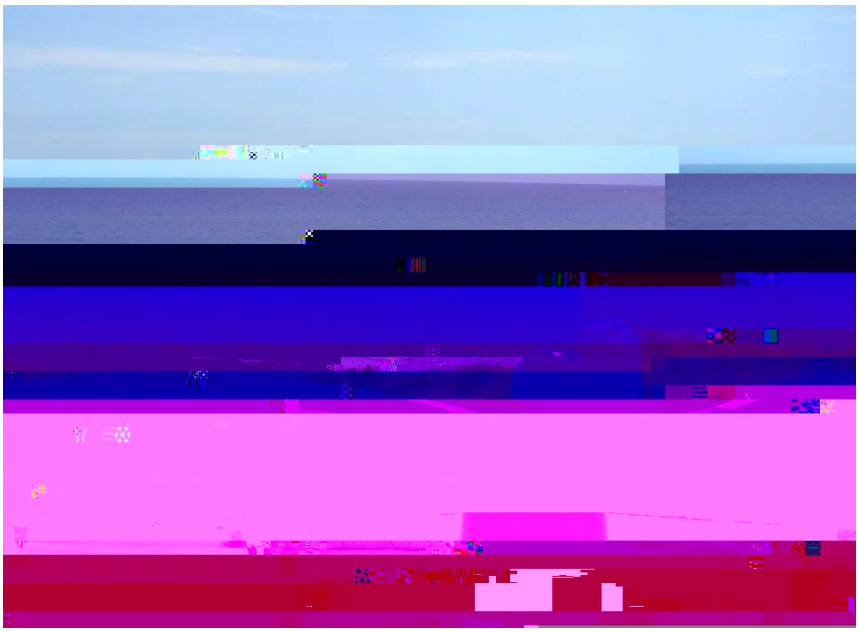

Concordia University Wisconsin Ann Arbor

Adjunct Faculty Handbook

(August 2024 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 students develop in mind, body and spirit for service to Christ in the Church, and 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 have questions.

Yours in Christ,
Erik P Ankerberg, Ph.D.
President

CHRIST-CENTERED
We

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scholarship.

values the individuality of each faculty member and respects the right of faculty to hold diverse opinions. The right of persons to retain the convictions of their faith and conscience is respected, but the institution has specific expectations regarding the presentation of doctrinal teachings.

expects its faculty to exhibit a strong commitment to scholarship and the professional expectations of the various academic disciplines. The pursuit of knowledge through intellectual inquiry and research is highly valued as a mark of institutional excellence.

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

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

University policy, the university will follow accreditation standards as long as they are equal to or higher than university standards.

Adjunct Faculty
(4.0.C and 4.1.P of Faculty Handbook)

Appointment of Members of the Faculty

All full-time and part-time faculty members must be active members of Christian congregations, and provide the name of pastor of the church they attend.

Attendance/First Assignment/Enrollment Verification

We are no longer using the Automated Attendance Tool to record attendance. You may wish to record attendance for your own purposes, such as follow-up with students and referral to support services through Navigate. Students now need to complete the First Assignment/Enrollment Verification within the first week for 8-week courses and the first two weeks for 16-week courses to indicate their initial participation in the course.

(5.6.F of Faculty Handbook)

Attendance Reporting and Procedures Policy (A, F)

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. While the university does not require attendance to be reported, faculty will still want to communicate should reach out to any student who fails to submit assignments or is excessively absent, and alert the Registrar in any cases where the student should be withdrawn. Faculty can access up-to-date course rosters through Self-Service Banner or Navigate.

In face-to-face, virtual, and online learning environments, instructors may choose to have an attendance policy in their syllabus. Faculty must clearly define the consequences for non- attendance and include their policy on withdrawing due to excessive absence. If attendance iant to communicate

Participation as a representative of the University in a scheduled intercollegiate athletic contest or performing arts concert, including travel to and from such event;
Participation in a University dress rehearsal or athletic practice caused by an unscheduled post season game approved by the AVP of Academics;
Participation as a representative of the University in a scheduled professional/academic conference, academic competition or performance, or an experiential learning activity scheduled as part of a course;
Participation as an officer of a University co-curricular organization in a scheduled conference for which participation is mandatory for the student (e.g., a required annual meeting for all presidents of a national student organization);
Health-related absences for which valid documentation is presented;
Accommodation-related absences for which documentation is provided through the Academic Resource Center;
Death in the family;
Military commitments;

Instructors who initiate a withdrawal will first reach out to the student to discuss the situation. Instructors should also

wellbeing, the instructor must refer the support for support through Navigate.

To administratively withdraw a student from a course for unexcused, excessive absences, the instructor must follow

title:

Online and Extended Campus (Center) Courses:

a. Email the student to notify him/her of the administrative withdraw for excessive absence
b.

d. Either the faculty member or some other responsible University official designated by the faculty member must accompany students to all academic experiential learning activities.
e. **No later than three business days before the event, the faculty member must provide the Student Success Office** (Academic.Office@cuw.edu) at CUW, (Rachel.Orchard@cuaa.edu at CUAA) **with complete information about the experiential learning activity, including the student learning objective for the trip, the date of the trip, the duration of the trip, the location of the trip, and transportation plan**

7.
8. Ensure that course content is current and all links function
9. Whenever possible, create assignments within the LMS

During the class

1. Follow the schedule outlined on the syllabus (if schedule modifications become necessary, provide those to students in writing via the LMS and announce/describe in class)
2. Use evidence-based, active learning strategies that engage students
3. Connect learning activities, required readings, quizzes/exams and all assignments directly to the course objectives/course learning outcomes, and connect learning activities directly to learning assessments
4. Make assignment directions and grading criteria clear and explicit
5. d demonstrate care and concern for them
6. Connect Christian faith with subject matter
7. Promptly grade all assignments and provide substantive feedback designed to aid learning
8. Comply with ARC expectations for student accommodations
9. Reach out to any student who fails to complete University First Assignment/Pledge (Enrollment Verification), fails to submit assignments or is excessively absent. Alert the registrar if the student should be withdrawn.

Fully online courses only:

1. Demonstrate regular and substantive interaction with students by logging into the course multiple times each week, interacting frequently with students on discussion forums, communicating with students concerning course content and learning, and holding office hours
2. Grade assignments in a timely manner and provide students with frequent, regular feedback

In-person and virtual courses only:

1. Use all assigned class time for learning; begin and end class on time
2. Hold a final exam or final assignment during the university-designated final exam period; instructors may not alter dates/times of final exams without written permission from their dean

At the end of the course:

1. Promptly grade all student work and ensure that final grades are visible to students in LMS
2. E
3. Resolve any incompletes within the required timeframe

Campus Safety

Please report all incidents pertaining to campus safety to the Campus Safety Office at 262-243-4344. Their office is located in Rincker 023 at the Heidelberg entrance on the lower level. The phone number for campus safety is located on the back of your Falcon ID card. Be prepared to show representatives of Campus Safety your ID card when you interact with them on campus.

At the Ann Arbor Campus, please report all emergencies or other incidents related to campus safety by calling 734.995.7502, or use the 24-hour safety cell phone number, 734.358.1349. The Campus Safety Office is located in the Student Services Center behind the Welcome Desk

Chapel Services
(5.8 of the Faculty Handbook)

Chapel services are held each day during the fall and spring academic semesters at 9:30 am (Mequon campus) and at 10:30 am (Ann Arbor campus). Chapel services are live-streamed on the portal. Faculty are encouraged to attend chapel and normally no meetings or other regularly-scheduled activities take place during chapel time. All campus

2. An article from a periodical or newspaper;
3. A short story, short essay, or short poem, whether or not from a collected work;
4. A chart, graph, diagram, drawing, cartoons, or picture from a book, periodical, or newspaper.

A teacher may make multiple copies for classroom use only, and not exceed one copy per student in a given class, of the following:

1. A complete poem if less than 250 words and if printed on not more than two pages or, from a longer poem, an excerpt of not more than 250 words;
2. A complete article, sort of an essay of less than 2,500 words;

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 int

Faculty Absence
(5.6.K of Faculty Handbook)

If faculty members know in advance that they will have to miss a class period, they should notify their department chair, contact the administrative assistant for their department or another on-campus representative, and notify their students via Blackboard/email. The on-campus representative will post official signs on the classroom doors as necessary.

At the Ann Arbor Campus, i

Faculty Evaluation

It is our custom for the dean or the department chair to visit one or [illegible] all new teachers during the semester to see how things are going and to be of any possible [illegible] or chair will discuss the visits with you and give you a written evaluation. More information [illegible] we use for observation is here http://celt.cuw.edu/teaching-observation-process-and-form/

In addition, [illegible] students will have the chance to evaluate every class through the Student Course Experience Survey, which previously was called CourseEval. You and your [illegible] notified via email when the window opens for students to go online and provide feedback about your course. Please encourage them to do so! Your support of this process is important. We [illegible] use these evaluations as one means to continue to develop and improve our curriculum and teaching skills. Your dean or department chair will go over the evaluations with you. Your electronic access to see your student feedback is located on the Faculty tab of the CU portal in the [illegible] Faculty Login channel.

Faith and Learning: The Role of Faculty and Lutheran Principles for the Classroom

The mission of Concordia University is to be a Lutheran higher educat -0.0178 Tc[of)]TJETQq0.00000912 0 612 792 reW* nBT

the hands of God to serve their neighbors through their vocation.

Law and Gospel
Law: Shows our Sin
Gospel: Shows our Savior

Grading

(5.3 of Faculty Handbook)

Pass/Fail Grading

Pass/Fail grading may be used only in courses in which this method of grading has been approved by the Plenary Faculty and is stated in the syllabus.

Mid-Semester and Final Grades

Instructors must keep the LMS gradebook updated so that students, academic advisors and others may access mid-semester and mid-session grades. The instructor should also directly notify students whose mid-semester and mid-session grades are below a C, or whose performance does not meet the expectations of the academic program in which that student is enrolled.

At the end of each academic semester and session, official final course grades must be submitted in Banner Web. Only the instructor of record may submit or change final grades. In the event of extenuating circumstances, the respective dean may make appropriate final grade submissions or changes.
Instructions for mid-semester, mid-session and final grades will be sent via email from the Registrar at the appropriate times.

Final grades are due Tuesday at midnight following the last day of class or final exam period.

Instructors and program directors are responsible for ensuring that all final grades are turned in on time.

Grade Changes

Once a course grade has been made available to the student, a change of that grade by the course instructor will be permitted on the following schedule:

For a course taught in the traditional semester format (summer, fall or spring semester) the grade change is to occur before the end of three calendar weeks into the following semester.

For a course not taught in the traditional semester format the change is to occur within six calendar weeks. The policy does not apply to grades of Incomplete.

Incomplete Grade Process

Faculty members may grant incompletes to students when the student is experiencing extenuating circumstances (e.g. serious accident or illness, death or serious illness of close relative), with appropriate documentation. Faculty who choose to grant an incomplete must:

-of-term deadline for grade entry
if the coursework
is not completed)

Students will normally have 3 weeks after the last day of the term to finish coursework; a longer timeframe of 6 weeks may be justified in some cases. Faculty must develop a plan for course completion with the student; this is particularly important when the deadline extends beyond 3 weeks. Faculty members must communicate clearly with the student with respect to course requirements, deadlines and the consequences of failing to finish the coursework. Students must resolve the incomplete grade within six weeks from the end of the term or session.

Faculty members must request a grade change from the registrar once the work has been completed and
will be automatically
changed to the default grade.

Programs

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 confidentiality to discuss a case with the judicial affairs staff or your department chair or dean.

The "Reporting Form for Incidents of Academic Dishonesty" may be found on the university website or portal.

Final Course Grade Appeal
(5.4.E of the Faculty Handbook)

		Defined as distance delivery per regulators	
	Synchronous Delivery I	Synchronous Delivery II	Asynchronous Delivery
Blended delivery = synchronous + asynchronous elements (bottom row only)	**Blended Face-**		

order to Duplicating Services Printshop, available via the Resources tab on the portal. Your department chair and/or administrative assistant will create a

Syllabi
(5.2.A of Faculty Handbook)

A syllabus is a document developed by an academic department/school at Concordia University to describe the scope of a particular academic course within the departm

students with access to affordable and high-quality textbooks and course materials.

Textbook adoptions will remain the same from one academic year to the next unless an updated textbook adoption is made or the textbook is no longer available. Bi-annual textbook adoptions are submitted through Follett Discover and are due on April 1st in preparation for the up-and-coming Fall semester and October 1st for the up-and-coming spring and summer semesters. If there is not an updated adoption request, the text from the previous academic year will automatically be adopted again.

The following information must be provided for each course: the required textbook title, author, ISBN, and/or any required subscriptions and/or access codes. Also provide any recommended material details such as recommended subscriptions, materials or textbooks, including textbook

Contact Information

Staff	Phone
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Dr. Elizabeth Polzin elizabeth.polzin@cuw.edu	262-243-4210
Dr Erin Laverick erin.laverick@cuaa.edu	734.995.7391
Stephanie Barnhill stephanie.barnhill@cuw.edu	262-243-4388
Rev. Jonathon Bakker Jonathon.Bakker@cuw.edu	262.243.4532
Campus Pastor- Ann Arbor	Rev. Dr. Randall Duncan Randall.Duncan@cuaa.edu	734-995-7328
Director of Counseling - Mequon	David Enters david.enters@cuw.edu	262-243-4211
Director, Academic Resource Center - Mequon	Janis Chapman janis.chapman@cuw.edu	262-243-4299
Director, Academic Resource Center Ann Arbor	Kim Bentley Kimberly.bentley@cuaa.edu	734-995-7460
Dean, School of Arts & Sciences	Dr. Rachel Ware Carlton rachel.warecarlton@cuw.edu	262-243-4460
Dean, Batterman School of Business	Dr. Matt Hurtienne matthew.hurtienne@cuw.edu	262-243-2024
Dean, School of Education	Dr. Jim Pingel james.pingel@cuw.edu	262-243-4214
Dean, School of Health Professions	Dr. Linda Samuel lind/F281.04 Tf1 0 0 1 486.82 275.7	

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