

Faculty Handbook

Toward Enduring Strength through Excellence

University of Riverside
2010-2011



UNIVERSITY of RIVERSIDE
Strength in Excellence.

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UNIVERSITY MISSION STATEMENT

The University of Riverside is a private, international, and independent distance learning institution of higher education consisting of the Schools of Management, Education, Health and Human Services, and Extended Education. The University of Riverside provides undergraduate, graduate, and postgraduate education. The University of Riverside was established to fulfill the needs of its students so that they may promote civil society in the global village and raise the financial well-being of the communities in which they live.

The University of Riverside Goals/Objectives:

- To uphold strength in the excellence of every aspect of the academic experience.
- To present an educationally sound and up-to-date curricula by continuous updating of all programs and courses.
- To optimize interaction between the student and the University of Riverside by assigning a mentor to each student and through faithful and constant staff, faculty, and administrator availability.
- To provide student encouragement toward learning by frequent evaluation of student goals and learning outcomes.
- To ascertain student achievement and satisfaction by regular use of reliable assessment techniques.
- To uphold overall competency and proficiency by engaging only competent and qualified administrators, faculty members, and staff.
- To conform to the high admission and enrollment standards stipulated by the Standards of the Distance Education and Training Council.
- To be truthful in all aspects of its marketing by educating all personnel in every aspect of the University of Riverside mission, goals and objectives.
- To maintain the highest level of institutional financial stability while still supplying excellence in education.

- To deliver the fairest and most equitable student financial environment by providing the most financial aid available to each student.
- To provide plant, equipment, and record protection equal to or better than those in comparable DETC accredited institutions.
- To conduct continuous planning, evaluation, research, and self-improvement studies and appropriately applying their results to all aspects of the University of Riverside.

UNISITVERY HISTORY

“The University of Riverside was granted Institutional Approval on March 12, 2007 to provide degree programs by the authority of the California Bureau for Private Postsecondary and Vocational Education in accordance with the provisions of California Education Code Section 94900 and/or 94915.

University of Riverside is a private international university located in Southern California. We offer various academic programs, ranging from the Associate to the Doctorate through three schools.

University of Riverside is committed to success of students desiring to pursue higher education. We recognize that each student is different in their motivation to learn which may affect their commitment to completing their degree. In recognition of this fact, we commit ourselves to student success and assign a mentor to each student while they are enrolled at the University of Riverside.

Our goal is to provide excellence in every aspect of the student’s academic experience. Note the University motto—Strength in Excellence.

LICENSING

The authority for state licensing in California is a division of the Department of Consumer Affairs, Bureau for Private Postsecondary and Vocational Education and is located in Sacramento, California. That bureau has issued a temporary approval for the operation of this University. A full approval is expected to follow after a site review of this University as called for in the California Education Code and related regulations.

ADMINISTRATION OF THE UNIVERSITY

This University is administered by individuals in three key administrative positions:

The Chief Executive Officer,
The Chief Operations Officer, and
The Chief Academic Officer.

As a member of the faculty instructors work under the direction of the Chief Academic Officer.

NON-DISCRIMINATION POLICY

EQUAL OPPORTUNITY AND NON-DISCRIMINATION IN EDUCATION AND EMPLOYMENT

The leadership of this University is committed to equal employment and educational opportunities. No person, on the basis of race, color, religion, gender, national origin, age, or disability unrelated to program performance requirements will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in the administration of any educational program or activity, including admission thereto. Similarly, this University does not discriminate in employment on the basis of color, race, gender, religion, national origin, or disability unrelated to job performance, and it complies with the Age Discrimination in Employment Act of 1967, as amended, and with the Vietnam Era Veterans' Readjustment Act of 1984. The commitment to equal opportunity applies to all aspects of recruitment, employment and education of individuals at all levels throughout the University.

Any applicant, student or employee who has reason to feel he or she has been affected by discrimination should immediately contact the President at the main address of this University.

PROGRAMS

Program Delivery

This University will offer programs by direct classroom and online instruction. Students are required to work closely with instructors and maintain frequent communication.

Degree Programs

This University is authorized to provide instruction leading to the issuance of a college degree. Please review the current catalog for a complete description of the degree programs.

FACULTY RESPONSIBILITIES

Faculty Position Description

The primary responsibility of this position is to provide quality instruction for student learning and to maintain a positive learning environment. Your focus will center on teaching, on assisting students with student-project planning, the evaluation of student submissions, and supervision of clinical activities.

Faculty Role in Governance of this University

General Principles for Faculty Participation in University Governance

1. The faculty has primary input responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, and the standards and procedures for admission of students.
2. The faculty has major input in setting the degree requirements, determining when the requirements have been met, and otherwise qualifying students and recommending them to the administration for granting of degrees.

Individual responsibilities include but are not limited to the following:

1. Planning and teaching classes as assigned and as outlined in the course descriptions and course syllabi.
2. Supervising the study and learning activities of enrolled students.
3. Requesting instruction aids and utilizing available aids to enhance the learning experiences of the students.
4. Evaluating the academic progress of students.

5. Demonstrating knowledge of responsibilities, services, and procedures as defined in this faculty handbook.
6. Submitting course grades promptly and performing related administrative duties as required.

Faculty Issues

Orientation

As a new faculty member you should receive the following documents. If you have not, make the contacts necessary to obtain each of the following:

- University's catalog
- Official course outline for each course you are to teach
- Faculty Handbook

While not required, you may want to ask for, and review a copy of the Student Handbook.

Competencies

You must work efficiently and provide grading and feedback within the allotted time.

You must follow procedures to enable the administration to function in a consistent and efficient manner.

You must notify the Academic Dean if you are, for whatever reason, unable to meet your contractual obligations so that assistance may be provided or changes may be made to assure the student's learning experience is not diminished.

You must cooperate with reasonable work requests and directives from the Academic Dean or his/her designee.

You must interact courteously and helpfully with your students, respect and work to understand the differences in learning styles and differing student interests, and endeavor to work collaboratively with students to meet their needs while maintaining the rigor appropriate to the program and specific course.

You must respect student privacy and keep confidential information entrusted, in confidence, to you by students.

Resignation

It is hoped that instructional staff will give notice of resignation as far in advance of a departure date as possible so that other arrangements may be made in a timely manner. This will insure a smooth transition for students. Clearly, unusual

circumstances may require more immediate action, and your professional assistance during transitions will be most appreciated by all.

Termination for Cause

While such a termination is unlikely, instructional staff members are expected to maintain high standards of teaching, scholarship, service, and professional conduct. Failure to maintain these standards, or other causes, including violations of University policies or criminal laws, may be grounds for dismissal in accord with appropriate procedures.

Private Instruction

When employed as a part-time or full time instructor with this University, you may not provide private instruction, for pay, in the same course or subject area in which you are teaching or scheduled to teach, to any student registered for the course. If you wish to provide private instruction in any other course, please first obtain written approval from the Chief Academic Officer.

Faculty Statements

Circumstances may arise in which you may be asked to make a statement to the media or the public. In such events, you are asked to be specific in indicating that your statement represents your personal position or opinion. Certainly, there will be occasions when faculty members will be required to make statements that represent official University policy. Should you anticipate such a circumstance, you are advised to obtain advice regarding the appropriateness of commenting on a situation as a representative of the University; good sources of advice are the Chief Academic Officer, the Chief Executive officer, or legal counsel.

Working Outside the University

Our concern is that your time commitments and work choices do not conflict with your ability to provide the instruction you have committed to give to students enrolled at this University.

Ideally, your other work activities would enhance your performance as an instructor, or continue to provide you with the invaluable know-how that only comes with work experience. In any case, it is expected that outside employment or other teaching activities not detract from the performance of your contracted duties and responsibilities as set forth in this document and elsewhere. Additionally, your activity should not create a conflict of interest.

With respect for your professionalism therefore, it is not expected that you necessarily divulge all your outside work. However, you are asked to set realistic goals and manage your time and activities such that your students receive your best efforts.

Should you experience difficulty, please seek help from the administration so that a temporary or permanent remedy can be assured.

Teaching Requirements

Instruction

Your primary responsibility is to facilitate the intellectual growth and educational development of your students. Therefore, you must adequately convey the basis upon which grades will be assigned, and you must adequately convey the requirements to be met for the successful completion of the coursework.

Your responsibilities include those activities required to ensure that each of your students is provided ample comment and feedback to facilitate their academic progress.

You must model ethical behavior and always acknowledge and identify the sources of copyright materials and adhere to the "fair use" policy of this University.

The expectation and requirement is that each faculty member will honor all contractual obligations in teaching and other professional obligations as referenced in this document. A further expectation is that all faculty will comport themselves in a professional and collegial manner in all dealings with each other.

Learning Philosophy

The UOF philosophy of education is based on student learning. That, of course, would be the professed philosophy at most schools. However, here the instructor is a teacher first, with the corollary as a friend second, and a co-learner third. It is this unique combination that makes the University of Riverside distinctive. As the student is learning, the professor as a friend studies that learning to determine better teaching methods and how to continuously encourage student satisfaction with his/her learning. The friendly comradery lends itself to friendly critique and evaluation of the course by both the instructor and the student. Such declarations are used at the end of the course to plan the teaching of the next course.

Accessibility

The sample syllabus to be provided to you, at the time you sign a contract, specifies that you must publish, and provide to each of your assigned students, ample information so as to assure that students have prompt and continuing access to you. It is your responsibility to update that information as changes occur from time to time.

Evaluation and Grading

As a faculty member, you have the responsibility to provide this University with an individual evaluation of the work of each student assigned to you. Final course grades are to be submitted within ten calendar days of your receipt of the final exam or other final work project submitted by the student at the time of completion of the term.

No mid-term grade submissions are required.

Please review the current University catalog for a description of the grades used by this University. No courses are offered on a Credit - No Credit option.

Faculty Grading Guidelines

This University has adopted the following grading guidelines.

The evaluation of the student's performance and the assignment of a grade is the responsibility of the instructor.

All students should be given the same amount of time to improve a grade. If one student is afforded additional time or opportunity to improve a grade, all students must be afforded the same amount of additional time.

The students are informed regarding the basis for grading and other statements regarding the requirements to be met when submitting tests, reports, or other work products. Students should be warned to give proper acknowledgment when making direct or indirect quotations.

Instructors are not to change grades after the official submission of a grade at the end of a term of a student's enrollment unless such change is due to a clerical or calculating error. In the event of unusual circumstances, an instructor may submit a change of grade, but must submit a written and signed statement setting forth the reasons for the change. Acceptance of the changed grade, or the setting aside of the change will be at the discretion of the Academic Dean who has sole discretion in the matter.

Instructors are required to provide any student with an explanation of why the issuance of a grade was consistent with the instructor's grading policy and consistent with the issuance of grades to other enrolled students. The instructor may not divulge the identity and grade of other students.

Instructors are not required to administer final examinations in any course. In fact, the student's evidence of attainment of learning objectives may be better determined by term projects or other measures.

Grading Standards Grid

GRADE	Assignment Scores	Research Abilities	Depth of Learning	Punctuality
A	consistent excellence	consistently outstanding; conclusions always valid and reliable	considers highly appropriate questions; superior comprehension	always on time
B	above average	above average; conclusions valid and reliable	considers appropriate questions; good comprehension	virtually always on time
C	satisfactory	average; conclusions usually reliable	few questions; average comprehension	sometimes late
D	below average	little insight	few questions; little comprehension	usually late
F	unsatisfactory or cheating	no attainment or plagiarism	no questions; no comprehension	never on time

Code of Conduct

Given the value of the instruction to be delivered in the courses provided by this University, instructors are not to provide instruction to, nor communicate with individuals regarding the subject matter of the course the instructor is contracted for and has agreed to deliver unless each individual is officially enrolled in the course.

End of Course Surveys

Each student will be asked to complete an end of course survey. The survey has two components. It contains an evaluation of the course, and it contains an evaluation of the instructor. The results of these surveys will be provided to you shortly after the end of each enrollment period and after you have submitted the final grade reports and other documents as may be required.

Internet Utilization

Each instructor is expected to be Internet literate and have a computer with high speed Internet connection and E-mail capabilities. The computer must have the capability to run the Blackboard software. Knowledge of the Blackboard teaching platform is desirable.

OTHER REQUIREMENTS

Critical Thinking

It is imperative that our students develop and enhance their critical thinking abilities. You are asked to include a variety of activities to require the development of, and evidence of, critical thinking abilities.

Instructor Feedback

Various venues exist through which your feedback will be both welcomed and required. Of these, one venue may well be the assessment of the work of another. Such assessments must be based on appropriate professional criteria. Decline such an assignment should it present an ethical question or conflict of interest.

Course Review and Revision

At the end of a course and before the course is taught again, the course content, conduct, and instructional/learning materials are to be reviewed and revised. The text is always to be kept up-to-date. Such revisions will be based on surveys, grades, test scores, student comprehension, complaints, and progression of content knowledge. When changes are made, it is the responsibility of the instructor to make the revisions in Blackboard and on the syllabus. It is understood that the Academic Dean will periodically make an assessment of all courses.

POLICIES CONCERNING OUR STUDENTS

Student's Privacy Rights

In accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, this University provides students (or other individuals legally authorized by law) the opportunity to review the student's education records and to seek correction of information contained in those records.

No transcripts will be released by this University without written and signed authorization by the student. Faculty members may inform students of the final grade for a given course and may do so by the following means:

1. Having the administration inform the student
2. Informing the student via e-mail
3. Mailing the final grade to the student at the student's address of record
4. Posting the grade on a course web site and linking the grade to an identifying student number. Such identifying number must be satisfactory to the student; the student's names are not listed in alphabetical order; no additional identifying number is used; and no names or initials are used.

Other Student Rights and Obligations

Our students have the right to have their feelings respected, to be treated with dignity, and to be allowed to make the best use of their time and their energies in completing the educational process for which they entered this University.

At the same time, students must recognize constituted authority. They must conform to the everyday rules of good conduct. Students must also respect the rights of others and to expend the effort required to stay on schedule and pursue their chosen educational goals. Should any student engage in any activity that is dishonest, obstructive, disrespectful, or contrary to the established rules governing the behavior of students, you are to seek assistance from the Chief Academic Officer who alone has the authority to administer student discipline. This University will impose a sanction deemed appropriate to the circumstances. Such sanctions will range from a reprimand, to loss of privileges, to imposition of tasks of restitution, to probation, or even to dismissal from the University. Under serious circumstances, this University retains the right to issue a Notice of Revocation of Degree if the misconduct involved occurred during the student's enrollment, whether or not the misconduct is related to the student's academic endeavors.

Capricious Grading

Students have a right to have grades assigned strictly on the basis of the student's performance in the course as specified by the instructor in the syllabus provided to students at the onset of the course of study. Student grades must be assigned by applying the same standard(s) that were applied to other students registered for the same credit in the same course, and the grades assigned should not be indicative of a significant departure from the instructor's previously announced standards.

Academic Integrity

Given this University's commitment to learning and to the development of industry professionals, this University bears a parallel commitment to truth, accuracy and integrity. Therefore, intellectual honesty in scholarly endeavors is mandatory and the maintenance of high ethical standards is one of the responsibilities of our faculty.

It is the responsibility of the student to act in an honest manner and avoid conduct that may lead to the suspicion of academic dishonesty.

Examination Policy

Students concurrently enrolled in more than one course may be required to complete more than one exam during the final week of the term. Students who find they are unable to complete an assigned exam due to work/study load circumstances may request an extension from their instructor not to exceed one week. Instructors are not to unreasonably withhold issuance of such extensions.

OTHER POLICIES AND INFORMATION

Fair Use of Copyright Materials

Instructors are reminded that materials targeted for classroom use may be protected by the copyright laws of the United States. Nevertheless, instructors may make limited number of photocopies of copyrighted works for use in the classroom, subject to the following restrictions:

First, the copyrighted material must be for either classroom instruction or for the instructor's own academic research. In no case may an instructor make more than one copy for each member of his or her class.

Second, if the copyrighted work exceeds 2,500 words, the instructor may not reproduce more than 1,000 words or 10 percent of the total work, whichever is less. If an instructor intends to use a more significant part of the work, he or she should ask his or her supervisor whether the University will agree to purchase the work for

classroom use. Instructors may not copy any “consumable” works, such as workbooks and exercises.

Third, generally, use of a copyrighted item may be considered "fair use" if its use is spontaneous in nature and is a one-time-only use. Therefore, an instructor who wishes to use a copyrighted work in subsequent class sessions is not using the material in a spontaneous fashion and must, therefore, obtain a written permission from the copyright holder.

Finally, students may not be charged more than the actual cost of photocopying for any copyrighted materials provided by the Instructor under this policy. Any employee who disregards or repeatedly violates this policy may be subject to discipline, including termination.

Guidelines Regarding Teaching

Course Organization

Instructors must organize class materials at the onset of instruction. Course objectives should be clearly stated. The syllabus must list the required readings and the basis for the final grade. The syllabus should specify the weight or value to be placed on student work products.

Conducting the Course

Instructors should carefully follow the planned course content and vary from it only with the understanding of the student. Instructors are required to carefully consider whether the tests or other devices for the evaluation of students are designed to properly measure course content or skill acquisition.

Teaching and Learning

Instructors must do more than instruct. They must engender a relationship that fosters openness and an interactive venue conducive to learning. The purpose of the relationship is the pursuit of the student's learning. The focus must be on those aspects of the student-teacher relationship promoting the end goal. That goal includes the acquisition of knowledge, the ability to think critically, and the development of the understanding and the skills that show evidence of, and confirm that the student has accomplished the objectives of the course. Instructors and students are best served by the creation and maintenance of an atmosphere of collaboration, of goal centered communication, and a mutual dedication to the rigorous process required of scholarly endeavors.

Selection of Faculty

Faculty members are selected to teach at this University based on a number of factors including academic degrees held, references, present and past industry experience, and the documentation submitted with the application for employment.

Thereafter, the continued employment of instructors is dependent upon the instructor's interaction with previous students, the instructor's fostering of a workable and effective learning environment, the comments received by students who have submitted evaluations of instructors, and the instructors performance of the few administrative duties required.

Sufficient Enrollment Numbers Required

All contracts issued to instructors are contingent upon sufficient enrollment or other administrative considerations. The start and end dates of contracts, therefore, may be delayed (by mutual agreement) or otherwise cancelled (unilaterally, by the University) in the event that there are insufficient numbers of students enrolled. The initial issuance of a teaching contract does not necessarily suggest any guarantee of subsequent employment.

Personnel Requirements

All faculty members must submit the following documents in order to secure an initial teaching assignment:

- A completed employment application
- A current resume
- Official college transcripts of all completed coursework and earned degrees
- A completed W-4 form
- I-9 form with required documentation

Evaluation of Instructors

Faculty members will be evaluated to identify strengths and also areas in need of improvement. Focus will be on the success of instructional delivery techniques, student rapport, and adherence to established documentation procedures. Evaluation will occur at least annually. Student evaluations will be conducted at the end of each enrollment period.

Teaching effectiveness will be the primary basis for continuation and advancement within this University. To evaluate teaching effectiveness information regarding instructor performance will be gathered from a number of sources.

The following may be considered:

- The clarity and completeness of the course instruction followed by the instructor,
- The faculty member's knowledge of the subject matter,
- The faculty member's attitude toward teaching and students,
- The faculty member's preparation and grading practices,
- Student opinion of the faculty member's teaching effectiveness, and
- Adherence to terms of written contracts with the faculty member.

Grade Reports

A Grade Reporting form will be issued instructors, and it will list all students enrolled for each course taught by the instructor. Instructors are to assign grades, notify students of the final grade, and submit the final grade report to the Chief Academic Officer. The Chief Academic Officer will, in turn, submit the documents to the Records Office for official recording. The Registrar will archive all such documents received. The instructor is to one, *sign the grade report* and two photocopy and retain a copy of the grade report in the event that the original is lost in transit. All final grades should be retained in hard copy by the professor for five years.

The scheduled submission of grades is a contractual obligation.

Student Directory Information

This University does not, and will not publish a student directory.

Disclosure Pursuant to Subpoena

This University will disclose confidential student information in the rare event of the need to comply with a lawfully issued subpoena or judicial order. At the time of disclosure, the representatives of this University will take reasonable care to notify the student of the receipt of the subpoena or order and of the University's intent to comply. Such notification shall be documented and archived in the student's file.

Professional Ethics

This University has adopted the following Professional Ethics Statement that was approved by Committee B of the American Association of University Professors in June of 1987.

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional

judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their University.

As members of an academic University, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the University, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their University in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the University and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their University. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Academic Freedom

This University has adopted the following modified version of the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors.

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times

be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.