OAK POINT UNIVERSITY
FACULTY HANDBOOK

Revised July 2023

Disclaimer

This Faculty Handbook is not an implied contract or guarantee of employment. It is also not a single source of policy for faculty. Oak Point policies and procedures are continually reviewed and are therefore subject to change. Oak Point University reserves the right to add, amend, delete, or deviate from any of the information stated herein at any time. In the event that there are inconsistencies between the Faculty Handbook and official University policy, University policy is the binding agent.

The Faculty Handbook has been prepared to introduce you to Oak Point University and its employment policies and procedures. The Handbook contains only general guidelines and information exclusively related to faculty. It is not intended to be comprehensive or to address all the procedures described. For that reason, if you would like more information about any of the matters discussed, please contact your supervisor or Human Resources.

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Overview of the University and the Faculty Handbook

Oak Point University seeks to employ those individuals who strive with us to fulfill the institutional mission to inspire, educate, and form lifelong learners who meet the world's changing needs with curiosity, ingenuity, and grace. Faculty are expected to provide high quality undergraduate and graduate learning experiences for students that integrate professional and personal growth, compassionate service, scholarly activities, while preparing students for professional careers. We hope your employment will be long-term and mutually beneficial.

Oak Point is an upper-division university with two colleges: The College of Nursing and the College of Health Sciences. The College of Nursing offers programming at the baccalaureate, master's, and doctoral levels. The College of Health Sciences offers programming at the baccalaureate level.

The Faculty Handbook contains policies and administrative procedures developed by the Faculty, Administration, and/or Board of Directors of Oak Point University. This handbook presents information relevant to the professional and academic roles of faculty. It also sets forth information to facilitate the implementation of these roles.

The Faculty Handbook is designed to be used in conjunction with other resources. These include, but are not limited to, the Oak Point University Employee Handbook, and University policies.

An electronic copy of the handbook is available to all faculty via the University's internal employee portal. Requests for changes to the Faculty Handbook should be submitted to the Chief Learning Officer. Editorial and administrative changes are the responsibility of the Administrative Team.

University Governance Structure

Faculty, staff, students, and University administrators are able to fully contribute to governance through a variety of avenues including service on councils, committees, ad hoc groups, and task forces. Throughout the year, additional faculty and staff forums may occur to provide an avenue for input on specific topics. In addition, employees are welcome and encouraged to make suggestions for change at any time to the University's President.

University Committees and Councils

Oak Point is committed to the concept of being a learning community. As such, all members of the organization are valued for contributing to the work of the University and facilitating its success. Similarly, governance is shared among all members of the University through membership on committees and councils. An overview of those entities can be found below. Voting on academic matters is considered a recommendation for the President and President's Cabinet, and the University Board of Directors, when appropriate.

Administrative Councils

Councils are those bodies formed by a member of President's Cabinet to deal with ongoing administrative functions or broad University functions. The majority of the membership of administrative Councils will be administrative. Councils should not duplicate the work of university committees, except where the work is being considered simultaneously by several bodies to get perspectives from different constituencies.

University Committees

The Dean/Director of their respective academic program, in coordination with the Chief Learning Officer, will ensure that appropriately designated faculty are appointed to University Committees and that committee membership is made known to the University community. Membership will be determined based on the primary function of the committee.

By June 15th, each committee shall submit a report to the Institutional Effectiveness Committee on the progress that the committee made in fulfilling its tasks and progress achieved with agenda items. The report o is expected to include relevant recommendations that these committees may have for continuous improvement and institutional effectiveness as it relates to the committee's purpose.

Council and Committee Membership Appointment Process

Committee appointments are based on expertise and interest in the committee's purpose and the needs of the University. Membership conveys a three-year commitment to the committee unless otherwise stated. At the end of the appointed term, retiring members are encouraged to indicate a preference for their next committee assignment.

By August 15th, after consultation with the president, the Chief Learning Officer formally appoints committee members for a three-year committee service appointment. During the summer, the Office of Academic Affairs, produces information that lists councils and committees, identifies their members, indicates when members' terms end, as well as the conveners of the committees. The information is maintained on the institution's internal employee portal.

Meetings

A schedule of meetings is established and published in the University Master Calendar. Each Council or Committee shall identify a mechanism for recording the minutes from the meetings. The recorder shall either be selected from within the committee or appointed on a rotating basis. The University designated minutes' template will be used to record the meeting activities. Following acceptance of the minutes, they must be filed on the committee's respective page in the internal employee portal.

By June 15th each committee sends a report to the appropriate University administrator on the progress that the committee made on its agenda items, including any recommendations that those committees might have. Reports are also filed on the committee's respective page in the internal employee portal.

Evaluation of University Council/Committee Governance Structure

Every three years, the Institutional Effectiveness Council will coordinate an evaluation of the University Council/Committee Governance structure. The process will involve an intensive look at the membership and functions of each committee and council throughout the University Community. The next evaluation is scheduled for 2023.

Bylaws of The Faculty Organization

Preamble

Oak Point University is committed to maintaining an accredited, degree-granting institution. The mission of Oak Point University is to inspire, educate and form lifelong learners who meet the world's changing needs with curiosity, ingenuity, and grace. The University Board of Directors has oversight and authority with respect to certain aspects of the governance, operation and management of the University, as set forth in the Bylaws of the University. The Bylaws of Faculty Organization are consistent with the Bylaws of the University.

Article I. Name

The name of this organization will be Faculty Organization of Oak Point University, (hereafter designated as Faculty Organization).

Article II. Purpose

The purpose of the Faculty Organization shall be to:

A. Advance the study and understanding of selected health professions as disciplines essential for practice, teaching, and research.
B. Implement and contribute to the philosophy and policies of Oak Point University for undergraduate and graduate health professions programs.
C. Recommend activities and resource use for educational programs in the College of Nursing and College of Health Sciences. Faculty Organization will have oversight of programs to ensure an education which is consistent with the standards for health professions education.
D. Inform continuous academic quality improvement to meet the academic standards of each professional and regulatory body governing the program and for alignment with accreditation criteria of the Higher Learning Commission and all relevant specialized accreditors

Article III. Membership

The regular membership of Faculty Organization shall consist of the Deans and Directors of academic programs, all full-time and part-time faculty the CLO and the ACLOs.

Article IV. Officers

The Chairperson of Faculty Organization shall be the Chief Learning Officer. The duties of the Chairperson shall be to:

A. Notify all committee members of Faculty Organization meetings.
B. Prepare agendas for distribution.
C. Preside at all meetings of the Faculty Organization.

In the event that the Chairperson is not able to attend the meeting, a Chairperson pro tempore may be appointed to run the meeting.

Article V. Meetings

A. The faculty shall hold regularly scheduled meetings at least once per semester during the academic year. The Faculty Organization shall hold its Annual Meeting in prior to the beginning of the academic year.

B. The Chairperson may call special meetings of Faculty Organization. Upon written request of three or more faculty members, the Chairperson shall also call special meetings. Notification of time, place, and purpose of special meetings shall be circulated at least 24 hours in advance. In the event of an emergency, defined as a critical issue that must be handled immediately, the 24-hour notice shall be waived.

C. Except in the case of a special meeting, the agenda for Faculty Organization meetings shall be distributed by the Chairperson at least three business days prior to the meeting. Faculty requesting items for placement on the agenda should submit a written request to the Chairperson at least one week prior to the meeting. Matters not included on an agenda may not be acted upon without the presence of a quorum, which consists of at least half of the Committee members, if a quorum is present, actions or recommendations of the committee require a majority vote of the members present. The agenda for special meetings shall be limited to the purpose for which it was called.

D. Items of business submitted by a faculty member shall be submitted in writing to the Chairperson one week before the faculty meeting.

E. Committee chairpersons and faculty representatives on the committees shall submit written reports one week before regularly scheduled faculty meetings.

F. Faculty Organization may move to adjourn into Executive Session at which time only full-time and part-time faculty members will be present. For purposes of this section, Deans and Program Directors are considered full time faculty members. The highest ranking faculty member present will Chair the Executive Session, if two or more faculty members hold equivalent rank, the faculty member with the greatest seniority at Oak Point University shall Chair the session.

Article VI. Voting Privileges

A. All full-time and part-time faculty members have voting privileges. Other attendees have the privilege of voice but not vote.

B. The points of view of all faculty members directly affected by an issue are to be considered before voting on an issue.

C. A passing vote shall consist of a majority of voting members present. Votes related to academic and/or faculty policies and curriculum changes shall be affirmed by a majority (50%+1) of the faculty.

D. Votes may be conducted by three methods: during meetings; written format and electronic format via e-mail.

Article VII. Faculty Organization

Faculty Organization, consistent with the Oak Point University Bylaws, shall have a responsibility to:

A. Foster a learning community which is grounded in highly specialized and scientific knowledge about professional caring, selected disciplinary knowledge, and a wide array of other means of promoting health and the quality of life.

B. Foster communications related to the teaching-learning environment with internal and external constituents as related to the quality and relevance of the programs and processes offered at the University.

C. Provide input regarding the admission policies and processes, curriculum and program requirements, academic standards, grading policies and practices, academic advising, orientation, faculty qualification and productivity, library and learning resources, computer and laboratory facilities and other issues relating specifically to education at the University.

D. Serve as the advisory body to the Deans and Program Directors related to academic issues of the educational programs. It will serve as the faculty body for University-wide participation in the governance of the institution.

E. Consider strategic directions for the academic programs and plan for faculty engagement in the processes of continuous academic quality improvement.

F. Provide a forum for the discussion of academically related ideas and proposals, concerns of the faculty, and opportunities for and experimentation with change.

G. Forward recommendations to the Chief Learning Officer of faculty representatives to serve on University Councils and Committees.

H. Promote faculty service in professional practice organizations to enhance awareness of, contributions to, and interpretation of the emerging directions in the practice discipline.

Article VIII. Standing Committees

The Standing Committees of the University shall be:

A. University Curriculum Committee
B. University Institutional Effectiveness Committee
C. University Academic Appeals Committee
D. College of Nursing BSN Curriculum Committee
E. College of Radiology Curriculum Committee
F. Saint Francis School of Radiography Curriculum Committee
G. MSN Curriculum Committee
H. DNP Curriculum Committee
I. College of Nursing BSN Operations Committee
J. University Assessment Committee
K. Institutional Review Board
L. University Planning Council

General Rules for Standing Committees

A. General Rules
  a. All full- time and part-time faculty members of the Faculty Organization are eligible to serve on standing committees.
  b. Each standing committee shall consist of at least three and no more than five faculty members. Staggered terms of service among faculty members are desirable, if possible.
  c. Faculty may self-nominate or be nominated for membership or service as chair of a committee. The chairperson will be elected at the last Spring meeting of the year. Membership will be confirmed at the first Faculty Organization meeting of the academic year.
  d. Voting privileges and determination of quorum will be the same as those specified for Faculty Organization.
  e. Vacancies on committees and additional faculty assignments to committees shall be acted upon as necessary throughout the academic year.
  f. All standing committees (with the exception of the Academic Appeals Committee) shall attempt to have one student representative (HLC wants student participation in shared governance).

B. Officers
  a. The Standing Committee Chairperson shall be confirmed at the first committee meeting of the academic year. The responsibilities of the Committee Chairperson are the same as those listed for the Chairperson of Faculty Organization.

b. The Standing Committee Chair shall appoint a recorder.
C. Responsibilities
a. All committees shall meet at least twice each semester of the academic year and more often as needed to fulfill their functions and responsibilities.
b. Each committee shall establish goals and standing rules to expedite the work of the committee and review these with the Chairperson of Faculty Organization.

University Curriculum Committee (UCC)

The University Curriculum Committee (UCC) is the major standing committee of the Faculty Organization. It reviews and acts upon work from the undergraduate and graduate curriculum committees. Undergraduate Curriculum Committees may be formed at the program, school and/or college levels (e.g.: university Curriculum Committee, College of Nursing Curriculum Committee, BSN Curriculum Committee).

A. The functions of the Undergraduate Curriculum Committees are to:
1. Systematically evaluate the curriculum and the teaching and learning environment.
2. Collaborate and engage in academic continuous quality improvement plans.
3. Review and monitor new course proposals, cross-course issues, and program concerns, and foster their resolution to strengthen the undergraduate programs.
4. Support data gathering from communities of interest and internal/external constituents as related to program strengths, needs, and achievement of expected outcomes.
B. The functions of the Graduate Council (Graduate Curriculum Committee) are to:
1. Review and evaluate admissions policies and processes relating specifically to graduate education at Oak Point University.
2. Review and evaluate the university-wide program requirements and academic standards specifically related to graduate education.
3. Systematically evaluate the curriculum and the teaching and learning environment related to graduate education.
4. Monitor graduate programs for curricular inclusion of state-of-the-art discipline content.
5. Participate in academic continuous quality improvement plans for graduate-level education.
6. Review new course proposals, cross-course issues, and program concerns and foster their resolution to strengthen the graduate program.
7. Review graduate programs being considered by the university once the academic discipline initiating the proposal has approved the proposal.
8. Support data gathering from communities of interest and internal/external constituents as related to program strengths, needs and achievement of expected outcomes.

Article IX. Elections and Appointments

Committee membership is appointed based on expertise, interest in committee service and the needs of the University. Membership conveys a three-year commitment to the committee unless otherwise stated. At the end of the appointed term faculty members are encouraged to indicate a preference for the next committee assignment.

Selection of the Committee Chairperson shall be determined by the committee members. Election may occur through consensus or vote. The Committee Chairperson must be a faculty member greater than

three years and a member of the committee for more than one year. The Committee Chairperson will be announced at the first faculty meeting in the fall.

All members confirmed to serve on Standing Committees shall take office at the beginning of the fall semester subsequent to the appointment.

The Office of Academic Affairs in conjunction with the committee chair shall assume responsibility for monitoring membership and filling any vacancies that may occur in committee membership during the academic year.

Article X. Amendments

These Bylaws may be amended or revised by a two-thirds vote of the faculty present and voting at any regular meeting or at any special meeting called for this purpose. The proposed changes must have been circulated in writing at least one week prior to the meeting.

Article XI. Parliamentary Authority

Unless otherwise provided in the Bylaws, a consensus method of decision-making and/or the current edition of Roberts Rules of Order Newly Revised and APA format shall serve as the procedural authority for the Organization.

Faculty Personnel Processes

Information contained within Section II facilitates fulfillment of the faculty role. It is an important resource that is frequently consulted by most faculty members.

Faculty members are expected to teach, produce scholarship, and provide service to the institution and profession. Faculty members are evaluated on the quality of each aspect by the use of established metrics which are contained in this section.

The criteria for faculty appointment and promotion were developed by the faculty and approved by the Oak Point University Board of Directors. The criteria were influenced by standards listed by Illinois Board of Higher Education and the Illinois Department of Financial and Professional Regulation, as well as institutional and specialized accreditation criteria.

Promotion is a formalized process of recognition of faculty and their contribution to the institution. Accordingly, faculty promotion will be based upon the following factors: academic preparation, professional accomplishments, teaching, scholarly activity, and institutional and community service.

Faculty Appointment

Faculty members are recommended for an appointment by the Dean/Program Director and appointed by the Chief Learning Officer of the University based on policies established by the University Board of Directors. All faculty must hold and maintain current professional credentials appropriate to the teaching assignment, to practice in the State of Illinois, and have acceptable minimal clinical competence.

It is the policy of the University to provide equal employment opportunity and to not discriminate against any employee on the basis of sex, race, color, national origin, ancestry, citizenship status, religion, age, disability, pregnancy, marital status, order of protection status, military status, sexual orientation, and gender-related identity. Teaching appointments are made or confirmed annually. Contracts for the upcoming academic year are awarded no later than the end of the spring semester of the current academic year.

Faculty Search and Selection

Oak Point University supports a faculty member whose passion for professional work fits well with the culture and mission of the University. At Oak Point, the selection, retention and promotion of faculty are afforded serious attention. The process governing the search and selection activities is as follows:

- Position descriptions are available through Human Resources. If a position description does not exist, a description must be developed and approved through the appropriate channels, i.e., Dean or Program Director, Chief Learning Officer, and President. New positions must be included through the annual budget development process. In certain circumstances, a temporary position may be created. All newly created positions must meet Oak Point University requirements.
- Consultation with Oak Point University Human Resources and the University Business Officer about appropriate advertisement sources and budget occurs early in the faculty search process. An abbreviated version of the position description and information about the University are used in the recruitment advertising. The advertisement should also include the salary

"commensurate with qualifications and experience" statement, contact person, duties and responsibilities, and "an Equal Opportunity Employer" statement.

- The Human Resources Department reviews the application materials, and if aligned with the position description criteria, forwards the file to the Dean/Program Director. At this level, the file is reviewed for alignment with the application criteria and eligibility for appointment to the position.

- Program or Department-Level Faculty Search Committees are constituted as needed to fill vacancies. Once a search is approved, the relevant dean or Program Director consults with the CLO on the makeup of the Search Committee. Faculty Search Committees serve a pivotal role in the search and interview process. They are responsible for guiding candidates through the interview processes.

- A faculty member holding a summer contract may serve as a substitute member of the Search Committee.

- If the situation warrants, the Dean/Program Director may act in lieu of a search committee with the concurrence of the CLO, and a Human Resources representative.

- The Dean/Program Director meets with the Faculty Search Committee to review the needs of the department. If more than one need exists, the Dean/Program Director will rank order the faculty positions to be filled. The Dean/ Program Director will provide application files to the Faculty Search Committee.

- After HR and Faculty reviews that applicants meets the minimum requirements, applicants are scheduled for an interview by members of the Faculty Search Committee. Impressions of the suitability of the candidate are added to the Faculty Candidate Initial Review Evaluation Form. The Search Committee will forward their forms and recommendations related to the candidates to the Dean/Program Director.

- The Dean/Program Director will review the file including the Initial Review Evaluation Form. The candidates will be rank ordered; information of that order will be communicated to the Human Resources Department.

- The Human Resources Department will schedule the top two to three candidates for an on-campus interview. Department personnel will be notified about the on- campus interview.

- Academic faculty are invited and encouraged to participate in the interview process and share their evaluation of the candidate. Completion of the on-campus Interview Evaluation Form is critical to the process. The form is forwarded to the Human Resources Department for compiling the data and to forward it to the Dean/ Program Director.

- The Dean/Program Director will review and consider the search committee input and then make a formal recommendation for hire to the Chief Learning Officer. Faculty appointments are made upon the basis of competence for the role, goodness of fit with the University, and without discrimination based upon sex, race, color, national origin, ancestry, citizenship status, religion, age, disability, pregnancy, marital status, order of protection status, military status, sexual orientation, or gender identity.

- Upon reaching a decision to extend an offer of employment, background and reference checks will be conducted.

- Employment offers are extended and negotiated by the Human Resources Department in collaboration with the Dean/Program Director and Chief Learning Officer, and upon concurrence of the president. Faculty appointment letters are written and sent by the University.

- Oak Point's Department of Human Resources will complete the system-related paperwork and arrange for the start date. All offer letters must be signed and returned to the University. All

conditions of employment contained in the letters, i.e., applications, curriculum vitae, transcripts, immunizations, and, for clinical faculty, the CPR training requirement must be met by the first day of employment. Other employment requirements must be met by the 90-day review. All documents related to candidate applications and evaluations are filed in the Human Resources Office for a minimum of one year.

Academic Rank and Appointment to Rank

Faculty, Deans, and Program Directors shall be assigned to the academic rank of instructor, assistant professor, associate professor, or professor. Assignment to academic rank is based on academic preparation, teaching experience, professional involvement, scholarly activity, and teaching/institutional service.

Academic rank and the promotion process provide a means of recognition of the achievement of individual faculty members. Rank and promotion are based on the individual's accomplishments in the role for which employed as well as other professional contributions.

Commonly, academic rank progresses from lecturer to instructor, assistant professor, associate professor, and professor. The exceptionally qualified full professor can be designated as distinguished professor or a named chair. Faculty rank is established and conveyed during the interview and offer of a position. The recommendation for rank is communicated by the Dean/Program Director and determined by the Chief Learning Officer.

The University has two distinct rank tracks: rank based on master's degree preparation, and rank based on doctoral degree preparation. Criteria for appointment to rank are available.

In considering a faculty member for promotion, emphasis is placed on contributions made since initial appointment or since the preceding promotion. All candidates for promotion must meet and maintain performance demanded by the criteria commensurate with their current rank. Refer to the "Faculty Promotion Procedure" for further information.

Faculty Orientation

All new faculty hired at Oak Point University will complete an orientation to the University. University orientation is planned through the Human Resources department and Academic Affairs. Topics included in the orientation include, but are not limited to University mission and vision, governance, communications, IT, facilities access, learning management system, and compliance documentation.

Faculty Role

It is a privilege to serve as a faculty member and support students as they grow and   develop into the professional they desire to become. That privilege carries with it roles   and responsibilities. In the sections below, roles, policies, protocols and responsibilities are outlined. In addition to excellent teaching, the principle responsibilities of a faculty member are to remain engaged in productive dialogue with one's discipline and professional requirements, to be committed to assuring that students receive the supports necessary and appropriate to assure their success, and to maintain academic rigor appropriate to whether the class is offered at an undergraduate or graduate level.

Academic Freedom

It is mutually understood and agreed that faculty members will be acting as an employee at all times in performing their duties and subject to the general delineation of faculty duties. The University shall neither have nor exercise any control or direction over the specific methods or means by which the

faculty member provides professional services and practices pursuant to their contract. Nothing in their contract shall be deemed to constitute the faculty member as anything other than an employee with respect to the University. Except as specifically described, nothing in the faculty members' contracts shall be deemed to constitute him/her as an agent of the University, nor shall the faculty have the right to bind the University or make any promises or representations on behalf of the University.

Assurance of Academic Freedom

Oak Point University assures faculty academic freedom. Academic freedom is defined by the "1940 Statement of Principles on Academic Freedom and Tenure," jointly authored by the American Association of University Professors (AAUP) and the Association of American Colleges (now the Association of American Colleges and Universities). These principles state that "Teachers are entitled to freedom in the classroom in discussing their subject." academic freedom also involves the freedom to engage in the entire range of activities involved in the production of knowledge, including choosing a research focus, determining what to teach in the classroom, presenting research findings to colleagues, and publishing research findings. Still, academic freedom has limits. In the United States, for example, according to the widely recognized "1940 Statement on Academic Freedom", teachers should be careful to avoid controversial matter that is unrelated to the subject. When they speak or write in public, they are free to express their opinions without fear from institutional censorship or discipline, but they should show restraint and clearly indicate that they are not speaking for their institution.

Academic freedom guides behavior and decision making, consistent with the Oak Point Mission, Vision and Values per the following:

- Faculty, staff, and students are citizens and members of the educational community. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their position in the community imposes special obligations.
- Citizens and members of the educational community should remember that the public might judge their educational community by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.
- Faculty, staff, and students are entitled to full freedom in research and in the publication of the Oak Point, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the administration of the institution.
- Faculty and students are entitled to freedom in the classroom in discussing their subject, but they should be careful to not introduce controversial matter which has no relation to class content.

Faculty Role Fulfillment

Several policies, protocols, and procedures influence the faculty as they fulfill their role. The policies located in the Oak Point University Catalog include:

- Student Rights Under the Family Educational Rights and Privacy Act (FERPA) Policy
- Student Disability Services Policy
- Grading Policy
- Social Media Policy
- Copyright Policy
- Alcohol and Other Drug Use Policy (for faculty and students)

Position Descriptions
Position descriptions are available through Oak Point University's Human Resources department. The positions with which faculty should be familiar include the following with brief descriptions:

- Academic Faculty
- Adjunct Faculty
- Director of the Simulation Center
- Program Director
- Dean of Nursing and Assistant Dean
- Chief Learning Officer (CLO) and the Assistant Chief Learning Officers (ACLOs)
- University President

Academic and adjunct faculty whose assignments are classroom and practicum instruction are collectively responsible, with assistance of the Dean/Program Director for curriculum design, planning and implementation; development and implementation of specific course offerings in the academic program curriculum; and assessment of student learning in the academic program.

The Director of the Simulation Center serves as coordinator for the teaching-learning activities in the Simulation Center; and for oversight of the use of the Simulation Center by internal and external constituents. The Director of the Simulation Center builds a teaching-learning environment that meets the needs of students and faculty, including instruction that is coordinated with specific courses, individual and group instruction, and leads the development and demonstration of instructional excellence using simulation. The Director of the Simulation Center is the liaison with faculty, the Dean/Program Director and supporting services such as the Library, Academic Center of Excellence, and Informational Technology.

Program Directors and Deans provide leadership for the academic faculty in curriculum planning, development, implementation, and evaluation. The program director leads, guides, and collaborates with faculty in relationship to their professional development. The program director also represents the academic program to other universities, schools and departments.

The Chief Learning Officer, also serves as the University's Chief Academic Officer, and is responsible for oversight of all educational programs, academic affairs, and activities to ensure consistency of programs, instruction, and academic-related customer service throughout all University locations and divisions. Ensures program and curriculum development are consistent with institutional and professional accreditation standards and other appropriate regulatory agencies. The Chief Learning Officer supports and participates in visionary long- and short-term planning for the University and departments that are direct reports.

The University President provides vision and leadership and serves as the University's Chief Executive Officer. The president holds responsibility for academic programs, student services, fiscal affairs and enrollment management. Essential duties and responsibilities include directing all operations of the University, maintaining fiscal soundness, assuring continued fiscal responsibility, and facilitating implementation of an operational planning process which links budgeting to planning.

Faculty Work

Faculty who are employed for the academic year begin the week prior to the start of the term and continue through the Saturday of the week following the close of the academic year, unless their contract specifies otherwise. It is expected that sufficient time will be spent in academic pursuits such as course design, class preparation, teaching, committee work, scholarship, and academic advising.

Faculty Workload

A full-time faculty member assumes responsibility in the areas of teaching, advising, scholarship, and service to the University, profession, and community. In addition, faculty members are responsible for a minimum of five (5) staggered office hours weekly. Academic advising is variable throughout the term. Faculty must post hours for academic advising and be available for academic advising as the need arises among the advising group.

Workload Formula

The teaching workload of all-full time faculty is 12-14 workload credits (WLC) per semester and 6-7 workload credits per semester for part-time faculty. It is essential to understand how workload is determined. Oak Point is a teaching-intensive institution. As such, the majority of the faculty role is dedicated to the teaching mission. Workload credits are calculated based on these values:

- Undergraduate
  - Didactic course: 1 Semester Hour (SH) of credit = 1 contact hour = 1 WLC (e.g. NUR 4270 is 3 SH = 3 contact hours = 3 WLC)
  - Lab component of a course: 1 SH lab = 2 contact hours = 2 WLC (e.g. NUR 3125L is 1 SH = 2 contact hours = 2 WLC)
  - Clinical component of a course: 1 SH clinical = 3 contact hours = 2 WLC (e.g. NUR 4141C is 1 SH = 3 contact hours = 2 WLC)
- Graduate:
  - Theory course: 1 SH = 1.5 contact hours = 1.5 WLC
  - Independent Study Course: WLC for Independent Study offerings may be calculated at the adjusted rate at discretion of the Dean/Program Director with approval of the Chief Learning Officer. Payment for teaching will be based on a per student basis at the rate of $100 per SH per student (e.g., 2 SH course with 1 student enrolled = $100 x 2 SH = $200). This calculation applies to BSN Capstone Project and MSN Scholarly Synthesis enrollments too.
  - Residency: WLC is based on the number of students enrolled. Enrollment of 6 or more students constitutes a fully enrolled course and will earn full WLC. Enrollment of 5 or fewer students constitutes a partially enrolled course and will Oak Point in ½ WLC (e.g., NUR 5504 2 SH with 5 students enrolled = 1.5). WLC; NUR 5504 with 6 or more students enrolled = 3 WLC).

Workload includes committee service, task force service, teaching team meetings, academic advising, and fulfillment of office hours. The nature of the academy obligates faculty members to preparation for teaching, providing feedback to students, and maintaining professional competence. These elements, discussed in other places in the handbook, do not involve WLC calculation. In addition, faculty are required to be fully engaged in university processes for the assessment of student learning outcomes.

Beginning and End of Term Responsibilities

The start and end of terms and academic years are always associated with intense activity. To facilitate completion of essential tasks, a checklist was created which summarizes activities to be concluded in a time-sensitive way. Please see "Faculty First Week Checklist" and "Faculty Last Week Checklist."

Student Contact Lists

In order to facilitate communication when information is necessary, faculty members are required to develop a student contact list for each course and clinical section they teach. This information must be available should it be necessary to reach faculty members and/or students for various emergencies. The list should include the faculty member's name, contact information, location (classroom # and facility and unit contact information), and the name and contact information to be used in a faculty-involved emergency. Student data should include the student's name, preferred contact number, and the name and contact information to use in the event of an emergency involving the student. A copy should remain with the faculty member and a redacted third copy should be given to the preceptors responsible for clinical if it is a preceptor-based clinical course.

Textbook Selection and Acquisition

Textbooks are the primary source of information for students. Therefore, faculty members (in conjunction with their program leaders) are asked to select and require texts with an awareness of the cost and utility of the text. The faculty member teaching a course is responsible for selecting the text, unless the department, course coordinator, or program has a preferred text for the course. This will increase the likelihood that students are able to acquire the correct textbooks for a course.

Communication related to textbooks is governed by the US Department of Education and Oak Point is committed to fulfilling those requirements. Notification of the texts to the University bookstore, Registrar, Financial Aid Officer, and Web Master must occur several months in advance of each semester. Confirmation of the course textbooks is requested each semester by the Academic Operations office. Faculty are asked to complete the textbook lists and return them to the Office of Academic Affairs by the designated date.

Copies of textbooks are often available in the University Library. If owned, they are placed on reserve for student use during the term in which the course is offered. In order to assure that a required book is available for student use in the library, Academic Operations will forward a copy of the textbook order to the library six weeks before classes start. The library will add to their holdings as possible based on fiscal resources.

Faculty may order a desk copy for their use through the publisher in alignment with the publisher's policies. If you are not familiar with this process, please see the Academic Operations Office for assistance. It is increasingly common for publishers to only provide an eBook version of the textbook. Faculty should also inquire about instructor resources associated with the text being used in the course.

Faculty Compensation

Compensation policies are available through the Human Resources Department. The elements which faculty should review include:

- Career Enhancement Benefits
- Tuition Assistance
- Terminal Degree Bonus
- Certification Bonus

Faculty Retention

In order to provide program stability, Oak Point University is committed to retaining high quality, productive faculty. This commitment also provides security to the faculty member. Students, faculty colleagues, program directors, deans, the CLO, and university leadership participate in an evaluation process which provides the base for retention decisions.

Retention and Term

The University extends offers to ranked faculty members to provide services for a specified term e.g., nine to twelve months, and successful role performance leads to the extension of another contract. While under an employment contract with the University, the faculty member shall not engage in other employment without prior written approval from the Dean/Program Director.

Faculty Evaluation

Faculty evaluation is done for the purpose of faculty growth and development as well as for retention consideration. To that end, faculty members engage in reflection, self-evaluation, and documentation of performance. Faculty may undergo evaluation by a peer and will be evaluated the Program Director/Dean. To facilitate this evaluation, several processes and forms are utilized. The criteria to support this evaluation structure were designed by the Faculty Selection and Promotion Committee and approved by the Faculty Organization and the Board of Trustees of the University in 1998; it has been amended over time as needed.

Evaluation Process

After the first 90 days of employment as a full-time faculty member (and within 120 days of employment), a new faculty member will complete a reflection and self-evaluation of performance to date. In addition, new faculty members will prepare a set of professional goals to be attained over the remaining evaluation period. These goals should be related to the faculty roles and responsibilities (i.e., one goal each related to teaching, professional development, scholarship, and service). It may be helpful to consult the mentor in the development of the goals. These documents are submitted to the Program Director/Dean. A conference between the faculty member and the Program Director/ Dean will be held to discuss the 90-day evaluation and the proposed individual professional goals.

Continuing faculty members will engage in the self- and peer-evaluation processes. These are accomplished by critically appraising fulfillment of faculty roles and responsibilities, reviewing peer and student feedback, and examining achievements of personal goals from the past year. The process follows:

- Complete the Oak Point evaluation tool that contains the individual professional goals set the previous year.
- Approximately three weeks prior to the Oak Point evaluation due date, the evaluation tool will be sent electronically to each faculty member for their review and completion of the self-evaluation.
- Gather the following materials: self-evaluation using the Oak Point evaluation tool, documents demonstrating individual goal attainment, peer evaluations, documentation of completion of mandatory annual competencies, and updated curriculum vitae with the date as a footer on page 1. The documents collectively are known as the Evaluation Portfolio. The Evaluation Portfolio will document personal and professional development, progression, and fulfillment of role responsibilities.
- At this time, a draft of professional goals for the next academic year will be prepared. At least one goal must be developed for each of the following aspects of the faculty roles: teaching, scholarship as defined by Oak Point University, professional development, and professional service. The Evaluation Portfolio and supporting documents must be submitted to the Dean/Program Director a minimum of one week before the assigned evaluation date. Faculty must have a complete evaluation to determine continuation of faculty status and to construct the subsequent contract.
- The Program Director/Dean will review the Evaluation Portfolio and complete the formal evaluation tool. An evaluation review session will be held with each faculty member. The Dean/ Program Director will forward the materials and, when applicable, contract renewal status to the Human Resources Department.

The critical determining factor for future employment is based on data from the Evaluation Portfolio, the supervisor's evaluation of performance of professional duties, and the fit of the faculty member with the projected needs of the University. Faculty must return the signed contract within two weeks from when it is posted in Paycom for the contract offer to remain valid.

Faculty Promotion

The promotional process provides a means of recognition of the achievement of individual faculty members. Rank and promotion are based on the individual's accomplishments in the role for which employed, other professional contributions and any relevant longevity requirements or other criteria that pertain to the specific promotion being sought.
The promotional process provides a means of recognition of the achievement of individual faculty members. Rank and promotion are based on the individual's accomplishments in the role for which employed, other professional contributions and any relevant longevity requirements or other criteria that pertain to the specific promotion being sought.

Promotion Process and Timeline

The academic faculty of Oak Point University accepts as its responsibility the quest for knowledge, its application and integration, the skillful presentation of such knowledge to students, and professional service. Accordingly, faculty promotion will be based upon the following factors: academic credentials and preparation, professional accomplishments, teaching experience and quality, scholarly activity, and service.

The Criteria for faculty appointment and promotion were developed by the faculty and approved by the University Board of Directors. The criteria were influenced by standards of the Higher Learning

Commission, Illinois Board of Higher Education, Illinois Department of Financial and Professional Regulation, Collegiate Commission on Nursing Education, and the Joint Review Committee on Education in Radiologic Technology.

In considering a faculty member for promotion, emphasis will be placed on activities completed since appointment to current rank. Each faculty member applying for promotion shall assume responsibility for documenting achievements and presenting this evidence in a Promotion Portfolio. The Promotion Portfolio is submitted to the Dean/Program Director.

The Chief Learning Officer will organize an ad hoc committee for the review of candidates to be considered for promotion and will appoint the chair of the committee. As needed, outside reviewers may be invited to participate in the promotion review beyond the rank of assistant professor. The Chief Learning Officer will notify the faculty member of the final decision.

If the President of the University is seeking a promotion in academic rank, the committee recommendation shall be submitted to the Oak Point University Board of Directors.

Guidelines for Documentation of Achievement for Promotion in Rank

The following criteria for promotion refer to the faculty member's academic credentials rather than to the program in which they teach i.e. baccalaureate, masters, or doctoral.

Assistant Professor – Baccalaureate and Graduate Faculty (Master's Track)

1. Academic Preparation: Master's degree in the discipline
2. Professional Licensure:
    a. Illinois RN Licensure or
    b. ARRT Certification or
    c. Relevant specialty licensure/certification for academic area taught
3. Educational Experience:
    a. Minimum of 2 years post-baccalaureate clinical experience
    b. Minimum of 3 years of teaching experience at college level
4. Scholarship:
    a. Documents specific applications and utilization of research in teaching and practice
    b. Submit scholarly works (i.e. abstracts, teaching materials, book chapter, first person experiential journal article, book/chapter reviews, for publication)
    c. Participates in research related activities
    d. Presents scholarly papers at local or regional professional meetings
5. Teaching and Curriculum Development:
    a. Develops and implements academic courses
    b. Develops critical thinking tactics and strategies for classroom and clinical teaching
    c. Creates innovative student clinical opportunities
    d. Provides documentation of teaching effectiveness
    e. Contributes to instructional program, curricular development, and course evaluation process
6. Professional Activities:
    a. Participates as a member in professional and community organizations

    b. Provides consultation services at the local level to health-related organizations, or community programs

7. University Activities:
    a. Participates as a member on committees and councils
    b. Serves as a faculty advisor
8. Clinical Practice:
    a. Demonstrates specialty clinical practice and knowledge
    b. Promotes improvements in professional practice through various clinical activities
    c. Recognized for clinical expertise within college, institution, and health care system
    d. Maintains specialty certification (i.e. clinical nurse specialist, nurse practitioner, certified nurse educator, nurse administrator, or ARRT)
9. Professional Development:
    a. Engages in appropriate continuing education that supports professional growth and/or college goals
    b. Provides documentation of professional continuing education in specialty area (clinical and/or educational)
    c. Seeks specialty certification
10. Service:
    a. Participates in student recruitment activities
    b. Attends college activities and community events
    c. Participates in active public relations to strengthen and support an understanding of the University

Associate Professor – Baccalaureate and Graduate Faculty (Master's Track)

1. Academic Preparation: Master's Degree in the discipline
2. Professional Licensure:
    a. Illinois RN Licensure or
    b. ARRT Certification or
    c. Relevant specialty licensure/certification for academic area taught
3. Educational Experience:
    a. Minimum of 5 years post-baccalaureate clinical experience
    b. Minimum of 5 years of teaching experience in a baccalaureate degree granting college at the Assistant Professor rank
    c. Progressive development of documentation of scholarship and teaching within the previous five years
4. Scholarship:
    a. Submits for publication in referred professional journals, including some publications with senior authorship
    b. Gives formal poster or podium presentations at the regional level in area of expertise
    c. Collaborates in research activities
    d. Documents integration of research findings into teaching and practice.
    e. Seeks funding sources to support research and/or grant activities
    f. Participates in creative activities that support the mission of the college (i.e. media development)
5. Teaching and Curriculum Development
    a. Provides leadership in course and curriculum development in areas of expertise
    b. Serves as course coordinator and/or course coordinator mentor
    c. Demonstrates activities that incorporate critical thinking in teaching/learning activities

      d. Participates in innovative instructional media and uses web-enhanced learning methodologies

      e. Participates in the refinement of courses

6. Professional Activities:
      a. Maintains memberships in relevant professional organizations.
      b. Takes on a leadership role in professional organizations at local and regional levels
      c. Presents evidence of recognition as a professional leader at local and regional levels
      d. Participates on health related community boards or activities
      e. Demonstrates professional competence as supported by awards and honors

7. University Activities:
      a. Participates as a member on committees and councils
      b. Provides leadership on committees and councils
      c. recommend/evaluate textbooks, instructional materials, course resources
      d. Serves as a faculty advisor
      e. Mentors new faculty

8. Clinical Practice:
      a. Demonstrates specialty clinical practice and knowledge
      b. Develops and directs course electives
      c. Recognized for clinical expertise within the health care system and local community
      d. Provides leadership for improving professional practice at the local and/or regional level
      e. Participate in health promotion activities in the community
      f. Maintains relevant specialty certification

9. Professional Development:
      a. Engages in appropriate continuing education that supports professional growth and/or college goals
      b. Provides documentation of activities that promote improvement in one's area of clinical specialty and/or teaching effectiveness
      c. Seeks and maintains advanced practice and/or other credentials
      d. Demonstrates progressive development of scholarship and/or teaching within prior five years

10. Service:
      a. Participates in student recruitment activities
      b. Attends college activities and community events
      c. Participates in active public relations to strengthen and support an understanding of the University
      d. Participates in health promotion activities in the community
      e. Participates in the planning and/or presenting of continuing education offerings to local and regional groups

Assistant Professor – Baccalaureate and Graduate Faculty (Doctoral Track)

1. Academic Preparation: Earned Doctoral Degree
2. Professional Licensure:
      a. Illinois RN Licensure or
      b. ARRT Certification or
      c. Relevant specialty licensure/certification for academic area taught
3. Educational Experience:
      a. Minimum of 3 years post-baccalaureate clinical experience and/or five years of other professional experience

4. Scholarship:
   a. Documents specific applications and utilization of research in teaching and practice
   b. Submits scholarly works (i.e., abstracts, teaching materials, book chapter, journal article, book and chapter reviews for publication)
   c. Collaborates in research related activities
   d. Presents scholarly papers at state or national professional meetings
5. Teaching and Curriculum Development:
   a. Develops and implements academic courses
   b. Develops critical thinking tactics and strategies for classroom and clinical teaching
   c. Creates innovative student clinical opportunities
   d. Provides documentation of teaching effectiveness
   e. Contributes to instructional program, curricular development, and course evaluation process
6. Professional Activities:
   a. Participates as a member in community organizations for the profession
   b. Provides consultation services at the local level to health-related organizations, or community programs
7. University Activities:
   a. Participates as a member on committees and councils
   b. Serves as a faculty advisor
8. Clinical Practice:
   a. Demonstrates specialty clinical practice and knowledge
   b. Promotes improvements in nursing practice through various clinical activities
   c. Recognized for clinical expertise within college, institution, and health care system
   d. Maintains relevant specialty certification
9. Professional Development:
   a. Engages in appropriate continuing education that supports professional growth and/or college goals
   b. Provides documentation of professional continuing education in specialty area (clinical and/or educational)
   c. Seeks specialty certification
10. Service:
    a. Participates in student recruitment activities
    b. Attends college activities and community events
    c. Participates in active public relations to strengthen and support an understanding of the University

Associate Professor – Baccalaureate and Graduate Faculty (Doctoral Track)

1. Academic Preparation: Earned Doctoral Degree
2. Professional Licensure:
   a. Illinois RN Licensure or
   b. ARRT Certification or
   c. Relevant specialty licensure/certification for academic area taught
3. Experience:
   a. Minimum of 5 years post-baccalaureate clinical experience and/or other professional experience.
   b. Minimum of 5 years of teaching experience in a baccalaureate degree granting college at the Assistant Professor rank

        c.   Progressive development of documentation of scholarship and teaching within the previous five years

4. Scholarship:
    a. Publishes in referred professional journals, including some publications with senior authorship
    b. Gives formal poster or podium presentations at the regional, state or national level in area of expertise
    c. Serves as primary investigator or co-investigator in research activities
    d. Documents integration of research findings into teaching and practice
    e. Seeks funding sources to support research and/or grant activities
    f. Participates in creative activities that support the mission of the college (i.e., media development)

5. Clinical Practice:
    a. Demonstrates specialty clinical practice and knowledge
    b. Recognized for clinical expertise within the health care system and local community
    c. Provides leadership for improving professional practice at the local and/or regional level
    d. Participate in health promotion activities in the community
    e. Maintains relevant specialty certifications

6. Professional Development:
    a. Engages in appropriate continuing education that supports professional growth and/or college goals
    b. Provides documentation of activities that promote improvement in area of clinical specialty and/or teaching effectiveness
    c. Seeks and maintains advanced practice and/or other credentials
    d. Demonstrates progressive development of scholarship and/or teaching within the previous five year

7. Service:
    a. Participates in student recruitment activities
    b. Attends college activities and community events
    c. Participates in active public relations to strengthen and support an understanding of the University
    d. Participates in health promotion activities in the community
    e. Participates in the planning and/or presenting of continuing education offerings to local and regional groups

Full Professor – Baccalaureate and Graduate Faculty (Doctoral Track)

1. Academic Preparation: Earned Doctoral Degree
2. Professional Licensure:
    a. Illinois RN Licensure or
    b. ARRT Certification or
    c. Relevant specialty licensure/certification for academic area taught
3. Experience:
    a. Minimum of 5 years post-baccalaureate clinical experience and/or other professional experience
    b. Minimum of 5 years teaching experience in a baccalaureate degree granting college at the Associate Professor rank
    c. Progressive development of documentation of scholarship and teaching within the previous five years

4. Scholarship:
   a. Initiates and provides leadership in research activities
   b. Publishes in referred professional journals, including some with senior or first authorship
   c. Gives formal podium presentations at the regional and/or national levels
   d. Obtains funding to support research and/or grant activities
   e. Competes for traineeships and other monies to support the college
   f. Serves on editorial boards of journals
   g. Participates as abstract reviewer for professional organizations.
   h. Serves as peer reviewer for scholarly work of others

5. Teaching and Curriculum Development
   a. Provides leadership in course and curriculum development in area of expertise
   b. Provides curriculum consultation to colleagues
   c. Develops faculty development programs to advance teaching/learning processes from instruction to evaluation
   d. Develops educational programs to reflect changes in health care and in higher education
   e. Incorporates web enhanced learning activities into courses taught
   f. Serves as course coordinator and/or course coordinator mentor if applicable to the program

6. Professional Activities:
   a. Maintains memberships in professional organizations
   b. Holds leadership positions in professional and/or community organizations
   c. Provides professional consultation at the regional and/or national levels
   d. Provides evidence of recognition as a professional leader at regional and/or national levels

7. University Activities:
   a. Participates as a member of committees and councils
   b. Provides leadership on committees and councils
   c. Serves as a faculty advisor
   d. Serves as a mentor to new faculty
   e. Chairs ad hoc committees

8. Clinical Practice:
   a. Demonstrates specialty clinical practice and knowledge
   b. Provides leadership in course and curriculum development
   c. Recognized for clinical expertise at the regional and national levels
   d. Demonstrates excellence in teaching specialized subject matter at both undergraduate and graduate levels of the educational programs
   e. Develops and directs new courses within the university
   f. Contributes to curriculum development, implementation and evaluation

9. Professional Development:
   a. Engages in appropriate continuing education that supports professional growth and/or college goals
   b. Provides documentation of activities that promote improvement in one's area of clinical specialty and/or teaching effectiveness
   c. Maintains advanced practice and/or other credentials
   d. Demonstrates progressive development of scholarship and/or teaching within the previous five years

10. Service:

      a. Participates in college recruitment activities
      b. Attends college activities and community related events
      c. Participates in active public relations to strengthen and support an understanding of the University
      d. Participates on appropriate committees within Oak Point University
      e. Provides professional consultation at the regional and/or national level

Timeline for the Faculty Promotion process

1. A faculty member who seeks promotion, and is eligible based upon the criteria above will submit a letter to the appropriate dean or program director, copied to the CLO by the end of February of the AY preceding the AY for which the promotion is to take place.
2. The Office of Academic Affairs, in consultation with the dean or program director, will verify the faculty member's eligibility for promotion by the end of the middle of March of the AY preceding the AY for which the promotion will take place.
3. The Office of Academic Affairs will promptly inform the candidate whether they are eligible for promotion. If there is a disagreement about eligibility, it will be resolved by the dean or program director in consultation with the CLO. If the disagreement is not resolved, the faculty grievance procedure may be used.
4. The candidate for promotion will prepare a Promotional Portfolio by the end of March and present it to the dean or program director and copied to the CLO
5. The Dean or Program Director, in consultation with the CLO, will appoint a program or department-level Promotional Committee to review the candidate's portfolio and any other relevant information, and prepare a brief letter of their recommendation (whether pro or con) to the Dean by April 1st.
6. The CLO will meet with the president to discuss the recommendations in April.
7. If necessary and appropriate, the CLO will present the promotional recommendations to the Board during the summer meeting of the board.
8. Candidates and HR will be informed of the Board's decision within two weeks of the Board's decision, the promotion if approved will go into effect at the start of the following academic year in September and be included in the Faculty member's contract distributed in May.

Scholarship Support

Position Statement on Defining Scholarship

At Oak Point University, the faculty have adopted Boyer's definition of scholarship (1997) that includes discovery, integration, application, and teaching. This definition is used for the annual evaluation and faculty promotion reviews. Please review it as needed and prior to each annual self-evaluation activity.

Scholarship is an important aspect of the faculty role and Oak Point University has policies and procedures in place to support faculty in their scholarly work such as:

- Local Travel Reimbursement
- Educational Assistance
- Faculty Support for Scholarship Activities
- Intramural Grant
- Professional Meeting and Travel Support
- Unpaid Educational Leave of Absence
- Academic Sabbatical Leave (paid)

Clinical Travel Reimbursement

Full-time faculty will be reimbursed for the travel and travel associated costs (i.e., tolls, parking) when associated with job-related local travel. Oak Point University policies, protocol, and forms must be used for reimbursement. Original receipts for tolls and parking etc. must be submitted along with the form. The request for reimbursement must be submitted within ten (10) days of the end of term.

Professional Meeting and Travel Support

At the discretion of the Dean/Program Director and to the extent that funds are available, faculty are provided compensation and/or time to attend work-related professional meetings. Consent for time away must be obtained from the Dean or Program Director and documented on the Pre Authorization to Travel form. The Dean/Program Director will submit the form to the Chief Learning Officer for approval for fiscal support. Reimbursement, when approved, is contingent upon full attendance at the program and completion of the appropriate documents. A brief summary of the meeting must be submitted and/or presented at a faculty meeting.

Education Assistance Policy (Tuition Reimbursement)

The Education Assistance program is intended to encourage eligible employees to further their education in health-related fields, improve their job-related skills, and to improve their potential for advancement. Please refer to the Education Assistance policy in the Oak Point University Employee Handbook for additional information.

Intramural Grant Program

To encourage research, grant-writing, publication, and other scholarly activities by the faculty of Oak Point University, the Intramural Grant Program was established. This competitive grant program is open to all faculty of the University. Faculty may apply for varying monetary awards or release time. The process and forms for this grant are located in the Human Resources department. The program is contingent upon availability of financial resources.

The University encourages faculty to engage in scholarship and makes every effort to schedule work assignments in such a way that faculty have the ability to allocate time for it. In addition, faculty and staff are eligible for either release time in the workload or a stipend to off-set some costs of their

scholarship. The Intramural Grant may be awarded for two specific periods of the academic year: work over the summer and work over the traditional academic year.

Educational Leave of Absence (UNPAID)

A leave of absence for educational purposes is a privilege which may be granted to faculty members who have been employed for a minimum of one academic year at the discretion of the Dean/Program Director, Chief Learning Officer, and President of the University. If granted, accrued benefits will not be negatively affected, and health insurance may be continued through individual payment of premiums. Employee benefits are not accrued during a leave of absence and availability of a position upon termination of the leave is not guaranteed.

Academic Sabbatical Leave (PAID)

After seven years of service to the institution, the academic sabbatical leave provides faculty with the opportunity for research and study that will enable them to substantially enrich their teaching effectiveness and/or engage in a substantial scholarly project. The faculty member may use the academic sabbatical leave to develop expertise outside their own academic discipline for the purpose of enhancing teaching abilities. The expectation is that a faculty member awarded a sabbatical will return to teach at Oak Point for a minimum of two years following the sabbatical. The program is not designed for study programs leading to terminal degrees required for promotion.

The faculty member must have a planned program of activities that furthers the fulfillment of the academic sabbatical leave program in order to apply for the leave. Academic sabbatical leaves are not awarded automatically. They are evaluated according to the merits of the proposal submitted.

Faculty Grievance

It is the policy of Oak Point University to treat each employee fairly and with respect. Yet problems or misunderstandings may surface periodically, and the university wants to ensure that such issues are resolved promptly.

Each employee should feel free to discuss any issue with his/her supervisor, or with his/her department chair; however, if at any time a faculty member feels that the nature of a particular subject is private, Human Resources should be contacted for consultation. As much as possible, such discussions are held in complete confidence unless the faculty member agrees to include others in those discussions.

The grievance process is available to resolve a dispute between an employee and the University concerning a decision involving the interpretation, application, or enforcement of any Oak Point policies. Other issues that are not grievable should be resolved informally within the department. Regular full-time and part-time employees who have completed their Introductory Period are eligible to use the Grievance Procedure.

External Employment

Full-time faculty members are generally discouraged from seeking additional employment outside of Oak Point University. While under an employment contract with the University, the faculty member may not engage in other employment without prior written approval from the Program Director/Dean. Upon seeking this approval, faculty teaching in a professional licensure program will be given the opportunity to practice in their area of specialty as long as it does not interfere with academic commitments. External employment must not interfere with University related responsibilities. Please see the Faculty and External Employment policy for more information.

Academic Policies, Standards, and Processes

This section addresses academic policies only briefly. Policies exist to ensure that college business related to student processes is handled in a fair, consistent, equitable and logical way. Policies are explicitly stated in the Oak Point University Catalog. Please refer to those policies for details regarding the material found here.

Standardization of Courses

Master Course Syllabi

Master course syllabi are documents which convey the essential components of every course in the curriculum. The intent of the master syllabus is to ensure the intent of the course remains consistent even with different faculty teaching the course. In this way, curriculum drift is minimized and achievement of program learning outcomes remain a priority. Master course syllabi are not posted until the course has been reviewed by the appropriate curriculum review body.

The master course syllabus bears strong resemblance to the first few sections of the standardized syllabus. It projects the course name and number, course description, all pre-requisites and co-requisites associated with the course, and credit value. Course outcomes and a topical outline are also contained in the course overview. If specific assignments or projects are assigned to the course by the appropriate curriculum review body, that information will also be listed on the master course syllabus.

Syllabus Template

Course syllabi are written communication tools that convey important information about the course to the student. The syllabus defines the faculty member's role and the student's responsibilities in the course. It conveys the course content, course requirements, student learning outcomes, and methods for assessment of student learning. To facilitate consistency in the data covered in this document, the format of the syllabus is standardized across academic programs.

The syllabus template should be used when developing a new course. The appropriate undergraduate curriculum committee or the Graduate Council will review proposed courses presented in the standard syllabus template. The standardized syllabus template may be obtained from the faculty member's Program Director/Dean or the Chief Learning Officer.

Elective Course Proposals

Some baccalaureate programs include elective courses with the intent of having students broaden their knowledge and skills in an area which interests them. The courses must have the rigor of all courses offered for college credit. They must also contribute to fulfillment of the program outcomes. Faculty members, with permission from the Program Director/Dean, are encouraged to reflect on and develop electives which draw on their expertise.

Once the topic is selected, faculty should develop the course using the appropriate syllabus template. The course name, credit value, course description, objectives, topical outline, and teaching and evaluation methods should be identified. The proposed course must be submitted to the appropriate undergraduate curriculum committee or Graduate Council for review and approval. Upon approval, it

goes to the University Curriculum Committee. This process should be completed as far in advance as possible, i.e., at last one year, so the course can be scheduled and internally promoted to students.

Independent Study Guidelines

Independent study provides the student with an opportunity to advance their knowledge in a focused area of interest beyond the current program curriculum. A course in the curriculum may not be taken by independent study; nor can an independent study duplicate the content of an established course. Grading procedures and policies concerning incompletes also apply to independent study courses.

In order to be eligible for enrollment in an independent study, students must have a cumulative GPA of 2.75/4.0 scale at the undergraduate level or a 3.25/4.0 scale at the graduate level. Students may only enroll in one independent study per semester. Finally, the independent study will bear the course number 4910. The responsibilities of both parties involved in an Independent Study are outlined below.

See "Independent Study" form for more details.

Student responsibilities:

- Meet with Oak Point University faculty advisor to discuss ideas for the independent study; explore which faculty member might be appropriate to serve as study mentor
- Secure faculty mentor approval
- Complete an Oak Point University Independent Study Application form
- Develop Independent Study proposal
- Submit the Independent Study Application and supporting documents for review and approval

Faculty supervising the Independent Study responsibilities:

- Negotiation of the learning contract
- Periodic meetings with the student for guidance and counseling
- Coordination of the learning experience
- Evaluation of goal attainment, grade assignments, submit final course grade for the independent study

Grading Policies

Each teaching team or faculty member teaching alone shall establish the grading policy for the assigned course. Information pertaining to the grading policy is published in detail in each course syllabus and will be utilized in determining and assigning the course grade.

All grades are to be calculated from raw scores which are recorded to the tenth (e.g., 77.8). These scores accumulate throughout the course. Grades are to be calculated as a percent of the total possible scores (total achieved ÷ total points available) at the end of the term. Course grades are subject to the rounding of grades rule, and the program's official grading scale. All grades are to be posted in the Learning Management System. Additionally, all final grades are to be posted to the Student Information System through the Faculty Portal.

In order to enroll in the program curriculum, the student must meet all program pre-requisites and requirements. Only grades of C and above are acceptable as passing at the undergraduate level. Graduate courses must be achieved at the grade of B or above to be accepted for the major.

Rounding of Grades Rule
Students accumulate scores on assignments as they progress through a course. As indicated above, scores are recorded as raw scores carried to the tenth. To calculate the final course grade, the total score will be rounded as follows:

- 0.4 or below is rounded down to the next whole number (e.g., 85.3 = 85)
- 0.5 or above is rounded up to the next whole number (e.g., 85.5 = 86)

ATI Policy (undergraduate nursing only)
Oak Point has adopted the use of the Assessment Technology Incorporated (ATI) Complete Assessment/Remediation Package (CARP) program for the undergraduate Nursing program. The full ATI policy is listed on the internal employee portal. The ATI policy applies to both didactic and clinical courses.

Clinical/Professional Practice Performance Rule
Clinical experiences foster the integration and application of knowledge and skills of the discipline. The course indicates the expected standards of performance as articulated in the syllabus, clinical evaluation tool, and verbally in clinical orientation. Students must be given the opportunity to learn, receive feedback, and remediate before a summative evaluation occurs.

At Oak Point, every clinical experience is evaluated by the course instructor and the preceptor supervising the clinical experience, feedback is given both formally or informally. When students fail to achieve the minimal expected performance level, all available resources for improvement should be made available to the student. This process begins with oral feedback and moves rapidly to the use of the Academic Development and Referral Notice (ADRN) as appropriate. Repeat the process as needed for the duration of the clinical experience. If the student is still not able to consistently perform at the minimal competence level, the student will fail the clinical. Because the clinical experience and skill is an essential aspect of the course for which the student is enrolled, the clinical failure entails a course failure which is recorded as a course grade of "F" regardless of the numeric score earned for the didactic portion of the course.

Academic Development/Referral Notice
The Academic Development and Referral Notice (ADRN) is the early alert system to support students at Oak Point University and should be initiated by faculty at the first indication that a student needs additional academic support. It is also used to convey the student is in jeopardy of not meeting the standards of academic performance and serves as a trigger for the offer of additional academic support by the Student Support Center. Examples of reasons to create the form include:

- Performance on exams or major assignments below 80% at baccalaureate level or 88% at the graduate level
- Unprofessional conduct in class or clinical
- Inappropriate behavior
- Performance with observable deficits

When completing the ADRN, the reason for the referral must be clearly stated. The faculty member should also identify one or more methods the student may utilize to achieve success in the course. When a referral is made, it should be accompanied by sufficient information to be able to immediately help the student. Copies of the form should be forwarded to the Dean/Program Director and the student's advisor and the Student Support Center. When the Academic Center for Excellence (ACE) support is required or recommended, the form should also be sent to the Director of Student Academic Success.

The student is also expected to independently assess their performance and determine what changes are necessary to improve their academic or clinical performance. Students are encouraged to seek out academic support services as early and often as necessary to be successful.

Archive of Course Information

Faculty members are responsible for archiving course related information and materials. Faculty members are responsible for maintaining the permanent record of all grades earned in their courses. Copies of student papers and tests must be available for student review. These documents may be destroyed one year after graduation or upon departure from the University. Formal documents such as the Clinical Evaluation Tool must be archived following the protocol identified at the start of the academic year. Archiving must be completed by the Grade Due Date each term.

Family Educational Rights and Privacy Act (FERPA)

The purpose of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment, is to afford to students the right to inspect and review their education records, the right to seek to have their records amended, and the right to have some control over the disclosure of information from their records. Although not an exhaustive list, some of the essential requirements of FERPA are the following:

Posting of Grades

The public posting of grades either by the student's name, institutional student identification number, or social security number without the student's written permission is a violation of FERPA. This includes the posting of grades to a class/institutional website. At Oak Point, the public posting of grades by any identification system is prohibited.

Anecdotal Notes

Unless anecdotal notes are kept in the sole possession of the person who writes the notes, and have not been made with the help of anyone else, and are accessible only to a temporary substitute, they are part of the student's education record and subject to review by the student.

Disclosure of Information

Letters of recommendation based on a faculty member's personal observation or knowledge do not require a written release from the student. If, however, personal identifiable information obtained from the student's educational record is included in a letter of recommendation, e.g., grades, GPA, a signed release from the student is required. This release must:

- Specify the records that may be disclosed,
- State the purpose of the disclosure, and
- Identify the party to whom the disclosure can be made.

It is important that faculty understand the implications of FERPA for the roles and responsibilities they fulfill. The Oak Point FERPA policy is available in the University Catalog.

Student Academic Appeal Process

Please see the University Catalog for a full outline of the Academic Appeal Process.

Student Illness or Injury During Performance of Student Role

A student who sustains an injury (e.g., a needle stick) while participating in a clinical experience should notify the course instructor immediately. Since the injury occurred while engaged in clinical experiences, the student should follow the protocol of the affiliated clinical site. The initial medical visit following the injury must be done at the institution where the incident occurred. As soon as possible following the initial visit, the student should make an appointment to see their personal primary care provider. Expenses incurred for treatment following the injury will be the responsibility of the student. Follow-up treatment, regardless of where the incident occurred, will be the financial responsibility of the student. The student and responsible faculty member should file an incident report with the Program Director/Dean within 24 hours of the incident.

Assessment of Student Learning and Academic Program Quality

Assessment of student learning at Oak Point University includes didactic, clinical, research, and co-curricular activities that contribute to a student's academic growth and success. For each specific degree and specialization offered, faculty have mapped the program learning outcomes across the curriculum and measure student achievement of them through assessment at the course and program levels. Examples of course-level assessment may include unit exams, case studies, clinical evaluations, journals and poster presentations. Program milestone assessments may include standardized exams administered at the completion of required coursework at key points in a program of study. Capstone projects, portfolios, and clinical evaluations are examples of assessment for student learning in specialized graduate degree programs. Co-curricular learning activities are also assessed to determine student learning for the development of attitudes, behaviors, and leadership for a profession.

Assessment data and results are used by faculty to improve student learning and improve academic programs which leads to enhanced quality and effectiveness in achieving the University's mission. At the program and institutional levels, assessment and continuous improvement are also linked to unit and institutional planning, program review, accreditation, faculty development, and using institutional data for strategic decision-making. Several standardized evaluative tools are utilized to gather data on the efficacy of the program and the ability to achieve intended program outcomes. The tools listed below are used on a predictable schedule.

Student Learning:

- Assessment of student earning at course and program levels using direct assessment methods and the program learning outcomes as the foundation.

Student Experience Information:

- End-of-Course Evaluation completed by students
- Student Satisfaction Survey

- Alumni Survey
- Employer Survey

Program Operations and Performance Metrics:

- Faculty Professional Activities Report
- Employee Satisfaction Survey
- Student Persistence and Completion
- Graduation Rates
- Licensure/Certification Exam Pass Rates
- Employment Rates Exam Pass Rates Employment Rates
- Benchmarks - Comparison Institutions Offering the Same Program

Terms of Employment

Employment Contract

It is the policy of the University to provide equal employment opportunity and to not discriminate against any employee on the basis of sex, race, color, national origin, ancestry, citizenship status, religion, age, disability, pregnancy, marital status, order of protection status, military status, sexual orientation, and gender-related identity. Teaching appointments are made or confirmed annually. The search process for faculty is conducted as described earlier in this Handbook.

Conflict of Interest

Oak Point University is committed to acting in good faith in all aspects of the work environment. Employees shall undertake their responsibilities on behalf of Oak Point University honestly, and economically, exercising their best care, skill and judgment for the benefit of Oak Point University. Employees, including faculty, shall avoid any personal interest or action that is inconsistent with or appears to be inconsistent with the best interest of Oak Point University. Employees have a responsibility to make full disclosure of situations that might result in or have the appearance of a conflict of interest. All employees are expected to abide by Oak Point University Conflict of Interest policy. The University Compliance Officer is available to discuss potential conflicts of interest with faculty.

Confidential Information

The University Compliance and Privacy Officer oversees Oak Point University compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). In addition, employees may not engage in the unauthorized disclosure of confidential business information, including trade secrets, commercially sensitive information or financial information about Oak Point University. During the term of their contract and thereafter, faculty members shall not use for their own benefit, or for the benefit of any person, firm, corporation or other entity, other than the College or an affiliate thereof, any confidential information pertaining to Oak Point University or any affiliate thereof.

Entire Agreement

The faculty members' contract contains the entire understanding of the parties with respect to the subject matter and supersedes all negotiations, prior discussion, prior agreements or prior understandings, whether written or oral. The faculty contract may be modified or amended only by a written agreement signed by each of the parties.

Law

The validity, interpretation, and performance of the faculty contract shall be governed by and construed in all respects in accordance with the laws of the State of Illinois.

Waiver of Breach

The waiver by a party of a breach of any provision of the contact by the other party shall not operate or be construed as a waiver of any subsequent breach of the same of any other provision by that party.

Severability

If any provision of the faculty contract shall be deemed invalid under applicable laws, such invalidity shall not affect any other provision of the contract that can be given effect without the invalid provision and, to this end, the provision is severable.

Retention and Term

The University will retain a faculty member as a ranked employee to provide services for a term of one academic year (nine-twelve months). During this time, the faculty member shall not engage in any other contractual arrangements for employment without prior written approval of the University.

Termination of Employment and Severability

The University reserves the right to terminate faculty:

- Immediately upon notice to the faculty member in the event of the loss or suspension of faculty members' clinical privileges at any facility where the University has clinical privileges.
- Immediately upon notice to the faculty member in the event of the revocation of suspension of the license to practice in the State of Illinois, probationary status, other disciplinary action with regard to certification or licensure in the State of Illinois; or fraud or dishonesty on the part of the faculty.
- At such time as the faculty member shall fail, neglect or refuse to perform the duties which faculty are required to perform, or shall fail to perform such duties in a professional and competent manner, if such actions are not remedied or corrected by faculty within ten (10) days after that faculty members' receipt of written notice from the University as to the occurrence.
- Upon notice to the faculty member in the event of a default by the faculty member under any other agreement between the faculty member and the University, or any other document executed by the faculty member in connection therewith, if the default is not cured within any applicable grace or cure period.
- The University may terminate a faculty contract should the University receive notice of the immediate discontinuance of any significant funding sources.
- Automatically upon the death of the faculty member.

Either party may terminate the employment agreement, without cause, at any time upon thirty (30) calendar days written notice. Upon receipt of such notice, the University shall have the following options:

- The faculty member, if requested to do so by the University, shall continue to render services pursuant to their contract during the above mentioned thirty (30) day period and be paid the compensation set forth in their contract. In such event, the faculty member agrees to continue to provide high quality service pursuant to the terms of their contract, and fully cooperate with the University during said thirty (30) day period.
- The faculty member may be relieved of their duties by the University effective immediately upon receipt of notice to such effect from the University in which event the faculty member shall be paid for the thirty (30) day notice period.
- In the event that the faculty members' contract is terminated for any reason, the faculty member shall be entitled to compensation for time worked prior to the termination date of their contract.

Resignation

A faculty member is asked to provide written notification when it is one's intent to leave the University. The usual period of employment is an academic year. Therefore, faculty members should notify the Dean/Program Director by March 1st if they intend to resign their position at the end of the current academic year. In unusual circumstances it may be necessary to leave the University at the end of the fall semester which would necessitate an October 1st notification deadline for tendering the resignation.

Notices

Any notice required or permitted to be given under the faculty members' contract shall be sufficient if it is in writing.

General Information

A variety of resource information is covered in this section that is relevant to the role and responsibilities of faculty.

Guidelines for Classroom Use

Please observe the following guidelines to ensure that classrooms are maintained in an orderly fashion:

- Faculty members are free to arrange seating in any order to support the teaching plans but seating arrangements must be restored to its original/traditional row design before leaving the classroom.
- Turn off the laptop, projector, document camera, and other support devices at the end of class session.
- Erase whiteboards and discard other used materials following each class.
- Ensure all trash is disposed of properly in the classroom or learning space prior to leaving it. Students should be involved in this step.
- Lock classroom doors when leaving the room during the class period and at the end of class.

Simulation Center Policies and Practices

Simulation is utilized to provide a safe environment for students to learn the skills associated with a health profession. It also fosters clinical competence and safe clinical experiences. All requests to utilize the Simulation Center must be done through the Director of the Simulation Center. Students will be able to use the Simulation Center with the presence of their instructor or a discipline support specialist.

Due to the volume and types of equipment located in the Center, it is important that the area remain secure, neat, clean, and organized. To that end, faculty and students have specific responsibilities as outlined below.

Faculty Responsibilities:

- Faculty members are responsible for attending a Simulation Center orientation prior to teaching in the Simulation Center the first time.
- Faculty members who will be utilizing the Simulation Center or its supplies must coordinate their requests with the Director of the Simulation Center. Requests for supplies should be submitted as far in advance as possible and no less than three weeks before the intended date of use.
- The Director of the Simulation Center assumes the responsibility for ordering supplies for the Center and to meet specific course needs with approval of the Dean/Program Directors. The ordering of supplies should be completed at least three weeks before the term/course begins.
- The faculty member supervising practice sessions is responsible for seeing that the lab is left in order and that all used linen is disposed of at the end of the session.
- Faculty members supervising skill practice sessions are responsible for accessing and returning all equipment to the correct location, placing linen in bags for pick-up, and securing the closet, cabinets and Center doors.
- Faculty members are responsible for turning off and "bleeding" the compressors for the human simulator devices and other powered simulation equipment. Instructions are posted in the Lab as an immediate reference tool.
- Students may not be in the Simulation Center without faculty supervision.

- Faculty members who identify students needing additional practice for clinical competence, are responsible for supervision of students in the Simulation Center. Assistance may be negotiated from the Simulation Center staff or discipline specific support specialist.
- All members of the University are responsible for ensuring that no food or drink are brought into or ingested in the Simulation Center.

Library Services

Library hours, during the academic year, vary to meet program and student needs. The hours are posted on The Point.

Library Materials Usage
Library materials may be borrowed as follows:

- Circulating materials may be borrowed for three weeks. They may be renewed for an additional three weeks with no previous holds; materials are subject to recall if requested by another patron. Faculty may borrow materials for a full semester.
- Reserved materials (pink labels, or from required textbook cabinets) may NOT be checked out except by special arrangement with Library staff for photography, slides, print shop copying, etc.
- Online resources: The Library provides access to numerous electronic and online systems and publications that are all located on the The Point. Digital access is allowed through EZ-Proxy, which is monitored by the Library team. Licensing requires that these passwords not be shared with anyone but authorized users and systems are subject to strict rules regarding sharing, downloading, printing, etc. Consult with the Library team for guidance on the use of these resources and assistance with access.

Library Communication

- Physical building open during hours of operation
- Phone number: (630) 537-9609
- Library Team email: library@oakpoint.edu
- Texting services: 773-570-9438

University Communications

All forms of communication are expected to conform to the standards of business communications. Email is the official method of communication. Posting of emails should be professional and appropriate to an academic environment.

University Communication Chain
The chain of communication should reflect reporting channels. In team taught courses, faculty members report to the course coordinator. In all instances, faculty members communicate with the Dean/Program Director. Only with failure to resolve a problem or fulfill a request at the Dean/Program Director level may communications go to the Chief Learning Officer.

OAK POINT UNIVERSITY HANDBOOK RECEIPT ACKNOWLEDGEMENT

I, (please print) _____,
acknowledge that I have received my copy of the Faculty Handbook.

I understand that the Faculty Handbook contains general guidelines and information. The policies and procedures summarized in the handbook can and do change from time to time.

Because Oak Point University wants to provide ready access to current employment-related policies and procedures, the latest, current version of Oak Point University's Faculty Handbook can always be accessed via the Oak Point internal portal. The online Faculty Handbook at all times supersedes hard copy handbooks.

Further detail regarding Human Resource policies and procedures is contained in the Oak Point University Employee Handbook. Managers look to the Policy Manual (and confer with Human Resources) in applying Oak Point University policies. As with the Faculty Handbook, the online Policy Manual at all times supersedes hard copy policy manuals.

To acknowledge receipt of this announcement, please complete, sign and date it below, and return it to Human Resources. If you have questions about the above, please contact the Human Resources Department.

Signature: _____

Department: _____

Employee Number: _____

Date: _____

Faculty First Week Checklist
Due: End of the first week of the term/semester

Name: _____   **Term/Semester:** _____

Activity/Responsibility	Completion Date	Initials
First week of the Term/Semester		
Provide 1st and 2nd term calendar including: • Office hours • Class schedule • Clinical times, site contact information • Personal contact information		
Provide electronic copy of syllabi for the semester to the office of the Dean/Program Director		
Visit the clinical site and attended orientations as required		
Verify attendance has been taken at the end of the first and second week of the term/semester. Roster conflicts between BrightSpace and Faculty Portal should be sent to the Registrar at Registrar@oakpoint.edu.		
Course Coordinator Activities Before the First Week of the Term/Semester		
Develop the Master course shell according to the University template. Ensure that the Master course components are copied to individual course shells two (2) weeks prior to the term start date.		
Coordinate teaching activities within team taught course		
Ensure teaching team members have access to the course shell		
Verify attendance has been taken at the end of the first and second week of the term/semester. Roster conflicts between BrightSpace and Faculty Portal should be sent to the Registrar at Registrar@oakpoint.edu.		
Conduct inter-rater reliability meeting for assignments associated with the course.		
Interact with the adjunct team members to ensure orientation to the course, inter-rater reliability, and clarity of course activities.		
Discuss channels of communication with all team members for the duration of the term.		
Verify that students at-risk for failing clinical experiences, labs, or didactic components should be discussed with the course coordinator.		
Review the expectation (and means) for sending ADRNs and entering grades at the end of the term/semester.		

Faculty Last Week Checklist
Due: End of the term/semester

Name: _____ **Term/Semester:** _____

Activity/Responsibility	Completion Date	Initials
During Final Exam Week of the Term/Semester		
Maintain records relevant to the individual course: • Attendance in Faculty Portal (for first two weeks) • Grades in Brightspace		
Completed advising notes in Faculty Portal for each advisee		
Submit completed clinical/practicum or professional practice evaluation for each student in the course		
Acknowledge clinical/practicum and professional practice sites used during the semester		
Submit final grades through Faculty Portal within 24 hours after the last final exam		
Provide a peer review for mentee faculty (if applicable)		
Served on standing committees and special committees/task forces as appointed or elected		
Course Coordinator Activities During the Term/Semester		
Conduct course meetings on a periodic basis and provides an electronic copy of meeting minutes to Program Director/Dean		
Verify that all clinical agencies and/or preceptors received "thank you" communication		
Course Coordinator Activities During Final Exam Week of the Term/Semester		
Verify that all team members have submitted their final grades through Faculty portal. Final grades are due 24 hours after the last final concludes. Clinical grades should be posted at the conclusion of the last day of clinical.		

Independent Study Form

Student Name: _____ **ID#:** _____

Program: _____

I.   **Student completes Part I and submits it to the Academic Advisor.**

I wish to apply for an Independent Study in the area of _____

for _____ semester hours of credit. The study will be completed by _____ (semester).

Attach a detailed proposal specifying:

- Title of Study
- Objectives
- Outline
- Basic Resources
- Tentative Time Schedule
- Evaluation Methods

Proposal Title _____

Supervising Faculty _____

Student Signature _____

II.   **The Academic Advisor reviews the proposal and guides student in revisions as needed. Once mutual agreement on the Independent Study project focus and activities is reached, the Academic Advisor verifies the willingness of the Supervising Faculty to engage in the study. Finally, the academic advisor completes Part II and directs the student to submit the proposal package to the Dean/Program Director.**

Advisor Name: _____

Advisor Signature: _____   ID#: _____

III.   **Academic Dean/Program Director reviews the Independent Study application and makes a determination. If accepted, the student is responsible for registration in the course.**

Dean/Program Director Name: _____

Dean/Program Director Signature: _____ ID#: _____

Name: _____ **Faculty Member Being Reviewed:** _____

Term/Semester: _____   **Observation Arena:**   ____Course   ____Clinical   ___SIM Center   Other_____

Select the number of the response to each statement which most nearly reflects your feeling about the statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Comments
Clarifies objectives for the class	1	2	3	4	5	
Correlates unit objectives with class content.	1	2	3	4	5	
Presents material clearly.	1	2	3	4	5	
Organizes lecture material well.	1	2	3	4	5	
Presents subject material at a level appropriate to students.	1	2	3	4	5	
Discerns confusion and clarifies subject matter when necessary.	1	2	3	4	5	
Encourages students to think for themselves.	1	2	3	4	5	
Raises challenging questions or problems for discussion.	1	2	3	4	5	
Encourages students to ask pertinent questions and express their own viewpoint when appropriate.	1	2	3	4	5	
Demonstrates thorough preparation for class presentations.	1	2	3	4	5	
Summarizes and/or emphasizes major points in lecture or discussion.	1	2	3	4	5	
Covers the material at a pace appropriate to its complexity.	1	2	3	4	5	
Uses examples and illustrations to clarify the classroom material.	1	2	3	4	5	
Uses a variety of teaching materials.	1	2	3	4	5	

Additional Comments:

Name of Reviewer: _____ **Signature of Reviewer:** _____ **Date:** _____