Cleary University
Full-Time Faculty Handbook for
Policies and Workload
2020-2021

The purpose of this handbook is to provide a single point of access to a broad range of information that supports faculty success. The links within this document lead to a variety of locations across the University's website, while other topics are addressed throughout.

The Provost's Council will review this handbook annually. Receipt and acknowledgement of this document by signature constitutes an agreement to the policies and procedures within.

NOTE: The intention of this handbook is to serve as an informational outline of policies, rules, and regulations. As policies, rules, and regulations change, every attempt will be made to keep this handbook up-to-date and current. However, communication regarding University policy, employer/faculty relations, legally-required information, as well as information of general interest and significance, will be brought to your attention on a continuing basis through the use of the faculty member's my.cleary.edu or cleary.edu email address and through Canvas. This handbook does not supersede the Employee Handbook.

Handbook Receipt and Acknowledgment

I have read and been informed about the content, requirements, and expectations of full-time faculty members via this Full-Time Faculty Handbook for Policies and Workload 2020-2021. I have received a copy of this handbook and agree to abide by the policy guidelines as a condition of my employment as well as my continuing employment at Cleary University.

I understand that if I have questions, at any time, regarding any policy or procedure, I will consult with my Academic Dean or Provost (CAO).

My signature below indicates my acknowledgment of the policies and procedures in this handbook and my assurance to abide by these policies and procedures throughout my tenure at Cleary University.

Employee Signature:

Employee Printed Name:

Receipt By:

Date:

Please return a signed copy of this acknowledgment to your respective Academic Dean.

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WELCOME TO CLEARY UNIVERSITY!

Faculty Member,

Here at Cleary University, your dedication and scholarship are critical to the success of our students. As a faculty member, you play an integral role in supporting the University's mission, the execution of The Cleary Mind™, teaching philosophy, and instructional approach, which are designed to foster individual inquiry and self-reflection.

You also play a significant role in preparing students to make valuable contributions across their chosen professions in our rapidly changing global society. We value your discipline-related knowledge and professional expertise, which are essential to supporting students in their pursuit of academic excellence.

Please review this handbook and refer to it as a valuable resource. It contains specific policies, procedures, and expectations you will need to be successful as a faculty member.

Thank you for all that you do for our students. You play an important role in the success of the University, and we value your unique contribution to Cleary's learning community.

Emily Barnes
Interim President, Provost and Chief Academic Officer, Cleary University

SECTION ONE: OVERVIEW OF CLEARY UNIVERSITY
A Culture of Student Success

Cleary University understands that education improves lives. Within that perspective, its student-driven learning opportunities are designed to engage students, guide intellectual growth, and develop commitment to social responsibility, service, and personal integrity in business and life. A brief history of Cleary University can be found in the Academic Catalog.

The University offers on-ground and online undergraduate and graduate degrees. Cleary's student population is both traditional and non-traditional, and both of these groups use the online classroom regardless of their campus presence. The University's online platform is designed to help deliver a quality educational experience while offering the flexibility and convenience that many students require, including our on-ground athletes, non-traditional working adults, and corporate partners. The University offers campus-based programs at the Howell main campus and the Detroit satellite campus.

Cleary serves students from diverse social, ethnic, economic, and educational backgrounds. The majority of students who enroll in the University's on-ground program are traditional, college-aged students. Evening classes in both graduate and undergraduate programs and the online curriculum are largely populated by our non-traditional students. To support student success and retention, the University requires students to demonstrate readiness for college-level learning prior to enrollment, limits class sizes to promote increased interaction, monitors progress, and provides student support.

The University is committed to service, excellence, and student success. It is also an intentional, collaborative community where faculty members, in their interactions with the University's leaders, administrators, staff, and students, find significant satisfaction in contributing to such a creative, vibrant learning environment.

Undergraduate Culture Definition and Characteristics

Cleary University offers undergraduate programs in business arts. All undergraduate programs are grounded in the principles of student-centered learning and established to address the unique needs of each of our student populations and the changing business environment. General education courses are scaffolded into student learning as part of The Cleary Mind curriculum to develop students' abilities to communicate, think critically, act professionally, and understand society.

The Cleary University undergraduate is typically young, motivated, and eager to establish a foothold in the world. At the undergraduate level, programs provide diverse and alternative ways for such individuals to earn and accumulate credits to be used in completing associate and baccalaureate degrees. Additionally, faculty set high expectations, foster critical and creative thinking, and ignite the passion of lifelong learning among students. The University offers courses that are accessible and conveniently scheduled.

Graduate Culture Definition and Characteristics

The University's graduate degree programs are tailored to the aspirations and qualities of self-directedness and motivation that broadly characterize working adults who seek college degrees.

Cleary's graduate programs provide robust, rigorous learning experiences for students to prepare as future professionals and leaders in the global economy. At the graduate level, programs focus on building capacity in students to synthesize, evaluate, create, and apply knowledge in the fields of business and leadership. Faculty members act as facilitators of learning, supporting students through direct and inquiry-based approaches to promote learning through research, scholarship, and applied practice in the field. The University fosters a learning environment that supports student abilities to transfer skills and knowledge to real-world situations and to develop the skills necessary to be successful professionals, leaders, and citizens in society.

Cleary University Mission and Purposes

Mission Statement

To provide an intimate and inclusive, student-centered business education that instills the values of The Cleary Mind in our community.

Vision

Inspiring students to dare to transform the status quo.

Values

At Cleary University, our values are focused on the development within the individual of the eight attributes of The Cleary Mind:

- Critical Thinking: the objective analysis and evaluation of an issue in order to form a judgment.
- Problem Solving: the process of finding solutions to difficult or complex issues.
- Ethics: moral principles that govern behavior or the conducting of an activity.
- Creative Thinking: ways to look at and solve problems from different perspectives.
- Communication: the imparting or exchanging of information, news, or knowledge.
- Persuasion: the action of selling someone to do or believe something.
- Entrepreneurship: the mindset of creative business generation and economic return at any point in the economy.
- Leadership: the ability to lead people and organizations to a goal they/it would not have otherwise attained.

The appendix to this document will include the standard course checklist used for every section. This is the baseline standard for our instructors and the application of University values. The appendix to this document will also include the review and evaluation forms for faculty, which serve to further these values.

CEARY UNIVERSITY STUDENT PROFILE

Over 600 students attend Cleary University each year; during Fall 2018, approximately 26 percent attended part-time. The average age of Cleary students is 29 years, and women comprise about 47 percent of the student population. Additionally, the largest racial or ethnic group (65%) is self-identified as Caucasian.

Students enrolled in courses participate in an active learning community in the physical classroom and on the Internet; this allows them to balance a job, sport, or other personal pursuits with their college coursework. The online-only learning community comprises students from throughout the United States and international locales.

ACCREDITATION

Cleary University is accredited by The Higher Learning Commission.

The Higher Learning Commission is recognized by the Secretary of Education and the Council on Recognition of Postsecondary Accreditation (CORPA, now continued under the Council on Higher Education Accreditation, or CHEA).

For further information on The Higher Learning Commission, please visit www.ncahlc.org or contact them at: The Higher Learning Commission; 230 South LaSalle Street, Suite 7-500; Chicago, Illinois 60604-1413.

DEGREE PROGRAM OFFERINGS

The one constant in today's career environment is unrelenting change—change catalyzed by economic, environmental, and cultural transformations, global business, and technology. The Cleary Business Arts™ Curriculum and related degrees embrace the dynamic realities of change. This one-of-a-kind business education enables one to enter the business world uniquely prepared to think—with agility and flexibility—to encounter change and thrive.

Undergraduate Studies/Traditional Program

Cleary University's traditional program is comprised of students who have completed high school within the previous two years. Program structure, scheduling, career development coursework, and technology integration are designed to meet the needs of the young-adult student. Cleary's on-ground students are usually under 24 years- ld, live on campus, and receive scholarships. A majority of Cleary's traditional students are athletes, as well. Coursework emphasizes sound critical thinking and problem-solving skills, high-quality communication, and the development of ethical leadership. Students enroll in two full-time semesters. Integration of theory with business application is a focus of the program while still enabling traditional-age students to engage in a variety of co- and extra-curricular aspects of campus life. Most classes in the program are held during the daytime. For the first two years, most traditional students attend classes on ground. 75% of their classes will be on-ground in their junior year and 50% in their senior year.

For a complete list of programs and courses, please see the current Cleary University Academic Catalog.

Class Modalities

Cleary University is a pioneer in educational delivery and utilizes the following formats for instruction:

Ground – Classes that meet on ground are live instruction, on campus, facilitated by an instructor, where students are expected to attend and participate in a synchronous atmosphere. These classes have a set day and time.

Multiformat – These classes meet on ground with a set day and time and are live instruction on campus, but they are simultaneously broadcast online and recorded. Students are encouraged to attend the live component, in either manner, but have the option to review the class recording in lieu of attendance. There is a combination of synchronous and asynchronous learning.

Online Plus – These classes have a set day and time for live instruction, but do not meet on campus. Both instructor and students are remote, and the lectures are simultaneously broadcast online and recorded. Students are encouraged to attend the live remote lecture but have the option to review the class recording in lieu of attendance. There is a combination of synchronous and asynchronous learning.

Online – These classes are 100% online and asynchronous in delivery. Instructors will record material and post it for students to review at their leisure. There is no live instruction component unless instructor and students decide, together, to engage in one.

Graduate, Adult, and Professional Studies

NON-TRADITIONAL PROGRAM

Most non-traditional program students are mid-career, working adults. This program offers an innovative academic schedule comprised of evening and/or online courses. The format provides students with an opportunity to efficiently complete their undergraduate degrees while juggling the demands of career and family. Degree-completion transfer majors are designed for individuals who have completed required preparatory courses. Students in the non-traditional program are generally expected to enroll in three semesters on a full- or part-time schedule.

Cleary faculty use case studies, project-based learning, and other teaching methods that promote real-world decision making. Students, working individually and in teams, apply common business practices while completing coursework. Coursework emphasizes sound critical thinking skills and the development of ethical leadership. Class discussions revolve around both classical issues and current trends that the business enterprise might face.

GRADUATE PROGRAMS

The Cleary MBA is intended for students interested in assuming leadership roles in their current or future organizations. The graduate program curriculum emphasizes business theory appropriate to the graduate level but also incorporates an applied problem-solving approach while covering a broad range of core business topics. MBA majors do not require a specific undergraduate degree major.

Curricular Practical Training (CPT) is work authorization that allows F-1 international students to participate in paid/unpaid off-campus academic internships during their degree program. The purpose of CPT is academic (not just for employment purposes), and the internship is an integral part of a student's degree program. Students must possess an F-1 student status prior to applying for CPT. Additionally, students must properly maintain the F-1 status each semester. Guidelines specified by SEVP for CPT will be strictly followed (http://ice.gov/sevis/practical-training).

The Master of Business Administration is focused on how business theory informs practical application with a number of concentrations available. The Cleary MS degrees in Culture, Change, and Leadership and Human Resource Management are online programs intended for students interested in learning about organizational culture and how culture can be created and changed.

For a complete list of programs and courses, please see the current Cleary University Academic Catalog.

It is important that students bring relevant employment acumen into the classroom in order to

increase the depth and breadth of the student learning. For international students, Curriculum Practical Training (CPT) employment can begin after completing the first semester in the program. Students are expected to share their employment experience in course assignments, case studies, and class discussions and to tie their experiences to course materials.

INTERNATIONAL PROGRAMS

Students who are not citizens of the United States of America may be admitted to any program if they meet Cleary's admission requirements. All international students will be required to take classes on ground at one of our approved campus locations. Undergraduate students are allowed to work only on campus in any position (not for credit) OR off-campus in their field of study (for credit) with approval. There are additional rules for international students working on campus. The MBA programs have curricular practical training (CPT) built into the program. International students enrolled in the MBA program are expected to find jobs related to their field of study. All CPT work placements require prior written approval.

DUAL ENROLLMENT PROGRAM

The dual enrollment program at Cleary University is for qualified high school juniors or seniors who wish to begin earning college credit while still enrolled in high school. Students are expected to meet the same academic standards and expectations as regularly enrolled students. The program is not designed to culminate in a degree.

EARLY COLLEGE PROGRAM

Cleary University has several Early College and Dual Enrollment partnerships with local schools allowing high school students to earn college credits, up to an associate degree, before graduating high school. Partnerships include the Livingston County Educational Services Agency (LESA), Michigan International Prep School (MIPS), and Sigma Academy for Leadership and Early Middle College. The program allows students in these institutions to earn an associate degree by taking courses and then completing a thirteenth year. Students must apply through their high school.

The Cleary Mind

The curricular philosophy at Cleary University is to ensure that every Cleary student graduates with a unique education advantage that enables him/her to enter the business environment uniquely prepared to contribute as a critical thinker, a problem solver, a communicator, and a management leader. This philosophical outcome is defined as The Cleary Mind.

The Cleary Business Arts Curriculum is the curricular pathway to our collective outcome for all Cleary graduates: practical inculcation of The Cleary Mind. The Cleary Business Arts Curriculum is comprised of two key components:

> **The Cleary Business Arts Curriculum — a dynamic and challenging business school culture deliberately designed to forge The Cleary Mind through the unique integration of business, philosophy, and literacy (reading, writing, cultural, technological) curricula.**

And what makes such classroom preparation uniquely applicable to the real-business world:

> **The Cleary Enterprise Education™ Paradigm — University-based, student-managed, for-profit corporations integrated into the Cleary Business Arts Curriculum with a collective mission to forge The Cleary Mind through experiential business knowledge.**

We have re-thought and reinvented the typical business school curriculum from the perspective of eight key attributes that manifest themselves as The Cleary Mind. These are not arbitrary attributes but, rather, demands from business — that the business world believes are not being satisfied by traditional business school education programs.

The eight attributes of The Cleary Mind are:
- Critical Thinking
- Problem Solving
- Creative Thinking
- Communications
- Persuasion
- Entrepreneurship (mindset)
- Leadership
- Ethics

These attributes are tied to courses in the curriculum. The curricular philosophy of the Cleary Business Arts Curriculum delivers key advantages:
- Deliberate, cross-relevant integration of philosophy and literacy education with a business education
- Education that prepares the Cleary graduate to think — both spontaneously and methodically
- Ensures consistent education quality control and cohesive structure
- Transcends the growing vocational and truncated approach to business education
- Provides a logical and progressive pathway from enrollment to graduation

There are two ways to visualize the *philosophical pathway* of *The Cleary Mind*:

CLEARY MIND-CENTRIC   BUSINESS EDUCATION-CENTRIC
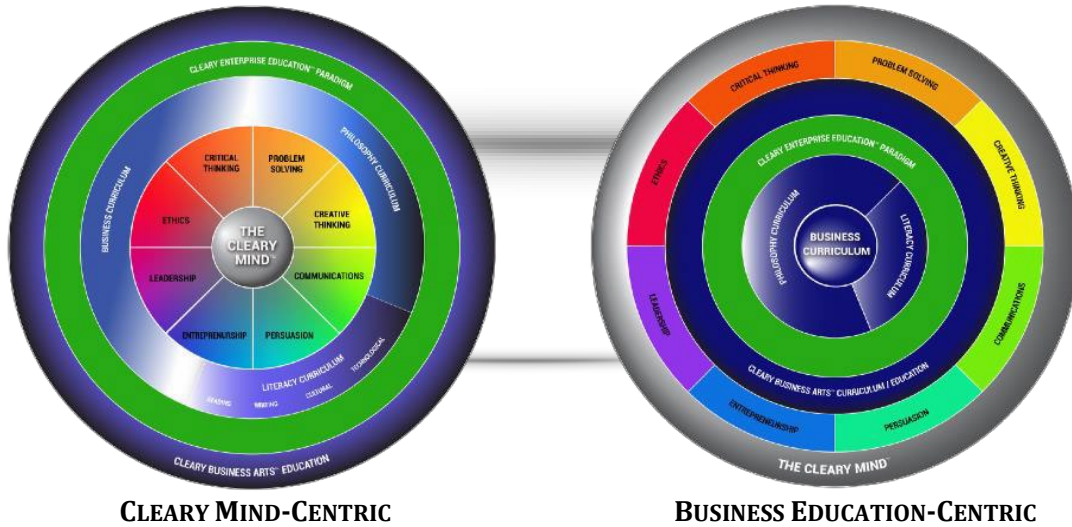
Our Institutional Cleary Mind Outcomes

Our graduates will:

1. Possess a comprehensive understanding of business function and interaction across business disciplines.
2. Effectively communicate ideas, information, experience, and solutions in written and spoken form.
3. Demonstrate ethical behavior and recognize its value in business success.
4. Think critically using logic and experience to recognize opportunities and solve problems.
5. Think creatively using abstraction to recognize opportunities and solve problems.
6. Evaluate problems and build persuasive arguments to advance business success.
7. Understand the role of entrepreneurial and leadership mindsets in improving and advancing business success.
8. Understand the value of diversity in people, thought, and experience.

POSITION TITLE: Full-Time Faculty
REPORTS TO: Academic Dean

Essential Job Duties

Full-time faculty positions are subject to the terms and conditions of the Cleary University Employee Handbook and are entitled to all benefits accorded to other full-time positions as noted in that handbook. This document complements the material in the Cleary University Faculty Handbook. A copy of this document is also posted in the Faculty Hub on Canvas.

There are five roles that all full-time faculty members are expected to fill. These are **Teaching, Advising, Service, Scholarship,** and **Administrative Duties.** The roles are:

Role One: Teaching. Teaching is engaging in specifically designed interactions with the student that facilitate, promote, and result in student learning. The total teaching act involves being able to interact with students in such a way as to 1) provide them an opportunity to learn, 2) create conditions that facilitate learning, and 3) use techniques and methods that, although not causing learning, at least create a high probability that learning will occur.

*The **Teaching Role** includes*:
● *Content Expertise* is the formally recognized knowledge, skills, and abilities a faculty member possesses in a chosen field by virtue of advanced training, education, or experience. This is indicative of either requisite credentials, applicable experience, or both. Activities in this area would include updating course content, creating exams, developing instructional materials, and acting as a Subject Matter Expert in new course creation.
● *Instructional Delivery Competencies* are those which promote or facilitate learning including the ability to motivate students, generate enthusiasm, and communicate effectively. This includes a grasp of technology in the classroom and using that to affect student learning. Faculty are expected to be proficient in both on-ground and online instruction or willing to participate in training or activities to improve delivery as determined by leadership.
● *Course Management* are those organizational and bureaucratic tasks involved in maintaining and operating a course. This includes keeping grade records, holding office hours, and tutoring, as necessary.

Role Two: Mentorship. Mentorship is providing *advice, information, and/or recommendations* to students in terms of the established student/instructor relationship.

This role includes academic, career, and/or professional guidance, with the exception of class scheduling, in the role of a mentor. Full-time faculty members are in a unique position to provide guidance and advice concerning a student's academic endeavors both at Cleary University or for those who want to pursue a four-year degree as well as discipline-specific career guidance and advice concerning future employment opportunities.

Role Three: Service. Service is the productive participation in the organization, activities, and/or projects of the department/college that enhance the college's mission to serve its students and the community.

The **Service Role** includes service to the faculty member's department, the college, to other faculty, and to the community. This can be fulfilled on campus by serving on University committees on both the department and college levels, outcome review and academic standard review, recruiting, sponsoring or participating in student organizations, athletic competition attendance, assisting with orientation or registration, and attending University, faculty, or student sponsored events and activities. Community service is the application of a faculty member's recognized area of expertise to the community. All faculty should participate in a minimum of thirty-six hours of University or community activities in the full academic year. These are actual hours of participation. See Appendix V for the Professional Development Reporting Form.

Role Four: Scholarly and Professional Activities. *Professional Activities* include those activities that faculty members undertake to enhance themselves in either their formally recognized area of expertise or a supporting area, either initiated from within the University or through external means. This can take the form of publications, conference attendance, in-service training, presentation at conferences or professional meetings, work within professional organizations, additional credentials or licensure, grant writing, or performance professionally or artistically. All faculty should participate in a minimum of thirty-six hours of scholarly or professional activities in the full academic year. These are actual hours of participation. See Appendix V for the Professional Development Reporting Form.

Role Five: Administrative Duties. This role is for full-time faculty who are required to perform administrative duties in addition to the previous four roles. These duties can include: faculty supervision and review, hiring, and recruitment, evaluating both full-time and adjunct faculty, chairing a committee, supervising work-study students, budgeting and implementation, working to maintain accreditation, contributing to the catalog and/or schedule, fostering and maintaining relationships with secondary and fellow post-secondary schools, etc.

Faculty Rank

Faculty rank was useful to higher education in the past, but new learners require a student-centered approach. Whether full-time or adjunct faculty, Cleary University believes in bringing in student-centered instructors who are engaging and intrinsically motivated to create meaningful, transformational, and dynamic learning experiences in both the on-ground and online learning environments. Creative, innovative, and adaptable instructors who understand the level of technical engagement, personal investment, and technology-integrated approach needed to connect with Cleary students in all learning environments constitute the members of Cleary University's faculty. These individual professionals are tech savvy, possess a high-level of self-assuredness, and are dedicated to playing a critical role in the personal, cognitive, and social growth of students. Cleary University faculty members:

- Create unique, active learning experiences for all students
- Continuously seek opportunities for personal and professional growth
- Utilize personalized video, digital technology, podcasts, and multimedia to communicate, enhance content and material, and create active learning activities with on-ground, multiformat, and online students

- Utilize student-centered and active learning techniques to build long-lasting skill sets
- Are intrinsically motivated to personally connect with distance students
- Enjoy working collaboratively with other faculty members, departments, and staff to develop a meaningful experience for students
- Possess high-level people and communication skills
- Creatively implement methodology and activities that promote critical thinking, problem solving, and creativity
- Are enthusiastic about education for diverse, entrepreneurially-minded, global, multi-cultural students

The Higher Learning Commission has determined their qualifications for qualified faculty, and Cleary University ascribes to that determination. The full document can be found here: http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf, but the following excerpt directly pertains to our faculty.

a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. (HLC, 2016).

SECTION FIVE: FACULTY TEACHING WORKLOAD & OVERLOAD

The faculty's teaching workload is of the utmost concern to Cleary University, and the following model is representative of where the University desires minimum and maximum instructional units for faculty to range.

It is recognized that classrooms and disciplines will vary. The stated instructional units may neither represent the various pedagogies that take place in the classroom nor always reflect the work associated with those various pedagogies.

There are no guarantees for either minimums or maximums required of an individual faculty member. Faculty will have an annual load <u>within</u> the stated range. Faculty within departments and/or disciplines have collaborated with their respective Academic Dean to define what constitutes the best use of contact hours. Each faculty member will collaborate with their Academic Dean and administrative leaders to plan annual teaching assignments.

<u>Instructional Units</u>

Instructional units (equivalent to credit hours) shall be used to measure full-time faculty load. A full-time load consists of 28 – 36 instructional units taught during fall and spring semesters. The target is 36 instructional units. In the event of unusual circumstances, a reduction below 36 instructional units could be approved through the Academic Dean and the Provost (CAO). Please note that these instructional units in the desired range do not include any summer semester instruction. This will be determined on a summer semester by summer semester basis. Also, please note that the instructional unit workload is complementary to any non-teaching duties assigned.

<u>Overload</u>

Overload is paid when instructional units taught by a full-time faculty member exceed 36 in an academic year (not including summer). Overload will be paid during the spring semester when instructional units exceed 36 for the fall and spring combined. Overload is paid at the current adjunct rate based on instructional units. Overload instructional units will need to be approved by an Academic Dean prior to scheduling and payment. Additional preparation compensation will not be provided for overload courses.

<u>Preparation</u>

A full-time faculty member at Cleary University is expected to have multiple preparations as part of their teaching assignment. However, in order to assure the quality of education, a faculty member generally will not teach more than 60% of their load in unique preparations in any given semester.

Reasonable effort should be made to avoid exceeding these limitations by adjusting the assignment of courses with other full-time or adjunct faculty within the University. Exceptions to these limitations should result from agreement between the Academic Dean and the full-time faculty member and will be documented.

<div align="center"><u>Definitions</u></div>

<u>Load</u>: Faculty load is defined by this document and may be the same or less than eighteen (18) instructional units, excluding overload, in any given semester.

<u>Preparation</u>: One preparation is generally defined as the preparation required for each course of a different course number that is not cross-listed with another course, taught simultaneously with another course, or team taught with another instructor.

<u>Online and multi-format courses</u>: Online courses, online plus, multi-format courses, or courses taught on a different daily schedule do not constitute unique preparations from those same numbered courses taught on ground or on a different schedule.

<div align="center"><u>Course Assignments</u></div>

Scheduling of courses is the responsibility of the academic leadership team, whether those courses are traditional, multi-format, or distance in nature. All actions pertaining to scheduling of courses must be coordinated and based upon a combination of department and University needs, prior to formal scheduling deadlines.

<div align="center"><u>Summer Teaching</u></div>

The offering of classes during the summer semester will be predicated upon the benefit to instructional programs, enrollments, class size, and available funding. This agreement will work in accordance with the general agreements in the Guidelines regarding the calendar. All full-time faculty will be expected to teach during the summer semester and the course load will be subject to the availability of classes and available funding. Teaching assignments above 18 instructional units require the approval of the respective Academic Dean.

Full-time faculty, during the summer term, are also expected to fulfill their additional University responsibilities, such as committee work, adjunct faculty support, instructional design, etc., commensurate with their assigned teaching load.

SECTION SIX: FACULTY BENEFITS

FACULTY TRAINING

Cleary faculty members are life changers. Every one of our students is pursuing higher education in order to improve their life in some way, whether that is to acquire a first job, position oneself for a promotion, serve as a role model for future generations, or to expand one's worldview.

University leadership has set a goal to make Cleary the most desired place to teach. In light of this vision, numerous support systems are already in place to help ensure faculty success. These support systems include Dropout Detective, the various Canvas elements (there are specific trainings available in regard to those), and the various departments throughout the University. Faculty have the athletic department, advising and enrollment departments, and fellow faculty members as resources. Open lines of communication are not only encouraged, they are required for effective and transformational student experiences.

NEW FACULTY EXPERIENCE

The orientation of new faculty members begins at the time they are hired. All faculty members are required to attend the Faculty Orientation prior to being assigned their initial course. Faculty members are enrolled in several courses in Canvas, the University's online learning management platform, to prepare them for teaching in an online or a multi-format environment and for providing Cleary University students the highest quality education possible, including work in Dropout Detective, Canvas itself, and more. During the onboarding process, faculty members are given continual feedback and coaching on performance-based criteria. By the beginning of their class, each faculty member will have been exposed to the information needed to complete the following four objectives:

- Demonstrate knowledge of the location and utilization of the learning management system features;
- Demonstrate knowledge of current Cleary University policies and procedures that pertain to the University's online programs;
- Demonstrate the essential skills and techniques necessary to be a successful instructor; and
- Demonstrate knowledge of the various professional development opportunities available and procedures for monitoring and evaluating faculty.

Faculty must also complete all new employee training required by the University, including reviewing University policies and procedures.

All faculty, adjunct and full-time, are mentored by their Academic Dean during their onboarding and first few courses. The mentors are co-enrolled in the new faculty member's first courses and are available to answer questions and offer the necessary support and expertise to the new faculty member. It is expected that all full-time faculty will eventually serve as mentors to other full-time and adjunct faculty as part of their service to the institution.

FACULTY PROFILE IN CANVAS

Part of the faculty orientation includes completing the faculty profile in Canvas, the learning management system used at Cleary. Faculty will receive an email with the login information as new employees, and this will be used in the profile. The information is utilized by the University in a number of important ways, such as program review, HLC accreditation reporting, and the identification of qualified faculty for future employment opportunities. To meet these important needs, it is vital that all faculty members update their profiles regularly to keep the information current.

FACULTY SUPPORT

The Dean of Undergraduate Studies and the Dean of Graduate Studies, in conjunction with the other full-time faculty members, are the main points of contact for faculty regarding University policies, course activities, professional development resources, and instructional best practices. This leadership team provides support to faculty through a variety of means. This support begins early in a faculty member's experience. Once a new faculty member has successfully completed onboarding, he or she is eligible to be scheduled for courses. Between the orientation and beginning of the instructor's first course, the team will be in contact with the new instructor as a reservoir of information and support, including specialized support to the new faculty member through their first two courses and continued support in all future courses.

The team will also be the first point of contact in terms of review and action plan development. Specifically, when associates find an instructor's performance is not meeting expectations, they reach out by phone or email to that instructor with specific feedback and offer additional support materials. The materials shared with faculty allow instructors to adjust their performance to meet the required levels of quality in Cleary classrooms.

PEER MENTORS

Full-time faculty should expect to function as peer mentors. The Academic Deans will provide all adjunct faculty with full-time faculty peer mentors as needed. If a full-time faculty member is in need of peer mentorship, the Deans and Provost will maintain a presence in the classroom of full-time faculty and provide suggestions for improvement and best practices, as well as more formal metrics for evaluation (see *Section Seven*). This support system ensures that new instructors are fully prepared to move forward as Cleary faculty members.

WORKSHOPS AND TRAININGS

Faculty are expected to participate in additional courses, self-paced modules, webinars, and other professional development activities as needed or desired from both within and outside the University to fulfill the scholarship and professional development requirements for their position. Periodically, additional professional development workshops will take place that could include topics such as discussion board facilitation, providing instructive feedback, and understanding our student population. These workshops will have been developed collaboratively by Cleary staff, faculty, and other internal stakeholders. Individual industry-specific development opportunities are regularly made available to full-time faculty and vary by discipline.

TECHNICAL SUPPORT

Technical support for technology-related problems that may occur is available to Cleary University students and faculty internally by contacting tech support at 1-800-686-1883 or support@cleary.edu.

It is the obligation of all new faculty members to inform their respective Academic Dean or other faculty leadership if further orientation or support is necessary or desired.

FACULTY COMPENSATION

At the time of initial employment, full-time faculty salaries are determined on an individual basis by the Provost/CAO and academic leadership team. This will be reflected in the offer letter sent to the new faculty member by the Human Resources department. Full-time faculty members are full-time employees, therefore the benefits structure laid out in the Cleary University Employee Handbook applies to them as well.

FACULTY TEACHING DUTIES

The Provost oversees all teaching assignments. Please refer to *Section Nine: Instructional Requirements* of this Faculty Handbook and *Section Four: Faculty Workload and Overload* for a description of faculty teaching duties.

FACULTY QUALITY REVIEW

As part of the University's continual feedback and improvement processes, Cleary faculty are evaluated on an ongoing basis through a variety of metrics, including end-of-course surveys, self-evaluations, course evaluations, and peer-conducted reviews. Additionally, full-time faculty members are also reviewed annually on individual goals they create jointly with their respective Academic Dean, usually after the spring semester has ended. Please see *Section Seven: Faculty Evaluation* for the complete process.

FACULTY DEVELOPMENT

Faculty development is a two-fold responsibility resting on the individual faculty member and the University. Faculty members are encouraged to further their professional development through appropriate activities such as attendance at workshops and seminars, membership and participation in professional organizations, research and publication, graduate coursework, professional reading done on a regular basis, and interaction with colleagues in other institutions. Please see the professional development and scholarship reporting forms in the Appendix of this document.

The University has the responsibility to provide meaningful in-house training and professional development opportunities, to assist faculty members in seeking external grant opportunities, and to fund appropriate professional development activities.

Philosophy and Intent of Faculty Evaluation

The Cleary University faculty evaluation system provides feedback from peers, Academic Deans, and students to improve faculty performance and enhance student learning. Faculty members at Cleary University balance commitment to teaching, professional development, activity, and service. The results of these evaluations are taken into consideration when weighing compensation increases, promotions, and additional responsibilities. All full-time faculty evaluations shall adhere to the following processes.

Roles and Process in the Faculty Evaluation

Prior to the fall semester (or the first semester for new faculty), the faculty member shall, in discussion with the Academic Dean, establish goals they deem appropriate given the work to be accomplished during the academic year.

The Academic Dean is responsible for seeing that all aspects of the evaluation occur and that the process outlined below is followed. At the end of the evaluation process, based on the various review metrics including sitting Peer Review Committee members, the Academic Dean provides instructive feedback on the faculty member's teaching, professional activity, and service. This feedback will also assess goal attainment throughout the academic year. This feedback will be delivered one on one, usually after the end of the spring semester. Such discussions should also aid the faculty member and the Academic Dean in coming to mutual understandings about what constitutes various standards of professional faculty performance and future goal setting. The annual feedback form can be found in Appendix VIII of this document.

There are five components to evaluation at Cleary University: Academic Dean review (as indicated above), self-review, professional development reporting, student course evaluations, and the report from the Peer Review Committee.

There is one standing committee, the Peer Review Committee, composed of full-time and adjunct faculty peers who will evaluate a single section of a full-time faculty member's load. The Peer Review Committee evaluates the faculty member and is responsible for representing the department and the field in the evaluation process. Where possible, there needs to be at least one person from the faculty member's area of expertise on the sitting committee. The purpose of this evaluation is to gauge instructional effectiveness and function as a point of feedback for continued growth. This includes monitoring the Canvas course, reviewing instructional feedback, and classroom observation. This committee has rotating membership, semester by semester, and faculty members will be asked to serve on it from time to time. The Peer Review Committee Evaluation form is Appendix IV of this document.

Student evaluations are found in the Canvas learning management system and are anonymous. These gauge the effectiveness of instruction, course, and University in terms of student engagement. The faculty member will receive an aggregated report of their student evaluations approximately one month after the end of the semester.

In line with the professional development and service requirement, Cleary University has provided a form that the faculty member is required to fill out at the end of each semester. This form is a record of service, scholarship, and professional development throughout the course of the semester. The form can be found in the Appendix of this document.

Finally, the self-assessment is a document wherein the faculty member records and assesses their own performance from throughout the semester. This is a useful tool in terms of self and instructional awareness and should be guided by the goals discussed with the Academic Dean prior to the academic year beginning. The form can be found in Appendix III of this document.

SECTION EIGHT: EDUCATOR AWARDS

The purpose of the Cleary University educator awards is to recognize faculty who have shown exemplary dedication to the educational, emotional, social, and career success of our students. These awards allow Cleary University to honor and celebrate the time, dedication, and valuable efforts of educators who motivate and inspire students to meet their goals and achieve their dreams.

Cleary University Educator Awards include:
- Inspirational Educator Award
- Vince Linder Teaching Excellence Award
- Inclusive Educator Award

INSPIRATIONAL EDUCATOR AWARD

The purpose of the Inspirational Educator Award is to recognize faculty who inspire their learners and motivate them to think critically, be innovative and creative, and achieve more than the learner thought possible on their own. This prestigious award acknowledges the time and dedication faculty take to be exceptional teachers. Honorees are consistently noted for their teaching effectiveness, commitment to learning, and passion for the development of The Cleary Mind™ attributes in our students. Long after their experience with faculty members of this caliber, learners still recall the impact that these instructors had on their own education. This award allows Cleary University to honor and celebrate the valuable efforts of educators who motivate and inspire others.

CRITERIA FOR AWARD
The award is designed to honor educators in the Cleary University community who exemplify truly extraordinary teaching. Candidates are assessed on the growth and development of learners as well as the ways in which they role model positive attributes of business professionals.

The inspirational educator award will be given to one faculty member who consistently:
- Provides learners opportunity for personal growth.
- Provides learners opportunity for professional growth.
- Provides learners opportunity for growth in their discipline/specialty.
- Inspires learners to work hard and be highly engaged in their education.
- Role models professionalism.
- Role models the attributes of The Cleary Mind™.
- Serves as an inspiration for other educators.

NOMINATION PACKET AND PROCEDURES:
There will be an open call for nominations via Canvas and email. Nominations should be submitted to the Provost via email at ebarnes@cleary.edu. Self-nominations are not permitted.

The nomination packet must include:

No more than a two-page typed nomination letter for the candidate must be submitted and should provide a testimonial of how the nominee has inspired and shaped the careers of their learners. Review the criteria above as a guide. The letter should provide examples of how the candidate has

excelled as an educator and the impact their teaching has had on the career development and success of learners.

Previous winners are:
2020 – Dr. Regina Banks-Hall

THE VINCE LINDER TEACHING EXCELLENCE AWARD

The purpose of the Vince Linder Teaching Excellence Award honors Dr. Vince Linder, who served Cleary University as the Provost and Vice President of Academic Affairs for over twenty-five years before retiring in the summer of 2015. Dr. Linder always believed that teaching was the heart of the University and that excellent teaching was the key driver of student satisfaction and retention. He was a leader in developing and maintaining academic excellence at Cleary University.

Previous winners are:
2016 – Margaret Lourdes and Margaret Wisniewski
2017 – Michael Bohanon
2018 – David C. Hayes
2019 – Dimitrios Frentzos
2020 – Kelly Genei

CRITERIA FOR AWARD
The award recognizes that faculty member who maintains a culture of excellence in their teaching and who is acknowledged by students and peers alike as passionate about their subject matter, seeks out continuing professional development, creates rigorous academic expectations, holds students accountable, and cares deeply about helping students be successful.

NOMINATION PACKET AND PROCEDURES:
In most cases, a learner would nominate a faculty member. However, fellow faculty members who admire the teaching of their colleagues may drive the nomination process and solicit letters from the candidate's learners. There will be an open call for nominations via Canvas and email. Nominations should be submitted to the Provost via email at ebarnes@cleary.edu. Self-nominations are not permitted.

The nomination must include:

A two-paragraph typed nomination letter for the candidate must be submitted and should provide a testimonial of how the nominee has demonstrated excellence in teaching.

The letter should provide examples of how the candidate has excelled at teaching and the impact their teaching has had on Cleary University and the student body.

INCLUSIVE EDUCATOR AWARD

The purpose of the Inclusive Educator Award is to recognize faculty who create or support unique opportunities that enrich inclusive educational experiences. This prestigious award acknowledges the leadership, innovation, dedication, and excellence faculty take to be inclusive teachers. Honorees are consistently noted for enhancing diversity and inclusion within the Cleary

community, and they actively participate in school activities, in and out of the classroom. This faculty member values and encourages students to build on their abilities, ensures every student is welcome and included, and promotes a Cleary-wide culture for inclusion and leadership.

CRITERIA FOR AWARD
The awards are designed to honor educators in Cleary University community who exemplify an inclusive education. The Inclusive Educator Award will be given to one faculty member who:
- Excels in teaching and mentoring a diverse student body.
- Builds lasting and meaningful partnerships with community groups and organizations who have a significant impact on the diversity of Cleary.
- Promotes diversity and inclusion at Cleary University.
- Role models the attributes of The Cleary Mind™.
- Serves as an inspiration for other educators.

NOMINATION PACKET AND PROCEDURES:
There will be an open call for nominations via Canvas and email. Nominations should be submitted to the Provost via email at ebarnes@cleary.edu. Self-nominations are not permitted.

The nomination packet must include:
No more than a two-page typed nomination letter for the candidate must be submitted and should provide a testimonial of how the nominee has exhibited superior effort to enhance diversity and an inclusive culture at Cleary University. Review the criteria above as a guide.

Previous winners are:
2020 – Andrew Chamberlin

Orderly Functioning of the University

The faculty, individually and collectively, accept a full measure of responsibility for the orderly functioning of the University. Faculty members shall fulfill their teaching responsibilities with full recognition that the classroom is a forum for educating students—neither a forum for indoctrinating them, nor for introducing matters remote from or unrelated to the scope of the particular course or program of study.

Supporting the Mission

Faculty members shall support, in principle and practice, the University's mission and values in the performance of their duties and responsibilities for the University.

Professionalism and Service to Students

Professionalism and service to Cleary students, both inside and outside of class, are expected of all University faculty members. This professionalism and service takes a variety of forms and includes the obligation to treat students fairly, to protect the confidentiality of students' personal information, to engage in positive and appropriate interaction with students, and to conform to course requirements outlined in course instructional policies. Faculty members are also expected to provide contact information, permitting students direct access to their instructors.

Cleary University encourages friendly and supportive interaction between faculty and students. Faculty should be helpful to students in any way that is appropriate while remaining aware of their responsibility to be good role models, exhibit the best scholarly standards of their disciplines, and show respect for each individual student. They must refrain from any exploitation of students for personal advantage and protect student confidentiality.

Engagement Requirements

Teaching at Cleary University is defined as the scholarly creation of conditions under which students should learn. The Cleary Mind is a unique approach to business instruction and requires an effective group of faculty members. Faculty are the front line of student-centered learning. This occurs when the instructor articulates and supports relevant student learning outcomes through student-centered practices whether students are being engaged online or on-ground, including but not limited to:

- Establishing Relationships: Creatively uses available tools and strategies to enhance relationships, creating a community of learners willing to take risks and actively engage with one another.
- Critical Thinking: Consistently fosters critical thinking through challenging students to elaborate on their thoughts, question their assumptions, examine biases, communicate in a clear and concise manner, and defend their positions throughout the course.
- Instructive Feedback to Students: Provides instructive feedback that challenges and inspires students while providing specific suggestions to improve the quality of their work and thinking.

- High Expectations: Effectively demonstrates high expectations throughout the course while holding students accountable for insightful exchanges and high-quality performance on assignments and promoting active engagement in their own learning.
- Demonstrating Instructor Expertise: Effectively and consistently utilizes expertise in the subject matter by providing personal experiences, connecting course knowledge to real-world examples. Enhances course content and resources to encourage student comprehension and application of course learning outcomes.

As stated earlier, the Appendix to this handbook will include the review and evaluation documents used to assess these engagements. Teaching is the principal responsibility of the University faculty member. Teaching is understood to include the provision of effective instruction in the online classroom and may include (although not necessarily limited to) the development of new courses or curricula, assessment of students, and supervision of independent studies and courses. The quality of teaching is an important consideration in the evaluation of faculty members. The following best practices apply to all Cleary University courses:

Profile

The Profile section of Canvas must include the following information:
- Professional profile picture or avatar
- A welcome video
- Biography (text-only area) needs to include:
  - Teaching philosophy
  - Contact information (cleary.edu is the only email address permitted), social media platforms, or website (optional).

Appropriate links to other professional, non-solicitous sites, including LinkedIn, are included under Links. Include contact information and the video in a Week 1 announcement, too.

Announcements

Instructors are required to utilize the announcement section of the classroom in the following ways:

- Welcome announcement is posted the Thursday before the course begins to establish initial presence. Please make sure that this is uniform and proofread. Eliminate spelling and grammatical mistakes as well as format without ALL CAPS, highlighted colors, font colors that don't provide enough contrast, etc. Ensure that all announcements are readable and relevant to the particular course, class, and school.
- Announcements are positive, encouraging, and develop a trusting community of learners.
- Faculty will post periodic announcements, a minimum of one per week, which remind students of upcoming topics and due dates, course-specific expectations, and the discussion forum late policy if not specified in the course.
- Use video and audio features in Canvas to enhance announcement content each week. Students need to hear and/or see their instructor each week. This is a huge aid in student engagement and retention.
- Interact with students through announcements by allowing students to Comment and Like announcement replies.

- Do not delete portions of the online classroom or lock students out. Students should be able to access all parts of their class from Day 1. Never hide material or unlock modules until a student has completed the previous one. Students need to be able to gauge their time to spend by looking at all requirements for the course and planning in advance.
- Provide instructive guidance to students through text and multimedia (including the required video or voice) posts that may include:
  - A preview of the week's assignment(s) and readings.
  - An expansion of ideas from the text or course materials with multiple points of view.
  - Relatable professional experiences to the weekly readings and assignments.
  - Additional references such as links to interesting articles, videos, or websites.
  - Appropriate 7th edition APA formatting and citations for all posted materials is required. Instructors are to exemplify academic integrity; therefore, plagiarism by instructors is never acceptable.
  - Use the Studio features in Canvas to enhance announcement content. Studio is integrated within the classroom easily and has the greatest impact. Studio will offer options to add that video to the classroom in various areas.
  - Interact with students through announcements by allowing students to Comment and Like announcement replies.

Response to Students
Instructors must respond to student communication in the following ways:

- Guide student inquiries towards a positive learning outcome.
- Respond promptly to student inquiries (in no event, later than 48 hours on the weekend or over holidays and 24 hours during the week unless on a break between classes) including: questions and comments posted in the inbox, public forums, student emails, and student comments in the announcement section.
- Respond to questions of a private nature (grades, request for an extension, etc.) via email or inbox, and post a response to any public inquiries that an answer has been sent privately.
- Adhere to policies regarding the Federal Educational Rights and Privacy Act (FERPA) in all communications.
- Responses are complete and address student concerns and frustrations in a professional manner.
- Monitor and support student progress. Utilize any available course statistics or reports to identify students who are not accessing course materials, participating in discussion forums, or completing assignments, and reach out to those students and encourage them to engage.

Discussion Forums (when applicable)
Faculty facilitation of discussion boards is a cornerstone of online and melded class learner engagement and must include:

- Regular and substantive interaction with every student throughout the course. This interaction should follow the guidelines of feedback and announcements below but are not limited to that. Personalized and individual communications are paramount to student success.

- Acknowledge all students who respond to your posts during and after the learning week. Please utilize video and voice wherever possible. Face-to-face contact is critical to online learners.
- Post initial responses to students early in the learning week to allow students time to review and respond.
- All instructor responses must be posted before 11:59 pm on Sunday, Day 7, of a given learning week.
- Post a minimum of six substantive responses in EACH discussion forum. Responses must be made on at least three days throughout the learning week. Example: For courses with two weekly discussions, instructors are required to post six posts over three days in each forum totaling a minimum of twelve responses for the week. Individual course requirements may differ.
- Personally acknowledge students when responding to their responses (e.g., "Kamil, in your post you indicated that…") and use a positive tone in responses. This can be accomplished by always beginning a response with an item that the student has done well in the post or in the class in general. The same style and format issues that applied to the announcements apply here, i.e., no highlighting, proper grammar, no ALL CAPS, etc.
- In a given learning week, instructors must address the following:
  o Identify themes that have arisen in the discussion forum, bringing in specific examples written by students.
  o Address misconceptions or flawed thinking that may have arisen in the discussion forum.
  o Provide additional instruction in the form of intellectual elaboration.
  o Raise questions that foster critical thinking and will generate more discussion.
  o Utilize the course text and/or course materials.
  o Engage in video and voice technology as opposed to text whenever possible to increase engagement.

Instructive Feedback

- Use rubrics to grade and provide feedback on student submissions within five days of submission. **Rubrics are required for instructional grading in all courses regardless of assignment type or delivery.**
- Facilitate student understanding and progress by providing students with meaningful feedback that communicates areas of strength and areas for improvement through a mix of formative and summative feedback. Cleary believes that providing effective feedback to students is a skill that can be acquired and improved through practice and coaching. There is a framework of best practices that can be applied. This framework is adapted from renowned educator Grant Wiggins' article, "The Seven Keys of Effective Feedback."
  o Goal-oriented - Feedback on student work should be tied to specific, measurable learning goals, objectives, or standards. When giving feedback, link your comments to the expectations laid out in the assignment prompt and rubric. Directly reference the prompt and rubric components, using similar language when possible. Help students understand where they are in relation to the stated goals.
  o Prioritized - Feedback should be concise and focused on the areas of strength and growth that will have the greatest impact on the student's writing. It isn't feasible

or advisable to provide feedback on every aspect of a student's writing. Concise, prioritized feedback is more digestible for students and easier to internalize and implement. You will have to make judgment calls on where to focus. Make your selections with the goal of the essay in mind.

- o Actionable - Feedback should be so specific that the student immediately knows how to take action. Your comments should clearly describe their successes and shortfalls and directly reference the student's work in order to point the student to their next steps. To advance students' metacognition and enable them to self-assess their work, ask probing questions that will spark thoughtful reflection and a new understanding for how to develop their work.
- o Student Friendly - Feedback should be personalized and engaging to ensure it reaches the student. To aid student acceptance of feedback, respond like a reader who is seeking to understand what the student has written. An encouraging, positive tone will go far in helping students accept your feedback and apply it to future work. Be sure to use language that is clear and not too technical.
- o Ongoing, Consistent, and Timely - To be effective, feedback must also be ongoing, consistent, and timely. This means that students need ample opportunities to use feedback and that feedback must be accurate, trustworthy, and stable. When feedback isn't timely, students are disengaged and demotivated. Teachers are responsible for building regular feedback loops into their practice. Graders are responsible for meeting all deadlines and delivering consistent, calibrated feedback.

- When minimal or inadequate elaboration is used to support a key point by a student, additional examples or questions are offered to further understanding.
- Additional resources are provided for students to support feedback and student learning.
- Strive to improve students' written communication and research skills by providing comments on the following items in a unique and individualized way: quality of content and your insight on the subject matter, general organization of the paper, critical thinking, research methods and incorporation, and accuracy of formatting and mechanics.
- Provide specific in-text comments on discussion posts and submissions for students to improve the quality of their work.
- Utilize Turnitin and Internet search engines to evaluate originality of student work and incorporate into instructive feedback.
- Refer students to Cleary services such as the Writing Center, Cleary Library, and subject matter tutoring when available.
- Utilize video or voice whenever appropriate. Using Studio in the Canvas platform is the preferred method.
- Follow up feedback with email or announcements to inform students it has been completed.

Posting Grades

- Post Discussion Forum grades (when applicable) in the Gradebook no later than 72 hours following the end of the week (11:59 pm on Wednesday).
- Post Assignment grades in the Gradebook no later than five days following the end of the week (11:59 pm on Friday).
- Enter zeros for assignments without grades to complete the Gradebook.
- Post Final Grades in the Gradebook no later than five days after the last day of the course.
- Post grades that reflect student work and maintain academic integrity.

- Application of late deductions should not exceed course late policy guidelines (below). Instructors have discretion to be more lenient than the late policy posted in their course on a case by case basis.
- Implementation of additional time on assignments with authorized accommodations.
- All assignments submitted by the 11:59 pm timestamp in the online classroom should be considered on time.
- As a best practice, post grades and feedback for all student work as early as possible each week. The sooner students see where they stand, the sooner they can adjust their approach to the course.

Grade inflation should be avoided at all costs. Using the rubrics and holding students to the provided standards will mitigate grading bias and provide accurate assessment measurement. As Clifford Edwards, a professor of teacher education at Brigham Young University, points out, grade inflation "misleads students into believing they are better prepared for the world of work than they really are." In addition, it has been argued that by inflating grades, we are failing to teach students what it means to succeed, which erodes their self-esteem. Accurate assessment, and grading wholly dependent on performance, is required.There are four-week participation checks in each face-to-face course. These should be scored as they are due.

Late Policy

This standard late policy applies to all students across all degree programs and all modalities. This policy is in effect unless academic accommodations have already been arranged or there are specific student needs. These are to be assessed on a case by case basis. The late assignment and discussion policies are as follow:

Assignments

16-Week Undergraduate Classes: Automatic 10% penalty per week late on all assignments for a maximum of 4 weeks. After the fourth week, late assignments will not be accepted.
8-Week Undergraduate Classes: Automatic 10% penalty per week on late assignments for a maximum of 2 weeks. After the second week, a late assignment will not be accepted.
8-Week Graduate Classes: Automatic 10% penalty per week on late assignments for a maximum of 2 weeks. After the second week, a late assignment will not be accepted.

Discussions

Any class that utilizes a discussion board will use the following late policy: Automatic 10% penalty per day on late assignments for a maximum of 3 days on the main discussion board post only. After the third day, a late main post will not be accepted. Late classmate responses in the discussion board will not be accepted, regardless of circumstance.

Incomplete

Incomplete grades, "I," will be assigned only when the student in good academic standing (passing the course) came just short of completing the course in the scheduled time due to circumstances beyond their control. These circumstances typically include (but are not limited to) events such as a death or serious illness or injury in the student's family. (Work-related scheduling issues are not considered under this

policy.) This policy recognizes that all Cleary students are required to balance a busy personal and professional life, but that occasionally a student is faced with a severe and unusual event that causes a temporary interruption in their academic progress. In such temporary cases, appropriate additional time to complete assignments that is equitable for both the student and others in the class should be an option for faculty.

Should such circumstances occur, it is the responsibility of the student to notify the instructor. The Incomplete grade (a temporary grade) will be issued at the discretion of the instructor. **All Incomplete grades will be converted to a final grade based on completed work if outstanding work is not completed within four weeks of the end of the term. There can be an additional four-week extension for a student if approved by the instructor and an Academic Dean. The instructor must request the extension from a program chair for it to be approved. If the instructor is unable or unwilling to complete the Incomplete, the Academic Dean will step in and complete the process.** Since the circumstances involving the Incomplete may affect the student's overall academic progress, students are encouraged to contact their advisor to discuss any program-level issues.

The "I" is at the discretion of the instructor, but the following parameters are a good gauge. The student should have completed at least 2/3 of the assignments in the course; with the exception of assignments due during the final week of the course, the student's course weighted average to date should be at least 59.50 (undergraduate students) or 69.50 (graduate students); and the student **must** submit an Incomplete Grade request, in writing, to their instructor prior to the submission of final grades. Once that request has been submitted, and granted, the instructor will complete this form and submit it to their respective Dean.

Please utilize the Incomplete form found in Appendix VI of this document or in the Faculty Hub.

Grade Change Requests

Grade change requests may be processed for a variety of reasons and are at the discretion of the instructor. Once final grades have been submitted and a grade change is necessary, the instructor will need to fill out and send to the Registrar the Request for Change of Grade Form found in Appendix VII of this document or in the Faculty Hub.

Responsibility for a Positive Learning Community

The purpose of the University is teaching, learning, discussion, research, and service. The Board of Trustees, administration, faculty, staff, students, alumni, and citizens share the same goal for the University: that it be a stable and peaceable center of education and inquiry, unconstrained by coercion, intimidation, harassment, or personal abuse. The employment of such tactics violates the rights of others and impairs the climate of mutual respect necessary to a learning community. Coercion, intimidation, harassment, or personal abuse have no place in the University and will not be tolerated.

As an institution dedicated to learning and teaching, Cleary University embraces a culture of mutual respect, civil discourse, and exploration of ideas. Faculty and administrators are expected to behave judiciously, use speech conscientiously, and respect the rights of others. As a private institution, Cleary University faculty voluntarily associate and participate in the academic community understanding that faculty and administrators will respect the principles by which Cleary University is governed.

Public Relations Responsibility

The faculty member acknowledges a responsibility for positive relationships with both internal and external constituencies of the University as a means of building a strong and effective community.

- Internal Constituencies: The internal constituencies faculty members are expected to relate to include students, administration, staff, and other faculty members.
- External Constituencies: The external constituencies meriting faculty attention are the families of students, alumni, friends of the University, and members of the local community. Cooperation with the personnel and knowledge of the policies of admissions, students services, and other University student-facing departments are recognized means of meeting this expectation.

Cleary University wants to ensure that accurate and consistent information is communicated at all times. Only approved personnel may act as spokespersons on behalf of the University. Any media requests should be directed to the Provost.

Institutional and Community Service

The *Service Role* includes service to the faculty member's department, the college, to other faculty, and to the community. This can be fulfilled on campus by serving on University committees on both the department and college levels, outcome review and academic standard review, recruiting, sponsoring, or participating in student organizations, athletic competition attendance, assisting with orientation or registration, and attending University, faculty, or student sponsored events and activities. Community service is the application of a faculty member's recognized area of expertise to the community. All faculty should participate in a minimum of thirty-six hours of University or community activities in the full academic year. These are actual hours of participation. See Appendix V for the Professional Development Reporting Form.

Scholarship

Scholarship at the University refers to the in-depth investigation and shared search for knowledge and truth embodied in the University mission statement. Faculty members and students learn to identify relationships and to make connections, both within their own academic areas of study and across disciplinary lines with other programs. They have the opportunity to work collaboratively on scholarly projects and to share knowledge gained with the University community and beyond.

Cleary University ascribes to the Boyer Model of scholarship. Boyer (1997) proposed an expanded definition of scholarship within the professoriate based on four functions that underlie the profile of a quality faculty member: discovery, integration, application, and teaching. He argued that, within this framework, all forms of scholarship should be recognized and rewarded.

Type of Scholarship	Purpose	Examples of Measures of Performance
Discovery	Build new knowledge through research.	Publishing in peer-reviewed forums. Producing or performing creative works. Creating infrastructure for future studies.

Integration	Interpret the use of knowledge across disciplines and from the "classroom" to practical settings.	Preparing a comprehensive literature review. Writing a text for use in multiple disciplines. Collaborating with colleagues to design and deliver a course.
Application	Serve on internal and external committees. Aid society and professions in addressing problems.	Serving on internal committees. Assuming internal leadership roles. Serving industry or government as an external consultant. Assuming leadership roles in professional organizations.
Teaching	Study, create, and/or utilize research to improve teaching models and practices to achieve optimal learning. Attend conferences and professional development activities to improve teaching pedagogy through evidence-based best practices.	Advancing learning theory through classroom research. Developing and testing instructional materials and methods. Designing and implementing a program-level assessment system.

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

Faculty members are expected to adhere to all policies and procedures as published in this Faculty Handbook, the Employee Handbook, and the items in the Faculty Roles and Responsibilities Agreement and/or otherwise promulgated by the Board of Trustees, the President/Chief Executive Officer, the Provost/CAO, or duly constituted University authorities. All faculty members are required to read and acknowledge the Employee Handbook.

Nothing contained herein shall negate the right of the University to augment or change its policies applicable to University employees. If you have questions about a particular issue, be sure to consult your Academic Dean or Human Resources.

Social Media Policies

Please see the section on Social Media set forth in the Cleary University Employee Handbook.

Letters of Recommendation

The purpose of this policy is to provide guidance for the colleagues of faculty and academic administrators who wish to express their personal qualitative reflections concerning their observation of faculty members' intellectual and professional abilities. The Cleary University Employee Handbook indicates that employees cannot provide recommendations regarding other employees within a professional context; only Human Resources would be able to do that. Faculty recommendations are different, and those can only be provided by the CAO/Provost or Dean.

Academic Freedom

In common with the 1940 American Association of University Professors (AAUP) statement on academic freedom, Cleary University recognizes that its participation in higher education is for the common good and requires academic freedom. Members of the University community enjoy certain rights grounded in the nature of a learning community, the vitality of the educational process, and the associated search for truth and free dissemination thereof. Academic freedom thus means the freedom to teach, to learn, to question, to examine, to criticize, to comment, to hypothesize, to conduct research, and to publish findings in a spirit and atmosphere of free and open inquiry consistent with the University's mission and policies. Therefore, the University's mission, policies, and procedures stated in this Faculty Handbook assure the rights and expectations that administrators, faculty members, staff, and students have as members of this learning community.

Both the University and the members in its learning community have a responsibility to protect these essential freedoms. The exercise of academic freedom allows each member to share ideas with others. However, such activity requires restraint and respect for others' opinions and rights. The exercise of academic freedom does not include the right to interfere with the rights of others or with the educational process of the University, and such conduct shall not be tolerated. The University, while a sanctuary for diversity of thought, free exchange of ideas, and the search for truth, is not and shall not be a sanctuary for those who use inappropriate means to pursue their ends.

When speaking as individual citizens in physical or web venues, members of this community should be free from institutional censorship or discipline but cognizant of their institutional and professional obligations. They should identify their statements as "personal," use accuracy and good judgment, and indicate that they are not speaking on behalf of the University.

Members involved in research that entails financial gain shall arrange with University authorities in advance as to how the gain will be used.

Faculty complaints concerning academic freedom should be made to the appropriate Academic Dean.

Academic Integrity

Since integrity is an expectation of all Cleary employees, Cleary faculty members must consistently enforce the policies laid out in the 2020-2021 Cleary University Academic Catalog in in their classrooms.

All Cleary faculty members are expected to respond in a timely manner to infractions of policies published in the Cleary University Academic Catalog. If faculty members have questions regarding their response to an academic integrity issue, they should contact their Academic Dean.

Class Attendance/Excused Absences

Students are expected to attend class regularly and to notify their faculty members if circumstances prevent them from attending class. Class attendance records will be maintained within Canvas by all faculty members. Attendance is taken in all classes, fulfilling University requirements. The Provost and/or Dean, upon recommendation by the faculty member, can authorize exceptions to the class-specific policy. Faculty are required to report nonattendance when prompted to do so by the Cleary University Financial Aid Department and/or academic advising. Please note that regular class attendance is an expectation and condition for international students holding an F-1 visa.

For online courses, attendance is determined by continual virtual participation in the course and completing assignments on a regular basis. Students are expected to participate regularly in online classes and to notify their faculty members if circumstances would prevent participation for an extended period.

There are times where an excused absence is justified (for an on-ground class). Students are considered officially excused from class when either of the following occurs:

- The faculty member receives official notification from Cleary University that the student is excused from attending class or cannot attend class due to required participation in a University-sponsored or sanctioned event (such as athletic events or required field trips). Faculty members must allow students with an excused absence to make up any missed work or missed exams.
- The faculty member agrees to excuse a student if a student must miss class for health reasons, or for events such as family illness or crisis, or for attending a funeral or memorial service. It is the student's responsibility to notify the faculty member via their Cleary email ahead of time or as soon as possible in the case of emergency situations. The faculty member has the right to ask for, and should expect, documentation from the student to verify the absence.

These conditions may apply to an online class if a student cannot meet a course deadline or participate in a required synchronous event due to an excused absence or illness or crisis. As with on-ground courses, the faculty member has the right to ask for documentation.

Many of Cleary University's traditional students are athletes. Class attendance is very important to the Athletic Director and staff. Please reach out to the Athletic Director (see the Leadership and Governance section of this Faculty Handbook) to communicate in regard to attendance, student performance, or any other issue pertinent to the student in class.

From time to time, students may also miss class due to unanticipated events such as having a medical emergency, power outage, car accident while traveling to class, or missing class due to being delayed because of a traffic accident. Faculty members have the right to ask for documentation for these events, as well.

Students who will have a prolonged absence due to a health condition or family circumstance should notify the faculty member and contact their academic advisor, as this may necessitate individual arrangements and approval of the Provost or Dean.

Faculty members are also encouraged to consult with the Provost or Dean if they have questions about whether or not to consider an absence an excused absence.

Academic Records

Faculty must maintain all records, email threads, and materials from their classes for at least one semester past the semester in which the course was taught (e.g., maintain records from a Fall 2020 course through the end of the Spring 2021 semester). Although it is relatively rare, faculty may be asked to produce class records, communication, and materials in resolving grade appeals. Canvas course "masters" are archived, and the content for specific course sections are saved at least one semester beyond the time in which they were offered.

Conflicts of Interest

Faculty should take great care to conduct their affairs so as to avoid or minimize conflicts of interest and must respond appropriately when conflicts of interest arise. To that end, the purposes of this policy are to educate faculty about situations that generate conflicts of interest and to describe situations that are prohibited. Every member of the University faculty community should review this statement carefully, be certain that he or she fully understands the conflicts of interest guidelines, and take care to comply with those situations that may pertain to them. The University has identified the following five prohibited situations as those that constitute a conflict of interest.

- Self-Dealing Conflict. No faculty shall have a significant personal interest in a transaction to which the University is a party coupled with some degree of influence or control over the outcome.
- Effect on Academic Judgment. A faculty person may not engage in outside employment or activities which could be viewed as impairing their academic judgment in the performance of University duties and responsibilities.
- Conflict of Commitment. The University expects that a faculty member's outside activities and interests will not interfere with their teaching or other obligations to the University.
- Inappropriate Use of University Name or University Resources. No faculty shall use, without prior approval, the official title of the University, or any of its parts, in whatever form that title may appear, except in connection with legitimate University purposes. University property, IT systems, materials, supplies, facilities, or personnel must not be diverted to promote an outside activity or interest.
- Use of Confidential Information. A faculty member must not disclose confidential information acquired by reason of their University position or use such information for their or another's gain or benefit.

Disclosure Statement. All faculty are expected to comply with the University's policy of disclosure, whereas when a potential conflict of interest arises, the faculty person must immediately disclose their degree of

involvement in that situation to the Provost.

Required Events

Full-time faculty are required to participate annually in at least one onboarding session prior to the beginning of teaching for Cleary, attend the faculty conferences held twice per year during the academic year, and attend the three all-staff events each year, in addition to training, student events, new student orientation, etc.

Full-time faculty are required to attend the commencement ceremony at the end of the academic year and to wear appropriate academic regalia for the commencement ceremony.

Faculty conferences are professional development events and include major University announcements, breakout sessions that address various topics such as classroom management, grading and evaluation, facilitating discussion, using technology in the classroom, etc. Guest speakers may also present at all-faculty sessions. Conferences are typically held on Saturdays or after work hours for the convenience of adjunct faculty. Lunch and refreshments are typically provided, and there is no fee to attend.

Tutoring/Academic Assistance for Students

Faculty members may, at their own discretion, schedule times outside of office hours when they are available to assist students who may be struggling with course material or need additional assistance. This is not required, although some faculty members hold occasional academic support sessions or meet with individual students. Faculty can conduct this via technology or meet with students in an available classroom or lab (note that some classrooms are heavily used from 8:30 a.m.to 6:00 p.m., Monday through Thursday). The Media Lab in Chrysler Hall or the Student Success Center in Chrysler Hall Room 209 may also be available. Instructors may request use of a classroom through the Provost's office. Note that Chrysler Hall is currently closed on weekends.

The Student Success Center, located in Chrysler Hall Room 209, is also available for student use. Students can contact the Center (studentsuccesscenter@cleary.edu) and will be directed to available resources by Cleary personnel who monitor the account. Faculty may also refer students directly to the Student Success Center or alert Cleary personnel to a student who is at risk of failing or performing very poorly in class by using this email address. Faculty may also contact the student's Academic Advisor to convey their concerns.

Peer tutoring may be available for some subjects. Upperclassmen who have a strong academic record are hired and trained as peer tutors and will have set hours during the semester. A student can request tutoring by sending an email to studentsuccesscenter@cleary.edu. There is no charge to students to use peer or faculty tutoring services for one hour per class per week in any given semester. Peer tutors may meet with students in the Media Lab in Chrysler Hall, in the Student Success Center, or through synchronous web-based technology.

Canvas

Canvas is the learning management system (LMS) used by Cleary University. An LMS is software designed to deliver academic content, provide a means of communication and collaboration, and track academic information (such as grades and student discussions). Other systems exist, including Blackboard, Moodle, and Desire2Learn. Faculty with experience using an LMS other than Canvas should find the transition to Canvas to be smooth.

All faculty will be given log-in access to Canvas ahead of the semester and will be required to utilize Canvas in their teaching (including on-ground courses) and to use the embedded gradebook to record and calculate grades. Course content is already present in the Canvas classroom shell and is displayed in weekly-module format. Faculty should discuss any desired modifications to course content with the Instructional Design Team prior to making the change in Canvas. All changes made to a course after the session/semester's start must be communicated to students.

Copyright

All course material, including open educational resources (OER) that has been pre-loaded into Canvas classroom shells, has been cleared for copyright.

Faculty should always exercise caution when using materials from other sources in their classrooms in order not to violate copyright law and regulations. While there is no simple guide to copyright in college teaching, there are several external websites that provide short and simple guidelines for "fair use" and that address issues in teaching. Faculty unsure on a specific instance of intellectual property should contact their supervisor or the legal department.

- http://fairuse.stanford.edu/overview/academic-and-educational-permissions/non-coursepack/

- http://langsdale.ubalt.edu/research-help/copyright/copyright-links.cfm

- http://www.knowyourcopyrights.org/resources-for-teaching-faculty

Emergency Procedures Poster in Classrooms – Howell Campus

Faculty who are teaching on-ground courses at the Howell campus or the Detroit location will find an "Emergency Procedures" poster mounted on a wall in each classroom.

If this poster is missing from any classroom, please contact the Provost or Academic Dean to have it replaced.

Please note that all classrooms in all locations have doors that can be locked from the inside. It is a good practice to have the door closed while class is in session.

Faculty Absences

Full-time faculty have the same vacation, sick, and leave time as any other Cleary University employee. If a faculty member must miss a class due to any reason, they should inform their students and the respective Dean as soon as possible. In the event of faculty absence, the absent faculty member is expected to work with students to make up for lost class time and to cover material missed during the absence.

For a longer-term absence (more than two consecutive classes or more than 72 hours for online courses), or for situations where the faculty member may miss several weeks or have to withdraw from teaching the class, the faculty member must contact the Provost and Dean so that arrangements may be made to cover instruction for the course. A longer-term absence may also require documentation to and from Human Resources. See also "Class Delays or Cancellations" below and the Employee Handbook for information regarding the Family Medical Leave Act.

Payroll

Full-time faculty are paid on the same regular pay schedule as for other full-time Cleary employees. Pay dates are the 15th and the last day of each month through direct deposit. Full-time faculty are expected to maintain an up-to-date profile in Paycom®.

Any changes to payroll will come from Human Resources. Employees will be notified through their Cleary University email.

Office Hours

"Office hours" are defined as a period of time when the faculty member is accessible within their office, the immediate vicinity, or available virtually. To facilitate this availability, all full-time faculty are assigned a private office. Faculty are expected to hold office hours using the following guideline: one hour per week for each three-credit class. Thus, a faculty member teaching four, three-credit classes in a given semester must have a minimum of four office hours each week. Faculty teaching online courses are expected to establish virtual office hours: times when they will be monitoring Canvas and email and will be available to answer phone calls from students. Faculty must communicate their office hours clearly within the Canvas course shell. Faculty teaching on-ground courses may use both virtual and physical office hours.

Office hours should be considered a "contract" between faculty members and students, so that both faculty members and students respect the timeframes. Students expect that faculty members will be available and will quickly respond to any student questions or situations during office hours. Faculty expect that students will utilize the time available. It is important to make students aware of any changes to office hours, particularly during the latter half of a course. Modifications should be rare and based on unavoidable time or scheduling conflicts.

Class Delays or Cancellations

Faculty who will be delayed from starting a class on time, or must cancel a class, must notify students as soon as possible by sending an email through the announcement and/or email utility in Canvas. In those rare situations where faculty are not able to contact their students, they must contact the appropriate Dean or Chair to send a message on their behalf. If faculty are teaching an online class and know they must cancel a synchronous event, please let students know ahead of time, as well.

Class cancellations due to severe weather or due to winter conditions (and for which the University closes) will be made by Cleary University administrators and communicated to all students, faculty, and staff. Announcements will be placed in Canvas and, if time allows, also posted on the website and announced by local media outlets. These cancellations do not affect online courses.

In cases where Cleary University does not close due to winter weather conditions, faculty who are traveling to teach class should use their judgment about whether or not they can safely travel to campus. Students who are traveling to class should also be advised to use their judgment about traveling to class. Personal safety and travel conditions should dictate these decisions.

Inclement conditions that prevent faculty from reporting to work are conditions over which the University has no control. Therefore: 1) If the University is closed because of inclement conditions, faculty may be expected to make up those hours within the semester; 2) Should faculty be allowed or directed to go home early during inclement conditions, they may be expected to make up those hours within the session.

Canvas can and should be used to help make up hours and content coverage.

Faculty should discuss this course cancellation policy with their students and make known their expectations and plan of action should circumstances interfere with conducting class as normally scheduled. Should a faculty member need to cancel a class session, it is the expectation of the University that the faculty member will replace the scheduled on-ground delivery with online delivery for the period(s) in which the cancellation occurs. The faculty member will adjust their Canvas classroom (as appropriate) to accommodate student assignment submissions, discussion posts, and/or additional assessment activities.

Students will be responsible for any academic work they miss due to absences caused by unexpected class session cancellations. It is the individual student's responsibility to take the initiative to make up any missed class work, and it is the faculty members' responsibility to provide a reasonable opportunity for students to complete assignments or examinations missed due to such cancellations.

Academic Dishonesty

Cleary University monitors student work for plagiarism through the use of anti-plagiarism applications, tools, and services. The University maintains the right to submit student work or require a student to submit his/her works to a plagiarism application, tool, or service at any time.

A student who commits an act of academic dishonesty may face disciplinary action, including but not limited to failure to receive credit on an academic exercise, course failure, and/or dismissal from the University. Cleary University may also extend its jurisdiction to misconduct that occurs prior to, but not reported until after, the graduation of the offending student.

The full academic dishonesty policy can be found in the current Cleary University Academic Catalog.

Policy on Ownership and Use of Student Work

Students own the copyright in works created in or as part of a Cleary University course. Students may grant to Cleary University and its administration, faculty, and staff, a license and/or permission to use their work for research and educational purposes, which includes but is not limited to institutional and academic research projects, program review, and assignment exemplars.

Students can be assured that no personally identifiable information will be included per Institutional Review Board standards for the protection of human rights. In addition, such work will be kept confidential in accordance with FERPA regulations. The University and the faculty will adhere to all laws, ethics, and criteria for ensuring and protecting rights to privacy and identity.

Faculty Relationship with Students

Cleary University encourages friendly and supportive interaction between faculty members and students. Faculty members should be helpful to students in any way that is appropriate and be aware of their responsibility to be good role models. Faculty members are expected to exhibit the scholarly standards of their disciplines, to show respect for each individual student, and to maintain their proper role as intellectual guides and counselors. Faculty members must refrain from any exploitation of students for personal advantage and should always protect student confidentiality. Faculty are expressly forbidden from any kind of sexual contact with students unless faculty and student had a sexual relationship prior to the student enrolling at Cleary. Any such relationship must be reported in writing to the Provost within ten

days of the student enrolling or faculty becoming aware of the student's enrollment.

Faculty members shall also avoid conflicts of interest that arise when the faculty member takes actions or enters into relationships that could possibly interfere with that faculty member's performance or independent judgment when carrying out their duties.

Dress Code

Faculty who teach face-to-face courses on campus or who are attending campus events are expected to dress professionally. With the exception of athletic/maintenance/custodial staff, all employees are expected to dress in business attire or business casual attire unless temporary physical limitations are present that warrant exceptions. Appropriate business casual dress typically includes slacks or khakis, dress shirt or blouse, open-collar or polo shirt, optional tie or seasonal sport coat, a dress or skirt at knee-length or below, a tailored blazer, knit shirt or sweater, and loafers or dress shoes that cover all or most of the foot.

Tobacco Policy

Please note that the Cleary campus locations in Howell and Detroit are designated as non-smoking. This includes all forms of tobacco or similar products including but not limited to vaping or the use of smokeless tobacco. Smoking is prohibited anywhere on campus; individuals who wish to smoke must do so off campus.

Drug Policy

Please review the Cleary University Employee Handbook for the policies regarding drug use.

Firearms/Weapons

Carrying or possessing weapons in any Cleary building or on school property or having an unsecured weapon in a vehicle is prohibited. Possession or use of a weapon will result in immediate dismissal. Any student or instructor who is required to carry a firearm or weapon as a state or federal mandated condition of their employment (e.g., law enforcement officer) is exempt from this policy.

Academic Leadership Team

Academic leadership is provided by the Provost/Chief Academic Officer (CAO), who reports directly to the University President/CEO, and who oversees the Deans of academics, student services, and operations. The Provost/CAO also oversees all areas of academic engagement including tutoring, faculty, instructional design, etc.

Emily Barnes *Provost, Chief Academic Officer and Interim President*	Cleary University Chrysler Hall, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1620 Email: ebarnes@cleary.edu
Heather Bateman *Vice President, Dean of Student Affairs and Director of Athletics*	Cleary University Wellness Center, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1701 Email: hbateman@cleary.edu
David C. Hayes *Dean of Undergraduate Studies*	Cleary University Chrysler Hall, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1604 Email: dhayes@cleary.edu
Regina Banks-Hall *Dean of Graduate & Professional Studies*	Cleary University Chrysler Hall, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1408 Email: rbanks-hall@cleary.edu
Matt Oliver *Associate Dean of Students*	Cleary University Chrysler Hall, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1456 Email: moliver@cleary.edu
Sara Barnwell *Dean of Academic Operations*	Cleary University Chrysler Hall, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1601 Email: sbarnwell@cleary.edu

Stuart Keenan *Registrar*	Cleary University Lyons Building, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1406 Email: skeenan@cleary.edu
Kirsten Shepard *Instructional Design Manager*	Cleary University Chrysler Hall, 3750 Cleary Drive, Howell, MI 48843 800-686-1883, ext. 1601 Email: kshepard@cleary.edu

As a condition of employment, all faculty and University employees must comply with the policies outlined in the Employee Handbook and this Faculty Handbook including but not limited to those set forth below.

TITLE IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in educational programs or activities operated by recipients of federal financial assistance, which includes Cleary University. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. As recently stated by the U.S. Department of Education and its Office for Civil Rights, the agency charged with implementing Title IX matters, "[t]he sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime."

Consistent with the University's commitment to Title IX, the University has adopted a policy on Title IX matters, including the procedure for reporting a complaint of sexual misconduct/harassment under Title IX. As a member of the Cleary community, it is important that you are aware of our commitment to achieving Title IX's objectives, as reflected by the Sexual Misconduct/Harassment Policy in the Employee Handbook.

Cleary University's Title IX Compliance Officer
Matt Oliver
800-686-1883 x1456
moliver@cleary.edu

Cleary University appreciates your efforts and commitment to advancing the interests of our students and our University community and the protections provided to them under Title IX.

504 AND ADA

It is the policy of Cleary University to provide equal access and opportunity to qualified persons with disabilities in compliance with Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act (ADA) of 1990; and the ADA Amendments Act (ADAAA) of 2008. The University prohibits discrimination based on disability in all services, programs, and activities, aspects of the application process, and employment relationship. The University will make good faith efforts to provide reasonable accommodations to applicants, employees, students, visitors, and participants in programs and services.

For more information, please contact:
Kirsten Shepard, ADA and 504 Compliance Officer
800-686-1883 x1554
kshepard@cleary.edu

W3C/WCAG 2.0 and 2.1

The World Wide Web Consortium (W3C) is a worldwide group of professionals, member organizations, full-time staff, and the public that work together to develop accessibility standards for the web. They are built on two design principles: web for all, and web on everything. Their Web Accessibility Initiative (WAI) states the following: "The web must be accessible to provide equal access and equal opportunity to people with diverse abilities. Indeed, the UN Convention on the Rights of Persons with Disabilities recognizes access to information and communications technologies, including the web, as a **basic human right.**"

Our goal is to apply all standards of the WAI to all online interactions and courses. Accessibility measures such as transcription of videos, alternate text, color contrast, keyboard navigable interface, and many more are in place in Cleary University's courses. This is broken down in further detail through W3C's Web Content Accessibility Guidelines – WCAG 2.1. These are the guidelines we use as we determine web accessibility in any course and as we create new media and content. All instructors must comply with these standards in the content they add and change within a course.

Equal Opportunity Employment

Cleary University is committed to complying with all applicable laws providing equal employment opportunities. Cleary University is an equal opportunity employer and will not discriminate against any employee or applicant for employment in an unlawful manner. Federal and state laws and our policies and practices ensure that all job applicants and employees have equal opportunities in every aspect of employment, including hiring, firing, promotion, demotion, training, and/or compensation.

Anti-Harassment and Non-Discrimination Policy

It is the policy of Cleary University to maintain a working environment that encourages mutual respect, promotes respectful and congenial relationships among faculty or employees, and is free from all forms

of harassment of any faculty member or employee or applicant for employment by anyone, including supervisors, co-workers, vendors, or customers. Harassment in any manner or form is expressly prohibited and will not be tolerated.

Accordingly, the Cleary University leadership team and Board of Trustees are committed to vigorously enforcing this policy against harassment, including but not limited to sexual harassment or religious, age-based, race-based, and gender-specific discrimination at all levels within the organization. Reported or suspected occurrences of harassment and discrimination will be promptly and thoroughly investigated.

The University will not permit or condone any acts of retaliation against anyone who files harassment or discrimination complaints or cooperates in the investigation of the same.

Questions regarding the Anti-Harassment/Non-Discrimination Policy should be forwarded to the Human Resources office immediately.

| Prep the Course | Instructor Checklist

Category	Item	Additional Comments	☐
Getting Started	**The Basics**		☐
	• Make sure you can access your course(s) in Canvas. • Review the Faculty Manual. • Make sure you can access the Faculty Hub.		☐
	Prepping for Day 1		☐
Welcome Message and Contact Information	Email and Announcement	Send an email and video announcement to all students stating your name, how to contact you, and a general welcome to the course and to yourself. Add your name, email, social media (if applicable), and phone number to the message, and include office hours. Put this right at the top.	☐
Content	Know the content of your course! Read through each page, assignment, quiz, and any other module item before the course begins.	Students look at every page, every assignment, all grades, etc. We often receive complaints when text is left yellow or teachers do not seem to know the content of their courses. You should have full understanding of the content, assignments, and expectations of the course before your students do.	☐
Links, videos, articles, and files.	Links and embed codes can break without warning from one day to the next. Make sure the links to articles, websites, and files in your course are working.	If they are not working or something is broken, missing, etc., please contact elearning@cleary.edu or call Kirsten Shepard, Sara Barnwell, Daryl Bean, or David Hayes.	☐
Due Dates	Check for accurate due dates for all assignments.	Sometimes due dates can break or change when the course is actuated. Please check for accuracy.	☐
Training and Expectations	If you need further training in Canvas, reach out to Sara Barnwell or Kirsten Shepard to get access to training or ask questions.	Trainings are offered regularly and as needed. You are responsible for knowing your tools, so if you have missed training opportunities or have not completed training in Canvas, please make that a priority.	☐

Weekly Expectations	1. Communicate 2. Accountability/Attendance 3. Engage 4. Feedback and grade 5. Ensure quality 6. Repeat		☐
Communicate	Announcements - Send one written, audio, or video announcement each week that briefly discusses upcoming assignments, resources, things to consider, etc. → Emails – In addition to announcements, send emails often to confirm students are active in the course, are reading your announcements, and are feeling prepared and successful in the course. Emails should be returned within 24 hours during the week and up to 36 hours on the weekend.	Video, in addition to text, will always be a great option. A podcast or simple audio message will also increase communication between you and your students. This engagement method makes you seem approachable and more than just a written message. It helps students to identify you in person, puts a human face on their learning, and breaks down barriers.	☐
Accountability/ Attendance	**Set clear expectations for performance and uphold course policies. →** Please see the late homework policy in the Faculty Handbook. **Take attendance in your Canvas course each class session. →**	You should communicate clear expectations for performance and can hold students accountable for late homework, poor quality, and/or a lack of participation. Attendance is required to maintain accurate reporting across our systems. Attendance must be kept in Canvas. You can choose to keep your own log, too, but attendance must be kept in the course section.	☐
Engage	Create messages, videos, podcasts, share articles, etc., to engage your students. Break down barriers – Find every excuse to connect with your students. Ask them if they read your feedback, if they like the material, or just ask how they are feeling about their learning experience. Connect your students with their peers – Find ways to form groups, increase communication among students, and engage with each other, their industry, and the University. Ask – Ask them about their experience, background, interests, etc.	The more engagement, the better. Speak with your students in person, via video, and/or audio weekly. Online students should hear your voice and/or see your face weekly. Get to know your students. The more engagement, the better. If you need advice, methods, tips, and tricks for engagement on ground or online, we have a plethora of resources, materials, ideas, experiments, and ambition that can help you.	☐
Feedback and Grade	Provide feedback and grades for all assignments within **5 days** of the assignment due date. If for any reason you cannot fulfill this	Students complain about a lack of meaningful feedback and missing grades more than any other reason. So many problems can be avoided with communication.	☐

	expectation, you must communicate with your students. If you are experiencing life circumstances and you need more time, please communicate with us.	Feedback is a primary learning tool for many of our students. They crave constructive and effective feedback. "Great job" or blanket statements for improvement doesn't work. Students also compare feedback with other students and know when feedback is copied and pasted. Overall, students view detailed and meaningful feedback as a form of care for their learning experience and believe you truly care about their success as a student. If there are reasons you cannot fulfill this expectation, please communicate with your students and ask us for help.	
Repeat	Repeat	Repeat	☐

Video and Presentation Planning Checklist

What should your students be able to know and do after watching your video?
What course learning outcome does it support?
Prepare your script. (Don't forget to write for the ear!)

What visuals support your script?
- If you're recording video, you may not need many visual aids, but you do need some.
- How can you show your students what you mean without using blocks of text?
- If you're recording a presentation, you'll likely have a slide deck. Review and revise or remove slides that contain text directly from your script. If that eliminates a majority of your slides, you may want to consider making a presentation that includes video of you.
- Make sure your images aren't distorted and are in the proper height/width proportion.

Organize your script and visuals into a storyboard. (If you're using PPT, put your script for each slide in the notes area for that slide.)

Add a **title slide** to the beginning to identify the video and yourself.

Run through it and time yourself. If it's more than 10-12 minutes, look at what you can cut and give that in a text note by the video, or think about breaking it into two videos.
- **Don't try to make it shorter by talking faster.** Around 150-160 words per minute (a conversational pace) is appropriate for instructional video; any faster and there will begin to be comprehension issues.
- **Remember** to pause after anything that you think your students will need a moment to process.

If you're recording on your own:
- Do you have a microphone that records your voice clearly without any buzz or hiss?
- Do you have lights placed in front of you, not behind you?
- Is your webcam positioned high enough so that you're not recording upwards?
- Are you wearing solid colors?
- Did you remove anything from yourself and your area that would clank, hum, whir, or squeak? (This includes large pieces of jewelry and pens or pencils if you like to tap them on the desk.)
- Did you check what is behind you? A cluttered background can be distracting, so keep it as clear as possible.

If you're recording in the sound booth:
- Are you wearing solid colors?
- Did you remove anything from yourself and your area that would clank, hum, whir, or squeak? (This includes large pieces of jewelry and pens or pencils if you like to tap them on the desk.)
- Are you wearing comfortable shoes?
- Are you wearing something that the microphone pack can clip onto, like a waistband, a pocket, or a belt?
- Did you bring your script or send it to the videographer in advance if you want to use a teleprompter?

Practice. Really. Very few people get a version they like on the first try, and the longer your video is, the more chances you have to need to start over.

Record. Try to be as comfortable as possible and let your enthusiasm for your content shine through.

Watch your own video. This is important. You may be doing distracting things or have a distracting vocal tendency that you never noticed. If the person in the video is continually tapping a pen or saying "so" or "well" at the end of every sentence or rocking back and forth, soon the student will focus so completely on the distraction that they won't be able to fully concentrate on the content of the video. You'll also:

- Hear if you sound like you're reading as opposed to talking to your students.
- See if you are looking at the camera or at anything else. Looking at the camera means you're looking at your students while you are talking to them. If you engage with them, they are more likely to engage with you.

Cleary University Faculty Self-Assessment

Please use the Notes section to record examples of your reporting on the checklist.

Creating engaging learning environments for individuals and groups that support academic and personal growth as well as continued dedication to professional development in terms of scholarship, professional activities, and service to both the University and the community

Teaching and Mentorship	Yes	Partially	Not Yet
Find and utilize activities that demonstrably enhance the learning environment in your courses.			
Complete the required preparation work before students have access to classes in Canvas, including welcome announcements, required content, and a complete course review for every section you are teaching.			
Communicate weekly, at a minimum, with the class via the Announcements and inbox functions in Canvas. This includes the use of video as an engagement tool.			
Create messages, videos, podcasts, share articles, etc. to engage your students.			
Demonstrate flexibility in instruction to engage students in the most effective manner possible.			
Take attendance as required on a weekly basis, and utilize the monthly participation check, as necessary.			
Engage with students in regard to their learning experience to gauge learning needs and gaps. Personalize the experience.			
Provide substantial and individualized feedback to student assignments and discussions within five days of the assignment due date or late submission.			
Evidence of a high level of course management is present, including organizational and bureaucratic tasks involved in maintaining and operating a course. This includes holding office hours and tutoring, as necessary.			
Effectively provide academic, career, and/or professional guidance, with the exception of class scheduling, in the role of mentor.			

Service and Scholarship	Yes	Partially	Not Yet
Demonstrate the ability to establish and maintain a respectful, cohesive classroom that acknowledges the diversity of your students.			
Actively participate on University committees and offered trainings.			
Participate in at least one community, University, or student-sponsored event or activity in each semester you are teaching.			
Participate in the Cleary University faculty peer review process by reviewing a fellow faculty member.			
Mentor new faculty by sharing/modeling approaches that support both on-ground and online environments that are conducive to learning.			
Participate in at least eight hours of scholarly research or professional development each semester, if adjunct, or thirty-six hours in an academic year.			
Apply and contribute to program level and University level strategies for supporting learners at risk.			
Contribute to course and program level improvements by suggesting changes and modifications gathered from professional expertise and student engagement.			
Apply ADA and accommodations requirements both on ground and online.			

Technology and Departmental Communication	Yes	Partially	Not Yet
Actively use technology creatively as a communication and instructional tool outside of simple email or PowerPoint uses.			
Actively communicate with academic leadership, athletic department, and the various student services departments as necessary.			
Proficient in the use of Canvas and, if not, have sought out training or further instruction.			
Actively use Dropout Detective to identify at-risk learners and are in communication with the Student Success team and advisors.			
Evaluate interactive business and educational software and websites for possible classroom use.			
Locate and use various interactive learning objects/learning materials to enhance student engagement.			
Proficient in the use of the Cleary University Library and data storage options at the University to access, store, and retrieve information for courses, programs, and professional development.			

Full-Time Faculty Administrative Duties	Yes	Partially	Not Yet
Participation in the new hire and onboarding process for new faculty members.			
Participation in the program evaluation process in line with subject matter expertise.			
Active participation on University committees and special projects.			
Actively maintain relationships germane to student success and enrollment with organizations outside Cleary University.			
Actively participate in the accreditation process in preparation for Higher Learning Commission assessments.			
Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques.			
Coach/mentor faculty with the use of technology in on-ground and online learning environments.			
Develop education or discipline-specific networking relationships outside of Cleary.			
NOTES:			

CLEARY UNIVERSITY
PEER EVALUATION

_____

Evaluated Faculty Member (print name)

	Poor	Fair	Good	Very Good	Excellent	Not Applicable	Not Observed
(Check Response)							
1. Student Engagement – Audience is engaged and participating. Energy levels are high, and instructor is active.							
2. Content Delivery – Instructor is obviously well versed in content, and it is packaged and presented effectively.							
3. Spontaneity – Instructor can pivot and reassess the content delivery according to immediate feedback or disengagement or, online, will change discussion tactics or engagement techniques.							
4. Learning Objectives – Presentation of the material and content reinforces and facilitates the learning objectives of the week or module.							
5. Cleary Mind – Instructor is aware of and incorporates the attributes of The Cleary Mind in their instruction and course facilitation.							
6. Feedback – Instructor asks for and answers student questions effectively and in detail in class and uses substantive, individualized feedback in discussions online.							
7. Enthusiasm – Instructor is enthusiastic about teaching and is enthusiastic about the subject matter content.							
8. Technology – Instructor makes effective use of technology in content delivery and as a means of student interaction.							
9. Professionalism - Professional characteristics when interacting with students: maturity, respectfulness, encouragement, humility, and responsiveness to questions.							
10. OVERALL ASSESSMENT – Instructor's overall delivery, presentation, and student engagement in either the online or on-ground modalities.							

General Comments:

Strengths:

Suggestions for Improvement:

Date: _____   **Campus:** _____

Program: Graduate/Undergraduate

Evaluator: _____

I acknowledge that I have received a copy of this form:

_____

Reviewed Faculty Signature/Date

APPENDIX V: CLEARY FACULTY PROFESSIONAL DEVELOPMENT REPORTING

Cleary University
Professional Development & Scholarship Reporting

☐ **FALL**　　　　☐ **SPRING**　　☐ **SUMMER**　　**YEAR** _____

Name: _____　　Email: _____

Title of activity: _____　　Date of activity: _____

Number of in-service hours:_____

Description of activity/publication/presentation:

_____

_____

Directions

- Fill in this form.
- ATTACH a copy of documentation when available (attendance sheet, meeting minutes, registration receipt and agenda, certificate, transcript, contract, copy of work, etc.).
- Checkmark the category that fits your activity.

☐ **Improvement of teaching:** activities designed to change instructional processes so that increased student learning is affected.

☐ **Maintenance or advancement of current academic and technical knowledge and skills:** activities that assist instructors in sustaining knowledge pertinent to their teaching specialties. This includes courses both within and without an academic program.

☐ **In-service training for vocational education and employment preparation programs:** activities to facilitate curricular and instructional revisions in occupational education.

☐ **Retraining to meet changing institutional needs:** activities that promote staff awareness of evolving clientele preferences and program possibilities.

☐ **Institutional service on committees and boards:** activities that include sitting on various committees, boards, and assessment groups in service to the University.

☐ **Development of innovations in instructional and administrative techniques and program effectiveness:** activities designed to stimulate staff in assessing outcomes of courses and programs.

☐ **Computer and technological proficiency programs:** activities to further technology usage in the classroom, whether it be in the form of self-guided tutorials or course work.

☐ **Courses and training furthering knowledge and advancement in education as an industry:** these are content area-specific courses and training within and without a degree program.

☐ **Publications of original work and productions:** publications of academic or mainstream written works, professional performances, and productions.

☐ **Presentation of academic research and publication of research:** publications of academic research in industry periodicals and presentation of research at industry-specific conferences.

Incomplete Grade

Incomplete grades, "I," will be assigned only when the student in good academic standing (passing the course) came just short of completing the course in the scheduled time due to circumstances beyond his or her control. These circumstances typically include (but are not limited to) events such as a death or serious illness or injury in the student's family. (Work-related scheduling issues are not considered under this policy.) This policy recognizes that all Cleary students are required to balance a busy personal and professional life, but that occasionally a student is faced with a severe and unusual event that causes a temporary interruption in his or her academic progress. In such temporary cases, appropriate additional time to complete assignments that is equitable for both the student and others in the class should be an option for faculty.

Should such circumstances occur, it is the responsibility of the student to notify the instructor. The Incomplete grade (a temporary grade) will be issued at the discretion of the instructor. **All Incomplete grades will be converted to a final grade based on completed work if outstanding work is not completed within four weeks of the end of the term. There can be an additional four-week extension for a student if approved by the instructor and an Academic Dean. The instructor must request the extension from a program chair for it to be approved. If the instructor is unable or unwilling to complete the Incomplete, the Academic Dean will step in and complete the process.** Since the circumstances involving the Incomplete may affect the student's overall academic progress, students are encouraged to contact their advisor to discuss any program-level issues.

The "I" is at the discretion of the instructor, but the following parameters are a good gauge. The student should have completed at least 2/3 of the assignments in the course; with the exception of assignments due during the final week of the course, the student's course weighted average to date should be at least 59.50 (undergraduate students) or 69.50 (graduate students); and the student **must** submit an Incomplete Grade Request, in writing, to their instructor prior to the submission of final grades. Once that request has been submitted and granted, the instructor will complete this form and submit it to his or her respective Dean or program chair.

Instructor Name	Date	
Session/Year	Department	

Course for which you are requesting an Incomplete grade:

Course #/Section #	Student Name	Student Email

Reason for requesting an Incomplete grade and required assignments:

REQUEST FOR CHANGE OF GRADE

Date:_____

MEMORANDUM

TO: records@cleary.edu

FROM: _____
           Instructor   Program

SUBJECT: **GRADE CHANGE**

As indicated below, I request permission to correct an error in grading from:

☐ Spring   ☐ Summer   ☐ Fall   Year _____

Student _____Cleary Email_____

Course _____Section #_____

Change Grade **FROM**_____ **TO**_____

Grades turned in at the Office of Registration and Records are not changed unless a demonstrable mechanical error has occurred.

Brief Explanation of Error:_____

_____

Digitally Signed _____
                                  Instructor of Record

TO BE SIGNED BY ACADEMIC DEAN AND SENT TO RECORDS

To: Records

APPROVED/DENIED _____ Date_____
                              Dean or Designate

Faculty Annual Review Summary

Evaluation Year:

Faculty Member:

Faculty Review:

Summary of professional performance and evaluations (as reported on the Professional Development Reporting Form, Self-Assessment, Student Evaluations, and Peer Review).

Commendations:

Plans for Future Development and/or Improvement:

Signatures:

_____   _____
Faculty Member   Date

_____   _____
Academic Dean   Date