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Section 1 - Introduction

1.1 PURPOSE OF THE FACULTY MANUAL

The Park University Faculty Manual provides information for full-time faculty members, including, but not limited to: the academic policies of the University; descriptions of the roles of Deans, Department Chairs, Campus Center Academic Directors, Program Coordinators and other academic personnel; and other provisions regarding the academic functions of the University. The Faculty Manual does not duplicate information that appears in the Faculty and Staff Handbook located on the Human Resources MyPark page.

1.2 PREAMBLE

The Faculty Manual is intended to guide full-time faculty members in the essential components of their work at Park University. As such, it requires periodic updates. The University, the Faculty Federation, and the Faculty Senate will collaborate to annually review and update the Faculty Manual, and assure that the manual conforms to the Collective Bargaining Agreement. The Office of Academic Affairs is the organizational unit for the maintenance of the Faculty Manual, and it is the collection point for comments, questions, and suggestions for improvement related to the document.

1.3 PROCEDURES FOR UPDATING THE FACULTY MANUAL

The typical procedures for updating or revising the Faculty Manual are as follows:

1) Suggestions for changes are submitted to Academic Affairs through recommending bodies such as the Faculty Senate, Deans Council, University Committees, legal counsel, or other appropriate bodies. The proposed change may also originate from Academic Affairs.

2) The proposed change is communicated to Faculty Senate and other bodies if deemed appropriate by Academic Affairs, for discussion and feedback (vote).

3) Once the Faculty Senate or other bodies report their feedback/suggestions to Academic Affairs, the Office of Academic Affairs will then revise/update the Faculty Manual with the following guidelines:

If the update or revision is minor or provides additional clarity to a current statement, the change will be communicated to the Faculty Senate, Federation, and legal counsel. If all parties agree, the revision can take effect immediately, as noted in a footnote on
the appropriate page of the Faculty Manual, with the effective date followed by a communication to all full-time faculty.

Many updates or revisions will have larger scale impact to faculty so a logical effective date will be established. This date will most commonly be at the start of an academic year, fiscal year, or another obvious date for a transition. For this reason, the Provost will appoint a committee to include members of the University, the Faculty Federation, and the Faculty Senate to annually review and update the Faculty Manual, and assure that it conforms to the CBA, no later than August 1st of each year. The change will be communicated to the Faculty Senate, Federation, and legal counsel. Prior to the effective date, all full-time faculty will be notified of the change. A footnote will be added to the appropriate page of the Faculty Manual, with the effective date.

1.4 GOVERNANCE RESPONSIBILITIES FOR THE FACULTY MANUAL

Per CBA 7.0, the University, the Faculty Federation and the Faculty Senate will collaborate to annually review and update the Faculty Manual and assure that it conforms to the CBA. Each individual faculty member has the right to submit amendments, additions, corrections, or deletions to the Faculty Manual through three options:

1) To the Faculty Senate (recommended), see the Faculty Senate MyPark portal for directions on submitting a Motion.
2) To the Federation, where they will act on the suggestion according to their Bylaws.
3) Directly to the Office of Academic Affairs (see Section 1.3).

Section 2 - About Park University

2.1 PARK UNIVERSITY HISTORY

Founded in 1875 in Parkville, Mo., a suburb of Kansas City, Park University is a comprehensive, independent institution that is a national leader in higher education. In 2000, Park achieved university status and currently serves 16,293 students at 42 campuses in 22 states and online, including campuses in Parkville, Independence and Kansas City, Mo.; Lenexa, Kan.; Austin and El Paso, Texas; Barstow and Victorville, Calif.; Gilbert, Ariz.; and at 33 military installations across the country.
Serving an ethnically diverse student population and non-traditional adult learners has, for many years, been central to Park’s educational mission. Even in its first year, Park University enrolled women students as well as men, something that was unusual at the time; and two of the original 17 students were Native Americans. Park was also an early integrator when it welcomed African-American students to live in Park’s residence halls in the 1950s.

Park continues to increase access to higher education by offering the quality undergraduate and graduate degrees students desire at locations, times and delivery formats that best serve their needs. The University has been ranked among the top private colleges/universities in the country for adult learners (Washington Monthly) as well as for annual return on investment (PayScale College ROI Report), and it is consistently ranked among the top least expensive private schools in the country.

Providing such access has developed considerable diversity among the student population, with 447 international students from 89 countries, and a 55 percent student representation from racial, ethnic and cultural groups typically underrepresented in colleges and universities. In addition, extracurricular activities and championship-caliber athletic programs (NAIA) complement Park’s outstanding scholastic programs.

Park University offers numerous degree programs online, and it maintains a long-standing relationship with the U.S. military for which it has been recognized as one of the largest providers of online undergraduate education to military learners worldwide. Since 2009, Park has received international recognition each year by various military-related publications as a top military friendly college/university. In addition, Park is among the top-ranked “Best for Vets” private college/university in the country as determined by Military Times magazine. In 2017, Park was recognized as a member of the Coalition of Adult Learning Focused Institutions (ALFI), as a university that strives continuously to advance programs and services for adult students, evaluate adult degree programs, and share best practices.

2.2 CAMPUS CENTER LOCATIONS

For a list of current Park University’s Campus Centers, please visit http://www.park.edu/campuscenters

Park University operates and delivers academic programs at its flagship campus in Parkville, Missouri, online, and at Campus Centers across the country. Administrative operations for the additional locations are overseen by the Associate Vice President for
Campus Center Operations. All academic operations related to the additional locations are overseen by the Provost.

Park University’s approach to off-campus instruction is rooted in a model of centralized academic governance and oversight. All academic programs, curricula, and assessment measures are created and approved by the academic departments. Wherever and however they are offered, courses are driven by a master syllabus and common set of outcomes and assessment measures.

Courses offered at Park’s additional locations are primarily taught in the accelerated, 8-week format, either fully face-to-face or blended, to meet the needs of the military and adult learner populations. Instructors are recruited via staff members located at the individual location; however, credential review and approval of adjunct faculty take place through the academic departments. Syllabi approval, guidance on the curriculum, and mediation of any student or instructor concerns are also performed through the academic departments, primarily via full-time faculty designated as Program Coordinators and Department Chairs. All instructors also have access to a core set of instructional materials and resources within the University’s Learning Management System (LMS), Canvas. Textbooks and other required materials are also centrally maintained.

Academic oversight for all locations is provided by the academic departments and programs. The curriculum for academic programs is overseen by the full-time faculty members who are responsible for developing and monitoring course content. As appropriate to the modalities offered, academic undergraduate programs have a designated Program Coordinator who works in cooperation with the academic Department Chair, Dean, and Provost to oversee curriculum development, credential faculty members, review the performance of faculty members, approve the content of course syllabi, approve textbooks, and manage assessment activities. At the graduate level these functions are performed by the Graduate Program Director and Area Coordinators, with oversight by the Dean and Provost.

The majority of faculty members at the Campus Centers, including those teaching for Park online, are adjunct faculty members. The adjunct faculty receive support on-site from part-time Academic Directors who are, themselves, also engaged as adjunct faculty members at the Campus Centers. The Academic Directors report to Academic Affairs via the Senior Academic Director and the Associate Vice President for Academic Operations. The Academic Directors are responsible for: (1) knowing and communicating academic policies and procedures to the faculty; (2) conducting faculty observations and collecting performance review materials to aid evaluation by the
academic departments (Program Coordinators, Department Chairs); (3) investigating and resolving complaints from students in concert with Academic Affairs policy and procedure; (4) scheduling and conducting faculty meetings prior to each term start; (5) providing support for faculty development; (6) assisting the Campus Center Director in locating and interviewing adjunct faculty; (7) ensuring contact time is met; (8) ensuring that assessment activities are performed; (9) assisting Campus Center Directors in developing term and two-year schedules; and, (10) working with the faculty to ensure adherence to Park University policies and procedures.

All adjunct faculty at Park are approved to teach by academic departments, which determine if the adjunct faculty meet minimum faculty qualifications that are set by the departments to adhere to disciplinary best practices; faculty qualifications guidelines provided by the Higher Learning Commission; and program-specific accrediting bodies, if applicable. Adjunct faculty performance is reviewed by the academic departments and this process is aided by classroom observations and data collected by the Academic Director at each Campus Center. Adjunct faculty teaching online are mentored and observed by Online Academic Directors and a cadre of trained peer reviewers who conduct classroom observations.

2.3 MISSION, VISION, AND CORE VALUES

Mission Statement

Park University transforms lives through accessible, student-centered, quality higher education.

Vision Statement

Park University will meet learners’ needs for a lifetime.

Core Values

We expect ACCOUNTABILITY…..for our actions at all levels, to each other and to Park University.

We treat all with CIVILITY AND RESPECT…..while being open and honest in our communication.

We seek EXCELLENCE…..in all we do, with passionate learning as our highest priority.
We celebrate GLOBAL CITIZENSHIP.....through our connected learning and working environment, liberal arts education and community stewardship.

We embrace INCLUSIVITY .....that fosters diversity, teamwork and collaboration.

We act with INTEGRITY.....through honesty, efficiency and reliability.

2.4 LIBERAL EDUCATION PROGRAM

Following the lead of the American Association of College and Universities (AAC&U), Park University calls general education “liberal education.” The Liberal Education (LE) Program at Park University – Integrative Literacies for Global Citizenship – is education that develops an awareness of human potentials. It develops proper attitudes for realizing such potentials through critical and informed judgments that foster concern for individual and social well-being. It develops a love for learning by encouraging activities that promote knowledge of the basic concepts, methodologies, and rewards of learning.

The competencies for Liberal Education derive from the University outcomes, called the “Literacies.” The Literacies represent University-level outcomes that all students should be capable of demonstrating before receiving an undergraduate degree from Park University. The Park Literacies include analytical and critical thinking, community and civic responsibility, scientific inquiry, ethics and values, literary and artistic expression, and interdisciplinary and integrative thinking.

The competencies of the LE Program are consciously aligned with learning competencies identified as “Essential Learning Competencies” by the American Association of Colleges and Universities (https://www.aacu.org/leap/essential-learning-competencies) for their cultural, economic, and practical value in students’ lives.

<table>
<thead>
<tr>
<th>AAC&amp;U Essential Learning Competencies</th>
<th>Park Liberal Education Competencies</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of Human Cultures and the Physical and Natural World</td>
<td>Scientific and Quantitative Competency, Literary and Artistic Competency</td>
</tr>
<tr>
<td>Intellectual and Practical Skills</td>
<td>Thinking and Communication Competency, Scientific and Quantitative Competency, Interdisciplinary and Integrative Thinking Competency</td>
</tr>
<tr>
<td>Personal and Social Responsibility</td>
<td>Citizenship Competency, Ethical Competency</td>
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</tbody>
</table>
The Literacies are reflected within Park University’s mission. The disciplinary and professional outcomes within Park’s courses and undergraduate degrees, combined with a variety of co-curricular learning experiences, support students’ acquisition of the Literacies and their fulfillment of the University mission.

**LE Program Mission**
The mission of the Liberal Education program at Park University is to develop students who have the knowledge, skills, and habits of mind to face the challenges of a complex and interdependent world.

The main goal of the University’s Liberal Education program is to provide all students the tools they need to improve their communication, reasoning, problem solving skills, and understanding of personal values so they can succeed and live an enriched life. Students will gain a base of knowledge common to educated persons and use that to contribute to positive change in a global society. The program competencies (i.e., program-level competencies for student learning) are as follows:

**Thinking and Communication Competency:** Students will apply the critical and analytical thinking skills necessary to communicate effectively and solve complex problems. Examples include the following:

- Gathering, evaluating, and communicating information effectively
- Meeting the basic quantitative and computing demands of contemporary life
- Recognizing varieties of problem-solving strategies
- Using problem-solving strategies to solve problems

**Citizenship Competency:** Students will employ the foundational knowledge and tools necessary for active citizenship. Examples include the following:

- Comprehending the complexity of social, political, and economic systems and problems on the national and international scene
- Developing an awareness and appreciation of other cultures, and
- Identifying possible solutions to local, national, and international problems through effective citizenship skills (civic identity, communication, action and reflection).
Scientific and Quantitative Competency: Students will apply scientific and quantitative skills appropriately. Examples include the following:

- Beginning to appreciate scientific (both qualitative and quantitative) and mathematical methods as means of acquiring knowledge;
- Gaining knowledge of important scientific findings
- Applying scientific and mathematical concepts and skills appropriately
- Analyzing the ways that science is represented in other disciplines, in popular culture, and in the media.

Ethical Competency: Students will employ ethical reasoning skills. Examples include the following:

- Becoming sensitive to ethical aspects of situations.
- Gaining a critical awareness of differing systems of ethics and values.
- Applying common ethical tools for analyzing questions about ethics and values.
- Reflecting on personal and alternative value systems.

Literary and Artistic Competency: The student will interpret rich aesthetic experiences. Examples include the following:

- Becoming acquainted with varied aesthetic human experiences and expressions in their historical and cultural contexts.
- Making informed judgments about varied aesthetic human experiences and expressions in their historical and cultural contexts.
- Connecting varied aesthetic human experiences and expressions to the great themes and metaphors of human experience.
- Creating aesthetic experiences and expressions.
- Contributing aesthetic experiences and expressions.

Interdisciplinary and Integrative Thinking Competency: The student will develop interdisciplinary and integrative learning skills in collaboration with others. Examples include the following:

- Asking meaningful questions about complex topics.
- Making connections across courses and connect coursework to his/her academic, professional, and civic life.
- Learning to collaborate effectively with others.
• Learning to consider problems from several different disciplinary perspectives to reveal patterns and connections.
• Development and testing of his/her holistic understanding of an issue.

Courses contained in the hour program each emphasize distinct sub-competencies of at least four Park University literacies, which reflects the emphasis of the program on fostering students' and faculty members' ability to integrate knowledge across the disciplines. Additionally, as all of the Park literacies incorporate standards for internationalization, the LE-designated courses will address that key Park value as well.

Students who transfer to Park with Associate of Arts degrees from regionally accredited institutions are considered to have fulfilled all Liberal Education requirements. Graduation requirements accompanying specific degrees (BA, BS, BSIS, BSW, etc.) can be found in the University catalog.

**The Liberal Education Curriculum**

<table>
<thead>
<tr>
<th>LE Program Core Courses</th>
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<tbody>
<tr>
<td><strong>EN 105</strong> First Year Writing Seminar I</td>
<td>3 cr.</td>
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<tr>
<td><strong>EN 106</strong> First Year Writing Seminar II</td>
<td>3 cr.</td>
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<tr>
<td><strong>MA 120</strong> Basic Concepts of Statistics</td>
<td>3 cr.</td>
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<tr>
<td><strong>MA 135</strong> College Algebra</td>
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<td>OR</td>
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<tr>
<td><strong>MA 135</strong> College Algebra</td>
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<td>OR</td>
<td></td>
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<tr>
<td>Any higher-level math course</td>
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<tr>
<td><strong>CA 103</strong> Public Speaking</td>
<td>3 cr.</td>
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<tr>
<td>OR</td>
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<td><strong>TH 105</strong> Oral Communication</td>
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<td>OR</td>
<td></td>
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<tr>
<td><strong>CA 105</strong> Introduction to Human Communication</td>
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<tr>
<td><strong>CS 140</strong> Introduction to Computers</td>
<td>3 cr.</td>
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<tr>
<td>OR</td>
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<tr>
<td>Any higher-level computer science course</td>
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<td>OR</td>
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<tr>
<td>Degree program equivalent</td>
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<tr>
<td>Citizenship Requirement (choice of PO 200, PO 210, HIS 111,</td>
<td>3 cr.</td>
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<tr>
<td>HIS 112, or HIS 113)</td>
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<tr>
<td>Ethics Requirement (choice of PH 102, PH 221, PH 308, or</td>
<td>3 cr.</td>
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<td>degree program equivalent)</td>
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</table>
Science with a Lab 4 cr.

**LE Program Electives**

At least 6 credit hours LE-designated Social Science courses 6 cr.
At least 6 credit hours LE-designated Arts & Humanities courses (including 3 credit hours in art or English LE-designated humanities courses) 6 cr.
At least 3 credit hours LE-designated Natural and Physical Science courses (except computer science) 3 cr.
LE 300 Seminar in Integrative & Interdisciplinary Thinking 3 cr.

**TOTAL** 42 cr.

Faculty who desire to have a course in their area designated as LE, or to propose an LE 300 course, can do so through the LE Sub-Committee of the Undergraduate Curriculum Committee.

### 2.5 GLOSSARY OF PARK UNIVERSITY TERMS

**Collective Bargaining Agreement Appendix A**
A glossary of terms for Park University is located in Appendix A of the Collective Bargaining Agreement, found on the MyPark portal for Academic Affairs: [https://my.park.edu/ICS/Offices/Academic_Affairs/2012-2015_Faculty_Collective_Bargaining_Agreement.jnz](https://my.park.edu/ICS/Offices/Academic_Affairs/2012-2015_Faculty_Collective_Bargaining_Agreement.jnz).

**Information Technology Defined Terms**
Park University’s defined terms for Information Technology can be found at the following link: [http://www.park.edu/terms-and-regulations/IT-defined-terms.html](http://www.park.edu/terms-and-regulations/IT-defined-terms.html).

**“Park Speak” Glossary for Faculty**
The Faculty Center for Innovation maintains a “Park Speak” glossary of common terms and acronyms, which can be found in its Resource Guide for Faculty (located on the MyPark portal for Faculty Center for Innovation under “Frequently Used Resources”: [https://my.park.edu/ICS/Offices/FCI/](https://my.park.edu/ICS/Offices/FCI/)).
Section 3 - University Organization, Structure, and Governance

3.1 UNIVERSITY ADMINISTRATIVE ORGANIZATION

President
Contact information for the President's office can be accessed at
https://my.park.edu/ICS/Offices/President's_Office/

Provost
Contact information for the Provost's office can be accessed at
https://my.park.edu/ICS/Offices/Academic_Affairs/Academic_Affairs.jnz?portlet=Staff

Executive Staff
Contact information for the Executive Staff can be accessed at
http://www.park.edu/about-park/executive-staff.html

University Organizational Charts
The University maintains organizational charts for all academic, administrative and operational units on MyPark at
https://my.park.edu/ICS/Offices/Park_University_Structure/

3.2 ACADEMIC ORGANIZATION & COMMON LEADERSHIP ROLES

Colleges and Schools

College of Liberal Arts and Sciences: The College of Liberal Arts and Sciences houses the School of Humanities and the School of Natural, Applied, and Social Sciences. Additionally, it is home to the University’s Liberal Education program and three academic centers: the George S. Robb Centre for the Study of the Great War, the International Center for Music, and the Center for Global Peace Journalism.

College of Education and Health Professions: The College of Education and Health Professions houses the School of Education and the School of Behavioral and Health Sciences. Additionally, it houses one academic center: The Center for Research and Training in Integrative Behavioral Health.

College of Management: The College of Management houses the School of Business and the Hauptmann School of Public Affairs.
College: A major academic unit of the University headed by a Dean who is responsible for the Schools within that College.

School: A major academic unit of a College.

**Dean**
A Dean is a University Administrative Officer who provides academic leadership for one of the Colleges or Schools.

**Associate Dean**
Associate Deans are positions having partial rights and privileges of a Dean but with faculty status that provides academic leadership for a specific unit.

**Department Chairs**
A Department Chair is an employee of the University who provides academic leadership for a Department.

**Graduate Program Directors**
A Graduate Program Director is a faculty member with administrative duties in the Graduate School that have academic supervision over their graduate program (e.g., MBA, MHL, MED, MA).

**Program Coordinators**
A Program Coordinator is a faculty member (most often full-time) designated by the Provost who, in consultation with a Department Chair, is responsible for supervising specific academic activities within an academic program for all Campus Centers.

**Course Coordinators**
The primary responsibility of an undergraduate Course Coordinators (CC) is to help ensure the academic quality of particular courses within programs. These courses may or may not comprise a track or concentration. The Course Coordinator, along with the appropriate Program Coordinator and/or Chair, provides quality control.

**Area Coordinators**
An Area Coordinator is a faculty member with administrative duties who helps ensure the academic quality and smooth operation of graduate degree programs or concentrations within a larger program and holds a primary responsibility for coordinating the successful implementation of assessment activities for their respective discipline.

**Graduate Concentration Coordinators**
The primary responsibility of graduate Concentration Coordinators (CC) is to help
ensure the academic quality of particular concentrations within graduate programs. Concentrations, per the Higher Learning Commission, typically comprise less than half of a degree program’s requirements. The CC, along with the appropriate graduate Program Director or Area Coordinator, provides quality control, including the successful implementation of program assessment for the concentration.

3.3 BOARD OF TRUSTEES

Park University is a Missouri nonprofit corporation formed under the Missouri Nonprofit Corporation Act (“Act”). The Act requires such nonprofit corporations to have a board of directors, which may also be called a “board of trustees.” The Act also states that “all corporate powers shall be exercised by or under the authority of, and the affairs of the corporation managed under the direction of the board.” The Board of Trustees of Park University (“Board”) is the body that meets these requirements of the Act as they apply to Park University (“University”).

The Board consists of 19 Voting Trustees, none of whom are University employees. The Board holds three regular meetings each year, usually in May, October and January. The Board generally meets in Parkville, Missouri, in May and October, but often holds its January meeting and retreat near one of the University’s non-Parkville campus centers. The Board relies heavily upon its standing committees, which are: the Executive, Academic Affairs and Student Services, Audit, Finance, Trusteeship, and Marketing and Development Committees; they meet often between the Board meetings both face-to-face, and by electronic means. The Board is “self-perpetuating,” which means that the Board itself elects the individual Trustees. The members of the Board are diverse in terms of expertise, geographical location, gender, age and race.

The Board selects the University President, who is the chief executive officer of the University and the chief adviser to, and executive agent of, the Board. The President works closely with the Board, and particularly the Board Chair and other members of the Executive Committee, which consists of the Board Chair, Vice Chair, Secretary, Treasurer, Immediate Past Chair of the Board and two At-Large Trustees.

3.4 SHARED GOVERNANCE

Shared governance is an underlying principle of the governance of the University that recognizes that faculty members share a role to play in the governance of the academic affairs of the University.
Shared governance also refers to the Park University Shared Governance Commission’s Working Definition. At Park University, Shared Governance is defined as both process and outcome. In a culture of collaboration, open and honest communication, and mutual trust, all constituents have an opportunity to shape decisions in accordance with the mission and vision of the University inclusion, a spirit of interdependence, and a shared sense of the mission and purpose of the institution are considered as key criteria in all decisions.

Nine behavioral indicators promote the implementation of shared governance.

1) The decision/proposal has been assessed in terms of its consistency with Park’s mission, vision, core values, policies, agreements, procedures, strategic plan, and its contribution to the greater good of the University.

2) The decision/proposal has been shared with colleagues on both sides of the decision-making organizational chart.

3) The proposal/decision and desired outcomes have been formulated in writing.

4) The written proposal has been made available to stakeholders who will be mostly directly impacted.

5) Feedback from stakeholders regarding potential costs, benefits, unanticipated consequences and concerns has been discussed, reviewed, and recorded.

6) Research has been done to promote an informed decision.

7) The rational for the final decision has been shared and discussed with stakeholders.

8) A comprehensive strategy has been developed that reflects collaboration in implementing the decision.

9) A plan has been developed to evaluate the decision to assess the extent to which it accomplished the desired outcomes.

Source: Shared Governance Commission Chair; Approved by the Commission on Shared Governance, November 2007
3.5 FACULTY GOVERNANCE

Faculty Senate
All faculty are welcome to attend monthly Faculty Senate meetings. For information related to the Faculty Senate (e.g., meeting minutes, and motions) use the following link: https://my.park.edu/ICS/Faculty/Faculty_Senate/

Faculty Federation
The Collective Bargaining Agreement 2018-2021 can be accessed at the following link: https://my.park.edu/ICS/Offices/Academic_Affairs/2012-2015_Faculty_Collective_Bargaining_Agreement.jnz.

3.6 FACULTY AND UNIVERSITY COMMITTEES

Park University committees honor shared governance and, as such, maintains joint administrative-Faculty Senate committees where the President or the Provost and the Faculty Senate jointly appoint members to each committee and oversee the work of the committee. In addition, charters are available for each committee, acknowledging interdependence among administration, faculty, and staff.

Committees are expected to be active and productive as they assist in governing the University through their advice. Likewise, committee members will be asked to provide a significant amount of time and expertise to the committee. Serving on a University committee will take time and deserves due recognition of a faculty member's contributions both annually at the time of tenure or promotion.

Each committee elects a Chair from its faculty membership at the first meeting of the academic year. Generally, the Chair of the committee should have served on the committee for a minimum of two years prior to serving as chair. Officers will be elected for either a one or two-year term as determined by the committee. The maximum length a Chair can serve is two consecutive years. A Chair may not serve on additional committees while chairing a committee.

All Committees submit an annual self-assessment report to the Provost no later than May 31st of each year.

The Park University Academic Committee Charter and portals for each Committee are located at: https://my.park.edu/ICS/Offices/Academic_Affairs/Committees/
Section 4 - Academic Programs and Instructional Modalities

4.1 ACADEMIC PROGRAMS

Park University offers a range of undergraduate and graduate programs, including certificate programs. A list of academic programs can be found at the following link: http://www.park.edu/academics/academic-programs/index.html

4.2 HONORS ACADEMY

The University offers an Honors Academy for qualified students from any discipline who desire an enhanced experience, including honors-level courses, service-learning experiences, and the opportunity to design and conduct an individualized research project with a faculty mentor. For more information about the Honors Academy, visit http://www.park.edu/honors

4.3 PARK WRITES

Established in fall 2016, the “Park Writes” Writing Across the Curriculum program seeks to ensure that all Park graduates will develop into confident, clear, adaptable writers, because excellent writing and communication skills are essential for personal fulfillment, professional success, and civic engagement.

The Goals

- To enable all Park students to pursue writing pathways tailored to their goals, abilities, and aspirations
- To develop writing and communication skills necessary for academic and professional success
- To offer a variety of resources and opportunities to Park student, staff, and faculty writers

The Five Components of Implementation

1) **Inventory** Park students’ level of writing at various stages.
2) **Develop and Support** our students and faculty across the curriculum.
3) Allow students to **Perform** as writers and **Assess** their growth as writers.
4) **Cultivate and Reward** excellent writing and teaching.
5) **Sustain** the program into the future.
The Park Writes program includes:

- **Writing Skills Inventory.** A formative Writing Skills Inventory is embedded in EN 105 and assessed by a cross-disciplinary group of Writing Skills Inventory Fellows, who provide incoming students the opportunity to receive feedback on their writing and pathways for strengthening their skills. This is a diagnostic instrument that is delivered in the first two weeks of EN105, and therefore captures a large number of first-time students.

- **Peer Writing Fellows Program.** This program pairs excellent student writers with instructors who have signed on to serve as mentors, and who will assign to the fellows various tutoring and assessment responsibilities in one of their classes. Fellows receive stipends, and are expected to dedicate approximately 10 hours a week as classroom writing assistants.

- **Summer Academy.** Each summer, around ten faculty members (full-time and adjunct faculty) are selected to become Summer Academy Fellows. The fellows meet for intensive sessions for one week in the summer to discuss issues pertaining to the theory and practice of WAC. Fellows receive a stipend, as well as meals, books, and other materials. All instructors in all modalities are eligible to apply.

- **WSI Scoring Fellows.** Each year, between five and ten faculty members will be selected to serve as Scoring Fellows. These fellows receive a stipend, and are responsible for scoring an assigned number of Writing Skills Inventories, as well as attending norming sessions.

- **Park Writes Advisory Group.** This group meets periodically to discuss the current status of Park Writes, and to advance ideas for future innovations in the program.

- **EN306 Equivalents.** Though individual programs have been able to propose program-specific EN306 equivalent courses for some time, the English Department recently presented to the Curriculum Committee and Faculty Senate a set of guidelines for the creation of such courses. As part of the writing across the curriculum efforts, programs are encouraged to design their own 300-level courses that focus on writing instruction in their particular fields and disciplines.
• **Writing Intensive Courses.** The Faculty Senate and Provost approved a Writing Intensive requirement, which will go into effect Academic Year 2021-22 for all undergraduate students.

• **Online Writing Lab.** The University’s online writing lab, housed in a Canvas course shell, is a resource for both students and faculty.

• **Faculty Center for Innovation Seminars and Workshops.** Park Writes partners with the Faculty Center for Innovation to present workshops related to writing across the curriculum issues.

### 4.4 English Language and Culture Institute

The mission of ELCI is to provide intensive English leveled courses and a graduate writing support course to prepare international students and other non-native English speakers for success in a Park University degree program. The ELCI supports and upholds the core values of Park University.

The intensive English program is a leveled program for beginner to advanced English learners. The program consists of 6 levels with 3 skill area courses (Reading and Vocabulary, Writing and Grammar, and Listening and Speaking) in each level. Students will participate in a culture hour course each week. Students may also participate in a conversation partner opportunity to learn American culture and increase their conversational speaking ability one-on-one with a native English speaker. Students are in courses for a total of 21 hours weekly.

For those students working to obtain graduate school level proficiency, there is an additional graduate focused writing course that will be part of their level 6 program. This graduate writing course may also serve as a single writing support course. It may support international students from English speaking countries whose proof of proficiency was waived but placement assessment indicated writing support is needed.

The program runs five 8 week sessions year round: two sessions in the fall, two sessions in the spring, and one summer session. The program is designed for a level to be completed within one session, though keep in mind language acquisition occurs at varying rates for individuals. There may be instances where a student will need to repeat a level. In order to complete a level, students must demonstrate an 80% or better in their leveled coursework. For an undergrad student to complete the program, they must demonstrate an 80% or better in the level 6 coursework and meet the undergraduate direct admission proficiency equivalency on the iTep given at Park University.
University. For a graduate student to complete the program, they must demonstrate an 80% or better in the level 6 coursework including the additional graduate writing course, and meet the graduate direct admission proficiency equivalency on the iTep given at Park University.

4.5 TEACHING MODES

Park University offers courses in a number of instructional modalities – not all modalities are available in all locations. For a fuller explanation of how Park defines its instructional modalities, course types, and course levels, please visit the MyPark portal for the Curriculum Committee (https://my.park.edu/ICS/Offices/Curriculum_Committee/).

Face-to-Face
Face-to-face courses are also commonly called “traditional” courses. They are on-campus courses that are either accelerated 8-week or traditional 16-week formats. Some summer courses are offered in 4-week formats. All courses, regardless of format, have an accompanying Learning Management System (LMS) shell populated with content that the instructor can supplement and modify.

Blended
Park University blended courses are courses where 20%-40% of traditional face-to-face classroom time (determined by academic departments/schools during initial design of course) is replaced by online instruction and activities facilitated through the LMS. The first class meeting for all blended courses takes place face-to-face.

By definition, blended courses contain a significant proportion of online teaching and learning. As such, all faculty members must complete LMS training (PDL 750) before proceeding with creating a blended course, or before teaching an existing blended course. Courses may be offered in blended format only upon approval of the academic department. Academic departments can notify Academic Affairs at any time to designate courses as approved for blended delivery, or remove courses from the approved list; at least once a year, Academic Affairs will solicit updates to the list.

The blended course policy, the list of courses currently approved for blended delivery, and the approval and prioritization process for new blended courses are located at: https://my.park.edu/ICS/Offices/Academic_Affairs/Blended_Courses_Policy_and_Protocol.jnz

All instructors teaching face-to-face and online are required to use the Canvas LMS’s grade book function (see Section 6.5).
Blended Multi-Site (Blended Synchronous) – “Pirate Patch”
In blended “Pirate Patch” courses, students from multiple Campus Centers can participate in the face-to-face portions of the course synchronously via teleconference technology. All students participate in the online portion of the blended course asynchronously via the Canvas LMS.

In order to qualify to teach Pirate Patch courses, instructors must complete LMS training (PDL 750) and the Pirate Patch Instructional Certification Course. The certification course covers pedagogical best practices in blended synchronous teaching/learning and the requisite technology skills. The course ends with a demonstration project that is assessed by the academic department.

Online
In Park’s online courses, all instructional seat time takes place through the Canvas LMS. To enter the online classroom:

1) Login to MyPark at https://my.park.edu/ics/
2) Go to the Faculty Tab.
3) Click on “Online Classroom” in Faculty Academic Tools section.
4) You are now in the Canvas system. Select “Courses” from pull-down menu to view your course list and select your course.
5) Alternatively, faculty can login at https://canvas.park.edu/login/ldap

Independent Study
A course of study so designated in the University Catalog. http://www.park.edu/catalogs/

Internships and Cooperative Education
A number of academic programs provide students with opportunities for hands on experience related to classroom learning. Generally, work experience which is not paid but which carries significant academic credit is considered an internship. Cooperative education is defined as an on the-job learning experience, jointly supervised by a faculty member and a representative of the employer, for which the student is paid. Under a cooperative education arrangement, a student typically, but not necessarily, alternates semesters of full-time study at Park University with semesters of full-time employment in an organization, which will enhance the student’s training, development and career goals. The employment periods are a regular, continuing and essential element in the student’s educational process.
The Park University Career Development Center maintains a list of internship opportunities for students: http://www.park.edu/career-development-center/erecruiting-system.html

**Study Abroad**
For information on Study Abroad options, policies, and procedures visit the following link: http://www.park.edu/global-education-and-study-abroad/study-abroad/index.html

### 4.6 TERM LENGTHS AND CODES

Several Park University systems that faculty use to access rosters and advise students require input of term codes.

**Eight (8)-Week Terms**
The courses are 8-weeks in length (accelerated) and are offered face-to-face or online. The terms are called:
- Fall I (Aug-Oct)
- Fall II (Oct-Dec)
- Spring I (Jan-Mar)
- Spring II (Mar-May)
- Summer (June-July)

**Sixteen (16)-Week Terms**
The courses are 16 weeks in length and typically offered face-to-face. The terms are called:
- Fall (Aug-Dec)
- Spring (Jan-May)

These are commonly only taught on the Parkville Daytime Campus Center.

<table>
<thead>
<tr>
<th>Summer: (Undergraduate)</th>
<th>Summer: (Graduate)</th>
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<tbody>
<tr>
<td>(UMA) Maymester 2-week session</td>
<td>(U1P) Summer</td>
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<tr>
<td>(U1J) Junemester 4-week session</td>
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<td>(U1L) Julymester 4-week session</td>
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<tr>
<td>(UU) Summer Face-to-face 8 week session</td>
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<tr>
<td>(U1T) Summer-Online 8-week session</td>
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<tr>
<td>(U1J) Summer-Park Accelerated Program 8-week Session</td>
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</tbody>
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Section 5 - Faculty Ranks Hires and Evaluations

5.1 FULL-TIME FACULTY DEFINED

Each full-time faculty member of the University is eligible to be a member the Bargaining Unit if that member's University employment contract requires him/her to teach students, to provide University service by serving on Committees, to provide other service and to be subject to Faculty Performance Reviews that will require the member to be professionally evaluated based upon the percentage of the member's time to be spent by the terms of the member's Contract; and such Member is employed in a manner described in Sections 1.1.1.1, 1.1.1.2, 1.1.1.3, 1.1.1.4. or 1.1.1.5. of the CBA.

For more information on the definition of full-time faculty and associated teaching loads, consult Article 1 of the CBA.

5.2 FACULTY QUALIFICATIONS

Park University’s policy on faculty qualifications aligns with the Higher Learning Commission’s Guidelines on Faculty Qualifications published March 2016 and applies to both full-time and adjunct faculty teaching at Park. Additional information and clarifying guidance on HLC’s policies are located at:

http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

Undergraduate Programs

Faculty teaching or developing courses at the undergraduate level should have completed a Master's degree in the relevant discipline or subfield. In determining the relevance of the faculty member's credentials, the academic supervisor must demonstrate that the degree or specialization matches the courses the faculty member teaches or develops in accordance with the conventions of the academic field. The minimum standards for faculty teaching in undergraduate programs equally apply to high school faculty members partnering with Park as part of dual-credit course offerings and as part of the MARE program.
**Graduate Programs**

Faculty teaching or developing courses at the graduate level should have completed a terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. The degree or specialization should match the courses the faculty member teaches or develops in accordance with the conventions of the academic field.

**Exceptions**

*Degree Outside of the Discipline*

If an undergraduate faculty member holds a Master’s degree or higher in a discipline other than that in which he or she is teaching, the faculty member should have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching. If the 18 hour standard cannot be met, then the department must provide a justification for why the individual is appropriately credentialed to teach the assigned courses. This justification must demonstrate that the faculty member has met the department’s stated criteria for “tested experience” (see below).

*Tested Experience*

Faculty members may be considered qualified based on experience that is equivalent to the degree that would otherwise be required. Tested experience must be relevant to both the degree level and the specific content of the courses – and may not be demonstrated solely on prior experience teaching the course(s) in question. Tested experience can substitute for a credential or be combined with current credentials to meet minimum requirements. The experience should be tested experience which includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching. Departments that wish to use tested experience to qualify faculty must have specific hiring qualifications that outline the minimum threshold of experience required along with the skill sets, certifications, and credentials acceptable for each course.

*Specialized Accreditations*

The HLC guidelines on faculty qualifications serve as the minimum standards, but programs and schools may have to meet a higher threshold for specialized accreditations.

Source: Office of Academic Affairs, Approved 7-1-2016
5.3 FACULTY RANKS

Professor
Professors are experienced and senior members of the faculty whose cumulative records demonstrate significant accomplishments in teaching, scholarship, and service activities. A Professor is typically characterized as a leader, mentor, scholar, expert, and/or distinguished colleague. Professors make significant contributions to knowledge as a result of their scholarly work, whether demonstrated through research and creative activity, teaching and advising, or university and professional service.

Associate Professor
Associate Professors with tenure are leaders in assessing and continually improving the department’s curricular and co-curricular offerings. Associate Professors demonstrate a record of teaching effectiveness through such means as new course development, course revision, innovative approaches, response to student feedback/assessment, and engagement in departmental efforts to promote quality teaching. Associate Professors are experienced advisors, as marked by their commitment to mentoring, student research, graduate school, and career preparation. A pattern of sustained activity in research and scholarship is evident, which clearly emergent scholarly agendas, as well as diversity in the types of scholarly achievements (i.e., scholarly accomplishments should not be limited to one type). The specialty areas, expertise, and professional identities of Associate Professors are clearly evident through their teaching and service to the department, university, and disciplinary community.

Assistant Professor
Instructors and Assistant Professors are typically concerned with: gaining knowledge of department’s programs and courses; developing proficiency in student advising; observing and teaching of a variety of courses; refining of teaching and assessment strategies; participating in service to the department; and getting established in their scholarly work. Instructors will be asked to document these pursuits for contract renewal; instructors seeking promotion to the rank of Assistant Professor must hold a terminal degree in the discipline or be A.B.D. with a clear time frame for dissertation defense. To prepare for tenure, the Assistant Professor is also actively engaged in establishing a record of refereed scholarship with promise of continued growth, and defining a clear role in departmental and university service.

Instructor
Instructors and Assistant Professors are typically concerned with: gaining knowledge of department’s programs and courses; developing proficiency in student advising; observing and teaching of a variety of courses; refining of teaching and assessment
strategies; participating in service to the department; and getting established in their scholarly work. Instructors will be asked to document these pursuits for contract renewal; instructors seeking promotion to the rank of Assistant Professor must hold a terminal degree in the discipline or be A.B.D. with a clear time frame for dissertation defense. To prepare for tenure, the Assistant Professor is also actively engaged in establishing a record of refereed scholarship with promise of continued growth, and defining a clear role in departmental and university service.

**Lecturer**
Consistent with the university’s definition, Lecturers focus their time and energy on teaching and service (primarily to the department). While scholarship is not required of Lecturers, they are expected to incorporate disciplinary knowledge and pedagogical best practices in their teaching. For contract renewal, Lecturers provide evidence of effective teaching and assessment through such means as classroom observations, examples of innovative approaches, and documented enhancements to teaching based on feedback. Lecturers are also asked to demonstrate their contributions to departmental service. Per the current university definitions, Lecturers are not eligible for promotion; however, Lecturers holding a terminal degree may be encouraged to apply for new positions at the Instructor level or above.

**Visiting Professor**
The visiting designation denotes a non-tenure track line. Typically the faculty member has held, is on leave from, or is retired from an academic or research position at another academic institution; or whose instructional experience, research, creative activities, or professional achievement make a visiting appointment appropriate. It is not unusual to have a new Ph.D. or terminal degree person hired as visiting until a tenure track position opens up.

A Visiting Professor who is on leave or retired from another institution will typically be appointed at the same rank that they held at their home institution. Each appointment or reappointment will not exceed one year, and may be on a full-time or part-time basis. Evaluation of teaching is required, and will be considered before any subsequent reappointments.

Source: Office of Academic Affairs, Approved 12-17-2012, adapted from Kennesaw State University.

**Emeritus Professor**
Conferral of the Emeritus status denotes recognition of a retiring faculty member’s distinguished service to Park University across teaching, scholarship, and service. Emeritus Professors embody a commitment to the Park Community, its educational
philosophy, and scholarly profile. Emeritus status denotes the Park Faculty’s desire to remain associated with a retiring Faculty member’s achievement and to support ongoing professional activity through the provision of specific rights and resources. Faculty shall consider retiring faculty for the position of Emeritus professor in this light. Emeritus faculty members are expected to continue their work according to the same standards of ethical integrity and inquiry that have defined their tenure as a full-time faculty member.

Eligibility
To be considered for Emeritus status, the faculty member must:
1. Be tenured at the time of retirement;
2. Have fulfilled the requirements for retirement as articulated in the Collective Bargaining Agreement;
3. Hold the rank of Associate Professor or Professor at the time of retirement;
4. Have submitted his or her announcement of retirement to the Human Resources Department by February 1st;
5. Not have accepted a full-time teaching position at another institution; and
6. Have a distinguished record of teaching effectiveness, scholarship, and/or service to Park University as defined by the applicant’s departmental standards.

Procedures
1. Department chair/academic supervisor meets with retiring faculty members to determine eligibility of emeritus status as outlined above.
2. Retiring faculty members shall formally announce their retirement in writing to Human Resources, and their respective Dean and Chair, no later than February 1st of the year retiring (If the deadline is missed, then the faculty member may be considered for Emeritus status the following year).
3. Upon receipt of notice of retirement, the Chair/academic supervisor shall notify departmental members and gather comments of support regarding the faculty member.
4. The department chair will summarize the departmental comments in the Chair’s Summary Area of the Faculty Senate Motion Form.
5. The department chair will forward the form for comments from the respective College Dean by March 1st.
6. The Dean, with or without comments, will forward the Faculty Senate Motion Form – Emeritus Faculty Status to the Faculty Senate by March 15th for approval.
7. Upon approval, with or without comments, the Faculty Senate will forward the Faculty Senate Motion Form – Emeritus Faculty Status or will not recommend Emeritus Status be granted by the Provost.
8. The Provost will deliver the Faculty Senate Motion Form – Emeritus Faculty Status, along with any comments/documents to Park University’s Board of Trustees at the May Meeting for final approval.

Rights and Privileges of an Emeritus Faculty member
- Holds the title of Professor Emeritus or Associate Professor Emeritus;
- Retains a Park University ID card;
- Retains faculty parking privileges;
- Retains or be assigned office space, if available;
- Retains University-provided internet service and Park email service, if available;
- Retains faculty library privileges;
- Retains faculty privileges to attend social, athletic, and cultural events;
- Be listed in the appropriate university catalog as “Professor Emeritus” or "Associate Professor Emeritus”;
- Receives appropriate university publications; and
- Retains eligibility for research and other grants with appropriate approval.

Adjunct Faculty
The University employs adjunct faculty in many academic programs, modalities, and locations to support our academic operations. Adjunct faculty are selected by Department Chairs and/or Program Coordinators based on standards devised by the academic departments. At a minimum, adjunct faculty must hold a master’s degree or higher in the relevant discipline or subfield in order to teach at the undergraduate level.

5.4 FACULTY HIRING PROCESS

Hiring processes for adjunct and full-time faculty are driven by the academic departments. Adjunct faculty are selected by Department Chairs and Program Coordinators based on department needs. For information about the process for hiring full-time faculty, please see the Park University Guide to Academic Searches housed on the Academic Affairs MyPark page (https://my.park.edu/ICS/icsfs/Faculty_Search_Handbook_RS-2_(002).pdf?target=e233a639-c526-4d4b-82bc-b610c83790b2).

Additional information about the appointment of new full-time faculty members can be found in Article 5 of the CBA.

5.5 ANNUAL FACULTY PERFORMANCE REVIEW

Procedures for Annual Faculty Performance Review
Each Academic Year, by May 31st or the date indicated on the Academic Calendar, all full-time faculty, regardless of tenure status, are required to submit an Accomplishments Report and a Professional Development Plan as part of the Faculty Performance Review process. The Accomplishments Report describes the faculty member’s activities/accomplishments in the areas of teaching, scholarship, and service during the previous Academic Year (defined as July 1 to June 30) and includes artifacts to support those activities/accomplishments when available.

Effective May 2019, faculty use Interfolio’s Faculty180 system for submission of their performance review materials. More information about Faculty180 can be found at:
Faculty performance reviews include an evaluation that will document teaching effectiveness, scholarship, service and professionalism (defined in Appendix A of the CBA), incorporating at least one annual classroom observation for non-tenured faculty members. Tenured faculty members are observed in the classroom biennially. The member’s evaluation in the area of teaching will also consider the results of Student Opinion of Teaching Surveys or other University-approved means of collecting student feedback post-course, as one of many artifacts related to teaching effectiveness; student surveys, however, may not serve as the sole determiner of a member's evaluation or serve as the sole basis for personnel action (see CBA Appendix E).

In addition to recording and documenting accomplishments in teaching, scholarship, and service via the “Activity Fields” in Faculty180 (that then automatically generate an overall accomplishments report for the Academic Year), faculty self-assess their accomplishments, and submit a forward-focused Professional Development Plan that describe the faculty member’s plans for activities in the areas of teaching, scholarship, and service for the upcoming academic year. Each year, the performance review of each faculty member will include an assessment of the progress made by that member in the implementation of that member’s Professional Development Plan.

Faculty members who are deemed to benefit from focused and defined measures to improve performance may be issued a Performance Improvement Plan. The Performance Improvement Plan will provide guidance and direction for achievement by the faculty member. The ultimate responsibility for improvement rests with the faculty member; however, it is the responsibility of the administration to assist the member in making improvements. The Performance Improvement Plan form is located at https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13/forms/

Source: CBA Article 9, CBA Appendix A, CBA Appendix E

**Role of Departmental Standards**

The Performance Review form allows faculty and their Academic Supervisors to assess accomplishments against standards, if available, that are discipline-specific, departmentally-developed, and University-approved. Approved standards are housed at https://my.park.edu/ICS/Offices/Academic_Affairs/Departmental_Standards.jnz

Departments are invited to submit revised standards for approval by the Provost by the date indicated on the Academic Calendar (typically December). The Academic Calendar is posted on the Academic Affairs MyPark page at https://my.park.edu/ICS/Offices/Academic_Affairs/
These standards are also used in the departmental evaluation of candidates for tenure and promotion, including conversion to tenure-track status.

5.6 FACULTY CLASSROOM OBSERVATION

All full-time faculty are observed in the classroom – annually for non-tenured faculty and biennially for tenured faculty. The form and procedures for classroom observation are located at
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/

Section 6 - Teaching

6.1 PROFESSIONAL RESPONSIBILITIES OF FACULTY

The Collective Bargaining Agreement defines, in broad terms, faculty members' professional responsibilities with regard to teaching and advising in Article 8 (8.2):
“Members have the responsibility to engage in activities that ensure they are current in their respective disciplines and that they continually increase their understanding of pedagogical approaches that promote student learning and assessment, timely and routine feedback on their academic progress, and Member be available to consult on academic matters with their students during Office Hours or by appointment. Teaching also carries with it the responsibility to be actively engaged in all matters related to curriculum development and quality assurance at the direction of the Member’s Academic Supervisor.

Park University and the Federation agree that the primary professional responsibilities of Members are Teaching, promoting optimal student learning outcomes for each student, and promoting quality and currency in the Member’s academic programs. Both parties agree that Members are expected to fulfill such obligations as Teaching all assigned classes, submitting attendance records and grades in a timely manner, continually assessing student learning outcomes and continually learning how to use current instructional technologies in order to deliver quality content to students in a manner which best meets their needs. Members will also participate in Departmental service, keep posted Office Hours at times beneficial to the students and participate in student enrollment and registration at the direction of their Academic Supervisor” (8.5).
6.2 ACADEMIC ADVISING

Academic advising at Park University is viewed as a cooperative educational partnership between advisor and advisee, grounded in mutual respect and a common commitment to student growth and success. The advisor/advisee relationship respects the autonomy and intellect of each student and acknowledges the broader developmental and educational contexts within which academic advising occur. Although advisors and advisees work together in all areas related to academic planning, academic decision-making responsibilities, including the responsibility for meeting each of the graduation requirements of the University, rest ultimately with the student. Primary responsibility for timely, effective use of the academic advising system, also remain with the student.

Academic advisors are responsible for providing their advisees with appropriate, accurate information concerning the academic policies, programs, procedures, and resources of the University. Advisors also assist advisees in defining, developing, and pursing an educational plan consistent with their academic, career, and life goals, including the selection of an academic major consistent with their interests and abilities.

Given the geographically dispersed nature of the University, academic advising is provided both by full-time faculty and by professional Success Coaches within Enrollment Services. Each College maintains a College Coordinator for Academic Advising staff position to serve as a liaison between the full-time faculty and the Success Coaches to ensure that both constituents have accurate and timely information on degree program sequencing, scheduling, and advising resources.

Source: Modified from FCI Resource Guide

6.3 ACADEMIC DISHONESTY

Faculty should report instances of academic dishonesty via the Academic Dishonesty Form located at https://secure.jotformpro.com/parkconcernform/academicdishonesty.

Academic Honesty
Academic integrity is the foundation of the academic community. Park University students and faculty members are encouraged to take advantage of the University resources available for learning about academic honesty.
Definitions
Academic dishonesty includes committing or attempting to commit cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student.

- Cheating includes, but is not limited to, intentionally giving or receiving unauthorized aid or notes on examinations, papers, laboratory reports, exercises, projects, or class assignments which are intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student’s academic conduct.

- Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another’s idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

- Falsifying academic records includes, but is not limited to, altering grades or other academic records.

- Other academically dishonest acts include, but are not limited to: stealing, manipulating, or interfering with an academic work of another student or faculty member; receiving or giving assistance on a task that was expected to be performed individually; lying to or deceiving a faculty member.

Procedure
The primary responsibility for the initial handling of academic dishonesty rests with the instructor. As a first step, the instructor will notify the student in writing that evidence of academic dishonesty has been detected. The instructor will make an effort to schedule a personal meeting or telephone conference with the student to discuss the allegation. Whether or not the student admits to academic dishonesty, if the instructor remains convinced that the alleged violation occurred, either based on evidence or personal observations, the instructor may assign a penalty, such as a verbal reprimand or lowered grade. Possible sanctions are listed in a following section titled Penalties in the Event of Academic Dishonesty. The instructor bringing the charge will document the observation of academic dishonesty and report any penalty imposed on an Academic Dishonesty Incident Report. The report form will be sent to the appropriate Department Chair.
A student who wishes to report an alleged incident of academic dishonesty may do so by reporting the incident on the Academic Dishonesty Incident Report. The report form will be sent to the appropriate instructor. Upon receiving the report, the instructor will make an effort to schedule a personal meeting or telephone conference with the student to discuss the allegation. Whether or not the student admits to academic dishonesty, if the instructor remains convinced that the alleged violation occurred, either based on evidence, the instructor may assign a penalty, such as a verbal reprimand or lowered grade. Possible sanctions are listed in a following section titled Penalties in the Event of Academic Dishonesty. The instructor bringing the charge will report any penalty imposed to the Department Chair on the Academic Dishonesty Incident Report.

**Appeal**
If the student disputes the allegation of academic dishonesty, he/she may request a review of the issue by the appropriate Department Chair within 10 business days following the initial meeting with the faculty member. The Department Chair may informally resolve the matter in discussion with the student and the instructor.

If the student is unsatisfied with the resolution offered by the Department Chair, the student may request a formal hearing from the appropriate academic Dean within 15 business days of the Department Chair’s response. The Dean, or the Dean’s designee, will review the case and render a decision. That individual may also employ the assistance of a College/School appeal board.

The decision of the Dean will be considered final. Appeals to the Vice Provost can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal. Grades and/or degree(s) may be withheld pending the outcome of the appeal process.

**Penalties in the Event of Academic Dishonesty**
In the event of academic dishonesty, the following courses of action are available to Park University, based upon the severity of the violation:

**The Course Instructor may:**
- Issue a verbal and/or written reprimand.
- Assign a lower grade on the test/paper/project in question, with an explanation from the faculty member.
- Assign a grade of “F” in the course.
• Refer to the Student Code of Conduct Administrator for possible University-wide sanctions when there is a repeat offense or the single violation is especially egregious.

**The Office of Academic Affairs may:**

• Issue a written reprimand.
• Refer to the Student Code of Conduct Administrator for possible University-wide sanctions when there is a repeat offense or the single violation is especially egregious.

At any time, faculty can consult with the Dean of Student Life regarding the violation history of the student before they make a decision regarding the specific violation within their course.

Source: Office of Academic Affairs, Approved 8-30-2013


### 6.4 ATTENDANCE

**Faculty Attendance**
Per CBA Article 8.6, when a Member is absent from regularly assigned duties, the Member shall submit an Absence Report to his/her Academic Supervisor who shall then forward said Absence Report to the respective Dean. In the event of illness, the Academic Supervisor will forward said Absence Report to the Chief Human Resources Officer (see Article 18 if absence is part of Family and Medical Leave). Failure to submit an Absence Report shall be considered as part of the Member’s Annual Review under service to the Department.

The Faculty Absence Report form is located at: [https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13._FORMS/](https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13._FORMS/)

**Student Attendance**
Park University expects students to attend all classes, laboratories, and field work for which they are enrolled, and complete all work assigned by the instructor.

Faculty are required confirm that students have engaged in an academically-related activity in the first two weeks of the term/semester for each course for financial aid purposes. In order to do this, faculty log into MyPark the first two weeks of each term.
for each course he/she is teaching (once in MyPark, go to the Faculty tab and select “Course Control” from the “Faculty Course Tools” menu – detailed instructions may be found on the Faculty Center for Innovation MyPark page). Failure to confirm participation could result in the student being withdrawn from the course.

**Recording Attendance in Face-to-Face and Blended Courses:**
- Faculty in face-to-face and blended courses will confirm student attendance during the first two weeks of the term or semester via MyPark by **Sunday at 11:59 p.m., only** during the first two weeks of each term/semester.
- Recording attendance in MyPark after Week 2 is *optional*. Although attendance is not required after Week 2, faculty are encouraged to maintain their own records.

**Recording Attendance in Online Courses:**
- Student attendance in online courses is recorded by Park Online Operations during the first two weeks of class, with assistance from instructors when additional confirmation of student attendance is needed. Attendance will be recorded by **Sunday at 11:59 p.m., only** during the first two weeks of each term/semester.
- Recording attendance through Canvas after Week 2 will continue to be *optional*. Although attendance is not required after Week 2, faculty are encouraged to maintain their own records.

Faculty must confirm academic participation for every class meeting for the first two weeks of a term/semester. If a class meets Monday, Wednesday, Friday-entries are required each class day.

**Academic-related activities include:**
- Physically attending a class where there is an opportunity for direct interaction between the instructor and student
- Submission of an academic assignment
- Completion of an exam
- Computer-assisted instruction or interactive tutorial
- Online discussion about academic matters
- Study group assigned by the school
- Contact with faculty member to ask questions related to academic subject being studied in the course

**Academic-related activities do not include:**
- Logging into online course without active participation
- Participation in academic counseling or advisement
• Questions to faculty that are not academic in nature (i.e., Where is class located? What is the textbook for the course?)

Student retention and persistence are important goals at Park University. For this reason, all instructors have the opportunity to submit “early alert” notifications to Student Life for students with unpredictable attendance or who are showing other signs of risk to their academic progress in a course.

6.5 CANVAS LEARNING MANAGEMENT SYSTEM

Park’s Learning Management System (LMS) provider is Canvas. All faculty members have Canvas shells to accompany their courses, regardless of modality. Park Online Operations facilitates LMS training for all new faculty, as well as additional resources to assist faculty in using the LMS functions to support academic outcomes. All faculty teaching face-to-face are required to use Canvas, at a minimum to maintain the grade book throughout the term/semester. Additionally, faculty teaching blended courses, in which some in-person class meetings are replaced by online activity, are required to use the Canvas LMS to support the departmentally approved percentage of virtual seat time (between 20-40%).

Fall 2014, Academic Affairs accepted a Faculty Senate resolution regarding required use of the LMS. Effective Fall/Fall 1 2015, all faculty (barring ADA issues or other exceptions) will use the LMS grade book. The following rationale was provided in the Senate resolution:

a) Students have the right to see their grades.
b) It better ensures student success by monitoring it.
c) Aids in program coordination.
d) Already occurring in all online courses / majority of courses.
e) Uses technology purchased.
f) Helps protect faculty from student complaints.
g) It will be tied to assessment data collection, making it a key tool in upcoming years for program review, annual assessment report, and assessment plans.

6.6 CAMPUS BUILDING CODES

Parkville Campus Building Codes may be found at https://my.park.edu/ICS/icsfs/CAMPUS_BUILDING_CODES.pdf?target=14152af4-afc8-4a9a-a389-12add2206cfd
6.7 CLASS CANCELLATION

Faculty members cancelling class will make arrangements to notify their students and Academic Supervisor. A Faculty Absence Report (see Section 6.4).

6.8 CHANGING CLASSROOM LOCATIONS

Any classroom changes that may occur during a semester must be cleared by the Office of the Registrar. Once approved by the Registrar, the change needs to be submitted to the faculty member's administrative assistant and/or building supervisor so the change can be updated and the rooms changed in the computer system for future room reservations.

6.9 CLASSROOM SECURITY AND EMERGENCY PROCEDURES

Emergency procedures are posted prominently in Park University classrooms.

6.10 CLASSROOM GUIDELINES

General Classroom Guidelines can be found at this link: https://my.park.edu/ICS/icsfs/CLASSROOM_Guidelines.pdf?target=1c58bc3e-32e7-4106-bc55-93793fc858bd.

6.11 CLASSROOM TECHNOLOGY

Each classroom at the Parkville, Downtown, Independence, and Lenexa Campus Centers comes equipped with an instructor's podium. Each podium contains a computer, DVD player, projector, screen, and a document camera. Instructions for using the instructor’s podium can be found on the Faculty Center for Innovation MyPark portal.

Faculty at Campus Centers should contact their Campus Center Director or Academic Director regarding technology available in their classroom at their Campus Center.

Should faculty need additional or special equipment for your class, they should contact a Campus Center Director or, on the Parkville campus, Media Services, to request the equipment. It is recommended that faculty either visit the classroom or contact your Campus Center Director to find out what equipment they will have access to prior to the beginning of the semester/term.
6.12 CLASS SCHEDULES

Viewing Class Schedules
https://app.park.edu/course/index.aspx

Creating Class Schedules
Deans will work with Department Chairs each year to produce an annual class schedule for the following year, per the date(s) indicated on the Academic Calendar (see the Academic Affairs MyPark page).

6.13 COURSE DESCRIPTIONS

See Course Descriptions in catalogs: http://www.park.edu/catalogs

6.14 ENROLLMENT ADJUSTMENT PERIOD

It is the student's responsibility to initiate and complete the necessary procedures for making course schedule changes such as adding, dropping, exchanging, or withdrawing from courses. Adding, dropping, exchanging or withdrawing from courses may affect financial aid previously awarded. Online (i.e., self) registration for the semester/term will close one (1) week before classes begin, on the Monday before the beginning of the semester/term. This helps prevent situations where students must be dropped from classes for non-payment. In the event that University holidays/closings impact this deadline, online registration will close the next business day.

The first eight calendar days of a semester/term constitutes the Enrollment Adjustment Period. Within this time, the student will be permitted to evenly exchange class(es) during the first four calendar days. The final day to add or exchange a course (face-to-face or online) will be the fourth (4) day of a semester/term. The last day to drop a course will be the eighth (8) day of a semester/term, except for two and four week classes. If a student drops a course within the 8 day window but had attended during that period, the course will appear as a “W” on their transcript. The drop date for non-payment of late registrants will be the eighth (8) day of the semester/term. Night classes or other single day classes may be added up to 1 day prior to the first class. All fees are non-refundable. For any adjustment other than even exchange, the student will be responsible for charges associated with the Enrollment Adjustment as detailed in the Refund Policy section. Adding or dropping class(es) must be arranged by the student with their Success Coach, faculty advisor, or by sending an email to advising@park.edu via their Park email account.
For more information on enrollment adjustments, please visit Enrollment Services at http://www.park.edu/enrollment-services/

6.15 FERPA

For information about the Family Education Rights and Privacy Act of 1974 (FERPA), please see the University catalog at http://www.park.edu/catalog. Faculty and staff training materials developed by the Office of the Registrar can be found at https://my.park.edu/ICS/Offices/FCI/Teaching.jnz

6.16 FINAL EXAMINATIONS

Final Exam Requirements and Schedule
Only extraordinary circumstances warrant a student being allowed to make up a missed final examination. It is the student's responsibility to contact the faculty member before the scheduled exam to request permission to take a makeup exam. In the process of determining whether a makeup exam should be allowed, the burden of proof is on the student. The faculty member has the right to request verification of any excuse offered by the student.

A student who is denied permission to take a makeup exam may appeal immediately to the Associate Dean/Dean of the School in which the course is offered or Campus Center Director. The appeal must be made in writing by the end of the first working day after the day of the denial. The appeal will be forwarded immediately to the Vice Provost whose decision will be final.

The final exam schedule is located in the electronic catalog. Go to https://catalog.park.edu and enter “Calendar” in the search bar. At the Parkville Campus Center, for sixteen week classes, finals are Monday to Thursday, with Friday reserved to make up any finals due to excused reasons or severe weather.

6.17 GRADING POLICIES AND PROCEDURES

Grading Policy
All grades are due no later 48 hours after term/semester completion (i.e., Tuesday of the week after the end of a given term/semester). Contracts for incomplete must be submitted to Registrar by this deadline. All grades, except grades of “I” incomplete, are submitted in MyPark. Contracts for incomplete must be submitted to Registrar@park.edu. Grade entry will open the last week of the term.
The official grades issued by Park University to indicate the assessment of the student’s performance are as follows: (per semester hour)

A - Excellent 4 grade points
B - Good 3 grade points
C - Average 2 grade points
D - Poor 1 grade points
F - Failure* 0 grade points
Cr - Passing A mark used when students “test out” of the class

*Faculty may enter a grade of “F” when, in the opinion of the instructor, the student failed to meet learning outcomes of the course.

W - Withdrawal without assessment of performance-issued between the last date to officially enroll and a date not later than the 10th week of the semester or 5th week of a term. Not available for two week sessions. No later than the third week of a four week session. The “W” is a student initiated withdrawal.

WF - Withdrawal issued after the 10th week of a 16-week semester, 5th week of an 8-week term or 3rd week of a four-week summer session. Not available for two-week sessions (Maymester, Junemester or Julymester). The “WF” may be student-initiated or instructor-initiated and will receive the same grade points as an “F.” Instructors will initiate a “WF” when a student does not officially withdraw from the course but failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

Au - Audit
P - Pass

A grade of “Cr,” “Au,” or “P” will not affect a student’s grade point average; however, it may impact financial aid eligibility.

Source: Current University Catalog

Grade Entry and Grade Change
- End-of-course grades must be entered via the University’s MyPark system and must be entered by the Park University faculty member who taught the
course. No one (e.g., university staff, department assistants, student workers) other than the instructor may enter student grades.

- Final grades for all classes, whether taught face-to-face or online, must be entered no later than 48 hours following the end of the term.
- With the exceptions of grades of “I” (incomplete), instructors must enter grades for all students in the class prior to submission.
- Faculty members who wish to assign a grade of “I” (incomplete) for a student should not submit a grade for the student. However, the faculty member must complete and submit a “Contract for Incomplete Grade Form” to the Registrar (see next section for more information and a link to the Contract).
- Faculty members who do not submit grades prior to the deadline will not be able to submit grades via MyPark and instead must submit a written, signed, and dated grade report to the University Registrar, who will then enter the grades.
- Any faculty member who wishes to change a student’s grade after it has been entered into the system must complete a “Change of Grade Form,” obtain the appropriate signatures, and submit it to the Registrar. Only the Registrar or Registrar’s designee has the access and authority to change a grade, and the change must be approved by the instructor of record or the Provost. The form for changing grades can be found at: https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/.
- A grade may be changed, prior to the deadline, to correct a clerical or administrative error, or to correct an error in the calculation or recording of a grade. A change of grade will not be based upon additional work performed or re-examination beyond the established course requirements. Faculty members may not change grades via MyPark; all grade changes will be entered by the University Registrar after receiving appropriate documentation.
- No grade changes shall be granted more than one calendar year after the original grade submission deadline. Any change of grade, prior to the deadline, will be initiated by the faculty member who assigned the grade. All requests for grade changes must be adequately documented.
- Any person who violates this policy is subject to immediate dismissal for cause. The actions of persons violating this policy may also be reported to governmental officials.

Source: University Catalog.

**Incomplete Grade**
In order for a student to take an Incomplete in a course, the faculty member and student must fill out a “Contract for Incomplete” located at https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13._FORMS/

The notation “I” may be issued only upon written completion of a “Contract for Incomplete” signed by the student and the instructor and placed on file in the Office of the Registrar or Campus Center. An Incomplete will not be issued to a student who has unexcused or excessive absences recorded for a course. An “I” indicates that the coursework was not completed in the time allotted in the semester/term through no fault of the student as determined by the instructor. Final assessment of the grade is postponed to no later than the last day of the semester/term immediately following the semester/term in which the “I” was received, unless an earlier deadline was established by the instructor. Failure on the part of the student to complete the work will result in a grade of “F.” **NOTE:** Taking an “I” (Incomplete) may suspend the student from financial aid.

**Grade Appeal Policy**

1) All grade appeals must be initiated within 30 calendar days of the end of the term in which the grade to be challenged was recorded.

2) The student bringing the appeal must first discuss the issue with the faculty member who assigned the grade.

3) If a mutually satisfactory resolution is not reached in conversation with the faculty member, the student must discuss the issue with the appropriate Department Chair or Campus Center Academic Director.

4) If, after discussions with the faculty member and the Department Chair or Campus Center Academic Director, a resolution has not been reached, the student may file with the respective academic Dean a formal grade appeal.

5) All students intending to file a formal grade appeal must do so within 60 calendar days of the end of the term in which the grade to be challenged was recorded, and must use the Grade Appeal Form located at https://my.park.edu/ICS/Student/grades/Grade_Appeal.jnz

6) Students must submit the completed Grade Appeal Form and any supporting documentation to the appropriate Campus Center Academic Director, or academic Dean. Campus Center Academic Directors forward such appeals to the Associate Dean of PDL, who will then forward it to the appropriate academic
Dean.

7) Once the documentation is received by the School/College Dean, the student will be notified by the academic Dean.

8) Within 7 calendar days of receipt of the complete student petition, the faculty member named in the appeal will be informed that the issue has been elevated to the level of a formal appeal. He/she will be given access to the files submitted by the student. The faculty member will be given 14 calendar days to submit a response to the academic Dean. The Dean may, in extreme circumstances, extend the deadline for faculty input (e.g., in cases where the faculty member is on vacation or is ill). In those instances, the Dean will notify the student of the extension, new dates, and general reason for the extension.

9) The student appeal information, together with the faculty response, will be considered the formal Grade Appeal Dossier, which will be secured in the College/School Dean’s office during the appeal process.

10) The Dean will review the case and render a decision. That individual may also employ the assistance of a formal College/School Appeal Board. In cases where such a Board is assembled to hear a case involving a student from a Park Campus Center, the Dean will ensure that the appropriate Campus Center Academic Director is formally involved in the process. The decision of the Dean will be rendered within 14 calendar days of the completion of the Grade Appeal Dossier.

11) The Dean will immediately notify the student of the decision in writing.

12) The decision of the Dean will be considered final. Appeals to the Vice Provost can be made only on the basis that the established policy outlined here was not followed. Simply disagreeing with the decision is not grounds for further appeal. Students may contact the Student Assistance Center for assistance with these guidelines and procedures.

Source: FCI Resource Guide and Undergraduate Catalog.

Academic Withdrawal Policy
Park University has three types of withdrawal from courses – administrative withdrawal, academic withdrawal, and unofficial withdrawal. Withdrawals may have implications for financial aid, and students with financial aid should refer to the financial aid policies in the Tuition, Fees, Grants, Scholarships and Financial Aid section of the University
catalog (www.park.edu/catalog). Additionally, international nonimmigrant students who are withdrawn from a course may lose their lawful nonimmigrant status. Student-athletes who are withdrawn from a course(s) may jeopardize their eligibility.

Park University reserves the right to administratively withdraw a student from class(es) for failure to meet financial obligations or failure to participate in an academically related activity in a class during the first two weeks of the semester/term. If a student fails to initiate the academic withdrawal process and has not participated in an academically-related activity in the class during the first two weeks of the semester or term, the University will initiate an administrative withdrawal with no record on the transcript.

Students are able to initiate an academic withdrawal until the last day of the semester/term. Students who initiate an academic withdrawal no later than two-thirds of the way through the semester/term will receive a “W.” Students who withdraw from a class after two-thirds of the way through the semester/term will receive a “WF.” Refer to the grading policy for additional information. Students must officially withdraw through the Student Success Center or by e-mailing advising@park.edu.

An unofficial withdrawal is given to a student who does not successfully complete any of his/her courses and stopped participating in classes without officially withdrawing, as required.

Source: University Catalog

6.18 OFFICE HOURS

During any term or semester a full-time faculty member is scheduled to teach, he/she is required through the CBA to reserve a minimum of two hours for each three hours of teaching load spread throughout the week, and otherwise by appointment at times other than the scheduled office hours. A schedule of those reserved hours will be posted in a conspicuous location at or near the faculty member's University office and listed on the course syllabus for each course taught by the faculty member. A copy of the faculty member's schedule will be delivered to the office of the Academic Supervisor during the first full week of class meetings.

The above requirements apply to office hours for online teaching as well; in order to qualify as an online office hour, the faculty member will be available by phone, email, chat, instant messaging, and/or other technologies during the specified period of time.

Source: CBA Article 15.8.
6.19 SYLLABUS

All faculty are required to submit their syllabi for approval by their respective Academic Supervisor (typically) Department Chair or Program Coordinator prior to the start of the term/semester. Faculty can access the syllabus system at https://my.park.edu/ICS/Faculty/Syllabus.jnz. Faculty who wish to access syllabi from previous terms/semesters may do so by searching the course schedule at http://www.park.edu/course.

6.20 STUDENT OPINION OF TEACHING SURVEYS

The overall purpose of course evaluation is to provide the instructor with important data on student perceptions. Direct feedback is an essential and valuable means by which faculty can learn how they are interacting with their students. It allows instructors to evaluate the effects of teaching material, methods and theories, and make appropriate adjustments.

The Survey of Student Opinion of Teaching is administered at the end of every term to help monitor all Park University educational programs on the Parkville Campus as well as at the Campus Centers. The survey is considered as part of the faculty performance review process. The Summary of Student Opinion is to become part of the faculty file maintained at the Campus Center.

Per the Faculty Collective Bargaining Agreement, a full-time faculty Member’s “evaluation in the area of Teaching will consider the results of Student Opinion of Teaching Surveys or other University-approved means of collecting student feedback post-course, as one of many artifacts related to Teaching effectiveness; Student Surveys, however, may not serve as the sole determiner of a Member’s evaluation or serve as the sole basis for personnel action (e.g., non-renewal, termination, or the issuing of a Performance Improvement Plan). (2018-2021 Faculty Collective Bargaining Agreement, E.7)

Procedure
1) Faculty and students are notified via email one week prior to the surveys opening. The emails will contain the date and time the surveys open; a link to the surveys (park.campuslabs.com/courseeval/); and the date and time that the surveys close. All surveys are open the last two weeks of a term or semester (7th and 8th weeks of an 8-week term, and 15th and 16th weeks of a 16-week semester). Once the surveys close, they cannot be re-opened so it is vital that faculty communicate to their students the importance of completing the surveys during these two weeks.
2) Faculty will have until the day before the surveys open to add custom questions to their surveys. A link is included in the email sent one week prior to the survey’s opening with information on how to add custom questions.

3) The faculty should remind students in the class during the 7th and 8th weeks that the survey should be completed (15th or 16th week of a 16-week semester).

4) Students will receive reminder emails throughout the two week survey period. Students will receive these emails until they have completed all of their surveys. Once they have completed their surveys, they will no longer receive reminder emails. Students are able to save surveys that are in-progress for completion at a later date. If the surveys close with surveys that saved in-progress, those surveys will not be included on the summary reports. Once surveys close, they are not able to be re-opened, so it is important that students complete any in-progress surveys prior to the survey close date.

5) Instructors receive access to their results one week after the survey closes. Faculty will receive their results via email and can also access results via their dashboard at park.campuslabs.com/faculty/. Survey questions are always available for viewing on the faculty dashboard and the Office of Institutional Effectiveness page in MyPark.

6) If the instructor decides the class will use the University lab to take the survey, the instructor will notify the Campus Center Director as to time the class would like to use the lab to administer the survey (if applicable).
   a. Faculty will see that the class is in lab at the scheduled time and the instructor will not stay in the room while the survey is completed by the students.
   b. If a class has available computers other than at the Park Campus Center and the decision is made not to use the University lab, the instructor will notify the Campus Center Director of this decision.
   c. The Campus Center Director will schedule times during the 7th and 8th weeks for classes to use the computer lab to complete the survey if requested by the instructor.

7) Instructors can also have students complete the surveys during class on their smart phones and tablets. If an instructor decides to use class time to have students complete the surveys, instructors should leave the room while students are completing the survey.
8) The login and password used in MyPark will gain entry for the student and instructor into the survey, and instructors access to their dashboard.

**Viewing Survey Results**

Faculty will receive an email one week after the survey closes with information on how to view their results. A step-by-step guide can be found below:

a. One week after the close of the surveys, an email will automatically be sent to faculty with instructions on how to access their results via the faculty dashboard (see below). It is important to note that faculty are not able to download a copy of their results report from the faculty dashboard. Therefore, it is strongly encouraged that faculty save the PDF files that are sent to them via email.

b. View through faculty dashboard

   i. Enter: park.campuslabs.com/faculty/. Please note that Campus Labs does not support Internet Explorer and recommend students and faculty use either Chrome or Firefox browsers to access their dashboards and surveys.
   
   ii. Enter for “Username:” Park ID number.
   
   iii. Enter for “Password:” your Park University password.
   
   iv. At the top of the page, under “Course Evaluations Summary,” your courses and the survey responses will be listed. Below this, under “My Courses,” a list of your courses will be shown along with the number of enrolled students, response rate, and days remaining in the survey. Below this information, click the “View Results” button. By clicking this button, faculty are able to see their quantitative results, qualitative results, and perform a segment comparison on their results. Results can be downloaded as PDF files by clicking the small blue printer icon above the response rate. The printer may need to be changed to “Adobe PDF” or “Save as PDF”. If your courses are incorrect, or you see a message stating there are no courses for the term, you will need to change the term you are viewing. You can do this by clicking the dropdown box above the response rate and selecting the appropriate term.

   1) After clicking on “View Results” there are three tabs, quantitative, qualitative, and segment comparison. The quantitative tab contains all of your quantitative results (typically questions 1-19 on most surveys). Students are required to answer the quantitative questions.

   2) Qualitative questions are typically questions 20-22 are most surveys, and are optional for students to answer.
3) Segment Comparison allows instructors to compare their results to the results of others in their department, school/college, or at Park University.

v. To return to your list of courses by term, click the gray “Back” button on the left of your screen.

vi. If faculty or students experience any technical difficulties, or have any questions on the survey, please contact assessment@park.edu.

**Important Information**

Students will access the survey via park.campuslabs.com/courseeval/ -- note: only students have access to this link. If faculty would like a copy of the survey questions, they can be downloaded on the Office of Institutional Effectiveness page in MyPark.

- Surveys are available only during the last two weeks of a term or semester. Once the surveys close, they cannot be re-opened.

- Faculty will receive their results (called Faculty Summary Reports) one week after the close of the survey. The results will be sent to them automatically via email and they can also access their results via the faculty dashboard at park.campuslabs.com/faculty/. Reports are not available for download in the dashboard, so it is recommended that faculty save the PDF files sent to them via email. If faculty need reports from previous terms, they should contact assessment@park.edu.

- Students and faculty will access the system using their Park ID number as their username and their Park password.

- Please visit the Office of Institutional Effectiveness page in MyPark for more information on the surveys.

- Any questions or technical issues should be sent to assessment@park.edu.

Source: *FCI Resource Guide*; Office of Institutional Effectiveness

**6.21 TURNITIN**

Turnitin plagiarism software is activated in all course assignments via the Canvas Learning Management (LMS) system. Turnitin is an Internet-based plagiarism-detection and prevention software service created by iParadigms, LLC. Papers written by students are submitted to Turnitin, which checks the documents for unoriginal
content. Faculty are therefore encouraged to enable and use Turnitin on as many appropriate writing assignments as they deem appropriate.

The default setting for all course assignments in the Canvas LMS is to not have Turnitin activated, choosing to activate Turnitin on an assignment is therefore a faculty-choice option. Setting up an assignment to use Turnitin on a Canvas assignment is fairly straight forward, complete written instructions and a video demo is provided here: http://pdl.park.edu/turnitin/.

Policies regarding Park’s usage of Turnitin for faculty and students is provided at http://www.park.edu/park-distance-learning/academic-policies.html.

See the written instructions and a video demo is provided here: http://pdl.park.edu/turnitin/

Additionally, a Turnitin Instructor User Manual on viewing “Originality Check” is located here:

NOTE: Park is currently not using the “GradeMark digital assessment,” “PeerMark” and “Grade book” portions of Turnitin at this time.

Generic resources from Turnitin are also available at: http://turnitin.com/en_us/training/professional-development. The Resources section includes white papers, webcasts, and research on the use of Turnitin.

6.22 STUDENT ISSUES

Student Rights and Responsibilities
Student Rights and Responsibilities can be located in the current academic catalog. http://www.park.edu/catalogs/

Student Complaints
Student Complaint and Concern Form can be found at this link https://my.park.edu/ICS/Student/ConcernComplaint/

Student Travel Grants
Student travel for the purpose of attending professional/academic conferences is not guaranteed by Park University, but made available on a case-by-case basis, and only if funds are available.

**Guidelines:**
- The University will financially support student academic travel only for students in good academic standing and only if the student is accompanied by a Park University faculty member.

- A student can receive academic travel grants only if the student is enrolled, full time, during the semester when the trip takes place.

- Students should first solicit funds from other University and professional sources for such travel. In many cases, students also are encouraged to undertake fundraising activities.

- Students can receive funding from this fund for one trip per academic year.

- All student travel must comply with all relevant university policies, including policies regarding travel liability, insurance, and student conduct.

Applications for academic travel grants must include a completed travel grant request form signed by the applicant, the faculty member accompanying the student, the Department Chair, and the Dean/Associate Dean before being submitted to Academic Affairs. This application must also include a letter outlining the need to travel and if any other funds are used for the same trip. The application must also include a brief letter of support from the faculty member accompanying the student. Preference will be given to applicants who request grants three months prior to the date of travel.

Half of the available travel funds will be reserved for travel during the fall semester, and half reserved for travel during spring and summer semesters. If fall semester reserved funds are not expended, they will be made available for spring and summer academic travel.

Funding for the first trip during an academic year will be disbursed according to the following guidelines:

- For travel to conferences to make presentations a student may receive up to $500 of authorized and justified expenses.
• For travel to conferences to participate as a discussant or panelist, or to attend in some type of official capacity a student may receive up to $400.

• For travel to conferences simply to attend, a student may receive up to $250.

6.23 STUDENT SUPPORT SERVICES

Academic Support Center
https://www.park.edu/academics/academic-support-center/

Behavioral Intervention Team
https://www.park.edu/life-park/behavioral-intervention-team/

Career Development Center
https://parkuniversity.thankyou4caring.org/pages/career-home

Counseling Center
https://www.park.edu/life-park/counseling-center-health-services/

Enrollment Services
http://www.park.edu/enrollment-services/

Office of International Education
https://www.park.edu/admissions/international-student-admissions/office-international-students/

Park Warrior Center
http://www.park.edu/military-and-veteran-student-services/

Student Life
http://www.park.edu/student-life/

Testing Center
http://www.park.edu/testing-center/tests.html

6.24 TEXTBOOKS

The approved text book list for all Park University courses can be found on the Textbook/Resource List on the “Faculty” tab in MyPark. To access the list, login to MyPark and click the “Faculty” tab then click “Park Distance Learning Faculty
System Access” under “Faculty Academic Tools.” Log in to the system using your Park ID and password. To view approved textbooks click the button next to “Textbooks Administration” and then click “Choose.” From this screen you can view the master list of all approved textbooks, request desk copies, submit your textbook choices, and more.

Please note that faculty members are asked to submit their order 10 weeks prior to the beginning of a term. For questions about ordering textbooks contact your Program Coordinator or the University Bookstore at (816) 584-6747 or at bookstore@park.edu.

Text order due dates:

- March 15 for Summer
- April 1 for Fall
- October 15 for Spring

6.25 TUITION AND FEES

Information about current tuition and fees can be found at:
https://www.park.edu/tuition-financial-aid/tuition-details/

Section 7 - Assessment

7.1 ASSESSMENT

Park University recognizes the importance of assessing student learning and is committed to the ongoing development of rigorous and meaningful learning experiences for our diverse student population. Foundational to our efforts in the area of academic assessment are four fundamental questions:

1. What are students expected to know?
2. What do students know?
3. How do we know they know?
4. How do we use the results of assessment to improve student learning?

Working Definition of Assessment
Assessment is a systematic and ongoing cycle of gathering, interpreting, and disseminating information about student learning. Assessment leads to decision-making
that enhances the quality of teaching and learning by providing important information on the effectiveness of academic programs.

Common misconceptions exist regarding assessment and the role of faculty and administration in the process. The following statements help articulate Park University’s stance on assessment by identifying what assessment is not:

- Assessment is not solely an administrative activity. Faculty must actively engage in the process.
- Assessment is not an infringement on academic freedom.
- Assessment is not simply course testing. It may involve formative and summative measures, informal and formal activities.
- Assessment is neither quick nor easy. It is a conceptually, educationally, politically, and administratively complicated process.
- Assessment never ends and is ever-changing...and change is challenging.

**Park University Assessment Philosophy**

Assessment of student academic achievement is a continuous and integrated set of activities (knowledge acquisition, skill acquisition, or attitudinal development) and serves as a catalyst for change. At Park University, assessment is an integral part of the University’s strategic planning initiatives. The collection and dissemination of assessment data contributes to decision-making regarding student academic growth and curricular revision. Assessment of student learning at Park University takes shape in four stages:

1) Gathering information about student academic achievement.
2) Interpreting information about student academic achievement.
3) Sharing information about student academic achievement.
4) Responding to information about student academic achievement.

Academic assessment at Park University embraces the following principles suggested by the Higher Learning Commission. Although put forth in 1991, these principles remain, for the most part, unchanged. Park University’s academic assessment plan:

- flows from the institution’s mission;
- is founded and supported by the faculty;
- has a conceptual framework;
- has broad support throughout the institution;
- uses multiple measures;
- provides feedback to students, faculty, and the institution;
• is cost-effective and executable;
• supports the notion that the assessment plan is continually evolving and will change as needed;
• has a mechanism to evaluate the plan;
• leads to sustaining and improving student learning expectations; for some programs/units this may involve a gradual, steady, and continuous rate of improvement.

Academic assessment occurs at the course and program-level via Core Learning Outcomes, Core Assessments, and Core Assessment Rubrics for all courses; an annual program assessment report, and periodic comprehensive program assessments. The College Assessment Committees are responsible for approving course and program-level assessment measures. Office of Institutional Effectiveness and the Faculty Senate’s University Assessment Committee support the five-year comprehensive academic program assessment and undertake efforts to build faculty capacity to oversee effective outcomes assessment.

The Office of Institutional Effectiveness MyPark portal contains the University’s Assessment Plan and all policies and documents related to assessment at the University: https://my.park.edu/ICS/Offices/OIE/.

7.2 PROGRAM ASSESSMENT PLANS AND ANNUAL PROGRAM ASSESSMENT REPORTS

In accordance with Program Assessment Plans approved at the department and School/College level, academic leadership enacts direct and indirect outcomes assessment across modalities, as applicable to each program. Annual Program Assessment Reports present analysis of student performance data against program outcomes. The report also requires each academic department to provide an interpretation of the data and a plan for acting on the data. Accredited programs may substitute reports sent to the accrediting body with an executive summary. These yearly assessment reports, either singularly or trended over a five year period, often shape revisions to individual courses (gateway and capstone courses, new course proposals) and curricular and co-curricular assessments.

7.3 ACADEMIC PROGRAM REVIEW

A formal review of each academic program of the University is typically undertaken on a five-year cycle to provide faculty, administration, and the Board of Trustees with information about how well each program achieves its stated goals and student learning outcomes within the context of the overall mission of the institution. Academic Program
Reviews are also tools for future planning for the needs of the program and the University. The goals of the Academic Program Review process are: 1) to promote a shared understanding of the University’s mission and programs and 2) to continuously improve academic programs that are central to the mission of Park University through a self-assessment mechanism. All, or a portion, of the Academic Program Reviews performed each year incorporate a compensated, external reviewer on the team. For more information about this Academic Program Review process, visit the Office of Institutional Effectiveness MyPark portal.

Section 8 - Scholarship

8.1 PROFESSIONAL RESPONSIBILITIES OF FACULTY

The Collective Bargaining Agreement defines, in broad terms, faculty members’ professional responsibilities with regard to scholarship in Article 8 (8.3): “With regard to Scholarship, the Member shall engage in activities that help to organize and contribute to the body of knowledge in their respective disciplines as guided by the University mission. Activities which constitute acceptable Scholarship should be guided by the guidelines for Scholarship as set forth in Appendix G.”

8.2 CRITERIA FOR EVALUATION (DEPARTMENT STANDARDS)

See Approved Department Standards
https://my.park.edu/ICS/Offices/Academic_Affairs/Departmental_Standards.jnz
and Appendix G of the CBA,
https://my.park.edu/ICS/Offices/Academic_Affairs/2012-2015_Faculty_Collective_Bargaining_Agreement.jnz), and Section 11 of this manual.

8.3 FINANCIAL SUPPORT FROM UNIVERSITY

The University provides financial support to faculty for scholarship, including Budgeted Faculty Development funds to support travel to scholarly conferences and an annual Faculty Development Endowed grant program.

8.4 SUPPORT FOR GRANT WRITING

The Office of Sponsored Programs and Research within Academic Affairs provides support to faculty seeking external grant support for academic research. Faculty wishing to apply for grants must first complete a Pre-Proposal form available by contacting the
Office of Sponsored Programs. For more information, visit: http://www.park.edu/osp or send an email to academic_affairs@park.edu.

For all government grants, the allocation of indirect funds are as follows: 50% to the general fund, 25% to an Academic Affairs account, and 25% to a University Advancement account that will be used to set up a matching funds account that will help to seed future government grant requests. **NOTE:** The distribution to Academic Affairs is further distributed to the academic unit and unused monies may carry forward into subsequent fiscal years.

Source: Executive Staff, Approved 12-2015

**8.5 INSTITUTIONAL REVIEW BOARD (IRB)**

An Institutional Review Board (IRB) is a specially constituted review body established to protect the welfare of human participants in research. Federal law states that all institutions supported by a Department or Agency to which the Common Rule applies must establish an IRB to review and approve research involving human subjects.

Park University complies with all Federal regulations (e.g., 45 CFR 46) with respect to the ethical treatment and protection of human and animal research participants. Park University’s Institutional Review Board (IRB) oversees the ethical conduct of research at Park University. Park University is registered with the U.S. Federal Government’s Office of Human Research Protections (IORG Identifier IORG0003602).

All research connected with members of the Park University community must be reviewed and approved by the IRB. The Park University IRB defines “research” as a systematic investigation – including research development, testing and evaluation – involving a living individual about whom you obtain:

1) data through intervention or interaction, INCLUDING surveys and interviews, and/or
2) identifiable private information in a form associable with that individual.

For more information about Park’s IRB, including instructions on submitting applications, please visit: https://my.park.edu/ICS/Offices/IRB/
8.6 INSIGHT: A JOURNAL OF SCHOLARLY TEACHING

*InSight: A Journal of Scholarly Teaching* is a scholarly publication designed to highlight the work of post-secondary faculty that features theoretical and empirically-based research articles, critical reflection pieces, case studies, and classroom innovations relevant to teaching, learning, and assessment. It is an externally refereed scholarly journal published annually by the Faculty Center for Innovation (FCI) at Park University.

*InSight* emphasizes the enhancement of post-secondary education through the professional exchange of scholarly approaches and perspectives applicable to the enrichment of teaching and learning. Relevant to this mission, articles are geared toward post-secondary faculty and administrators; included in this audience are full-time and adjunct faculty; face-to-face, hybrid and online faculty; tenure and non-tenure track instructors; trainers in corporate, military, and professional fields; adult educators; researchers; and other specialists in education, training, and communications.

Recognizing the cross-disciplinary readership of *InSight*, articles present material generalizable enough to have relevance to post-secondary instructors from a range of disciplines.

For more information, visit [http://www.insightjournal.net](http://www.insightjournal.net) or contact [innovate@park.edu](mailto:innovate@park.edu).

8.7 INTELLECTUAL PROPERTY

Park’s Intellectual Property policy contained within the contract that governs online course development (Articles 4.0 and 5.0).

**Ownership and Use of the Online Course by University.**

4.1 The Course will be a Work Made for Hire and the University will own the Online Course.

4.2 The University will have the right in its sole discretion to determine how, when and where to use or not to use the Online Course and to delete and/or modify the Online Course during and after the Term of this Contract and to transmit the Online Course to any students of the University that are taking the Online Course by any existing or future distribution technology that the University elects to use. The University as owner of the Online Course may use or modify any or all portions of the Online Course including the Employee’s Intellectual Content, in other courses, media or any other way the University elects to use.
4.3 Among other things the University, as the owner of the Online Course may permit the Online Course to be taught by University instructors other than the Employee.

**Employee Limited License to Use Employee’s Intellectual Content.**

5.1 The Employee is granted a perpetual, royalty-free non-exclusive, limited license (“Limited License”) to use the Employee’s Intellectual Content to create published works that utilize the Employee’s Intellectual Content and to utilize the Employee’s Intellectual Content for the Employee’s own course development, teaching and research purposes at the University or elsewhere.

5.2 The Limited License specifically excludes any right to use any portion of the Online Course Materials.

5.3 The Employee, in the exercise of the Limited License to use the Employee’s Intellectual Content may not use any trademarks, names, logos or images of the University.

### Section 9 - Service

#### 9.1 PROFESSIONAL RESPONSIBILITIES OF FACULTY

The *Collective Bargaining Agreement* defines, in broad terms, faculty members’ professional responsibilities with regard to service in Article 8 (8.4): “the Member shall engage in activities that further enhance the standing of the University, the College, the Department, the discipline and the community at large. Service to the Department, including attendance at meetings, participation in governance at the Department level, contributions to curriculum quality, assessment, and student mentoring and advising shall take priority over other types of service. This participation may be modified by the Member’s Academic Supervisor.”

#### 9.2 FACULTY SERVICE OPPORTUNITIES

Academic Affairs maintains a list of all University, advisory and Faculty Senate Committees at [https://my.park.edu/ICS/Offices/Academic_Affairs/Committees/](https://my.park.edu/ICS/Offices/Academic_Affairs/Committees/).
Section 10 - Faculty Development, Support, and Recognition

10.1 FACULTY CENTER FOR INNOVATION

Established in 2005, the Faculty Center for Innovation (formerly the Center for Excellence in Teaching and Learning) supports full-time and adjunct Park University faculty in achieving their teaching, scholarly engagement, and service goals. A cross-disciplinary Faculty Advisory Council of the Faculty Senate shapes yearly programming. For more information and resources, visit www.innovatepark.org or https://my.park.edu/ICS/Offices/FCI/.

10.2 KANSAS CITY PROFESSIONAL DEVELOPMENT COUNCIL

Park University is a member institution in the Kansas City Professional Development Council, which provides professional development workshops and certificates to staff and faculty. The Council also hosts an annual “Enhancing Teaching and Learning” conference. For more information, please visit: http://www.kcpdc.org/.

10.3 FRED PRYOR

For more information about professional development workshops provided by Fred Pryor, visit: http://www.pryor.com/.

10.4 BUDGETED PROFESSIONAL DEVELOPMENT FUNDS

Each year, the University budgets funds to support full-time faculty members in meeting their professional development goals, in addition to those provided through the Faculty Development Endowed Fund (described in the next section). As such, the University establishes a pool of money equivalent to $2,000 per full-time faculty member ($1,000 for full-time faculty at the rank of Lecturer) to be used to provide additional financial support for the professional development of faculty members. Members may be awarded up to $2,500 for international travel ($1,250 for full-time faculty at the rank of Lecturer) at the discretion of the University. Applications must be submitted to the Member’s Academic Supervisor no later than three months prior to the date on which the funds, if approved, are to be expended. Please consult CBA Article 20 for more information. Each application must be on the form provided by the University, located at: https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13._FORMS/
10.5 FACULTY DEVELOPMENT ENDOWMENT GRANTS

As noted in Article 20 of Collective Bargaining Agreement, each full-time faculty member has an obligation to teach effectively, to conduct scholarly research, and to undertake service to enable the University to grow and develop as an academic institution. The University’s Faculty Development Endowment Fund exists to improve the academic programs at Park through direct financial grants by the University to Members.

The Fund’s goals are:
- To improve the academic programs of the University through scholarship,
- To enhance the effectiveness of members as instructors and scholars per their departmental standards,
- To improve faculty moral,
- To coordinate long-range goals of the University with faculty projects.

According to Appendix B, fundable professional development activities include:
- Scholarship and research – to increase one’s knowledge of his/her discipline or field (e.g., materials, software, travel, etc. to foster the development of scholarly or creative projects).
- Curriculum development – to improve one’s teaching in a broad area or as part of a major, minor, certificate or single course (e.g., materials, books, film, equipment, training, seminars, etc.).
- Personal and professional enhancement – to enhance the personal and professional growth of a faculty member (e.g., reading materials, travel, training, workshops and seminars, tuition, etc.).

Applications for FDE grants are due by the date indicated on the Academic Calendar (typically September). The application form can be accessed at:
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13._FORMS/

10.6 SABBATICAL LEAVE

Sabbatical Leave Policy and Procedures are outlined in the Collective Bargaining Agreement Article 19. Key points include:

Eligibility
Faculty member holding the ranks of Instructor, Assistant Professor, Associate Professor, and Professor are eligible to apply for sabbatical leave. Those faculty members holding the rank of Lecturer are not eligible.
Sabbatical Report
Upon completion of each Sabbatical, the Member who took the Sabbatical will prepare a written synopsis (Sabbatical Report) of the professional accomplishments achieved by the Member during the Sabbatical and submit the Sabbatical Report to the Member’s Department Chair, Associate Dean, Dean, the Provost and the Tenure and Promotion Committee.

The report should be submitted, at the latest, two months following the end of the sabbatical. This narrative should include all of the following sections:

- A brief chronological outline of time spent during the sabbatical.
- Goals
- List goals provided on the sabbatical application.
- List goals achieved during the sabbatical.
- Describe additional achievements beyond those planned, or reasons why certain proposed goals were not met.
- Describe how your sabbatical experience will benefit your work at Park University.
- Describe how you plan to pursue other benefits or outcomes from your sabbatical experience (such as conference presentations, publications, new courses, etc.).
- Describe how you plan to share, or have already shared, your sabbatical experience with the Park University community (e.g., Academic Conversations, Faculty Lecture Series, Faculty Senate Report, etc.).
- Provide a brief evaluative narrative of your sabbatical experience, including anything that you would have done differently.

Approved by the Park University Academic Cabinet March 2, 2006.

Criteria for Evaluating Applications
An appropriate proposal for sabbatical leave describes a project to be undertaken during the time of the leave. That endeavor constitutes

- an academic, scholarly, or creative project in, and within the standards of, the applicant’s academic or professional discipline;
- a project appropriate to the length of the sabbatical, one that will make thorough use of the time but that also promises at least near-completion by the time’s end;
- a project that will produce concrete results, such as (but not restricted to) manuscript(s) for publication or creative work(s), with plans for appropriate dissemination or distribution of those results;
• a project with demonstrable impacts not only to the faculty member but to an identifiable group or groups such as (but not restricted to) Park University students, the faculty member’s academic department, the faculty member’s academic or professional discipline or a recognizable subset of the discipline, a wider and possibly non-academic audience or population;
• a project that will be shared, by whatever means seem most appropriate and accessible, with the members of the Park community, either as a final product or, while underway, as work in progress.

All disciplines deserve equal consideration within the academy.

Passed by the Faculty Senate - March 19, 2010
Approved by Academic Affairs - March 24, 2010

The “Application for Sabbatical” form can be found at: https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13/forms/

10.7 GROW YOUR OWN PROGRAM

Park University’s Grow-Your-Own Program is designed for full-time faculty members who are seeking financial assistance to defray the costs associated with working toward completion of a terminal degree.

Eligibility
Applicants must be Park University full-time faculty, and must have completed a minimum of one year of service as a full-time faculty member at Park University. Applicants must also be accepted into, or already enrolled in, an accredited terminal degree program.

Selection Criteria
Applicants will be evaluated on the basis of:

• Years of service to Park University
• Rationale presented by the applicant
• Relationship of request to faculty’s members Professional Development Plan
• Value of request to faculty member and to Park University
• Perceived ability of faculty member to complete work in a timely manner
• Progress toward degree already made by faculty member
• Annual Faculty Performance Reviews of faculty members and faculty member’s performance to date
• Extent of support from faculty member’s Academic Supervisors
• Number of faculty in a given department already receiving assistance
• Available funds and number of applicants or current participants (Exceptional or unique circumstances may be considered at applicant’s request.)

**Funding**

Recipients may receive a maximum reimbursement of $300 per credit hour of tuition. Recipients are eligible to receive reimbursement for a maximum of 12 credits per academic year. Recipients may receive assistance for a maximum of four years, contingent upon satisfactory progress. Reimbursement is offered for tuition only.

**Application Procedure**

Each applicant must complete Grow - Your - Own Application Form, located at: [https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13/forms](https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13/forms) and then submit the form and supporting materials (including letter of support from Department Chair) to the Provost.

• Provost forwards applications to review committee.
• Review group presents recommendation to Provost. Provost makes decision based upon the recommendations of the review group, Deans, and Department Chairs.
• Provost informs applicant and those recommending applicants.

**Application Timeline**

<table>
<thead>
<tr>
<th></th>
<th>Funds requested beginning in Spring semester/term</th>
<th>Funds requested beginning in Summer or Fall semester/term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application due:</td>
<td>September 1</td>
<td>January 1</td>
</tr>
<tr>
<td>Committee review with recommendation to Provost:</td>
<td>October 1</td>
<td>February 1</td>
</tr>
<tr>
<td>Provost action:</td>
<td>November 1</td>
<td>March 1</td>
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</tbody>
</table>

**Reimbursement Procedure**

Those accepted into the program will be asked to submit a statement indicating the tuition to be paid by the faculty member. The University will reimburse the faculty member upon receipt of this statement.

At the completion of each term, the faculty member will be required to submit a grade report indicating that the faculty member has passed the course with either an
A or B grade. Failure to submit this grade report, or failure to receive the requisite grade, will result in the faculty member having to reimburse the University for the amount received by the faculty member.

At the conclusion of each year, recipients must complete a report indicating progress made toward degree completion.

Faculty members who accept grants from the Grow-Your-Own Program will continue their employment for a minimum of one year after receipt of any award.

Criteria for Continuance in Program
Once accepted, recipients in the program would retain their eligibility for tuition reimbursement provided that:

- The faculty member is making significant progress toward degree completion (as determined by the proposed plan of degree completion submitted at the time of application progress reports completed by the recipient);
- The faculty member receives satisfactory periodic reviews from Park University;
- Progress reports completed by the recipient; and the faculty member receives satisfactory periodic reviews from Park University.

11.8 Faculty Awards

The University recognizes faculty accomplishments in a variety of ways, including the “Academic Affairs Celebrates Excellence” campaign, which, twice yearly, recognizes adjunct and full-time faculty nominated for recognition by their peers. Also on an annual basis, the University confers faculty awards at the Doris Howell Leadership Awards Banquet and the Spring Honors Convocation (see dates on the Academic Calendar maintained on the Academic Affairs' MyPark site). All faculty, staff, and students are encouraged to nominate faculty through an open call sent out via email in the early spring. The faculty awards include:

- The J.L. Zwingle Award is given to an outstanding faculty member, selected by the student body. The Award was established in 1955 by students to pay tribute to the outstanding educational service provided by President Zwingle during his eight-year tenure at Park, and the qualities of faculty most prioritized by the students who founded the award, including “dynamic teaching methods” and “sincerity of dedication to teaching as a vocation of service” (Stylus, May 5, 1955)
- The Excellence in Academic Advising Award is given to recognize faculty who have achieved excellence in providing Park University students with capable
academic advising and mentoring. The award is intended to recognize outstanding contributions in helping students define and achieve their academic goals.

- The **Dusing-Proudfoot Award** is given to honor an outstanding contribution by a faculty or staff member of Park University. It is named in honor of two previous Park University professors, Al Dusing and Merrill Proudfoot. These outstanding professors served Park for more than twenty years and were respected for their academic and teaching skills. Both men were concerned about student issues and advocated policies for the betterment of students.

- The **Distinguished Faculty Scholar Award** was established by Manuchair Ebadi, ’60, Ph.D., in 1998 to honor Delta W. Gier, Ph.D., former chair of the Department of Chemistry who served Park from 1948 to 1990. The award pays tribute to a faculty member who shows evidence of commitment to high standards of excellence in the scholarship of teaching, research, and service. The recipient also shows effective and innovative connections between teaching and research, especially by undergraduate student involvement and participation. The award recipient receives a plaque and monetary gift. In addition, an inscribed name plate is placed on the Distinguished Faculty Scholar Award wall plaque, located in Mackay Hall as permanent recognition of the faculty member and the honor.

- The **Distinguished Humanities Faculty Award**, established in August 2007 by Manuchair Ebadi, ’60, Ph.D., celebrates the work, life and thoughts of Woodbridge O. Johnson, Ph.D., professor emeritus and chair of religion and Biblical literature at Park from 1946 to 1966. The award is presented to a University faculty member who exhibits extraordinary accomplishments in research or creative scholarship through teaching, discovery, scholarly or creative work, and service. The award recipient receives a plaque and monetary gift. In addition, an inscribed name plate is placed on the Distinguished Humanities Faculty Award wall plaque in Mackay Hall as permanent recognition of the faculty member and the honor.

- The **Park University Faculty or Staff Newcomer of the Year Award** recognizes outstanding performance of a faculty or staff member during their first year of service at Park University.

- The **President’s Award for Teaching Excellence Award** is given to recognize a full-time faculty member who exemplifies excellence in teaching. The recipient is nominated by his peers, students, and staff for this special recognition.

- The **Provost’s Award for Teaching Excellence** is given to recognize an adjunct faculty member who exemplifies excellence in teaching. The recipient is nominated by peers, students and staff for this special recognition.

- The **Park Family Award** is given to Park employees who best exemplify the caring attitude of a parent toward members of the Park University family. Students nominate individuals who go beyond the expectations of their position to demonstrate care and concern for the well-being of students.
• The **Outstanding Student Organization Advisor Award** is given to recognize organization advisors who have achieved excellence in advising Park University student organizations. The award is intended to recognize outstanding contributions and commitments to the organizations they advise. Examples of contributions to be considered include, but are not limited to, advising on campus activities, increasing the organization’s ability to work as a team towards a common goal, and encouragement of cooperation between and among groups and individuals.

• The **Louisa Davidson Hinde/Carolyn Hinde Zarkaryan Memorial Award** is presented to individuals who best represent the spirit of Park University. Two students and either an alumni, faculty, or staff member are selected annually. The selected recipients promote in others that quality of excellence that has always been associated with a Park University education.

• The **Student Success and Impact Award** recognizes educators (faculty or staff) who have made an outstanding impact on students at Park University. The recipient is recognized for a focus on retention and ability to provide personalized attention to student needs. The award is intended to recognize outstanding contributions of those educators who make a profound difference on student success through information, consideration, dedication, and exceptional service.

Through the generosity of donors, the University maintains several endowed Chairs/Professorships. Faculty should contact their Dean for information about these awards and how to apply for them.

### Section 11 - Faculty Rights and Responsibilities

#### 11.1 ACADEMIC FREEDOM

1) Academic Freedom is essential to the practice of Teaching and Research. With this understanding, Park University and the Federation fully acknowledge the principle of Academic Freedom in Teaching, Scholarship and publication. However, Faculty also recognizes the serious nature of responsibility that Academic Freedom entails. To acknowledge those responsibilities, Park University strives to adhere to the AAUP standard of Academic Freedom and the limitations and conditions it stipulates.

2) Each Member will, in a manner appropriate to a University Faculty Member, be free to teach, speak, conduct Research, write, publish, and advise; and to specify course content, textbooks, materials, as well as methods of Teaching and grading in each
University course taught by the Member, as long as such actions are consistent with the generally accepted best practices of the Member's academic discipline, and to express ideas at any forum at the University.

3) Each Member's academic freedom is limited, however, by generally accepted best practices of the Member's academic discipline(s); by the academic purposes and standards of the University; by the description of courses in the University’s Catalog; by Department or other University assessment plans and measurement of student learning outcomes; and by accreditation requirement guidelines. Each Member will assure that material used in University courses taught by that Member is relevant to the course.

4) No Member will make any claim to be a spokesperson of the University without prior written authorization of the Provost or the President.

Source: CBA Article 2

11.2 ADDITIONAL COMPENSATION

The University can award additional compensation to full-time faculty members based upon the duties described in Appendix D of the CBA.

11.3 ADMINISTRATIVE RELEASE

The University may assign full-time faculty members non-teaching duties to perform important academic service roles at the University. Such duties will be described in the faculty member's employment contract.

11.4 BENEFITS

Information about full-time faculty benefits, including insurance and retirement, tuition remission, and moving expenses, can be found in Appendix B of the CBA and on the MyPark portal for Human Resources Services: https://my.park.edu/ICS/Offices/Human_Resource_Services/Full-Time_Faculty_Benefits.jnz

11.5 FACULTY LEAVE

Sabbatical Leave
Sabbatical Leave Policy and Procedures are outlined in the Collective Bargaining Agreement (Article 19) and in Section 10.6 of this manual.
Other Recognized Types of Leave
See MyPark portal for Human Resources Services:
https://my.park.edu/ICS/Offices/Human_Resource_Services/Employee_Handbook.js

11.6 MEDIA CONTACT

See Section
https://my.park.edu/ICS/Offices/Human_Resource_Services/Employee_Handbook.js

11.7 TERMINAL DEGREE POLICY

The terminal degree required for tenure and/or promotion considerations is a Master of Library Science for the Professional Librarians, a Master of Fine Arts for the Arts Faculty, a Master of Architecture for Interior Design faculty, and a Juris Doctor or Ph.D. for Criminal Justice Faculty. For all other disciplines the appropriate doctorate in the discipline is required.

This requirement will be included in the initial appointment letter for all newly hired faculty members.

Exceptions to the above may occur:
If faculty with terminal degrees are not generally available in that discipline, then the University President, following a recommendation by the Provost, can waive the terminal degree requirement for tenure, and for promotion to Assistant and Associate Professor.

11.8 RESPONSIBILITIES AND EXPECTATIONS CONCERNING ACADEMIC CEREMONIES

As a professional responsibility and as a show of support for students, faculty members are encouraged to attend the following ceremonies:

Opening Convocation
Opening Convocation is the first formal academic assembly of the school year. All Park students, faculty and staff are invited and encouraged to attend Opening Convocation. At this event, you will be formally welcomed to Park University. Highlights of the
ceremony include bagpipers, a processional of students, faculty in full academic regalia and a convocation speaker.

**Commencement**
The Kansas City Area Commencement ceremony is held at the end of the spring and fall semesters. Faculty and Staff are invited to participate in full regalia. Campus Centers offering accelerated programs hold commencement at various times and locations.

**Honors Convocation**
The Honors Convocation recognizes Park students, faculty and staff for their exceptional scholarly efforts. The event is held in the Graham Tyler Memorial Chapel on the University’s Parkville Campus. In addition to a number of departmental academic honors, the University acknowledges outstanding students and faculty with a variety of special awards.

Source: Academic Affairs

**11.9 SECURITY AND ENVIRONMENTAL SERVICES**

**Campus Safety**

[https://www.park.edu/about-park/campus-safety/](https://www.park.edu/about-park/campus-safety/)

**11.10 STANDARD TEACHING LOAD**

Standard Teaching Load is defined in Article 15 and Appendix D of the CBA.

**11.11 COURSE OVERLOAD**

Park University has an interest in maintaining high-quality courses and allowing faculty adequate time to conduct research and engage in service activities. To assure that quality instruction is not jeopardized and regular assigned duties are able to be performed, Academic Supervisors should closely monitor the amount of course overload granted to faculty members.

Prior approval must be given for any full-time faculty member requesting to teach a course for which additional compensation will be paid (as defined in the Appendix D of the Park University CBA). Deans may approve up to one additional course (3 credit hours or its equivalent) per semester for a total of six credits additional workload per academic year.
Approval for additional course overloads may be granted by the Provost when there is a critical program need and an absence of reasonable alternatives exists. An explanation of the nature of the critical need and absence of alternatives must be provided in the request.

The above limitation does not apply to teaching during the summer. Full-time faculty members may continue to teach up to two courses (6 credit hours) during the summer session without prior approval. Requests to teach in excess of two courses (6 credit hours) during the summer must be approved by the Dean and Provost.

Source: University President, Approved 5-9-2013

The “Request for Teaching Overload” form and details about approval criteria can be found at:
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/

11.12 WORKLOAD MODIFICATION REQUEST (CHANGING TEACHING LOAD)

Pursuant to Section 15.5 of the Park University Faculty Collective Bargaining Agreement full-time faculty members may submit an application to modify the schedule by which they will perform their duties during the Academic Year. The form for workload modification is located at:
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/

11.13 SUPPLEMENTAL EMPLOYMENT

Article 16.1 of the Collective Bargaining Agreement provides guidance to those faculty who wish to undertake employment outside the University: “A Member who desires to accept employment with another higher education institution in the realm of teaching and/or curriculum development, before accepting such employment, must submit a written request for permission to accept such employment to the Member’s Academic Supervisor. The Academic Supervisor will forward such request to the Member’s Dean, including his/her recommendation. The request must include the name of the proposed employer, a description of the duties of the Member, a good faith estimate of the hours and when those hours will be worked by the Member, the term of such employment, and like information for any proposed third party consulting. The request will describe all other employment or consulting endeavors of the Member so the Dean can make a reasonable decision as to the request. The
Dean may deny the request if the Dean believes that the requested employment or consulting will unreasonably interfere with the duties of the Member at the University, including unreasonable limitations upon the Member’s ability to meet the Member’s professional Teaching, Scholarship, and Service obligations owed to the University as conditions of the Member’s employment at the University.”

For more information, see CBA Article 16.1. The “Supplemental Employment” form can be found at:
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/

11.14 FACULTY GRIEVANCE POLICY AND PROCEDURE

Article 23 of the CBA outlines the definition and procedures related to grievances.

See also the Employee Handbook Section 2.23, https://my.park.edu/ICS/Offices/Human_Resource_Services/Employee_Handbook.jnz that describes the procedures under which Employees may file a grievance under a University personnel policy.

Section 12 - Faculty Promotion, Tenure, and Reappointment

12.1 GENERAL DEFINITIONS AND GUIDELINES

The faculty of Park University is composed of members of the academy who play a major role in recommending individual faculty members for reappointment, tenure, and/or promotion. This statement will serve as a general guideline. Individual departments may also establish discipline specific standards, especially in the area of scholarship (approved by the Provost). In such cases, criteria outlined in the Faculty Performance Review document should be taken into account, including the Professional Development Plan goals approved between the faculty member and his/her Academic Supervisors.

General Definitions

Teaching: Teaching is understood as the process of effectively communicating the essentials of a body of knowledge, content, and methods in a manner that stimulates the learner to think. It is made up primarily of activities under four general categories:

a) Academic program planning and development
b) Instruction

c) Evaluation

d) Academic Advising

Criteria for teaching effectiveness used in the department may include:

a) Student opinions, alumni testimonials, and student performance
b) Teaching observations by supervisor and/or colleagues
c) Innovative teaching techniques and solutions
d) Exceptionally large advising load and proven effectiveness of advising
e) Active participation in teaching seminars/workshops resulting in new course material or new courses
f) Use of feedback provided by colleagues and students for further development
g) Activities to increase expertise in areas relevant to teaching assignment

**Scholarly Activity:** See Appendix G of the CBA

Criteria for effectiveness in scholarly activity may include:

a) Scholarly publications (books, articles, reviews)
b) Paper presentations or panel discussions
c) Editorial guidance for publications
d) Direction of student work of scholarly or creative nature (i.e. results in an external presentation, publication, performance or exhibit).
e) Fellowships and awards
f) Paid periodic consulting or paid free-lance work relevant to the department’s mission
g) Achievement in creative work such as audio, video, or print, 3-D, which has gone through an evaluation process (jury, peer-review, editorial decision process, etc.)
h) Successful grant applications

**Service and Professionalism:** As indicated in the Article 8.4 of the CBA, service involves those activities which further enhance the standing of the University, the College, the Department, the discipline and the community at large. Service to the Department, including attendance at meetings, participation in governance at the Department level, contributions to curriculum quality, assessment, and student mentoring and advising shall take priority over other types of service. This participation may be modified by the Member’s Academic Supervisor.
Professionalism: As indicated in Appendix A of the CBA, professionalism is “The ability of a Member to work cooperatively and professionally with others at the University; the mutually respectful sharing of intellectual authority and professional responsibility for the quality of the University curriculum, instruction and its assessment, scholarly/creative works, and the University culture of learning; the discharge of professional responsibilities in a reliable, conscientious, civil and effective manner that includes mutual respect, freedom of speech, open-minded consideration of ideas, and the principles of good citizenship for the common good of the University and its student learners as documented by the University through Faculty Performance Reviews and Performance Improvement Plans.”

Criteria for effectiveness in service and professionalism may include:

a) Meaningful participation in departmental activities  
b) Active participation in university committees  
c) Sponsorship of student organizations  
d) Serving as department or university representative  
e) Serving in a leadership role in professional associations  
f) Providing advice and expertise to community activities  
g) Willingness to serve the department in times of need  
h) Service should be related to a faculty member’s teaching assignments, scholarly activity and/or the University’s mission.

Source: Academic Affairs:  
https://my.park.edu/ICS/icsfs/Define_general_definitions_2.pdf?target=99a826c6-ec01-42ef-805b-ec72274949b7

12.2 PROMOTION

Eligibility and Criteria for Promotion

Eligibility

Faculty members holding the rank of Lecturer or Visiting Professor are not eligible for promotion.

Criteria for Promotion

The criteria outlined below are the minimum criteria used in making recommendations for promotion. This document is not intended to indicate that meeting these criteria guarantees promotion in rank.
A. General
   1) Merit and not time in rank should be the principal basis for promotion.
   2) Tenure and promotion are considered independently.
   3) Members will become eligible for promotion according to the schedule contained in the CBA.

B. Instructor
   1) Holds a master’s degree in an appropriate discipline.
   2) Shows evidence of potential for effective teaching.
   3) Has limited teaching experience at the University level.
   4) Has limited practical experience in the field.

C. Assistant Professor
   1) Holds a terminal degree (or is ABD) in the discipline.
   2) Demonstrates effective teaching.
   3) Is active professionally.
   4) Provides significant University and community service.
   5) Demonstrates evidence of scholarly activity appropriate to the rank.
   6) Has received at least a “Meets Expectations” rating in the areas of teaching, scholarship, and service in his or her periodic reviews over the past two years.

D. Associate Professor
   1) Holds a terminal degree in the discipline.
   2) Shows evidence of effective teaching.
   3) Is active professionally.
   4) Provides significant University and community service, and service to the discipline.
   5) Demonstrates evidence of scholarly activity appropriate to the rank.
   6) Has received at least a “Meets Expectations” rating in the areas of teaching, scholarship, and service over the past two years in his or her periodic reviews, and has received a rating of “Exceeds Expectations” in Teaching in his or her periodic reviews at least once during the past four years.

E. Professor
   1) Holds terminal degree in the discipline.
   2) Shows evidence of distinguished teaching.
   3) Is active professionally.
4) Provides service in the form of leadership in university and community affairs or in the discipline at a national level
5) Demonstrates evidence of scholarly activity appropriate to the rank.
6) Has received a minimum rating of “Meets Expectations” in the areas of teaching, scholarship, and service over the past two years in all his or her periodic reviews, and has received a rating of “Exceeds Expectations” in teaching and scholarship or service in his or her periodic reviews at least once during the last four years.

**Application Procedures for Promotion**

Promotion applications are submitted in the late fall by the date indicated on the Academic Calendar.

Per the CBA (Article 11.11), promotion eligibility is as follows:

- Instructors are eligible to apply for promotion to Assistant Professor after completion of six (6) semesters (fall and spring) of full-time employment at the University.

- An Assistant Professor will be eligible to apply for promotion to Associate Professor after completion of ten (10) semesters (fall and spring) of full-time employment at the University. Members with at least four years of continuous employment by Park University, with the same number of years credited toward tenure and promotion, and who hold the rank of Assistant Professor, will be automatically promoted to the rank of Associate Professor if granted Tenure.

- Associate Professors will be eligible to apply for promotion to Professor after completion of ten (10) semesters (fall and spring) of full-time employment at the University.

To apply for promotion, full-time faculty prepare a portfolio following the guidelines presented in the University Portfolio Checklist and demonstrating their attainment of the departmental criteria for teaching, scholarship and service. This portfolio is submitted to the Chair/Academic supervisor for departmental review, the Dean, the University Tenure and Promotion Committee, the Provost, and finally to the Board of Trustees. Provided that the Board approves the application for promotion, the promotion will take effect at the beginning of the next Academic Year.
Portfolio Checklist Form
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/Faculty_Evaluation/

Portfolio Release Form
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/Faculty_Evaluation/

1. By the date indicated on the Academic calendar (early in the fall semester) of each year the Provost will remind the faculty of the deadline for submission of applications for promotion to their Chair/Academic Supervisor (deadline typically late fall).
2. By the date indicated on the Academic Calendar, faculty make their promotion applications available via Google Drive to their Chair/Academic Supervisor. The Chair then reviews the portfolio and solicits feedback from department members at the rank of Instructor or above (see CBA 8.1.1.4) for the purposes of providing a comprehensive and formal written evaluation for the Dean. The Chair should only consider peer input that is aligned to and substantiated by the departmental standards.
3. By the date indicated on the Academic Calendar, the Chair/Academic Supervisor forwards the promotion application/dossier along with his/her recommendation to the Dean. Likewise the Dean will review the portfolio, departmental evaluation, and seek additional feedback for the purposes of providing formal written evaluation for the T&P committee.
4. The Dean in turn forwards the promotion application, all other recommendations, and his/her recommendation to the Office of Academic Affairs for review by the University Tenure and Promotion Committee, by the date indicated on the Academic Calendar.
5. The University Tenure and Promotion Committee makes recommendations to University leadership on tenure and promotion applications. The Committee composition includes one representative from each School (elected). Members serve two-year terms and may be re-elected. Members must be tenured and hold the rank of Associate Professor or higher.
6. The University Tenure and Promotion Committee considers the candidate’s materials, the Chair, and the Dean’s recommendations. The Committee will validate evidence and deliberate on the nominations. Interviews may be held as part of the information gathering process. The Committee will feel free to gather information from any appropriate source. The Tenure and Promotion Committee will evaluate all pertinent material and vote whether or not to recommend promotion. The vote of the Tenure and Promotion Committee will be by secret
ballot. Deliberations at all review levels shall remain confidential. The policies that govern the actions and processes of the Tenure and Promotion Committee can be found here:
https://my.park.edu/ICS/Offices/Academic_Affairs/Committees/Tenure_Promotion_Committee/Handouts.jnz

7. The Tenure and Promotion Committee’s written report, which includes the vote(s) and a rationale for each recommendation, along with all promotion material, will be forwarded to the Provost by the date indicated on the Academic Calendar (before the end of the fall semester).

8. The Provost will forward his/her recommendation, along with the recommendations of all the other bodies involved, to the University President by the date indicated on the Academic Calendar. If the Provost disagrees with the recommendation of the Tenure and Promotion Committee, he/she will provide the reasons for such disagreement in writing to the candidate and to the Chair of the Tenure and Promotion Committee.

Notification of Promotion
Following January/February Board meetings, faculty will be notified of promotion decisions via a letter from the Provost.

12.3 TENURE

Tenure applications are submitted in the early fall by the date indicated on the Academic Calendar.

Per the CBA (Article 11.5), a faculty member on tenure track must apply for tenure after completion of ten semesters (fall and spring) of full-time employment at the University. A minimum of two, consecutive, full Academic Years of teaching experience at Park University is required prior to applying for tenure.

A. Faculty members applying for tenure must:
   1) Hold the terminal degree in the appropriate discipline.
   2) Show documented scholarship in the appropriate discipline, i.e., demonstrated a commitment to scholarship work and activities.
   3) Have recognized and clearly demonstrated teaching capabilities.
B. Exceptions to A.1 above may occur:
   1) Where an individual’s background and qualifications so warrant, the Tenure Committee may recommend to the Provost or the Provost may recommend to waive terminal degree requirements, or
   2) If replacement faculty with terminal degrees are not generally available in that discipline.

To apply for tenure, full-time faculty prepare a portfolio following the guidelines presented in the University Portfolio Checklist and demonstrating their attainment of the departmental criteria for teaching, scholarship and service (see Section 5.3 of this Manual). This portfolio is submitted to the Chair/Academic Supervisor for departmental review, the Dean, the University Tenure and Promotion Committee, the Provost, and finally to the Board of Trustees. Provided that the Board approves the application for promotion, the promotion will take effect at the beginning of the next Academic Year.

**Tenure Portfolio Checklist Form**
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/Faculty_Evaluation/

**Tenure Portfolio Release Form**
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/13_FORMS/Faculty_Evaluation/

Eligible faculty members prepare a tenure application and submit it to their Chair/Academic Supervisor by the date indicated on the Academic Calendar (early fall). The Chair forwards the application along with his or her recommendation to the Dean by the date indicated on the Academic Calendar.

1) The Dean forwards the application material along with his/her recommendation to the Provost by the date indicated on the academic calendar. The Provost forwards all relevant material to the University Promotion and Tenure Committee by the date indicated on the Academic Calendar.

2) The University Tenure and Promotion Committee makes recommendations to University leadership on tenure and promotion applications. The Committee composition includes one representative from each School (elected). Members serve two-year terms and may be re-elected. Members must be tenured and hold the rank of Associate Professor or higher.
3) The University Tenure and Promotion Committee will examine all relevant materials and forward its recommendation with rationale to the Provost by the date indicated on the Academic Calendar. The committee’s recommendations are advisory in nature. The Provost will then make a recommendation to the President regarding each tenure case. The policies that govern the actions and processes of the Tenure and Promotion Committee can be found here: https://my.park.edu/ICS/Offices/Academic_Affairs/Committees/Tenure__Promotion_Committee/Handouts.jnz

4) The Board of Trustees receives the President’s recommendations for tenure and all other recommendations generated as part of the tenure application process. Once the Board makes a decision on Tenure, the applicant is notified that tenure will be granted as of the end of the current academic year, or an unsuccessful applicant is given a terminal year contract for the following year, by March 31st. However, the University in its sole discretion, after consultation with the Tenure and Promotion Committee, may offer employment on an Academic Year to Academic Year basis to faculty who are denied tenure.

As amended by the Faculty Senate (2/19/2010) and approved by the Academic Affairs 3/2/2010

**Pre-Tenure Review**

As per the current Park University’s CBA (11.4), between 18 and 36 months of a faculty member’s tenure, he or she is required to complete a pre-tenure non-binding review. As a minimum, the faculty member will meet with the Chair and Dean to discuss progress. This review is intended to provide a “mid-term” assessment of the faculty member’s progress toward tenure.

Additionally, all faculty undergo annual evaluation through the Annual Review process conducted between a faculty member and his/her Academic Supervisor. Embedded in this review process is an assessment of the faculty process to date toward tenure. The introduction of the third year review provides a complementary feedback loop.

The third year review process will not provide any type of rating nor does it have salary implications. Rather, the purpose of the third year review is to assist tenure-track faculty in assessing their progress toward tenure midway tenure track. The review is advisory and should be viewed as a helpful, constructive, developmental evaluation. The review addresses the question, “Is this individual making appropriate progress toward a tenure review that is likely to have positive results?” If
done well, the feedback provided to the tenure-track faculty member can greatly enhance chances for success in the tenure process.

Faculty who are granted prior service credit toward tenure will also participate in third year review. This may necessitate doing a review after only one or two years at Park University. For example, if a faculty member is hired with one year prior service, he/she will go up for third year review in the second year at Park University; if a faculty member is granted two or more years of prior service credit toward tenure, he/she will undertake third year review in the first year at Park University.

The goal should be to provide feedback to the faculty member with sufficient time for him/her to respond to peer and department head recommendations or take corrective action before the tenure decision.

**Timeline for Pre-Tenure Review**

During fall semester of the third year of tenure track, either the Chair/Academic Supervisor or an assigned faculty mentor will work with the candidate to prepare the third year review materials. The mentor should be a tenured faculty member who has successfully achieved tenure, and who can provide helpful suggestions and feedback on the process and preparation of materials.

By the date provided by the member's Chair/Academic Supervisor, of the third year review, the faculty member should provide access to his/her materials to the Chair/Academic Supervisor and Dean. In the spring semester, the Associate Provost will convene a meeting with the Chair/Academic Supervisor, Dean, and representatives from the Tenure and Promotion Committee to review the faculty member's materials.

The review should cover the following items:

- Quality and projected impact of scholarship; suggestions as to where scholarly emphasis should be placed in the years immediately ahead.
- Teaching or specific service outcomes including the use of multiple methods of assessing teaching performance or specific service impact.
- General service activity, contributions and significance to the Department/College/University; involvement in a professional organization.
- Strengths observed in the tenure materials.
- Focused discussion given to any areas needing attention.
- Explain the expectations for tenure and promotion in this Department, College and at Park University.
- Expectations for the coming years (years four and five) prior to entering one’s sixth year when application for tenure occurs.
12.4 REAPPOINTMENT

Faculty members are notified of reappointment by March 31st of each year via an employment contract for the next Academic Year. Procedures for submission of signed contracts are outlined in the CBA Article 6.

12.5 REQUESTS FOR CHANGES IN TENURE TRACK STATUS

Applications for conversion to tenure-track status are submitted by the date indicated on the Academic Calendar (typically early fall).

Per CBA Article 11.2, based upon the availability of tenure track lines, any eligible non-Tenure Track Member may apply for Tenure Track, provided the member has earned a Terminal Degree and has held full-time employment as a Member for a minimum of two years. The University may change that Member to a Tenure Track status, with full credit for such years of employment at the University after a Review by the Tenure and Promotion Committee. When the University changes a Member's status to Tenure Track, the University will specify in the Member's Contract the credit toward Tenure that Member will receive for previous Teaching experience.

Eligible faculty members prepare and submit a portfolio and request a change in status to their Chair/Academic Supervisor by the date indicated by the Academic Calendar.

The Chair/Academic Supervisor forwards the request along with his or her recommendation to the Dean by date indicated by the Academic Calendar.

The Dean forwards the application material along with his/her recommendation to the Provost by the date indicated by the Academic Calendar.

The Provost forwards all relevant material to the University Tenure and Promotion Committee by the date indicated by the Academic Calendar.

The University Tenure and Promotion Committee will examine all relevant materials and forward its recommendation with a rational to the Provost by the date indicated by the Academic Calendar. The policies that govern the actions and processes of the Tenure and Promotion Committee can be found here: https://my.park.edu/ICS/Offices/Academic_Affairs/Committees/Tenure__Promotion_Committee/Handouts.jnz
The Committee’s recommendations are advisory in nature. The Provost will then make a recommendation to the President regarding each case.

Section 13 - Faculty Non-Reappointment

13.1 NON-REAPPOINTMENT

When the University decides not to reappoint a non-tenured member, the University will notify the member of the University’s decision not to reappoint on or before December 15th of the current Academic Year. See CBA Article 10 for more information.

13.2 TERMINATIONS FOR CAUSE

Per CBA Article 11.3, “just cause includes, but is not limited to, actions that bear a significant relationship to fitness to continue to serve as a member, such as: serious or substantial violations of professional ethics in administrative, teaching, scholarship, or other professional activities; documented incompetence in teaching, scholarship, or other professional activities; serious or substantial neglect of professional or academic responsibilities. Just cause may also include significant or repeated violations of University policies, rules or regulations.”

See also the Employee Handbook.

13.3 RETRENCHMENT

Per the CBA, “retrenchment” is “a process to reduce costs, expenses, liabilities and to otherwise act to protect the financial health of the University that may be initiated by the University when the University has determined that such actions are necessary due to budgetary or programmatic considerations that require discontinuance, curtailment, modification or redirection of a College, School, Department or Campus Center.” For more information, see Article 12 of the CBA.
Section 14 - Faculty Information and Services

14.1 FACULTY ACADEMIC CALENDAR
https://my.park.edu/ICS/icsfs/AY_18-19_Academic_Calendar.pdf?target=c17f3f53-ba2b-4a07-85ea-86af0025b153

14.2 BOOKSTORE
http://www.park.edu/bookstore

14.3 COPY CENTER
To request copies contact copycenter@park.edu with the following information:

- Department account number
- Number of copies
- Color of paper (if applicable)
- Collated and/or stapled
- 1-sided or 2-sided
- Hole-punched (if applicable)
- Spiral binding (if applicable)
- Folding (if applicable)
- Cutting (if applicable)

14.4 CLASSROOM COPYRIGHT AND FAIR USE
https://my.park.edu/ICS/Offices/Academic_Affairs/Faculty_Manual/12._Faculty_Information_and_Services/12.0.04_Copyright_Policy/Default_Page.jsp?portlet=Copyright_Policy

14.5 FACULTY INFORMATION SERVICES
Information Technology
https://my.park.edu/ICS/Offices/Information_Technology_Services/

14.6 MAIL CENTER
https://my.park.edu/ICS/icsfs/MAIL_CENTER

14.7 PARK IDENTIFICATION CARDS
https://my.park.edu/ICS/icsfs/PARK_IDENTIFICATION_CARDS.pdf
14.8 BUDGET AND PURCHASING
Purchasing forms and policies
https://my.park.edu/ICS/Offices/Purchasing/

14.9 LIBRARY
http://www.park.edu/library/

Section 15 - Miscellaneous Policies

15.1 PERSONNEL POLICIES
(Benefits, Tuition, Employment Procedures)

15.2 POSTHUMOUS DEGREE
This policy is under development.

15.3 HONORARY DEGREES AND AWARDS

Park University recognizes outstanding achievement in either of the following ways:

Honorary Degrees
Honorary Degrees are primarily academic honors and as such are properly awarded only at the commencement exercises. The nomination may arise from any source and should be directed to the Faculty Senate by April of the year prior to the exercise. The Faculty Senate then forwards its recommendation to the Provost, who shall forward the recommendation to the Board of Trustees.

In general, the honorary degree is reserved for:
- An outstanding academic achievement;
- An outstanding contribution to higher education;
- An outstanding contribution to Park University; and/or
- An outstanding service to humans and society.

Distinguished Service Awards
Distinguished Service Awards are commonly granted at the fall opening convocation or the spring honors convocation. Awards are given in recognition of:
- Meritorious contributions at country, state, or local levels
- Outstanding humanitarian service, or
- A beneficent contribution to Park University.

Nominations are presented to the Faculty Senate together with recommended citation at least four months prior to presentation of award.

**Honorary Degree Timetable**

**January (year prior to award)**
Invitation from Provost to faculty, administrators, staff and board members for nominations.

**Feb/March (year prior to award)**
Candidates reviewed by designated Senate Committee.

**April (year prior to award)**
Approval by Faculty Senate

**May (year prior to award)**
Faculty nominations submitted to the Provost. With Provost’s approval, nominations will be submitted to the Board of Trustees for approval.

**May/June (year prior to award)**
Candidates approved by the Board of Trustees are contacted by the President.

**July (year prior to award)**
Official notification sent to nominee (or nominees) by the President.

**May (year of award)**
Presentation of degree at commencement exercises.

Source: Faculty Senate *Faculty Manual* Committee, 2011.

### 15.4 Acceptance of Student Gifts by Faculty Members

The acceptance of a personal gift from students, even if unsolicited, is typically prohibited during a term or semester. If a student gives a personal gift after a term/semester is over and grades are submitted it could be accepted if the value of the gift is $50 or less. A personal gift must be declined or returned if: 1) the personal gift is valued in excess of $50 or of undetermined value or 2) the personal gift is of small value, but multiple gifts from a single source in any calendar year. Faculty are prohibited from accepting gifts of money (cash/check), regardless of the amount, at any time. A Faculty member will notify their academic supervisor regarding any policies that may address gifts from students, especially if the faculty member feels there may be ambiguity or an appearance of impropriety. The supervisor can then provide reasonable advice.
Source: Faculty Senate, Approved 5-1-2015; Office of Academic Affairs, Approved 5-10-2016

15.5 APPROVED DRIVER POLICY

All Park University Staff, Faculty, and Contractors who desire to operate University owned or leased vehicles for official Park University business must be approved through Campus Safety. Park University contractors are eligible to apply for status as an approved driver. Student employees under age 21 and Adjunct Faculty members should not be allowed to become approved drivers of the University except in special circumstances approved by Risk Management in advance. Student employee drivers age 21 and over must have the driving requirement in their job descriptions and be in good standing with the University.

For more information and procedures, visit: https://my.park.edu/ICS/Offices/Safety/Park_University_Approved_Driver_Policy.jnz.

15.6 PARK UNIVERSITY VEHICLE POLICY

https://my.park.edu/ICS/Offices/Safety/Park_University_Approved_Driver_Policy.jnz

15.7 EMPLOYEE RELOCATION POLICY

According to the CBA, Article 4.4.: “The University will not reassign a Member to another Campus Center, or otherwise cause a Member to move geographic locations, without first having explored how the Member’s Teaching Load can be met at the present location through other modes of delivery.”

15.8 GRADUATE ASSISTANTSHIPS

As University funding allows, the University sponsors Graduate Assistantship positions. The Graduate Assistantship program is intended to provide students with meaningful professional experiences that enhance their graduate education and career development.

Within this broad framework, assistantships can focus on:
• **Teaching-related duties**: Providing supplemental instruction or tutoring, leading discussion groups, mentoring students, participating in student learning assessment.

• **Research**: Assisting an academic program or administrative office in conducting research, often leading to presentation and publication opportunities for the Graduate Assistant.

• **Administration**: Assisting an academic program or administrative office with program development, program facilitation and/or support, and program assessment.

Graduate Assistants contribute significantly to the areas within the University they serve. The role supplements and enhances the work of the area served but is not intended to replace core staff duties and functions. Students awarded a Graduate Assistantship received both tuition remission and an hourly wage for up to 20 hours/week (80/month) of work.

Academic Affairs sends a notice in early spring to all Deans and Graduate Program Directors with details on the number of approved positions and application procedures. Requests are vetted through the Deans Council, with the final selections announced by the Provost. Students then apply through Newton and are selected by the respective supervisor of the Graduate Assistantship.

**Exhibits**

**Sample-Reappointment Letter**

**Sample-Amendment to a Contract**
https://my.park.edu/ICS/icsfs/sample_admendment_letter.pdf?target=0abe0233-d98c-4f54-ac25-0b885258dcd8