

Adjunct Faculty Handbook

(August 2023 edition)

Welcome from President Ankerberg

Welcome to Concordia! We are delighted to welcome you to a very special place with a particularly compelling mission. Our Mission Statement reads:

***Concordia University is a Lutheran higher education community committed to helping
in the world.***

We count on you to help make that mission a reality. Thank you for your willingness to share your gifts and experiences to help students learn.

This handbook will help acquaint you with Concordia. Please be sure to ask for more information should you

- x **CHRIST-CENTERED**
We have faith in the redemptive work of Jesus Christ
- x **TRUTH & INTEGRITY**
We speak truth and display integrity in all our relationships.
- x **EXCELLENCE**
We expect excellence in all our endeavors to support mission.

- research is highly valued as a mark of institutional excellence.
- x respects the right and responsibility of faculty members to present the empirical and historical subject matter involved in their scholarly disciplines. Scholarly information related to the subject matter may be presented, provided the manner of presentation is within the parameters of the responsibilities and limitations listed below.

Responsibilities and Limitations

(4.5.C in the Faculty Handbook, and May 2017 CUS Institution Policy Manual, 9.3.)

A Concordia faculty member:

- x may present and discuss concepts that conflict with Synodical teachings, including historical information and the results of research in a faculty discipline. The corresponding responsibilities are that the faculty member presents the material in a manner that encourages constructive insights and enhanced understanding of the issues, that he/she presents a fair and accurate description of the Synodical position, and that he/she does not advocate a position contrary to that of the Synod.
- x acknowledges that he/she functions within a community that has multiple dimensions (e.g., campus, congregations, The Lutheran Church-Missouri Synod, the church-at-large, society). As a responsible colleague, the faculty member has a clear awareness of the position of respect and responsibility that

Academic Freedom at Concordia: Definitions

(4.5.E Faculty Handbook)

As an entity of the LCMS, Concordia University Wisconsin Ann Arbor encourages its faculty to develop a careful, thoughtful and responsible attitude toward the pursuit of truth in accordance with the Gospel of Jesus Christ and with our own mission, vision and values. Because Concordia University is a university (rather than a church), our faculty must also strive to discern and teach the truth as defined by the various academic disciplines represented among our faculty and departments. We therefore take a two-kingdoms approach to this work, attempting always to strike the right balance between the truth of the church and that of the world. As a Lutheran university, we do not try to h with confidence and connect that faith to our disciplines where such a connection can most effectively inform and enlighten students.

Academic Freedom Definition: Academic freedom at CUWAA guarantees that faculty members are free to teach, publish, speak, and pursue research or creative activity in their academic disciplines free from pressure to conform to any particular doctrine or viewpoint. At the same time, CUWAA faculty agree to voluntarily refrain from advocating in support of viewpoints that oppose LCMS doctrine.

Scope of Practice: There may be times when faculty need to teach challenging concepts or topics that fall within their scope of practice. Where these concepts or topics are required for students to be effective in their fields of study, faculty are permitted to present, discuss, and advocate for these topics in accordance with the standard of practice in their discipline, subject to the limitations described below.

Advocacy

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The fundamental purpose of due process regarding academic freedom and responsibilities is to protect the academic freedom of the faculty member and to uphold the policies and positions of the institution. The attitude of all involved should be inclined to humility and forgiveness.

See Faculty Handbook section 4.5.F for further, complete information on due process/ .

Academic Support Services

Please contact these support services when appropriate and refer students to these offices and encourage them to use the services.

The Center for Academic Advising & Career Engagement

The Center for Academic Advising & Career Engagement (CAACE) bolsters the holistic development of Concordia students and alumni by providing comprehensive academic and career support toward the development, implementation, and fulfillment of academic, career, and vocational goals. This mission is enhanced by the myriad of partnerships both on campus and in the extended Concordia community. By connecting with alumni and community partners throughout their academic and career journey, students complement their classroom learning with experiential learning. These opportunities help student gain valuable experiences to enhance their resume and refine their networking abilities; two critical components in their career toolbox. To contact the CAACE front desk simply call 262 243 4499 or email at caace@cuw.edu. The CAACE office is located in Stuenkel 103 or virtually at [Concordia Central](#).

Academic Resource Center (ARC)

Director: Janis Chapman (262) 243-4299

The Academic Resource Center (ARC) provides free services, programs and supports for Undergraduate, Graduate and Online students. The Academic Resource Center is located on the Mequon campus, in Rincker

Appointment of Members of the Faculty

(4.0.B of Faculty Handbook)

All full-time and part-time faculty members must be members of Christian congregations.

Attendance

(5.6.F of Faculty Handbook)

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. In face-to-face, virtual, and online learning environments, instructors must be accurate in recording attendance and must clearly delineate an attendance policy in their syllabus. Faculty can access up-to-date attendance lists through the attendance tracking system on the university portal. If the course is a face-to-face or videoconference course, faculty mu

- x Participation as a representative of the University in a scheduled intercollegiate athletic contest or performing arts concert, including travel to and from such event;
- x Participation in a University dress rehearsal or athletic practice caused by an unscheduled post season game approved by the AVP of Academics;
- x Participation as a representative of the University in a scheduled profe

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Copyright and Plagiarism
(5.5 if the Faculty Handbook)

Federal Law: Copyright Guidelines

minimum with regard to instructor-student interaction and student preparation assignments, regardless of instructional method.

Definition

A credit hour is defined as instructional interaction time plus student preparation time, which equals total student effort. Forty-five hours per credit is the standard for the university: however, depending on the program, level, or instructional method, there may be variations of up to three hours per credit (allowing for a range of 42 to 48 total hours per credit). All courses have a minimum of 42 hours of total student effort per credit hour.

16 Week Courses

One credit hour in the 16-week semester format is typically one 50-minute session of scheduled instructor-student interaction (instructional interaction) per week with two additional hours of homework (student preparation hours) per week outside the classroom. A one-credit course would meet one 50-minute hour for 15 weeks (15 hours) and involve two additional hours of student preparation per week (30 hours), for total student effort of 45 hours. The schedule for the typical 16 week, three-credit course, is 150 minutes (three 50-minute hours) of instructor-student interaction each week (45 hours) with six additional hours per week of homework (90 hours), for 135 hours of total student effort.

Six- or Eight-Week Courses

In shorter or compressed courses, there may be fewer scheduled hours, and in those cases, student preparation outside the classroom is a larger portion of the total student effort.

For example, the MBA program uses an instructor-facilitated model where students in three-credit courses meet with instructors four hours per evening over eight weeks (32 hours) and have a greater number of homework hours (12 to 13 per week for eight weeks), to constitute the total of 135 hours of student effort.

Internships, Clinicals, and Practicum Courses

Internships, clinical, and other practicum courses are evaluated for credit hours based on the combination of the number of hours students work in the setting and in completing outside preparation work. These courses range from 42 to 48 hours of work per credit hour.

Syllabi Documentation

University syllabi describe how a course addresses the credit hour, including the scheduled hours, instructor-student interaction activities, the amount of student preparation, and the total hours of student effort per credit.

Course Scheduling Based on Credit Hours

Concordia outlines available instructional methods in this Faculty Handbook. In the fully face-to-face and virtual instructional methods, 100% of the instructor-student interaction hours, or 15 fifty-minute hours per credit, are scheduled. In blended courses, a portion of the instructor-student interaction hours are scheduled and a portion of the instructor-student interaction hours take place via online asynchronous instructor-facilitated learning activities and experiences. In fully online asynchronous courses, where traditional synchronous classroom instruction does not occur, all of the instructor-student interaction is comprised of relevant instructor-facilitated learning activities, including audio or video instructor feedback, online discussion, and assignments using collaborative online learning tools.

Email

All university personnel are assigned a CU email address and are required to check the account regularly, even when not teaching a course. Instructors with active courses should check their CU email at least 2-3 times a week. Your CU email address will be in the form: first.last@cuw.edu OR first.last@cuwaa.edu or possibly first.last2@cuw.edu. You can access the web email by going to the Portal and clicking on the envelope image at the top right of the screen. You will be asked for a username and a password. The username for staff/faculty is setup as follows: For John Doe, the username will be jdoe. The password will be obtained from the security information in the letter sent from the IT Department.

If you need assistance with your email account, contact the IT Help Desk via [email](#) or call 262- 243-HELP (4357).

Examinations

Most tests and exams are held online using LMS assessment tools. If a student has a technology problem while the test is in progress,

We no longer use paper or PDF teaching agreements for you to sign. Teaching assignments will be acknowledged using Banner Self-Service on the Employee tab of the portal. See the video and explanation in the Adjunct Faculty Resources channel
Contact your Dean/Program Director/Chair for more information.

Faculty Evaluation

It is our custom for the dean or the department chair to visit one or more classes of all new teachers during
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resources according to His will.

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4. A lower grade in the course.
5. A failing grade in the course.
6. Removal of the student from the course.

Multiple Offenses

1. **First instance:** The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
2. **Second instance:** The faculty member determines the penalty, and the VP for Student Success or designee connects with the student at which time additional sanctions may be imposed.
3. **Third instance:** The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. On the Mequon campus the ACB consists of the CAO at Mequon, VP for Student Success or designee, and the Dean of the School in which the student resides. On the Ann Arbor campus the ACB consists of the VP for Student Success, the CUAA Dean of Students, and the AVP of Academics for CUAA. If the student is a graduate student, the appropriate Program Director joins the ACB. The decision of the ACB is final.

Appeal Process

On either campus students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

Confidentiality

In accordance with provision of the Family Educational Rights and Privacy Act of 1974, any information related to an alleged violation of the University's standards or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty. It does not violate law on con(da)4(r)-g4()-10(the)4(f)-9(ac)-nsr5he student is a

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered.

The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. In such cases, a phone call or other real-time conversation may be substituted. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance.

Step 1:

	Videoconferencing (virtual) is allowed under Occasional Use Policy		
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Holidays

grade any student work prior to the official course start date; this is important for compliance with federal financial aid regulations.

Additional library services provided to the faculty:

- x Place physical material on RESERVE at the request of the faculty for student use (paper forms in the Library and digital forms in Portal on the library tab);
- x Generalized or class specific library instruction sessions to assist students to discover, access, and use information effectively from web and library resources, Call the Instruction Reference and Research Support Librarian at ext. 4403 for further information;
- x Access to web-based tutorials on how to use library resources and services (Portal Library Tab);
- x Access to Library Research Guides: <http://research.cuw.edu>
- x General reference and research assistance. (call ext. 4403).

Parking

There is no reserved parking on Mequon campus with the exception of handicapped and guest parking. Faculty are issued a blue parking sticker and will be required to park in the campus parking lots which are designated as blue lots with a blue indicator at the entrance of each lot. The issued parking sticker must be placed in the back window of your vehicle on side. You can register your vehicle with Campus Safety on the Concordia Parking channel on the Campus Life tab of the portal. Parking is free.

Payroll

Concordia pays its employees only through direct deposit on the fifteenth and the last working day of each month. Your deposit information is available in the Employment Verification Information channel on the Employee tab of the portal.

Personnel Information

All instructors are required to have a current resume, official transcripts, and Concordia University application on file in the Academic Office (Luther 128)

Photocopying

Due to the greater use of Blackboard Learn, the distribution of paper copies is discouraged. Please post all documents you might normally pass out in the class in your Blackboard course site prior to that class session.

For larger numbers of copies, work with your administrative assistant in submitting an electronic order to Duplicating Services Printshop, available via the Resources tab on the portal.

Your department chair and/or administrative assistant will create a plan for you to receive your copies, which may involve an on-campus mailbox. Please plan your copying several days in advance to ensure that our process will deliver your materials in time. You are encouraged to post handouts and assignments on Blackboard when possible to save on copy coTJET

Relationships between Faculty and Students

(5.9.A and B of Faculty Handbook)

In dealings with students, faculty members are normally addressed and referred to by their respective titles (Professor, Doctor, Dean). No fixed form of address is specified when addressing students.

Faculty members are expected to maintain clear and consistent standards of professional ethics when interacting with students. This includes establishing professional relationships both inside and outside of class. Although faculty

Romantic or dating relationships between faculty and students are unethical and inappropriate, and may constitute sexual harassment. Faculty traveling with students on university business should not share hotel rooms with students, and should exercise appropriate discretion in social situations.

Respectful Language

(5.6.J of Faculty Handbook)

evaluated, due dates for exams and other assessments including the final exam, and a grading scale. A template to guide preparation of syllabi can be found on the portal, Faculty Tab.

Teaching Support

Orientation for Teaching at CUWAA

Adjunct faculty are strongly encouraged to complete the [Orientation for Teaching](#) in Blackboard prior to teaching any course. This self-paced course is completed in Blackboard. It can be completed at your own pace, but should be completed within four weeks of being assigned your first class. This course provides an overview of Concordia policies and procedures, as well as best practices and foundational pedagogy, to get you acquainted with the tools and expectations for teaching at Concordia. In addition, it gives you an experience of being a learner.

Professional Development

The Center for Excellence in Learning and Teaching (CELT) strives to enhance faculty skill in face-to-face, blended, and online learning environments as a way of forging a more meaningful connection between faith and learning. CELT encourages self-reflective, scholarly teaching among Concordia faculty through consultation, collaboration, and community. Adjunct faculty are welcome and encouraged to participate in CELT events. The CELT phone number is 262-243-2358 (CELT).

You can find more information on CELT programs and support on the [CELT webpage](#). The [CELT Blog](#) is a repository of past tutorials, trainings, and workshops to support faculty in their development.

Textbooks

(5.6.E of Faculty Handbook)

Vice President of Academics

Dr. Leah Dvorak
leah.dvorak@cuw.edu

262-243-4522

