



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 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

WELCOME FROM THE VICE PRESIDENT FOR ACADEMICS

Concordia values the contributions that adjunct instructors make to the academic life of our institution. I welcome you and pray that your experiences here may be a blessing to you as well as to Concordia.

Concordia also seeks to demonstrate how the Christian faith informs and connects with academic learning. You are invited to join us in accomplishing that goal.

We also invite you to share with our students your day-to-day experiences from outside the world of academe. That is one of the unique contributions you can make to student learning.

The aim of this handbook is to anticipate questions you might have about how Concordia operates. If additional questions arise, please contact me at 262-243-4522.

News and communications will be distributed periodically via your CUW email account or on the CUW Portal.

Dr. Leah Dvorak, Ph.D.
Vice President for Academics
and Chief Academic Officer

LIAISON

Dr. Leah Dvorak, Vice President for Academics, is Concordia's liaison with its adjunct instructors. While your department chair or dean can address most questions and/or concerns, please feel free to contact Dr. Dvorak (leah.dvorak@cuw.edu; 262-243-4522) for further assistance.

CONCORDIA'S MISSION, VISION AND VALUES

Mission Statement

“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 the world.”

Vision Statement

“Concordia University will be well known nationally and internationally as a premier Lutheran Christian university, widely recognized for meaningful integration of faith and learning. Concordia University alumni will assume significant servant leadership responsibilities in the Church and communities across the nation and around the world.”

Core Values

Bound by the Biblical and Confessional teachings of The Lutheran Church – Missouri Synod the members of the Board of Regents, the members of the Concordia University Foundation Board, the President, and employees of the university shall act in a manner consistent with these core values.

- **CHRIST-CENTERED**
We have faith in the redemptive work of Jesus Christ
- **TRUTH & INTEGRITY**
We speak truth and display integrity in all our relationships.
- **EXCELLENCE**
We expect excellence in all our endeavors to support CUW's mission.
- **SERVICE**
We serve others in caring, helpful, respectful, and knowledgeable ways.

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Academic Freedom

Concordia University promotes and supports the exploration and discussion of challenging ideas, for that is a function of a university. Scripture demands that we seek Truth. To that end Concordia promotes academic freedom for the members of its community. The following policies – formulated by the Board for University Education of The Lutheran Church – Missouri Synod –put Concordia’s academic freedom in a Christian context.

Academic Freedom Policies and Practices

(4.5.A of Faculty Handbook and May 2017 CUS Institution Policy Manual,

The colleges, universities, and seminaries of The Lutheran Church-Missouri Synod exist to supply the higher education services needed to accomplish the mission of the church. Strongly committed to the Lutheran concept of vocation, Synodical colleges and universities are liberal arts institutions which provide a Christ-centered spiritual and value-oriented environment for men and women who will be Christians in the church and in secular occupations. The objectives of the Synod include the recruitment and education of professional church workers. Therefore, central to the system of Synodical higher education is the preparation of those who are called to serve through preaching, teaching and related vocations. Professional preparation for the pastoral ministry is the special assignment of the Synod’s seminaries.

“Statement of Mission and Purpose” as adopted by the 1986 LCMS Convention)

Freedoms and Opportunities

(4.5.B Faculty Handbook and May 2017 CUS Institution Policy Manual, 9.2.)

Much of value can be learned from the concepts of academic freedom that are commonly found in American culture. However, academic freedom and its related responsibilities as recognized and practiced in the Concordias have their fundamental basis in the Christian identity of our institutions of higher education. A Concordia campus views academic freedom and responsibility as an expression of the reality of the scriptural Lutheran faith. As agencies of The Lutheran Church-Missouri Synod, the Concordias express the confessional significance of believing in Christ and His Scriptures, teaching the scriptural Lutheran faith, and confessing the Gospel to the world.

A Concordia campus:

- is a Christian community, characterized by a high awareness of the reality and importance of collegial relationships and commitments.
- values the centrality of a Lutheran understanding of Law, Gospel, and the forgiveness of Christ for all. This reality permeates classrooms, administrative work, and human relations among all campus constituencies.
- provides opportunities for faculty to integrate faith, life, and learning. This includes opportunities to address issues in our contemporary environment from the standpoint of informed Lutheran 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 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:

- may present and discuss concepts that conflict with Synodical teachings, including historical information and the results of research in a faculty member's 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.
- 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 those communities confer upon faculty members.
- acknowledges that in certain situations he/she will voluntarily limit his/her expression of opinions and convictions. Such limitations involve a professional and personal judgment regarding the appropriateness of the message to the audience, so that the mission of the institution and of the church is supported rather than hindered.
- affirms that expressions of academic freedom are primarily a matter of individual and professional responsibility.
- will ordinarily confine his/her teaching and counseling of the institution's students to his/her areas of professional expertise.
- when engaged in publication and public presentation, will do so with the awareness that there is always a tacit association of the professor with the institution.
- acknowledges that he/she is serving an institution that is an entity owned and operated by The Lutheran Church-Missouri Synod, and that the Synod expects its mission, values, and teachings to be clearly taught and reflected in its institutions.
- will work peacefully under the Constitution, Bylaws, and policies of The Lutheran Church-Missouri Synod, its Concordia University System, and the institution.
- will not actively promote a doctrinal position that is in opposition to the doctrinal position of the LCMS.
- accepts responsibility for becoming knowledgeable regarding the teachings of The Lutheran Church-Missouri Synod on the theological topics and issues related to his/her academic responsibilities

Implementation of Academic Freedom Opportunities and Limitations

(4.5.D Faculty Handbook, Based on May 2017 CUS Institution Policy Manual, 9.5.)

Written acceptance of the preceding "Responsibilities and Limitations" is required for all faculty members. This applies to new and renewal contracts.

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 define “Christian math” or “Lutheran chemistry”; instead, we speak of our faith 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: CUWAA faculty are not permitted to “advocate for” a position that contradicts LCMS teachings. We define “advocate” as “to publicly recommend or support.” (Oxford Dictionary, 2023). We define “LCMS teachings” as “publicly stated positions that can be found in official LCMS-published works, e.g., lcms.org.” CUWAA faculty members can be considered to be in compliance with this mandate if they can justify that their teaching or scholarly work is: 1) in compliance with a published position from the Lutheran Church-Missouri Synod; or 2) in accordance with the standard of practice in their discipline (see “Scope of Practice”).

Where a contradiction exists between those two sources of evidence, the faculty member is expected to present both the LCMS position and the standard of practice position to students, making clear where the church stands while also ensuring that students are not coerced into any particular position, but instead are free to critically examine the relevant evidence.

What academic freedom for CUWAA faculty covers (consistent with the definition of academic freedom above):

- Teaching
- Research/scholarship/creative activity
- Public speaking or writing in the faculty member’s areas of academic expertise

What academic freedom for faculty does not cover:

- Advocacy for political positions or candidates
- Advocacy for a faculty member’s personal points of view on topics not related to the class topic or academic subject
- Use of university property to display symbols or signs (including electronically) that do not align with the CUWAA mission of Lutheran higher education

Faculty members are free to advocate for political positions, candidates, causes, or points of view in their private lives away from the university. They should be careful to maintain appropriate separation between their professional roles and their personal lives, and to ensure that their personal viewpoints are not linked or attributed to CUWAA.

Concordia faculty members choose to serve as members of a Christian community; accordingly, faculty are expected to raise concerns and grievances through the university’s established channels. The Academic Freedom Committee is the means by which faculty members with concerns related to academic freedom will raise those topics.

Due Process Procedure for Faculty Claiming Academic Freedom Protection

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 206. Hours of operation are Monday - Friday, 8:00 a.m. - 4:30 p.m. For more information email Mequon campus at arc-as@cuw.edu. The website is <https://www.cuw.edu/academics/services/student-academic-resources/academic-resource-center/index.html>

Tutoring - Tutoring is available for frequently requested traditional courses offered at CUW. The ARC's trained tutors help students understand course objectives, review material, prepare for quizzes and tests, and identify study techniques necessary to succeed in class. Students are typically matched with tutors who have taken the same class and instructor the prior year. Depending upon individual needs, either peer-to-peer or small group tutoring can be arranged.

Supplemental Instruction (SI) - SI is a peer-facilitated, large group study session for courses that are historically difficult. SI leaders will collaborate with students and compare notes, discuss readings, develop organizational tools, and predict test items. It's all about insider information. Supplemental Instruction sessions are led by students who've successfully completed your course — with the same professor. Simply put: they've been there!

The Writing Center - The Writing Center serves undergraduate and graduate students in all academic disciplines. Writing Consultants are available to help with all aspects of writing, including: generating ideas, conducting research, organization, editing, revising, and more. In person and online consultations are available for individual students or small groups. Students have two options to utilize the Writing Center: they can make in-person appointments at the Mequon campus or they can submit their work online through the Online Writing Lab (OWL). For information on how to make an appointment or submit work online, visit the ARC webpage: [Academic Resources](#)

Math Drop-In Desk - The Math Drop-In Desk offers free tutoring for most 100-200 level and some 300-400 level math courses. Students may seek assistance with math questions in relation to a math course, finance/business course, or even a science course, by just dropping by. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions. For more information about the Math Drop-In Desk, contact the ARC.

Online Tutoring -Free online tutoring platform, called TutorMe available 24/7 with over 300 subjects available to students through Blackboard. For more information contact the ARC.

Peer Academic Coaches/Mentors (PACs) - PACs mentor their fellow students to develop the executive functioning skills necessary for success in college, such as time management, note-taking, test prep, understanding your syllabus, talking to your professor, and goal setting. PACs may also connect students to other campus support services/resources. Students who are off-site and unable to travel to either campus should contact the ARC to access online workshops, videos and other resources. For more information, contact the ARC.

Accessibility Support Services

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW communities to coordinate support services and programs for students with disabilities. The ARC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Vocational Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAAA). Any CUW enrolled student with a disability who requires accessible accommodations in order to obtain equal access to an education and university life and accessible educational environments, can visit our website to get registered and request accommodations: <https://www.cuw.edu/arc>. The ARC – Accessibility Services office is committed to students with disabilities and ensuring academic and campus life accessibility needs.

Once the student has been approved for accessibility services/accommodations, the Faculty member will receive a Faculty Notification letter. When alternative testing is an accommodation the letter will include a link to complete a testing agreement. This agreement will provide information on the testing format, proctoring instructions for the testing center as well as the typical timeframe for tests. It **must** be completed by the instructor for **all** tests, regardless of the test format or the student's accommodations.

Students are responsible for making requests to utilize their testing accommodations via our AIM system at least 3 days in advance of the test. Once the request has been approved, the instructor will receive an email with a link to upload the test to the secure system. All tests (and supportive materials) must be uploaded via the link or emailed to the testing center. **Tests may no longer be hand delivered.** Instructors are expected to provide a copy of a test to the testing center at least 48 hours in advance of the scheduled test. This allows the testing center enough time to prepare for students needing screen readers, word processing, etc.

For more information, please see the [Testing Center Accommodation Policy and Procedures](#) under Academic Resource Center Accessibility Services. If instructors prefer to proctor the tests on their own, they are welcome to do so as long as they provide the student with their approved accommodations.

Adjunct Faculty

(4.1.P of Faculty Handbook)

Concordia also engages additional adjunct and visiting faculty members to supplement its instructional faculty. Teaching assignments for these faculty members are normally restricted to specified class periods. Contracts for adjunct members are usually negotiated on a semester or course basis. Although the responsibilities of these faculty members lie primarily in the instructional area, it is expected that they will become familiar with general school policies and reflect the philosophy of the University in their personal conduct. Department chairs, program directors, and school deans recruit, supervise, and assist their adjuncts. If needed, advertising for positions will be done in the LCMS church bulletins and the local newspapers or relevant websites. Candidates for adjunct teaching must have a minimum of a Master's degree in their discipline and be Christians, preferably members of the LCMS.

In support of this policy is this additional information: Hiring is ordinarily done one semester at a time. Please let your department chair or dean know if you are interested in returning for another semester. Part-time faculty are usually the first people invited to return to adjunct openings. Please keep a current vita on file in the Academic Office. Adjunct instructor agreements are initiated at the department/school level.

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 must record absences electronically at least once a week. Attendance information is used to identify students with potential academic problems and for financial aid purposes.

Attendance Definitions

Depending on the course delivery, attendance is defined as seated time in the class (face-to-face courses), an assignment submission (online courses), and/or time present for live video conferencing with the instructor (virtual courses).

Drop/Withdraw Definitions

Students may request to **drop** a class prior to any attendance, or an instructor may request to have a student dropped if they are a no-show/never attended.-

After starting to attend a class, a student may request to **withdraw** up to the withdraw deadline for the term, or an instructor may send a request to the Registrar's office to have a student withdrawn for excessive absence.

No-Show/Never Attend

Instructors must request a student be dropped from a course for never attending or failure to begin a course, based on the thresholds articulated below. A student is considered a no-show if he/she does not attend or participate in a course or laboratory in which they are registered and they have not contacted the instructor to indicate their intent.

- Students must be dropped when they have failed to begin or never attended a course within the first two (2) weeks for courses > 8 weeks in length.
- Students must be dropped when they have failed to begin or never attended a course within the first (1) week for courses that = or < 8 weeks in length.
- ***Note: Instructors should never enter a final grade for a student if there is no documentation of attendance.***

To drop a student, the instructor must follow the procedures below based on course delivery type and include the student's name, F00 number, course section CRN, and course title:

- Online and Extended Campus (Center) Courses:
 - a. Email the student to notify him/her of the drop for failure to begin
 - b. Email Allison Wolf in the Registrar's office (allison.wolf@cuw.edu) to request the student be dropped.
- Campus Based Courses (Mequon/Ann Arbor):
 - c. Email the student to notify him/her of the drop for failure to begin
 - d. Email the general Registrar's office address (registrar@cuw.edu) to request the student be dropped.

Unexcused/Excused Absences

For known attendance conflicts, students must contact their instructor in advance of the class session to notify him/her of the absence. In general, acceptable reasons for student absence from or failure to participate in class include:

- 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;
- Other situations not specifically noted in this list but approved by the Assistant Vice President of Academics and/or the dean of the school in which the student is enrolled.

Students may be required to submit documentation of absences to faculty members. In situations where the student absence is excused, students are to be excused from class and granted the opportunity to make up any graded, in-class work from the day of their excused absence. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

On occasion, students will experience conflicts with a scheduled class period and multiple co-curricular events. When conflicts arise between class and multiple co-curricular events, students should use the guide below to determine which event they are expected to attend:

- In situations where there is a conflict between a class, a sports competition, and a performance, the student is excused from class and the student is given the choice of which event to attend;
- In situations where class conflicts with regular practice or rehearsal, the student should attend class.

Excessive Student Absence

Concordia University reserves the right to administratively withdraw a student from class for excessive, unexcused absences based on the thresholds articulated below. The chart below documents when a student meets excessive absences (defined as approximately 15% of the course).

Course Duration	Course Delivery Type	Excessive absences
16 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class
	Online	No assignment submissions for 3 or more total weeks online
12 wks.	Face-to-face (Extended Campus)	Three or more 4-hour class sessions
	Online	No assignment submissions for 3 or more total weeks online
10 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class
	Face-to-face (Extended Campus)	Three or more 4-hour class sessions
	Online	No assignment submissions for 3 or more weeks online
8 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class
	Face-to-face (Extended Campus)	Two or more 4-hour class sessions
	Online	No assignment submissions for 2 or more weeks online
7 wks.	Face-to-face (Traditional)	2 or more hours of class

6 wks.	Face-to-face (Extended Campus)	Two or more 4-hour class sessions
	Videoconference	3.5 hours of class
	Online	No assignment submissions for 2 or more weeks online
4 wks.	Online	No assignment submissions for 1 or more weeks online
3 wks.	Face-to-face (Traditional) & Videoconference	7 or more hours of class

Prior to the university's withdrawal deadline for the term in which a course is scheduled, a student may request to withdraw, or an instructor may request to have a student administratively withdrawn for excessive absence. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and should be assessed a final grade.

Instructors who initiate a withdrawal will first reach out to the student to discuss the situation. Instructors should also consult with the student's advisor. In cases where there are serious concerns about the student's health or wellbeing, the instructor should use the Faculty Student Referral system on the university portal to notify the appropriate student support services.

To administratively withdraw a student from a course for unexcused, excessive absences, the instructor must follow the procedures below based on course delivery type and include the student's name, F00 number, CRN, and course title:

- Online and Extended Campus (Center) Courses:
 - a. Email the student to notify him/her of the administrative withdraw for excessive absence
 - b. Email Allison Wolf in the Registrar's office (allison.wolf@cuw.edu) to request the student be withdrawn. In the email, include the student's last date of assignment submission (online courses), or last date of attendance (center courses).
- Campus Based Courses (Mequon/Ann Arbor):
 - a. Email the student to notify him/her of the administrative withdraw for excessive absence
 - b. Email the general Registrar's office address (registrar@cuw.edu) to request the student be withdrawn. In the email, provide the student's last date of attendance.

When administratively withdrawn, the Registrar's office will indicate a "W" on the student's transcript. A withdraw is not a grade. **Instructors should never enter a "W" as a grade for a course.**

Consequences of Excessive Absences

An administrative withdrawal due to excessive absences may impact a student's scholarships, athletic eligibility, federal financial aid, and his/her ability to live in Concordia University Residence Halls. Residence Life requires that students maintain full-time status to live in Residence Halls. The Cashier's Office will implement applicable provisions of the Refund Policy when a student is administratively withdrawn, and Financial Aid will take appropriate action under applicable policies related to student aid.

Experiential Learning Policy (A/F)

An experiential learning activity is a single, off-campus educational/instructional experience provided by CU faculty/staff to their students which normally involves travel for the group. The Experiential Learning Policy does not include internships, clinical experiences, fieldwork experiences, or practicums. Policy regarding participation in such experiences are determined by individual departments.

Experiential learning activities are an important component of the experiential learning advocated in the University's strategic plan for academics. University experiential learning expands student learning, knowledge and understanding of a subject and adds realism to the topic of study through active hands-on experience with the rich resources of the local community. Academic experiential learning activities are university-sponsored events and must conform to the following guidelines.

1. All required academic experiential learning must be clearly linked to the course objectives. Additionally, clear objectives for student learning during the experiential learning activity must be identified in the syllabus.
 - a. All required academic experiential learning must be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible. If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member must discuss it with the class. In that case, such a trip cannot be required of all students.
 - b. Faculty should work to schedule the experiential learning activity during their regularly-scheduled class session or during a time that causes the least disruption to other courses whenever possible (e.g. weekends or late afternoon/evenings for traditional undergraduates, alternate weeks for blended courses).
 - c. In order to ensure that students with disabilities have equal access to experiential learning activities, Section 504 requires that universities provide accommodations. Faculty members must review student accommodations provided by the ARC and work closely with the student to ensure accommodations can be provided during the experiential learning activity.
 - 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 (elizabeth.polzin@cuw.edu at CUW, erin.laverick@cuaa.edu at CUA) 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 for each academic experiential learning activity.** The faculty member must also provide a roster of the names of all participating students, along with the F00 numbers of participating students.
 - f. Faculty members are encouraged to remind students that it is their responsibility to notify faculty of other courses at least three days ahead of time that students will be absent and/or miss required assignments.

Military Commitments

Students will not be penalized for class absences due to required military obligations. Students are responsible for notifying faculty members, academic advisors, and the Veteran Services Department of such circumstances as far in advance as possible. Students must also provide documentation to the school certifying official to verify the reason for the absence. The instructor is responsible for providing reasonable accommodations or opportunities to make up examinations or other course assignments that have an impact on the course grade. In all cases, the student is responsible for completing all course requirements or requesting a withdrawal without penalty. The school certifying official will provide any necessary documentation to instructors as requested.

Military obligations include, but are not limited to, reserve activation, call to active duty, drill weekends, and training for military specialty and promotion.

Audio Visual Services

The AV Services Department has a wide range of equipment installed in classrooms on the campus. After you have identified your classroom on your schedule Adjunct faculty who need audio/visual equipment that is not already installed in their classroom should go the AV Services channel on the Resources tab of CU portal to locate the online request form. **Notify AV Services through this form at least twenty-four hours in advance.** The equipment will be delivered for your use at the time requested.

Banner Administrative System

The Banner system allows you to do essential things such as see a class list, view payroll information, and enter a final grade. Access to Banner is available on the Faculty tab of the Concordia portal for [Wisconsin](#) or [Ann Arbor](#). Banner Web and Blackboard Learn are separate from email, and changing your PIN in Banner Web does not change it in the email system. Your PIN for Banner Web will be available from the IT letter, but can be obtained in two other ways. When you get to the login page for Banner Web, look for a link which says "Forgot PIN." You can also find the password change option on the front login page of the Concordia Portal. In addition, you can send an email to the [IT Help Desk](#) and request a PIN to be emailed to you.

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.

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 worship activities are under the direction of the campus pastors; male members of the faculty who are members of the LCMS may be invited to participate in chapel within the constraints of Synodical policies and practices. Chapel services are overseen by the Campus Pastor on each campus.

Class Changes

No faculty member may change the time or place of a class meeting on his or her own. If a change is necessary, contact the appropriate dean's office.

Computer Requirements and Support

We are pleased to be able to provide a variety of tools for accessing technical and course support for online students and faculty. We suggest use of Microsoft Office products and the following are general guidelines for what our systems support. See the recommended systems requirements below.

Concordia University Technology Requirements

The [current university technology requirements](#) for students can be found on the Technology Services page of the Concordia websites. These are minimum technology requirements for classes at Concordia University. To prevent unnecessary technical issues for faculty and students, the guidelines show what works best with university systems (i.e. Portal, CU email, Blackboard).

NOTE: Internet Explorer is not a supported browser. To check whether your preferred browser is supported, go to the [Blackboard Browser Checker](#)

Live Support

Online/Phone support for instructors and students is available from 8:00 am to 8:00 pm Monday- Thursday, and 8:00am to 4:30pm on Friday. Please call 262.243.4357 or email the [IT Help Desk](#) for assistance.

Concordia Portal

Much of the information that you will need for your work at CUW can be found on the CUW portal at [my.cuw.edu](#). The same user name and password that you use for your CUW email account allow you to access this site. The portal contains employee information (payroll), the current course management system (Blackboard Learn), CUW email, general campus information, library, etc. **Please review the *Adjunct Instructor Resources*** channel on the faculty tab of the portal for numerous links of interest.

The Concordia portal for [Wisconsin](#) and [Ann Arbor](#) is the internal website for persons connected to Concordia. Employee, faculty, student and partner resources are found on the Portal in addition to links to other systems (Blackboard, webmail, library, etc.).

Copyright and Plagiarism

(5.5 if the Faculty Handbook)

Federal Law: Copyright Guidelines

Guidelines for educators concerning the "fair use" clause in the Copyright Revision Act of 1976 have been published. The following summary should be helpful:

A teacher may make a single copy for his or her scholarly research for use in teaching or preparation to teach a class of the following:

1. A chapter from a book;
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;
3. An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but at least 500 words;
4. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical.

A teacher may not:

1. Copy more than one short poem, article, story, essay, or two excerpts from the same author, nor more than three from the same collective work or periodical volume during one class term;
2. Make multiple copies of works more than nine times for one course during one class semester;
3. Use copied materials to create or replace or substitute for anthologies, compilations, or collective works;
4. Substitute copy for the purchase of books, publishers' reprints or periodicals;
5. Continue to copy previously copied materials from term to term;
6. Charge the student above the actual cost of photocopying.

On determining whether the use made of the work in any particular case is a fair use, the law requests consideration of the following:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
4. The effect of the use on the potential market for, or value of, the copyrighted work.

The Academic office or the University Bookstore has more information regarding copyright in the area of academics. Faculty members are responsible for obtaining copyright clearance when necessary.

In support of this policy, this is additional information: more information regarding copyright and fair use are found on the CELT blog: <https://celt.cuw.edu/copyright-and-fair-use/>

Counseling Services for Students

CUW provides free personal counseling services for students in the Counseling Center, AL 111. Please have students contact the Counseling Center Intake Coordinator at (262-243-2244).

<https://www.cuw.edu/academics/services/health-wellness/counseling-center/index.html>

Credit Hour Policy

(5.2.E of Faculty Handbook)

This policy outlines the definition of the credit hour in use at Concordia University based on federal regulations. The university policy adheres to the Federal Definition of a Credit Hour, found in 34 CRF 600.2. Additionally, this policy specifies the manner in which faculty work to ensure and document that each of their courses meets the credit hour

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, our policy is that they should contact the instructor immediately to document the problem and time. Then they should contact the [IT Help Desk](#) for assistance. The support team will correct the technology problem, but will not reset an exam for the student, unless the course instructor has approved a reset by contacting IT Help as soon as possible after receiving the student notice. For any support requests, please indicate the course name/semester, test identification and student name.

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.

If the absence is unexpected, as in the case of illness, the faculty members should, if at all possible, notify their students, their department chair, and an on-campus representative electronically. If this is not possible, then they should, at minimum, call the Registrar's Office (262-243-4345) who will notify students of the absence electronically. The faculty members should make every effort to talk to a live person if initiating contact via phone.

Faculty ID Cards

Your Falcon OneCard is the official CUW ID and key to the Mequon campus. All faculty/staff are required to carry their Falcon OneCard either through a physical card or via the OneCard App while on campus. Here is what your OneCard can do for you:

- General university door access*
- Falcon Points account
- CUW Library Card
- Copying and printing*
- Discounts

*Can only be done with a physical Falcon OneCard

If you are teaching a class in-person on the Mequon campus, you are eligible for a physical card. To obtain a physical Falcon OneCard, please visit the OneCard Office (R202) located inside the library. Hours are Monday-Friday 8:00 am -4:30 pm. We do not mail out Falcon OneCards.

Online and in-person faculty can access their Falcon OneCard via the 360u app. To create and access your virtual Falcon OneCard follow these instructions

<https://falcon.cuw.edu/formrepo/UploadedForms/FacultyHandbookFalconOneCardAppInstructions.pdf>

If you have any questions regarding your Falcon OneCard, please email onecard.office@cuw.edu.

Faculty Meetings

(3.1.B of Faculty Handbook)

Faculty meetings are held four times per year, usually during the second Monday of October, December, March, and May, and at such other times as may be required for faculty business. The Faculty Chair calls, organizes and presides over plenary faculty meetings. All faculty members are invited to the plenary faculty meetings. Full-time ranked faculty are required to attend every faculty meeting (either in person or by videoconference) unless they have been excused by the Faculty Chair.

Adjunct and part-time faculty do not have voting privileges.

Faculty Teaching Contracts

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 about “FLAC Faculty Acknowledgement.” 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 the semester to see how things are going and to be of any possible help. The dean or chair will discuss the visits with you and give you a written evaluation. More information about the format we use for observations is here <http://celt.cuw.edu/teaching-observation-process-and-form/>

In addition, near the end of the semester students will have the chance to evaluate every class through the Student Course Experience Survey, which previously was called CourseEval. You and your students will be 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 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 Student Course Experience Survey Faculty Login channel.

Faith and Learning: The Role of Faculty

The mission of Concordia University is to be a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the church and the world. This mission engages faculty in creating environments for learning rich in biblical truth within the context of each discipline being taught. Faculty members strive to faithfully bring Lutheran theology into interaction with their disciplines while respecting those disciplines' integrity. Faculty members develop in their understanding of how to connect faith and learning in their teaching through both new faculty orientation and ongoing faculty development. Faculty foster student development through the biblical worldview on current social concerns, such as:

- Jesus Christ – true God and true man – is the sole way to God's mercy and grace
- At the beginning of time the Triune God created all things as Genesis explains
- Respect for the sacredness of human life from conception to natural death
- Respect for traditional marriage and a biblical view of sexuality

Within the limits of their disciplines, faculty may be able to incorporate some of these Lutheran themes:

Sin (rebellious against God in thought, word, or deed)

Scripture describes sin as an objective truth, affecting all humankind, and as a subjective experience for which all are responsible.

Grace (God's free gift of salvation to all)

God reveals his great love for fallen humanity by reconciling sinners to himself by grace through faith in Jesus Christ alone (justification).

Paradox (a situation where two seemingly contradictory truths are both correct)

Human beings are created in the image of God, and yet at the same time have lost the image of God through sin, Christians are at the same time saint and sinner, the law condemns sinners to eternal death, but at the same time the gospel saves sinners and gives eternal life, Christians are perfectly free yet at the same time servants of all.

Two Kingdoms (church and civil government)

God actively works in our world through two kingdoms. In the right-hand kingdom (the church) he works through the gospel to provide for spiritual needs (salvation by grace through faith, on account of Christ). In the left-hand kingdom (for example, governments, institutions, or secular vocations) he works through the law to provide for bodily needs (restraining evil, preserving order, enforcing the common good).

Stewardship (responsible management of resources belonging to someone else)

God exercises his ownership of the universe through human beings as his stewards, and calls them to manage all

resources according to His will.

Vocation (a calling from God)

God works in the world (in both kingdoms) through those he calls to all God-pleasing offices. Christians function as the hands of God to serve their neighbors through their vocation.

Final Exams

(5.3.E of Faculty Handbook)

At the end of a traditional semester five days are set aside for final examinations. Final examinations or their equivalent (e.g. final speech, prepared scene, etc.) are required to be given in all courses unless other arrangements have been approved by the Vice President for Academics.

Each school may permit exemptions to final exams for courses housed within their school. The Registrar develops a final exam schedule that is communicated to all faculty. Faculty members may change the date, time or location of their final exam only under the following circumstances:

- Written justification of proposed change is provided to dean and registrar; both must provide written approval of the change
- New date, time and/or location are clearly stated on the syllabus

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). Faculty who choose to grant an incomplete must:

- Enter an “I” grade in Banner for that student by the regular end-of-term deadline for grade entry
- Enter the “default grade” for that student in Banner (the grade the student will earn 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 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.

Faculty members must request a grade change from the registrar once the work has been completed and graded. If no grade change request is made by the stated deadline, the “I” grade will be automatically changed to the default grade.

Academic programs may elect to implement more specific criteria for assignment of “I” grades. Programs may require consultation with and/or approval from the program director or other relevant university staff members (e.g. a student life officer). Such criteria will be clearly outlined in program handbooks.

This policy will not apply to experiential learning courses that extend beyond the typical academic terms (student teaching, practicum courses, fieldwork courses, etc.); faculty members and departments who teach these courses are responsible for communicating proactively with the registrar’s office concerning expected completion dates. In such cases, the incomplete will remain until the practicum/internship, thesis, or paper is completed or the instructor determines that progress has ceased. Specific incomplete policies must be incorporated in practicum/internship, thesis or graduate capstone handbooks.

Grievances and Appeals

(5.4 of Faculty Handbook)

Academic Dishonesty (all students)

Faculty should report all instances of academic dishonesty to their Department Chair, Program Director, or Center Director. Such reports should then be sent to the Dean of the school in which the student resides who will pass it along to the Academic Office where a master record will be maintained. Deans and Center Directors should also keep collective records. The *Reporting Form for Incidents of Academic Dishonesty* can be found in the forms repository of the faculty tab in the portal.

Forms of Academic Dishonesty

1. Plagiarism
2. Fabrication
3. Cheating
4. Academic misconduct

When a faculty member suspects an academically dishonest act:

1. Review the evidence to ensure that there is sufficient cause to warrant a charge of academic dishonesty.
2. Follow Matthew 18, confront the student directly in a one-on-one situation. If the student is unable to explain the discrepancies in a satisfactory manner, you may proceed with the filing of your report.
3. If the alleged violation occurs during final exam week, assign the student an incomplete grade until the alleged violation is adjudicated.

Sanctions

Faculty may select one or more of the following sanctions:

1. A lower grade on the assignment or test.
2. A failing grade on the assignment or test.
3. Repeat of the assignment or test.

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 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

Rights Concerning Grading Practices

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each term, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

Grounds for a Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

Procedure for Final Course Grade Appeal

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: The student must take the appeal, in writing, to the instructor no later than sixty (60) calendar days after the final grade is posted on the transcript. The instructor has ten (10) working days of receiving the appeal to respond to the student, in writing. If the issue is rectified, or the student is satisfied in this meeting with the instructor, the matter is settled. The dean has the authority to extend these deadlines due to extenuating circumstances.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair of the department in which the instructor involved is a member. If the instructor is one of these officials, the appeal should be made to the instructor's immediate supervisor. This appeal must be brought within ten (10) working days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The department chair will review the material submitted by the student. The reviewer may choose to meet individually with the student and the faculty member, or may choose to meet together, in an attempt to resolve the grade.

The reviewer's decision will be given to the student in writing within ten (10) working days of receiving the student's appeal, and a written record of the decision and its basis must be kept by the chair/campus dean and shared with the instructor. The chair/dean must confine the grade analysis to the fidelity of the scoring as presented in the syllabus, along with the published grade scale and other pertinent information, and not rescore assessments as he/she wishes. The decision of the department chair is final.

Hazardous Weather

(5.6.H of Faculty Handbook)

In case of hazardous weather, road conditions, or other emergencies, the Vice President for Academics (CUW) or Vice President of Administration (CUAA) will inform the local media and university communication venues whether classes will be canceled or moved to a virtual format. Normally a decision concerning daytime classes is made by 6:00 am, and a decision regarding evening classes (classes that start after 4:30 pm) is made by 2:00 pm.

Faculty in Mequon should check the CUW webpage, portal or call the CUW information line (**262-243-2222**) to find out if classes will be canceled or moved to a virtual format. In Ann Arbor, faculty should call (**734-995-7444**) for information on closings or modifications.

The status of co-curricular events will be determined by the Vice President of Student Life (CUW) or Vice President of Administration (CUAA) who will advise the media and CUWAA communications venues of that status.

Instructional Method - Definitions and Coding for Course Sections
(5.6.O of Faculty Handbook)

This table pertains to courses and every course offered should fit into one box/category.

	"Regular" per regulators	Defined as distance delivery per regulators	
	Synchronous Delivery I	Synchronous Delivery II	Asynchronous Delivery
Single delivery (top row only)	<p>Face-to-face (F) = 100% in-person, real time everyone in same CU room</p> <p><i>Schedule:</i> All hours listed with one CU room</p> <p><i>Up to 15% Videoconferencing (virtual) is allowed under Occasional Use Policy</i></p>	<p>Videoconferencing (V) – <i>Also referred to as virtual</i></p> <p>= 100% of instruction is real time, live through videoconferencing with instructor and all students not at CU locations</p> <p><i>Schedule:</i> All hours listed</p>	<p>100% Online (D) = 100% of instruction asynchronous through LMS, no synchronous in-person or synchronous videoconferencing (<i>virtual</i>) meetings or exams</p>
Mixed Delivery (middle row only)	<p>Mixedsynchronous (M) = Mix of deliveries but not at the same time; i.e.: use of in-person weeks 1 and 8 and use of videoconferencing weeks 2-7. <i>Schedule:</i> All hours listed with one CU room</p> <p>Polysynchronous (P) <i>Used only in special circumstances</i> = Mix of deliveries at the same time; use of face-to-face (in-person) and videoconferencing (virtual); some students in CU room with instructor and some students remote <i>Schedule:</i> All hours listed with one CU room</p>		

	"Regular" per regulators	Defined as distance delivery per regulators	
	Synchronous Delivery I	Synchronous Delivery II	Asynchronous Delivery
Blended delivery = synchronous + asynchronous elements (bottom row only)	<p>Blended Face-to-face (BF) Mostly Face-to-face (<i>in-person</i>) with balance of instruction asynchronous in LMS</p> <p>= 51% or more of instruction is Face-to-face/<i>In-person</i>) and the balance of instruction in LMS</p> <p><i>Schedule:</i> Lists all Face-to-face hours with one CU room</p> <p><i>Syllabus:</i> Explains asynchronous instruction</p> <p><i>Up to 15%</i></p>	<p>Blended Videoconferencing (BV) Mostly Videoconferencing (<i>virtual</i>) with balance of instruction asynchronous in LMS</p> <p>= 51% or more of instruction is real-time live through videoconferencing with instructor and all students not at CU locations</p> <p><i>Schedule:</i> Lists all Videoconferencing hours with no CU room</p> <p><i>Syllabus:</i> Explains asynchronous instruction</p>	<p>Blended Online (BD) Mostly Online asynchronous with balance of instruction Face-to-face (<i>in-person</i>) or Videoconference (<i>virtual</i>)</p> <p><i>Schedule:</i> Lists all Face-to-face hours with one CU room</p> <p><i>Syllabus:</i> Explains asynchronous instruction; Videoconferencing sessions can be arranged by instructor with students at start of class</p>

	<i>Videoconferencing (virtual) is allowed under Occasional Use Policy</i>		
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Holidays

Online adjunct instructors are not expected to work on the following holidays: Independence Day, Labor Day, Thanksgiving Day and the day after Thanksgiving, Christmas Eve, Christmas Day, New Year’s Eve, New Year’s Day, Martin Luther King Day, Good Friday, and Memorial Day.

International Students

(5.10 of Faculty Handbook)

Concordia is blessed with many international students from various parts of the world. The university requires students to have or gain English proficiency prior to or during enrollment. Therefore, international students should be held to the same academic standards as other students. Faculty should be aware of such tactics as negotiation of assignments and grades, and extra credit requests. Proper sourcing and citation is not universally understood and should be explained thoroughly to students. Students who struggle should be encouraged to go to the learning center for writing help. Above all, faculty should maintain the highest of standards and **consistent policies for all students.**

Faculty Tips for Working with International Students:

- Most international student dismissals are for plagiarism
- International students do not receive financial aid
- International students are cash payers, versus the average student discount for US students of about 30 percent
- International students must pass TOEFL/IELTS standards
- Encourage group activities, but individual assignments
- Thoroughly explain grading and plagiarism policies, and don’t assume they are universally understood
- Make all students aware of tutoring help available in the Academic Resource Center at CUW (262-243-2623) and CUAA (734-995-7460)

If you are having a problem in translation with an international student, please contact the International Office to assist you.

Learning Management System

(5.6.L and 4.1.A of Faculty Handbook)

Concordia University uses the Blackboard Learn learning management system (LMS). Faculty use Blackboard Learn to post syllabi in each course and to document all student grades on assignments. All Blackboard sites must be open to students on the Friday before the course starts. Faculty are also expected to create assignment submission

“dropboxes” in their courses so that students can submit assignments electronically. In addition, faculty may not grade any student work prior to the official course start date; this is important for compliance with federal financial aid regulations.

Post the syllabus for each course on the university’s learning management system (LMS), create assignment “drop boxes” for students to submit their work, and use the LMS gradebook to post grades for all course assignments. The LMS site must be opened to students on the Friday prior to the course start date.

Ensure that each assessment activity (including any points awarded for attendance or participation) is included in the LMS gradebook so that students have an accurate understanding of their academic standing in the course. The LMS gradebook must align with the grading policy stated in the syllabus. Any discrepancies between the syllabus grading policy, the LMS gradebook, and the final grade posted in the Banner system must be clearly explained in the syllabus. Official grades recorded in Banner should align with grades entered in the LMS, and must align with the grading policy described in the syllabus.

Set the column that shows the overall course grade (usually the Total or Weighted Total column) as the external grade (with a green check mark), and set the primary display so students see it as either a percentage or letter grade.

In fully online and face-to-face or blended course and programs (e.g. all courses of the university), syllabi, student grades on assignments, and any work submitted by students to the LMS are retained in the LMS after the course ends. Everything in the LMS course becomes part of the university record of each course taught and is not to be deleted when the course ends. Faculty keep courses open a minimum of 90 days from the end of the course. Any student work not submitted to the LMS which is retained by the instructor can be destroyed 90 days after the student’s course grade is posted by the Registrar’s office.

Course sites in the LMS are open and available to faculty for four years one semester after the end of a term. The LMS administrator archives courses and course content at the end of four years, and retains that archive for institutional purposes for an additional four years. University officials may access the LMS or the archives to retrieve needed information at any time.

For assistance using Blackboard Learn, contact the IT Help Desk at 262-243-4357 or ithelpdesk@cuw.edu. IT Helpdesk assists with all Blackboard course support requests.

Library Services

(5.7 of Faculty Handbook)

Service and Circulation Policies

The Library’s webpage, portal presence and course management system all facilitate access to a wide variety of library services and personnel in an efficient and timely manner. The physical library is open at least 96 hours per week with 78.5 hours offering reference and research assistance during the normal fall and spring semesters, which includes weekend hours. Exact times for a given day of the week are posted on the Library web page, Portal, and on the library front door. Various allowances are made for holidays, semester breaks and the summer months.

Circulation and/or access to Library information resources is ordinarily limited to current faculty, staff, and students from Concordia University. In Wisconsin, those same parties of the institutions within the SWITCH library consortium have access via user generated requesting through the online catalog / discovery platform to a subset of materials relative to circulation policy and licensing considerations, etc. Alumni can have onsite checkout privileges for circulating physical CUW materials as well as access to online resources when on campus. A "courtesy card" is available, upon request, to local “LC-MS” clergy and called teachers for in-person check-out of physical CUW materials.

A properly bar-coded Card ID must be used at all times for checking out materials. The Library's Access Services Coordinator (ext. 4420) can help faculty implement Inter-Library Loans (ILL) from other libraries or institutions willing to loan, barring any unforeseen prohibitions and stipulations not under the library’s control.

Additional library services provided to the faculty:

- 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);
- 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;
- Access to web-based tutorials on how to use library resources and services (Portal Library Tab);
- Access to Library Research Guides: <http://research.cuw.edu>
- General reference and research assistance. (call ext. 4403).

Parking

There is no reserved parking on Concordia's 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 the driver's 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 School's 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 costs.

Professional Appearance

(4.6.G of Faculty Handbook)

Faculty are Christian role models for students, and represent the university to students as well as to external stakeholders. Employees shall exercise discretion and good judgement when teaching or otherwise interacting with students, with one another, and with the public.

Accordingly, faculty will:

- Dress professionally and appropriately in the classroom (including virtual teaching spaces), in offices, at a Concordia campus, and when representing the university in any capacity off-campus or virtually. In most situations, business attire, business casual dress or CUWAA-branded clothing is appropriate; clothing such as lab coats, scrubs or athletic attire may also be worn where appropriate for specific job functions.

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 should be pleasant and friendly, faculty are not students' friends, either in the real world or on electronic media. 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)

The faculty expresses its support for, and encourages the use of, inclusive language that honors both sexes and treats people with respect regardless of race, color, national origin, ancestry, religion, marital status, creed, sex, age, or disability, in all discourse and writings.

Smoking Policy and Classroom Decorum

(5.6.I of Faculty Handbook)

Smoking is prohibited in all campus buildings and facilities at all times. Normally, there shall be no eating or drinking in the classrooms. It is expected that the instructor and members of the class treat one another with respect. After each class, please return the classroom to its original condition, including erasing boards and logging off the computer.

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 department's/school's curriculum. The syllabus contains the following required elements:

1. Course name/number
2. Course title and short description
3. Number of academic credits for the course
4. Number of contact/clock hours for the course, and number of hours of student effort expected (addressing the university credit hour policy)
5. Prerequisites for the course
6. Program and department policies
7. University policies, including a policy related to accessibility and accommodations and a policy related to academic honesty
8. The course's relationship to the program or departmental curriculum
9. The course's relationship to the university-wide Global Learning Outcomes (GLOs)
10. The course's connection to undergraduate core learning outcomes, if applicable
11. The course's connection to program or department learning outcomes
12. Course objectives (student learning outcomes)

In addition, the syllabus must contain information relevant for students including instructor contact information, course meeting time and location, required resources and readings, an explanation of how student learning will be

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 at CUWAA” 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)

Textbook requisitions are handled electronically via the textbook adoption form posted on the portal. Generally, textbook requisitions for the spring semesters are due October 31. Textbook requisitions for the fall and summer semesters are due March 31.

Desk copies are usually available from publishers to faculty. These copies can be obtained through Faculty Center Network on the bookstore website or through the school or department administrative assistant.

All courses that require course packets that will be sold in the bookstore must have the material in completed form with pages numbered. The bookstore will package or fasten the duplicated material as requested by the faculty member. If the faculty member requests a copy of the material, the department will be charged the cost of the packet. The original of the course packet will be returned to the author of the packet and a master will remain on file in the bookstore until a revision is submitted to the bookstore. If the bookstore does not receive a packet revision three weeks prior to the start of a semester, the master on file in the bookstore will be used to produce the course packet.

The schedule of hours of the Bookstore is posted at the beginning of each term.

Videoconferencing Policies

(5.6.N of Faculty Handbook)

Overview

Concordia University supports two videoconferencing technologies, Zoom and Blackboard Collaborate. While instructors and students may choose to experiment with other videoconferencing technologies, the university will use its resources to make the two supported technologies useable across the institution.

As with any technology, the two Concordia University-sponsored videoconference systems provide both pedagogical opportunities and limitations for a Concordia class. Instructors have both the right and the responsibility to evaluate and implement these technologies in their specific classes, according to the technical and administrative policies stated below.

Both instructors and students should become comfortable with the videoconferencing technology prior to participating in the classroom experience. All should use the opportunities for training provided by CELT and Audio Visual Services. Concordia University requires instructor training when the technology is a significant, ongoing part of a Concordia course or academic program.

Concordia University will work with instructors and/or academic departments/ programs to use videoconference technology as the only (100% of instructional hours), the primary (more than 50% of instructional hours), or secondary (less than 50% of instructional hours) delivery system for a course or academic program. Fully videoconference courses will be coded as "V" in Banner, per "Coding for Concordia's Instructional Methods," and will be identified as "virtual" courses in the instructional method field. Blended courses use B and then the appropriate letters (V for virtual, D for online, or F for face-to-face) depending on the mix of instructional hours.

General technical and administrative policies

1. An approved university system should be used whenever required real-time instructional hours are delivered through videoconference technology. Currently those systems are Zoom and Collaborate.
2. Individuals using videoconferencing technology must have the minimum requirements on their computing devices, per the Information Technology Department. That information can be found in Concordia's portal - Resources-Audio Visual Services.
3. To ensure a consistent experience, individuals should be on a wired network with a minimum speed of 1.2 Mbps internet connection.
4. The use of Collaborate is always through Blackboard; contact the IT Help Desk if you want to use Collaborate. Access to Zoom will also be available through Blackboard when departments intentionally schedule part of a section (i.e., 10:05 to 11am, on M & W in LU 006 and Friday on Zoom) or when all of a section's instructional hours to be delivered solely through videoconference.
5. Before using Zoom, faculty should activate their Concordia accounts. Using the free Zoom "basic" account does not offer the same benefits as our corporate account. Information can be found in Concordia's portal - Resources- Audio Visual Services. If a non-Concordia account was accidentally established, contact AV to convert it to a Concordia account.
6. Faculty members will create a link for the Zoom classroom experience through the Zoom Outlook plugin, the Zoom app itself, or at <https://cuwaa.zoom.us/>. Blackboard will be available as above (#4).
7. Instructors may invite external participants to their videoconference classes through the process at this link:
8. Students will log into Zoom using the university's videoconferencing page, <https://cuwaa.zoom.us/>, where they can set up an account to download the "Zoom Client."
9. To ensure consistency in the Zoom experience for students in anything more than an occasional use in a course, instructors are encouraged to deliver their courses from a Concordia location through the university's wired network. In addition, best practice would encourage instructors to use a videoconference-enabled classroom equipped with microphones and cameras whenever possible.
10. Videoconferencing allows accessibility for all students as a universal design and might be used in the Concordia "classroom" to address individuals with documented need for accommodations. As with all accommodations, the Director of Accessibility Services will set this up with the instructor and the student. Zoom enables FERP A/HIP AA compliance and provides end-to-end 256-bit encryption. Accessibility for Zoom is maintained by Zoom Video Communications, Inc. (<https://zoom.us>), not Concordia University. Specific information about accessibility is provided by Zoom within the Voluntary Product Accessibility Template (VPAT) Statement, available here: [https://support.zoom.us/hc/enus/aarticles/2041197_49-VPA T-Accessibility_Statement](https://support.zoom.us/hc/enus/aarticles/2041197_49-VPA_T-Accessibility_Statement).

ACADEMIC OFFICES AND DEANS- Contact Information

Title	Staff	Phone
President	Dr. Erik Ankerberg erik.ankerberg@cuw.edu	262-243-4263

Vice President of Academics	Dr. Leah Dvorak leah.dvorak@cuw.edu	262-243-4522
Vice President of Student Success (Interim)	Dr. Elizabeth Polzin elizabeth.polzin@cuw.edu	262-243-4210
Assistant Vice President of Admissions	Robert Nowak robert.nowak@cuw.edu	262-243-2025
Registrar	Stephanie Barnhill Stephanie.barnhill@cuw.edu	262-243-4388
Campus Pastor	Rev. Steve Smith steve.smith@cuw.edu	262-243-4389
Director of Counseling	David Enters david.enters@cuw.edu	262-243-4211
Director, Academic Resource Center	Janis Chapman janis.chapman@cuw.edu	262-243-4299
Dean, School of Arts & Sciences (Interim)	Dr. Aaron Moldenhauer aaron.moldenhauer@cuw.edu	262-243-4223
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 linda.samuel@cuw.edu	262-243-4469
Interim Dean, School of Nursing	Dr. Diane Ames diane.ames@cuw.edu	262-243-2006
Dean, School of Pharmacy	Dr. Erik Jorvig erik.jorvig@cuw.edu	262-243-2753

Other Contact Information

WHO TO CONTACT FOR...			
Technical Support			
IT Help Desk	ithelpdesk@cuw.edu	262.243.HELP (4357)	Blackboard Support and all technical support (reset password, Zoom assistance, etc.)
Audio-Visual Services	avworker@cuw.edu	262-243-4357, prompt 1	Classroom technology support, rental equipment, Zoom/Panopto support
Assistance for Faculty			
Center for Excellence in Learning and Teaching (CELT)	www.cuw.edu/celt	262-243-2358	Professional development program offerings; instructional design contacts; pedagogical best practices
Registrar	registrar@cuw.edu	262.243.4345	Administrative withdrawals – failure to start and excessive absence; grade changes
Assistance for Students			
Academic Resource Center (ARC)	swarc@cuw.edu	262.243.2623	Student need-based accommodations; tutoring; Writing Center
Center for Academic Advising and Career Engagement (CAACE)	caace@cuw.edu	262.243.4499	Student support (concerns about absences, performance, etc.); registration assistance
Concordia Central	www.cuw.edu/students/concordia-central		24/7 access for student support (advising, billing, financial aid, etc.)
Student Counseling Center	studentwellness@cuw.edu	262.243.2244	Student mental health resources