



FACULTY HANDBOOK

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1.0 KAPLAN UNIVERSITY OVERVIEW

1.1 History of Kaplan University

Kaplan University, formerly Kaplan College, Quest College, and American Institute of Commerce (AIC), was founded in 1937. AIC was purchased by Quest Education Corporation in November 1998 and in April of 2000 changed its name to Quest College. Quest Education Corporation was purchased in July 2000 by Kaplan, Inc. In November 2000, the name of the College was changed to Kaplan College. In 2004, Kaplan University expanded its academic offerings to include master's-level programs and became Kaplan University.

Throughout its history, the highest priority of the University has been to provide students with a high level of instruction so they will be well prepared for professional careers. Excellence in teaching, whether in traditional classrooms, online, or blended delivery formats, is the goal of the Kaplan University faculty. Teaching is the primary responsibility of the faculty. Faculty development and evaluation systems are in place to help faculty members constantly improve their knowledge of and skill in teaching. This handbook provides important information and is a guide to the policies and systems that support the scholarship of teaching at Kaplan University.

1.2 Mission Statement

Kaplan University is an institution of higher learning dedicated to providing innovative undergraduate, graduate, and continuing professional education. Our programs foster student learning with opportunities to launch, enhance, or change careers in a diverse global society. The University is committed to general education, a student-centered service and support approach, and applied scholarship in a practical environment.

1.3 University Purposes

To accomplish its mission, Kaplan University has established the following purposes:

1. Provide academic programs that have been developed and assessed by faculty, staff, and members of the educational, professional, and business communities.
2. Provide intensive and comprehensive instruction using both onsite and online modes of delivery that strengthen student academic achievement.
3. Instill in its students the value of lifelong learning by stimulating intellectual curiosity, creative and critical thinking, and awareness of culture and diversity.
4. Plan and provide facilities and resources that respond to the needs of students, faculty, and staff.
5. Assist students in developing professional attitudes, values, skills, and strategies that will enhance their potential for success in their careers and in life.
6. Prepare students to meet the ever-changing needs of their communities now and in the future.

1.4 Accreditation

Kaplan University is accredited by The Higher Learning Commission. Kaplan University's home state is Iowa, and it is registered with the Iowa College Student Aid Council.

1.5 Academic Governance

As delineated in the Kaplan University Academic Governance Manual, located at <http://www.kaplanuniversity.edu/academic-governance-manual.pdf>, the academic organization of Kaplan University consists of the president, the chief academic officer, deans, assistant and associate deans, department chairs, and faculty.

The head of the academic organization of Kaplan University is the president who reports to the KU Board of Trustees. The academic deans report to the president of the University.

The faculty constitutes the highest academic authority of the University. The faculty has full authority in all areas of academic integrity, quality, and excellence of the University within the limits defined by the University Board of Trustees. The Board of Trustees is responsible for approving the educational degree programs of the University and for adding or discontinuing degree programs. Determination of course offerings and curriculum is the responsibility of the faculty.

Faculty status and duties related to University service will be voluntary and by invitation from the Chief Academic Officer.

Faculty authority of constituent schools shall reside with the faculty members of those constituent schools. Faculty members whose institutions operate under specific statutory and regulatory authority are expected to conform their practices and procedures to those statutes and regulations, even when inconsistent with this manual.

1.6 University Structure

Leadership details are located on the Kaplan University website at kaplanuniversity.edu/about/leadership.

1.7 Academic Programs Offered at Kaplan University

Kaplan University offers graduate, undergraduate, associate, and diploma programs. Please refer to the University Catalog for details, located on the Kaplan University website at catalog.kaplanuniversity.edu.

1.8 University Calendar

The university calendar is located on the Kaplan University website at kaplanuniversity.edu/admissions/academic-calendar.aspx

1.9 Employee Handbook

This Faculty Handbook is intended to be read along with the Employee Handbook located at <http://knet.kaplan.edu/kunet/News/Documents/KHPE%20Employee%20Handbook%20-%204.8.16%20-%20FINAL%20with%20updated%20TOC.pdf>. If there are any discrepancies between this Faculty Handbook and the Employee Handbook, the Employee Handbook shall prevail.

2.0 UNIVERSITY FACULTY

2.1 Faculty Qualifications

All faculty members must have earned their academic credential(s) from accredited institutions (any exceptions must be approved by the dean) and must submit official copies of all transcripts to Kaplan University for verification. Official transcripts are required to conduct an official verification of credentials.

Official Transcripts

An official transcript is defined as one that arrives at the University directly from the awarding institution and is marked “official” or otherwise verified as official by the University. Official, sealed copies of transcripts should be sent to the address listed below. If the institution participates in e-Scripts, the transcript can also be emailed to facultyoperations@kaplan.edu.

Kaplan University
ATTN: Faculty Operations
Cypress I, 3rd Floor
6301 Kaplan University Avenue
Ft. Lauderdale, FL 33309

Foreign Credentials

A foreign credential is defined as one issued by an institution that is not located in the United States or its territories and is not accredited by a U.S. accrediting agency. Generally speaking, foreign transcripts and similar credentials must be evaluated by a third-party agency. Faculty with foreign credentials will need to commission a course-level evaluation (and translation, as appropriate).

In order to have a foreign credential verified and updated in the faculty development tracking system, Activity Insight, the faculty will need to request a foreign evaluation from a National Association of Credential Evaluation Service (NACES) approved foreign transcript evaluation agency.

2.1.1 Faculty Qualifications

Instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.

If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member must have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

The master faculty credential list is managed by Faculty Operations.

2.1.2 Exceptional Qualifications

For KU faculty who do not meet the minimum educational requirement, a temporary or permanent waiver may be granted on a case-by-case basis, using evaluations based on the combination of significant professional experience and/or relevant professional licensure, certifications and coursework.

Faculty who are on temporary teaching waivers are given the opportunity to enroll in a Kaplan Non-Degree Seeking (NDS) status in order to obtain sufficient graduate credit hours in their discipline, or in a degree program in the field in which they want to teach. The majority of waivers granted to faculty members are temporary, although permanent waivers may be approved, in special cases.

2.1.3 University Process for Exemptions

Kaplan University's formal waiver process consists of documenting the approval of, justification for, and corrective action needed for instructors who teach courses that they are not fully credentialed to teach. All waivers are subject to the approval of the Chief Academic Officer and Faculty Senate Waiver Review Committee.

As the policy owner, the Chief Academic Officer thoroughly reviews all waiver requests and enforces any actions associated with remaining compliant with the requirements of existing waivers. The Chief Academic Officer approves or denies requests for new waivers/extensions and presents his recommendation to the Faculty Senate for final review.

The Faculty Senate Waiver Committee provides the faculty perspective needed to ensure a well-rounded review process for waiver requests. After reviewing the Chief Academic Officer's recommendation, details of the request, and supporting documentation, the Committee reaches a decision based on majority vote to approve/deny all waiver requests.

2.2 Faculty Role and Teaching Load

A faculty member may have the opportunity to participate in academic decision-making bodies such as academic committees, as appropriate; vote for, or be a member of, the Faculty Senate, in accordance with his or her eligibility; and be accorded other rights and responsibilities as a member of the Kaplan University Faculty. The teaching loads for faculty members may be adjusted up or down upon the discretion of the dean. Full-time faculty members will not be expected to teach more than five classes in any one quarter. For purpose of calculating courseload, an ExcelTrack grouping of courses with the same root will be treated as a single course when all taught by a faculty member in a single term. Because Concord Law School is on a non-standard 24-week term system, that school's faculty teaching loads will differ so as to correspond to their term structure.

Kaplan University Faculty shall include Kaplan University employees who typically teach 14 courses per year (exceptions can be made by school) as full-time undergraduate faculty or 12 courses per year as full-time graduate faculty. Adjunct faculty members are regular part-time employees who receive a Letter of Engagement (LOE) and term-to-term course assignments. The normal load for adjunct faculty is one or two courses per term. Full-time Adjunct faculty teach a minimum of 3 sections (subject to school accreditation requirements),

maximum of 5, as enrollment levels warrant and all faculty expectations are being met. Again, because Concord Law School is on a non-standard 24-week term system, that school's faculty teaching loads will differ so as to correspond to their term structure.

Adjunct faculty members who sign an LOE are viewed as regular part-time employees and there should be no expectation that an LOE will be issued for every term.

Full-time and adjunct faculty members generally report to chairs and deans, whose fundamental responsibilities include ensuring the effective functioning of the University and the continued fulfillment of its mission.

Full-time and full-time adjunct faculty members are expected to perform services for the institution as part of their position. This can include, but is not limited to, mentoring, leading courses, leading new student orientations, representing Kaplan University at events, conferences, and conventions, and leading new faculty training. Only activities that require the same amount of time as teaching a course, such as developing a course, should result in a reduction of the course load. Both undergraduate and graduate full-time faculty may be eligible for up to a two (2) course load (or equivalent ExcelTrack modules) reduction based upon a dean-approved research agenda. For information about approved non-teaching periods, see 2.2.2. All faculty members are expected to continue their professional development as guided by their schools or campuses.

2.2.1 Full-Time Faculty Overloads

Full-time faculty, full-time adjunct faculty and full-time employees are limited to two overload courses (of equivalent ExcelTrack modules) per year unless expressly approved by the designated vice president, dean, or campus president. Normally, full-time faculty members do not teach at other institutions. If faculty members do teach part-time at another institution, they need to notify their immediate supervisors annually and conform to the Conflict of Interest policy published in the Employee Handbook.

2.2.2 Non-teaching Periods

Non-teaching periods (NTPs) are periods of longer than 5 days where a full-time (FT) faculty member is not engaged in instructional activity connected to the Kaplan University academic calendar. An NTP may occur when either:

- (a) A faculty member switches tracks or returns from an approved absence and must wait for his/her next teaching term to begin, or
- (b) A faculty member, with the approval of the academic department chair, assistant dean of faculty, associate dean (if applicable), and dean, takes a full academic term to engage in scholarship and/or service on a full-time basis. Unless approved by the dean or associate dean, faculty may not take more than one (1) preplanned NTP during any 12 month period.

Timing of the proposed NTP will be taken into account and must similarly be approved by the aforementioned leadership.

Approval for an NTP does not alter the faculty member's normal teaching load. Classes that would normally be taught during the NTP must therefore be shifted to other terms in the

academic calendar, with the approval of the aforementioned leadership.

When any NTP is proposed, the faculty member must submit a clear, detailed NTP plan, for approval by the aforementioned leadership. In situation (a) above, the NTP plan must be submitted one term in advance, and in situation (b), at least two terms in advance of the proposed NTP.

In order to guide faculty in the creation of their NTP plan, the following guidelines should be used:

- NTP plans must include a clear, measurable delineation of how faculty will spend each week of the NTP. Because faculty members are year-round, full-time employees, the service and scholarship activities described in the NTP plan must always total at least 40 hours each week.
- Faculty participating in a situation (b) NTP must take all vacation time earned or accrued during that calendar year during either the NTP time period, at normally scheduled break times or between terms. Faculty are not eligible for a NTP in any year in which a substitute has been paid to teach for them during a vacation or other PTO period. For example, if faculty has already scheduled and taken earned vacation time during the calendar year for which a teaching substitute was paid, an NTP will not be allowed. Similarly, once an NTP has been approved and taken, additional scheduled vacation during a teaching period will not be allowed.
- Faculty should be as precise as possible in identifying the scope, duration, and targeted outcomes for all activities described in the NTP plan.
- NTP plans that include scholarship activities lasting more than 3 weeks should include a clear deliverable to be produced at the conclusion of the NTP. For example: if an NTP includes 4 weeks of full-time engagement in writing a journal article to be submitted to a journal, the faculty member must submit this article to the aforementioned administrators, as well as to the editors of the journal specified in his/her NTP plan.
- Activities described in the NTP plan should be in line with Kaplan University goals and mission, as well as the goals and mission of the department and school where the faculty member is employed. If not taking personal time off, faculty members are expected to be fully available by email, instant message, and telephone during core hours or as indicated by the leadership of the school (Note: for more information about core hours, please reference the Employee Handbook). Faculty will be expected to attend all required meetings, fulfill course lead responsibilities and will satisfy all normal school/department commitments during the NTP, just as they would during any academic term. Unless otherwise specified by school leadership, the academic department chair will oversee NTPs and will meet regularly with faculty to discuss progress against the NTP plan. If, at any stage, school leadership determines that a faculty member is not meeting his/her NTP commitments, the faculty member will be placed back on the instructional calendar as soon as leadership can do so.

2.3 Faculty Responsibilities

The focus of the faculty role is on teaching, professional development, and service to the University. Some of the responsibilities incorporated into this role include, but are not limited to:

A. General

- Providing a learning environment that supports student success
- Maintaining program and course outcomes along with course content at a level to ensure appropriate workplace skill levels for graduates
- Maintaining and submitting accurate and timely reports for student grades
- Reporting concerns regarding student academic progress to the appropriate person
- Referring students with questions regarding financial aid, academics, attendance, and personal issues or concerns to the appropriate departments
- Actively assisting the University in retention and/or outreach efforts, which include directly contacting students who are not engaged in the course or absent per department or campus guidelines
- Participating in institutional assessment activities as assigned
- Regularly attending and participating in faculty meetings and continuous improvement sessions
- Serving on University committees as assigned
- Assisting chairs and deans in developing and implementing new programs as assigned
- Remaining current with trends, techniques, and advances in technology that are applicable to the program
- Maintaining open communication with students and the University
- Providing students with appropriate guidance regarding academic excellence and attendance
- Completing other duties as assigned by the chairs or deans
- Incorporating creative instructional strategies and/or learning activities
- Providing meaningful and substantive instruction throughout the course
- Reporting student behavioral and Code of Conduct issues
- Adhering to departmental expectations for annual professional development

B. Class Schedules, Absences, and Emergencies

The University will establish the schedule and assignments for each class and faculty member (with input from faculty members regarding vacations and other commitments in appropriate cases). Once established, the assigned faculty member shall meet the schedule unless excused by the appropriate manager.

Full-time faculty members must submit requests for vacation time in advance to their supervisor as early as possible, and at a minimum of one (1) week prior to the requested vacation or other established department or campus guidelines. While efforts will be made to honor requested vacation time, all requests will be considered based on staffing needs and other University considerations.

Except in emergencies or on an approved leave, full-time faculty members must notify their supervisor before the start of the scheduled class session on each day that they are sick. If the absence will be longer than one (1) day, this requirement may be waived if the faculty member provides an expected return date.

In the event a faculty member is unable to conduct a scheduled class session or complete any other assignment due to an emergency, the faculty member shall notify the appropriate chair and/or dean immediately via phone and, if possible, email. It is the faculty member's

responsibility to then assist the appropriate chair or other University official in arranging a substitute, reschedule, or other remedial measure. The faculty member shall take steps, upon return from the emergency, to resolve any remaining problems resulting from the emergency. Faculty members should, at all times, anticipate situations that may result in the need for substitutions and plan for avoiding and remedying them before they require emergency measures.

For faculty who teach online, Kaplan University Faculty Technical Support provides support functions for the online campus environment. To reach Kaplan University Faculty Technical Support:

- Online Chat: “Live Help” on the upper-right of the KU Campus website, kucampus.kaplan.edu
- Telephone: 866.522.7747
- Email: TechSupport@Kaplan.edu

C. Availability

While the University realizes that many adjunct faculty members hold positions outside the University, faculty members must be available to respond to student needs and concerns and provide the faculty/student interaction that is deemed critical to their university study.

D. Faculty Development

Faculty development is essential to the mission of the University. Faculty are responsible for maintaining current knowledge in their field. Any activity that either advances knowledge in their field or helps the faculty member to stay current in their teaching is considered faculty development. All faculty members may be required to file an annual Professional Development Plan with their respective dean. This plan will include proposed scholarship for the coming academic year, as well as a synopsis of completed scholarship activities for the previous year. Faculty will also be required to submit their earned Professional Development hours into Activity Insight (Extensive resources provided by The Center for Teaching and Learning can be found at <https://sites.google.com/a/kaplan.com/ctl/faculty-resources>)

E. Course and Instructor Evaluation

All teaching faculty are encouraged to assess the effectiveness of their teaching by regularly reviewing course content, pedagogical methods, and student feedback. All teaching faculty are required to participate in a course evaluation that shall be completed by students enrolled in that faculty member’s courses. This evaluation shall take place during the last week of each academic term. All faculty members will be sent copies of their summary results and are expected to review them for insights that can be used to improve teaching and course structure. The president, chief academic officer, school deans, and/or their representatives have the right to review evaluations and observe any class offered by the University either online or in the classroom.

F. Faculty Committee Assignments

Shared governance of the University requires that faculty be active participants in the various committees and be willing to devote time for committee meetings. Part of the evaluation of faculty service includes service to the University, service to the student body, and effective service on committees. Members of the faculty may be asked to serve on standing and special committees.

G. University Personnel Policies and Procedures

All University personnel policies and procedures, including, but not limited to, sexual harassment, discrimination, and equal rights, can be found in the Employee Handbook.

2.4 Cancelled Courses and Rescheduling Stipends

For adjunct faculty who teach online, the University may determine that the scheduled course must be modified or rescheduled. Adjunct faculty members shall make every effort to be available at the rescheduled dates and times established by the University. Schedule changes made by the University less than 5 calendar days before the term commences may result in additional compensation, details of which can be found in the Letter of Engagement (LOE).

2.5 Professional Development

Because of the need to share information and build learning communities, Kaplan University's Center for Teaching and Learning provides professional development opportunities to all faculty members. Professional development includes both training and scholarship activities. As a University, we understand the importance of supplying current and relevant information to our faculty in order to provide a positive learning environment for our students. Professional development encompasses, but is not limited to, providing forums for ideas, incentives for growth, and recognition for achievement. Because we offer a dual delivery mode, some of the training is specific to online instruction and some is directed toward onsite delivery.

Faculty responsibilities include completing and reporting no fewer than 8 hours of formal/active professional development activities each year using the Activity Insight Database, found both on the Center for Teaching and Learning site as well as KUCampus. Additional resources for effective use of Activity Insight can be found at <https://sites.google.com/a/kaplan.com/ctl/faculty-resources>. Note that the requirement for faculty teaching in the School of Business and Information Technology and teacher education licensure programs is no fewer than 15 hours of formal/active professional development activities.

Full-time Adjunct faculty will not be required to complete an active scholarship agenda, but will be supported in continuing development, faculty governance, and curriculum development as needed.

Faculty members are required to track their professional development activities in Activity Insight. More information regarding how to access and use Activity Insight can be found on the CTL site at: <https://sites.google.com/a/kaplan.com/ctl/faculty-resources/prof-dev-reporting---how-to-access-and-use>.

2.5.1 Faculty Training

All faculty members are:

- Required to complete compliance and related trainings within 30 days of hire
- Required to take PD101A and PD101O (online faculty); on-ground faculty are required to take PD101A and can enroll in PD101O, if requested
- Provided with a copy of the Employee Handbook
- Provided with a copy of the Faculty Handbook
- Provided with the materials for the courses they are teaching
- Required to participate in a training call or faculty meeting on or about the week prior to the start of classes, which serves to remind faculty of what needs to be completed prior to the first day of class
- Involved in regular departmental faculty meetings, faculty training calls, workshops, and end-of-course surveys; additionally, reminder communications are used to inform faculty of important upcoming events and deadlines
- Required to participate in ongoing formal training, which may include, but is not limited to, departmental training meetings; Center for Teaching and Learning workshops, courses, and events; KapLearn training activities; and external training events.

In some cases, faculty members are paired with a mentor. This type of peer-to-peer training promotes faculty support and communication while assisting the new faculty in learning the classroom environment.

2.5.2 Scholarship

The scholarship agenda should be developed in coordination with the dean, associate/assistant dean, or chair.

Appropriate scholarly activities for faculty may include, but are not limited to:

1. Research activities employing methodologies appropriate to their subject matter. The University is particularly interested in faculty engaging in research using well-established and rigorous research methodologies to increase our understanding of the world and to expand the body of knowledge and literature that comprises the various disciplines represented in the University through original work. Activities that suggest engagement in research include the following:
 - Presenting at academic or professional association meetings
 - Publishing articles related to research within the discipline or profession
 - Implementing solutions or approaches to work/academic related issues
 - Serving on thesis/dissertation advisory or examining committees
2. Scholarship activities involving the critical examination of concepts and theories within academic disciplines. Such research might entail a systematic investigation of primary source material and scholarly journals related to the discipline. Activities that suggest advanced study of the discipline include the following:
 - Using literature reviews to identify the state of research within a field
 - Writing new instructional units and courses that reflect new or broadening areas of a

- discipline
 - Serving as editor or publishing reviews or comments for professional journals within the discipline
 - Participating in professional development activities sponsored by national and regional academic and professional organizations
 - Leading professional development activities related to emerging topics within a discipline for an organization
3. Scholarship related to teaching/learning. This area of scholarship is concerned with posing problems or issues related to teaching or learning, studying the problem or issue, employing appropriate methodologies, applying the results to the improvement of practice, communicating the results, and engaging in peer reviews. Activities that suggest engagement in scholarship related to teaching/learning include the following:
- Making faculty development presentations on effective teaching or appropriate assessment tools and activities
 - Creating web publications or journal articles related to the classroom experience
 - Cultivating a formal process for the exchange of ideas among teachers, students, and others within and outside the classroom
 - Applying appropriate educational innovations (teaching strategies, educational technology) in the classroom and sharing findings with other faculty and instructional designers
 - Designing, implementing, and reporting on the impact of changes in teaching methodologies or course content on student learning

2.5.3 Individual Development Plan (Applicable to full-time faculty)

All full-time Kaplan University faculty members are required to develop an annual Individual Development Plan that identifies areas of development that will lead to professional growth and improved instruction. This plan will be developed in conjunction with the faculty member's immediate academic supervisor. The following are examples of activities that might be included in the Individual Development Plan:

- Leadership in a professional organization related to the faculty member's field or pedagogy
- A list of proposed scholarly activities
- Attendance at faculty development workshops

All faculty members are eligible to receive the following kinds of professional development support:

- Center for Teaching and Learning workshops, trainings, and resources
- Campus, school, and/or department-led activities
- MindLeaders training modules (accessible via GHConnect's Talent Gateway)

Faculty members at the University are provided support for their professional development as scholars, teachers, and professionals within their disciplines. Funds may be available for participation in professional conferences, research support, memberships, and subscriptions. These funds are administered by the chair and/or dean based on faculty needs and Individual Development Plans.

2.5.4 Center for Teaching and Learning

The Center for Teaching and Learning (CTL) serves as the provider of Professional Development opportunities for all faculty members, offering a range of synchronous and asynchronous opportunities ranging from self-paced topic-specific workshops to the annual online conference KU Village. The CTL is guided by the following mission statement: The Center for Teaching and Learning's mission is to provide effective, innovative, and collaborative professional development opportunities for faculty, administrators, and staff as well as both on-boarding and professional development tracking services, all in support of Kaplan University's mission. The CTL coordinates the training of new faculty and enables faculty to share best practices. The CTL helps to facilitate faculty communications throughout Kaplan University, providing web-based resources, professional development activities, live online events, discussion groups, and a yearly online conference.

For more information on the services provided by the CTL, visit the CTL site at <https://sites.google.com/a/kaplan.com/ctl/home>, the CTL Google + Community <https://plus.google.com/u/0/communities/117392426695585696547>, the KUVillage Conference site <https://sites.google.com/a/kaplan.edu/kuvillage2016/>, or email askctl@kaplan.edu.

2.6 Faculty Evaluation

The dean, associate/assistant dean, or chair periodically observes, reviews, and evaluates the work and performance of all faculty members in their courses. The criteria used embody the mission and goals of the University.

2.6.1 Full-Time Faculty

Full-time faculty members are reviewed annually (at a minimum) by the dean, assistant/associate dean, or chairperson. The evaluation is based on performance in the classroom, student performance, and student feedback. In addition, graduate full-time faculty must also meet school-specific requirements for scholarship and service. The evaluator compares each review with prior observations and discusses strengths and areas for growth with the faculty member. In the event that remedial or developmental measures are needed, full-time faculty members have a period in which to adopt and complete the recommended measures. The dean, assistant/associate dean, or chairperson will conduct follow-up observations to evaluate the faculty member's success and improvement.

As part of the performance management process, all full-time faculty members are required to develop an annual Individual Development Plan that identifies areas of development that will lead to professional growth and improved instruction. This plan will be developed in conjunction with the faculty member's immediate supervisor and is housed in GHConnect.

2.6.2 Adjunct Faculty

Adjunct faculty and full-time adjunct faculty members are reviewed during their first term and annually thereafter, or more frequently as determined necessary by the appropriate administrator. The evaluation is based on performance in the classroom, student performance, and student feedback. While student end-of-term surveys are not the only evaluative tool, they, along with other performance data delineated by the school or campus, will provide guidance to

the dean, assistant/associate dean, or chair in discussion of the faculty member's strengths and areas for growth. In the event that remedial or developmental measures are needed, the dean, assistant/associate dean, or chair may recommend that the faculty member (1) take remedial or developmental measures, (2) be provided with other support opportunities such as special mentoring, (3) be provided with additional training by the Center for Teaching and Learning, or (4) not be offered future teaching opportunities. This evaluation will be developed in conjunction with the faculty member's immediate supervisor and is housed in the Annual Adjunct Faculty Evaluation section of Activity Insight.

2.6.3 End-of-Term Surveys

At the end of each term, students complete an end-of-term survey of the faculty and the course. Student survey results may be excluded in overall computations due to validity and/or reliability issues such as response rate and class size to assist faculty and managers in accurately interpreting results. Questions on the end-of-term survey directly related to faculty performance include such items and topics as:

- The instructor demonstrated strong knowledge of the course content.
- The instructor was prepared to teach this class.
- The instructor actively engaged students with the course materials.
- The instructor followed the syllabus during the term.
- Overall, the instructor was supportive of my success.

All faculty members receive the results of these end-of-term surveys shortly after the conclusion of the term.

2.7 Classroom Standards

Kaplan University requires faculty members to abide by the following minimum classroom standards.

Faculty members maintain appropriate communication by:

- Being positive, supportive, polite, and professional
- Writing professionally by using proper grammar, spelling, and punctuation
- Responding promptly to student questions and issues
- Reaching out to students who are struggling or who have seemed to disappear from the classroom, providing referrals to support services as needed
- Being on time and meeting all commitments made to students
- Faculty of ExcelTrack modules are responsible for promptly grading Competency Assessments and providing thoughtful feedback that will provide students with the direction they need to successfully complete the assessment on the next attempt.

Faculty members maintain instructor presence in the classroom by:

- Providing students with a comprehensive syllabus and taking class time to ensure they understand it
- Facilitating a robust classroom discussion through active student engagement; this includes:
 - Engaging students in discussion in synchronous settings (e.g., seminar)
 - Posting to Discussion Boards throughout the unit
 - Pushing students to think critically

- Responding to introductions, showing students they are there and interested in student success
- Using tools that will enhance learning, such as Announcements
- Being available to students (e.g., through office hours, by appointment, by phone)

Provide quality feedback by:

- Giving timely and useful grading feedback
- Using grading rubrics so students understand what the assignment entails and how grades are derived
- Posting all grades and CLAs on time and following up on incomplete grades

2.8 Service

2.8.1 Service to the Institution

Service may take the form of engagement in and/or leadership roles in Kaplan University faculty development programs and/or institution-wide governance committees. Activities that suggest engagement in service and commitment to the institution/college/school include but are not limited to:

- Mentoring new members of the profession or discipline
- Facilitating student-focused organizations or activities
- Training and mentoring first-term faculty members
- Serving on University committees

2.8.2 Service to the Profession

Activities that suggest engagement in service and commitment to the profession include but are not limited to:

- Participating in peer review
- Serving as an officer for an academic or professional organization
- Consulting with organizations and institutions within the discipline or profession
- Providing voluntary service to organizations related to the profession or discipline
- Serving on national, regional, or local governing boards
- Serving on national, regional, or local boards for organizations that are approved by the Dean or designee as relevant to the field of service to the profession

2.9 Academic Rank

Rank is recognized as an important academic designation and is consistent with Kaplan University's mission and purposes to provide quality educational programs and meet the needs of students, faculty, and staff. Rank serves the student because it assures them, and the academic community at large, that faculty members are knowledgeable in their field and have attained an advanced level of academic and/or professional qualifications and/or exceptional expertise in their profession. Externally, academic rank provides a level of inferred authority as faculty and administrators teach, publish, and present papers at professional associations and community venues.

2.9.1 Appointment and Initial Rank

Full-time faculty: In recognition of their academic, professional, and/or exceptional experience as practitioners in their fields, all full-time faculty members shall be hired at the rank of professor.

Adjunct faculty: Initial appointment of all adjunct faculty members shall be at the rank of adjunct instructor. (For Concord Law School, the initial appointment would be at the rank of adjunct professor of law.)

Administrators: Unless rank is granted in the offer letter of engagement by the Chief Academic Officer, there is no initial awarding of rank for administrators.

2.9.2 Changes in Rank

Adjunct Faculty: Upon verification that the adjunct faculty member is academically qualified and/or professionally qualified, and upon completion of all new faculty orientation components and a minimum of 1 year of demonstrated success in the Kaplan University classroom, the dean will report the rank change from adjunct instructor to adjunct professor to the Office of the Chief Academic Officer. (See 2.9.1 regarding initial rank for Concord law school faculty).

Adjunct professors qualify to sit on certain Kaplan University committees, and may be eligible to apply for faculty development funds.

Administrators: Administrators may petition the Chief Academic Officer for the rank of professor. This is appropriate for academic department chairs and other administrators who are engaged in teaching at Kaplan University, and/or engaged in publishing research findings and/or making other scholarly presentations, and/or involved in service where academic rank is of benefit to both the administrator and to Kaplan University's visibility and reputation.

2.9.3 Policy Exceptions

It is intended that full-time faculty members who hold no academic rank and who are currently teaching under a waiver, contract, or other document that indicates they do not hold the appropriate academic degree and/or professional experience or credential, are hereby awarded the rank of instructor on the enactment date. It is also intended that upon completion of the academic and/or professional requirements needed to remove such waiver or other stipulation, the full-time faculty member will be immediately awarded the rank of professor.

2.9.4 Limitations of Rank

Academic rank does not confer additional employment rights or expectations of continued employment. All full-time and adjunct faculty and administrators are expected to satisfactorily perform their position's responsibilities and participate in improving curriculum, quality of learning, and the student experience.

3.0 FACULTY RIGHTS AND RESPONSIBILITIES

3.1 Academic Freedom

Kaplan University endorses and adheres to the concept of academic freedom and supports the faculty member's privilege to function as a scholar in the interpretation and application of theories and ideas. While course descriptions in the University Catalog specify what content is to be covered, specific methods for teaching the course are not imposed. The University believes that the students' interests are best served when faculty have freedom to select modes of teaching. Course-specific curricula outline course requirements and evaluation methods. Liberty, however, should be distinguished from license, and the University recognizes that academic freedom does not include the teaching of doctrines or propagandizing causes inconsistent with the stated purpose of the University.

The primary justification for academic freedom is service to society's need for independent criticism and advice, and for a continual flow of new ideas. Members of the academic community, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize this fundamental responsibility.

Kaplan University's faculty members are committed to protecting longstanding rights of academic freedom important for the intellectual health of the University. At the same time, responsibilities guide and direct the faculty's engagement with the University's entire institutional and cultural life. The two together—rights and responsibilities—are partners in the protection of an open, diverse, and stimulating academic environment.

Kaplan University exists to help students achieve their individual, educational, and career goals and to promote their scholarly understanding of themselves and the world in which they live. The welfare and strength of the University and its students, therefore, depend on the search for truth and its free expression. Academic freedom is based upon the premise that scholars are entitled to immunity from coercion in matters of thought and expression, and on the belief that the mission of the University can be performed only in an atmosphere free from administrative or political constraints on thought and expression.

All members of the faculty are entitled to the academic freedoms set forth in this handbook:

1. Members of the Kaplan University faculty are entitled to full freedom of inquiry and research and the publication of the results thereof.
2. Members of the Kaplan University faculty are entitled to complete freedom in discussing all aspects of their subjects with students using the approved channels of Kaplan University, including Discussion Boards.
3. Members of the Kaplan University faculty enjoy the rights, privileges, and prerogatives of citizenship of their country of residence, and the full exercise of these freedoms, rights, and privileges cannot serve as a basis for dismissal from their faculty positions.
4. The exercise of freedom entails the following responsibilities:

- Our faculty members' responsibility to their students demands that they present their subjects accurately, adequately, and fairly, without narrow partisanship or bias.
- Our faculty members' responsibility to their colleagues and to the University demands that they maintain a level of training and knowledge necessary to keep pace with developments in their field(s) of specialization, and that their professional activities be conducted according to high standards of scholarship.

Academic freedom includes the obligation to respect the rights of others, freedom of speech and the right to be heard, freedom from personal force and violence, freedom of movement, and freedom from personal harassment of such a character as to constitute grave disrespect to an individual's dignity. Academic freedom does not include the right to interfere with the personal freedoms, rights, dignity, and reasonable expectations of others, and faculty members shall maintain and promote the policies of nondiscrimination described herein. Any such interference or discrimination must be regarded as a serious violation of the principles upon which the community of Kaplan University is based. Such interferences shall be regarded as an unacceptable obstruction of the essential processes of the University and may result in disciplinary action up to and including dismissal of the faculty member.

3.2 Academic Responsibility and Professional Ethics

The primary responsibility of the faculty is to advance, preserve, and share their knowledge; to seek and to state truth as they see it; and to promote professional development and responsibility in Kaplan University students. To this end, faculty members accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may pursue other or subsidiary interests, these interests must never hamper or compromise their freedom of inquiry or result in any conflict of interest or appearance of impropriety.

As teachers, faculty members encourage the free pursuit of learning in their students in the following ways:

- They hold before students the best scholarly standards of their discipline.
- They demonstrate respect for students as individuals.
- They adhere to their proper role as academic guides and counselors.
- They make every reasonable effort to foster honest academic conduct.
- They ensure that their evaluations of students reflect their true merit.
- They respect the confidential nature of the relationship between teacher and student.
- They avoid even the appearance of exploitation of students for private advantage.
- They protect students' academic freedom.

Members of the Kaplan University faculty respect and promote an open, supportive academic culture and value the contributions and academic freedoms of their colleagues. In the exchange of criticism and ideas, they show due respect for the opinions and dignity of others. They acknowledge that professionals may legitimately differ on issues of law and interpretation,

methods, style, and skills, and they strive to be objective in their professional judgment of colleagues. They accept their share of responsibilities for the governance of the institution and commit to participate actively in those activities and decisions appropriate to their role.

As members of their community, faculty members have the same rights and obligations as all other citizens. When members of the academic community speak or act as private persons, they avoid creating the impression that they speak or act for the University. As citizens engaged in a profession that depends upon ethics and integrity for its health, all faculty members have a particular obligation to promote professional responsibility to further public understanding of academic freedom.

3.3 Intellectual Property

Kaplan University will continue to encourage scholarship and research opportunities (See §2.5.2), many of which may result in research papers, publications, or supplemental course materials such as lecture notes, bibliographies, additional assignments, and other noninstitutional course content. The University recognizes faculty copyright ownership in such scholarship materials created by individual faculty. However, the University will assert copyright ownership over all course content and courseware for which there is an independent basis for the University's assertion of such rights, including any specific contractual arrangements between the faculty member and the University.

If a faculty member leaves the University, he or she may continue to use at another academic or not-for-profit research institution, for teaching, research, and other noncommercial purposes, all scholarship materials he or she created at Kaplan University, provided that (i) there is no independent basis for the University's claiming rights; and (ii) the Kaplan University name is not used in connection with these materials. A former faculty member is free to make commercial use of any scholarship materials that he or she developed or created at Kaplan University, including supplemental materials created for use in courses, provided that (i) there is no independent basis for the University's claiming rights; and (ii) the Kaplan University name is not used in connection with the materials. The former faculty member who owns the copyright of any scholarship materials related to course content affords the University the irrevocable nonexclusive right to continue using, as part of its noncommercial educational activities, such course content that has been made available by the faculty member. This right includes the nonexclusive right to incorporate such content into institutional courses.

A faculty member may not reproduce, summarize, or otherwise use in any manner any institutional course content or courseware that has been developed by direction of Kaplan University or via any contractual arrangement between the faculty member and the University.

3.4 Use of Equipment and Software

Faculty members shall observe appropriate safety and security measures at all times. This includes the regular use and updating of virus prevention/protection software, and the use of identification equipment, software, and procedures, and other such measures as the University may request from time to time.

3.5 Faculty Relationship to Students

Kaplan University strives to provide an enriching academic experience for students. Faculty members are a primary resource in achieving this outcome.

Kaplan University is committed to the professional development and career success of its students. The faculty, deans, and staff should be prepared to provide advice, support, and encouragement on a wide range of professional development issues, including career planning and job choices. Faculty members should also provide tangible assistance, often in the form of a professional recommendation letter or reference, in appropriate cases, and in accordance with their judgment and the usual practices of academic institutions. References should not be provided unless requested by the student in writing.

Faculty members observe the capabilities and weaknesses of students throughout their regular contact with members of their classes.

- Faculty should strive at all times to encourage and support students' learning.
- Faculty should provide constructive feedback, where appropriate, through grading and comments provided to students in connection with assessments, through interactions in faculty-led dialogues, and through direct one-on-one communication, both oral and written.
- Faculty should always endeavor to give all feedback in a positive and supportive fashion.
- Faculty shall refrain from involvement in an intimate or other inappropriate relationship with any student.

Faculty members should, at all times, be aware of the nature of their interaction with Kaplan University students. In the teaching and development of students, faculty members will frequently encounter student questions that are of a personal nature. When situations present difficult conflict-of-interest questions, it is the policy of Kaplan University that faculty, staff, and administrators shall refrain from giving personal advice to students. Personnel who encounter difficulty explaining this policy to students should refer the issue to their immediate supervisor for resolution.

3.6 Other Academic Policies and Regulations

Faculty members shall comply with such academic policies and regulations as the University may establish from time to time. Kaplan University expects faculty members to read, understand, and apply these policies. Please see also Appendix C: Employee Plagiarism Policy.

3.6.1 Student Academic Integrity Policy

Kaplan University considers academic integrity to be one of its highest values. Though not a comprehensive or exhaustive list, the following are some examples of dishonest or unethical and unprofessional behavior and, thereby, violate the Academic Integrity Policy. Violation of the Academic Integrity Policy constitutes a violation of the University Honor Code and will result in the disciplinary actions described in this policy.

1. Plagiarism (please refer to the Plagiarism Clarification section below)
 - a) Using another person's words, ideas, results, or images without giving appropriate

credit to that person; giving the impression that it is your own work

- b) Copying work, written text, or images from a student, the Internet, or any document without giving due credit to the source of the information
- c) Purchasing or contracting another person or company to complete coursework, including obtaining a paper off the Internet, from a term paper company, or from another student, and submitting it as your original work

2. Cheating

- a) Using any form of banned help or information on examinations.
- b) Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense includes, but is not limited to, providing an assignment to another student to submit as his or her own work (including selling your papers or assignments) or allowing another student to copy your answers to any test, examination, or assignment. Further, students may not allow access to assignments, answer keys, model answers, either directly or by posting on the internet.
- c) Collaborating on assignments without written permission from your instructor.

3. Misrepresentation

- a) Falsifying information for any assignment.
- b) Submitting an assignment(s), or any part of an assignment, for more than one class without enhancing and refining the assignment, and without first receiving instructor permission. (In cases where previous assignments are allowed to be submitted for another class, it is your responsibility to enhance the assignment with the additional research and to submit the original assignment for comparison purposes.)
- c) Submitting an assignment(s) that was partially or wholly completed by another student or anyone else.

Violation of the Academic Integrity Policy may result in the following sanctions:

First offense of the Academic Integrity Policy: Failure of the assignment in which the action occurred

Second offense of the Academic Integrity Policy: Failure of the class in which the action occurred

Third offense of the Academic Integrity Policy: Expulsion or permanent dismissal from the University

All charges are recorded in Kaplan University's database and remain there permanently. All offenses a student accumulates while completing a program will be carried over to any subsequent program, if and when they reenroll.

For additional or differing provisions regarding Concord Law academic dishonesty charges, see [this link](#).

3.6.2 Academic Integrity Reporting Procedures

Kaplan University maintains a firm stance against all forms of dishonest or unethical behavior, and faculty are required to investigate any questionable submissions from students. The Office of the Chief Academic Officer maintains a database of academic integrity offenses and charges.

The steps for handling academic integrity offenses are as outlined below:

1. Within 3 days of detecting an academic integrity violation, charges brought against a student shall be made in writing by the instructor to the Office of the Chief Academic Officer using the Plagiarism Reporting Form, located on the CTL website.
2. For all academic integrity violations, the instructor additionally notifies the student that he/she has failed the assignment (if applicable) and that the incident has been submitted to administration. When notifying the student of the academic integrity violation charge, the instructor should offer to discuss the situation with the student and provide relevant resources.
3. The office of the Chief Academic Officer determines whether this is the student's first, second, or third offense. The Office of the Chief Academic Officer informs the academic department chair, the Education Advisor, and/or the dean of the incident and will copy the instructor on the email. In cases where second or third offenses have occurred, the Office of the Registrar and Student Accounts will also be notified.
4. The Office of the Chief Academic Officer electronically sends the appropriate letter to the student (whether first, second, or third offense), attaches a copy of the academic integrity policy, thereby formalizing the process and explaining the actions taken by the University. In the case of third offenses, these documents are additionally sent through the U.S. Postal Service to the student.

The following resources provide information for students and faculty about what constitutes academic integrity:

- Plagiarism Information Page with resources for faculty and students:
<http://library.kaplan.edu/plagiarisminfo>
- Kaplan University Writing Center: Research, Citation, and Plagiarism:
<https://kucampus.kaplan.edu/MyStudies/AcademicSupportCenter/WritingCenter/WritingReferenceLibrary/ResearchCitationAndPlagiarism/Index.aspx>
- Additional plagiarism resources can be located within each course by clicking Turnitin under Course Home

Turnitin.com

Faculty should use their Kaplan University Turnitin.com account when submitting the work-product of Kaplan University students. If a faculty member has access to Turnitin.com through an affiliation with another school, please use the Kaplan University username and password for Kaplan University-related assignments. This allows users to track all documents back to Kaplan University if and when the situation arises.

3.7 Fairness at the University

3.7.1 Americans with Disabilities Act

The Americans with Disabilities Act (ADA) was signed into law by President George Bush in July 1990. The ADA has been called the Civil Rights Act for people with disabilities.

The ADA makes it illegal to discriminate against anyone with a physical or mental disability. Discrimination in employment, public accommodations, public services/transportation, or

telecommunications is prohibited by the law. Each of these areas is addressed in the four titles of the ADA.

The ADA clarifies and extends Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination in federally funded programs. With the ADA, discrimination is prohibited in state and local governments and in privately owned businesses.

Kaplan University makes every effort to provide reasonable accommodations to students presenting a documented disability, complying with applicable regulatory guidelines in the process. Disabled students are responsible for requesting accommodations through the ADA Compliance Coordinator.

3.7.2 Problem Resolution Procedure: Faculty Grievances or Complaints Related to

Academic Matters

In any academic organization there can be differences of opinion about academic matters. To resolve these differences, effective communication is essential. Kaplan University strives to provide an environment where relevant parties involved can have open discussions. This informal communication process resolves a majority of these matters.

In the event this informal process is ineffective in a given situation, the following Faculty Grievance Procedure provides a more formal process to resolve legitimate academic disputes. It is the purpose of this policy to provide a prompt, orderly means of receiving and responding to faculty complaints. Kaplan University will not retaliate in any way against an individual who makes a report of perceived harassment or discrimination; nor will we permit any supervisor or employee to do so.

All academic grievances or complaints from the faculty may be handled according to the following steps:

1. Discuss all academic-related complaints or grievances with the immediate supervisor. The University strongly encourages informal resolution of complaints or grievances not covered by the Faculty Handbook, section 3.7. If the grievance or complaint is not solved to the faculty member's satisfaction, the faculty member has the right to submit an official complaint to the person to whom the supervisor reports, thus proceeding to step 2.
2. In most cases, this step would involve discussion with the appropriate assistant dean or dean. If at the conclusion of these various discussions a resolution of the complaint is not found to the satisfaction of the faculty member, he/she has the right to request that his or her official, written complaint be submitted to the Chief Academic Officer .
3. The Chief Academic Officer shall have final authority to resolve any disputes regarding complaints or grievances, including the appropriate final decision, or to appoint a decision maker(s) who would resolve all such academic matters.

This procedure is intended to supplement, rather than replace, informal discussion between faculty, chairs and deans, or discussions with human resources. Additionally, the Faculty Grievance Procedure does not prohibit a faculty member from resolving complaints by contacting human resources at askhr@kaplan.com.

4.0 IN SUPPORT OF TEACHING

4.1 The Kaplan University Online Platform

The University's learning platform, D2L Brightspace, includes all functions necessary to support the format of classes in each course.

Courses delivered by the University are designed to be interactive and engaging. To accomplish this engagement and interactivity, the University often includes both synchronous and asynchronous components in courses delivered through web-based instruction. The University encourages incorporation of these elements in the onsite classroom with the goal of providing a more interactive, learner-centered experience for all students.

Synchronous interaction: In some programs, faculty members hold live online seminar sessions to discuss pertinent course content, case studies, and/or assignments. Students are expected to attend a scheduled seminar session each week. These seminars create valuable opportunities for students to exchange opinions, share relevant work experiences, and further their understanding of the curriculum.

Asynchronous interaction: Several modes of asynchronous interaction are available through the virtual classroom used in online course delivery. Threaded discussion forums are prompted by faculty using the virtual classroom Discussion Board. In addition, the online classroom provides an integrated email system that can be used for student-to-student messages or faculty-to-student correspondence. The classroom also provides an assignment function that allows students to identify all required course assignments and any updated postings when they log into class.

4.2 Assessment

4.2.1 Assessment of Student Learning

Course development, delivery, and evaluation are focused on student achievement of outcomes. All assignments selected for assessment are evaluated based on student achievement of program-level outcomes (both program-area specific and general education outcomes). The Kaplan University assessment model, Course Level Assessment (CLA), permits determination of student achievement outcome by outcome. The assessment is designed to measure both progress toward learning outcomes in any given course as well as final achievement of program-level outcomes as measured by all of the course-level learning outcomes across the student's program and in a capstone course.

The assessment of students' learning is based on established learning outcomes and conducted across the curriculum by University faculty. Faculty members, as experts in their fields and in the learning process, are the best resource to provide an assessment of student learning.

CLA allows the faculty to provide these assessments in a manner that is consistent across courses within a program. Kaplan University relies on faculty to provide objective, honest assessments of student learning. CLA data point out deficits in learning

activities and/or student preparation, highlight curricular strengths that should be emulated, and ensure that we are doing all we can to empower students to learn what they need to learn.

During orientation new faculty are prepared to participate in the assessment activities. Ongoing information about assessment and student outcomes is provided through the Offices of the Registrar, Center for Teaching and Learning and Curriculum and Innovation.

4.2.2 Quality Improvement of Outcomes and Assessment

In collaboration with the schools and the Office of the Registrar, Curriculum and Innovation oversees a systematic assessment program developed to ensure the continuous quality improvement of student learning and the improvement of the contexts in which that learning occurs. In addition, the Curriculum and Innovation team collaborates with the Center for Teaching and Learning to educate students, faculty, and administrators about assessment and documenting current assessment activities across the University.

Activities intended to improve the quality of outcomes and assessment are focused on 10 guiding questions of institutional assessment that were developed from the University's mission statement and purposes, and informed by The Higher Learning Commission's Statement on Assessment of Student Learning and the American Association of Higher Education's 9 Principles of Good Practice for Assessing Students. While the constituencies upon which these questions pertain overlap significantly, for organizational purposes they can be categorized into five main areas: student development, faculty engagement and development, resource development, program quality, and scholarship:

1. Student Development

Intake: How well is Kaplan University placing, preparing, and supporting entering students in order to ensure their success?

In Process: To what extent are students demonstrating achievement of intended outcomes, including both the goals of general education and specific program outcomes, and how well informed are students about the assessment efforts of the University that seek to improve that achievement?

How satisfied are students with their educational experiences and the extent to which their educational goals are being met at Kaplan University?

How well is Kaplan University retaining students through program completion?

Post-graduation: How well are students performing after graduation from Kaplan University?

2. Faculty Engagement and Development: How well prepared and engaged are the members of the faculty at Kaplan University?

3. Resource Development: To what extent are the institution's educational resources being used by students and faculty?

4. Program Quality: How well structured are the Kaplan University curricula and how well aligned are the programs to well-established disciplines and the needs of the changing professional environment? How is the academic quality of the curriculum being assured in an ongoing and continuous manner?
5. Scholarship: To what extent are members of the Kaplan University community involved, encouraged, and supported in scholarly activities?

Appendix A: The 60-Minute Rule for Kaplan University

The 60-Minute Rule is a means of ensuring that Kaplan University management receives timely notification of critical matters that affect our students, facility operations, and our company. This rule requires you to quickly notify Kaplan University management of important issues. Kaplan University expects faculty members to read, understand, and apply University policies.

The 60-Minute Rule is subject to change. To view the most up-to-date version, please go to:
[https://sites.google.com/a/kaplan.edu/compliance/Red Yellow Alert](https://sites.google.com/a/kaplan.edu/compliance/Red_Yellow_Alert)

Appendix B: Kaplan University Academic Appeals Policy

Please refer to the Kaplan University Catalog to review the Academic Appeals Policy. The relevant Kaplan University Catalog page can be accessed here:

http://catalog.kaplanuniversity.edu/Academic_Appeals.aspx. Kaplan University expects faculty members to read, understand, and apply University policies.

Appendix C: Employee Plagiarism Policy

Kaplan University considers academic honesty to be one of its highest values. Employees are expected to be the sole authors of their work in all areas of University life. Use of another person's work or ideas must be accompanied by specific citations and references. Plagiarism is the act of using another person's words, ideas, and results without giving proper credit to that person, and instead giving the impression that it is the employee's own work. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior that could be classified as plagiarism:

- Falsifying information or using purposefully misleading information on applications for employment or attempting to take credit for work that is not your own, including the use of such false or misleading information on resumes, CVs, and cover letters.
- Submitting as one's own any work that was partially or wholly completed by another person; this includes the use of another faculty member's, employee's, publisher's, or other source's materials without providing appropriate attribution and citation.

Whether the employee copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to the University—whether a draft or a final version of a paper or project—employees must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, information and opinions gathered directly from other people, and materials gathered from mentors and other University colleagues.

All submissions by an employee to the University, students, outside publications, or for public dissemination are expected to be the original work of the person submitting them. The University recognizes the spirit of sharing and collaboration that exists among faculty members and other employees and encourages this practice. However, employees must acknowledge any collaboration that results in the use of materials, information, or the ideas of others and its extent in all submitted materials.

Kaplan University subscribes to a third-party plagiarism detection service, and reserves the right to check all work, regardless of the medium, to verify that the employee's work meets the guidelines of this policy.

Academic dishonesty is a serious offense, and employees deemed to be in violation of the policy will be managed through the performance improvement process by their supervisors. Each incident will be assessed according to various factors including intent, repeat offenses, and the intended use of plagiarized material and, in severe instances, may result in termination or other forms of discipline including, but not limited to, written warning, institution of a performance improvement plan, or administrative leave. Suspected violations should be reported to the appropriate supervisor along with any supporting evidence or documentation.

Employees with questions about sanctions should follow the Lines of Communications Procedure found in the Employee Handbook. This policy applies to all full- and part-time employees, on-ground and online. Faculty members may challenge any sanctions by following the Faculty Grievance Procedure

found in section 3.7 of the Faculty Handbook. This policy applies to all full- and part-time faculty members, on-ground and online, including those on a leave of absence.

Examples of Plagiarism and Attribution

The following are examples of using shared resources that demonstrate either plagiarism or correct attribution. These examples are meant to be representative of the types of situations employees might face. Acts of plagiarism are included in, but not limited to, these scenarios.

1. Scenario One: Your faculty mentor has provided you with a PowerPoint presentation that was developed for use in a course.
 - a. Plagiarism: You load the presentation into your own course without attribution. Students perceive that this is something you created.
 - b. Attribution: You load the presentation into your own course giving credit to your faculty mentor for its creation. Students easily identify the other faculty member as the creator.

2. Scenario Two: You find a great photograph on the web that perfectly captures a concept you want to share with your students.
 - a. Plagiarism: You copy and paste the photo into your classroom announcements, giving no attribution to the original source of the photograph. It is reasonable that students assume that you took the photograph.
 - b. Attribution: You copy and paste the photo into your classroom announcements with the following note: "Here is a great photo taken by Jane Doe of ABC Corporation that captures the concept we discussed this week." Students can easily identify the photographer who took the great shot.

3. Scenario Three: You create a PowerPoint presentation. Some of the content is derived from an outside source.
 - a. Plagiarism: You present the material with no reference to the source and/or authors. It is reasonable that others assume that you are the source of all of the content.
 - b. Attribution: You present the material using APA formatting for citations, including a References list, and others easily are able to identify where the content may be found in the original source.

Use of Shared Materials

As you work with other faculty members, you will have the opportunity to discover many resources that you may wish to employ in your own classes. If there are materials that you would like to use, be sure to email the faculty member and ask for permission to use them. This will serve several purposes. First, you will have extended both a courtesy and compliment to the faculty member. Second, you will avoid any issues regarding plagiarism, as the use of any other faculty member's materials without permission and attribution would be a violation of the University Plagiarism Policy. Finally, you will develop your own voice and personality through the development of original materials. Overuse of resources

from others will prevent you from developing your own presence in the classroom. As a result, the act of emailing to ask for permission will serve as a reminder to choose materials from others carefully so that your presence is the one students see and notice in the classroom.