# TABLE OF CONTENTS

**PREFACE** ........................................................................................................................................................................ 6

**SECTION I** ........................................................................................................................................................................ 7

- The Institution ................................................................................................................................................................. 7
  - The Cleveland Institutional Vision ................................................................................................................................. 7
  - The Cleveland Institutional Mission .............................................................................................................................. 7
- College of Health Sciences Mission ........................................................................................................................................ 7
- College of Chiropractic Mission ........................................................................................................................................ 7
- Core Values ........................................................................................................................................................................... 8
- Accreditation ....................................................................................................................................................................... 9
- Approvals ............................................................................................................................................................................ 9

**SECTION II** ....................................................................................................................................................................... 10

- Faculty Personnel ............................................................................................................................................................... 10
  - Workload .......................................................................................................................................................................... 10
  - Teaching ........................................................................................................................................................................... 10
  - Direct contact activities .................................................................................................................................................. 10
  - Assessment ....................................................................................................................................................................... 10
  - Curriculum ....................................................................................................................................................................... 10
  - Service .............................................................................................................................................................................. 11
  - Scholarship ....................................................................................................................................................................... 11
  - Faculty Credentials ......................................................................................................................................................... 12
  - Faculty Files ................................................................................................................................................................... 12
  - Faculty Governance ....................................................................................................................................................... 12
  - Academic Freedom .......................................................................................................................................................... 13
  - Professionalism ............................................................................................................................................................... 14
  - Faculty Statement of Ethical Beliefs and Responsibilities .............................................................................................. 14
  - Conditions of Employment ........................................................................................................................................ 16
  - Faculty Status ................................................................................................................................................................. 16
  - Faculty Titles and Appointment Criteria ....................................................................................................................... 17

- Faculty Rank Requirements ................................................................................................................................................. 17
  - Graduate Teaching Assistant ........................................................................................................................................ 17
  - Teaching Fellow ............................................................................................................................................................... 17
  - Instructor .......................................................................................................................................................................... 17
  - Assistant Professor ......................................................................................................................................................... 17
  - Associate Professor .......................................................................................................................................................... 18
  - Professor ......................................................................................................................................................................... 18
  - Distinguished Professors .................................................................................................................................................. 18
  - Special Appointment Personnel .................................................................................................................................. 18
  - Lecturer .............................................................................................................................................................................. 19
  - Visiting Lecturer/Consultant ....................................................................................................................................... 19
  - Preceptor Doctor ............................................................................................................................................................ 19
  - Adjunct Faculty .............................................................................................................................................................. 19
  - Adjunct Research Faculty ............................................................................................................................................. 19
  - Visiting Professor .......................................................................................................................................................... 19
  - Resident ........................................................................................................................................................................... 20
  - Emeritus Faculty ............................................................................................................................................................. 20

- Change in Employment Status Between Faculty and Administration .................................................................................. 20
  - Promotion in Rank .......................................................................................................................................................... 20

- Faculty Contracts .................................................................................................................................................................. 20
  - Term Contracts .............................................................................................................................................................. 20
  - Probationary Contracts .................................................................................................................................................. 20
  - Regular Contracts .......................................................................................................................................................... 21

- Reduction of Faculty ............................................................................................................................................................ 21
<table>
<thead>
<tr>
<th>APPENDIX 1</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX 14</td>
<td>106</td>
</tr>
<tr>
<td>APPENDIX 13</td>
<td>98</td>
</tr>
<tr>
<td>APPENDIX 12</td>
<td>96</td>
</tr>
<tr>
<td>APPENDIX 11</td>
<td>95</td>
</tr>
<tr>
<td>APPENDIX 9</td>
<td>81</td>
</tr>
<tr>
<td>APPENDIX 8</td>
<td>79</td>
</tr>
<tr>
<td>APPENDIX 7</td>
<td>77</td>
</tr>
<tr>
<td>APPENDIX 6</td>
<td>72</td>
</tr>
<tr>
<td>APPENDIX 5</td>
<td>69</td>
</tr>
<tr>
<td>APPENDIX 4</td>
<td>66</td>
</tr>
<tr>
<td>APPENDIX 3</td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPENDIX 1</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX 14</td>
<td>106</td>
</tr>
<tr>
<td>APPENDIX 13</td>
<td>98</td>
</tr>
<tr>
<td>APPENDIX 12</td>
<td>96</td>
</tr>
<tr>
<td>APPENDIX 11</td>
<td>95</td>
</tr>
<tr>
<td>APPENDIX 9</td>
<td>81</td>
</tr>
<tr>
<td>APPENDIX 8</td>
<td>79</td>
</tr>
<tr>
<td>APPENDIX 7</td>
<td>77</td>
</tr>
<tr>
<td>APPENDIX 6</td>
<td>72</td>
</tr>
<tr>
<td>APPENDIX 5</td>
<td>69</td>
</tr>
<tr>
<td>APPENDIX 4</td>
<td>66</td>
</tr>
<tr>
<td>APPENDIX 3</td>
<td>61</td>
</tr>
</tbody>
</table>

**FACULTY APPEAL PROCESS** ................................................................. 69
*Grievance* ....................................................................................... 69
*Faculty Affairs Committee* ............................................................. 70

**APPENDIX 6** ................................................................................. 72
**RESEARCH AND INCENTIVE AWARD** ........................................... 72
**POLICY ON INCENTIVES FOR RESEARCH AND SCHOLARLY ACTIVITY** ................................................................. 72
*Composition of Faculty Scholarship Incentive Award Committee* ................................................................. 72
*Rewards/Incentives* ....................................................................... 72
*Research Grant* ............................................................................ 72
*Equipment Grants* ........................................................................ 72
**INCENTIVE AWARDS FOR SCHOLARLY PUBLICATIONS** .......... 74
*Eligibility* .................................................................................... 74
*Restrictions* ................................................................................ 75

**PROCEDURE FOR APPLYING FOR AN AWARD FOR SCHOLARLY PUBLICATIONS** ......................................................... 76

**APPENDIX 7** .................................................................................. 77
**INFORMATION TECHNOLOGY** ...................................................... 77
*Technology Defined* ................................................................... 77
*Technology Related Policies* ....................................................... 77
*Monitoring Equipment and Facilities* .......................................... 77
*Terms of Agreement* ................................................................... 77

**APPENDIX 8** .................................................................................. 79
**DRUG AND ALCOHOL ABUSE POLICY** ...................................... 79
*Illegal Activities* ......................................................................... 79
*Legal Sanctions* .......................................................................... 79
*Institutional Sanctions* ................................................................. 79
*Health Risks* ................................................................................ 79

**APPENDIX 9** .................................................................................. 81
**COURSE SYLLABUS** ..................................................................... 81
*Non-clinic class* ........................................................................ 81
**COURSE SYLLABUS** ..................................................................... 85
*Clinic Class* ................................................................................. 85

**APPENDIX 10** ............................................................................... 91
**ACCESSING YOUR FACULTY PORTAL** ...................................... 91
**NAVIGATING THE FACULTY PORTAL** ........................................ 92
**ACCESSING CANVAS** ................................................................. 93

**APPENDIX 11** ............................................................................... 95
**EMERGENCY PROCEDURES, CAMPUS SAFETY AND SECURITY** .......................................................... 95

**APPENDIX 12** ............................................................................... 96
**LIBRARY SERVICES** ................................................................. 96

**APPENDIX 13** ............................................................................... 98
**CLEVELAND UNIVERSITY – KANSAS CITY FACULTY CONFLICT OF INTEREST DISCLOSURE FORM** ......................... 98
**ATTACHMENT** .......................................................................... 100

**APPENDIX 14** ............................................................................... 106
**APPLICATION FOR FACULTY DEVELOPMENT FUNDS** .......... 106
*Application for Faculty Development Funds* ........................... 108
PREFACE

This Faculty Handbook addresses expectations of faculty members at Cleveland University – Kansas City. The University is comprised of two colleges – College of Chiropractic and the College of Health Sciences.

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 I

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.

College of Health Sciences Mission
The Cleveland College of Health Sciences mission is to provide a respected and recognized undergraduate and health care programs specializing in life sciences and health promotion preparing graduates to continue in health related education programs.

College of Chiropractic 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.

The Occupational Therapy Program (OTA) at Cleveland University-Kansas City has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. The phone number for ACOTE is (301) 652-AOTA (2682), and the website is www.acoteonline.org. The OTA Program must be accredited by ACOTE in order for graduates to sit for the National Board for Certification in Occupational Therapy (NBCOT) Examination for the Occupational Therapy Assistant.

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 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

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. Faculty members are hired as employees of Cleveland University – Kansas City. Therefore, it is essential that all of our faculty members are provided with clear performance objectives, and that their efforts are aligned with the mission and goals of the University. It is the responsibility of each college Dean to effectively communicate with each faculty member about performance expectations, to set high standards and to give clear feedback about performance.

The workload policy articulates high standards in scholarship, teaching, and service, and defines how the responsibilities in these mission areas are assigned to faculty members in the University. It is imperative that each faculty member have assignments that reasonably and appropriately represent 100% of a full time effort.

Workload

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) teaching and in direct contact activities with students, service or scholarship. A full-time faculty teaching load is 15 credit hours or up to 18 contact hours. Full-time clinical faculty are assigned 30 hours per week of direct contact activities. Faculty serving in both capacities are assigned 26 – 30 hours/week teaching with associated preparation time as a primary instructor and in direct contact activities with students.

Teaching

Classroom teaching includes one 50-minute hour per credit hour for lecture and two 50-minute sessions per credit hour of lab. Faculty teaching courses and labs are allocated preparation time as follows: 1.25 hour of preparation time for one credit hour of a course.

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.

Assessment

Consists of determining the appropriate course level assessment to support students meeting course objectives and reviewing assessment data such as board scores, board pass rates, completion data, ExamSoft longitudinal reports on course objectives, program goals, and topics associated with professional and regional accreditation. Clinical faculty participate in writing, revising and reviewing OSCE exams.

Curriculum

Faculty propose changes to courses through the curriculum process and are asked to annually review course descriptions and prerequisites. Faculty participate in the curricular review and mapping process to
change course objectives or curriculum by seeking approval in the Curriculum Committee. Faculty may participate as a member of the College of Chiropractic or College of Health Sciences Curriculum Committee, on sub-committees of Curriculum Committee and on Program Review Committees.

**Service**
May consist of Quality Assurance Reviews, compliance activities, and/or training, University, College, and/or Department committee responsibilities, as well as participation in professional and community activities.

**Scholarship**
Includes activities that contribute to the generation and/or advancement of knowledge for the profession and in the basic and clinical scientific areas. Scholarship activity will include but not be limited to refereed publications, grant proposals funded, grant proposals submitted, refereed scholarly presentations, non-refereed publications, meetings attended, papers presented, and invited seminars.

Until a faculty member is teaching a full course load, s/he is ineligible for supplemental pay (with the exception of program directors and deans for whom acceptable course loads are determined individually based upon their job responsibilities).

The University 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 interest’s 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 and directors from all academic programs work together to insure that a faculty member originally hired to work in one program is academically qualified and able to effectively fulfill his/her responsibilities to that program while teaching in a new or additional academic program.

When faculty members have reached a full-time course load and wish to add additional teaching responsibilities, it is the role of the dean or director 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 or 18 contact 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 and directors who wish to hire part-time instructors to teach specific courses work through Human Resources to do so. As is required for full-time faculty members, part-time instructors are 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 or director 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.
Faculty Credentials
Instructors are selected based on academic background, experience, and ability. The faculty in the College of Health Sciences 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 Health Sciences must hold an academic degree in the profession and baccalaureate degree for associate degree programs. Faculty teaching graduate courses 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 transcripts 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 professionals and 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.
**Academic Freedom**

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.

Deans address faculty members who fail to adhere to the responsibilities attendant to their rights to academic freedom 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 University Kansas City, 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 or directors 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 requisite. 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 vice president of academic affairs or vice president of human resources and organizational development. When the president, vice president of academic affairs 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 vice president of academic affairs.

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 non-contract 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 director of clinical education or assistant 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 vice president of academic affairs. 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 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 Health Sciences or the Basic Sciences within the College of Chiropractic, an Instructor must have at least a Master’s degree and 18 graduate hours in the subject, they are teaching. This is accordance with the Higher Learning Commission requirement dated September 2017.

Assistant Professor
Appointees to the rank of Assistant Professor shall possess a Master’s Degree and 18 graduate hours in the subject, they are teaching, 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 Health Sciences 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, and 18 graduate hours in the subject, they are teaching, 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 their profession and in 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 vice president of academic affairs, 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 vice president of academic affairs, 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 vice president of academic affairs, 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 dean or director 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 vice president of academic affairs. 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 full time 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 full time 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.

Adjunct faculty are evaluated through classroom observation and student completion of instructor evaluation for the first three trimesters and on an annual basis thereafter.

**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 vice president of academic affairs within 30 days following the dismissal.

Upon receipt of the letter of appeal, the vice president of academic affairs 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 vice president of academic affairs. The vice president of academic affairs 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 vice president of academic affairs 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 vice president of academic affairs 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.

POLICY ON VENDORS OR DISTRIBUTORS
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 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.
SECTION III

CURRICULUM

Associate of Arts in Biological Sciences
Cleveland University- Kansas City offers an Associate of Arts in Biology degree through its College of Health Sciences. 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 Health Sciences. 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 Health Sciences 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.

Associate of Applied Science in Occupational Therapy Assistant
Cleveland University- Kansas City offers an Associate of Applied Science in Occupational Therapy Assistant degree through its College of Health Sciences. The program is 75 credit hours including 24 credit hours of general education prerequisites and 51 credit hours of professional Occupational Therapy Assistant courses. To earn this degree, a minimum of 75 semester units of post-secondary coursework must be completed.

Associate of Applied Science in Radiologic Technology
Cleveland University- Kansas City offers an Associate of Applied Science in Radiologic Technology degree through its College of Health Sciences. The program is 75 credit hours including 24 credit hours of general education prerequisites and 51 credit hours of professional Radiologic Technology courses. To earn this degree, a minimum of 75 semester units of post-secondary coursework must be completed.

Master of Science in Health Education and Promotion
Cleveland University – Kansas City offers a Master’s of Science in Health Education and Promotion degree through its College of Health Sciences. 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 is a standard 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. [Appendix 10](#)

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. **Assessment and Curriculum** – Faculty are expected to participate in classroom and program assessment activities to improve student learning. Assessment activities involve reviewing assessment data associated with performance in a course, board pass rates, and longitudinal reports and based on the data taking action to improve student academic performance. The final phase involves collection and analysis of data after the change to assure improvement, Faculty are responsible for the university curriculum and may participate as a member of the College of Chiropractic or College of Health Sciences Curriculum Committee, on Sub-committees of the Curriculum Committees and on the Program Review Committee.

4. **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 own courses based on 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 Dean of the College of Chiropractic.

- 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 of the College of Chiropractic, an Ad Hoc Committee may be appointed. The Committee will investigate the incident and submit to the dean and vice president of academic affairs 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, use the link through the website to reserve a room in Ad Astra or contact the Registrar.

Reporting Complaints, Policy Violations, Injuries
The Incident 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 Bylaws
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 programs 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 for officers from the general Faculty Council.

2. The nominees must agree to accept the position to which they were nominated.

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

4. Voting:
   a. The Vice President will collect and count the ballot and report the outcome within a week of voting.

   b. Tie votes – The President will abstain from voting in order to break any tie vote.

5. The term of the officers is one academic (August - July) year. An individual may hold a particular office for no more than three consecutive terms.

6. If an officer resigns or is no longer able to perform his/her duties:
   a. In case of the President, the Vice President will be asked to fill the Presidential duties for the remainder of the term. If he/she is not able to fill the role of President, then a nomination process will begin at the next full Faculty Council meeting; following the policy below for “Other Officers”.

   b. Other Officers - At the next Faculty Council meeting a formal vote of the faculty in attendance will take place to fill the vacancy. The officer(s) will be picked by majority vote. In the case of a tie, the faculty in attendance will vote again between those candidates. If a tie continues, the remaining officers will vote to break the tie.
Officer Descriptions
1. The President:
   a. 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.
   b. Shall call all meetings and set the meeting agenda.
   c. Shall ensure that the meeting agenda is distributed to the faculty one week prior to the scheduled meeting

2. The Vice President:
   a. Shall assist the President as needed
   b. Shall assume the President’s responsibilities in his/her absence if able.

3. The Secretary:
   a. 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.
   b. 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:
   a. Shall serve as liaisons between the faculty and the Executive Committee.
   b. Shall bring topics of concern for the faculty to the Faculty Council meetings.

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
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 University – Kansas City

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 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

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

Initial Process

During the annual faculty evaluation process, faculty members who can demonstrate that they meet the requirements to be promoted to the next academic rank initiate the promotion procedure by following the process below:

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

Compiling documentation using a portfolio format to verify that the requirements for advancement in rank have been completed.

Submitting to the director or dean the portfolio along with a letter requesting consideration for promotion in rank.

Portfolio contents

Cover Sheet Faculty name and date
Fact Sheet containing the faculty name, current academic rank, date of hire, list of currently taught and co-taught courses and or clinician position and current leadership roles, committees or other activities.
Letter of Intent as a supporting letter requesting advancement in rank
Curriculum Vitae including:
  • name
  • Address
  • Phone
  • e-mail
Education: degree(s), course of study/major, school, dates attended
Employment history (company/institution, job title, dates, location, duties)
Publications
Professional academic presentations
Memberships in professional organizations
Attendance at conferences
Awards
Service activities
References

Teaching
Write a reflective statement that discusses your teaching philosophy.
Planning and Updating: Discuss how you organize your course and keep it up-to-date.
Presentation: Provide a sample of your PowerPoint slides, notes, handouts, or other teaching materials.
Evaluation: Discuss how you evaluate student learning. Provide a sample of examinations or assignments used. Include no more than two pages of each example.

Syllabi: Include a current syllabus for each course taught.

Scholarship:
Write a reflective statement which discusses your viewpoint concerning scholarship. Discuss how you feel you contribute to scholarship and/or research in your discipline to advance the University’s mission. Provide at least one piece of evidence listed below regarding your participation in scholarship. List citations for any works you have published. List participation in any professional meetings; i.e. lectures given, poster presentations, or attendance, etc. List any faculty development activities you participated in. List professional journals, papers, texts etc. you have read this year relating to your discipline. These may be materials not necessarily incorporated into the courses you teach, but for your professional enrichment.

Service:
Write a reflective statement which discusses your viewpoint concerning service. Discuss how your service to the University and to your profession is important.

Provide at least one piece of evidence listed below regarding your participation in service. List any service activities you participated in or donated to for the benefit of the University. List any service activities you participated in or donated to for the benefit of your profession.

Optional: Service to benefit your community may be listed at your discretion. If you chose to omit this information, it will not adversely affect your evaluation.

Self-Evaluation:
CUKC Self-evaluation form completed with previous year goals and progress to meeting goals.

Evaluation Process
The Rank and Promotion Committee consists of the Dean, the VPAA and the Faculty Council President. The Promotion Committee will review the documentation/portfolio and make a recommendation to support or deny rank advancement. The vice president of academic affairs provides notification of advancement, should it be granted, to the faculty member.
APPENDIX 4

FACULTY EVALUATION

WORKBOOK
Faculty Handbook 2021-2022
Last reviewed: February, 2021
Approved by Faculty Council: May 2021
Approved VPAA: June 2021

ACKNOWLEDGEMENTS
This workbook represents the work of a Faculty Evaluation Review Committee comprised of Dr. Paul Barlett, Dr. Jason Qualls, Dr. Shannon Vandaveer, Dr. Steve Agocs, Dr. D’sjon Thomas, Dr. Steve Reece, Dr. Shelby Waldman, Dr. Chris Todden and Dr. Cheryl Carpenter-Davis. Each year, a committee reviews and amends the faculty evaluation process on an as needed basis based on the effectiveness and usefulness of this tool to evaluate and improve faculty performance.

Purpose
The purpose of the faculty evaluation process is to support the Cleveland University’s mission:

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.

College of Chiropractic Program 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.

College of Health Sciences Mission
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.
• perpetuate learning focused courses of study tailored to meet the needs of each student and their elected profession;

• promote opportunities for academic excellence through the use of varied instructional styles, educational methods and integration of technology;

• prepare students for careers in health related fields and graduate study in the health professions with an emphasis in health promotion; and

• provide a helpful and welcoming environment that support students in their educational endeavor.

Evaluation Components
Below is a table listing the elements used to evaluate each faculty member as described in the faculty handbook. Following the table are descriptions of each element, and forms used to evaluate them.

| I   | Student Evaluation of Course | 20% |
| II  | Supervisor Evaluation of Course and/or Clinic Work | 40% |
| III | Self-Evaluation and Evidence of Goals Met | 40% |

Student Evaluation of Teaching
Students get the opportunity to evaluate their instructors using one or more of three surveys described below. The evaluation surveys for the classroom faculty, distance learning faculty, and clinicians can be viewed Appendix 4A.

These surveys are used to evaluate classroom instructors, distance learning instructors and clinicians. Each classroom instructor will be evaluated at a minimum of once per year after the midpoint of the course. Instructors may be evaluated more frequently upon request of the dean, department chair, or the instructor his/herself.

Supervisor/Administrative Evaluation of Course and/or Clinic Work
A minimum of once per year, faculty members will be evaluated for their work in the classroom and/or clinic. The evaluations will be conducted by the Dean, Assistant Dean of Chiropractic Education, Assistant Dean of Clinical Education Director of Clinical Education and/or the Director of Clinical Operations as appropriate. The grading forms for this evaluation are Appendix 4B and 4C. The Dean and/or Assistant Dean evaluate the faculty member’s participation in non-classroom assigned duties, and compliance with college policies. (Appendix 4D)

The faculty member is required to submit to the project coordinator a copy of each current syllabus in the college approved format within the first two weeks of each course. A fillable syllabus template is available on the “Faculty Resources” Canvas page.

The faculty member is required to submit to the administrative assistant an electronic copy of an updated curriculum vita in the approved format within the first two weeks of the summer trimester. A copy of the CV is to be submitted with the self-evaluation as well. A description of the items required for the CV is available on the “Faculty Resources” Canvas page.
The form used by the administrators to evaluate the above items is in Appendix 4D.

**Self-Evaluation**
The self-appraisal is the faculty member’s opportunity to assess their achievement of last year’s goals and develop goals for the next year. The quality of the self-appraisal will be reviewed by the faculty member’s dean or assistant dean, faculty council president, and at least one peer. The form used by peers to evaluate the above items is in Appendix 4G.

A fillable self-appraisal template is available on the Paycor webpage and located in Appendix 4F.

The components of the self-appraisal are as follows:

**Evidence of Goals Met:**
- **Appraisal of Previous Year’s Goal Completion** (not applicable if employment is less than one year):
  For each goal:
  - Discuss the outcome. Did you meet your expectations?
  - Provide any supporting evidence regarding goal completion.
  - Discuss any obstacles to achieving your goal.

- **Development of professional goals for the upcoming year:**
  For each goal:
  - How does the goal fit within the framework of the university and program mission statements (education, scholarship and service)?
  - What resource(s) do you need to help achieve the goal, if needed?
  - What supporting evidence will you provide next year that will demonstrate the goal was met?

**SUBMISSION FORMAT AND TIMELINE:**
The required materials should be submitted to the project coordinator in the Vice President of Academic Affairs office, by February 15 in the following format:

1. **Cover Sheet:**
   - Date
   - Name and rank
   - Division
   - Intent to request promotion in rank if applicable. (A full portfolio must be completed and submitted by March 15. Request full portfolio details from the Dean of the College.)

*Request to only be evaluated by dean and assistant dean, if desired (i.e. omit peer and faculty council president evaluation for privacy).
2. Current Curriculum Vitae
3. Self-Evaluation
4. Evidence of goals met
5. Current Term Syllabi

**FACULTY EVALUATION REVIEW AND TIMELINE**

- Beginning the first week of March, the faculty member will meet with his/her supervisor to discuss the result of their evaluation, and to discuss goals from the last and upcoming years. These meetings will be scheduled in advance.

- **Faculty Evaluation Summary form** – This form tabulates all points earned by the faculty member for each of the evaluation criteria into a final score (*Appendix 4E*)

- The faculty member will receive the results of the faculty evaluation and recommendation for the next academic year contract renewal/non-renewal no later than April 30.

- Recommendations for rank promotion will be completed and shared with the faculty member no later than August 31 and announced in the President’s briefing in September at the beginning of the academic year.
APPENDIX 4A

EVALUATION TOOLS
STUDENT EVALUATION OF THE CLASSROOM/FACULTY

Instructor __________________________ Course __________________________

1. The instructor’s expectations were clearly outlined in the course syllabus.
   ____ Agree (1 point)
   ____ Disagree (0 points)

2. Course material was presented in an organized sequence.
   ____ Agree (1 point)
   ____ Disagree (0 points)

3. The syllabus and content of this course were sufficiently advanced and germane to the subject area and served the needs of my degree program.
   ____ Agree (1 point)
   ____ Disagree (0 points)

4. The instructor used the distance education format (Canvas LMS) effectively.
   ____ Agree (1 point)
   ____ N/A (1 point)
   ____ Disagree (0 points)

5. The instructor demonstrated the effective use of AV and/or demonstrations.
   ____ Agree (1 point)
   ____ Disagree (0 points)

6. The instructor communicated clearly and effectively through the course.
   ____ Agree (1 point)
   ____ Disagree (0 points)

7. The instructor provided timely and useful feedback to me throughout the course.
   ____ Agree (1 point)
   ____ Disagree (0 points)

8. The instructor answered questions clearly and effectively.
   ____ Agree (1 point)
   ____ Disagree (0 points)

9. The course assignments, exams and quizzes were graded fairly.
   ____ Agree (1 point)
   ____ Disagree (0 points)

10. The course assignments, exams and quizzes were closely related to and supported the stated student learning outcomes.
    ____ Agree (1 point)
    ____ Disagree (0 points)

11. The instructor promoted academic integrity.
    ____ Agree (1 point)
    ____ Disagree (0 points)
12. The instructor’s presence (voice and manner) throughout the course enhanced my learning experience.
   ___Agree (1 point)
   ___Disagree (0 points)

13. The instructor inspired enthusiasm for the subject area.
   ___Agree (1 point)
   ___Disagree (0 points)

14. The instructor regularly facilitated meaningful and productive group interaction among the students.
   ___Agree (1 point)
   ___Disagree (0 points)

15. The course content was presented in a way that held my interest.
   ___Agree (1 point)
   ___Disagree (0 points)

16. The instructor made effective use of class time.
   ___Agree (1 point)
   ___Disagree (0 points)

17. Opportunities were available to communicate with the instructor via office hours, emails or voice mail.
   ___Agree (1 point)
   ___Disagree (0 points)

18. The instructor treated my ideas and course contributions with respect.
   ___Agree (1 point)
   ___Disagree (0 points)

19. Overall, this course was effective in teaching the content on the course syllabus.
   ___Agree (1 point)
   ___Disagree (0 points)

   Grand Total _______/19 points

20. What did you like most about this course?

21. What did you like least about this course?
STUDENT EVALUATION OF DISTANCE LEARNING

Instructor __________________________ Course ______________________

COURSE ORGANIZATION
1. The instructor’s expectations were clearly outlined in the course syllabus.
   ___ Agree (1 point)
   ___ Disagree (0 points)
2. Course material was presented in an organized sequence.
   ___ Agree (1 point)
   ___ Disagree (0 points)
3. The syllabus and content of this course were sufficiently advanced and germane to the subject area and served the needs of my degree program.
   ___ Agree (1 point)
   ___ Disagree (0 points)

METHODS
4. The instructor used the distance education format effectively.
   ___ Agree (1 point)
   ___ Disagree (0 points)
5. The instructor communicated clearly and effectively through the course.
   ___ Agree (1 point)
   ___ Disagree (0 points)
6. The instructor provided feedback to me throughout the course.
   ___ Agree (1 point)
   ___ Disagree (0 points)
7. The instructor answered questions clearly and effectively.
   ___ Agree (1 point)
   ___ Disagree (0 points)
8. The course assignments, exams and quizzes were graded fairly.
   ___ Agree (1 point)
   ___ Disagree (0 points)
9. The course assignments, exams and quizzes were closely related to and supported the stated student learning outcomes.
   ___ Agree (1 point)
   ___ Disagree (0 points)
10. The instructor promoted academic integrity.
    ___ Agree (1 point)
    ___ Disagree (0 points)

STYLE
11. The instructor’s presence throughout the course enhanced my learning experience.
    ___ Agree (1 point)
    ___ Disagree (0 points)
12. The instructor inspired enthusiasm for the subject area.
   ___ Agree (1 point)
   ___ Disagree (0 points)

13. The instructor regularly facilitated meaningful and productive group interaction among the students.
   ___ Agree (1 point)
   ___ Disagree (0 points)

14. The course content was presented in a way that held my interest.
   ___ Agree (1 point)
   ___ Disagree (0 points)

COMMUNICATION (INSTRUCTOR-STUDENT)
15. Opportunities were available to communicate with the instructor via office hours, email or voice mail.
   ___ Agree (1 point)
   ___ Disagree (0 points)

16. The instructor provided timely and useful feedback on graded material.
   ___ Agree (1 point)
   ___ Disagree (0 points)

17. The instructor treated my ideas and course contributions with respect.
   ___ Agree (1 point)
   ___ Disagree (0 points)

18. Overall, this course was effective in teaching the content on the course syllabus.
   ___ Agree (1 point)
   ___ Disagree (0 points)

Grand Total _______/18 points

19. What did you like most about this course?

   

20. What did you like least about this course?
STUDENT EVALUATION OF CLINICIAN

1. What is the name of your clinician? ________________________________

2. The clinician respects me as an intern.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

3. The clinician establishes a good rapport with patients.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

4. The clinician provides the time for questions, discussions or individual help.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

5. The clinician assists me as an intern, in developing adjusting skills.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

6. The clinician assists me as an intern, in developing report of findings and patient communication skills.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

7. The clinician assists me as an intern, in developing record keeping and effective documentation skills.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

8. The clinician has helped me to understand when to transition my patient from passive to active care.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

9. The clinician has helped me during Case Management Reviews in developing my clinical reasoning skills.
   ___ Agree (2 points)
   ___ Neutral (1 point)
   ___ Disagree (0 points)

10. I would recommend this clinician to another intern.
    ___ Agree (2 points)
    ___ Neutral (1 point)
    ___ Disagree (0 points)

11. The clinician was fair in his/her assessment of me, the intern.
    ___ Agree (2 points)
    ___ Neutral (1 point)
    ___ Disagree (0 points)

Grand Total ___/20 points

Comments: Please share with the clinic leadership other information that shaped your experience (positive or negative) as an intern.
APPENDIX 4B
SUPERVISOR CLASS/FACULTY EVALUATION FORM

Faculty Name______________________________ Date________________

Organization
Presents material in a logical sequence   _____/2
  Always meets expectations (2 points)
  Sometimes meets expectations (1 point)
  Rarely meets expectations (0 points)
Presentation facilitates note-taking   _____/2
  Always meets expectations (2 points)
  Sometimes meets expectations (1 point)
  Rarely meets expectations (0 points)
LMS review – Canvas layout   _____/2
  Always meets expectations (2 points)
  Sometimes meets expectations (1 point)
  Rarely meets expectations (0 points)

Methods
Effective use of Technology   _____/2
  Always uses technology effectively (2 points)
  Sometimes uses technology effectively (1 point)
  No visual aids used (0 points)
Invites class participation   _____/2
  Question/answer encouraged, assignments reviewed always (2 points)
  Question/answer encouraged, assignments reviewed sometimes (1 point)
  No class engagement (0 points)

Content
Instructor’s delivery of material shows preparation   _____/2
  Always prepared (2 points)
  Sometimes prepared (1 point)
  No preparation (0 points)
Material appropriate for student’s level of study   _____/2
  Align with all course objectives (2 point)
  Align with some course objectives (1 point)
  Not aligned with course objectives (0 points)

Style
Instructor’s manner contributes to lecture   _____/2
  Voice always audible (2 points)
  Voice sometimes audible (1 point)
  Voice not audible (0 points)
Instructor has enthusiasm for subject
  Faculty always expressive and engaged (2 points)  _____/2
  Faculty expressive and engaged sometimes (1 point)  
  Faculty monotone, not enthusiastic (0 points)  

<table>
<thead>
<tr>
<th>faculty expressions</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty always expressive and engaged</td>
<td>2 points</td>
</tr>
<tr>
<td>Faculty expressive and engaged sometimes</td>
<td>1 point</td>
</tr>
<tr>
<td>Faculty monotone, not enthusiastic</td>
<td>0 points</td>
</tr>
</tbody>
</table>

Grand Total _____/18

**Overall Impression:**

**Strengths:**

**Challenges:**
### APPENDIX 4C

#### SUPERVISOR EVALUATION OF CLINIC WORK

<table>
<thead>
<tr>
<th>Faculty name ______________________________</th>
<th>Date __________________________</th>
</tr>
</thead>
</table>

**Intern/Clinician Interaction – CMR Process and Clinic Floor Evaluation**

The clinician is an effective role model for interns

- **Always meets expectations (2 points)**
- **Sometimes meets expectations (1 point)**
- **Rarely meets expectations (0 points)**

The clinician effectively trained interns in clinic documentation procedures

- **Always meets expectations (2 points)**
- **Sometimes meets expectations (1 point)**
- **Rarely meets expectations (0 points)**

The clinician effectively mentored students in all aspects of patient care

- **Always meets expectations (2 points)**
- **Sometimes meets expectations (1 point)**
- **Rarely meets expectations (0 points)**

**Clinic Duties**

The clinician held appropriate office hours for CMR’s or other clinic purposes

- **Always meets expectations (2 points)**
- **Sometimes meets expectations (1 point)**
- **Rarely meets expectations (0 points)**

The clinician was present and on time for all scheduled clinic floor duties

- **Always meets expectations (2 points)**
- **Sometimes meets expectations (1 point)**
- **Rarely meets expectations (0 points)**

The clinician regularly attended clinic meetings, and/or file review sessions

- **Always meets expectations (2 points)**
- **Sometimes meets expectations (1 point)**
- **Rarely meets expectations (0 points)**

**Clinician Attitude**

The clinician exhibited a positive attitude towards the clinic leadership

- **Agree (1 point)**
- **Disagree (0 points)**

The clinician exhibited a positive attitude towards their clinic colleagues

- **Agree (1 point)**
- **Disagree (0 points)**

The clinician exhibited a positive attitude toward their students

- **Agree (1 point)**
- **Disagree (0 points)**

The clinician mentors through assessments and professionalism

- **Agree (1 point)**
- **Disagree (0 points)**

**Grand Total**

- **Grand Total _____/16**
Overall Impression:
Strengths:

Challenges:
APPENDIX 4D

ACADEMIC LEADERSHIP EVALUATION FORM

Name of Instructor: ____________________  Date: ________________

Evaluator ______________________________

Professionalism

The faculty member: ______ pts.

- holds class/clinic hours regularly as scheduled.

- attends all required faculty meetings and activities such as department meetings, graduation, and President’s university-wide meetings.

- performs duties as assigned in a timely manner by effectively using resources, accepting responsibility, and supporting the activities of others to meet objectives.

- supports organizational change by responding appropriately and supporting the needed modification of existing academic processes.

Problem solving

The faculty member: ______ pts.

- develops effective solutions by taking into account all relevant information and its impact on other aspects of the university.

- makes decisions that are timely and based on logical assumptions.

- originates action and maintains active attempts to achieve goals (self-starting).

Communication/Team Work

The faculty member:

- communicates effectively with others. ______ pts.

- works cooperatively with colleagues and administration. ______ pts.
• develops and maintains smooth, cooperative working relationships with peers, supervisors and students.
• provides relevant information to the dean and others.
• assumes accountability to understand issues and provides new insights and ideas for improvement.
• works well in a team environment by actively encouraging teamwork within his or her work unit and throughout the university.

Compliance with academic/college policies

• reads and complies with policies as described in the University Catalog and handbooks.
• completes all required employee training.
• complies with FERPA.
• maintains knowledge of current laws and regulations that affects their discipline and/or department requirements such as HIPAA, State Statutes, Practice Acts, OSHA, CPR etc.
• enforces university class attendance policy.

Professional Development/Curriculum Vitae

• submits an updated curriculum vita with all the required elements.
• actively pursues educational and other developmental activities to improve his or her knowledge and skill levels.
• maintains and improves discipline specific and pedagogic currency and competency.
• pursues mastery of current and new instructional methodology.
• recognizes and responds to the learning needs of diverse student populations.

Syllabus

• submits a syllabus in the proper College format for each course taught.
• includes relevant policies in the class(es) syllabus.
Service ______ pts.

- participates in activities relating to university programs, courses, and governance.
- engages in community activities that support the university mission and goals.
- contributes to the growth and development of students, the university and its community.

Grand Total _____/21 pts.

Rating Scale:
(1) Substandard – Does not meet minimal standards
(2) Needs Improvement – Does not consistently achieve expectations
(3) Effective – Consistently meets and occasional exceeds expectations
(4) Exceptional – Continually exceed expectations

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## APPENDIX 4E

### FACULTY EVALUATION SUMMARY FORM

**Faculty Name_________________________**  **Supervisor_________________________**

Date________________

### Student Evaluation  20%

- Teaching %______ x Raw Score_______ = ______
- Clinic %______ x Raw Score_______ = ______

Total ______/20

### Supervisor  40%

- Classroom/Clinic  Dean/Assistant Dean (Classroom)  ______/18
- Administrative  Dean/Assistant Dean (Clinic)  ______/16

Total ______/40

### Self-Evaluation  40%

- Evidence of Goals Achieved  Dean/Assistant Dean  ______/40

Total ______/40

Goal 1:

Goal 2:
Goal 3:

Grand Total _____/100

Comments:

Signatures: Faculty _________________________/ Date _____________________

Supervisor _________________________/ Date _____________________
APPENDIX 4F

SELF EVALUATION SUMMARY FORM

Employee Name_________________________  Employee Title_________________________

Department_____________________________  Review Period______ to _________

Supervisor Name_________________________  Supervisor Title_________________________

1. What were your major individual and university accomplishments during this review period?

2. List your previous year’s goals. What goals were not accomplished during this review period and what prevented you from accomplishing these goals?

3. What actions will you take to further improve your performance during the upcoming review period?

4. What are your goals for the upcoming performance period? (Please use the SMART format your goals)

5. What can your supervisor do to help you achieve your future goals?

6. Describe the ways in which you have, in your position, contributed to the Vision, Mission and Values of the organization and include suggestions for how you might contribute more effectively.

7. Please list the title, date and hours of instruction for any training, workshops, seminars or other professional development sessions attended during the review period of other scholarship activity.

8. Please list the date and description of any service related activities you have participated in on behalf of the University during this review period.

Additional Comments:
APPENDIX 4G

SELF-EVALUATION AND EVIDENCE OF GOAL COMPLETION

Faculty Name________________________ Evaluator ____________________________

1. Self-evaluation questions 1 and 2 – Goals/accomplishments for the year ___/20 points supported by evidence of goals/accomplishments completed.

2. Self-evaluation question 4 – Goals for upcoming year ___/5 points

3. Self-evaluation question 6 – Contribution to vision, mission and values ___/5 points

4. Self-evaluation question 7 – Training and professional development ___/5 points

5. Self-evaluation question 8 – Service ___/5 points

6. Scholarship, Education and Teaching ___/10 points

Grand Total ___/40 points

COMMENTS:
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.
APPENDIX 5

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 day
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 vice president of academic affairs; however, these administrators are not bound to accept and/or act upon them.
APPENDIX 6

RESEARCH AND INCENTIVE AWARD

POLICY ON INCENTIVES FOR RESEARCH AND SCHOLARLY ACTIVITY

Composition of Faculty Scholarship Incentive Award Committee
The committee 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 Director of Research, 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 University Kansas City 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 College of Chiropractic
- 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 University.
- The publication must state the author’s affiliation with Cleveland University.

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:

     Smith J, Doe J, Smith M. Article name with only first word in caps. J Manipulative Physiol Ther


   - 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.
APPENDIX 7

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:

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

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

3. 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.

4. 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.

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

6. 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

DRUG AND ALCOHOL ABUSE POLICY
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:

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

COURSE SYLLABUS
Non-clinic class

Cleveland University
KANSAS CITY
Chiropractic and Health Sciences

Click here to enter text.

Course Information:
Choose an item. Lecture Clock Hours per Week
Choose an item. Lab Clock Hours per Week
Choose an item. Credit Hours per Trimester
Choose an item. Trimester Contact Hours

Course Instructor: Click here to enter text.
Office Location: Click here to enter text.
Office Telephone: Click here to enter text.
Instructor’s e-mail address Click here to enter text.
Office Hours: Click here to enter text.
Course Prerequisites: Click here to enter text.
Course Co-requisites: Click here to enter text.

Course Description:
Click here to enter text.
Texts, Required:
Click here to enter text.

Texts, Reference:
Click here to enter text.

Attendance:
Click here to enter text.

The University's attendance policies can be found in the Catalog.

Evaluation/Assessment:
Click here to enter text.

Cleveland University – Kansas City does not allow retake examinations. No retake examinations will be offered in this course. All assessments are done in-person for courses that meet on campus.

Grading Scale:
The following grading scale will be applied to assignments, quizzes, exams and final grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69</td>
</tr>
<tr>
<td>F</td>
<td>less than 60</td>
</tr>
</tbody>
</table>

Make-up Examinations:
Click here to enter text.

Academic Policies:
The policies regarding course withdrawals, course incompletes, etc. will be followed as stated in the University Catalog and College of Chiropractic Handbook.

Final Exam Policy:
A comprehensive final exam will be administered in all courses. The percentage of the final exam to be comprehensive will be a minimum of 30%.

The percentage of the total course grade from the final exam will be a minimum of 30%.

The instructor has the discretion to raise the minimums for both the content of the final examination as well as the overall course value of the final examination, but will not lower either to below 30%.
Special Accommodations:

The policies regarding accommodations are located in the University Catalog. Questions regarding these policies should be directed to the office of Academic Support and Access Services.

No accommodations will be made without official approval from the office of Academic Support and Access Services.

Standards of Conduct:

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:

   Dr. Steve Agocs, Assistant Dean of Chiropractic Education
   Dr. Jon Wilson, Dean of the College of Chiropractic
   Dr. Cheryl Carpenter-Davis, VPAA

Course Objectives:

Click here to enter text.

General Course Outline:

Click here to enter text.
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 University 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 University property and the property of others.

Instructor signature on file
COURSE SYLLABUS
Clinic Class

Course Information:  Choose an item. Lecture Clock Hours per Week
Choose an item. Lab Clock Hours per Week
Choose an item. Credit Hours per Trimester
Choose an item. Trimester Contact Hours

Course Instructor:  Click here to enter text.

Office Location:  Click here to enter text.

Office Telephone:  Click here to enter text.

Instructor's e-mail address  Click here to enter text.

Office Hours:  Click here to enter text.

Course Prerequisites:  Click here to enter text.

Course Co-requisites:  Click here to enter text.

Course Description:  Click here to enter text.

Texts, Required:  Click here to enter text.

Texts, Reference:  Click here to enter text.
Attendance:
Click here to enter text.

The University’s attendance policies can be found in the Catalog.

Evaluation:
Click here to enter text.

Grading Scale:
The following grading scale will be applied to assignments, quizzes, exams and final grades.

Grade Percentage Correct
A  90 to 100
B  80 to 89
C  70 to 79
D  60 to 69
F  less than 60

Make-up Examinations:
Click here to enter text.

Academic Policies:
The policies regarding course withdrawals, course incompletes, etc. will be followed as stated in the University Catalog and College of Chiropractic Handbook.

Final Exam Policy:
A comprehensive final exam will be administered in all courses. The percentage of the final exam to be comprehensive will be a minimum of 30%.

The percentage of the total course grade from the final exam will be 30%.

The instructor has the discretion to raise the minimums on both the percentages of the comprehensiveness of the final exam and its weighting in the course grade.
National Board Policy:
To be eligible to progress to caring for patients in the Health Center, students must pass all six sections of the National Board of Chiropractic Examiners (NBCE) Part 1.

Students must pass all six sections of Part I within four attempts to remain in the program. (If a student does not pass all six sections of Part I within four attempts, the student will be dismissed from the program.)

For each successive failure, the following policies apply.

**First time fail**
1. If a student failed only one or two sections of Part I, the student may retake failed sections, and if eligible, the student will also be allowed to take the physiotherapy exam. If the student failed three or more sections of Part 1, the student will only be allowed to take Part 1 and no other exams during the next attempt.
2. The student will be allowed to progress in clinic classes up through Clinic Internship I (CLI714).
3. If the student has already passed CLI714, the student will be enrolled in CLI715*.

**Second and third time fail**
1. If a student failed only one or more sections of Part I on the second or third attempt, the student may only take Part I the next attempt.
2. The student will be allowed to progress in clinic classes up through CLI714.
3. If the student has already passed CLI714, the student will be enrolled in CLI715*.

**Fourth time fail**
If a student has not passed all six sections of Part I after four attempts, the student will be dismissed from the program at the conclusion of the current term. The student will be allowed to complete the courses in which s/he is enrolled when the scores are received by the institution from NBCE.

*CLI715 is an alternate clinic course for students who have passed CLI714 but not yet passed all sections of NBCE Part 1. If the student has already passed CLI714 and is taking the Part I exam early enough in the term to receive the scores by the end of the ninth week of the term, the student can enroll in CLI750. Student must provide evidence of passing all parts of Part I as soon as they are available. If student does not provide evidence of the passing score(s) or provides evidence of failing score(s), the student will be unenrolled in
Clinic Internship II (CLI750) and enrolled in CLI715 immediately. If enrolled in CLI715, the student will be required to meet all of the requirements of the course as outlined in the syllabus.

**Special Accommodations:**

Cleveland University-Kansas City prides itself in the nurturing and support of each individual student throughout his/her educational experience. Accommodations are met for students with disabilities while ensuring program requirements. The Academic Support and Testing Center personnel are responsible for working with students requiring accommodations and can be contacted at the following link:

https://www.cleveland.edu/campus-life/students-with-disabilities

No accommodations will be made without official approval from the office of Academic Support and Access Services.

**Standards of Conduct:**

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:

- Assistant Dean of Clinical Education
- Dean of the College of Chiropractic
- Vice-President of Academic Affairs

**Learning Objectives:**

Click here to enter text.

**General Course Outline:**

Click here to enter text.
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 University 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 University property and the property of others.

Instructor signature on file
**Academic Policies/Procedures:** See University catalog or program 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. For DCP courses, please include CCE metacompetency mapping, if applicable.

**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). The Learning Management System (Canvas LMS) will list a more detailed outline with assignments, messages, and due dates.
APPENDIX 10

ACCESSING YOUR FACULTY PORTAL

From the Cleveland University – Kansas City website (www.cleveland.edu), select the Students & Faculty link in the top menu:

Click the “Faculty Portal Login” link:

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 CANVAS

From the Cleveland University – Kansas City website (www.cleveland.edu), click the “Students & Faculty” link in the top menu:

Click the “Canvas” link on the right-hand side of the page:

Enter your username and password. Click the “Log In” button.
You will be taken to your Canvas dashboard which lists your courses. Click a course link to enter that course. If you cannot find the course you are looking for, go to the “Courses” link in the left side menu, and select “All Courses.” If a course you need is not visible on the dashboard, click the star icon next to the course name to add it.

- 🌟 ExamSoft Faculty Training
- ✰ Faculty Onboarding
- ✰ Faculty Resources
- ✰ Growing with Canvas (Teacher Training)
APPENDIX 11

EMERGENCY PROCEDURES, CAMPUS SAFETY AND SECURITY

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 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 Canvas 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 Canvas.
APPENDIX 13

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)

(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
crime) 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?

   \[ \begin{array}{c}
   \checkmark \text{YES} \\
   \square \text{NO}
   \end{array} \]

   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?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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 College of Health Sciences (CHS), Doctor of Chiropractic (DCP), and Masters of Science in Health Education and Promotion (MSHEP) 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.

Application Process (Required forms available on Faculty Resources Canvas Page):

1. Faculty submits the following for consideration by the Vice President of Academic Affairs (VPAA.) The VPAA will work with the Dean of the respective college to assure coverage of courses and clinical.

2. Complete Application for Faculty Development Funds form

3. Typewritten proposal for funding, not to exceed two pages, that includes the following.

4. 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.

5. How the faculty member will share what was learned at the program to benefit his/her academic unit and colleagues.

6. The faculty member’s plan for coverage of his/her courses and/or clinic responsibilities if the program occurs
during scheduled hours.

7. Documentation about the course/program the faculty member wishes to attend (brochure, registration form, website).

8. Completed Budget form (must be signed by Direct Supervisor prior to submission). Applications are considered by the VPAA with recommendation of full or partial support, in light of available Faculty Development funds and other programming commitments, and notifies faculty members about whether or not their proposal has been approved. 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.

<table>
<thead>
<tr>
<th>Policy Approved: 6/20/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Cycle: Biennially</td>
</tr>
<tr>
<td>Policy Updated: 6/20/18</td>
</tr>
</tbody>
</table>
Application for Faculty Development Funds

Name:  Click here to enter text. Date Submitted:  Click here to enter a date.

Proposed Development Program/Course:  
Click here to enter text.

Academic Program:  
☐ DCP  ☐ MSHP  ☐ UG

Academic Rank:  
Click here to enter text.

Department/Divisional Affiliation:  
Click here to enter text.

Number of years in service at Cleveland:  
Click here to enter text.

Have you received funding for travel to or participation in an academic program, course and/or conference within the last two years?

☐ Yes  ☐ No

If yes, please describe the development activity attended and the amount of funding the College provided.

Click here to enter text.

Faculty Member’s Signature:  

Direct Supervisor’s Signature:  

Cleveland University-Kansas City
10850 Lowell Ave. | Overland Park KS 66210 | (913) 234-0600 | (800) 467-2252 | www.cleveland.edu