



FACULTY HANDBOOK

Approved by the National University Board of Trustees: July 29, 2022

PREFACE

The current version of the Faculty Handbook supersedes all previous versions, and its terms replace those contained in previous versions.

This Handbook applies to all full-time and part-time faculty of National University.

Each of the university's school has additional procedures and guidelines that cannot override the Faculty Handbook. School procedures and guidelines (hereinafter referred to as operating procedures) apply to the faculty of a particular school, as opposed to material in the Faculty Handbook, which applies to all full-time and part-time faculty.

The Faculty Handbook Committee of the University Senate is responsible for revising sections of the handbook as requested by the president, provost, or University Senate. All changes to the Faculty Handbook must be presented to the full University Senate and approved by the president and the Board of Trustees before being adopted.

Note: This handbook is a refinement of National University's current faculty handbook and is the work product of the combined efforts of the faculty, staff and administration over a period of more than six months and was produced in the spirit of participatory governance.

The Faculty Handbook

An individual contract, Human Resources (HR) Policies, Information Technology (IT) Policies, and the Faculty Handbook govern the employment relationship of full-time and part-time faculty at National University. The individual contract covers individual terms and conditions of employment, including salary, and contract length.

The Faculty Handbook provides guidance and direction for faculty hiring, position sustainment, reappointment and promotion standards, and faculty duties and responsibilities, to include identifying the criteria, standards, and procedures for faculty development and advancement in student support success. It defines the University's commitment to teaching and learning in the culture we embrace.

Where applicable, the Faculty Handbook provides guidance and direction to the college, school and department to develop and implement operating procedures that are unique.

Federal, state, and local laws prevail in the event of a conflict with Human Resources Policies, the Faculty Handbook, and department operating procedures.

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Section 1: Introduction

1.1 Faculty Handbook Overview

The National University Faculty Handbook provides an overview of faculty roles, the teaching experience, and other pertinent information specific to responsibilities of NU faculty.

The Board of Trustees is the governing body of National University. All the activities and affairs of National University will be conducted by, or under the direction of, the Board of Trustees. The president, who reports to the Board of Trustees is the chief executive officer and has authority over all affairs and activities as directed by the Board of Trustees. The faculty has the right to advise and provide input to the president, the provost, vice provosts, vice presidents, deans, and other administrative officers on issues related to improving teaching and learning, achieving student outcomes, curriculum content, and faculty performance.

The University Board of Trustees reserves the right to review, revise, remove, and interpret the policies and procedures set forth in this Faculty Handbook, and to update them as appropriate to comply with legal and regulatory obligations. Faculty should also refer to the NU Human Resource Policy Manual, which contains additional employment policies and procedures relevant and applicable to the faculty. The Human Resource Policy Manual and other applicable university policies are available on the Human Resources and Policies SharePoint sites as well in your Single Sign On (SSO) Portal.

1.2 Mission and Vision

PROPOSED NU VISION

To be an inclusive and innovative university serving life-long learners who contribute to the positive transformation of society.*

PROPOSED NU MISSION

To deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.*

*Subject to Board approval & Resolution pending approval from WSCUC

1.3 Diversity, Equity, and Inclusion

NU faculty are committed to deepening equitable and inclusive practices through ongoing efforts to foster a climate of collaboration among all NU community members. The faculty value diversity and inclusion in the learning environment and believe it is essential to embed these equitable practices across all aspects of our work and operations.

The National University community seeks to cultivate a community that respects and appreciates all members' dignity and uniqueness, celebrating the unique gifts each person brings. Such respect

and appreciation are reflected in our teaching-learning process, as well as throughout our campus climate. We intentionally engage diversity and inclusion to support our students' social and academic growth. We do so by developing curriculum that incorporates diverse viewpoints, experiences, and social justice, allowing us all to expand our knowledge and practice these values as part of a diverse and inclusive society.

1.4 Academic Freedom

The University supports academic freedom as a right and a responsibility within the academy. As a right, academic freedom ensures the freedom of thought and expression as it applies to the artfulness of teaching, as well as discipline / subject content publication, oral presentation, and extramural activities. Academic freedom as a responsibility includes specific, intentional, learning-science based strategies and andragogical interventions, which will be designed collaboratively across academic stakeholders. While faculty members have the right to choose and use external, third-party materials (for example "textbook") that they deem appropriate to program or course outcomes in their classes, those materials, syllabi and all content must adhere to the design standards as outlined by the president and provost office. Academic freedom grants faculty members the liberty to teach, pursue, discuss knowledge, do research, and publish the research results. In the classroom, faculty have the right to teach and say what they believe to be pertinent to the subject at hand.

Section II: Definitions

Throughout the Faculty Handbook, the following definitions apply:

2.1. Faculty

“Faculty” refers collectively to all full-time, associate, and part-time faculty.

2.1.1 Full-time Faculty are faculty holding the rank of instructor, assistant professor, clinical assistant professor, associate professor, clinical associate professor, professor, or clinical professor.

2.1.2 Part-time faculty may have some of the roles and responsibilities of full-time faculty.

2.2 Colleges and Schools

Colleges and Schools are academic units within National University, concerned with instruction and research, and contributing to the total intellectual development of the students. The term “School” will be used to represent either a School or a College throughout the remainder of this document. Through its schools, National University offers undergraduate, graduate and doctorate degrees as well as credential and certificate programs. The term “School” will be used to represent either a School or a College throughout the remainder of this document.

Schools are created or disbanded only by action of the Board of Trustees upon the recommendation of the president. The president and the provost will engage in substantive discussion with the School dean, the School’s faculty, the University Senate, and Academic Affairs Council, before making a recommendation to the Board of Trustees about the creation or disbandment of a school.

2.3 Department

A Department is an optional element of a School defined by academic and intellectual content, as well as by disciplinary needs or professional curricular requirements.

Departments are created or disbanded by authority of the provost after substantive discussion with the School dean and president and in consultation with the School’s faculty.

2.4 Academic Center

An academic center facilitates certificate programs and specializations, delivers degree programs, and provides external visibility for the university. Because Academic Centers are meant to be flexible units, their scope, mission, and size vary considerably.

An academic center functions similarly to a department. Academic Centers may traverse the boundaries of departments and schools s. They play an essential role in enabling multidisciplinary and interdisciplinary programs and are necessary for the university's infrastructure.

2.5 Program

A program is an organized sequence of courses offering academic credit, the successful completion of which leads to the awarding of a degree, credential, or certificate.

Programs may be created or disbanded by authority of the provost, after substantive discussion with the School dean and president, and with consultation of the School faculty.

2.6 Provost

The provost is the chief academic officer of National University, with primary responsibility for maintaining the integrity and academic excellence of National University's academic programs in consultation with the faculty. The provost reports to the president.

2.7 Vice Provost

The vice provost is an administrative position. The vice provost takes on responsibilities and projects as requested by the provost.

2.8 Dean

As the primary strategic leader of the school, the dean provides support for the faculty, staff, and students by creating an inclusive environment for instructional excellence, scholarship, research, and professional engagement, as well as service to the University and community. The dean is responsible for exceptionally high-value academic programs, as well an operational strategy which supports growth. This position manages the fiscal and human resources of the school. The dean builds on the success of each department by further strengthening the individual programs and by enhancing interdisciplinary collaboration and integration among appropriate disciplines inside and outside the School. This role builds partnerships with alumni and the community and seeks supplemental financial support for both new and existing programs and professional development. The dean reports directly to the provost.

2.9 Associate/Assistant Dean

The Associate/Assistant Dean is an administrative position. The Associate/Assistant Dean takes on responsibilities and projects as requested by the school dean. The job description of Associate/Assistant dean will be provided by the dean and may vary between schools based on the needs of the individual school.

2.10 Department Chair

The Department Chair is the academic leader of department, reporting to the School Dean or his/her delegate. The Department Chair is an administrator who has had a faculty appointment at the professor or associate professor rank.

Department Chairs are appointed by the School Dean for a term of three years. After the first three-year term, the Department Chair may be reappointed for up to two (2) additional two-year terms. They report to the dean and work collaboratively with the Associate Dean, APDs, and

department faculty to ensure quality academic programs, equitable faculty workloads, and fair assessment of faculty work.

The Department Chair's administrative contract includes retreat rights to their faculty position which can be exercised at the end of the term or appointment or when mutually agreed by the dean and Department Chair. In cases where a candidate for Department Chair is hired from outside the university, the person must concurrently be hired as a faculty member in the department at the rank of professor or associate professor. The dean, in consultation with the provost, may remove the Department Chair prior to the end of a term.

2.11 Academic Center Director

An academic center director facilitates degree, credential and certificate programs, research and outreach activities, and provides external visibility for the university. Academic Center Directors are appointed by the school dean and report to the School Dean or his/her delegate.

2.12 Director of Curriculum

The Director of Curriculum supports the Department Chair and the APD who are responsible for the curriculum. The Director of Curriculum drives the School strategy for curriculum development and is responsible for the planning and management of curriculum development in collaboration with all APDs and Department Chairs in the School. This position manages the operation of the schedule of course catalog submission and changes in coordination with the Manager of Academic Operations, Department Chairs and APDs. The Curriculum Director publishes the list of courses scheduled for changes for each academic year, as determined in consultation with the APDs and Department Chairs in the School. The APDs, in consultation with the Department Chair, designate the appropriate faculty member to design or update each course and the Curriculum Director assists in this process. As a proxy for the dean, the Curriculum Director reviews final versions of courses and bears the critical responsibility of ensuring quality. However, the APD and the course author have the final approval of all the content of the course. In addition, the Director of Curriculum ensures curriculum changes follow school level governance processes and manages curriculum changes through the University governance process and the WASC Senior College and University Commission (WSCUC) review process.

2.13 Director of Assessment and Accreditation

The Director of Assessment and Accreditation coordinates the strategy and planning for assessment of academic program effectiveness and student learning in the School/College, in collaboration with APDs and Department Chairs. This high-impact position serves as the point of contact between the schools and university committees engaged with instructional research and departments involved with academic assessment and accreditation. A subject matter expert with a comprehensive understanding of Assessment and Accreditation, this position formulates and implements critical activities supporting assessment of academic program effectiveness and student learning in collaboration with APDs and Department Chairs. The Director of Assessment and Accreditation serves to ensure and promote quality curriculum and student learning with an eye toward diversity, equity and inclusion. This role also facilitates approval of new or revised program, specialization and course proposals throughout the governance process.

2.14 Academic Program Director

The Academic Program Director (APD) directs the strategy, operations and support for the degree program for which this role is responsible. As the primary spokesperson for all program (part-time and full-time) faculty and students, the APD will act as the primary source of information about specific programmatic strategies, needs and daily operations and initiate and approve changes to assure program quality, driving student engagement and success. The APD serves as the lead discipline expert for the program as well as primary contact for multiple stakeholders. This position collaborates with program faculty in support of student success, as well as the Director of Assessment to conduct program assessment on a regular basis to ensure the program is meeting the needs of the student and the program's related industry(s) and where applicable, the programmatic accreditation requirements. This position ensures the incorporation of identified trends or changes into the curriculum, in collaboration with the Director of Curriculum, and serves in either a direct or consulting role during course development, updating, and maintenance. The APD meets regularly with the School/College leadership (Associate Dean and/or Department Chair, Dean) to ensure that the program aligns with University and School/College goals and priorities.

Section III: Faculty Roles and Responsibilities

3.1 Faculty Responsibilities

Student learning and engagement through effective teaching are at the heart of the University's mission. Our faculty uphold this mission by embracing teaching as their primary responsibility. Faculty take on the roles of instructor, mentor, guide, facilitator, coach, and in other meaningful ways, engage directly and consistently with students. Faculty share their passion for and knowledge of their areas of expertise, engage students as individuals, and provide individualized teaching that transforms students' skills, knowledge, and attitudes.

The teaching responsibilities of National University faculty include instruction in courses, contribution to the oversight of curriculum, assessment of student learning and effectiveness of the program, mentorship of other faculty, and student advising. Other duties for full-time and associate faculty may include participation on faculty search committees, professional development related to teaching and learning and designed to maintain current knowledge in the faculty member's discipline or contribute to new knowledge in their field of study. Faculty participate in governance as described in Section 4. Full-Time and Associate Faculty are expected to spend 80% of their time performing instructional activities and the remaining 20% of their time in scholarship/professional development and service.

3.2 Faculty who perform Administrative Duties

In the course of academic program administration, faculty can elect to assume non-instructional administrative duties.

3.2.1 Academic Program Director

Academic Program Directors have additional administrative duties. Faculty with these administrative duties will be provided a workload release of at least 12.5% (one (1) course in the cohort model, and thirteen (13) students in the one-to-one model). Additional course release may be provided at the dean's recommendation. Additional release time factors include, but are not limited to, the following:

- Program Accreditation, licensure, or certification
- Program Review
- Major Program Revision
- Program Size
- Insufficient Number of Program Faculty
- Special requirement for student advising and interaction outside of courses
- Other extraordinary program needs

Release time will not exceed 25% (two (2) courses in the cohort model and twenty-six (26) students in the one-to-one model) unless exceptional circumstances are documented and approved by the dean and the provost.

The annual workload of the Academic Program Director will be detailed within their annual Faculty Annual Plans (FAP)

The Academic Program Director is appointed for a one-year renewable term by the School Dean in consultation with the appropriate Department Chair(s) before the start of the fiscal year.

The dean, in consultation with the Chair, may remove the Academic Program Director prior to the end of the one-year renewable term.

The responsibilities of the Academic Program Director are enumerated in the job description (See Appendix 3).

3.2.2 Course Leads

The course lead, a full-time or an associate faculty member, is recommended by the academic program director and approved by the department chair or Associate Dean. The course lead will be appointed for a one-year renewable term by the Chair and reviewed by the APD annually. The designation of "Course Lead" should be indicated on the faculty member's faculty annual plan. With the department chair's approval, the APD may recommend an alternative plan such as the use of part-time faculty. Generally, an APD may not serve as course lead within the same program concurrently.

Course Leads have additional administrative duties. Faculty with these administrative duties may be provided a workload course release at the dean's recommendation. Course Lease release time factors include, but are not limited to, the following:

- Necessary course revision
- Number of course sections running annually
- Number and experience of course faculty
- Master course shell maintenance

3.3 Faculty Role in Participatory Governance

Fulfilling the university's mission requires authentic collaboration within the NU community, including the Board of Trustees, administration, faculty, staff, and students. All stakeholders have opportunities to contribute. Governance structures at both the University and School levels help ensure faculty engage in participatory governance across the institution. Participatory governance is an inherent relationship between involvement in decision making and responsibility/accountability for the decision made. Faculty participate in formal governance committees, including but not limited to the University Senate, the Academic Affairs Council, and the School Advisory Council.

3.4 Faculty role in Direct Assessment of Learning

Direct assessment of student learning outcomes helps the faculty and academic leadership evaluate the quality of curricula and teaching effectiveness. Faculty assess how well students demonstrate

their knowledge and skills using pre-selected course assignment(s) as artifacts. Examples of direct assessment of student academic work include essays, presentations, portfolios, case studies, and objective tests. ILO, PLO, and CLO assessment rubrics are designed through faculty collaboration with curriculum and assessment directors.

3.5 Faculty Role Course and Program creation and revision

During the program review process and annual review of student learning outcomes, the need to add or revise courses or programs may arise. The APD or Course Lead faculty will identify which courses require revision in consultation with curriculum directors. The process for course or program revision should be followed as determined by the AAC.

Faculty exercise academic oversight of the curriculum in collaboration with assessment and curriculum directors and instructional design staff in the course development and revision process. The ultimate decision regarding curriculum content is reserved to the APD of the program.

3.6 Faculty Role in Curriculum Development

Faculty are responsible for creating curriculum content and determining program objectives, course objectives, learning activities, and assessment plans in consultation with curriculum and assessment directors and learning experience staff. Faculty create learning outcomes and use the appropriate taxonomy to ensure consistency of student performance expectations across courses and programs by all members of the academic process. See NU Educational Effectiveness Handbook.

National University follows a centralized instructional design process for course development. This means that every course must have a “master” or “blueprint” version which becomes the parent to any sections (children). As the institution grows, sections will be taught by faculty other than the course author which means that all course materials (including strategies and other andragogical decisions) must be teachable by other experts in the field.

By adopting current and relevant online practices, the centralized curriculum team leads the development of quality courses to provide students with meaningful, applicable learning within their specialization and the opportunity to gain the skills and knowledge necessary to be successful in their field. As experts in their subject matter, faculty bring the content (instruction, assessment, etc.) to the course building experience. As experts in design, andragogy, and technology, the Learning Experience Designer will assist course authors in content presentation, interaction, engagement, and differentiation to the degree possible through collaborative discussions. Faculty have the ability to determine how any / all proposed designs meet curricular requirements as guided by the approved institutional rubrics for quality and delivery.

3.7 Qualifications to Teach Undergraduate and Graduate Courses

All faculty are generally required to hold a doctorate or terminal professional degree in their respective field, which may be substituted with documented professional experience, especially in cases where credential or clinical licensure is required. Faculty teaching courses must also possess

credentials that align with programmatic accreditation, as appropriate and warranted by the specific accreditor. To teach courses not aligned with a doctoral degree, faculty must provide documentation that they have earned 18 graduate credit hours in specialization or licensure in the proposed area of teaching. Deans may also approve faculty to teach specific courses based on professional or other teaching experience. Faculty may also be required to hold additional education, experience, and/or credentials to teach courses based on existing state authorization requirements or law.

3.8 Qualifications to Serve on Doctoral Committees

To serve on a Doctoral Committee either as the Chair or a Subject Matter Expert, faculty must have:

- Successfully completed their doctoral degree or terminal professional degree program at a nationally accredited institution
- The Chairs and SME's will demonstrate a record of research (Chairs have doctoral-level teaching)
- Successfully completed all required training related to working with doctoral students at NU.

3.9 Dissertation Chair

Faculty serving as Dissertation Chairs may chair doctoral Dissertation Committees for students aligned to their disciplinary certifications and professional experiences.

3.10 Presidential Appointments / Temporary Faculty

Presidential/temporary faculty are hired based on a request by the School Dean to the provost with approval by the president. A presidential appointment is a temporary faculty appointment, renewable annually with a recommendation of the dean and approval of the provost. Presidential/temporary faculty do not participate in governance bodies and are not eligible for promotion or sabbatical leave.

3.11 Emeritus/Emerita Faculty

Faculty emeritus/emera status is an honorary title awarded for distinguished service to the academic community. The president shall bestow Full Professor Emeritus/Emerita or Associate Professor Emeritus/ Emerita on a faculty member who is retired from National University and has served the University with distinction. Faculty members generally receive emeritus status for sustained contributions throughout their careers, have distinguished professional records, and have a desire and expectation of continuing their association with the University in retirement. See Appendix 1 for more information on Emeritus/Emerita Faculty.

3.12 Faculty Evaluation

National University conducts annual faculty evaluations to review individual teaching effectiveness and performance, scholarship, and service. The annual evaluation process addresses multiple aspects of faculty performance, including quality of teaching, participation in scholarly

activities and adherence to university policies and school practices and norms. Student reviews and faculty/administration audits of faculty's classes will also apply.

3.12.1 Full-time Faculty

Full-time faculty are evaluated on an annual basis. At least one month before the review date, an invitation to complete the self-evaluation will be sent to everyone due for an evaluation and will include a rubric and timeline for the process. The evaluation of the faculty will be based on the Faculty Annual Plan.

3.12.2 Part-time Faculty

Annual performance evaluations are typically completed each year based on the month of hire. At least one month before the review date, an invitation to complete the self-evaluation will be sent to everyone due for an evaluation and will include a rubric and timeline for the process. The evaluation of part-time faculty will be based on guidelines aligned with Teaching Through Engagement (TTE) and approved by the school dean.

Section IV: Shared Governance

4.1 Participatory Governance

National University's model for Shared Governance is one of Participatory Governance, fulfilling the university's mission requires authentic collaboration within the NU community, including the Board of Trustees, administration, faculty, staff, and students. All stakeholders have opportunities to contribute. Governance structures at both the University and School levels help ensure faculty engage in participatory governance across the institution. Participatory governance is an inherent relationship between involvement in decision making and responsibility/accountability for the decision made.

Participatory governance at National University embodies the structures and processes through which faculty, staff, administration, the Board of Trustees, and students (where applicable) interact to create a culture of collaboration, participation, where input in decision-making process affects the institution, resulting in a shared vision to foster a personalized, quality educational experience.

4.1.1 Philosophy

National University's commitment to the belief that meaningful participation throughout the university community's decision-making process greatly benefits the university and increases opportunity for student success.

4.1.2 Participation

Participatory governance requires active collaboration between faculty representatives and select members of the administration. At National University, faculty and other involved constituencies can contribute through governance bodies to discussions about the decisions that affect the University community. Faculty participate in formal governance committees, including but not limited to the University Senate and the Academic Affairs Council.

4.1.3 Decision Making process

On issues directly related to the faculty as discussed in this Faculty Handbook, administration and faculty engage in collaborative discourse to engender consensus and reach more effective decisions.

4.2 University Participatory Governance Structure

The university participatory governance structure includes:

4.2.1 University Senate (US)

The University Senate is a forum for faculty, staff, and administrators' input on matters of significance to the University.

The University Senate serves as an effective method by which the president can provide updates to the members about the status of the University and bring items for discussion

related to decisions that have been made or need to be made. Faculty and administration can meaningfully contribute to shared governance by sharing their constituencies' feedback on the issues that have been considered or discussed by the US.

Representation on the University Senate will ensure inclusive representation across all faculty, staff, and administration. All schools will be represented by at least one faculty member on the University Senate.

Each School will elect three (3) full-time faculty as nominees to the University Senate. The dean will select one (1) of the three and propose that member to the provost for approval.

In addition, the Deans' Council will appoint two (2) part-time faculty from two different schools on a rotating basis.

The University Senate operates with standing committees to conduct the normal business of the US and university. The US will solicit and review all issues and/or tasks from the entire NU community and may elect to convene ad hoc subcommittees for US business.

For more information on the University Senate, see the US Charter, (to be developed by the Senate)).

The non-faculty members will be chosen by the provost in consultation with the president.

4.2.2 Academic Affairs Council (AAC)

The purpose of the AAC is to provide oversight, counsel, and recommendations on all academic matters at National University. All AAC-approved policies and procedures are forwarded to the University Senate for final consideration and approval. The AAC meets monthly or as needed but is required to meet a minimum of ten times per year.

The AAC develops and recommends policies that promote standards of academic quality consistent with the University's Mission, Vision, and Values. In particular, the AAC determines and oversees the curriculum approval process to ensure consistent content standards and quality, reviews academic technology and its use in the teaching and learning activities across the institution, and oversees the review, assessment, and ongoing improvement processes of academic programs and student learning.

The AAC operates with standing committees to conduct the normal business of the Council and university. The Chair of the Curriculum, Educational Effectiveness, and Faculty Affairs committees will be a faculty member. The AAC will solicit and review all issues and/or tasks from the entire NU community and may elect to convene ad hoc subcommittees to solicit and propose additional policies and procedures to guide, including

but not limited to university faculty; university curriculum; and review, assessment, and ongoing improvement of academic programs and student learning.

Representation on the AAC will ensure inclusive representation across all faculty, staff, and administration. All schools will be represented by at least one faculty member. The provost will select an equal number of administrators to serve on the AAC.

Each School will elect three (3) full-time faculty as nominees to the AAC. The dean will select one (1) of the three and propose that member to the provost for approval.

In addition, the Deans' Council will appoint two (2) part-time faculty from two different schools on a rotating basis.

The AAC will have two co-chairs and one secretary. One of the co-chairs will be a faculty member selected by the faculty members on the Council, and the other will be an administrator selected by the administrators. The secretary will be selected by all the members. The co-chairs, working together, will facilitate all AAC meetings and develop the agenda for each meeting, which will be sent to the members at least three (3) days prior to the meetings. The secretary will maintain all agendas and minutes. The secretary is responsible for distributing the minutes to the faculty and staff.

The AAC selected members may serve two (2) consecutive two (2) year terms and may be re-elected after a minimum of a one (1) year break from serving on the AAC. The provost or AAC co-chairs may request meetings of the AAC. The AAC may create standing and ad hoc subcommittees and appoint members from the AAC or the broader university community to serve on them.

The non-faculty members will be chosen by the provost in consultation with the president.

For more information on the AAC, see the AAC Charter.

4.3 School Operating Procedures

Each School's Dean may develop academic operating procedures specific to that School.

4.3.1 School Advisory Committee

On an annual basis, the faculty in each School will elect five (5) faculty (of which one (1) should be a part-time faculty member) as a representative to the School Advisory Committee. The purpose of the School Advisory Committee is to collect feedback from the faculty regarding the functioning of the School and share that information with the dean to accomplish the School goals and objectives. The information provided to the dean is non-binding.

Section V: Effective Teaching

At our core, National University is a teaching university. We understand the importance of quality teaching in ensuring students achieve the assigned program and course learning outcomes.

5.1 Teaching

Teaching for full-time, associate, and part-time faculty includes, but is not limited to, instruction, grading, holding dedicated office hours, and providing feedback to students during a specific course; course shell development and revision; comprehensive advising for students on all aspects of the educational process and career planning, as well as individual course assignments; mentoring adjunct faculty for continuous course alignment; chairing thesis and dissertation committees; and participating in the oversight and revision of programs.

5.2 Effective Teaching Principles:

- Principle # 1: Facilitate an environment that promotes social justice, diversity, equity, and inclusion.
- Principle # 2: Combine core concept learning with customized and personalized learning.
- Principle # 3: Be responsive to student's unique needs.
- Principle # 4: Engage students early and often.
- Principle # 5: Provide clear expectations.
- Principle # 6: Provide effective feedback.
- Principle # 7: Help students be successful learners.

(Source: TTE Manual)

5.3 Effective Teaching Guidelines:

Our teaching and learning guidelines follow our Teaching Through Engagement (TTE) philosophy. Our commitment is to invest in professional development to achieve our TTE philosophy. All National University faculty are expected to learn and apply the TTE model. Training and resources are provided to faculty upon orientation and as needed or desired.

Expected instruction utilizing teaching through engagement incorporates specific performance guidelines which include, but are not limited to:

- Provide consistent, timely, quality, substantive, constructive feedback to students.
- Reflect a content focus
- Focus on helping the student improve knowledge and skill development
- Provide assessment of student work
- Encourage student engagement with peers, the instructor, and the learning resources
- Be multimodal
- Course shell preparation in advance (welcome letters, videos, announcements, AI, adding supplemental content, communicate days and times of live session meetings, etc.)

- Adhere to university policies and procedures.
- Return student work in a timely manner. Remember that in most courses, students are submitting work frequently, and a prompt reply to student questions helps students stay current in their course work.
- Faculty is expected to respond to messages from students within 24 hours.
- Interact with students consistently (discussion boards, live online sessions, email, and texts)
- Complete applicable assignment and learning outcome rubrics
- Appropriate documentation of student issues and intervention (preserve emails threads, notes in feedback, complete forms when required)
- Timely notify students of any changes in course schedules, additional materials, or live class sessions dates and times
- Communicate with students using University-designated systems and through university-assigned email accounts
- Re-engage a student who is not actively participating in the course

Section VI: Faculty Workload and Annual Review

6.1 Faculty Workload Overview

Individual faculty workload is determined by programmatic needs, teaching modality, and the faculty member's service and scholarship commitments. It is expected that each full-time faculty member will dedicate 80% of their workload to instructional activities. These standards are inclusive of release time for service and scholarship. The department chair or Associate dean (in absence of the department chair) meets with the faculty member to develop the Faculty Annual Plan (FAP). Each faculty member's workload in terms of instructional responsibilities, research and scholarship, and service will be considered when evaluating the FAP. Specific duties in teaching, research and scholarship, and service may vary across faculty based on the teaching modality and time commitments of the activities approved in the FAP.

6.2 Faculty Annual Plan (FAP)

Faculty Annual Plans outline faculty's projected instructional responsibilities, research and scholarship, service activities, and requested academic leave. In collaboration with their department chair or associate dean, faculty will propose their activities for the upcoming year. When drafting the FAP, each full-time faculty member in the one-to-one model will continue the current teaching practices as determined each school. Faculty in the cohort model is expected to target teaching a minimum of 100 students per academic year. Specifically, each full-time faculty in the cohort model has the following teaching options:

1. Teaching a minimum of one hundred (100) students in one year.
2. Teaching a minimum of seven (7) and a maximum of eight (8) courses. In this option, the faculty can schedule themselves at the beginning of the academic year for eight (8) courses; however, after the seventh (7th) course, if the faculty reaches 100 students, they are not required to teach the remaining course.
3. When drafting the FAP, the dean, in consultation with the Department Chair / Associate Dean will consider other factors that may affect the teaching load such as the type of course, course caps, capstone courses, program size, accreditation requirements, etc.

Each School dean will review and approve FAPs to ensure equity across the school. If the faculty member disagrees with the final draft of their FAP, they may request that the provost review and recommend a resolution to the issue. Any changes in the workload will be agreed upon by the faculty member and their supervisor and reflected in an addendum to the FAP and must be approved by the School Dean and provost. Faculty Annual Plans and annual reviews will be administered electronically.

6.3 Scholarship and Service

In addition to teaching, 20% of faculty workload is to include scholarship and service.

6.3.1 Scholarship

National University recognizes the importance of faculty research and scholarship in maintaining currency in the discipline. The department faculty will develop the research and scholarship criteria in consultation with their Department Chair / Associate Dean. Faculty will describe their plans for research and scholarly activities in their FAP and report progress in their Annual Review (AR).

6.3.2 Service

Some degree of Service is part of the faculty member's responsibility and, based on the program and department needs, will be negotiated on the annual FAP. It may include university service, school service, program service, professional service, and/or community service. Service positions are proposed on the FAP, after consultation with the Department Chair / Associate Dean, and are approved by both the supervisor and dean. Service positions are voluntary.

6.4 Annual Review (AR)

All faculty members will receive an annual review. The department chair, or in the absence of a department chair, associate dean will conduct an annual review of each faculty member based on the faculty member's FAP, wherein meeting the past year's FAP is discussed, evaluated, and documented. Mutually agreed-upon goals and priorities for the subsequent year will also be established and recorded during the annual review.

The annual review process will be as follows:

- In preparation for each review, each faculty member will submit an annual self-assessment to the department chair describing the past year's performance based on the FAP as well as the goals and priorities for the subsequent year.
- The department chair will meet with each faculty member to discuss and evaluate the self-assessment.
- The department chair will prepare a written response, outlining their decision and will copy the faculty member. The faculty member may attach a written comments to the department chair's response.
- The department chair will forward the evaluation and any response from the faculty member to the school dean for review.
- The dean will review the department chair's documentation and the faculty member's response and make a final decision. The school dean enters the faculty member's review into the electronic personnel file.
- The dean of the school informs the faculty member of the decision.
- If the Department Chair and/or dean find that the faculty member has not met the provisions of their FAP or department operating procedures, the report will clearly state what provisions were not met.

- If the faculty member receives an unsatisfactory annual review, a written remediation plan will be proposed by the department chair to the dean according to the remediation procedures of the department.

6.5 Adverse Annual Evaluation Appeal

A faculty member has the right to appeal an adverse annual evaluation as described in HR Policies.

6.6 Academic Leave

Chairs and deans must weigh the needs of their respective unit before approving the timing of faculty academic leave. Chairs in consultation with the dean will review each faculty member's request for academic leave as proposed in the FAP and strive to approve at least one of their top three choices. Each department will maintain a master calendar of all academic leaves to help ensure a transparent and balanced approach toward adequate coverage. Any adjustments to an approved academic leave must first be requested by the faculty and approved by the respective chair.

When on Academic Leave, faculty are not expected to perform Service to the university. The Department Chair or school Associate Dean is responsible for working with the faculty member to ensure the Faculty member's Service duties are covered during this period. However, faculty who serve as an APD or Course Lead will need to negotiate with their Department Chair / Associate Dean to ensure their additional administrative duties are adequately supported.

6.7 Sabbatical

Full-time faculty are eligible to receive sabbatical after every ten years of service at National University. The sabbatical is intended to advance professional development, including academic and pedagogical research or other forms of training and development. The university will allocate a number of sabbaticals to the faculty body each year and establish a written process for soliciting, reviewing, and assigning sabbaticals annually. Faculty who has yet to receive sabbatical will receive priority in cases where applications are otherwise equal. Sabbatical details can be found in Appendix 2.

Section VII: Faculty Appointment, Reappointment, Promotion, and Recognition

The provost is responsible for ensuring that the University follows a transparent process for identifying, hiring, and onboarding qualified faculty and may delegate the authority to the Vice Provost of Academic and Faculty Affairs, School Deans, or other designees.

7.1 Initial Appointment

A department chair or Associate Dean initiates the request for hiring a new faculty member based on an existing program's needs or the formation of a new one. The department chair requests the position, including a clear justification related to the needs of the program. The school dean reviews the chair's request and writes an independent justification and recommendation to the provost. The provost makes the final decision.

The school dean conducts the search for a new faculty, including a search committee's appointment. The department chair or designee serves as the search committee chair, and department faculty will serve on the search committee. All department faculty will have the opportunity to evaluate the candidates' qualifications relative to the job description.

The dean will coordinate the results of the search and write a report and recommendation to the provost. The provost will make a recommendation to the president, who has the authority to make the final appointment.

7.2 Length of Initial Appointment, Probationary Period, and Reappointment

Part-time Faculty have a one-year contract for two years, subject to course availability. At the end of the two years, part-time faculty will be eligible for a two-year contract, subject to course availability.

Associate Faculty will receive annual contracts. These annual contracts are renewable based upon satisfactory annual evaluation.

Instructors will receive an initial appointment to a two-year probationary period. Before the end of each two-year contract, the faculty in this rank will be eligible for a two-year contract renewal.

Assistant Professors will receive an initial appointment to a two-year probationary period. Before the end of the first two-year contract, the faculty in this rank will be eligible for a three-year contract renewal given the probationary periods have been satisfactorily completed. An assistant professor will be eligible for promotion to associate professor at the five-year mark.

Associate Professors will receive an initial appointment to a three-year probationary period. Before the end of the first three-year contract, the faculty member will be eligible for a three-year contract renewal given the probationary periods have been satisfactorily completed.

Professors will receive an initial appointment to a three-year probationary period. Before the end of the three-year contract, faculty will be eligible for a five-year contract renewal given the probationary periods have been satisfactorily completed.

7.3 Terms and Conditions of Contract

A written contract between a faculty member and National University, NU Human Resources policies, and this handbook govern the terms and conditions of employment. Modifications of such an agreement must also be agreed to by both parties in writing. Neither a faculty member nor the University will be bound by terms or conditions not agreed to in writing.

7.4 Contract Nonrenewal

An unsatisfactory performance review will result in a plan for remediation. Failure to successfully complete the remediation plan may result in non-reappointment or termination.

The faculty member agrees to resolve all disputes, claims, and actions, including all contract, tort, and equity actions and alleged violations of State and Federal statutes that may arise out of or relate to an application for employment or employment with the University, including but not limited to wrongful termination, under any applicable appeal process. If a dispute is not resolved through the applicable appeal process, the University and the faculty member agree to final and binding arbitration

National University, in its sole discretion, may make changes to this section as required by law or regulation and that, with such changes, the arbitration will remain binding on the parties.

7.5 Faculty Promotion

Faculty are eligible for promotion after five (5) years of service in a rank given a minimum of four (4) satisfactory annual reviews. The president and the dean will decide whether the promotion is warranted based on the faculty reviews, and internal and external considerations. The dean may consider exceptions to the five-year service requirement if the faculty member provides sufficient justification and has been at National University for minimum of three years and at least four years in the rank.

7.6 Eligibility for Promotion

Faculty become eligible for promotion according to the following requirements:

7.6.1 Full-Time

- **Instructor:** A faculty member at the instructor rank may be considered for promotion to the rank of Assistant Professor if the faculty member has been conferred the terminal degree in their discipline or an allied field if they wish.
- **Assistant Professor:** A faculty member, including Clinical faculty, at the Assistant Professor rank will be considered eligible for promotion to the rank of Associate Professor

if the faculty member has been at the rank of Assistant Professor for a minimum of five years.

- **Associate Professor:** A faculty member, including Clinical faculty, at the Associate Professor rank will be considered eligible for promotion to Professor rank if the faculty member has been an Associate Professor for a minimum of five years and has a minimum of ten years of full-time faculty experience.

7.6.2 Part-Time

Promotion is based on years of service, merit, and current and satisfactory evaluations of teaching, research, and service according to each school or department's practices and norms.

National University gives Part-time Faculty credit for service at a prior accredited university as determined by the hiring school and department.

7.7 Faculty Professional Development Fund

National University full-time faculty are eligible for \$1,500 of annual professional development funds. Part-time Faculty are eligible for annual professional development funds of \$500 after two (2) years of service.

7.8 Professional Development Extraordinary Requests

As the budget allows, Full-time Faculty may apply for professional development (PD) support above and beyond what is listed in the individual appointment letter. National University will create a Professional Development (PD) Extraordinary Cost Program that is primarily intended to make part-time faculty resources available to support their professional development activities. However, all faculty members are eligible to apply. Additionally, the primary objective is to support approved activities that will enhance their effectiveness and development as teachers and/or as scholars in their field.

Faculty members' primary use of PD money is limited by the amounts listed in their appointment letters. However, this initiative provides PD money above the faculty members' already allotted amount for the year for more expensive conferences, travel, and in some cases, multiple conferences requests when funds are available. This program is not intended to support research materials, supplies, or equipment; separate funding should be sought for these research expenses.

7.8.1 Criteria:

1. PD must relate directly to their discipline and profession, and/or the National University role and aligns with the vision of the University and mission of the school and/or department.
2. Faculty (who must possess a faculty appointment) must be in good standing [not on discipline/Performance Improvement Plan (PIP)].
3. Faculty must identify their affiliation with National University on programs, applications, and research that is supported.

7.9 Faculty Awards

The celebration of faculty achievement is essential in maintaining faculty morale and in informing the University community of the achievements of the faculty.

Section VIII: Appeals Process

A faculty member has the right to file grievance as described in HR policies.

A grievance, for the purpose of this process, is a written complaint regarding issues including, but not limited to, academic freedom, evaluation of faculty work performance, application for promotion or reappointment, termination, and faculty well-being. Before initiating a written grievance, the faculty member should attempt to resolve the matter informally, such as a discussion with the parties involved, asking a neutral party to be part of the discussion, or talking to the Ombudsman. If a resolution is not achieved, the faculty member has the right to file a written grievance.

All parties involved will make best efforts to resolve the grievance or appeal in a timely manner.

APPENDIX 1 - Eligibility and Criteria for Emeritus/Emerita Faculty

Faculty members are eligible for emeritus/emerita status if they have been full-time faculty for fifteen years and have served the University with distinction.

Faculty members may receive emeritus/emerita status posthumously.

The process begins with a nomination letter that must demonstrate how the nominee served the University with distinction. The nominee must have the minimum criteria outlined above over his/her career at National University. Note, at different points in a faculty member's career, he/she may have devoted greater attention to teaching, research/creative activities, or service.

All nominees must have contributed over time and significantly to the mission of the University. Recorded contributions may be evidenced by:

- excellence in instruction;
- sustained research/creative activity that has contributed to the profession; and
- dedicated service to the strategic priorities of the University.

Typically, the nomination for emeritus/emerita status occurs before or within one year of retirement.

The review cycle for emeritus/emerita status takes place on an ongoing basis to allow for flexibility.

Emeritus/Emerita Nomination and Selection

Any member of the campus community may nominate a faculty member for emeritus/emerita status. Self-nominations are also appropriate.

A nominating faculty member shall inquire if the eligible retired faculty member will accept the nomination. If so, then the nominator shall request a comprehensive curriculum vitae from the nominee.

A nomination shall consist of a nomination letter (500-1000 words) in which the nominee or nominator demonstrates that the nominee meets the specified criteria. The nominee's current CV must accompany the nomination. The nomination shall be submitted to the vice provost for Academic and Faculty Affairs.

The provost's designee will inform nominees of their eligibility. The provost's designee will notify the nominee's department chair, provost, and president of the nomination.

The dean evaluates the nomination materials (nomination letter and CV) based on the stated criteria and writes a letter recommending emeritus/emerita status (or not).

The dean forwards to the provost the nomination materials (nomination letter, CV, and dean's letter).

The provost assembles the nomination/recommendation package and presents it to the University Senate for discussion/approval.

The provost forwards the University Senate's approval to the president, who makes the final determination.

The president notifies faculty members of their award and recognition.

Recognition

Emeriti faculty are considered an essential and integral part of the university community. Emeriti faculty are welcome to participate in the academic life of the institution.

Emeriti faculty shall be recognized by:

- Having their names appear in the following graduation program.
- Receiving a permanent ID card indicating status as an emeritus/emerita member of the faculty.
- Listing of name and title of all emeriti faculty in all university catalogs.
- Listing of name and title in the NU phone directory.

Emeritus/emerita faculty may:

- Cite NU affiliation in publications, proposing research projects/creative endeavors, and competing for and administering grants from agencies outside NU.
- Have library and IRB privileges as other full-time faculty.
- Have campus network and email privileges as other full-time faculty.
- Have full-time faculty discounts for the use of campus recreational facilities, activities, and cultural events.
- Participate in ceremonial department, school, and university functions, such as convocation and commencement, without voting privileges.
- Attend public university functions and celebrations affirming the academic mission of the University.
- Receive invitations to participate in seminars, lectures, scholarly meetings, and ceremonies both as a contributor and an attendee.

APPENDIX 2 - Sabbatical Leave

A full-time faculty member will be eligible for sabbatical leave after having served full-time for ten years in higher education, with four of the six years in residence at National University, and at least six years after any previous sabbatical leave.

Eligibility for a faculty member who previously received a sabbatical leave at National University is contingent on the Board of Trustees' sabbatical report's approval.

Application for sabbatical occurs in the Fall, and as detailed in the Sabbatical Leave Guidelines published annually by the Office of the Provost.

Typically, sabbatical leaves are granted for either a full academic year at one-half salary or for one-half academic year at full salary. Faculty on sabbatical are not eligible to serve on university committees or teach courses.

The number and duration of sabbatical leaves granted by National University are contingent upon the availability of financial resources and the number of meritorious applicants.

An eligible faculty member may submit a sabbatical leave application to the School Dean.

The sabbatical leave application will include:

- a statement of the purpose and expected outcomes of the sabbatical,
- a description of the proposed project(s),
- National University resources, if any, that would be required, and
- a statement of the length of leave requested, which will not exceed one academic year.

The dean will review all sabbatical leave applications, rank the applications, and forward them to the provost. The provost will make a recommendation regarding the granting of sabbatical leaves to the president. Copies of this recommendation will be sent to the Dean of the School.

The Board of Trustees must approve the president's decision to award a sabbatical leave.

Upon completing a sabbatical leave, the recipient will write a report that summarizes the outcomes of the sabbatical, the goals achieved, the benefits to National University, and the use of resources. The report will be submitted to the dean, who will provide a review of the report. The report must include the purpose of the sabbatical leave and evidence of its completion. The dean will submit the report to the provost, who will provide the sabbatical reports and a final evaluation to the Board of Trustees' Academic Affairs Committee. The Academic Affairs Committee will approve the report and request selected or all recipients to appropriately present the report.

Sabbatical recipients shall agree in writing to serve National University for a period of time equal to the length of the sabbatical leave, once the leave has been completed. If this agreement is not fulfilled, the applicant shall be required to repay the University all resources invested in the sabbatical leave.

Applications for Sabbatical leaves will adhere to the following schedule:

- Applications for a sabbatical will be considered according to the preceding Fall reappointment/ promotion timeline.
- Applicants will be notified of their application's approval or non-approval after the Board of Trustees meeting is usually held in February.
- Proposals cannot be significantly changed after the approval of the application by the Board of Trustees.

APPENDIX 3 - Job Duties and Responsibilities

Department Chair Essential Functions:

Leadership:

- Manage all professional activities of the department and serve as primary departmental liaison/representative to the School/College, University, and external constituencies, including accreditation bodies.
- Facilitate a climate of open communication and cooperation among all members of the department.
- Drive vision for all programs within the department, with short-term and long-term goals. Regularly assess strengths, weakness, opportunities for each program, in alignment with overall vision, mission and strategy of NU/College/Department.
- Collaborate with marketing and enrollment to support development of short and long-range academic strategies to expand programs nationally, increasing instructional and delivery capabilities.
- In collaboration with the Director of Curriculum, develop new and existing programs to meet market demands and aligning respective budgets.
- Coordinate professional accreditation activities, including as appropriate internally and externally mandated reviews, while also preparing a variety of statistical and narrative reports, records, and files related to assigned operations and programs.
- Direct department's relative merit and quality of programs related to central administration, national and state boards of higher education, and professional accrediting and granting agencies.
- Collaborate with the University's state compliance team to ensure departmental practices are in alignment with compliance standards.
- Manage and participate in the coordination of program track and curriculum development accreditation.
- Complete monthly and annual external accreditation agency forms and reports.

Instructional Administration:

- Drive academic excellence, positive student engagement and continued growth of the department.
- Promote intellectual tenor of the department by encouraging senior faculty to serve as mentors and positive role models for less experienced faculty, associate faculty, and part-time faculty, and adjuncts.
- Maintain rigor, high standards and consistency of programs that attract, retain, and prepare a diverse body of students to meet workforce demands.
- Align academic approaches and program development with identified Workforce Education Services (WES) market force needs as well as Office of Strategy and Innovation (OSI).

- Implement adaptive and advanced tech-based educational approaches to student engagement and learning outcomes.
- Model the improvement of quality teaching to faculty that ensures attainment of student learning outcomes while maintaining an inclusive, welcoming learning environment.
- “In consultation with the dean or Associate Dean, recommend, train, coach, develop and mentor Academic Program Directors (APD’s) in the leadership and management of their respective programs.” Assign Course Lead responsibilities as appropriate to qualified faculty annually or as needed.
- Assist in the selection and evaluation of additional partnerships, facilities, and resources to enhance technologically advanced adaptive learning environments that promote student learning.
- Assess, evaluate, and counsel faculty to ensure instruction is adaptive, competency-based and student focused.

Human Resource Management:

- Empower faculty to develop professionally to meet the needs of students.
- Responsible and accountable for the overall human resource management of the department, including but not limited to: the supervision and evaluation of all full-time faculty as part of Faculty Plan development, mid-year review, promotion/merit recommendations to the dean, performance improvement plans, disciplinary action, or non-renewal of contract according to University policy.
- Monitor the enhancement of the full-time faculty in teaching, research/scholarship, and institutional and professional service.
- Assist in the recruitment, screening and selection of full-time faculty as needed. May lead search committees for full-time faculty within the College.
- As formal supervisor for full-time faculty, actively manage, support and ensure engagement and performance.
- Serve as primary source of professional development for full-time faculty, including coaching, training, and overall development, including performance improvement plans as needed. Collaborate with University-wide resources such as the Office of Strategy and Innovation, Center for Teaching and Learning, Academic Success Center to provide the most current information and resources to the faculty within the College.
- In collaboration with the Academic Program Director, conduct faculty onboarding for all newly hired full-time faculty, including but not limited to: meeting over videoconferencing platform to welcome the new faculty to School/College, discuss training needs and a training plan, explain the process of determining which courses faculty will teach and assigning students to courses. Provide resources to assist new faculty and follow up several weeks after the start of teaching to schedule a time to discuss progress, answer questions, and offer developmental support.
- Direct the development, monitoring and coaching of faculty performance plans and quarterly and check-ins, keeping faculty accountable to weekly, quarterly, and annual

performance goals while clearly evaluating areas of success and growth during check-ins, including the annual review.

- Ensure all programs are properly and strategically staffed with full-time and part-time faculty.
- Contribute to the University's reputation in given areas of academic pursuit through scholarly research and conference proceedings, competitive grants, and community engagement.
- Engage in scholarly activities to maintain professional growth and accreditation expectations (as needed). Determine a well-balanced, diverse faculty membership on committees within the department.
- Model exemplary communication strategies, combined with organizational skills to provide the means for effective chairing of departmental meetings and participating in other meetings where the chair serves as a representative for the department.

Financial Management:

- Develop and supervise the departmental budget according to the policies and processes of the college/university, including supervising the maintenance of an inventory of departmental assets (if applicable), and assisting in complying with government regulatory mandates.
- Seek the means to gather financial support for departmental programs and assists/encourages faculty to obtain internal and external grant funding to support their scholarship and research activities.
- Maintain a holistic understanding of the department to anticipate needs and develop well-reasoned decisions and business plans.
- Initiate and maintain contractual service agency agreements where applicable.
- Utilize financial due diligence to provide department budget and overall performance metric review.

Supervisory Responsibilities: This position will directly supervise full-time faculty. Supervisor duties to include:

- Screens applications, interviews candidates, and recommends individuals for hiring.
- Trains and assigns work to new and continuing employees.
- Delegates tasks and provides effective direction to team members to produce substantial business results.
- Independently conducts frequent performance feedback weekly, quarterly and annually, to include annual performance evaluations.
- Makes recommendations for salary increases, merit increases, promotions and reclassifications.
- In conjunction with HR, determines corrective action and/or progressive discipline as needed for direct reports.

APD Essential Functions:

- Assist and support daily activities related to the degree program including working with School/College full-time and part-time faculty, administration, staff, academic advisors, and other team members.
- Screens applications, interviews candidates, and recommends individuals for hiring.
- Model the improvement of quality teaching to faculty that ensures attainment of student learning outcomes while maintaining an inclusive, welcoming learning environment.
- Participates in departmental planning.
- Conducts regular program faculty meetings.
- Assist with the development and implementation of goals and strategies related to the degree program that are consistent with School/College mission.
- Collaborates with the Director of Assessment to manage and participate in the development and implementation of a quality assessment program within the degree program.
- Collaborates with the Director of Curriculum to support curricular changes and improvements.
- Provides training as necessary to Academic and Finance Advisors, Enrollment Advisors, and other University staff as needed.
- Manages and is responsible for, in conjunction with leadership, the pursuit and maintenance of programmatic accreditation (if applicable) for the degree program, including evaluating compliance with accreditation standards.
- Works with internal and external partners to ensure that all literature, exhibiting, marketing, etc. is accurate and aligned with strategic planning, as well as the mission, vision, values and goals of the degree program.
- May work directly with students as a visible representative of the program to prospective students.
- Teach and may serve on dissertation committees.
- Maintains professional development through membership and participation with state, regional, and national associations, presentations at professional conferences, and continued involvement in academic research leading to scholarly publications.
- Participates in University committees and completes additional assignments at the discretion of the dean, the provost, and the president, as needed.
- Promotes a culture of scholarship, teaching, service, and practice.
- Completes all required professional development activities as defined in the Faculty Handbook or by the School/College.
- Responds to student questions and concerns escalated beyond the Academic Financial Advisor level as needed.
- Works collaboratively with School/College team members to ensure a positive and successful student experience, addressing student and faculty concerns, representing the

program to accrediting bodies (as applicable), managing the applicant evaluations process (if applicable), program requirements, and graduation requirements.

- Other job-related duties as assigned by School/College leadership.

APPENDIX 4 - Accreditations

Specific accreditations, approvals, and certifications include:

- Accredited by the Association for Behavior Analysis International (ABAI)
- Approved by the California Commission on Teacher Credentialing (CTC)
- Association for Advancing Quality in Educator Preparation (AAQEP)
- Accredited by The Behavior Analyst Certification Board (BACB)
- Approved by the Board of Registered Nursing (BRN) for the Bachelor and Master of Science in Nursing
- Approved by the California Board of Behavioral Sciences (BBS) for the Master of Arts in Counseling Psychology
- Approved by the California Association of Professors of Education Administration (CAPEA)
- Courses Recognized by the Association for Applied Sport Psychology
- Certified Mental Performance Consultant, Association of Applied Sport Psychology
- Approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing, Master of Science in Nursing, and post-graduate certificates
- Accredited by the Accreditation Board for Engineering and Technology (ABET) for the Bachelor of Science in Computer Science
- Approved by and Designated as a Center of Academic Excellence in Information Assurance Education (CAE IAE) for the Master of Science in Cybersecurity
- Accredited by the Council on Education in Public Health (CEPH) for the Master of Public Health
- Approved by the American Bar Association (ABA) for the offering of the Bachelor of Science in Paralegal Studies, Associate of Science in Paralegal Studies, and Paralegal Specialist Certificates
- Accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA) for the offering of the Doctor of Nurse Anesthesia Practice
- Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the Bachelor of Science in Radiation Therapy
- Accredited by the International Accreditation Council for Business Education (IACBE) for business program

APPENDIX 5 – Abbreviations and Acronyms

1. AAC: Academic Affairs Council
2. AMS: Accountability Management System
3. AP: Academic Program
4. APD: Academic Program Director
5. APR: Academic Program Review
6. AVP: Associate Vice Provost
7. BOT: Board of Trustees
8. CHEA: Council of Higher Education Accreditation
9. CLPS: College of Law and Professional Studies
10. CNE: Committee on Nominations and Elections
11. CNET: Curriculum, Networks, and Emerging Technology
12. COE: College of Education (Also as Sanford College of Education - SCOE)
13. DCC: Department Curricula Committee
14. DRC: Department Review Committee
15. EVP: Executive Vice Provost
16. FAP: Faculty Annual Plan
17. FYR: Five-Year Review
18. HR: Human Resources
19. JFK: JFK School of Psychology, Social & Behavioral Sciences
20. LX: Learning Experience
21. NEP: National Education Partners
22. NU: National University
23. NUS: National University System
24. OEEA: Office of Educational Effectiveness and Accreditation
25. PAR: Program Annual Review
26. SAS: Student Accessibility Services
27. SLAS: Service Level Agreements
28. SME: Subject Matter Expert
29. SMG: Systems Management Group
30. SAC: School Advisory Committee
31. SALS: School of Arts Letters and Sciences
32. SHP: School of Health Professions
33. SoBE: School of Business & Economics
34. STE: School of Technology and Engineering
35. SOAR: Security Orchestration, Automation, and Response
36. US: University Senate
37. VP: Vice Provost
38. YAR: Yearly Annual Review
39. WES T&D: Workforce Education Solutions Training and Development
40. WSCUC: WASC Senior College and University Commission

APPENDIX 6 - Awards

1. School -level awards

The process for nomination and criteria for eligibility will be determined by each School Advisory Committee with collaboration with school dean. The following categories for awards shall be considered, but School Advisory Committee is not obliged to submit nominees in each category and may choose to create other categories as appropriate for specific programs and/or disciplines. Awardees are chosen by the dean.

- a. Excellence in teaching – full-time faculty
- b. Excellence in teaching – part-time faculty
- c. Excellence in scholarship – full-time faculty
- d. Excellence in scholarship – part-time faculty
- e. Dissertation Chair award
- f. Service to the school awards
 - a. One for faculty
 - b. One for staff on behalf of the faculty

2. University-level awards

The process for nomination and criteria for eligibility will be determined by the Office of the Provost.

- a. Outstanding Teaching Award
- b. Delphi Part-time Teaching Excellence Award
- c. Innovation Award
- d. The Hokstad/Wilcox Spirit Award for Service to the University (given to non-faculty staff on behalf of the faculty in honor of Dave Hokstad and Samantha Wilcox)