptable course loads are determined individually based upon their job responsibilities).

Direct contact activities are defined as classroom and laboratory instruction, office hours, clinical supervision, Case Management Reviews, lab consultations, Grand Rounds, and other activities where faculty are responsible for supervision of students. Assigned tasks may consist of Committee Meetings, Quality Assurance Reviews, compliance activities, and/or training.

The College reserves the right to alter its method of workload calculation due to financial exigencies or unexpected vacancies that must be addressed.

Faculty members are generally hired to teach within a specific department and/or degree program; however, as the institution’s needs or the faculty member’s interests change, it may be advantageous for a faculty member to work within more than one department or academic program. Unless the faculty member’s overall course load (regardless of program) exceeds a full-time course load, the faculty member does not receive additional compensation for teaching across departments or programs. In instances where a faculty member is teaching for several departments or programs, his/her evaluation for retention, promotion and salary increases will include input from supervisors in all applicable departments/programs.

Deans, directors and department chairs from all academic programs work together to insure that a faculty member originally hired to work in one program is able to effectively fulfill his/her responsibilities to that program while teaching in a new or additional academic program. Deans, directors and department chairs who wish to utilize qualified non-academic University employees (staff, office directors, etc.) as instructors in their program must be able to demonstrate that the employee’s job duties and hourly commitment to the University will not be negatively impacted. In these cases, the employee is expected to do all course preparation on his/her own time, not during business hours.
When faculty members have reached a full-time course load and wish to add additional teaching responsibilities, it is the role of the dean, director or department chair to assess whether or not it is in the best interests of the institution, the faculty member and the students to add additional instructional duties. Course loads that exceed 15 credit hours should be reasonable and allow for adequate preparation and course management. The faculty member’s contact hours with students in classroom or laboratory settings cannot exceed the total number of hours for which s/he is contracted to work in a week.
Deans, directors and department chairs who wish to hire part-time instructors to teach specific courses should work through Human Resources to do so. As is required for full-time faculty members, part-time instructors should be thoroughly vetted, including a background check. Part-time instructors are generally hired on a one-term contract that specifies an hourly rate for instruction. Should a dean, director or department chair wish to secure a part-time instructor for the future, a letter of appointment can be generated (following submission of appropriate documentation and processing through Human Resources). The letter of appointment is non-binding with respect to the timing of any future courses taught and instructor compensation.

**Faculty Credentials**

Instructors are selected based on academic background, experience, and ability. The faculty in the College of Undergraduate Studies and in the basic sciences of the Doctor of Chiropractic Program must hold a master’s or doctoral degree in the applicable field. Faculty in the College of Graduate Studies must hold a master’s or doctoral degree in the applicable field. Faculty in the diagnostic, clinical, and chiropractic sciences must hold a first professional degree suitable to the subject/courses taught. If the faculty member is a doctor of chiropractic he/she shall be licensed or be in the process of being licensed in the state of the University’s domicile and shall have at minimum one of the following: three years full-time practice experience; a baccalaureate degree; certification status of eligibility; resident status at the University or two years teaching experience. This does not apply, however, to certain professionals who teach jurisprudence, clinical laboratory, psychology, or library science, who must have the specific degree or certification required in that discipline. Special justification may warrant waiver of the requirements for a faculty member.

**Faculty Files**

Each faculty member must request that all credentials, including copies of each official transcript of hours and degrees, be mailed directly from the degree-granting institution or institutions to the vice president of human resources. Files are updated annually and any change in status by hours or degrees earned should be reported promptly. Licensed chiropractors serving as faculty members are responsible to keep their licenses current and active, and must submit a copy of their new license yearly. Annual CIN-BAD verification is conducted on each licensed chiropractor employed by the college.

**Faculty Governance**

The Faculty Council is the representative body of the faculty of the University. All full-time and part-time faculty and participants in the University’s residency programs are considered to be members of Faculty Council. The by-laws of the Faculty Council are contained in Appendix 1.
At the heart of the educational enterprise is the conviction that the unencumbered search for and dissemination of truth is both a right and a value central to the human experience. Academic institutions, and those who work and study within them, contribute to the understanding and advancement of all facets of human life. For these reasons, the American Association of University Professors (AAUP) and other higher education organizations maintain official position statements on Academic Freedom.

Cleveland University-Kansas City is a private, not-for-profit institution of higher education with a vision and mission directed specifically to the areas of health and life sciences, health care disciplines and health promotion. It is within the framework of Cleveland’s vision and mission that academic activities and the search for new knowledge are undertaken. Faculty members in all academic programs at Cleveland University-Kansas City are entitled to academic freedom as they work to advance the vision and mission of the institution.

The AAUP 1940 Statement of Principles on Academic Freedom says, "Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights." The following Academic Freedom statements for Cleveland University-Kansas City are based upon the core principles contained within the AAUP Statement.

1. Faculty members are entitled to full freedom in research and in the publication of their results; however, these pursuits must not detract from the faculty member’s other academic responsibilities. Faculty members who wish to conduct research or engage in other academic work outside the institution should first obtain a mutual understanding with their supervisor regarding the extent of such activities.

2. Faculty members are entitled to freedom in the classroom in discussing their subject matter and are responsible, as recognized experts and members of an academic community, to teach the most current and accurate concepts. Faculty members are also free to discuss controversial material in the classroom when it bears a direct relation to the subject matter of the course. Faculty members should avoid injecting unnecessary and tangential controversy into any of their educational interactions with students.

3. Faculty members are free to speak and write as citizens without fear of discipline or imposition of censorship by the institution. However, faculty members must also recognize that their position as an educator within a University may give particular weight and significance to verbal and written statements made in public settings, including on-line. Therefore, faculty members should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make clear that they do not speak on behalf of the institution when engaging in public or professional discourse unrelated to their professional obligations as defined by their supervisor.
4. Faculty members have the right to be heard through the grievance process if they believe their academic freedom rights have been violated by a supervisor and/or University administrator.

Faculty members who fail to adhere to the responsibilities attendant to their rights to academic freedom may be dealt with in accordance with University policies on discipline, evaluation, retention and promotion contained elsewhere in this faculty handbook.

**Professionalism**

The requirements of the University with respect to the ADA and Section 504 of the Rehabilitation Act, as well as the Technical Standards applicable to Cleveland Chiropractic College, are included in Appendix 2.

As employees of a professional degree granting institution, it is the responsibility of the faculty to model professional habits for the students. While on campus or engaged in University-sponsored activities, professional attire and grooming is expected. The deans, directors or department chairs may counsel faculty members who fail to present a professional appearance. The specific dress requirements for those working in the clinics are addressed in the Clinic Manual.

Cleveland University – Kansas City is committed to providing employees and students with a working and learning environment free of discrimination and/or harassment. Faculty members should maintain professional relationships with other employees, and are strongly discouraged from cultivating personal relationships with students outside of the classroom or University-sponsored events. The current Catalog contains the University’s policies and procedures for addressing claims of discrimination and/or harassment.

**Faculty Statement of Ethical Beliefs and Responsibilities**

Faculty members at Cleveland University-Kansas City are committed to student-centered academic and professional education focused on health and life sciences, health care disciplines and health promotion. Faculty commitment is expressed through education, scholarship and service. Faculty agree that the pursuit of high standards of ethical beliefs and behaviors greatly contributes to high levels of performance of their various responsibilities. The following aspirational statements of faculty ethics are organized by areas of responsibility.

**As teachers:**

Faculty embrace intellectual curiosity, scholarship and the love of learning. They strive to impart these values to students in the care shown in instruction and in their respect for ideas. Further evidence includes faculty adherence to the high standards of scholarship, and their effort to stay current with advances in their field.
Faculty are attentive to pedagogy realizing that students do not all learn in the same way, and that sensitivity to individual student learning needs distinguishes effective teachers. Faculty emphasize both the process and content of learning. Because students’ long-term success depends on independent learning, faculty foster a commitment to lifelong learning, guiding students to become their own best teachers.

Faculty respect students as individuals with unique backgrounds, values, and attitudes that define them as persons and shape how they learn. Faculty realize that there are many paths to learning, and engage students to develop their learning strengths. Faculty realize, too, that continuing advances in technology impact teaching and learning and shape the generational and demographic characteristics that define a changing student population. Understanding and accepting who our students are, is the first step in forming a teaching-learning relationship.

Faculty are mindful that emotions, and social and political implications often accompany facts and concepts. Course content is not value-free. This is especially apparent in the life sciences, health promotion and health care. Sensitivity to the diversity in our student population and in patient groups served enables faculty to respect and support students as they encounter the complexities of the health sciences.

**As colleagues:**

Faculty colleagues support scholarship and research, encouraging one another in these efforts. Faculty maintain an attitude of openness and respect to new ideas. Faculty share and support efforts towards innovation in teaching pedagogy and professional praxis. Faculty honor their common bond as teachers that reaches across disciplines. Faculty support and respect one another as dedicated teachers committed to the education and mentoring of students. Faculty colleagues share how to best transmit content, and discuss how methods such as demonstration or self-disclosure can humanize a clinical experience for students. Faculty colleagues mentor one another as they continue to mentor students.

**As members of an academic institution:**

Members of an academic community engage in honest debate and intellectual discussion. Objective opinions shared in open discussion build a process that can lead to discovering truth. Research, scholarship, and practical experience inform current content and stimulate review and revision of concepts and teaching methods.

Faculty are careful to represent their academic achievements honestly, to adhere to the highest standards of conduct with regard to their own scholarship, and to avoid conflicts of interest. Faculty are committed to the institution as a whole. The shared governance of faculty plays a vital role in shaping the institution for academic excellence and fulfilling the institution’s vision and mission. Faculty serve on
committees, and support and participate in college activities outside the classroom or clinic. While focused on teaching, faculty appreciate the needs and concerns of the institution as a whole. Faculty members take into consideration the impact their decisions to interrupt or terminate service will have upon their students, their academic program and the institution. Faculty members adhere to the terms of the Faculty Handbook and their individual contracts in giving notice to the University.

As members of a Professional Program:

Imparting professional values and standards is a major faculty responsibility. Faculty members realize that they are role models for students. Faculty attitudes and beliefs expressed or implied in classroom discussion can become a lasting feature of a student's professional identity. Faculty maintenance of high professional standards is therefore prerequisite. Faculty are conscious of this challenge to model only behavior that students should embody. Faculty realize that any behavior, even attitudes about ideas, can be modeled and that any interaction with or observation by a student teaches, whether intended or not.

As members of their community:

Faculty have an identity apart from the institution. As members or as citizens of a community, an organization, a state, country or religious or political group, faculty may engage in public behavior. Faculty must be careful to guard against any misunderstanding about when their speech or behavior represents the institution.

Conditions of Employment

The president of the University approves the hiring of all full-time faculty members as recommended by the provost or vice president of human resources and organizational development. When the president, provost or vice president of human resources and organizational development approves hiring of a faculty member, the faculty member is offered a letter of appointment and a contractual agreement.

Part-time faculty members are hired at the recommendation of the dean or director and the approval of the provost.

Faculty Status

Faculty status shall be determined under the terms of the individual contract and shall be defined as set forth in the following sections. A ranked faculty member is a full-time employee of the University who has been appointed to one of six academic ranks (Graduate Teaching Assistant, Teaching Fellow, Instructor, Assistant Professor, Associate Professor, and Professor). Arrangements that are different than these and that have been made prior to this handbook may be honored at the discretion of the University.
A part-time faculty member is one who has been appointed to a position that does not meet the requirements of a full-time faculty member. Such part-time faculty members do not have the same rights and responsibilities as full-time faculty.

Full-time faculty members whose primary assignment is not within the University clinic have breaks comparable to the academic calendar breaks. This time is expected to serve as their only “vacation” time. For full-time clinic faculty (including those who have additional didactic teaching responsibilities), vacation will be established at the onset of the contract by the clinic director and/or dean of clinical education.

**Faculty Titles and Appointment Criteria**

Initial determination of rank shall be made by the recommendation of the dean or director with the approval of the provost. Initial rank is based on academic credentials, prior service credit, and other relevant factors. Promotion to higher rank may be requested after a minimum time in service at the present rank. Faculty members move sequentially through each academic rank following initial appointment. Promotion decisions are based on evaluation of professional service and development and other relevant factors.

The following ranks are established for full-time faculty: Graduate Teaching Assistant, Teaching Fellow, Instructor, Assistant Professor, Associate Professor, and Professor. Assessment of academic credentials lies solely within the discretion of the University. Academic degrees, to be acceptable, must be from institutions accredited by a regional accrediting association or a professional accrediting association, unless otherwise determined by the University. “Years” with respect to teaching experience, shall mean full-time teaching for a full academic year. The University may recommend equivalencies or exceptions to qualifications.

**Faculty Rank Requirements**

**Graduate Teaching Assistant**

Appointees to the rank of Graduate Teaching Assistant shall have a minimum of a Bachelor of Science Degree or a Bachelor’s Degree in the appropriate field, or a first professional degree (may be awaiting licensure). Personnel holding this rank are not given assignments in which they are in charge of a course and always work in conjunction with and under the direction of a faculty member holding higher rank.
Teaching Fellow

Appointees to the rank of Teaching Fellow shall have a Master's Degree relevant to their teaching or a Doctor of Chiropractic Degree from an accredited institution. In addition, Doctors of Chiropractic shall possess a Bachelor's Degree and/or have three years of clinical practice experience and have, or be in the process of obtaining, a license to practice chiropractic in the state of the University’s domicile.

Instructor

Appointees to the rank of Instructor shall have a baccalaureate degree or a doctor of chiropractic degree or an advanced degree appropriate to the area of instruction and/or certification status or eligibility in a specialty area. They should likewise have three years practical experience in their area of specialization. In the College of Undergraduate Studies or the Basic Sciences within the College of Chiropractic, an Instructor should have at least a Master’s degree.

Assistant Professor

Appointees to the rank of Assistant Professor shall possess a Master’s Degree plus three years of teaching or comparable experience in higher education or a Doctorate or first professional degree with a minimum of two years relevant experience. Appointees shall also have demonstrated high standards of scholarship and promise of growth and development in their professional field.

In the College of Undergraduate Studies and in the Basic Sciences within the College of Chiropractic, an appointee to the rank of Assistant Professor shall have one of the following: a terminal professional degree or a Master’s Degree with two years’ experience.

In the clinical sciences within the College of Chiropractic, an appointee to the rank of Assistant Professor shall have a terminal professional degree. If the faculty member is a Doctor of Chiropractic he/she shall be licensed (or be in the process of being licensed) in the state of the University’s domicile and shall possess one of the following: certification status or eligibility in a specialty area; three years full-time practical experience; two years teaching experience at a first professional degree granting institution; a baccalaureate degree; or satisfactory completion of a residency.
Associate Professor

Appointees to the rank of Associate Professor should hold a Master’s Degree plus three years as an Assistant Professor at the University or a Doctorate or first professional degree and a minimum of three years’ experience in teaching or comparable experience in higher education. An individual appointed to the rank of Associate Professor shall be expected to make special contributions to teaching and learning and have demonstrated evidence of professional growth and continuing promise. They shall have shown competence and willingness to devote time and effort to the work of the department, University, their profession and/or the chiropractic profession.

Professor

Appointees to the rank of Professor should have the qualifications of an Associate Professor and a minimum of ten years of teaching or comparable experience in higher education or related professional experience. They shall also have demonstrated evidence of scholarly achievement in research, publication, and/or professional service and practice. Advancement to the rank of Professor should never be based solely upon years of teaching, but always on additional contributions to the body of knowledge in chiropractic and in chiropractic education.

Distinguished Professors

Under special circumstances, a faculty member may be appointed as a Distinguished Professor. Such appointments are made at the discretion of the president following recommendation of the immediate supervisor. Appointments are considered following a recommendation from the provost, dean or director of the program and upon review of credentials and availability to fulfill the requirements of a Distinguished Professor. Distinguished Professors, among other duties, mentor other faculty, participate with academic leadership in faculty development, engage in scholarly activities, present programs of interest to faculty and administrators, and serve as role models for the faculty. The appointment to Distinguished Professor occurs when contracts are being offered and is for the period of one year. Renewal is based upon evaluation of the Distinguished Professor’s performance, needs of the University, and available funding.

Special Appointment Personnel

Special appointment personnel are those who have been appointed without rank to a teaching position. Traditionally, these are volunteer positions. Such persons shall carry one of the following titles: Lecturer, Visiting Lecturer/Consultant, Preceptor Doctor, Adjunct, Adjunct Research, Visiting Professor, or Emeritus faculty, and they shall be appointed on a term basis only. Special appointment employees are subject to the following limitations unless otherwise provided in their individual appointment contract:

- They shall have no other faculty duties other than those assigned in their individual appointment contracts.
They shall not be entitled to receive fringe benefits, leave, or other faculty benefits.
They shall not be entitled to regular contracts, promotion or sabbatical leave.
They shall not have a vote on faculty governance matters.
They are encouraged to participate in all University activities.

**Lecturer**

This appointee has special preparation in a specific field and teaches less than one-half of a full time teaching load per trimester for the term of the contract. He/she should have the qualifications at least equal to that of an Instructor or Assistant Professor.

**Visiting Lecturer/Consultant**

This appointee has special preparation in one or more areas and provides instruction in specific components of courses without having overall course responsibility.

**Preceptor Doctor**

This individual does not provide instruction on the University campus but serves as a preceptor for the University, consistent with state licensing board requirements for preceptors.

**Adjunct Faculty**

This appointee is employed by a person or organization associated with the University by contract. This appointee carries the title as a courtesy of the affiliation relationship and shall be entitled only to those benefits or rights specified in the contract.

**Adjunct Research Faculty**

The designation of adjunct research faculty member is applied to qualified individuals for a limited affiliation with the University for the purposes of advancing research and scholarship. The conditions of service are defined on an individual basis for a limited time period, and are not subject to the conditions within the faculty or employee handbooks.

**Visiting Professor**

This appointee holds or has held professorial rank (Assistant Professor, Associate Professor, or Professor) at another institution of higher education or has accomplishments that are considered equivalent, and is appointed to teach and pursue other duties at the University for a limited period of time. This time is agreed upon in writing between the Visiting Professor or scholar and the appropriate
administrative official of the University. Any benefits must be agreed upon in writing prior to the appointment.

**Resident**

This appointee is one who is participating in one of the Residency Programs established by the University.

**Emeritus Faculty**

This appointee is one who has retired from the full-time ranked faculty of the University and who meets the following qualifications: has completed ten academic years in full-time ranked faculty service to the University; has attained the rank of at least Assistant Professor; and has retired from full-time academic service to the University or higher education. Recommendations for appointment to emeritus status may be initiated by any member of the University community by submitting a written request specifying the qualifications of the candidate for emeritus title. The request is submitted to the administration of the University and to the Board of Trustees, who make the final decision on emeritus status. Emeritus faculty shall not be employees or agents of the University, but shall have the following privileges: attendance at Faculty Council meetings (without a vote), use of the University library without cost, use of office space as available and assigned by administration, attendance at University convocations and commencements, and participation in processions. Emeritus faculty shall not be employed by the University except on a part-time term contract basis.

**Change in Employment Status between Faculty and Administration**

Acceptance of certain administrative positions may require the faculty to relinquish their faculty status. These situations will be handled on an individual basis via job descriptions and contracts. Should an administrator leave the administrative position and be rehired as faculty at the University, only previous time as faculty at the University will count toward those rights and benefits in those areas where time is an essential element (such as sabbatical leave or promotion).

**Promotion in Rank**

The criteria and process for promotion in rank is contained in **Appendix 3**.

**Faculty Contracts**

There are three general types of contracts:
I. Term Contracts

II. Probationary Contracts

III. Regular Contracts

Term Contracts

A term contract is for a designated period and automatically terminates upon expiration of that period. Re-employment of an employee after termination of a term contract is solely within the discretion of the University. Such contracts do not confer expectations of further employment. The University uses such term contracts for all special appointment faculty members.

Probationary Contracts

The first two appointment periods of each ranked faculty member are probationary in nature. The usual contract year is September 1 through August 31. The first appointment shall be for one trimester, the second appointment for the remainder of that contract year, or for the following contract year, depending upon when the first probationary contract was issued.

Decisions to move a newly hired faculty member from probationary status to a regular contract are based upon evaluation of performance and at the sole discretion of the University.

Regular Contracts

All ranked full-time faculty retained after the probationary period shall be appointed to an initial regular contract of one year. A full-time faculty member with a regular contract may be offered up to a three-year extended contract at the discretion of the University after seven years of employment with the University. A full-time faculty member with a regular contract may be offered up to a five-year extended contract, at the discretion of the University, after ten years of employment with the University.

A ranked faculty member may request a shorter contract period. The usual contract year is September 1 through August 31. Where a regular contract is involved and under usual operating conditions, notice of non-reappointment will be given as soon as possible following the decision.

Notice of non-reappointment of a faculty member on a contract of less than one year, may be given the last week of the last term of service. Contract renewals may not be offered until after the approval of the annual budget by the Board of Trustees.

The issuance, the term and the renewal or non-renewal of a contractual relationship with an employee is at the discretion of the University.

Non-Contractual Conditions of Employment: The University may employ certain individuals on a
non-contractual basis. Assignments and benefits may be determined on an individual basis.

Non-Reappointment: The term non-reappointment means that the University has decided not to offer a new contract at the conclusion of the term of the current contract. Non-reappointment is different from Reduction of Faculty and Dismissal of Faculty and the procedures relating to those do not apply to non-reappointment.

The decision not to reappoint a faculty member is at the sole discretion of the dean or director of the faculty member’s academic program in consultation with the provost, and is not subject to appeal.

**Reduction of Faculty**

Whenever it becomes necessary to decrease the number of faculty or to alter a faculty member’s employment status, the provost, dean or director of the program shall recommend to the president that the faculty member is to be placed on leave of absence without pay. Examples of situations necessitating decrease or discontinuance of a faculty position may include, but are not limited to, insufficient funds, a decrease in enrollment, curricular revision, discontinuance of a course or courses, or need for consolidation of institutional resources. This policy applies only to full-time faculty. Notice will be given as soon as possible should the University determine the necessity for reduction in faculty.

**Sick Leave**

The University depends upon its faculty for consistent attendance in order to sustain a quality educational experience for the student and to ensure that both hourly and content requirements of various accrediting bodies and state boards are met. If illness or injury occurs, or if an emergency arises, faculty members must notify their dean or director as soon as possible. Detailed instructions about notification of absence are provided at regular faculty meetings. All faculty members are responsible to have an emergency teaching plan on file with their director or department chair so that there will be coverage for their classes.

In case of an illness or injury that makes it necessary for a faculty member to be absent from the classroom for several days or longer, the faculty member will be responsible to confer with his/her dean or director to determine how classes and clinic contact hours will be covered.

While the University recognizes that illnesses and emergencies are to some extent uncontrollable, it encourages faculty members to avoid voluntary absences that may compromise the quality of the academic program. The University does not have a pool of alternate or substitute instructors for courses. Excessive absenteeism is taken into account in performance evaluations for retention and promotion.
Leaves of Absence

Medical and personal leaves of absence, military leave, jury or witness duty, and voting time are covered in the Employee Handbook.

Leave for Professional Activities: To request authorization to miss classes in order to attend professional activities such as seminars, the faculty member must submit a formal request to their direct supervisor. If expenses are involved, the faculty member must complete a Travel Request form and have their travel approved, in advance, by the appropriate administrator. At completion of the trip, all expenses must be justified and submitted in the format designated by the finance office.

Sabbatical Leave: Sabbatical leave is a program whereby eligible faculty may apply for an enrichment leave from the University for the purpose of undertaking research, writing, study, advanced degree work, or other creative endeavors which would not be possible during the course of full-time responsibilities. A request for a leave of absence for a trimester or for a more extensive period should be made in the form of a letter addressed to the provost. The request should be submitted at least two terms in advance of the desired start date of the leave, so that ample time is available for securing an interim instructor if the leave is granted. The faculty member will be notified whether or not the leave has been granted as soon as possible so he/she may plan accordingly.

Eligibility for Sabbatical Leave:

- Faculty members must be full-time and have attained at least the rank of Assistant Professor.

- The faculty member must have served the institution full-time for a minimum of six years.

- Faculty members must submit their applications for sabbatical leave with a program of activity at least two trimesters in advance of the date of the sabbatical leave.

Factors influencing consideration of a sabbatical leave application:

- Relevancy of activity program of the applicant

- Previous performance record of the applicant

- Availability of a substitute faculty member. The faculty member is encouraged to assist in the location of his/her temporary replacement.

Other Details Regarding Sabbatical Leave:
• Full-time faculty members are eligible for future sabbatical leave after every six-year period of full time service.

• The faculty member on sabbatical leave is required to return for at least two trimesters of full-time service following the leave. Within thirty days following the conclusion of the sabbatical leave, faculty members shall present to the University an in-depth report of activities and accomplishments during the leave.

• Compensation during the sabbatical leave is negotiated as a part of the application and approval process.

Faculty Evaluation

The faculty evaluation process includes such components as instructional effectiveness, student satisfaction with classroom instruction and course management, advocacy and support of the institution’s mission and values, contribution to the institution and the profession through research and scholarship, professional development, and service to the various constituencies of the University. An outline of the Faculty Evaluation process is presented in Appendix 4.

A performance evaluation or fulfillment of the criteria for evaluation is not a contract or a commitment to provide a compensation adjustment, bonus, advancement, or continued employment. Performance evaluations are only one of several factors that the University uses in connection with compensation, promotion, and retention decisions.
Disciplinary Probation

A faculty member placed on disciplinary probation must be given the reasons for probation, in writing, before the probation period begins. A faculty member may appeal disciplinary probation. The letter of probation must include the following information:

- When the probation period begins.
- The reasons for the probation.
- What the faculty member must do in order to be removed from probation (performance targets, development requirements).
- When the next probation evaluation is to be conducted.
- When the probation will be lifted if conditions are met.

Disciplinary probation generally results in the issuance of a Term Contract instead of a Regular Contract.

Reasons for Dismissal of Faculty

Faculty can be dismissed at the discretion of the University. Reasons for dismissal may include:

1. Failure to competently meet the expectations of a faculty member in one or more of the following ways:
   a. ineffective classroom instruction
   b. lack of subject-specific knowledge
   c. inability to effectively communicate knowledge to students
   d. unfair or biased grading practices
   e. excessive absences from the classroom

2. Conduct in violation of standards in the Faculty Handbook or the Employee Handbook or inconsistent with the institution’s vision, mission, and core values.
3. Incompetence, inefficiency, or insubordination in the line of duty.
4. Willful or persistent violations of University policies.
5. Excessive or unreasonable absences from performance of duties.
7. Sexual harassment.

Faculty Appeal Process

The faculty appeal process provides a framework by which a dismissed faculty member may appeal. Policies and procedures will remain just, fair, and right. Other disputes involving faculty are also
handled through the Faculty Appeal Process. See Appendix 5.

Faculty Appeal Hearing Committee

If a faculty member who has been dismissed has evidence that his/her dismissal was unwarranted, he/she may file a written appeal to the provost within 30 days following the dismissal.

Upon receipt of the letter of appeal, the provost may appoint a Hearing Committee consisting of the vice president of human resources and organizational development, one dean, director or department chairperson, the president of the Faculty Council and two faculty members-at-large. The committee will meet with the dismissed employee, hear his/her appeal, and make a written recommendation of action to the provost. The provost will consider the written recommendation of the Hearing Committee and will render a decision regarding the dismissed faculty member’s status. In all cases, the decision of the provost is final.

Resignation

A letter of resignation should be provided to the dean or director of the faculty member’s academic program and copied to the provost no less than one trimester prior to the departure. If the employee is eligible for retirement benefits, provisions for this will be handled through the vice president of human resources and organizational development. Prior to receiving the final paycheck, the faculty member will participate in an exit interview and return all University property to a designated University representative. Failure to provide the University with sufficient notice of the intent to resign may result in that employee being ineligible to re-apply for a future position with the University.

Policy on Incentives for Scholarship and Research

The policy regarding Incentives for Scholarship and Research is found in Appendix 6.

Information Technology Department Data Security Policy

The University has adopted an information technology data security policy. A summary of the Data Security Policy is located in Appendix 7. The full version of the Acceptable Use Policy and the Copyright Infringement Policy is available at www.cleveland.edu.

Alcohol and Drug Abuse Policy

The University has adopted an alcohol and drug abuse policy. This policy is contained in Appendix 8.
The University’s policy prohibits vendors or entrepreneurs from displaying products on campus unless their visit has been pre-approved by appropriate administrative officials. Faculty, when engaged in sale of products on University property, will be considered vendors or entrepreneurs.

**Guest Speakers in the Classroom**

Guest speakers in scheduled classes must be pre-approved by either the department chairperson and/or the program dean or director. University permission does not indicate that the University condones or subscribes to views or opinions expressed by the guest speaker. Faculty members are responsible to ensure that guest speakers they bring into classrooms, laboratories or other University settings adhere to University policies while on campus and conduct themselves professionally and ethically in interactions with students.

**Copyright, Copyright Infringement, Patent and Fair Use Policy**

The University acknowledges and encourages the appropriate use (i.e., reproduction, distribution, performance, downloading and display) of copyrighted works and materials for teaching, scholarship, and research purposes consistent with federal copyright law, the standards for fair use and in compliance with the Copyright Infringement Policy of the University. Given both the importance of complying with federal copyright law and the difficulty of determining fair use, the University’s copyright, patent, and fair use policy provides guidance on the use of the work of others through the office of the dean or director of the program. An overview regarding copyright and copyright infringement policies is contained in the appendix regarding Information Technology, **Appendix 7**. Additional information regarding copyright infringement policies may be found on the University Website at www.cleveland.edu.

**Tuition Waiver for Full Time Faculty**

Eligible faculty members may receive approval for tuition waiver and enroll in coursework as a degree-seeking student in the BS, MS or DC degree program. This waiver is subject to approval of the president. The scheduling of coursework may not interfere with scheduled teaching assignments. A faculty member must meet all course requirements, including 90% attendance if applicable, and successful completion of examinations and class assignments. Faculty members who have taught full-time at the University for a period of five calendar years are eligible to apply for this employee benefit. A faculty member may seek approval to audit coursework at the University as a non-degree seeking student.
Tuition Reimbursement

Full-time faculty members interested in pursuing advanced or graduate degrees in other accredited colleges or universities who have served the University for at least five years may qualify to participate in a partial tuition reimbursement program. The faculty member must submit a proposal to the dean or director one term in advance of their anticipated starting date. This proposal should include how the additional degree would benefit the courses the faculty member teaches, how it would benefit the University, what degree is being sought, which College is involved, and the timetable for obtaining the degree. The proposal must receive the approval of the highest administrative officials, including the president. If approved and if funding is available, the faculty member may receive up to full tuition. The faculty member may be asked to sign an agreement of length of service to the institution commensurate with the degree sought.

Professional Membership

Faculty members are encouraged to maintain memberships in professional organizations in the field of chiropractic or other disciplines and in civic organizations. Deans and directors may make appropriate budgetary allowances to support faculty membership for selected professional organizations. Whenever possible the University will cooperate with an instructor in providing release time to attend seminars or other professional meetings, particularly as they relate to the individual's role at the University. Faculty members may apply for faculty development support funds according to the process outlined in Appendix 14.
Associate of Arts in Biological Sciences

Cleveland University- Kansas City offers an Associate of Arts in Biology degree through its College of Undergraduate Studies. Students may pursue this degree while they are enrolled in the pre-professional courses required to enter the College of Chiropractic. To earn this degree, a minimum of 60 semester units of post-secondary coursework must be completed. All candidates must complete a minimum of 15 semester units at Cleveland University –Kansas City.

Bachelor of Science in Human Biology Degree Program

Cleveland University – Kansas City offers a Bachelor of Science in Human Biology degree through its College of Undergraduate Studies. Students may pursue either the Bachelor of Science or the Doctor of Chiropractic degree independently or both degrees concurrently. The general objective of the College of Undergraduate Studies is to provide the student a strong undergraduate education that stresses the structure and function of the human body while providing for general education requirements of the degree.

Master of Science in Health Promotion

Cleveland University – Kansas City offers a Master’s of Science in Health Promotion degree through its College of Graduate Studies. This degree is offered to provide students with advanced study in the foundations, planning, implementation and evaluation of health education and promotion programs. Completion of the degree provides the graduate with the background to sit for examination as a Certified Health Education Specialist (CHES).

Doctor of Chiropractic Degree

Cleveland University – Kansas City houses Cleveland Chiropractic College, which offers the Doctor of Chiropractic Degree. The Doctor of Chiropractic degree may be taken as the standard 12-trimester program or an accelerated 10-trimester program. Total contact hours for this degree are a minimum of 4,575 hours of study. The purpose of this degree is to prepare students as primary health care providers with emphasis in appropriate conservative, functional health care.
Responsibilities of the Faculty Role

At the core of any university is its faculty. Because of their integral role in the success of the academic program(s) which are the essence of the university’s mission, faculty members are governed by a unique set of rights and responsibilities. This explication of faculty responsibilities at Cleveland University -- Kansas City is intended to foster the academic community to which the institution aspires, as well as to provide faculty members with clear expectations. The responsibilities are divided into those that relate to Course Management, Student Interaction and Institutional Citizenship.

Faculty members have more direct contact with students than any other institutional employee. Because of their specialized knowledge and expertise, faculty members occupy a unique position of authority within the classroom and in all other interactions with students. It is incumbent on faculty members to model professional, ethical behavior for their students, and to fairly and impartially evaluate academic and clinical work.

The following responsibilities apply to all full- and part-time faculty members teaching in all of the academic programs at Cleveland University of Kansas City.

1. **Course Management** – Faculty members are responsible to manage their courses in accordance with the guidance provided them by their direct supervisor. Course management includes, but is not necessarily limited to, the following.
   a. **Preparing and adhering to a syllabus in the program-approved format.** Course syllabi should be reviewed and revised each term, and include all required elements. The template for syllabi is included in Appendix 9.
   b. **Going over the syllabus, course description and objectives, means of course evaluation, schedule for the term, and academic policies with students at the first class meeting of the term.** Faculty members need not spend the entire first meeting on this task, but must ensure that students have access to the course syllabus, have adequate explanations of course objectives and expectations, and have opportunity to ask clarifying questions regarding the course.
   c. **Holding classes as scheduled.** Faculty members are responsible to meet with classes when they are scheduled for the duration of the scheduled time. A faculty member who has an emergency or illness should contact his/her direct supervisor immediately in order to attempt to get coverage for the class or to cancel if necessary. Classes are occasionally cancelled for special college activities or weather. Faculty members may not cancel or reschedule classes without the express approval of their direct supervisor.
   d. **Accurately recording and timely reporting attendance.** Faculty members are responsible to enforce the attendance policies applicable to the program in which they teach. Attendance must be taken at every class meeting and recorded in the Portal regularly.
   e. **Evaluating student work, including assignments, quizzes, written and practical examinations, fairly and impartially, and in accordance with the standards delineated in the course syllabus.** The course syllabus sets forth for students the standards of performance they must meet to achieve the course objectives and to progress in the curriculum. Faculty members should only alter the means of course evaluation (number of exams, assignments, or point values of such) if absolutely necessary to protect students’ opportunities to succeed in the course or to correct an unforeseen error or circumstance. It is incumbent on faculty members to remain objective in their evaluations of students, and to
make every effort to remove personal bias from all interactions with students, particularly the assigning of grades.

f. **Conducting all elements of the course in accordance with applicable college policies.** Faculty members are responsible to consistently apply the college policies regarding attendance, grading, course additions and withdrawals, and professional conduct. Exceptions to academic policies, such as course pre-and co-requisites, late enrollment, etc., require approval of either a department chair, dean/director or committee, depending upon academic program, and students seeking exceptions to policy should be directed to the Catalog or director of academic records and support for guidance.

g. **Holding the final examination when scheduled, and turning in final grades when due.** The final examination schedule is designed to achieve a number of purposes within the academic program. Faculty members should review the final examination schedule when it becomes available and immediately notify their direct supervisor and the academic scheduler if there is a conflict or other issue such as inappropriate room size. Following the final examination, faculty members are expected to post final grades in the Portal within 48 hours. Grade changes resulting from re-examination must be submitted on a Grade Change Form to the Office of Academic Records and Support within 48 hours.

2. **Student Interaction** – Faculty members are responsible to model professional, ethical behavior for students. While working to achieve the institutional goal of Academic Excellence, faculty members must balance high standards for students with adequate support of their efforts.

   a. **Meeting with students regarding their academic performance or other issues relative to their courses.** Each faculty member is expected, based upon his/her hourly commitment to the institution, to make him/herself available to students during scheduled office hours. Students must have the ability to discuss their academic performance, go over examinations, verify their attendance, and address other issues of concern directly with faculty members. Faculty members are expected to make themselves available through the end of the term to discuss both final exam scores and course grades.

   b. **Responding to student e-mails and voicemails.** Students are encouraged to communicate with faculty through the Learning Management System, as well as via e-mail or phone. Faculty members are expected to respond to students in a timely manner, and to communicate professionally and respectfully. Social media presents unique risks to individual faculty members and the institution, so faculty are strongly discouraged from giving students access to their personal accounts and/or engaging with them through these forums.

3. **Institutional Citizenship** – In addition to their primary role in classrooms, laboratories and clinics, faculty members are an integral part of the institution’s workforce. Faculty members are expected to function as part of the overall institutional team, and to contribute to the success not only of their individual course(s) or program(s), but also to that of the entire university.

   a. **Responding to requests from academic and other university leadership.** The college is required to maintain records on all personnel, programs, and courses. This necessitates ongoing updates to records maintained by academic leaders. Faculty members must comply with requests for updated credentials and course-related materials. The accuracy and timeliness of pay and benefits requires timely response to requests for information from Human Resources and the Business Office.

   b. **Attending and participating in college events.** In general, full-time faculty members are expected to attend commencement exercises for the program(s) in which they teach, as well as meetings of the entire faculty that occur at the beginning of the term. Part-time faculty members are welcome to attend these events if their schedules permit; a gown is necessary to participate in commencement. Faculty members who have questions about whether attendance at an event is required should consult their direct supervisor. Faculty members
who must be absent from a required event should notify their direct supervisor well in advance. Professional development activities are available for faculty throughout the term, and faculty are encouraged to attend whenever possible. Extracurricular activities held on campus are an opportunity for faculty members to engage with alumni and friends of the university around a shared vision and mission.

c. **Keeping up with the discipline.** Faculty members are responsible to be engaged scholars within their fields of expertise. The university expects that faculty members are continually refreshing their knowledge and skills through sponsored development activities and continuing education, as well as through personal study. Faculty members are responsible to shape their courses based upon new evidence, and to bring to their direct supervisors suggestions for revising and refining the curriculum to best serve students.

d. **Contributing scholarly works.** Retention and advancement in rank require that faculty members present and/or publish original scholarly work. Collaboration with students and other faculty members is encouraged. Educational research based on innovation within the academic programs at Cleveland is encouraged.

e. **Serving the community.** Consistent with the institution’s vision and mission, full-time faculty members are expected to participate in sponsored service activities throughout the year. Part-time faculty members may participate in service activities as their schedules permit.
Student Rights under the Family Educational Rights and Privacy Act (FERPA)

All faculty must comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). More information regarding this policy may be found on the University website, www.cleveland.edu.

Policy Regarding Faculty Adjusting

Adjustments or other health care treatments provided by DC faculty on campus are limited to technique courses and technique clubs for demonstration purposes. To enhance the learning experience during technique classes, the course instructor may demonstrate an adjustment or other treatment procedure. Students who volunteer to be adjusted must submit signed documentation that a current physical examination has been performed and appropriate records are available in the Student Clinic. Demonstration adjustments are limited to the technique being taught.

- **At the beginning of each semester, the student signs a consent statement, which is kept on file in the office of the Chair of Chiropractic Sciences.**
- **Students are informed that these adjustments are performed for instructional purposes only and that there is no therapeutic intent implied.**

Should an injury or a perceived injury occur, an Injury Report Form must be completed immediately and submitted to the dean of clinical education. At the discretion of the dean, an Ad Hoc Committee may be appointed. The Committee will investigate the incident and submit to the dean and provost a written report that includes recommendations for any subsequent actions.

Care of Equipment

Faculty members are responsible for the care and preservation of all University-owned equipment. Attempts are made to keep all classrooms, laboratories, and clinical equipment functional and safe. Please report any damaged or non-functional equipment without delay. Required equipment that is not located in the classroom should be requested in advance by the faculty member.
SECTION IV

FACILITIES AND SERVICES

Faculty should cooperate in the preservation and safeguarding of all properties and equipment of the University. Any damage or destruction thereof must be reported to the director of facilities management at the time of occurrence.

Tobacco Products, Eating, and Drinking

In support of the health and well-being of those who work and study at Cleveland University – Kansas City, the entire campus is tobacco-free. This includes smokeless tobacco products.

Food and drinks, other than water, are not allowed in any of the University classrooms, laboratories, clinics, or in the library. Faculty members are asked to remind students or visitors to the University of this regulation.

Scheduling of Rooms

The use of all rooms is through prior assignment. Academic needs shall take priority. Therefore, in order to schedule a room for special events or meetings, contact the appropriate University representative.

Reporting Complaints, Policy Violations, Injuries

The Complaint Form is used for a variety of purposes, including incidents of student or employee misconduct, or suspected on-campus criminal activity. The Injury/Accident Report Form should be completed by the faculty member for any injury sustained or witnessed on campus. All injured parties should be sent to the appropriate location for treatment, depending upon the nature and severity of their condition. Forms are available on the University website, and faculty are responsible to follow instructions for submission.

Campus Security and Emergency Procedures

The University expects the full cooperation of the faculty in maintaining the security of its buildings and property. Faculty members are required to report theft, vandalism and accidents about which they have knowledge. Labs must be locked or supervised by a faculty member or another appointed person at all times. Details about campus emergency procedures are contained in Appendix 11.
Library Service

The Library serves as the primary educational resource center of Cleveland University, supporting the curricula and research needs of faculty and students and the information needs of alumni and field doctors through a specialized health science collection of books, journals, databases, monographs, audio-visual and non-print materials. A wide range of library services is available, with emphasis on research assistance, literature searches, current awareness, reference service, information literacy instruction, document delivery and interlibrary loan. All faculty members have full borrowing privileges. Faculty may request to have certain materials placed on reserve reading. The library will make every effort to honor faculty requests for the purchase of curriculum or research-related materials. Additional information on library policies, procedures, and services are located on the University website and in Appendix 12.

Conflict of Interest

Cleveland University – Kansas City is committed to providing students and employees a working and learning environment free from interference by vendors or other competing interests. The Conflict of Interest document that applies to faculty makes up Appendix 13.

Parking

Faculty members are issued parking permits that are to be displayed on each vehicle driven to campus. Designated parking is available for faculty members.

Postgraduate Program

All full-time faculty of the University are eligible to attend certain University-sponsored postgraduate programs at no cost. Postgraduate seminars or lectures that require a nominal fee may be paid by the faculty member’s department, as funds permit, and with permission from the dean, director and/or department chair. The interested faculty should register with the Postgraduate Department for those courses that they wish to attend. The Postgraduate department may set restrictions regarding early registration in order for faculty to enjoy the privilege of attending at no cost.
APPENDIX 1

FACULTY COUNCIL BY-LAWS
DEFINITIONS
The Faculty Council shall consist of all full- and part-time faculty, residents, and post-doctoral fellows of Cleveland University-Kansas City. The purpose of the Faculty Council is to contribute to the internal governance of the University and to provide a forum for all University faculty members to discuss issues of mutual interest and concern. The Faculty Council participates in the development of policies and procedures associated with the academic program of the University, faculty rights, curriculum, research and those aspects of student life that relate directly to the educational process.

FACULTY COUNCIL OFFICERS
The officers of the Faculty Council shall be: President, Vice-President, Secretary and three at large faculty Representatives. The President, vice president, Secretary, and the Representatives shall form the Executive Committee of the Faculty Council. Elections of these officers shall occur as follows:

1. In June the current President will call for nominations from the general Faculty Council. The nominees must agree to accept the position to which they were nominated.

2. A final slate of nominees will be presented at the July meeting for voting.

3. The vice president will collect and count the ballot and report the outcome within a week of voting.

   The term of the officers is one academic (?) year. An individual may hold a particular office for no more than two consecutive terms.

OFFICER DESCRIPTIONS

1. The President
   The President shall act as the Chief Executive Officer of the Faculty Council and shall be responsible for all formal communications between the Faculty Council and the University administration. The President shall call all meetings and set the meeting agenda. The President shall give the meeting agenda to the Secretary for distribution one week prior to the scheduled meeting.

2. The Vice President
   The vice president shall assist the President and assume the President’s responsibilities in his/her absence.

3. The Secretary
The Secretary shall take minutes at all meetings and provide copies of those minutes to all faculty, the deans and directors of degree programs no later than one week prior to the next meeting. The Secretary shall also perform administrative duties as requested by the President such as distributing announcements of meetings and the meeting agenda one week prior to the meeting, and making additions or corrections to the minutes.

4. Representatives

The Representatives shall serve as liaisons between the faculty and the Executive Committee.

MEETINGS

1. Meetings of the Faculty Council shall be governed by the current edition of Robert’s Rules of Order.

2. General Meetings - The meetings of the Faculty Council shall take place no less frequently than three times per trimester. The time and place of each regular meeting shall be determined by the President. Faculty Council meetings are open to all University faculty members. Other employees of the University or other guests may be invited to attend by the Faculty Council President as needed.

3. Special meetings – These meetings may be called by the President or in his/her absence, the vice president. Special meetings shall be limited to the consideration of the specific items of business designated in the call of the meeting.

4. Executive Committee Meetings – The President shall call a meeting of the Executive Committee at least once per trimester. During this time, issues shall be discussed that need to be brought before the general Faculty Council.

COMMITTEES

Committees may be formed as needed to perform a particular task, such as create a draft for a new proposed policy, or to form a faculty evaluation committee. Committee members may be appointed by the President of the Faculty Council, or on a volunteer basis.

VOTING ON PROPOSALS

The Faculty Council’s charge is to form formal “proposals” to the deans or directors of degree programs to change University policies and/or procedures, modify the curriculum, or address any other issues that are of concern to the members of Faculty Council.
Proposals may be presented to the Executive Committee by any faculty member, or the University administration may desire faculty input on changes to policy they propose. In either case, the executive committee will include it on the next Faculty Council meeting agenda for discussion. If at the Faculty Council meeting the proposal needs further investigation, an ad hoc Committee may be formed for that task. A report will be sent back to the Executive Committee and/or Faculty Council for further deliberations.

Proposals may be brought to a vote in either general meeting of the Faculty Council, or via e-mail. Agreement shall be passed by a simple majority of those members present, or who have responded. The Secretary will then report the results of that vote no later than the next general Faculty Council meeting. Any issues requiring voting within the Executive Committee of the Faculty Council shall also be passed by a simple majority.

**AMENDING THE BY-LAWS**

Amendments to the Faculty Council by-laws shall be approved by a 2/3 majority of those members casting ballots. Proposed amendments shall be distributed by the Secretary to all members at least two weeks prior to the scheduled vote.
APPENDIX 2

POLICIES/SERVICES FOR DISABLED STUDENTS AND TECHNICAL QUALIFICATIONS FOR CLEVELAND CHIROPRACTIC COLLEGE
POLICIES/SERVICES FOR DISABLED STUDENTS

Cleveland University-Kansas City prides itself in the nurturing and support of each individual student throughout his/her educational experience. Accommodations for disabled students are met while ensuring program requirements are maintained.

The University has adopted the following definition in determining whether a particular student does, in fact, have a disability that may need accommodation. A disability is “a physical or mental impairment that substantially limits one or more of the major life activities of an individual, such as caring for one’s self, learning, working, performing manual tasks, walking, seeing, hearing, speaking and breathing,” as well as “concentrating, thinking, and communicating,” and “the operation of major bodily functions,” such as “functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.” Impairment may be “any physiological disorder or condition, cosmetic disfigurement, anatomical loss, or mental or psychological disorder such as retardation, organic brain syndromes, emotional or mental illness, and specific learning disabilities.” (American with Disabilities Act, as amended (“ADA”); Section 504 of the 1973 Rehabilitation Act.)

Inquiries concerning federal guidelines about who is covered and who is not covered under the ADA or Section 504 of the 1973 Rehabilitation Act can be made to Learning Specialist in the Academic Support and Testing Center.

Disability Documentation

In order for the University to offer and implement appropriate accommodations for students with a condition classified as a disability, official documentation must be submitted to the learning specialist for review (in conjunction with the completion of the “Disability Accommodation Request Form”). This documentation should be submitted as early as possible.

This documentation should consist of a comprehensive and detailed written individualized assessment submitted on official letterhead from an appropriate licensed or certified professional that explains in detail the following:
Evidence of a recent assessment (no more than three years old) documenting the nature of the impairment, including the diagnosis if the impairment is mental or psychological. The assessment should be from a psychiatrist or licensed psychologist who gives an appropriate classification from the standard Diagnostic and Statistical Manual of Mental Disorders;

Recommendation for a range of specific accommodations, with detailed explanation of why these are needed and how they will enable the student to perform at satisfactory academic levels; and/or,

Documentation, if available, of similar accommodations that may have been made for the student in the past or in other educational or testing settings, or on the job. If no accommodations have been made in the past, an explanation of why none were given in the past and why accommodations are needed now.

The University retains the right to request further verification of the professional’s credentials and expertise in relation to the assessment and recommendation, and also retains the right to have an outside consultant (independent expert) evaluate the student’s documentation of disability, as well as the request and explanation for the accommodation(s).

It is the student’s responsibility to provide required documentation. Accommodations will not be provided until adequate documentation has been received, and it is determined the accommodations are reasonable, they do not pose an undue burden and they do not require fundamental alteration of the services provided by Cleveland University-Kansas City. It is imperative that the student initiate a request in a timely manner.

Students interested in receiving a comprehensive assessment should seek a credentialed testing center for learning disability assessment.

Students may expect a response to their request within ten (10) working days of submission of all documentation indicated above.

Accommodations

After documentation has been submitted, it is the student’s responsibility to meet with the learning specialist to discuss appropriate accommodations. Possible accommodations include, but are not limited to, the following:

Changes/accommodations necessary to allow for physical facility access to programs and services
of the University; Alterations in academic policies or procedures (i.e., course scheduling); Extended time for testing in courses (i.e., 15 minutes beyond the usual testing time); Special testing locations and proctors; Special testing arrangements (i.e., double or triple spacing on exams, excused from having to fill in Scantron forms);

- Tape-recorded lectures, taped textbooks;
- Auxiliary aids (i.e., availability and access to Braille readers or audiotape playback machines);
- Tutoring and supplemental instruction services;
- Note-taking services or scribes;
- Extended time to complete program or decelerated course load;
- Readers, interpreters;
- Lab and library aids, access to computers;
- Study skills instruction, workshops, courses, and small group study sessions.

Technical Qualifications for Admission to, Continuation in, and Graduation from the Doctor of Chiropractic Degree Program

The educational mission of Cleveland Chiropractic College is, in part, to “prepare competent, entry-level doctors of chiropractic as primary health care providers.” In order to achieve this mission and fulfill its responsibility to the public it serves, the faculty and administration of Cleveland Chiropractic College have adopted the following technical qualifications for admission to, continuation in, and graduation from the Doctor of Chiropractic degree program.

Cleveland Chiropractic College will consider for admission those applicants who, with or without accommodations, possess both the academic and technical qualifications required for successful completion of the Doctor of Chiropractic degree and for the safe and ethical practice of chiropractic. Cleveland Chiropractic College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and will assess one’s ability to meet the technical qualifications set forth below in light of these laws. Cleveland Chiropractic College does not discriminate against, and makes accommodations* (see next page) for, individuals with disabilities.
Applicants should realistically consider whether or not they possess the capacity to successfully learn and ultimately perform tasks in the five areas listed below, with or without accommodations. If accommodations are needed in order to meet the College’s technical qualifications, the chair of the Admissions Committee will arrange a consultation with the director of academic records and support, as well as the academic leadership of the Doctor of Chiropractic program, to determine whether and how accommodations may be provided without compromising either the student’s acquisition and performance of the functions of a doctor of chiropractic or patient care. (See “Alternative Laboratory Experience Protocols,” Academic Policies section, and “Policies/Services Provided for Disabled Students,” Student Life section.) Students with disabilities must complete the same scholastic requirements as all other students, including that all students must complete the entire Doctor of Chiropractic curriculum in order to graduate. The College reserves the right to reject requests for accommodations that would fundamentally alter the nature of the Doctor of Chiropractic program, lower the academic standards, cause an undue burden on the College, or endanger the health or safety of other students, clinic patients, or any other member of the College community.

The final determination of whether or not an individual possesses the technical qualifications will be made by the College.

The safe, effective, and ethical practice of chiropractic requires that students acquire not only knowledge, but also a range of skills and professional behaviors that fall into five technical categories (adapted from the Association of American Medical Colleges’ guidelines). Accommodations in order to meet the five required technical categories will be granted in accordance with this policy.

Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences. This requires visual and hearing senses of sufficient acuity to identify the histology, cytology, microbiology and pathology of structures through the use of a microscope. A candidate must be able to observe a patient accurately at a distance and close at hand, and to read all forms of diagnostic imaging. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

Communication: The candidate should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A
candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Coordination/Function: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers. Additionally, as the practice of chiropractic generally includes the delivery of manual therapies, the candidate must possess the strength, coordination and ability to stand and use the torso and all limbs in the performance of common chiropractic techniques.

Intellectual, Conceptual, Integrative and Quantitative Abilities: A doctor must be capable of critical thinking and problem solving. This requires the candidate be skilled in measurement, calculation, reasoning, analysis and synthesis. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

Social and Behavioral Attributes: Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admission and educational processes.

* For purposes of this policy, the term “accommodations” includes reasonable modifications to policies, practices and procedures, provision of auxiliary aids and services, and removal of architectural barriers where such removal is readily achievable. All obligations of the College under this policy will be interpreted in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
APPENDIX 3

PROMOTION IN FACULTY RANK
PROMOTION IN FACULTY RANK

Upon employment at Cleveland University – Kansas City, a faculty member will be awarded a specific faculty rank. The following process is initiated annually (Spring Trimester) and a promotion, if granted, becomes effective September 1.

Initial Process

Faculty members who can demonstrate that they meet the requirements to be promoted to the next academic rank initiate the promotion procedure by:

1. Informing the director or Department Chair that they wish to start the process for possible promotion in faculty rank. The director or Department Chair will discuss the faculty member’s current rank and the requirements for promotion with the applicant.

2. Compiling documentation/portfolio to verify that the requirements for advancement in rank have been completed.

3. Submitting to the director or Department Chair the documentation/portfolio along with a letter requesting consideration for promotion in rank.

Evaluation Process

The Evaluation Committee will review the documentation/portfolio and forward a recommendation first to the dean or director of the academic program. If the dean or director of the academic program supports the advancement, s/he makes a written recommendation to the provost. The provost provides notification of advancement, should it be granted, to the faculty member.
APPENDIX 4
FACULTY EVALUATION
Faculty Evaluation

Defining Faculty Work

Teaching, scholarship and service may include, but are not limited to the following:

Teaching

1. Teaching - engaging in classroom instructional methods that encourages the use of critical thinking skills.

2. Teaching students the diagnosis and treatment of patients in the clinical setting.

3. Instructing - effective instruction of students in lectures, laboratories, seminars; managing a course, grading papers, maintaining student records, etc.

4. Advising, supervising, mentoring students, and providing other instructional services as assigned

5. Integrating learning activities to promote intellectual understanding by developing, reviewing, and redesigning courses; revising curricula; developing manuals, software, teaching materials, etc.

6. Developing as a teacher - evaluating teaching of colleagues; conducting classroom and instructional research; attending professional development seminars.

7. Participating in partnerships with other institutions – community development activities, collaborating with another institution on policy development.

Scholarship

1. Pursuit of original work - participating in research, writing or editing books; writing chapters; papers in refereed journals; presenting papers at professional meetings; writing other types of papers, reports, reviews, abstracts, translations, etc.

2. Engaging in intellectual activities that would bring new insights into the classroom such as; participating in a journal club, maintaining a current awareness of new developments within the discipline, and contributing to exchange of knowledge among faculty colleagues.

3. Producing creative work, for example, essays; exhibits; commissioned works; television or radio production, or developing new products, practices, or procedures.
4. Editing/managing creative work, for example, editing journals or other learned publications; managing or serving as consultant for displays or exhibits.

5. Leading/managing funded research, for example, leading a task force; writing proposals to funding agencies; managing budgets of grants or contracts; selecting and supervising staff; preparing required reports.

Service

Institutional Service

1. Contributing to local campus, for example; administering or managing campus unit; serving as a member or chair of a campus committee; mentoring faculty or staff; participating in campus governance, serving as active/participant advisor to student clubs and organizations.

2. Contributing to the overall well-being of the patients in the University Health Center.

3. Participating in partnerships with other institutions – community development activities, collaborating with other institutions on policy development.

Professional Service

1. Conducting applied research and evaluation - applied, directed or contracted research; voluntarily conducting program, policy or personnel evaluation for other institutions.

2. Participating in professional/discipline associations, for example, holding leadership position in association; serving on accrediting body; serving on exam board, organizing meetings/workshops for professional organizations; serving on task forces or governing boards.

Public Service

1. Contributing to other communities, for example, civic, political, religious organization activities; holding public office; providing free health care to community.

2. Disseminating knowledge, for example, consulting or providing technical assistance to public or private agencies; expert witness or expert testimony; editing newsletters; providing technical information to general audience.
EVIDENCE USED TO EVALUATE FACULTY WORK

Evidence for Teaching

- Descriptions of teaching activity (narrative summary; sample of work; videotapes; analysis of student learning; participating in improvement activities)
- Outcomes (student learning and achievement; student development)
- Eminence measures (honors and awards from campus and professional organizations; invited presentations).
- Judgments about teaching (rating from students, peers, supervisors; written appraisals from students and colleagues)
- Self-appraisal

Evidence for Scholarship, Research and Creative Activity

- Descriptions of scholarly activity (narrative; summary of problems addressed; samples of work, participation in improvement activities)
- Outcomes (publications, papers presented; editor/author of chapters or books; grants; unpublished papers or reports)
- Judgments about research (evaluation from peers and/or department chair; evaluation from experts)
- Eminence measures (journal editor or referee; honors/awards from profession; officer of national professional group; invited presented; number of citations of published work)
- Self-appraisal

Evidence for Practice

- Description of practice activity (narrative; video; samples of work)
- Outcomes (patient feedback, patient outcomes, influence on research and teaching within the institution; improved clinical practice or procedure)
- Judgments about practice (evaluation from patients and interns; letters of appreciation from recipients of services; evaluation from colleagues)
- Eminence measures (honors and awards from profession; officer of national professional organization)
- Self-appraisal

**Tools Used to Collect Evidence for Evaluation**

- Written Appraisal – solicited letter of recommendation from peers and unsolicited comments from students, open-ended questions about teaching or practice.
- Rating scales and checklists - omnibus form, goal based form, form based on a cafeteria system
- Interviews - classroom group interviews, exit interviews, quality control circles.
- Observations or videotaping
- Indicators of Eminence, quality, impact - prizes, awards, honors, status of publications, citation rates of publications.
- Achievement and outcome measures - achievement tests, performance assessment, student portfolio and journals
- Records - documentation from faculty member in form of descriptive statement, documentation from faculty member in portfolio form.

**Process**

The process of faculty evaluation begins at the end of the spring trimester. At this time, the dean or program director meets with a committee from the Faculty Council made up of, but not limited to, the Faculty Council President, the department chairs and representatives from the Faculty Council. During this meeting, the previous year evaluation is discussed, any changes in the upcoming evaluation are implemented and dates are set when materials for the evaluation are to be completed. The dean or program director prepares an Evaluation workbook based on the outcome of the spring meeting with all materials and forms for the upcoming evaluation. The dean or director presents the workbook and the evaluation process at the May (summer) faculty meeting.

*Each full-time faculty member is evaluated using the following criteria:*

**Student Evaluations: 25%**

Each faculty, regardless of rank, is evaluated in all classes that he/she teaches at least once a year using a standardized evaluation instrument. The instrument provides the faculty with both a numerical score and written comments on their teaching. For instructors that teach multiple courses, the results of the
numerical scores are averaged for a single result.

**Peer Evaluation: 25%**
Each faculty, regardless of rank, is evaluated by their department chair and/or the dean or director of the program. If the faculty member serves in multiple departments, each department chair will evaluate the faculty member. Finally, if the faculty member is a clinician, they will be evaluated by the chair of clinical sciences. All evaluation are then averaged together to obtain the value for this part of the total score.

**Administrative Criteria: 10%**
Each faculty, regardless of rank, is evaluated by the academic dean and department chair on the administrative aspect of their job. Faculty meeting attendance, graduation attendance, department meeting attendance and adherence to University policies are all part of this portion of the evaluation. The provost and president have opportunity to add to this part of the evaluation.

**Faculty Self-Appraisal/portfolio: 40%**
Depending on the length of service, each faculty, regardless of rank, is to submit a document of self-appraisal. Faculty who have been with the University less than one year are not required to submit a self-appraisal document and the evaluation scale is adjusted to reflect this. Faculty who have been with the University for one or more years and have never submitted a full portfolio or who are requesting a promotion in rank, must submit a self-appraisal document with all parts required as outlined in the evaluation workbook. All other faculty may submit a portfolio update containing updated curriculum vitae, updated fact sheet, updated teaching document all course syllabi. Those faculty who submit a portfolio update will carry the score from last year's evaluation forward. The faculty self-appraisal documents will be evaluated for content and completeness by the dean or program director, department chair of the faculty member’s primary department, faculty council president and one peer evaluator. The final score is an average of all four scores.

The scores from all four sections are then added together and compared to a 100-point scale. Each year at the end of the summer trimester, a Faculty Evaluation Day is held, in which the class schedule is condensed to the morning hours and each faculty meets with their primary department chairperson or program director and one member of the administration to review the evaluation documents. The faculty member and other member(s?) create goals for the upcoming year. The outcome of the faculty evaluations are submitted to the provost for further consideration.

Faculty who are part-time (adjunct) will be required to submit a portfolio update document that will include an updated curriculum vitae, an updated fact sheet, an updated teaching document and all course syllabi. It is the responsibility of the part-time (adjunct) faculty member’s department chair to collect this information and submit it for evaluation. Also, the part-time faculty member will be evaluated using classroom evaluation by the academic dean or director and department chair, modified administrative evaluation and student evaluations, where possible.
A performance evaluation or fulfillment of the criteria for evaluation is not a contract or a commitment to provide compensation adjust, bonus, advancement or continued employment. Performance evaluations are only one of several factors that the University uses in connection with compensation, promotion, and retention decisions.
APPENDIX 5
FACULTY APPEAL PROCESS
Faculty Appeal Process

Grievance

A grievance is a complaint a faculty member might have about his/her hours of work, rights under personnel policies, wages, unfair or inequitable treatment, or an action that has been taken that had an adverse effect on his/her individual rights, benefits, working conditions, or professional status, including appointment, reappointment, promotion, and reassignment. Grievances regarding dismissal are handled through the Appeal Process described elsewhere in this Handbook.

1. The faculty member should first attempt to resolve the grievance by informal discussion with the party (ies) against whom the complaint is directed.

2. If the problem is not resolved, an informal discussion should take place with the person at the lowest administrative level where authority exists to take corrective action. In most cases, this is the level of the department chair. The person against whom the grievance is filed will be excused from participating in any part of the formal or informal deliberations.

3. Should the issues still not be resolved satisfactorily, the faculty member may submit a formal, written grievance. This statement should include the specific time, place, and nature of the complaint, and the remedy or correction requested. It should also include any resolutions suggested in the informal discussions. This statement should be submitted to the dean or director of the academic program, the party (ies) against whom the complaint is directed, and the President of the Faculty Council, within 30 working days of the act or incident which is being grieved. The grievance will be reviewed by the President of the Faculty Council (or a Faculty Council officer designated by the Faculty Council President) to determine if the grievance meets the above definition and that it has met the filing deadline. The reviewer shall either notify all parties that the complaint does not meet the threshold to be addressed through the grievance process or initial efforts to address the grievance. The President of the Faculty Council (or the designated officer) shall first attempt to resolve the complaint through an informal meeting and discussion with all parties. This informal process shall also include any levels of administration concerned with the problem. During this process, the Faculty Council President (or the designated officer) is to remain a neutral facilitator. This process shall take place within 10 working days of the grievance being submitted.

4. If the informal meeting and discussion fails to resolve the grievance, the President of the Faculty Council (or his/her designee) shall notify all parties within 2 working days. At that point, the faculty member may request a formal hearing. This written request should be made to the Faculty Council President within 2 working days.
following notification of failure to resolve the grievance. The Faculty Council President shall appoint two faculty members to a Faculty Affairs Committee, and the dean or director of the faculty member’s academic program will appoint one administrator. The Committee will select a chairperson, who will notify all parties, in writing, of the date, time, and nature of the hearing.

**Faculty Affairs Committee**

The proceedings of the Faculty Affairs Committee are not to be construed as a judicial trial and legal rules of evidence need not be followed. Neither the University nor the faculty member may have legal counsel present at the hearing. The hearing is closed to the campus community. Written or audio records of the hearing will be kept in a confidential file for 5 years by the dean or director of the grieving faculty member’s academic program. A copy of the records will be made available to any of the parties, at their request and at their expense. The preliminary and deliberative meetings of the committee are not part of the hearing.

All parties may present personal statements, evidence, testimony, or witnesses. Any party may question any testimony or evidence or statements presented against him/her.

The Faculty Affairs Committee may question witnesses or receive written statements from witnesses who cannot attend the hearing; they may call additional witnesses or request further investigation; and they may dismiss any person who is obstructing or disrupting the hearing.

At the conclusion of the hearing, the Faculty Affairs Committee will make its decision in a closed session, without the presence of the parties involved. The majority opinion will rule. In all cases, the decision of the committee is final and is effective the date of the committee’s filing.

The Faculty Affairs Committee must determine an appropriate response to the grievance. This response shall be communicated, in writing, to all parties involved and to the dean or director of the grieving faculty member’s academic program within 2 working days of the completion of the committee’s deliberations.

Appeals of dismissal through this process may result in opinions or recommendations to the dean or director of the academic program or to the provost; however, these administrators are not bound to accept and/or act upon them.
APPENDIX 6
RESEARCH INCENTIVE AWARD
Policy on Incentives for Research and Scholarly Activity

Composition of Faculty Scholarship Incentive Award Committee
The committee for each campus will be composed of the members of the Research Committee, with additional ad hoc members if deemed necessary by the chair; to be appointed by the chair. If a member of the committee is applying for the award, he/she will be recused and the Chair will appoint an ad hoc member as replacement.

More than 50% of committee members must be present to make a recommendation on any award. Meetings may be conducted electronically, by phone, or in person.

The Incentive Award Committee will take each request under consideration and make a recommendation to the Vice President of Research and Scholarship, who will make the final determination of the award, based on availability of funding. Funding is subject to College budgetary constraints and may be suspended or decreased by the Chief Financial Officer if necessary. Note: Funding for all awards will be drawn from funds set aside in the Multicampus Research budget designated specifically for this purpose. Under no circumstances will funds be drawn from any external funds designated for a specific research project.

Rewards/Incentives
Faculty, including adjunct and part-time faculty, administrators, students and staff of Cleveland Chiropractic College are eligible for the awards described below.

Research Grant
Individuals who serve as Principal Investigator for a research project which is awarded external funding may be eligible for an incentive award of $3,000. The grant must have been approved by the Research Committee and Institutional Review Board or approved by an appropriate College administrator prior to submission to a funding source. The grant must also support at least 25% of the PI’s salary in order for the PI to be eligible for this incentive award. The PI may receive the $3,000 incentive award only once for any given grant, regardless of the duration of the grant.

Equipment Grants
Individuals who receive funding for equipment grants will be eligible for a one-time award of 2% of the value of the grant awarded, up to a maximum of $2,000. These awards should be for equipment that will enhance the research agenda of the College and enrich the educational experience of the students.

Incentive Awards for Scholarly Publications
Eligibility
Cleveland faculty, administrators, staff and students are eligible for this award, with the following restrictions.

• The research project described in the article must have been conducted at or in collaboration with Cleveland Chiropractic College
• The project must have been approved by the Institutional Review Board or appropriate College administrator prior to its conduct.
• This award does not apply to commentaries or editorials.
• Students may apply for awards after their graduation if the project in which they were involved started while they were enrolled at Cleveland.
• The publication must state the author’s affiliation with Cleveland.

Scholarly Publications of Research Investigations in Scientific Journals (Non-Chiropractic): This category includes the publication of a full-length article in a peer-reviewed scientific journal outside the chiropractic profession. When the article is accepted for publication the first author may request an award of $1000 and an additional $500 may be divided equally among any coauthors, if all eligibility criteria are met.

Scholarly Publications of Research Investigations in Chiropractic Journals: This category includes the publication of a full-length article in chiropractic journals with peer review processes of established quality. When the article is accepted for publication to one of the above-named journals the first author may request an award of $500 and an additional $250 may be divided equally among any coauthors, if all eligibility criteria are met.

Books, Book Chapters and Monographs: Upon verification of publication by an outside publisher, the senior author or editor is eligible for an incentive award of $500, separate from any royalty arrangements made with the publisher. First author of a chapter in a book or monograph is eligible for an incentive award of $250 upon verification of publication. Self-published works or works published by Cleveland Chiropractic College are excluded.

Co-author with First Author at Another Institution: The eligibility requirements above also pertain to publications in which the first author is not a Cleveland employee. However, only coauthors who are employed by Cleveland are eligible for an incentive award.

Restrictions
Authors may not hold a publication or defer payment of the award in order to qualify for an incentive award the following year. The monetary sum of incentive awards for publications plus salary supplements for externally funded grants may not exceed 20% of the individual’s annual base salary in any given calendar year.

Procedure for Applying for an Award for Scholarly Publications
Incentive awards are NOT automatic. Each author who wishes to receive an incentive award MUST comply with these procedures in order to be considered for an award. In all instances the study described in the publication and/or author must be identified with Cleveland Chiropractic College. EACH author must make a separate application to the Committee, and must include the following in this request:

a. Letter of request providing:
   • Complete citation for article, using this format:
   • Date of acceptance
b. Copy of acceptance notification
c. Copy of the publication

Requests must be submitted electronically to the committee chair. This letter of request must be
submitted within 30 days after being notified of acceptance by the journal, editor, or publisher. Exceptions to this will be made at the discretion of the committee, if accompanied by an explanation.
Information Technology

Technology Defined

Technology provided by Cleveland University – Kansas City, including but not limited to computer equipment, A/V equipment, software, operating systems, storage media, accounts providing electronic email, internet browsing, and FTP are the property of Cleveland University – Kansas City. These tools are to be used for business purposes in serving the interests of the company, and of our clients and customers in the course of normal operations.

Technology Related Policies

All faculty activities shall be in accordance with Cleveland University – Kansas City’s Acceptable Use Policy and Copyright Infringement Policy. Any use of University resources implies agreement to Cleveland University – Kansas City’s Acceptable Use Policy and Copyright Infringement Policy. Cleveland University – Kansas City limits the use of all its electronic mail, communications systems and hardware, including the Internet, to legitimate academic purposes and school business in general.

Monitoring Equipment and Facilities

The University reserves the right to monitor the use of equipment and facilities and their content to ensure compliance with these policies. Faculty members who access or print inappropriate, offensive, or illegal material will be subject to penalties and/or disciplinary action, up to and including dismissal.

Terms of Agreement

Faculty members understand, accept, and agree to abide by the above-mentioned Technology Policies and procedures, as well as the following:

- The use of the Internet, the school network, and the school-email are privileges not a right.

- Cleveland University- Kansas City’s technology and Internet connection and other systems of communication are to be used for educational and business purposes only.

- It is not acceptable to participate in accessing, printing, or the distribution of inappropriate or illegal materials and users will not download any software off of the Internet.

- Plagiarism and/or the theft of intellectual property are not acceptable. It is the
responsibility of the faculty member to honor all copyright laws, and Acceptable Use policies of other websites, involving text, images, sounds/music including MP3, and video/movies. All actions should be in accordance with Cleveland University – Kansas City’s copyright Infringement Policy.

- The Internet is a worldwide group of numerous computer networks, and Cleveland University – Kansas City does not control the content of these networks.

- No member of the University community shall introduce any unapproved hardware or software into any of the University’s secure networks. The purpose for having individual accounts and passwords is to provide security for your work and to provide access to appropriate software; therefore, logging into others’ accounts, changing their password, and/or sharing your or their password are not acceptable.

These rules are in place to protect all users and affiliates of the University. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues.
APPENDIX 8

ALCOHOL AND DRUG ABUSE POLICY
Drug and Alcohol Abuse Prevention Program

Pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, Cleveland University-Kansas City established a drug and alcohol abuse prevention program for its students and employees. The program is described below. In compliance with the Act Amendments, the University must distribute written copies of this policy to all students and employees annually. The University must also conduct a biennial review of its program to determine its effectiveness, to implement program changes if they are needed, and to ensure that the disciplinary sanctions described below are consistently enforced. Compliance with the Act Amendments is necessary to ensure the health and well-being of the University community and the continuance of campus-based funding of student financial aid programs.

Illegal Activities
Cleveland University-Kansas City prohibits the unlawful manufacture, distribution, dispensing, sale, possession and use of alcohol and illicit drugs by University students and employees on University-owned or -controlled property and at University-sponsored or -supervised activities.

As a condition of enrollment and employment, students and employees shall notify the University of any criminal drug statute conviction for a violation no later than five days after such conviction. Failure to do so will subject the student, faculty or employee to disciplinary review.

Legal Sanctions
Local, state and federal laws also prohibit the unlawful manufacture, distribution, dispensing, sale, possession and use of alcohol and illicit drugs. Criminal penalties for violation of such laws range from fines up to $20,000 and/or imprisonment for terms up to and including life.

Institutional Sanctions
Commission of any of the offenses listed under this policy may result in imposition of one of the following actions:

Actions taken with students may include:
1. Mandatory formal or informal counseling,
2. Oral or written reprimand,
3. Disciplinary probation, or
4. Suspension or dismissal from the College.

Health Risks
Beyond legal sanctions that may be imposed for the use and abuse of controlled substances, the University has a concern for the well-being of the individual. Therefore, the University has a commitment to ensure that everyone is aware of the potential health risks associated with drug use, which may have a wide range of effects, up to and including death. Most Cleveland University students seek to become health care professionals, so should take special care in informing themselves of these risks, both for themselves and for their future patients. Some of the major risks include:
Alcohol and other depressants: (barbiturates, sedatives, and tranquilizers): Addiction, accidents as a result of impaired ability and judgment, overdose when used with other depressants, damage to a developing fetus, heart and liver damage.

Marijuana: Addiction, panic reaction, impaired short-term memory, increased risk of lung cancer and emphysema (particularly in cigarette smokers), impairment of driving ability.

Cocaine: Addiction, heart attack, seizures, lung damage, severe depression, paranoia, psychosis. Similar risks are associated with other stimulants, such as speed and uppers.

Hallucinogens: (LSD, PCP, MDMA, etc.): Unpredictable behavior, emotional instability, violent behavior, organic brain damage in heavy users, convulsions, coma.

Narcotics: (heroin, Demerol, morphine, codeine, etc.): Addiction, accidental overdose, risk of hepatitis and AIDS from contaminated needles.

Inhalants: (gas, aerosols, glue, nitrates, etc.): Loss of consciousness, suffocation, damage to brain and central nervous system, sudden death, nausea and vomiting, nosebleeds, impaired judgment.
APPENDIX 9

SYLLABUS
COURSE SYLLABUS

(Note: this outline represents the minimum required content for a syllabus. Other material may be added at
the instructor's discretion as long as it does not conflict with any University policy.)

Course Number:

Course Title:

Trimester:

Lecture Hours Per Week:

Lecture Hours Per Trimester:

Laboratory Hours Per Week:

Laboratory Hours Per Trimester:

Trimester Credit Hours:

Trimester Contact Hours:

Course Instructor:

Office Location:

Office Telephone:

Instructor's e-mail address

Office Hours:

Course Prerequisites: as listed in the course catalog (if any)

Course Co-requisites: as listed in the course catalog (if any)

Course Description: (This should be the same as the course description contained in the catalog).

Texts, Required: (List all required texts by title, edition, author/editor, publisher, year).

Texts, Reference: (List texts by title, edition, author/editor, publisher, and year)

Note Packets or other instructional material: State where they are available

Attendance:
One can either refer to the Student Handbook for the attendance policy, or copy the policy directly into the
syllabus.

Other attendance-related matters should be included here such as how tardiness is handled, and when and
how attendance is taken during class. If the course is an on-line course, specify how course participation is
monitored and or graded.

Note: Attendance should not be taken at random.

Evaluation: (As long as you are explicit with your report of the evaluation methods used in your course, feel
free to complete this section as you please. Following is an example of this section for your information.)

Example: Your final course grade will be determined by your performance in both lecture and
laboratory as follows:

<table>
<thead>
<tr>
<th>Evaluation Instrument</th>
<th>Percentage or Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>___ % or points</td>
</tr>
<tr>
<td>Term papers</td>
<td>___ % or points</td>
</tr>
<tr>
<td>Lecture examinations</td>
<td>___ % or points</td>
</tr>
<tr>
<td>Laboratory examinations</td>
<td>___ % or points</td>
</tr>
<tr>
<td>Lecture final examination</td>
<td>___ % or points</td>
</tr>
<tr>
<td>Laboratory final examination</td>
<td>___ % or points</td>
</tr>
<tr>
<td>Total</td>
<td>100% or points</td>
</tr>
</tbody>
</table>

(State here the anticipated number of each evaluation instrument if it is not indicated in the above summary).

Undergrad Program only:

Writing across the curriculum statement: (use this wording)
Effective written communication is an essential tool in all professions as well as one’s personal life. In the health professions, one is expected to keep detailed health records, and to provide reports to insurance companies, etc. As such, the Undergraduate Department is committed to student development of effective writing through a program called, “Writing across the Curriculum”. All lower division undergraduate courses are required to contain a significant writing portion. This course fulfills the requirements through: (note below are some examples)
1. essay exams
2. papers
3. lab reports

Doctor of Chiropractic Program only:

Final Exam Policy: (use this wording)
Written final exams must be at least 25% comprehensive. Students must pass the final exam with a minimum grade of 70% in order to pass the course. If the student fails the final exam, he/she will be assigned a final grade of "D", unless the cumulative score is less than 50% in which case an "F" is assigned.

If prior to the final exam, the student had a cumulative score of 75% or greater, and the final exam score was at least 60%, the student is eligible to re-take the final exam. The format of the re-take exam is at the discretion of the instructor. The average of the original final exam and the retake exam must be greater than 70% to pass the course. If so, that grade will be used to calculate the final grade in the course.

Students may only take one re-take exam per trimester.

Make-up Examinations:

State here your policy on late term papers, make-up examinations, etc.–things that will impact evaluation. By prior agreement the faculty have determined that each will state that no early examinations will be given and that make-up examinations, if offered, will be different and potentially a more rigorous examination than the original.

Grading Scale:

(Please use the grading scale indicated below. Please indicate if you round to the nearest whole number or not)
Example: The University grading scale will apply to individual examinations and final course grades:

- 90-100 - A
- 80-89 - B
- 70-79 - C
- 60-69 - D
- 0-59 - F

**Academic Policies:** (Use this wording) The University policies regarding course withdrawals, course incompletes, etc. will be followed.

**Special Accommodations:** (Use this wording) The University has adopted the following definition in determining whether a particular student does, in fact, have a disability that may need accommodation. A disability is "a physical or mental impairment that substantially limits one or more of the major life activities of an individual, such as caring for one’s self, learning, working, performing manual tasks, walking, seeing, hearing, speaking and breathing,” as well as “concentrating, thinking, and communicating,” and “the operation of major bodily functions,” such as “functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.” Impairment may be “any physiological disorder or condition, cosmetic disfigurement, anatomical loss, or mental or psychological disorder such as retardation, organic brain syndromes, emotional or mental illness, and specific learning disabilities.” (American with Disabilities Act, as amended (“ADA”); Section 504 of the 1973 Rehabilitation Act.)

If you have a disability under this definition, see the office of Academic Records and Support as soon as possible. No accommodations will be made for you without official approval from the office of Academic Records and Support.

**Standards of Conduct:** (Use this wording) You are expected to adhere to the highest professional, ethical, and personal standards of conduct. Any activities that violate the standards of student conduct specified in the University Catalog, Student Handbook, or Clinic Manual will form the basis of disciplinary action towards those involved.

**Grievance Procedure:** If during the course, a disagreement or conflict arises with the course instructor, and cannot first be resolved with discussions with the instructor, resolutions may be sought in the following order:

1. Department Chair
2. Dean or director of degree program
3. Provost

**Course Goals and Objectives:**

Goals – Include a list of descriptions of what the students need to achieve during the course. These are general broad-based items. These should be based on CCE clinical competencies, CCC pillars, and/or departmental goals. They should also be consistent with the college mission and core values.

Objectives / Outcomes – Include a list of specific activities the students will participate in that will lead to accomplishing the above goals, or the outcomes that demonstrate accomplishment of the above goals.

**General Course Outline:** (The following schedule is intended to be a guide for students so that they may anticipate upcoming lecture topics and examinations. A separate, companion laboratory schedule may be passed out at the first laboratory session. The schedule is not absolutely rigid and may be altered as deemed appropriate).

Example: Below is a sample format. Dates are optional, but course outline must be shown.

<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Sept. 10</td>
<td></td>
<td>Pages _____</td>
</tr>
</tbody>
</table>
Cleveland University – Kansas City

Code of Honor and Integrity

Honesty, integrity and high ethical standards are essential features of Cleveland University – Kansas City. The honor code helps to build trust within the college community and instills common values and principles that will extend into all facets of personal and professional life.

As members of the Cleveland University – Kansas City community all faculty, staff and students are bound by honor to uphold professional standards of respect, honesty, integrity and social responsibility. We are responsible for promoting ethical behaviors and endeavors both in and out of the classroom and will act in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We pledge that we will not take unfair advantage of any other member of the University community either by lying, cheating or plagiarizing. We are respectful of college property and the property of others.

I acknowledge that I am responsible for upholding the Honor Code at all times and that failure to do so will result in disciplinary action.

________________________________  ______________________
Signature     Date

________________________________
Printed Name

Optional Syllabus Content:
Table of contents – if the syllabus is sufficiently long, a table may assist students in finding information.

Letter to the student / teaching philosophy – helps the student get oriented to the instructor’s style and expectations.

How to study – include helpful hints for students that will help them effectively learn course content.

Course meeting times and room numbers

Masters of Science in Health Promotion

Course Syllabus Template

(Note: this outline represents the minimum required content for a syllabus. Other material may be added at the instructor’s discretion as long as it does not conflict with any college policy.)

Course Number:

Course Title:

Trimester:

Trimester Credit Hours:

Course Instructor:

Office Location:

Office Telephone:
Instructor's e-mail address

Office Hours:

Course Prerequisites: as listed in the course catalog (if any)

Course Co-requisites: as listed in the course catalog (if any)

Course Description: (This should be the same as the course description contained in the catalog).

Texts, Required/Supported: (List all required texts by title, edition, author/editor, publisher, year).

Texts, Reference: (List texts by title, edition, author/editor, publisher, and year)

Note Packets or other instructional material: State where they are available.

Participation:
One can either refer to the Student Handbook for the attendance policy, or copy the policy directly into the syllabus.

Other attendance-related matters should be included here such as how tardiness is handled, and when and how attendance is taken during class. If the course is an on-line course, specify how course participation is monitored and or graded.

Note: Attendance should not be taken at random.

Evaluation: (As long as you are explicit with your report of the evaluation methods used in your course, feel free to complete this section as you please. Following is an example of this section for your information.)

Example: Your final course grade will be determined by your performance in both lecture and laboratory as follows:

<table>
<thead>
<tr>
<th>Number (optional)</th>
<th>Quizzes</th>
<th>___% or points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term papers</td>
<td>___% or points</td>
</tr>
<tr>
<td></td>
<td>Lecture examinations</td>
<td>___% or points</td>
</tr>
<tr>
<td></td>
<td>Laboratory examinations</td>
<td>___% or points</td>
</tr>
<tr>
<td></td>
<td>Lecture final examination</td>
<td>___% or points</td>
</tr>
<tr>
<td></td>
<td>Laboratory final examination</td>
<td>___% or points</td>
</tr>
<tr>
<td>Total</td>
<td>100% or points</td>
<td></td>
</tr>
</tbody>
</table>

(State here the anticipated number of each evaluation instrument if it is not indicated in the above summary).

Grading Scale:

(please use the grading scale indicated below. Please indicate if you round to the nearest whole number or not)

Example: The University grading scale will apply to individual examinations and final course grades:

| 90-100 | A |
| 80-89  | B |
| 70-79  | C |
| 60-69  | D |
| 0-59   | F |

Academic Policies/Procedures: See University catalog or MSHP Handbook
Course Objectives:

State "Upon completion of this course students will..." then, list the objectives students will have the opportunity to accomplish by the end of the course.

General Course Outline: (The following schedule is intended to be a guide for students so that they may anticipate upcoming lecture topics and examinations. The schedule is not absolutely rigid and may be altered as deemed appropriate). Moodle will list a more detailed outline with assignments, messages, and due dates.

Weekly outline

Course Resources

- Introduction
  - [Syllabus Word document]
  - [Orientation PowerPoint presentation]
  - [Groundwork PowerPoint presentation]
  - [Personal Contract Word document]
- Resources
  - [The Community Guide file]
  - [MSHP Student Handbook PDF document]
  - [News forum]

4 September - 10 September

Introduction

- [Lecture Purpose/Learning Objectives Resource]
- Definitions/Terminology
- [Basic Philosophy PowerPoint presentation]
- [Basic Vocabulary PowerPoint presentation]
- [Goodstadt Definitions PDF document]
- Activity-Centered vs Evidence-Based
- [Activity-Centered vs. Results-Oriented file]
- [Evidence-Based PowerPoint presentation]
- [Role of Evidence Based Programs PDF document]
- Professional Organizations/Resources
- [Professional Organizational Chart Word document]
- [Health/Medical Websites Word document]
- Assignments
- [Terminology Assignment]
- [Terminology Evaluation file]
- [Evidence-based Document Assignment]
- [Evidence Evaluation file]
- [Professional Organization Assignment]
- [Professional Organization Evaluation file]
- [Personal Contract Entry Assignment]
- [Personal Contract Evaluation file]
Code of Honor and Integrity

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As members of the Cleveland University – Kansas City community all faculty, staff and students are bound by honor to uphold professional standards of respect, honesty, integrity and social responsibility. We are responsible for promoting ethical behaviors and endeavors both in and out of the classroom and will act in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We pledge that we will not take unfair advantage of any other member of the College community either by lying, cheating or plagiarizing. We are respectful of college property and the property of others.

I acknowledge that I am responsible for upholding the Honor Code at all times and that failure to do so will result in disciplinary action.

_____________________________  ______________________
Signature     Date

________________________________
Printed Name

Optional Syllabus Content:
Table of contents – if the syllabus is sufficiently long, a table may assist students in finding information

Note to the student / teaching philosophy – helps the student get oriented to the instructor’s style and expectations.

How to study – include helpful hints for students that will help them effectively learn course content.

Course meeting times and room numbers
APPENDIX 10

FACULTY PORTAL INSTRUCTIONS
From the Cleveland University – Kansas City website (www.cleveland.edu), select “Cleveland Connect” from the “Quicklinks” drop-down menu in the upper-right corner:

Enter your username and password. Click the “Login” button.
Navigating the Faculty Portal:

Standard ClevelandConnect Faculty Portal homepage.

The class center may have more than one page:
Accessing Moodle
Moodle can be accessed by clicking the “Moodle” link either at the top of your portal site or under the “Campus Info” navigation menu.

Click the “Moodle” link once more…
Moodle will open in a new window. Login using your Moodle username (should be the same as your portal username) and password.

You will be taken to your Moodle home page which lists your courses. Click a course link to enter that course.
By clicking the link to the "Moodle User Guides," you will be taken into a course where you will find instructional guides about how to perform specific functions in Moodle. The Moodle User Guides page is a continually growing set of content that will be updated periodically with new instructions and functionality.
Emergency Procedures

An Emergency Action Plan has been established and a copy of the Emergency Action Plan is available on the University website and in the offices of floor coordinators. Campus Safety and Security

The Campus Safety Committee assists the University in maintaining a safe environment. This group monitors appropriate safety and security policies, addresses the annual reporting requirement of the Student Right-To-Know and Campus Security Act of 1991, and identifies and promotes programs encouraging crime prevention and personal safety. Suggestions, recommendations or comments regarding safety or security issues may be directed to the Campus Safety Committee. Additional information is available at www.cleveland.edu.
APPENDIX 12
LIBRARY POLICIES AND SERVICES
LIBRARY SERVICES

The Ruth R. Cleveland Memorial Library, established in 1976, is located on the first floor of the Overland Park campus, adjacent to the Health Center. The library houses a specialized health science collection of books, print and electronic journals, online databases, historical documents, and audiovisual materials that support the University’s degree programs, independent study, student and faculty research, and the information needs of University alumni, area practitioners, and the community at large.

A wide range of library services is available, with special emphasis on research assistance, literature searches, PubMed training, reference service, reader’s service, document delivery, and information literacy instruction. Of special interest to faculty are the library’s inter-library loan and current awareness services. The library is a member of the Health Sciences Library Network of Kansas City and the Mid-America Library Alliance, providing access to the resources in more than three dozen area libraries, including the University of Kansas Medical School, the University of Missouri-Kansas City School of Medicine, and the Kansas City University of Medicine and Biosciences. In addition, the library’s membership in various regional, national, and international library consortia provides faculty broad access to academic library collections in the health sciences and beyond. Through inter-library loans and document delivery, resources in those libraries are accessible to all University faculty.

The Library’s “TOC” current awareness service provides faculty the table of contents from Library journals and copies of articles upon request, in accordance with copyright and license restrictions. A list of available TOC journals is distributed to all faculty at the beginning of each term and faculty are invited to select as many titles as they want. Library staff members also provide assistance with additional current awareness services such as setting up RSS feeds, subscribing to Journal TOCs, signing up for TOC alerts from publishers, and using PubMed’s “My NCBI” to set up e-mail alerts and subscribe to saved searches. The library provides a “Faculty Resources” page linked to its web page and Joule page that includes a guide to current awareness tools and services, information on the Library’s literature search and document delivery services, and updates faculty on new materials added to the collection, mobile apps and open access resources.

More than 100 electronic journals covering the health sciences are available to faculty through the Library’s online subscriptions, most of which can be accessed off-campus through the Library’s Remote Access service. Higher education publications such as Chronicle of Higher Education and Academe are available as well. Several databases linking to full-text are available for faculty research, including PubMed, Cochrane Library, ChiroAccess (MANTIS), the Index to Chiropractic Literature, EBSCO A-to-Z, the PDR Electronic Library, and the Natural Medicines Comprehensive Database. Both Cochrane and PubMed with Linkout are also available through Remote Access. In addition, the Library provides faculty with a convenient “Quick Links” guide that provides shortcuts to the Library’s e-journals and includes login passwords where required.

Library instruction is available to support coursework requiring research or the use of information resources, and can be tailored to individual assignments, and delivered in a variety of formats including scheduled library visits, in-class presentations, hands-on computer lab sessions, or online tutorials in Joule.
APPENDIX 13

CONFLICT OF INTEREST
CLEVELAND UNIVERSITY – KANSAS CITY FACULTY
CONFLICT OF INTEREST DISCLOSURE FORM

Name: __________________________________________________ Employee ID: __________

Title: __________________________________________________ Telephone: ____________

Supervisor: _____________________________________________

Instructions for Faculty: Mark the appropriate box for EACH question and complete the attachment if indicated. Please include activities occurring currently or during the past year. Please return your completed form along with completed applicable sections of the Attachment to ________________________________.

A. Business Relationships and Research Activities

Are you or a family member (spouse, child, stepchild, parent, sibling, or domestic partner) involved as an investor, owner, employee, consultant, contractor, or board member with (or entitled to receive royalties from) a business that (a) has a contractual relationship with Cleveland University – Kansas City, (b) provides goods or services to Cleveland University – Kansas City, (c) sponsors or is involved in research activities at Cleveland University-Kansas City, or (d) receives referrals from Cleveland University – Kansas City?

☐ YES ☐ NO (If YES, please complete Part A on Attachment)

B. Gifts for Personal Use

Have you or a family member (spouse, child, stepchild, parent, sibling, or domestic partner) accepted gratuities, gifts, or special favors from someone who is doing business with or proposing to do business with the University that exceeded $300.00 in value per year from a single source?

☐ YES ☐ NO (If YES, please complete Part C on Attachment)

C. Outside Activities and Other Relationships

Are you or a family member (spouse, child, stepchild, parent, sibling, or domestic partner) involved in any other activity or relationship directly or indirectly involving the University that creates a potential conflict of interest?

☐ YES ☐ NO (If YES, please complete Part D on Attachment)

D. Legal Proceedings and Debarment

(The U.S. Department of Education requires colleges to verify their continuing eligibility for participation in federally-funded programs. Particular legal proceedings or debarment can affect the University's eligibility for federally-funded programs.)
Have you been involved in any fraud, antitrust or criminal proceedings as a defendant (other than a minor traffic offense) or been debarred, suspended or otherwise excluded by a duly authorized regulatory agency or had a transaction with any such agency terminated for any reason?

☐ YES ☐ NO  (If YES, please complete Part D on Attachment)

Acknowledgement: I have reviewed the Cleveland University – Kansas City’s Faculty Conflict of Interest Policy and I agree to comply with its provisions. The information I have provided is accurate and not false, erroneous, misleading, or incomplete. I will file an updated form if changes occur that may either (a) give rise to a new conflict of interest or commitment or (b) eliminate a conflict previously disclosed.

Name: _____________________________________________________  Date: ___________________
ATTACHMENT

If you answered YES to any of the questions on the previous page, please complete the relevant section(s) below. If you answered NO to ALL questions, you may discard this attachment. Please give your completed form to ________________________________.

Name: __________________________________________ Date: ___________________

 PART A: Business Relationships and Research Activities

Please copy and complete this form for each business relationship, or attach a separate explanation of business and research activities.

General business Information

1. Name of business: __________________________________________________________________
   Address: __________________________________________________________________________

2. Please describe the business’ relationship with Cleveland University – Kansas City.

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Please indicate the nature of your or your family member’s involvement (e.g. Board of Directors, consultant, Employee, etc.):

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

4. Please indicate the number of days YOU spent on behalf of this business in the past academic year: _____
   How many days do you expect to spend on behalf of this business in the current academic year? _____

5. Are you or your family member in a position to influence agreements or contracts made between Cleveland University – Kansas City and the business?

   ☐ YES       ☐ NO       If YES, please explain: __________________________________________
   ______________________________________________________________
   ______________________________________________________________

Financial Interest

1. Do you or your family member have a financial interest in this business?
Is this a significant financial interest? □ NO (skip to next section) □ YES

Please indicate further the basis for this significant financial interest:
☐ Annual income in excess of $10,000.00
☐ Equity holdings in excess of 5%

2. Indicate what safeguards are in place or that you propose to prevent your activities from creating an inappropriate conflict of interest.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Research Support and Other Activities

1. Do you or faculty members or other staff who report to you receive research support or support for other academic activities from this business?

☐ NO (skip to next section)
☐ YES (please explain)

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Disclosure

1. Do you disclose your relationship with this business in all publications and presentations of relevant materials and to students involved in activities related to this business?

☐ YES
☐ NO (please explain)
PART B: Gifts for Personal Use

1. Please indicate the source, amount and type of gift, gratuity or favor received by you or your family member:

____________________________________________________________________________
____________________________________________________________________________

2. What is the donor’s relationship with Cleveland University – Kansas City?

____________________________________________________________________________
____________________________________________________________________________

3. Have you received approval to accept this gratuity, gift or favor?

☐ NO ☐ YES Approved by: ________________________________ Date: _________

4. What safeguards are currently in place or do you propose to prevent this gratuity, gift or favor from affecting your objectivity as a University employee or that will otherwise protect the University’s interests?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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PART C: Outside Activities and Other Relationships

1. Describe the outside activity(ies) or relationships:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

2. Have you used Cleveland University-Kansas City’s name, resources (facilities, personnel, or equipment), or confidential information in connection with the outside activities?

☐ NO
☐ YES (please explain)

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

3. What safeguards are currently in place or do you propose to prevent this activity from creating a conflict of interest?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

4. Have you received approval under the Cleveland University- Kansas City’s Faculty Conflict of Interest Policy for your participation in this activity?

☐ NO ☐ YES Approved by: ________________________________ Date: __________

PART D: Legal Proceedings and Debarment

Describe any legal proceedings or debarment situations: __________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Faculty Conflict Disclosure Review

Name: _____________________________________________________  Date: ____________________

Dean or Other Supervisor: Please review and verify the information contained in this disclosure form and provide your recommendation and proposed management plan.

Recommendation:  □ APPROVAL  □ MANAGEMENT PLAN NEEDED

Type of Potential or Actual Conflict(s):

□ A. Business Relationship  □ B. Gifts
□ C. Outside Activity  □ D. Legal Proceedings

Management Plan: What measures should be taken to manage this conflict?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Reviewer: __________________________________________________ Date: ____________________

Title: ______________________________________________________  Campus Phone: _____________
Appendix 14
Application for Faculty Development Funds
Consistent with the University goal of Academic Excellence, which requires the recruitment, development and retention of highly qualified and motivated professionals, the University has set aside monies to be used for ongoing development of the faculty.

Faculty members may apply for funding to attend conferences or trainings on instructional pedagogy or technology, assessment, active learning, integrative teaching, etc. They may also apply for funding to participate in coursework (including on-line courses).

Because faculty members in the DCP are eligible to attend most continuing education courses offered by the college at no charge (enough hours available each year to meet KS licensure requirements), chiropractic seminars will not be eligible for funding unless they are not offered by Cleveland and are necessary to prepare a faculty member to teach new coursework or to maintain a certification required by the College. Courses that provide education in a new or developing area relevant to Cleveland’s curriculum or to fill a gap in expertise may qualify for funding.

Eligibility: All full-time faculty members in the Undergraduate (UG), Doctor of Chiropractic (DCP), and Masters of Science in Health Promotion (MSHP) programs are eligible to apply for funding. This includes full-time faculty members serving in the college Health Centers, as well as those holding administrative appointments.

Applications are accepted at the beginning of each academic term and must be received by January 15, May 15, or September 15.

Application Process (Required forms available on Faculty Resources Joule Page):
Faculty submits the following for consideration by either the Dean’s Advisory Committee for the DCP, the MSHP Advisory Committee, or the Dean of the College of Undergraduate Studies.
Completed Application for Faculty Development Funds form (must be signed by Direct Supervisor prior to submission).
Typewritten proposal for funding, not to exceed two pages, that includes the following.
The dates of the program, the topics it covers and the ways in which attendance at the program will contribute to the faculty member’s development as an educator.
How the faculty member will share what was learned at the program to benefit his/her academic unit and colleagues.
The faculty member’s plan for coverage of his/her courses and/or clinic responsibilities if the program occurs during scheduled hours.
Documentation about the course/program the faculty member wishes to attend (brochure, registration form, website).
Completed Budget form (must be signed by Direct Supervisor prior to submission).
Applications are considered by the designated group or administrator and recommendations for full or partial support are forwarded to the Provost by September 30, January 31 or May 31, respectively.
The Provost reviews the recommendations in light of available Faculty Development funds and other programming commitments, and notifies faculty members about whether or not their proposal has been approved during the first week of October, February or June.

Additional Considerations:
Funds are awarded based upon a number of factors, including availability. Faculty members are encouraged to plan ahead and apply as early as practical in the fiscal year.

Application, Review and Notification Cycle:

<table>
<thead>
<tr>
<th>Applications Due</th>
<th>Recommendations to Provost</th>
<th>Notification of Award to Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15</td>
<td>September 30</td>
<td>First week of October</td>
</tr>
<tr>
<td>January 15</td>
<td>January 31</td>
<td>First week of February</td>
</tr>
<tr>
<td>May 15</td>
<td>May 31</td>
<td>First Week of June</td>
</tr>
</tbody>
</table>

Policy Approved: 11/27/2012

Review Cycle: Biennially

Policy Updated: