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This material is available in an alternative format. Contact the Office of Disability Services at disability@waldenu.edu.

For the most up-to-date policies, procedures, and information, see the online faculty handbook, which can be accessed through eCampus by logging in to the faculty portal and clicking the “Faculty Resources” tab.

Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

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September 2013

Dear Faculty Member,

At Walden University, we take great pride in our faculty.

We know that each of you understands and embraces our mission to provide a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they may effect positive social change. Your commitment to our philosophy of student-centeredness is revealed in countless ways as you serve the student population and the university, and it is because of your work that Walden University has become a leader in online higher education.

We are providing you with a handbook that summarizes your rights, roles, and responsibilities at the university; that conveys the high standards of academic and professional practice expected; and that gives you the practical information you need as a Walden faculty member. This faculty handbook is the result of a highly collaborative effort of Walden’s faculty, leadership, administration, and human resources. It is written for faculty members in all the various roles at Walden, both instructional and non-instructional.

Given the dynamic nature of Walden University, it is not possible to provide you with a handbook that answers all your questions or that fully addresses all the policies, issues, and procedures that may be of concern or impact to you. Instead, this handbook is intended as a general guide to your work at the university and includes most of the key aspects of faculty rights and responsibilities.

As always, the university leadership welcomes your questions and your responses to this handbook. We wish you much success in your role with Walden University.

Sincerely,

Cynthia G. Baum, Ph.D.
President

Eric Riedel, Ph.D.
Chief Academic Officer
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Section 1. Introduction

About This Handbook

While the Walden University Faculty Handbook is not a contract, it is an internal document that applies to all faculty members. It is designed to offer quick access to policies and information so that faculty members can help ensure a high-quality learning experience for Walden students. As the university evaluates its policies, yearly updates will be made to the Web version of this handbook, which can be accessed through eCampus by logging in to the faculty portal and clicking the “Faculty Resources” tab. Thus, the online handbook supersedes earlier versions and should be checked frequently.

It is not possible for this handbook to explain every organizational policy, rule, practice, procedure, and benefit and how each applies to individual faculty members. This handbook is a starting point. Faculty members should consult the handbook to gain general knowledge prior to contacting a vice president, dean, associate dean, executive director, program director, or human resource representative. This handbook also outlines additional ways for faculty members to have their questions and concerns addressed.

Walden University reserves the right to review, revise, delete, and interpret the policies and procedures set forth in this handbook, and to update them as appropriate to comply with its legal and regulatory obligations. Federal, state, or local laws prevail in the event of a conflict with the content of this guide. Walden University reserves the right to take action as necessary in its judgment to operate the university.

Faculty members are responsible for knowing, understanding, and complying with these policies, practices, and procedures.

Proposals for change, additions, and modifications to the official policies and provisions will be coordinated by the chief academic officer and may be submitted by the University Curriculum and Academic Policy committee or the administration to the Office of the Chief Academic Officer. The Board of Directors will approve any substantive policy or governance changes to this handbook.

Terms Used in the Handbook

For the purpose of this handbook, these terms are defined as follows:

- **Walden** refers to Walden University, a part of Laureate Education, Inc.
- **Human resources** generally refers to the Department of Human Resources and its representative(s).
- **Vice president, dean, associate dean, executive director, and program director** refer to persons in a position of supervising the faculty.
- **President** refers to Walden University’s president.
• **Chief academic officer (CAO)** refers to Walden University’s chief academic officer.

• **Core faculty** refers to Walden faculty members assigned to specific colleges and programs who engage in programmatic initiatives and instructional activities for 50% to 100% of their professional time.

• **Contributing faculty** refers to Walden faculty members who may also participate in activities related to administration and governance of their programs, with a primary focus on instructional activities.
Section 2. About Walden University

Walden University was founded in 1970 around a profound idea: that higher education can and should fulfill a higher purpose. The Walden University community has always believed that knowledge should be applied to effect positive social change and promote the greater good. This mission has allowed Walden to attract an extraordinary community of students and faculty members who share a commitment to making a difference in the lives of others.

Walden University has helped more than 61,000 alumni reach their academic goals and make a greater impact in their organizations and communities. Today, more than 46,500 students from all 50 states (plus Washington, D.C.) and more than 145 countries are pursuing their bachelor’s, master’s, or doctoral degrees at Walden. Walden offers more than 75 degree programs with more than 345 specializations and concentrations. Areas of study include health sciences, counseling, human services, management, psychology, education, public health, nursing, public administration, and information technology.

University History

“The scenery of Walden is on a humble scale, and, though very beautiful, does not approach to grandeur, nor can it much concern one who has not long frequented it or lived by its shore; yet this pond is so remarkable for its depth and purity as to merit a particular description.”
—Henry David Thoreau, Walden (1854)

“Evidence for the failure of higher education is all around us,” wrote Harold L. “Bud” Hodgkinson in a 1969 issue of the journal Soundings. “Many of our brightest students are telling us that higher education is insulating them from reality rather than assisting them to peel off its infinite layers.” Though more a critique of the academy than a blueprint for a new institution, “Walden U.: A Working Paper” helped inspire the university that bears the name made famous by Henry David Thoreau.

As Hodgkinson was writing about the need for change in higher education, two New York teachers, Bernie and Rita Turner, fresh from graduate work at the New School for Social Research, were becoming interested in effecting social change by developing a new kind of institution for higher education: one that focused on significant problems affecting society from the vantage point of the professional and one that permitted professionals the opportunity to continue working while earning a degree. Thus, Walden University was born.

Walden began by offering a Doctor of Education (Ed.D.) degree focused on dissertation research for midcareer professionals who had postponed finishing their doctoral degrees. Conferring its first degree in 1971 and implementing a formal curriculum in 1977, Walden provided learner-centered programs to professionals in education, business, and government who pursued doctoral degrees in related disciplines, including health and human services. In 1982, Walden’s academic office moved from Bonita Springs, Fla., to Minneapolis, Minn., in an effort to gain accreditation in a region that nurtures innovative education. The North Central Association of Colleges and Schools granted Walden University full regional accreditation status in 1990. (Walden has
continually maintained that status since 1990, completing a rigorous reaccreditation process every several years.)

After more than 20 years with the university, satisfied that it was well-established, the Turners decided it was time to move on. Don Ackerman, a partner in a venture capital firm in Florida, became the university’s owner and chairman of the board in 1992. It was at this time that today’s Walden began to emerge as an online university with curricula that emphasized a scholar-practitioner philosophy: applying theoretical and empirical knowledge to professional practice with the goal of improving organizations, educational institutions, and whole communities.

To further advance access to higher education, in 1995, Walden offered its first master’s degree, the Master of Science in Educational Change and Technology Innovation. The Web-based Ph.D. in Psychology program was introduced in 1997. In February 2002, following the transfer of majority interest in Walden University from Ackerman to Sylvan Ventures, the university began changing from a graduate institution to a comprehensive university, offering bachelor’s, master’s, and doctoral degrees. In 2004, Ackerman sold his remaining interest in Walden to Laureate Education, Inc. (formerly Sylvan Learning Systems, Inc.).

In January 2005, Walden University merged with National Technological University, an online engineering graduate school also owned by Laureate Education, Inc., providing the university reach into another major profession in need of access to high-quality education. With this change in ownership, the university has made significant improvements in its infrastructure, its faculty, and its student services.

Each year, the university continues to expand its offerings. In 2008, to support its mission to increase access to higher education for working adults, Walden added full bachelor’s programs in such areas as business administration, child development, and psychology. In the past few years, several of Walden’s programs have been recognized for meeting the accreditation requirements of specialized or professional accrediting bodies. Read the current accreditation statements for the university and specific programs in the Accreditation section.

**Offices**

Walden’s academic offices are located in Minneapolis. The administrative offices are headquartered in Baltimore and provide university support services, including student recruitment, admissions, finances, and financial aid; new-program and electronic-classroom development; human resources; and information technology infrastructure development and support.
Academic Organization

The university’s academic programs are organized under the following academic units:

<table>
<thead>
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<th>Walden University’s Academic Structure</th>
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<tr>
<td><strong>College of Health Sciences</strong></td>
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<tr>
<td>School of Health Sciences</td>
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<tr>
<td>School of Nursing</td>
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<tr>
<td><strong>College of Management and Technology</strong></td>
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<tr>
<td>School of Information Systems and Technology</td>
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<tr>
<td>School of Management</td>
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<tr>
<td><strong>College of Social and Behavioral Sciences</strong></td>
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<td>School of Counseling</td>
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<tr>
<td>School of Psychology</td>
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<tr>
<td>School of Public Policy and Administration</td>
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<tr>
<td>School of Social Work and Human Services</td>
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<tr>
<td><strong>College of Undergraduate Studies</strong></td>
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<tr>
<td><strong>The Richard W. Riley College of Education and Leadership</strong></td>
</tr>
<tr>
<td>Division of Administration and Postsecondary Education</td>
</tr>
<tr>
<td>Division of Early Childhood, Special Education, and Professional Licensure</td>
</tr>
<tr>
<td>Division of Teaching and Learning</td>
</tr>
</tbody>
</table>

Each of the five colleges is headed by a vice president (see Figure 1) who reports to the president of Walden University. Also reporting to the president is the head of the Academic Residencies unit. Other major academic support units report to the university’s chief academic officer (CAO).

Reporting to the vice president of each college are the dean, associate deans, program directors, specialization coordinators, academic advisors, and administrative assistants. Each college uses a faculty leadership model suited to its own structure, with responsibilities typically divided between management of programs and functional responsibilities (e.g., faculty development or outcomes assessment). Faculty members report to the specialization coordinators, program directors, associate deans, executive directors, deans, and vice presidents. The support staff members are located in Minneapolis, as are some of the other faculty leaders. Academic advisors are located in Minneapolis, as well as at other Laureate facility sites. Faculty leaders and faculty members are located throughout the United States and in several other countries.
Figure 1. Walden University Organizational Chart

Walden receives support from Laureate in many functional areas, allowing the institution to focus on providing an excellent educational and student experience and to maximize operational efficiencies. Experienced personnel from Laureate provide support for administrative functions through a support services arrangement. This support services model is structured to provide the institution with efficiency of scale, disciplined process improvement, and use of best practices in such operational areas as accounting, human resources, technology, and legal and regulatory. Key institutional functions, including advising, admission, student affairs, financial aid, and registration, retain a direct-line reporting relationship with Walden’s academic leadership. Face-to-face and virtual learning and socialization opportunities for all programs across the university are coordinated by Academic Residencies. The residencies office is headed by the academic director of university residencies, who reports to the president of Walden University. The director partners with the academic and business leaders of programs that have a residency requirement to help ensure the academic integrity and quality of the curriculum and provide an outstanding, rigorous learning experience. The director is ultimately responsible for the
experience students and staff and/or faculty members have while they are at residency as well as the profit or loss of the program.

Additional leadership and direction are provided by the university’s various centers and offices, each headed by an executive director. The following executive directors report directly to the chief academic officer:

- The executive director of the Center for Student Success is responsible for the academic support programs of the university, including student orientation, writing and other academic skills courses and support, career services, and library services. The executive director has the following direct reports: the university librarians and the directors of the Academic Skills Center, Career Services Center, and Writing Center.

- The executive director of the Center for Research Quality is responsible for coordinating and guiding the student research process, managing the quality of student research products, facilitating faculty research, and providing oversight of research curricula. The executive director also serves the university research community by supporting high standards in ethics, scientific rigor, and dissemination of results in the interests of both advancement of knowledge and positive social change. The executive director has the following direct reports: director of the Office of Student Research Administration, director of the Office of Research Ethics and Compliance, director of the Office of Research and Sponsored Programs, director of the Office of Research Quality Management, director of strategic research initiatives, director of research curriculum standards and assessment, and coordinator for the Office of Student Research Administration.

- The executive director of the Center for Faculty Excellence (CFE) is responsible for supporting the faculty and academic leaders of Walden University in the delivery of high-quality teaching and learning. The CFE engages the faculty and academic leadership of Walden University through the design and delivery of professional development and training opportunities; the collaborative review, development, and implementation of academic policy; the collection and distribution of faculty performance information, to support quality assurance in the online classroom; advocacy on behalf of the faculty; communication to the faculty; and community building and networking opportunities for the faculty. The executive director has the following direct reports: director of special projects, faculty specialists who are assigned to support specific colleges, the lead instructional designer, the lead faculty quality analyst, and the center project manager.

- The executive director of the Office of Institutional Research and Assessment is responsible for the university outcomes assessment plan, for providing assessment services to all senior academic leadership, and for institutional reporting. The executive director has the following direct reports: director of academic quality, director of assessment, and director of institutional research.

**University Mission and Vision**

**Mission**

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.
Vision
Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

Social Change at Walden University
Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions.

This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community.

In addition, Walden University supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

University Values, Goals, and Outcomes
Walden bases its operation on clearly stated values that establish both the practical and ethical climates of the institution.

Values
Three values—quality, integrity, and student-centeredness—are the core of the university and the touchstones for action at all levels of the organization. They demand high standards of excellence, uncompromising openness and honesty, and primary attention to the progress of our students. These values and principles give Walden University its unique identity and underpin the Walden University mission.

Quality
- Walden University believes that quality and integrity are the cornerstones of all academic processes.
- Walden University believes in innovation and flexibility in the conception and delivery of its educational programs, and that there are many different academic routes to achieve quality and integrity.

Integrity
- Walden University believes that education and social change are fundamental to the provision and maintenance of democratic ideals and principles, especially that of the common good.
- Walden University believes that its learners effect positive social change when they behave as reflective or scholarly practitioners.
- Walden University believes that the inquiry/action model fosters critical thinking and underpins research and discovery for reflective practitioners (bachelor’s and master’s students) and scholar-practitioners (doctoral students). This model provides the framework for teaching, learning, and assessment.

**Student-Centeredness**

- Walden University believes that all adult learners should have innovative educational access, especially those who are without opportunity in other venues.
- Walden University believes that academic programs must be learner-centered, incorporating learners’ prior knowledge and allowing them to focus their academic work on their needs and interests.

**Goals**

The following are Walden University’s goals:

- Provide multicontextual educational opportunities for career learners.
- Provide innovative, learner-centered educational programs that recognize and incorporate the knowledge, skills, and abilities students bring into their academic programs.
- Provide its programs through diverse process-learning approaches, all resulting in outcomes of quality and integrity.
- Provide an inquiry/action model of education that fosters research, discovery, and critical thinking, and that results in professional excellence.
- Produce graduates who are scholarly, reflective practitioners and agents of positive social change.

**Outcomes**

Walden University strives to produce graduates with the knowledge, skills, and abilities to do the following:

- Facilitate positive social change where they work, in their communities, and in society.
- Use their knowledge to positively impact their profession, communities, and society.
- Demonstrate a commitment to lifelong learning.
- Apply their learning to specific problems and challenges in their workplace and professional settings.
- Demonstrate information literacy.*
  *Information literacy is defined as the ability to know when there is a need for information, and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.
- Demonstrate an understanding of the methods of inquiry used in their professional or academic field.
- Practice legal and ethical integrity in their professional work.
- Effectively communicate their ideas and the rationale behind them to others.
- Support diversity and multiculturalism within their profession, communities, and society.
Strategic Plan

Walden University engages in robust strategic planning to help ensure that it carries out its mission and vision while adhering to its values of quality, integrity, and student-centeredness. The result of this process is a strategic plan that outlines goals and objectives over a 5-year period, with updates provided annually. Each quarter, the university’s administration reviews the strategic plan to share updates on key initiatives and issue recommendations and revisions.

It is essential that each Walden faculty member is familiar with the strategic goals of the university, particularly as they relate to
- supporting student success,
- expanding faculty development efforts,
- encouraging faculty engagement, and
- improving quality of feedback and instruction.

Walden University’s 2012–2016 Strategic Plan is available in eCampus by logging into the Faculty Portal and clicking the “Faculty Resources” tab.

Accreditation

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org.

Walden University’s DNP, MSN, and BSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 1-202-887-6791. CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of baccalaureate and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

Walden’s M.S. in Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Walden University’s B. S. in Business Administration, Master of Business Administration (M.B.A.), Executive M.B.A., Doctor of Business Administration (D.B.A.), and Ph.D. in Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Walden University’s M.S. in Project Management program is accredited by the Project Management Institute (PMI)® Global Accreditation Center for Project Management Education Programs (GAC). PMI GAC accreditation is the gold standard for excellence in project management education, affirming that Walden’s curriculum meets rigorous quality standards established by the GAC.
The Richard W. Riley College of Education and Leadership at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other preK–12 school professionals, NCATE accreditation ensures that the college has met rigorous national standards set by the profession and members of the public. However, the accreditation does not include individual education courses offered to preK–12 educators for professional development, relicensure, or other purposes.
Section 3. University Best Practices, Hallmarks, and Learning Model

Walden University Best Practices in Distance Education

Walden University is a distinctive institution. As such, it has an unambiguous mission that focuses on broad access, professional excellence, and social change. It appreciates diversity, is self-reflective, and is accountable and committed to improvement. Its values are quality, integrity, and student-centeredness.

Since 1970, Walden has been delivering its programs at a distance and, thus, it has developed unparalleled expertise in the practice of distance education. Because of the value the university places on quality, it is committed to supporting only the best practices in distance education, practices that have been proven through continuous evaluation at Walden University and the higher education community at large. To further that commitment and demonstrate its distinctiveness, the university makes these best practices explicit.

The following elements of best practices inform faculty orientation and development, deployment of the Walden University curricula at a distance by the key constituents who collaborate in this endeavor, and evaluation of faculty members during the annual review process. These are guidelines that the Walden community lives by—to foster the high quality that our students expect in our distance-education programs and to provide students with a consistent experience throughout their educational programs.

The context for these elements of best practice is the unique mission of Walden University to create reflective scholar-practitioners who are prepared to effect positive social change in their communities, in their organizations, and in their family systems. These elements of best practices further reinforce the university’s commitment to diversity and to the respect of individual differences.

As the rapidly changing world of distance education evolves, so too will the Walden University best practices. This set of guidelines for our community is a living document, meant to be reviewed and continuously revised to live up to its name, the very best practices.
Elements of Best Practices

These guidelines place learning effectiveness in the center of the online learning environment, organized around four overlapping areas of presence:

- Cognitive Presence—interaction with content and inquiry processes.
- Teaching Presence—interaction with instructors and mentors.
- Assessment Presence—interaction with outcomes, criteria, and feedback.
- Social Presence—interaction with peers.

A. Cognitive Presence—Interaction With Content and Inquiry Processes

- Provide content that is current, relevant, and reflective of the state of the art in the discipline or field.
- Teach to and require evidence of students’ abilities to connect theory and practice.
- Develop strategies to help students integrate critical reflection on their experiences and self-assessments with the material/content.
- Use online discussion to intentionally model, support, and encourage multiple perspectives and critical reflection concerning subject matter.
- Develop grading rubrics for participation in discussion to foster cognitive goals and meaningful dialogue.
- Assist students in practicing the inquiry/action model to reinforce learning as a developmental process.
- Model respectful challenges to ideas in the context of scholarly inquiry.
- Encourage students to use their own voices in the synthesis and criticism of their own work and that of others.

B. Teaching Presence—Interaction With Instructors and Mentors

1. Mentoring goals include the following:

   - Tailor mentoring to each student by learning about and staying current with that person’s goals, interests, and needs.
   - Orient students to the academic structures that exist and how to navigate them successfully.
   - Help students create their own maps for the doctoral journey (an iterative process).
   - Initiate contact with students, even when they do not expect it, with a message of caring and attentiveness to the individual.
   - Develop sensitivity to cultural differences that influence communication and understanding.
   - Establish regular and structured contact with students during the process for dissertations/final projects.

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• Identify professional development and publishing opportunities for students and encourage them to do the same.
• Balance support and challenge to bolster students’ confidence in succeeding and to expand their capacity for excellence.
• Exercise patience and tolerance, and assume good intent on the part of learners.

2. Teaching goals include the following:
• Develop a broad repertoire of learning activities, including online discussion, written assignments, one-on-one consultation, and small-group collaboration.
• Design learning activities and demonstrations of learning that address individual differences among learners and learning styles, while upholding standards of higher level thinking.
• Encourage students to take risks, to explore, and to learn from their mistakes, thereby facilitating their self-empowerment.
• Provide timely and relevant responses to students’ queries and work.
• Monitor students’ work for academic integrity.

C. Assessment Presence—Interaction With Outcomes, Criteria, and Feedback
• Articulate clear and measurable learning outcomes, which are linked to the assessment of students’ achievement of these outcomes.
• Inform students up front about criteria and strategies for how they will be evaluated and graded on all academic work.
• Assess students on their critical-thinking, inquiry, and writing skills, as well as on their content mastery and understanding, using both formative and summative strategies.
• Provide continual, timely, and thorough feedback to groups and to individual learners.
• Use visible mechanisms (e.g., electronic grade book, e-mail, SBSF 7100 - Research Forum) for students to monitor their own progress.
• Use corrective feedback sparingly, emphasizing positive feedback that encourages good work and invites learners to make revisions toward excellence.
• Provide an ongoing means for students to evaluate the content and process of their education, by continually seeking feedback from students.

D. Social Presence—Interaction With Peers
• Create an atmosphere of mutual respect while engaging students in the learning endeavors.
• Provide a welcoming atmosphere for online courses, including greetings and introductions as well as instructions on course geography.
• Foster classroom cohesiveness by, for instance, encouraging question-and-answer sessions in the public area and having students post assignments in the public area whenever appropriate.
• Foster informal community among students in the online classroom, including SBSF 7100 - Research Forum.
Follow the established course formatting standards when organizing the classroom, to provide students with a consistent and coherent online classroom experience throughout their degree programs.

**Additional Components of Best Practices**

In addition to the elements listed above, Walden University has identified the following best practices regarding its faculty members:

- Faculty members who serve the university in multiple roles—including teaching and learning, inquiry and the application of knowledge, and service—form a stable core group that subscribes to and supports the university’s beliefs, mission, and values, and assumes responsibility for the university’s quality and integrity.
- Faculty members adhere to the highest ethical standards and scholarly codes in practicing their academic freedom, respecting the privacy of their students, and protecting the intellectual property of others that might be infringed upon through copyright violation or plagiarism.
- Faculty members create an atmosphere of mutual respect and collegiality in their interactions with each other and with academic leaders.
- Faculty members are responsible for their own currency and competence in technological skills and pedagogical approaches to teaching online.
- Faculty members serve the university through participation in its governance system.
- Faculty members follow the Family Educational Rights and Privacy Act (FERPA) as they provide feedback to students, never divulging a student’s grade to anyone other than the student without the proper prior written authorization.

In developing its own best practices, Walden University has reviewed best practices from the following organizations:

- The American Council on Education.
- The Western Cooperative for Educational Telecommunications.
- The American Association of Higher Education.
- The American Association of University Professors.
- The American Psychological Association.

**Walden University Hallmarks and Learning Model**

**The Walden University Hallmarks**

Our hallmarks are the guiding principles of our programs. Walden’s programs are

- holistically designed to create an integrated student experience for a diverse audience;
  - Programs begin with a highly developed vision and clearly defined plan before courses are developed.
  - Programs are based in theory and evidence-driven.
• Program outcomes and course objectives are aligned with national standards, content standards, and/or professional guidelines.
• Through the scholar-practitioner model, learning is practical, professionally relevant, and applicable.
• Course content, where appropriate, is designed to be flexible and modular.
• Designed collaboratively and to promote collaborative student experiences;
  • Programs are developed and revised with collaboration among internal groups, both business and academic (faculty and students).
  • Programs are developed with input from nationally recognized subject matter experts, leading practitioners, associations/professional groups, and international representatives.
  • Programs promote collaboration among students and faculty.
  • Programs fully leverage technological and media resources to optimize collaboration and communication.
• Designed to create an inspiring and transforming student experience;
  • Programs are future-oriented and forward-thinking.
  • Voice, tone, course content, and course construction result in a student experience that inspires and motivates.
  • Students are inspired through opportunities to engage in reflection and critical thinking.
  • Students are inspired through opportunities to connect theory to practice.
• Designed to encourage students to effect positive social change;
  • Students articulate their social change goals at the beginning of their program and evolve toward their own role as social change agents.
  • Programs develop leadership attributes with a goal of creating a ripple effect of change.
• Designed to push the boundaries of access to higher learning; and
  • Programs are designed to be accessible to students with varying backgrounds, perspectives, and life experiences.
  • Programs are designed with the knowledge that students have varying skill levels, but that they grow and evolve throughout the program.
• Designed to expose students to diverse ideas, opinions, perspectives, and experiences.
  • Program content is purposefully designed so that students grapple with a variety of ideas and points of view.
  • Programs are designed to provide access to international opportunities.
The Walden University Learning Model

The Walden University Learning Model (see Figure 2) is a research-based conceptualization of exemplary educational pedagogy that engages the adult learner in developing and building knowledge, skills, and attributes that will continue throughout life and result in development as a scholar-practitioner who effects positive social change.

![Figure 2. The Walden University Learning Model](image)

**The Learning Process**

- Learners bring to the learning situation multiple *learner variables* that influence their learning experiences, including, but not limited to, beliefs, attitudes, perceptions, motivations, engagement, self-efficacy, developmental levels, demographic identities (e.g., sex, ethnicity, sexual orientation, ability/disability, social class, religion/spirituality), learning styles, dispositions/habits of mind, and cultural influences.
- Instructors bring the same variables to the learning situation and need to be aware of their own beliefs, biases, attitudes, and learning styles when interacting with students.
- The learning context affects students and the learning process:
  - Learning is promoted in a climate that is respectful, positive, supportive and challenging, collaborative, and inclusive.
  - Learning is influenced by a learner’s level of motivation. Motivation is higher when the learning process is engaging, meaningful, and relevant to the learner.
  - Learning is most effective when learners are able to construct meaning as an integral part of the learning process.
  - Each discipline must shape the Walden University Learning Model to respond to its unique needs.

**Types of Knowledge**

- **Declarative** — information, ideas, concepts, principles, models, and theories.
- **Procedural** — mental and/or physical skills, processes, and procedures.
• Contextual—applied knowledge.
• Disposition—attitudes and ways of being.
• Cultural—shared assumptions and beliefs that are used to perceive and explain reality as well as assign value and significance to new information.

Learning Goals and Outcomes
• Create a climate of respect.
• Empower learners to achieve personal and professional success.
• Encourage active participation.
• Help students to capitalize and build on their experience.
• Foster collaborative inquiry in a community of practice.
• Facilitate interdisciplinary inquiry.
• Promote learning for action/social change.
• Facilitate creative and critical thinking.
• Empower learners to help determine learning goals and outcomes.

Walden University’s goals and outcomes are described in Section 2 of this handbook.

Implementation
Accountability (includes both faculty and student perspectives)
• Identify learning outcomes.
• Assess outcome achievement.
• Use assessment to foster improvement.

Student Focus
• Emphasize student-centered instruction.
• Focus on processes as well as skill development.

Action Orientation
Learning should provide tools to help students accomplish the following:
• Effect positive social change.
• Achieve professional success.
Section 4. Faculty Roles and Responsibilities

Overview of Walden’s Faculty

Walden University’s faculty of accomplished scholar-practitioners is its intellectual core. Although Walden faculty members teach, practice, and conduct research from locations around the world and are diverse demographically, intellectually, and experientially, they are united in their commitment to adult learners and to Walden’s mission of helping students transform themselves as scholar-practitioners so that they can effect positive social change.

First and foremost, Walden faculty members are gifted teachers and expert mentors, with the expertise and credentials necessary for university service in graduate and undergraduate programs. Faculty members are also stewards of Walden’s curriculum. In this role, they participate in developing and approving curricula and courses for new programs, developing and revising courses, reviewing academic policy, and assessing and improving program effectiveness. They also strengthen Walden’s academic programs by providing feedback to colleagues and to the university administration.

Walden faculty members bring to the university their own diverse theoretical orientations and research experiences. They bring content expertise, expertise in qualitative and quantitative research methods, and openness to learner-centered pedagogies and learning strategies. Most importantly, they bring their commitment to a developmental educational model that meets students where they are, educationally and professionally, and advances them toward increasingly higher levels of professional excellence.

Walden faculty members serve as important role models for Walden students and for faculty colleagues who are new to the university. As lifelong learners themselves, they are engaged in research and discovery projects, they serve their various and diverse communities, and they are advocates for distributed- and distance-education programs and services for university students. In their teaching and mentoring, they exhibit the best practices in distance education. Their impeccable ethical behavior in teaching and research also serves as a model for students, creating a culture that supports academic integrity. Faculty members are skilled communicators, providing timely and sensitive feedback that focuses on students’ strengths and motivates them to strive for excellence.

To borrow from Ernest Boyer’s model of scholarship, in their work for Walden University, faculty members are engaged in the scholarship of teaching, of application, of integration, and of discovery,2 with priority given to the scholarship of teaching and application. As Boyer says, “What we urgently need today is a more inclusive view of what it means to be a scholar—a

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recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching. We acknowledge that these four categories—the scholarship of discovery, the scholarship of integration, of application, and of teaching—divide intellectual functions that are tied inseparably to each other. Still, there is value, we believe, in analyzing the various kinds of work, while also acknowledging that they dynamically interact, forming an interdependent whole.”

This focus on scholarship through application contributes to the university’s mission of producing scholar-practitioners who are equipped to reflect on their practice by integrating it with theoretical frameworks and to live the Walden mission by improving their organizations, communities, and family systems through the application of theory.

**Faculty Development**

**Scholarship and Service**

Walden University recognizes the importance of service and scholarship as complements to effective teaching and the development of students as scholar-practitioners. The university model for service and scholarship includes professional activities that integrate various forms of scholarship, enabling faculty members to create new knowledge through research, interpret knowledge across disciplines, examine teaching models to achieve optimal learning, and work to solve problems within the profession and across society. Faculty members are expected to participate in service and scholarship activities that are aligned with the Walden mission and demonstrate service to the institution, profession, and/or community. These activities are coordinated with their academic leaders, and specific requirements are determined by the college or center.

**Faculty Development Opportunities**

The university offers faculty members several opportunities for development and encourages them to take advantage of these opportunities.

**Required Development Activities**

Prior to their first assignment, all faculty members are required to complete a New Faculty Orientation. They may be required to complete additional program- and job-specific trainings, including, but not limited to, orientation in support of instructional effectiveness for residencies, orientation for research mentors, and undergraduate faculty–specific training. Please review the **Orientation of New Faculty Members section** of this handbook for additional details.

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All faculty members are required to participate in annual updates on compliance with federal legislation, including the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA). Update sessions are required in order for faculty members to receive further assignments; these sessions are not compensated separately.

Face-to-face faculty meetings are held twice per year, in conjunction with the Walden University commencement ceremony. Core faculty members and academic leaders are expected to attend and participate in these faculty meetings. Contributing faculty members from each college may also be invited to attend in person; all contributing faculty members are offered the opportunity to attend virtually. To support planning, dates for faculty meetings are available in eCampus.

From time to time, other faculty training or developmental activities may be required. Faculty members may be compensated for these required activities based on their scope and duration.

**Optional Development Activities**

Optional faculty development activities may be offered to faculty members for further enrichment. Faculty members may participate in these activities on a voluntary basis and do not receive compensation for them.

**Objectives of Development Activities**

Walden’s Center for Faculty Excellence (CFE) fosters collaborative professional development and training opportunities, with the following objectives:

- Provide information and assistance on effective pedagogical techniques to faculty members and administrators.
- Foster an inclusive teaching and learning environment that promotes diversity.
- Stimulate dialogue, reflection, and collaboration regarding teaching and learning.
- Stimulate dialogue, reflection, and collaboration regarding research.
- Provide resources and training that promote effective practices in mentoring and conducting research.
- Provide resources and training on instructional media and technology.
- Provide resources and training on federal compliance issues.
- Promote the development of interdisciplinary learning communities.
- Assist faculty members in representing the scholarly work they do in teaching.
- Assist faculty members in representing the scholarly work they do in research.
- Create a culture of assessment that is designed to improve teaching.
- Collaborate with other Walden and Laureate departments involved in learning and teaching initiatives.
Faculty Research Support

Internal Funding Opportunities

A number of fellowships and research grants to support faculty research activity are awarded to faculty members each year on a competitive basis. These include the following:

**Presidential Research Fellowships**

**Don E. Ackerman Research Fellowship in Educational Leadership**
- Supports research that advances leadership in education through better understanding or practice and that may potentially change education at the preK–12 level, in any education field or position.
- Open to: Walden faculty members (for at least 2 years) and doctoral students.
- Award: Up to $10,000.

**Research Fellowship in Distance Education**
- Supports research endeavors that contribute both theoretical and applied knowledge to the growing field of distance education; encourages research conducted in the name of the university and continuous improvement in the distance-education programs at Walden.
- Open to: Walden faculty members (for at least 2 years) and master’s and doctoral students.
- Award: Up to $10,000.

**Fellowship in Research and Applications for Social Change**
- Established to enable members of the Walden community to make a significant and meaningful change in academic and social communities, both locally and globally.
- Open to: Walden faculty members (for at least 2 years) and master’s and doctoral students.
- Award: Up to $10,000.

**Faculty Research Initiative Grant Program**

The Faculty Research Initiative Grant (FRIG) program was established to support excellence in scholarly work by providing funding for selected faculty research projects deemed to be of exceptional merit. The program is open to all faculty members who have been employed by Walden for a minimum of 6 months and is intended to provide “seed money” for the development of faculty research agendas. This grant program’s funds can be used to support pilot research projects and small-scale research studies and to supplement new areas of investigation that are spinoff studies or sub-studies of larger ongoing research projects.

**David A. Wilson Award for Excellence in Teaching and Learning**

The David A. Wilson Award for Excellence in Teaching and Learning seeks to recognize and support the excellence and innovation of Laureate International Universities network faculty members. The Wilson Award is open to faculty members who have been employed by Walden for a minimum of 2 years, demonstrate a commitment to excellence in teaching and learning, show outstanding success with students and professional respect of peers, and present a compelling research topic on teaching and learning in higher education.
External Funding Opportunities

The Office of Research and Sponsored Programs works with individual faculty members to identify external funding opportunities that align with their research topics and goals. In addition, this office offers faculty members assistance with the development of their research proposals to external funding agencies.

Further information about funding opportunities can be obtained by visiting the Center for Research Quality’s website.

Questions about these opportunities should be directed to the director of the Office of Research and Sponsored Programs at grants@waldenu.edu.

Research Dissemination Support Program

Managed by the Office of Research and Sponsored Programs, the Research Dissemination Support (RDS) program is intended to support faculty members who promote the visibility and scholarly reputation of Walden University through the dissemination of research and research-related activities conducted by Walden University faculty members.

Award Types

The RDS program offers two types of awards:

- The Presentation RDS provides $750 travel support for faculty members presenting their research and research-related activities at professional conferences. The Presentation RDS may be applied for and conferred prior to conference attendance, although disbursement of funds is dependent upon submission of travel-related receipts.

- The Publication RDS awards faculty members who publish their research and research-related activities. The $750 Publication RDS is issued after the research has been published.

Eligibility

The RDS program cycle follows the Walden fiscal calendar (i.e., the calendar year: January–December). This means that publications submitted for consideration must have been published (in circulation) in the given program year and papers must have been presented in the given program year. For example, a publication submitted for consideration in the 2013 RDS program cycle must have a publication date of 2013.

Publications that are published (go into circulation) in December may be submitted for consideration in the February program cycle of the following year. For example, a journal article published in December 2013 is eligible for a 2014 Publication RDS. Applications for December publications must be received by the February application deadline: February 1. RDS applications for December publications will not be accepted for any other RDS program cycles.

Presentation RDS

All faculty members, using their Walden affiliation, who present their research or research-related activities at local, national, and international professional conferences are eligible for travel support (i.e., costs associated with conference attendance: conference registration/fees, travel, and lodging/accommodation).
Publication RDS
All faculty members who publish their research or research-related activities with Walden as their affiliation are eligible for a Publication RDS.

Award Amount
Faculty members are eligible for a total of four RDS awards per program year. This maximum number may be achieved through either of the following combinations:

- Three Publication RDS and one Presentation RDS in a given program year.
- Two Publication RDS and two Presentation RDS in a given program year.

Presentation RDS
- Up to $750 per RDS award (award amount dependent upon associated presentation costs).

Publication RDS
- $750 per RDS award.

Note: Faculty members may be eligible for additional funds to support research dissemination activities, as determined by their college.

Award Criteria
Presentation RDS
- The presentation must be based upon research or a research-related activity conducted by the faculty member.
- The presentation, which may be oral or in the form of a poster presentation, must list the faculty member’s affiliation with Walden University, and there must be evidence of the Walden association (e.g., the conference program listing the faculty member’s Walden affiliation).
- The presentation must be peer-reviewed or specifically invited.

Publication RDS
- The publication must be based upon research or a research-related activity conducted by the faculty member.
- The publication must list the faculty member’s affiliation with Walden University.
- The publication must be peer-reviewed or specifically invited, and there must be evidence that the publication has been peer-reviewed and published. Dissemination of research-related activities in scholarly publications will also be considered.

Application Process
Letters of application should be submitted to the Office of Research and Sponsored Programs at grants@waldevu.edu. Please indicate “Research Dissemination Support Program Application” in the subject line of the e-mail. Letters of application must include the information described below.
Note: Faculty members applying for a Presentation RDS may apply before they attend the conference. Please be aware, however, that while funds may be conferred prior to conference attendance, disbursement of funds will be dependent upon submission of travel-related receipts after conference attendance.

Letters of application must include the following:

**Presentation RDS**

1. E-mail stating request for a Presentation RDS award. The e-mail should contain the following information:
   - APA style citation of the presentation.
     Example:
   - The RDS applicant’s college/school/program or center/department/office.
     Example: College of Health Sciences, School of Health Sciences, Ph.D. in Public Health
   - Name, date, and location of conference.
   - Overview of conference aims/objectives.
2. Copy of the presentation.
3. Evidence that the faculty member’s affiliation with Walden is associated with the presentation (e.g., a conference program that lists the Walden affiliation).

**Publication RDS**

1. E-mail stating request for a Publication RDS award. The e-mail should contain the following information:
   - APA style citation of the publication.
     Example:
   - The RDS applicant’s college/school/program or center/department/office.
     Example: College of Management and Technology, School of Management, Doctor of Business Administration program
   - Date the publication went into circulation (if different from date of publication).
2. Copy of the publication.
3. Evidence that the faculty member’s affiliation with Walden appears on the publication (e.g., a copy of the title page of the publication or the “about the author” page of the publication).
Deadlines
Applications for the RDS program are accepted bimonthly per the following schedule:

<table>
<thead>
<tr>
<th>Application Submission Due Dates</th>
<th>Announcement of Awards</th>
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<tr>
<td>February 1</td>
<td>February 28/29</td>
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<td>December 1</td>
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Work Schedules
Faculty members’ work schedules depend on their positions and assignments. Work schedules, which are communicated by program directors and deans/associate deans/executive directors, are subject to change based on student or other academic needs. Walden University supports flexible work arrangements when mutually beneficial to the faculty member and the university.

After accepting employment with Walden University, faculty members are responsible for maintaining work schedules that support the expectations of the university as outlined in their assignment letters.

Faculty Assignments
Following their initial appointment letter and successful completion of the probationary period, faculty members receive specific assignments for those terms where appropriate assignments are available. They accept their assignments by signing and returning the assignment letter electronically. An assignment may include, but is not limited to, the following activities:

- Developing a course.
- Serving as a lead faculty member for a course.
- Instructing a course.
- Mentoring a student.
- Chairing a dissertation, doctoral study, doctoral scholarly project, or thesis committee.
- Serving on a dissertation, doctoral study, doctoral scholarly project, or thesis committee.
- Assessing Knowledge Area Modules (KAMs).
- Serving as a University Research Reviewer.
- Participating in a residency.
- Serving as a practicum/internship course instructor.
- Serving on a university committee.
- Serving as a skill development coordinator.
- Serving as a university field supervisor.
Initial Assignments

Faculty members should make sure that they have received official confirmation of their assignments from their college in the form of an assignment letter before commencing work on the assignment or project. An assignment letter approved by the appropriate academic administrator must be on file in the university before payment authorization can be forwarded to the payroll office. Other activities may be assigned subject to mutual agreement between the faculty member and the academic administrator.

Decisions regarding appointments of faculty members (i.e., as online instructors, mentors, assessors, advisors, thesis/doctoral study/dissertation committee members, and residency faculty members) are made by program directors based on the best knowledge available at the time such appointments are made. Faculty members receive specific assignments for those terms where appropriate assignments are available. They accept their assignments by acknowledging and returning the assignment letter electronically.

Assignment Changes

The university recognizes that situations arise that may necessitate a change in an assignment. In such cases, the situation will be addressed through a reasonable process to minimize disruption of academic service. The university will not accept any requests for assignment changes that imply degradation of academic quality or integrity.

Change in faculty mentor/student assignment or thesis/doctoral study/dissertation committee assignment may be initiated by the student, the faculty member, or the program director. In those instances where the faculty member is unable or unwilling to work further with an assigned student, or when the student requests a change in faculty member, the issue will be discussed with the program director, who will make the final decision. In the event of a reassignment, the outgoing faculty member will receive payments due up to the date of last service provided to the student. No further payments for the reassigned student will be paid to the original faculty mentor.

Change in online course instruction assignment may be initiated by a faculty member or a program director. In those instances where the faculty member is unable or unwilling to complete an instructional assignment, the issue will be discussed with the program director, who will make the final decision. In instances where the faculty member is not fulfilling his or her responsibilities as set forth in the assignment letter, the program director may initiate the faculty member’s removal from the assignment following a thorough review of the situation. In the event of a change in course instructors, the outgoing faculty member will receive payment due up to the date of the last service provided to the students.

Research Committee Resignation Request

When a faculty member wants to be released from his or her duties as a committee member or chair on a dissertation or doctoral study committee, the following process is used:

1. The faculty member completes the Committee Chair or Member Resignation Request form located on the Research Center website and forwards it to the program director or his or her designee along with any supporting documents, including the following:
• Dated e-mails to and from student regarding progress and feedback provided to the student.
• Copies of student documents with pertinent information highlighted or annotated.
• Faculty member provides reviews and any feedback on student drafts/documents, including rubrics, University Research Review (URR) feedback, and Turnitin reports, if available.

2. The program director or designee reviews the request and accompanying documentation and communicates with the faculty member to fully understand the situation.

3. The program director or designee approves or rejects the committee resignation and informs the faculty member of the decision.

4. If the program director or designee approves the resignation, the following steps are taken:
   a. The faculty member provides the program director with the latest draft of the student’s work or prospectus so that a new committee member may be matched to the student. The faculty member will provide this information to the program director/designee within 3 calendar days of receiving approval for resignation.
   b. Within 3 calendar days of approving the resignation, the program director or designee will send a joint notification e-mail to the Office of Student Research Administration, the appropriate college office, the specialization coordinator (in the Ed.D. program only), all committee members (i.e., chair, member, and URR reviewer), and the advising team that serves the student’s degree program. The program director or designee will also notify the student at this time.
   c. Within 14 days of the granting of approval, the program director or designee will consult with the student about possible replacements. After consulting with the student, the program director or designee appoints a replacement committee member and orients him or her to the program’s expectations. For example, the new committee member is expected to honor the progress the student made with the endorsement of the previous member, provided the work meets university standards as expressed on the doctoral rubric. Assignment of a new mentor will occur within 30 days of the resignation to approval; a shorter time frame may be required to meet deadlines for student enrollment in the next term.
   d. The program director or designee notifies the student of the new committee member and provides the student with a program-specific action plan to help the student facilitate the change in committee membership and maintain his or her progress, including directing the student to any resources the program has available for support.

While the program director or designee retains discretion when deciding the merit of the faculty member’s rationale for the request, the following factors may contribute to the request being approved:
• Multiple efforts to work with the student resulted in no response from the student.
• The student refused to make stylistic/content changes after the faculty member made at least three clear attempts to communicate the changes needed.
• The student became confrontational, inappropriate, or abusive with the faculty member.
• The faculty member believes the student needs other content or methodology support—and he or she can make the case for this belief.
• The faculty member plans to resign or retire from the university within one calendar year, and the student’s progress will not allow completion within that time frame.

• The faculty member is experiencing life events that limit his or her ability to serve the student adequately.

**Policies Regarding Committee Resignation**

Without sufficient compelling reasons, a faculty member’s withdrawal from a research committee may jeopardize future committee assignments or continued employment at Walden University, at the college’s discretion.

Walden contributing faculty members are contracted to serve on committees for a semester/quarter period. Therefore, the Walden University policy for contributing faculty members is that if they resign from their committee assignment without program director approval, they may be released from all Walden service.

The reassignment of a committee chair may take place only between the end of one term and the end of the add/drop window of the next term. The following are the only exceptions to this policy:

• If the faculty member resigns from the university.

• If the faculty member is incapacitated.

In some instances, the university may require reassignment of a faculty member. This may occur if there are documented performance issues by the faculty member or if the faculty member has failed to improve performance as part of a performance improvement plan. Associate dean review and approval is required in these instances.

**Responsibilities for All Faculty Assignments**

This section outlines responsibilities for all faculty members of the university.

**Quality Assurance**

Faculty members are expected to review all relevant policy and process guidelines, including in this faculty handbook, and to perform according to stated expectations and to support consistent quality of instructional delivery. Walden University believes in the value of performance metrics, and faculty members can expect that faculty performance information is collected as part of that ongoing quality assurance. As well, faculty performance information is used in support of annual evaluation of all faculty members. An annual performance evaluation, including a faculty member self-review of the prior year’s performance, is a performance expectation that all faculty members are required to complete annually, in collaboration with their supervisors. For more information on performance evaluations, please review the section on Faculty Annual Review in this faculty handbook.
College, School, and Program Requirements

The performance expectations outlined in this faculty handbook are the general performance expectations of Walden University. Colleges, schools, and programs may have more stringent performance expectations for their faculty members, based on specific college/school/program needs. These may include, but are not limited to, more stringent expectations for classroom presence, timely feedback of grades, and other performance requirements. Faculty members are expected to understand and comply with the specific performance expectations of their program. Faculty members should follow up with their academic leadership to clarify the college/school/program performance expectations with which they are expected to comply.

University Requirements

Availability and Classroom Presence

Walden expects faculty members to be reasonably accessible to students. The expectation of reasonable accessibility does not mean faculty members need to be available to students 24 hours a day, 7 days a week. It does mean that students should receive good-quality feedback on course submissions within a reasonable time frame.

Faculty members are expected to be available to students outside the course discussion board and in addition to providing substantive feedback on assignments and posting. Faculty members will publish their availability to students through course syllabi, instructor information in the classroom, and/or other appropriate documents. The university suggests regular and predictable availability, such as online office hours or regular online chats.

Faculty Members With Course Instruction Duties

Faculty members with course instruction duties are required to be available and responsive to their students throughout the entire period of course instruction. Faculty members are expected to log in to the classroom a minimum of 4 days per week, every week, on a staggered schedule to ensure regular course presence. Since an online course usually requires only electronic responsiveness, faculty members can generally fulfill this responsibility regardless of where they are physically located. If, for any reason, a faculty member with course instruction duties does not have Internet access (e.g., medical emergency, international travel to present a paper), then he or she must notify the program director, and together they will ensure that no student’s education suffers because of the faculty member’s absence.

Faculty Members With Research, Mentoring, or Assessment Assignments

Faculty members are expected to log in to research course shells a minimum of 1 day per week, every week, to ensure regular course presence.

Faculty members who will be unavailable for more than 2 but fewer than 7 consecutive calendar days need only send a notice to their program director indicating the dates of the absence and confirmation that the relevant students have been notified.
Faculty members who will be unavailable for 7 or more consecutive calendar days should follow the steps below, well in advance of the absence:

1. Notify the program director of the planned absence and indicate any backup coverage that will be required. Once the program director is certain that students will have adequate service during the absence and that the absence is reasonable, the program director will confirm the arrangements and agree to the absence.

   - **Backup coverage** involves answering questions and serving as a resource for students. If more than minimal coverage is needed, the program director must be consulted to ensure that adequate coverage is provided during the absence. A need for extensive substitute coverage or an absence over an extended period of time could lead to a reduction in the faculty member’s compensation.

2. Once approvals have been received, notify students of the planned absence and provide them with information regarding the backup arrangements. Copy the program director on the notification.

3. For both short- and long-term absences, notify the program director and lead faculty member, who will then notify the appropriate faculty and staff members of the intended absence.

Faculty members should keep their program director advised if their availability to accept assignments changes.

**Communication With Students**

Technology capability and proficiency are essential for the conduct of Walden programs, which exist in a dispersed environment.

Faculty members are expected to follow these communication rules:

- Use only Walden e-mail accounts and learning platform course shells when communicating electronically with Walden students. Faculty members are required to use Walden media for all communication with Walden students. The use of non-Walden media (such as personal e-mail addresses, personal websites, or public chat services) for communication with Walden students is not authorized.

- Communicate with students via telephone or video as appropriate. Faculty members are required to electronically document telephone conversations, via Walden e-mail or learning platform course shells.

- Transmit and receive all student work electronically. Student assignments, including research drafts, should be submitted within the learning platform course shell. Faculty members should return graded assignments and feedback within the learning platform course shell, to support consistent practices and accountability.

- Respond to student questions posted in the learning platform within 48 hours, exclusive of approved leaves or university holidays. Responses to e-mails that require more content analysis may extend beyond 48 hours, although faculty members should communicate to students that they are working on the issue.
Instructor Biography Policy

To support personalization of the classroom and promote student engagement with their instructors, Walden University faculty members should include a biography in the “Contact the Instructor” area of the classroom. Biographies may be presented in various formats, including a curriculum vitae, a written biography with accompanying photograph, a brief biographical video, an audio file, or other appropriate format, as preferred by the faculty member. Walden faculty members should remain mindful of appropriate professional boundaries between instructor and student in choosing both the content (including the content of any photographs, videos, and/or audio files) and the chosen format of presentation.

General Guidelines

- At a minimum, the biography should be updated on a yearly basis.
- Prior to use (and upon yearly revision), the biography will be reviewed and approved by the program director (or designee). Program directors may choose to designate review to their lead faculty member, as included in the standard lead faculty visitation checklist.
- While the biography is intended to personalize the classroom and support faculty member creativity in engagement, Walden faculty members should exercise appropriate judgment and are expected to conduct themselves as professional members of the Walden community.
- The biography should be posted prior to the first day of class (or the first day the instructor receives class access, for courses with late starts).
- Faculty biographies should comply with all aspects of the Walden University Faculty Handbook, including Code of Conduct expectations and guidelines for Professional Conduct in the University Online Environment and Professional Conduct in the Commercial Online Environment.

Content Guidelines

Consider including the following content:

- Educational background.
- Research interests and area(s) of subject matter expertise.
- Publications and presentations related to the subject matter.
- Experience with teaching and learning, including online teaching and learning.
- Professional background and expertise, including relevant affiliations or professional experiences.

A photograph, photo essay, brief biographical video, audio file, or other appropriate format, as preferred by the faculty member, is optional and may provide a more personal connection with students. Faculty members may choose to provide a personal photograph or other representative photographs, such as local scenery or other appropriate image.

Unauthorized Content

- Faculty members should not include information about current professional affiliations with other universities. (Information about previous university positions and educational experiences is authorized.)
• Biographical materials should not include religious or political advocacy positions.
• A personal e-mail address or personal mailing address should not be included.

**Compliance With Institutional Review Board Requirements**

Faculty members are responsible for ensuring that all research—their own and that of the students they supervise—follows all Institutional Review Board (IRB) requirements and guidelines. All faculty members must successfully complete the required online IRB training. Human subjects training for all faculty members is part of a periodic requirement to make sure Walden is in compliance with federal law.

The IRB is responsible for ensuring that all Walden University research complies with the university’s ethical standards as well as with U.S. federal regulations. IRB approval is required before collection of any data, including pilot data. Walden University does not accept responsibility for research conducted without the IRB’s approval, and the university will not grant credit for student work that failed to comply with the policies and procedures related to ethical standards in research.

The IRB application should be completed by all students and faculty members who are conducting research projects of any scope involving collection or analysis of data. The only categories of research that do not need to be submitted for IRB approval are literature reviews, hypothetical research designs, and faculty projects that are completely independent of Walden resources, participants, and funding.

IRB approval for course-based research projects should be obtained by the faculty member who designs the course.

**Timely Action on Administrative Tasks**

Faculty members are expected to complete appropriate action on all materials received from Walden staff and administration within 10 calendar days of receipt.

**Timely Review and Return of Student Work**

Faculty members are expected to review and return graded student work for all coursework within 10 calendar days. For research courses (i.e., KAMs, dissertations, doctoral studies, and theses), faculty members are expected to review and return student research drafts within 14 calendar days. Note that grading in the final week of the course must be done within 5 calendar days in order to meet final grade submission deadlines.

**Note:** Responses to students that require more content analysis may extend beyond the timelines specified above, although faculty members should communicate to students that they are working on the issue.

Supportive materials about improving the quality and content of feedback to offer substantive and formative feedback to students are available from the Center for Faculty Excellence (CFE). The CFE offers resources via self-paced modules, instructor-led webinars, and other formats.
Faculty members should review the information available from the CFE eCampus community for additional support in providing quality and substantive feedback.

Faculty members should follow the university guidelines for student grades, grading requirements, and grading processes. Information about late assignments and incomplete grades is provided below. Additional information about grading processes and requirements is available in the *Walden University Student Handbook*.

**Time Zones for Student Work Submissions**

Student assignments and discussion posts are due by **11:59 p.m. Mountain time on the due date of the assignment**. Please note that all Blackboard submissions are time-stamped in Eastern time. This means that student submissions are due by **1:59 a.m. Eastern time the following day**. For example, assignments due on April 25 at 11:59 p.m. Mountain time are due at 1:59 a.m. Eastern time on April 26. This timing issue is important for faculty members to note as they review submissions.

**Late Submissions of Student Work**

**Guideline**

Walden expects students to submit assignments in a timely fashion according to schedules published in course information (syllabi and/or calendars). Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not normally receive any grade reduction for tardiness. The university recommends that late assignments be accepted no more than 1 week past their due dates.

Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission may receive grade reduction for the assignment or may not be accepted for grading, at the discretion of the instructor and as published in course syllabi. Further, late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

**Procedure**

Faculty members will clearly communicate policies and procedures for dealing with late assignments in course syllabi and/or announcements in the course. Faculty members will inform students who are chronically late in submitting assignments of their status in the course at least one-third and again two-thirds of the way through the course. This notice should include information about the students’ progress in the course and an overall assessment of their performance, including penalties resulting from late assignments.

The program director or designee or other designated faculty member within the academic unit who conducts the academic reviews of the courses shall ensure consistency for late policies among courses, including criteria for exceptions, assessment of penalties for submitting late assignments, and circumstances where special consideration may be warranted.
Course Assignment Extensions and Documentation

It is important that we handle student requests for exceptions to course policies and processes in a consistent manner and in accordance with university policy and procedure. This helps to ensure that student requests for exception are considered completely and in a timely fashion.

Faculty members have the discretion to grant (or not grant) exceptions to course requirements or extensions for submission of assignments or papers. Faculty members must use their discretion when making these decisions, to ensure a consistent approach to balancing professionalism and academic integrity with compassion and flexibility. Once a student submits a request, faculty members must decide whether they will or will not require the student to submit supporting documentation for the verification of the exception or extension.

The mandatory exception to the faculty member’s discretionary power to deny extra time is in the case of an approved accommodation for disability. In such cases, faculty members receive official notice from the disability@waldenu.edu e-mail account with guidelines for approved accommodations, which we are legally obligated to provide.

Some students who do not have an approved disability accommodation may request extra time because of health reasons during the term. In the event that a faculty member decides to require a student to submit supporting documentation to render a decision on a request, he or she should advise the student as to where to send the documentation, depending on the type of supporting documentation needed.

- **For medical documentation:** Students should submit medical documentation to disability services only: electronically to medicaledge@waldenu.edu or by fax to 1-800-878-5444. Although faculty members may request that medical documentation be submitted, they should inform students to submit the materials to disability services. **Faculty members should not directly receive or review medical documentation from students.** A member of the disabilities services team will provide a recommendation, based on the documentation, to the faculty member; the faculty member will then render the final decision and communicate with the student.

- **For non-medical documentation:** Students may submit required non-medical documentation directly to the faculty member. Examples of non-medical documentation include photos of natural disaster damage, photos of vehicle accident damage, obituaries, police reports, and legal documents. Faculty members should not ask students to send non-medical documentation to the disabilities services team.

Faculty members should keep a record of students who are granted exceptions or extensions, to monitor whether the same student is repeatedly requesting exceptions or extensions. If faculty members find that they are unsure how to respond to an exception request with unusual circumstances, they should consult with the program director or lead faculty member. Students who have needs beyond an assignment extension (e.g., they are unable to finish the course) can be referred to the Academic Advising Team to discuss their options.

Please note that the decision on each student request for exception or extension within a course is final. Students may not petition/appeal a grade on an individual assignment or paper; students who have concerns with the outcome can be referred to the Academic Advising Team.
Depending on the circumstances, students may choose to submit a petition after a final course grade has been posted.

There may also be course policies regarding late work posted in the syllabus for the course. If students request information about disability services, please refer them to the Disabilities page within eCampus under the “Student Center” tab.

**Granting Extensions During Week 1**

If faculty members grant an assignment extension to a student during Week 1 of a course, they need to direct the student to log in and participate, by posting to the discussion board or submitting work (even partial work) to an assignment submission link in the classroom within the first 7 days. If a student does not demonstrate participation in the classroom by Day 7, they risk being withdrawn from the course or university.

**Incomplete Grades**

**Guideline**

Grades of I (Incomplete) are given at the discretion of the instructor, but normally are granted only if students have acceptably completed approximately 80% of the coursework, including discussions and assignments, prior to the last day of the class. Students must request a grade of I (Incomplete) prior to the last day of the course. Such a request should include a list of missing assignments and a date and plan for submission of missing assignments, no later than 60 calendar days from the last date of the course. Discussion assignments may not be made up after the last date of class and will be graded in accordance with submission as of the last date of class and instructor requirements. Failure to complete and submit the course requirements within 60 calendar days from the last day of the course causes the grade of I (Incomplete) to default to an F (Fail) or U (Unsatisfactory).

**Procedure**

The university discourages awarding grades of I (Incomplete), and faculty members are not required or obligated to do so. Faculty members should award an I (Incomplete) only when a student requests a grade of I (Incomplete), has completed 80% of the course requirements, and submits a completion plan, as outlined above. Faculty members will clearly communicate their policy on Incomplete grades in the course syllabi. The program director or designee within the school who conducts the academic reviews of the courses shall ensure consistency of Incomplete grade policies among courses.

**Student Records Policy**

Walden University’s Student Records Policy requires that all papers, exams, and tests be kept for 5 years from the course completion date. The university automatically archives student course records within the learning platform course shell for the required 5 years. Faculty members are required to transmit and receive all student work electronically, within the learning platform course shell, to support appropriate maintenance of student records.
Walden University Credit Hour Policy

Walden University assigns credit hour values on the basis of the number and type of tasks judged by faculty to enable achievement of learning objectives as well as the estimated time needed by students to achieve the learning objectives.

The university takes the federal credit hour definition as the starting point for the institutional definition of the credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of Policies Related to Credit Hour student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

1. 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10–12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.5

In recognition of the dynamic nature of the online classroom and that classroom instruction may happen at any time, no distinction is made between classroom or faculty instruction and “out-of-class” student work. Time estimates for assigning credit hour are defined as the total time spent by students in fulfillment of course requirements, which may occur inside or outside the online course platform.

Total time is interpreted as one 50-minute hour per week (equivalent to the abbreviated hour spent in traditional face-to-face course attendance) and two 60-minute hours (equivalent to course preparation activities) for a total of 170 minutes per week per credit. The specific activities which compose total time spent will vary for each course. For example, some courses will utilize discussion boards to a greater extent while some courses will assign more research papers.

For purposes of calculating the total time equivalent to credits, a standard semester is defined as 15 weeks, and a standard quarter is defined as 10 weeks. A standardized semester credit is equal to 42.5 expected hours of work for the entire semester (170 minutes x 15 weeks). A standardized quarter credit is equal to 28.3 expected hours of work for the entire quarter (170 minutes x 10 weeks).

The university requires 42.5 hours of student work for each semester credit awarded or 28.3 hours of work for each quarter credit awarded. This time requirement represents an approximate average for undergraduate work and minimum expectations for graduate work. The number and kind of activities estimated to fulfill time requirements will vary by degree level, student learning

style, student familiarity with delivery method, and student familiarity with the curricular content.

Assignment of credits should adhere to each of the following principles:

- Faculty judgment, through guidance of curricula development and faculty governance, is the primary basis for assignment of credit value.
- Credits assigned should reflect the tasks necessary to achieve the learning objectives.
- Total time expected for the credits earned should approximate the total time as described above.
- Credits awarded should have internal consistency across the institution.
- Assignment of credits should fall within a range of higher education practice found across institutions with similar degree and discipline offerings.

These principles are meant to guide faculty members and course developers in making reasonable assignments of credit values and not to preclude the institution from requiring higher levels of work than might otherwise be prescribed by the credit values.

**Field Experiences, Internships, Practica**

Assignment of credit values to field experiences, internships, and practica will normally also be driven by discipline-specific standards including those of relevant specialized accreditations.

**Research Forums**

Research forums include courses awarding credits for different forms of faculty-guided independent research, including master’s theses, doctoral studies, dissertations, and Knowledge Area Modules (KAMs). Faculty members will work with students in regular planning activities each term that have a time commitment that is minimally equivalent to the time requirements indicated by the credits awarded.

**Variations in Term Length**

Credits awarded in terms of hours may be earned in semesters or quarters that are longer or shorter than the standard 15-week semester and 10-week quarter. In these cases, activities are distributed proportionately to those activities during a standard semester or quarter.

**Emergency Coverage Plan**

The purpose of the policy on course coverage in emergency situations is to support consistent course delivery and provide for the best interests of both students and faculty members.

Emergency situations should be understood in the broadest sense and include not only natural disasters (e.g., hurricanes, wildfires, tornadoes) but also any instance that causes a real and literal disruption in a faculty member’s capacity to work, including house fires, burglaries, domestic violence, medical emergencies, accidents, and any other occurrence which affects the faculty member’s consistent and ongoing access to the technology required for course delivery.
Proactive Development of Emergency Coverage Plans

- Each year, program directors will develop an emergency coverage plan for all the courses in their programs, with the assistance of lead faculty members and course coordinators, as designated.

- Program directors will require every faculty member to complete a personal emergency coverage plan to address specific strategies for maintaining access and meeting course requirements in the event of an emergency.
  - Program directors may require faculty members to submit their personal emergency coverage plans at the beginning of each year, or they may choose to have faculty members submit signed statements that they have completed their personal emergency coverage plans, in lieu of submission of actual plans.
  - Program directors will report to their deans/associate deans/executive director at the beginning of each year as to the completion of this requirement by their faculty members.

Requirements for Program Director Emergency Coverage Plans

- The program director defines time periods for emergency levels, based on course and program requirements. The three emergency levels are short-term emergency (no need for coverage), intermediate-duration emergency (temporary coverage required), and extended emergency (replacement instructor required to complete the course). Time periods for each level of emergency will differ based on the specific nature and duration of a course (e.g., a short-duration course may find even a day or two of instructor absence disruptive, whereas mentoring responsibilities may not require coverage for an absence of several days). Program directors are responsible for defining the relevant time periods within their program.

- The program director identifies appropriate individuals to provide temporary coverage in the event of an intermediate-duration emergency. Issues to consider include the faculty member’s status (when possible, program directors should draw on core faculty members for temporary course coverage), the faculty member’s experience and knowledge of the course, and the faculty member’s workload.

- The program director identifies appropriate individuals to serve as replacement instructors in the event of an extended emergency. Contributing faculty members can act as replacement instructors, as long as the extra duty will not cause them to exceed the contributing faculty pay cap, they are appropriately prepared and qualified to teach or mentor in the content, and they have completed all required trainings.

- The program director establishes an official emergency contact and backup contact as needed and provides the relevant contact information to faculty members. The program director may choose to serve as the emergency contact, or he or she may designate other individuals (e.g., lead faculty members or course coordinators) to serve in this capacity for faculty members teaching within that course.

Requirements for Faculty Emergency Coverage Plans

- Each year, each faculty member develops a personal emergency coverage plan that addresses all teaching and mentoring duties the faculty member currently holds. Note: Program directors may require faculty members to submit their personal emergency coverage plans at the beginning of each year, or they may choose to have faculty members submit signed statements
that they have completed their personal emergency coverage plans, in lieu of submission of actual plans.

- The emergency coverage plan should address potential obstacles to technology access required for course delivery, based on the faculty member’s location, situation, and experience. (For instance, faculty members living in a hurricane zone should address hurricane conditions. Faculty members living in areas where extreme weather, such as snowstorms, can lead to power outages should address power outage situations. Faculty members with a family member who has a chronic health condition should address the impact of a hospital stay or medical emergency.) The faculty member’s plan should address strategies for overcoming obstacles to maintaining consistent course delivery, including alternate access points for power and Internet usage and alternate technology sources, from venues that comply with Walden’s IT policies.

- The faculty member also designates an official contact who, in the event of a personal emergency (e.g., a personal health emergency), will notify the program director on his or her behalf about the emergency, its anticipated duration, and its impact on course coverage.

- Core faculty members also include a coverage plan for the event that technology provided by Walden must be submitted to Frontline for service. The plan should specify how the faculty member will maintain course coverage and continue effective Walden service until he or she receives replacement technology from Frontline.

**Emergency Response**

In the event of an emergency, the faculty member or designated contact will immediately notify the program director or designee (e.g., lead faculty member or course coordinator). The faculty member will provide information as to the nature and impact of the emergency.

The faculty member and program director will determine together whether to proceed under the short-term emergency plan (no need for coverage), intermediate-duration emergency plan (temporary coverage required), or extended emergency plan (replacement instructor required to complete the course).

**Roles and Responsibilities for Faculty Training**

**The Faculty Training Course Participant**

Course participants are paid when the course is successfully completed; compensation is not prorated if for any reason the participant is unable to complete the full course. Payment reported by the administrative assistant before the 20th of the month is received on the 15th of the following month.

**Responsibilities of Faculty Training Course Participants**

- Confirm attendance through some activity in the course by the second day of the course.
- Complete all assignments in the course, to receive a Satisfactory grade.
  - Assignments must be completed within the time allocated if a grade penalty is to be avoided.
• Participation in class discussions is not optional since they contribute to meeting the learning objectives of the course.
• Grades awarded are S (Satisfactory) or U (Unsatisfactory). Incomplete (I) grades do not apply to faculty development courses.

- Maintain a professional and collegial tone in all discussions and class assignments.
- Familiarize themselves with and practice Walden’s guidelines for writing and citations as well as academic integrity.

Successful completion of the course does not guarantee participants will be given instructional or mentoring assignments.

The Faculty Training Instructor

The New Faculty Orientation (NFO) course and other required preparatory trainings that are instructor-led are designed to be delivered using Web-based software as the learning platform.

Preregistration enrollments will be capped at 18, although occasionally one or two additional participants may be enrolled to meet instructional staffing needs in a college program. If faculty members have enrollment questions, they should contact the faculty development manager at facultytraining@waldenu.edu.

Course instruction is paid at the end of the course if taught in its entirety; if for any reason the NFO instructor is unable to complete the full term, compensation will be prorated.

Responsibilities of Faculty Training Course Instructors

1. Become familiar with and abide by the information contained in the Walden University Faculty Handbook accessible through the faculty portal.

2. Adhere to the faculty handbook, including the following expectations:
   • Reviewing, understanding, and, when necessary, providing input on updates to course syllabi to the lead faculty member or center designee.
   • Offering the assigned course and adhering to the instructional guidelines specified in the college/school-approved course syllabus.
   • Meeting the time frame scheduled for courses:
     – Contact each participant enrolled in an independent study course by e-mail at the beginning of the course.
     – Convene the class online no later than the end of the first day (excluding Saturday and Sunday) of the quarter/semester and conclude the online class instruction no earlier than 3 days (excluding Saturday and Sunday) before the last day of the quarter.
   • Addressing postings and discussions:
     – Log in to the classroom a minimum of 4 days per week, every week. All postings and discussions are reviewed a minimum of 4 days per week on a staggered schedule.
     – Post to the appropriate forum for the current week discussion, at least 4 days per week, using a staggered schedule and providing substantive responses to student postings. In weeks where no discussion is required, instructors are still responsible for logging in to the classroom a minimum of 4 days per week to review the Q&A, Contact the Instructor,
or other appropriate forums to address participant questions and concerns within 48 hours.

- Over the course of the quarter/semester, respond to all participant within the discussion forum.
- Address material relevant to the course and/or the process of learning in the appropriate forum of the learning platform.

**Using e-mail:**

- Check and respond to e-mail at least once every 48 hours during weekdays. If NFO instructors are not available on weekends, e-mail will be reviewed and responded to on the following Monday. Responses to e-mails that require more content analysis may extend beyond 48 hours; however, instructors should communicate to participants that they are working on the issue.
- Inform participants of their e-mail availability.
- Use their Walden e-mail accounts and Walden media for all communication with Walden students. The use of non-Walden media (such as personal e-mail addresses or personal websites) for communication is not authorized.
- Do not teach via e-mail. All assignments and communication should be conducted within the learning platform to support consistency and documentation of learning outcomes.

**Grading:**

- Grade assignments/papers within the classroom within 5 calendar days.
- In the same time frame, return assignments/papers to participants with comments.
- Post grades in the grade book weekly.
- Provide sufficient assessment of participant performance to warrant the assignment of a grade of S (Satisfactory) or U (Unsatisfactory).
- Complete all participant assessments and online reporting of a final grade for all participants no later than 5 calendar days after the last day of the course.

**Maintaining close communication with the faculty development manager regarding participants who appear not to be making satisfactory progress in the course.**

**Using appropriate APA style and introducing participants to Walden University’s requirements for appropriate APA style standards and citation format, as well as appropriate tone and style in online communications.**

**Offering availability:**

- Be available to participants outside the course discussion board and in addition to providing substantive feedback on assignments and posting.
- Be reasonably accessible to participants. That does not mean access 24 hours a day, 7 days a week; however, it does mean that participants receive quality feedback on course submissions within a reasonable time frame. Respond to all inquiries within 48 hours during weekdays. If responses require more content analysis, they may extend beyond 48 hours; however, instructors should communicate to participants that they are working on the issue.
- Publish availability to participants—through course syllabi, instructor information in the classroom, and/or other appropriate documents. The university suggests regular and predictable availability, such as online office hours or regular online chats; however,
instructors should be aware of the dispersed nature of the university and maintain flexibility with regard to office hours.

Roles and Responsibilities for Course Development and Revision

The Walden Academic Champion

The Walden academic champion (WAC) is actively engaged with a program from the initial planning (i.e., concept documents) to the program summit and the final approval of each course within the program.

Responsibilities of Walden Academic Champions

- Represent the school/college in the development, review, and approval of new and revised programs.
- Make sure the program aligns with the school/college and university mission and vision statements, university-wide learning outcomes, and accreditation standards (if applicable).
- Monitor major milestones in the course development process to ensure that there is a Walden academic representative with content expertise participating in the course development process and vetting all content.
- Collaborate with the director of program design (DPD) to identify, screen, and select internal and external content experts and contributing scholars. In the event that consensus regarding the selection of a content expert and/or contributing scholar cannot be reached between the DPD and the WAC, the decision will be escalated to the college vice president and the appropriate executive director of program design.
- Ensure that assessment processes/procedures are developed for the program from the beginning and coordinate with the school’s/college’s outcomes assessment designee.
- Oversee the overall quality and integrity of the program to help ensure that it is consistent with the program planner.

During the Program Design Process

- Participate in the program summit and provide the overarching academic program perspective and understanding of how courses link together to provide a meaningful student experience.
- Work with Walden administration, faculty leadership, and the DPD to complete or contribute to decisions made before, during, and after the program summit, including the
  - strategic drivers: strategic rationale for the program;
  - academic concept for the program: intellectual framework underlying the program;
  - market size/competition/need/impact;
  - regulatory/accreditation issues; and
  - curriculum outline: preliminary ideas on the program.
- Collaborate with the DPD and other program summit participants to develop, review, and complete a program planner.
Contribute to the completion of the academic proposal (overseen by Walden administration, primarily product management), including the:

- program vision, mission, framework, and alignment with the university mission, vision, strategies, policies, standards, etc.;
- program-level outcomes, course titles, and course descriptions;
- instructional framework and assessment strategies; and
- alignment to professional and regulatory criteria and standards.

Work with the outcomes assessment designee to articulate program outcomes and assessment strategies as part of the assessment plan.

Work with university business managers and product development leaders to complete appropriate sections of the Laureate capital investment proposal (CIP).

Carry out a governance role by working with the appropriate faculty representative to present the program to appropriate academic bodies for review and approval at the following points:

- Review of the program planner by the college/school/division Curriculum and Academic Policy (CAP) committee. Feedback is to be submitted to the DPD (or her or his designee) within 1 week of the CAP meeting.
- Approval of the academic proposal by the college/school/division CAP committee and the University Curriculum and Academic Policy (UCAP) committee.

**During the Course Development Process (WAC or Program-Level Designee)**

- Participate in initial course discussions and course summits, leading to development of the course planner.
- Review and provide feedback and sign-off on the course planner, leading to development of the course scope and sequence.
- Review and provide feedback on the course scope and sequence throughout the development process, leading to development of the final syllabus and online course.
- Provide feedback on final course content following the product quality review and prior to the submission of the course to the instructional design team.
- Immediately following the initial introduction of a new course (and no later than 15 days after the first day of the term), identify any revisions that need to be made to the course and notify the lead faculty member for the course so that she or he can complete a *Course Maintenance and Revision Recommendation* form and submit it to the Course Maintenance Team for consideration.
- Serve as a resource to the Product Strategy, Innovation, and Development (PSID) team throughout the course development process.
- Carry out a governance role by working with the appropriate faculty representative to present course items to the college/school/division CAP committee for review and approval at the following points:
  - Approval of the course planner (typically submitted to the CAP committee within 4 weeks of the end of a course summit). Feedback is to be submitted to the DPD (or her or his designee) within 1 week of the CAP committee meeting.
Approval of the final course syllabus. Feedback is to be submitted to the DPD (or her or his designee) as soon as possible, but no later than 1 week following the CAP committee meeting.

**Requirement for Serving as a Walden Academic Champion**

To help ensure that faculty members are prepared for success in these responsibilities, Walden University has identified the following requirement for Walden academic champions:

- Be an appropriately credentialed academic faculty member who is affiliated with Walden University.

**The Outcomes Assessment Designee**

The outcomes assessment designee helps ensure that a program aligns with university-, college-, school-, and program-level outcomes. At least one person is assigned to this role for each program, usually drawn from Assessment Council membership.

**Responsibilities of Outcomes Assessment Designees**

Work with the program design team to do the following:

- Discuss program assessment plans with the director of program design (DPD), course developer, subject matter expert (SME), and WAC (or Walden designee) for specific courses.
- Review program documentation and provide feedback to the DPD, course developer, SME, and WAC (or Walden designee) for course-level work.
- Respond to requests for feedback/delivery and meet all deadlines on above items in accordance with the course production schedule, as defined by the development team.
- Work with the DPD and WAC (or Walden designee) to draft program learning outcomes, taking into account internal and external stakeholder requirements (e.g., university, college, school, and/or center missions; professional standards, including programmatic professional accreditation).
- Work with the DPD and WAC (or Walden designee) to align program learning outcomes with all program components and identify where each outcome is learned in the program (e.g., courses, KAMs, field experiences, theses, dissertations, residencies).
- Work with the DPD and WAC (or Walden designee) to identify direct and indirect assessment of program learning outcomes.
- Direct development of ePortfolio design and development (if that tool is chosen as part of the program assessment plan), including requirements, artifacts, and rubrics.
- Identify methods for continuous improvement of a program based on student learning data.
- Coordinate outcomes assessment planning with the University Assessment Council.
- Gain approval of the assessment plan from the Office of Institutional Research and Assessment.
- Provide results of outcomes assessment and work with the DPD and others to determine appropriate course revisions that are warranted.
**Requirements for Serving as an Outcomes Assessment Designee**

To help ensure that faculty members are prepared for success in these responsibilities, Walden University has identified the following requirements for outcomes assessment designees:

- Have expertise related to the professional accreditation in each unit—usually these standards need to align to the outcomes.
- Typically be a core faculty member or administrator in the unit he or she is representing.
- Possess knowledge of higher education outcomes assessment.
- Be familiar with the roles of internal stakeholders in program creation and implementation so as to facilitate continuous improvement planning.

**The Subject Matter Expert**

The subject matter expert (SME) has special in-depth knowledge of a particular content area.

**Responsibilities of Subject Matter Experts**

- Serve as an SME for course content and course development.
- Work directly with the course developer to design a course that meets the university mission, program outcomes, and accreditation standards (if applicable) and is based on seminal and emerging research. The director of program design (DPD) will provide the SME with an overview of the SME’s role in course development.
- Prepare for the course summit by reviewing program-level documents created to date, course-level documents, and any pre-summit conceptualization discussed with the course developer.
- Actively participate in the course summit.
- Participate in ongoing course development meetings by providing content and feedback throughout the development process.
- Review and vet course content produced in collaboration with the PSID team.
- Contribute to the creation of course documentation, including the course planner and the course scope and sequence document drafts and final versions. Other documentation may include a bibliography, a media planner, a syllabus, case studies, ancillary support documents, instructor notes, grading recommendations, interview questions, etc.
- Collaborate with the DPD, course developer, and/or WAC to resolve any content-related issues.
- Contribute to the creation of the portfolio requirements by reviewing and approving course-specific artifacts and scoring guides, aligning them with learning outcomes and standards.
- Respond to requests for feedback/delivery and meet all deadlines on above items in accordance with the course production schedule as defined in the SME contract.

**Requirements for Serving as a Subject Matter Expert**

To help ensure that faculty members are prepared for success in these responsibilities, Walden University has identified the following requirements for SMEs:

- Hold a terminal degree in the specified field.
- Have a recent history of significant contributions.
- Hold a leadership position in the field.
• Hold leadership positions or actively participate in associations.
• Currently practice in the field.
• Have a record of presentations/publications relevant to the specific program.

The Lead Faculty Member

The lead faculty member provides content expertise and supports quality control with regard to course content as the main point of contact for course maintenance and revision. The lead faculty member also supports quality control with regard to course delivery by section faculty members and provides mentorship and peer support of section faculty members.

Responsibilities of Lead Faculty Members

• Visit all classroom sections during the first week of class and at regular intervals during the term to confirm faculty participation or to observe other areas.
• In their own teaching, model classroom practices that are exceptional and clearly exceed the minimum expectations for course instruction.
• Support community development among course instructors.
• Serve in a mentorship role to support faculty members with issues they may have about teaching, their students, and their classrooms.
• Gather feedback from the instructors at the end of each term about needed revisions to course content or format.

Responsibilities for Course Maintenance

Lead faculty members are required to consult with section faculty members each term regarding input on all types of course maintenance and revisions. Lead faculty members are required to complete the Course Maintenance and Revision Recommendation form for each Level 1 or Level 2 maintenance and revision request and submit it to the appropriate program director (or appropriate program lead), according to the maintenance request guidelines that follow. The Course Maintenance and Revision Recommendation form is available to lead faculty members via the “Shared Files” section of the Lead Faculty Community on eCampus.

Specific responsibilities regarding maintenance and revision requests depend on the type of request being submitted:

• **Level 0: Corrections to Live Course Sections.** If students cannot complete the course as it appears online, PSID will make revisions to the live sections; however, it is Walden’s stated position that interim work-arounds are preferred to live section revisions whenever possible. Cases in which a live section revision is appropriate include the following:
  - Broken link to a **required** resource necessary for completing the week’s assignment. (This does not apply to **optional** resources.)
  - Broken links to grading rubrics.
  - Setup error that prevents faculty from grading.
  - Incorrect points allocated in the Grade Center.
  - Mismatch between point values in the syllabus and those reflected in the Grade Center.
  - **Required** media not functioning. (This does not apply to **optional** media.)
• Incorrect quiz answers if the issue is identified before students have taken the quiz.
  (Quizzes that pull a subset of questions from a larger pool are categorized as Level 1
  requests to be fixed prior to the next term start.)
• Textbook revision errors (e.g., incorrect page numbers on assignments).
• Group areas needed to complete assignments not set up properly.
• Incorrect classroom rubrics.
• Course not set up in a manner consistent with previous terms for some unknown or
  unplanned reason.

Individual faculty members may submit requests for corrections to live course sections only if
one or more of these conditions are met. Requests for Level 0 corrections should be
submitted directly to the Course Maintenance Team via the Course Maintenance and
Revision Recommendation form. The faculty member submitting the request must copy both
the lead faculty member and the program director.

• **Level 1: Course Maintenance Changes.** Lead faculty members complete the Course
  Maintenance and Revision Recommendation form and submit it to the appropriate program
director (or appropriate program lead) for consideration. If the program director supports the
request, then she or he submits the completed form to coursemaintenance@laureate.net. Level
1 course maintenance changes include changes to course content that generally require fewer
than 5 hours to complete, such as broken links or typos, incorrect quiz responses or rejoinders,
and unclear or inconsistent instructions to students. Any requested change to a course that
includes a substantial curriculum revision affecting course requirements and/or student
assessments—even if the change can be completed in fewer than 5 hours—is considered a
course revision (Level 2).

• **Level 2: Course Revisions.** Course revisions, which generally require 5 or more hours to
  complete, include both minor revisions, such as modifying a rubric or assignment, as well as
major changes that will have an impact on the stated course objectives, the major topic or
theme in the course, possible change of textbook(s), or the overall program structure, learning
objectives, or assessments. Lead faculty members complete the Course Maintenance and
Revision Recommendation form and submit it to the appropriate program director (or
appropriate program lead) for consideration. If the program director supports the request, then
she or he submits the completed form to coursemaintenance@laureate.net. The Course
Maintenance Team will then conduct an impact analysis and engage the program stakeholders
from the university in making a decision regarding the request.

**Important note:** Within the first 30 days of the initial introduction of a new course, revisions to
course content may be “capitalized” (i.e., charged to the college’s “CapEx” budget). Immediately
following the initial introduction of a new course (and no later than 15 days after the first day of
the term), WACs should identify any revisions that need to be made to the new course and notify
the lead faculty member for the course so that she or he can complete a Course Maintenance and
Revision Recommendation form and submit it to the appropriate program director (or appropriate
program lead) for consideration. Lead faculty members share this responsibility and should
conduct the same initial review of new courses and identify any revisions that should be detailed
on the Course Maintenance and Revision Recommendation form. As with other requested
revisions, the form should be submitted to the appropriate program director (or appropriate
program lead) for immediate consideration.

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Requirements for Serving as a Lead Faculty Member

To help ensure that faculty members are prepared for success in these responsibilities, Walden University has identified the following requirements for lead faculty members:
- Be an experienced instructor with leadership and classroom facilitation skills.
- Have content knowledge of the subject matter. Lead faculty members serve as the focal point for quality of course content and work with faculty members who are teaching the course to help ensure that the content is correct and up to date.
- Complete the self-paced module for lead faculty members. Program directors will confirm completion of the self-paced lead faculty module before making a lead faculty assignment.

Roles and Responsibilities for Course Instruction and Delivery (Section Faculty)

Section faculty members offering scheduled online courses are responsible for delivering the courses as described in the assignment letter provided by the program director and according to the published schedule. The university places a high value on following the academic calendar and schedules for each term and on meeting deadlines. Faculty members are expected to accept assignments of students and maintain a minimum workload as determined by the college, school, or center.

The Online Instructor

Once a course master has been prepared or updated for the upcoming term, it will be copied into sections by the Product Delivery Team (PDT), and each course instructor will receive access to his or her assigned section(s). Faculty members should follow the guidelines established by the university and school, college, or center for student grades and refer to individual course-grading requirements.

Responsibilities of Online Instructors

- Become familiar with and abide by the information contained in the Walden University Faculty Handbook accessible through the faculty portal.
- Adhere to the faculty handbook and follow all requirements for instructional delivery, as outlined in the faculty handbook, including the following expectations:
  - Personalizing their assigned section(s) for each term by posting a welcome announcement and by updating the Instructor item, in accordance with the Walden faculty biography guidelines. (Section faculty members should only add personal information to the Instructor item in the classroom.)
  - Suggesting, as appropriate, additional resources to students and introducing topics for class discussion to enhance the course experience.
    - It is important to note, however, that resources requiring legal permissions to integrate into the course may not be added unless such permission has been granted.
    - Faculty members may not modify any course requirements or assessments (e.g., changing assignments or questions) without the approval of the program director/dean/associate dean/executive director or his/her designee.
Complying with all course-delivery guidelines and policies around instruction, including timeliness, responsiveness, classroom presence, grading and assessment, academic integrity, and submission of final grades.

Offering the assigned course and adhering to the instructional guidelines specified in the college/school-approved course syllabus.

Meeting the time frame scheduled for courses:
- Contact each student enrolled in an independent study course by e-mail at the beginning of the course.
- Convene the class online no later than the end of the first day (excluding Saturday and Sunday) of the quarter/semester and conclude the online class instruction no earlier than 3 days (excluding Saturday and Sunday) before the last day of the term in which the course/research forum is offered.

Addressing postings and discussions:
- Log in to the classroom a minimum of 4 days per week, every week. All postings and discussions are reviewed a minimum of 4 days per week on a staggered schedule.
- Post to the appropriate forum for the current week discussion, at least 4 days per week, using a staggered schedule and providing substantive responses to student postings. In weeks where no discussion is required, instructors are still responsible for logging in to the classroom a minimum of 4 days per week to review the Q&A, Contact the Instructor, or other appropriate forums to address student questions and concerns within 48 hours.
- Over the course of the quarter/semester, respond to all students within the discussion forum.
- Address material relevant to the course and/or the process of learning in the appropriate forum of the learning platform.

Using e-mail:
- Check and respond to e-mail at least once every 48 hours during weekdays. If instructors are not available on weekends, e-mail will be reviewed and responded to on the following Monday. Responses to e-mails that require more content analysis may extend beyond 48 hours; however, instructors should communicate to students that they are working on the issue.
- Inform students of their e-mail availability.
- Use their Walden e-mail accounts and Walden media for all communication with Walden students. The use of non-Walden media (such as personal e-mail addresses or personal websites) for communication with Walden students is not authorized.
- Do not teach via e-mail. All assignments and communication should be conducted within the learning platform to support consistency and documentation of learning outcomes.

Grading:
- Complete all student assessments and use the electronic grade book in the learning platform to record all grades.
- Grade assignments/papers within the classroom within 10 calendar days for coursework and 14 calendar days for research mentoring of dissertations, theses, and doctoral studies. (Grading in the final week of the course must be done within 5 calendar days in order to meet final grade submission deadlines.)
- In the same time frames, return assignments/papers to students with comments.
– Post grades in the grade book weekly.
– Provide sufficient assessments of student performance to warrant the assignment of a final grade of A, B, C, F, or I.
– Report final grades for all students to the Office of the Registrar. Complete all student assessments and online reporting of a final grade for all students no later than 5 calendar days after the last day of the quarter/semester in which the course is offered. Submit a grade for every student on the roster. If a student has not completed the work or has failed to attend class but has not withdrawn or requested an I (Incomplete) grade, the faculty member is required to submit a grade. Faculty members should consult with college leadership as to the appropriate college/school/program grading policies to determine the most appropriate grade in such instances.
– Continue to work during the next 60 calendar days with all students for whom a grade of I (Incomplete) was assigned, by providing assistance as necessary to facilitate the completion of all course assignments.

- Maintaining close communication with the appropriate program director/dean/associate dean/executive director for the program regarding students who appear not to be making satisfactory progress in the course:
  – Students who have not participated in a course for the first 7 calendar days must be reported to the Academic Advising Team, who will follow up with students to determine their status.
  – A college, school, program, or center may require further academic status reports of students not making satisfactory progress to be submitted to the program director or academic advisors later in the term.
  – Instructors are expected to comply with failure to participate policies and procedures for students, as outlined in Appendix 2 of this handbook.

- Using appropriate APA style and mentoring students’ to help them adhere to Walden University’s requirements for appropriate APA style standards:
  – Refer students to the Walden University Writing Center and its resources (e.g., templates, checklists) for additional assistance, as needed.

- Offering availability:
  – Be available to students outside the course discussion board and in addition to providing substantive feedback on assignments and posting.
  – Be reasonably accessible to students. That does not mean access 24 hours a day, 7 days a week; however, it does mean that students receive quality feedback on course submissions within a reasonable time frame. Respond to all inquiries within 48 hours during weekdays. If responses require more content analysis, they may extend beyond 48 hours; however, instructors should communicate to students that they are working on the issue.
  – Publish availability to students—through course syllabi, instructor information in the classroom, and/or other appropriate documents. The university suggests regular and predictable availability, such as online office hours or regular online chats; however, instructors should be aware of the dispersed nature of the university and maintain flexibility with regard to office hours.
  – Support student success through ongoing interaction, proactive outreach, and other best-practice strategies, as appropriate. Instructors of courses taken by students in their first or
second term at Walden may be assigned additional outreach duties, including targeted outreach to students who are potentially struggling or falling behind, as appropriate, to support student development.

- Clarify program-specific requirements with their supervisor and follow all requirements and policies down to the program level—as program, school, college, and center requirements and policies may be more stringent than those of the university.

**Course Delivery Guidelines**

All courses are designed to be delivered using Web-based software as the learning platform.

Courses with fewer than 10 students enrolled may, at the discretion of the college leadership, be cancelled and this contract voided. While such decisions will ideally be made early on, course cancellation may occur at any time up to 1 week before the beginning of the quarter/semester.

Preregistration enrollments will be capped at a specified number for each course, designated by the program director/dean/associate dean/executive director in conjunction with college leadership.

**Payment Notes**

- Regular courses with enrollment falling below the minimum will be paid at the independent study rate, beginning at the time the course enrollment falls below the minimum.
- Course instruction is paid in equal installments throughout the course if taught in its entirety; if for any reason faculty members are unable to complete the full term, compensation will be prorated.

**Roles and Responsibilities for Research Mentorship**

**The Mentor**

Mentoring is a major responsibility of faculty members who work as committee members with students completing the research requirements of their degrees (e.g., dissertation, doctoral study, thesis) and as mentors supervising students’ Knowledge Area Module (KAM) demonstrations. Faculty mentor involvement with students is a significant factor in student retention and students’ success in their programs. Students’ progress toward completion of degree requirements is regularly monitored by the university, as is the effectiveness of faculty mentors in supporting this progress by their mentees.

**Responsibilities of Mentors**

- Accept specific mentoring assignments and maintain a minimum workload as determined by the school or college.
- Facilitate the intellectual and professional development of their assigned students by continuing mentoring support until each program requirement associated with the assigned mentoring role has been completed or has been assigned to another faculty mentor. (Student reassignment must be accepted and approved by the program director.)
• Initiate and maintain frequent, regular, and timely interaction with students, at a minimum of twice per academic quarter (or more frequently as required by specific colleges or programs).
• Help students produce high-quality work through analyzing and synthesizing appropriate subject matter and/or by applying appropriate research methods and data analyses.
• Evaluate students’ work related to their progress in achieving academic milestones and demonstrating standards of quality in accordance with guidelines and benchmarks for evaluation provided by the university.
• Assist students in maintaining satisfactory academic progress toward timely completion of their degree programs.
• Personalize and monitor their sections of courses that support continuing research development:
  ▪ Supply discussion topics twice each quarter (or more frequently as required by specific colleges or programs).
  ▪ Use the communication tools provided within the course, including the drop box for receiving and tracking student work.
  ▪ Advise students on the development of their quarter plans.
  ▪ Determine that all students have submitted their quarter plans within the first week of the quarter and record this in the grade book.
  ▪ Submit a final grade for each mentee within 5 calendar days of the end of the quarter.

Knowledge Area Module (KAM) Assessment
Faculty members serving as mentors in KAM-based programs are also responsible for facilitating, reading, and assessing KAM demonstrations, including individual student Learning Agreements, as assigned.

Requirements for Serving as a Mentor
To help ensure that individuals are prepared for success in these responsibilities, faculty members are expected to meet the following criteria to serve as research mentors:
• Hold a Ph.D. or equivalent terminal research-oriented degree.
• Have an active research agenda—as evidenced by at least one lifetime publication, which can be a research article in a peer-reviewed journal, a peer-reviewed book, or a chapter in a peer-reviewed book.* (See waiver note below.)
  ▪ Note: In some cases, program leadership may determine that a new faculty member has the capacity to mentor research and would contribute to the scholarship of the university. Such faculty members must complete the New Faculty Orientation and dissertation research mentoring modules, be guided by a more senior researcher during their first assignment as dissertation chair, and be evaluated by their supervisor as meeting mentor competencies. In addition, such faculty members are expected to publish at least one research article in a peer-reviewed journal, a peer-reviewed book, or a chapter in a peer-reviewed book, and to present at a professional conference within their first 3 years of service to Walden University.
• Before serving as a committee chair, have a history of successful service (see previous bullet) as a member of a research product committee at Walden or be placed under the supervision of
a senior colleague (who must also meet all mentor requirements) for at least one term.  
*Note:* This requirement does not apply to thesis chairs.

- Complete a research mentoring faculty development module. This module is offered through the Walden Center for Faculty Excellence (CFE) under the advisement of the Center for Research Quality.* (See waiver note below.)

- Complete the university’s training module for the protection of human subjects in research or provide documentation of completion of a comparable training program within the previous 3 years.

*These requirements may be waived for Walden faculty members who have a longstanding history of successful service on Walden research product committees, as defined by timely completion by students and high rates of research product academic review approval prior to the university mandating mentoring training for new faculty. The appropriateness of such waivers should be decided by the dean/associate dean or by his or her designee.

If an academic quarter passes without demonstrated effective involvement by the faculty mentor, the university may reassign the student and reconsider further assignments.

### Roles and Responsibilities for Research Committee Membership

All Walden University dissertation and doctoral study committees are composed of three members who serve in specific roles: a committee chair (often the student’s faculty mentor), a committee member, and a committee University Research Review (URR) reviewer. Each is a key contributor in the process of a student’s completion of an acceptable doctoral capstone project by serving essential roles and functions within the committee. For some theses committees, there is only one mentor.

In addition to the role-specific responsibilities listed below, between the committee chair and committee member, the following functions must be fulfilled. The functions may be split between these two members, or the chair or member could perform both roles. In theses committees that only include one mentor, that person must fulfill both functions.

#### Content Expert

- Assists students with conceptualizing the research issues to achieve research appropriate to the level of rigor expected for the degree, by helping students complete the following steps:
  - Prepare a literature review that provides a comprehensive summary of current knowledge of the capstone’s subject matter.
  - Identify all applicable concepts or constructs and their potential relationships to the study.
  - Articulate a clearly defined research question or focus that rises to the baseline rigor expected for the level of the degree
  - Establish the significance of the topic, and the potential of the study to contribute to positive social change.

- Provides feedback on the following:
  - Degree to which assumptions and limitations impact upon the research conclusions.
- Comprehensiveness of the literature review and theoretical base of the study (if appropriate).
- Potential for research outcomes to contribute to positive social change.
- Overall significance of the research findings or outcomes.

**Methodology Expert**
- Provides feedback to students on the following:
  - Proposed research design, including appropriateness for addressing the problem statement and research questions/focus.
  - Selection of specific methodology.
  - Selection of a sample of appropriate characteristics and size.
  - Implementation of the selected methodology, assuring compliance with the following:
    - Program/professional norms.
    - Generally accepted ethical and moral principles regarding human subjects.
- Provides constructive criticism about the following:
  - Data collection and analysis.
  - Presentation of the data and the conclusions drawn from the analyses.

All members are expected to provide timely feedback and support to other members of the committee as well as maintain and document regular contact with the student (e.g., at least once per month or more frequently as directed by the college/school/program).

**The Committee Chair**

The committee chair is the nucleus of the committee, serves as its primary representative in communication with both the student and representatives of the university, and provides early and direct support to the student.

**Responsibilities of Committee Chairs**
- Support students early on in project conceptualization, initial drafts, and forming the committee.
- Assume a primary responsibility for assuring that work of the committee fulfills expectations of service to the student and service to the academic discipline(s) and professional field(s) of practice involved.
- Lead, monitor, coordinate, and assess the progress of the capstone research from start to finish as either a content expert, a methodology expert, or a combination of these two functions.
- Meet expectations for classroom presence and monitor and provide thorough, timely, and regular feedback on drafts and discussion postings through the classroom assigned to the specific research capstone, in accordance with the *Walden University Faculty Handbook*, which is accessible through the faculty portal:
  - Meeting the time frame scheduled for courses:
    - Contact each student enrolled in an independent study course by e-mail at the beginning of the course.
– Convene the class online no later than the end of the first day (excluding Saturday and Sunday) of the quarter/semester and conclude the online class instruction no earlier than 3 days (excluding Saturday and Sunday) before the last day of the quarter.

- Addressing postings and discussions:
  – Log in to the research classroom a minimum of 1 day per week, every week.
  – Regularly and substantively participate in the classroom forum to provide student support and guidance, based on program requirements.

- Using e-mail:
  – Check and respond to e-mail at least once every 48 hours during weekdays. If committee chairs are not available on weekends, e-mail will be reviewed and responded to on the following Monday. Responses to e-mails that require more content analysis may extend beyond 48 hours; however, chairs should communicate to students that they are working on the issue.
  – Inform students of their e-mail availability.
  – Use their Walden e-mail accounts and Walden media for all communication with Walden students. The use of non-Walden media (such as personal e-mail addresses or personal websites) for communication with Walden students is not authorized.
  – Do not teach via e-mail. All assignments and communication should be conducted within the learning platform to support consistency and documentation of learning outcomes.

- Grading:
  – Grade assignments/papers within the classroom within 10 calendar days for coursework and 14 calendar days for research mentoring of dissertations, theses, and doctoral studies. (Grading in the final week of the course must be done within 5 calendar days in order to meet final grade submission deadlines.)
  – In the same time frames, return assignments/papers to students with comments and post grades within the grade book.
  – Provide sufficient assessments of student performance to warrant the assignment of a final grade.
  – Complete all student assessments and online reporting of a final grade for all students no later than 5 calendar days after the last day of the quarter/semester in which the course is offered.
  – Continue to work during the next quarter/semester with all students for whom a grade of I (Incomplete) was assigned, providing assistance as necessary to encourage and facilitate the completion of all course assignments.

- Maintaining close communication with the appropriate program director/dean/associate dean for the program regarding students who appear not to be making satisfactory progress in the course:
  – Students who have not participated in a course for the first 7 calendar days must be reported to the Academic Advising Team, who will follow up with students to determine their status.
  – Colleges, schools, and programs may require further academic status reports of students not making satisfactory progress to be submitted to the program director or academic advisors later in the term.
- Using appropriate APA style and mentoring students to help them adhere to Walden University’s requirements for appropriate APA style standards:
  - Refer students to the Walden University Writing Center and its resources (e.g., templates, checklists) for additional assistance, as needed.
- Offering availability:
  - Be available to students outside the course discussion board and in addition to providing substantive feedback on assignments and posting.
  - Be reasonably accessible to students. That does not mean access 24 hours a day, 7 days a week; however, it does mean that students receive quality feedback on course submissions within a reasonable time frame. Respond to all inquiries within 48 hours during weekdays. If responses require more content analysis, they may extend beyond 48 hours; however, committee chairs should communicate to students that they are working on the issue.
  - Support student success through ongoing interaction, proactive outreach, and other best-practice strategies, as appropriate.
- Clarify program-specific requirements with their supervisor and follow all requirements and policies down to the program level—as program, school, college, and center requirements and policies may be more stringent than those of the university.

The Committee Member

The committee member provides direct support to the student by complementing the essential content and/or methodology support provided by the committee chair.

Responsibilities of Committee Members

- Assume a shared responsibility for assuring that work of the committee fulfills expectations of service to the student and service to the academic discipline(s) and professional field(s) of practice involved.
- Engage, monitor, refine, and assess the progress of the capstone research from start to finish as either a content expert, a methodology expert, or a combination of these two functions.

The University Research Review (URR) Reviewer

The University Research Review (URR) process is the quality management process for capstone research at Walden University. The goal of the process is to facilitate high-quality student research through a supportive environment of committee members dedicated to a collaborative enterprise. The committee University Research Review (URR) reviewer works through the research committee chair to provide direct support to the committee and indirect support to the student to help ensure the maintenance of a high level of integrity and quality in the research, as well as consistency in application of university research standards.

Responsibilities of URR Reviewers

URR reviewers provide a consistent and reliable support for effective management of student research, including the following:

- Help ensure a high level of rigor and integrity in student research.
• Facilitate a level of consistency in the application of university research standards.
• Promote a collegial and collaborative relationship with the chair, other committee members, and student:
  ▪ Provide supportive feedback to committees. While final decisions on the scope and focus of the research are primarily the responsibility of the chair, such decisions should reflect the general consensus of the committee, including the points raised by the URR reviewer in accordance with guidelines and benchmarks for evaluation provided by the university.
  ▪ Promote collaboration through facilitative communication among the student’s support team.
• Provide timely substantive feedback that is within the defined scope:
  ▪ The defined scope includes feedback related to theoretical, methodological, analytical, and organizational content.
  ▪ The defined scope does not include detailed review of Form and Style and ethical issues. 
  Note: URR reviewers may be required to provide students with mandatory referrals to the Writing Center and/or the Office of Research Ethics and Compliance (i.e., to the Institutional Review Board) for advice, when necessary.
• Determine if the proposal or research study is ready for advancement to the next milestone in the process. URR reviewer approval, expressed through scores and comments entered in the appropriate capstone rubric, is a prerequisite for conducting oral defenses of the proposal and completed capstone, as well as for submitting the abstract to the chief academic officer for final approval.

Requirements for Serving as a URR Reviewer

To help ensure that faculty members are prepared for success in these responsibilities, Walden University has identified the following requirements for URR reviewers:

• Demonstrate a proclivity for and proficiency at reviewing student capstone projects. This is determined by a combination of the following:
  ▪ Expectations required for all: Meet all requirements approved by the University Curriculum and Academic Policy (UCAP) committee for serving as a capstone chair or committee member.
  ▪ Additional considerations:
    – Frequency of past academic review approval of student work on first submission.
    – Service as a manuscript reviewer for a peer-reviewed publication.
• Understand research methodology (qualitative, quantitative, or mixed methods), as evidenced by the following:
  ▪ A review of a portfolio of dissertation/thesis committees for which he or she has served as the chair or methods expert. (The portfolio must include the titles of the dissertations/theses as well as a description of the study for each, specifically of the methods section.)
  ▪ A list of research projects (current and completed, funded and unfunded).
  ▪ Other means as determined by the Center for Research Quality.
Whenever necessary, preference for URR reviewer assignment will be given to core faculty members, to maintain consistency in the oversight of academic integrity.

**Roles and Responsibilities for Academic Residencies**

Walden offers residencies throughout the country as well as some held outside the United States. (The residency calendar is posted on the Residencies website.) Faculty members who teach in programs with residency requirements may be invited to participate in academic residencies. For some core faculty members, participation is required as part of their teaching load.

Walden offers residencies in multiple academic programs, with the following requirements:

- **Ph.D. in Counselor Education and Supervision**—one 4-day residency followed by two 8-day residencies.
- **Ph.D. in Psychology** (specialization in Clinical Psychology or Counseling Psychology)—Academic Year in Residence:
  - For students with start dates before September 2011—three 4-day residencies in addition to three 12-day residencies.
  - For students with start dates of September 2011 and later—four 4-day residencies in addition to four 9-day residencies.
- **Ph.D.** (other than those listed with their own requirements above)—four 4-day face-to-face residencies (or virtual residencies, for eligible students). Students can also attend an optional dissertation intensive.
- **Doctor of Business Administration** (D.B.A.)—two 4-day residencies, with an optional doctoral study intensive.
- **Doctor of Education** (Ed.D.)—one 3-day residency with an optional advanced residency and optional doctoral study intensive.
- **Ed.S. in Educational Leadership and Administration** (Principal Preparation)—two 3-day residencies.
- **M.S. in Addiction Counseling**—two 6-day residencies.
- **M.S. in Career Counseling**—two 6-day residencies.
- **M.S. in Marriage, Couple, and Family Counseling**—two 6-day residencies.
- **M.S. in Mental Health Counseling**—two 6-day residencies.

Residency assignments are made by the program director, or his or her designee, in coordination with the academic director of university residencies. The program director or designee who supervises residency assignments acts as the residency program coordinator, overseeing all residencies for the program. Completion of residency instructor training is required prior to service at residency.

**The Residency Faculty Member**

Assigned faculty members are expected to fulfill the expectations and workload as articulated in the assignment letter sent by Academic Residencies. Faculty members approved for academic residencies are expected to be available and maintain a reasonable level of participation at
residencies, as requested by their program director and the university. The academic director of university residencies coordinates the activities of faculty members at these sessions according to the mission and vision of the university and the needs of the program.

**Responsibilities of Residency Faculty Members**

- Complete residency instructor training prior to the first assignment.
- Submit a photo and brief biography form before the deadline detailing their academic background. This will be posted on the residency’s website.
  - Once faculty members have submitted their first photo and biography, they will not need to resubmit for future residencies unless they want to update them. Biographies may be updated at any time.
  - Faculty members will be photographed at residencies throughout the year to create consistency in format of pictures posted in Walden’s residency classrooms and eCampus.
- Be present continuously for the scheduled residency noted on the assignment cover.
- Provide their Walden-issued laptop computers (full-time core faculty) or personal laptop computers (contributing faculty) for their assigned presentations. All sessions will have an available LCD projector, wireless Internet, a flip chart, and microphones (where they are needed based on room size and acoustics). **No additional audiovisual equipment will be provided.**
- Deliver seminar content as assigned in collaboration with the academic director of residencies and the **residency faculty administrator** (described below) with the established academic residency curriculum. (The curriculum for all doctoral programs is focused on the development and implementation of the capstone project. Licensure programs include content that is specific to the program and focused on skill development.)
  - Identify learning resources.
  - Facilitate learner development within a cohort delivery model.
  - Participate in a peer-review process as part of continuous improvement. (In addition, assignment sheets for residencies may specify that residency faculty members are required to participate in a faculty development seminar, a post-session evaluation meeting, and/or other duties as requested by the residency faculty administrator.)
- Advise and assess students (individually and in groups) for a minimum of 10 hours (10 hours/week blocked off in the schedule).
  - Evaluate final assignment/student performance when appropriate
- Attend and participate in the following faculty meetings and events:
  - Designated Walden community lunches and events.
  - All school colloquia. The program director and/or dean/associate dean will determine the final agenda and presentations to be offered at the school colloquia.

**The Residency Faculty Administrator**

The residency program coordinator (i.e., the program director or designee) selects the program’s residency faculty administrator(s) for each individual residency. The academic director of university residencies and the residency faculty administrators coordinate the activities of faculty
members during residencies according to the mission and vision of the university and the needs of the program.

In addition to the residency faculty member responsibilities described above, residency faculty administrators are responsible for providing guidance and support for the program’s residency faculty members at the residency to which they are assigned. Their role includes engagement with faculty members, staff members, and students throughout the residency experience.

**Responsibilities of Residency Faculty Administrators**

While at residency, residency faculty administrators serve as program managers of the academic residency experience. The primary responsibilities of residency faculty administrators include the following:

- Secure contact information for all residency faculty members within their program for communication purposes.
- Participate in academic residency meetings (e.g., attending and at times co-facilitating on-site faculty meetings, pre-residency meetings with other faculty in college, Academic Residency Advisory Council, summits).
- Lead the colloquium the first day of residency.
- Lead the professional development sessions and/or closing colloquium sessions.
- Observe, evaluate, mentor, and provide teaching performance feedback to the program’s residency faculty members, in accordance with Walden University policy.
- Provide support for the program’s residency faculty members to promote a positive residency experience.
- Advise students and mentor new advisors.
- Maintain and coordinate all regular administrative and academic assignments (e.g., online classrooms, responding to assignments, mentees, e-mails) that are concurrent with residency dates.
- Maintain records and correspondence with students required to make up missed residency sessions due to late arrival, early departure, or illness/emergency and give an alternative assignment.
- Respond to and address student and/or faculty member concerns and/or issues involving faculty members and students.
- Provide opportunities for team-building among faculty and staff members.
- Submit final residency grades after the conclusion of the residency within the timing specified by university policy.

**Note:** The residency faculty administrator has no supervisory or oversight authority over faculty members. Any personnel issues are reported to the program director.
Roles and Responsibilities for CAP Committee Representatives

This section applies to representative assignments to both the college/school/division Curriculum and Academic Policy (CAP) committees and the University Curriculum and Academic Policy (UCAP) committee. Refer to Section 5 of this handbook for the full description of the Walden governance model.

Responsibilities of CAP/UCAP Committee Representatives

- Review college/school/division/program admission policies and procedures.
- Recommend to the UCAP committee changes in school or university-wide admission standards and policies.
- Evaluate admission policies and standards by periodically reviewing a representative sample of admission decisions, along with student progress information.
- Review and approve proposed changes to the curriculum of the college/school/division.
- Review and approve new courses to be added to the offerings of the college/school/division.
- Review and approve academic policies related to the programs of the college/school/division.
- Make recommendations to the UCAP committee for new programs or university-wide academic policies.
- At the dean or associate dean’s request, review academic appeals, including grade appeals and the like.
- Review and advise the dean or associate dean on procedures for faculty recruitment, faculty appointments, and faculty evaluation.
- Advise the president and chief academic officer on evaluation of the dean, associate dean, and program directors, who are reviewed at least every 3 years by all members of the Academic Council.
Section 5. Academic Freedom, Integrity, and Governance

Policies governing the conduct and requirements of academic degree programs appear throughout this document as well as in the *Walden University Student Handbook*. This chapter contains policies that reflect the general academic and behavioral principles of the institution and that apply to all members of the Walden community.

**Academic Freedom**

Walden University is committed to the principle of academic freedom for its faculty and students. The growth of knowledge and its benefits to society depend on openness to new ideas and approaches to scholarship and to research applied to solving the problems faced by communities, organizations, and individuals in the 21st century. Indeed the very concept of Walden University is based on the recognition that multiple approaches are needed to address emerging issues in our complex world.

In keeping with this commitment to academic freedom, Walden University subscribes to the American Association of University Professors’ (AAUP) 1940 Statement of Principles on Academic Freedom. These statements are as follows:

a. 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.

b. 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.

c. 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.

These principles, along with more recent interpretations of them based on the experiences of institutions and faculty members in using them, can be found through the [AAUP website](https://www.aaup.org). For the purposes of this policy statement, the term *classroom* means a learning environment where there is interaction between individuals in the roles of learners and teachers. These learning environments include, but are not limited to, electronic forums (e.g., learning platforms,
Given the uniqueness of the online environment, faculty members should be aware that the university has policies reflecting the acceptable use of technology (see the information technology policies within this handbook) and the ability of the university to access and review the online classroom.

**Professional Ethics**

Along with the AAUP, Walden University recognizes that the academy bestows upon those who are participating members certain rights and privileges as well as certain responsibilities. Walden University affirms the AAUP Statement on Professional Ethics, as well as the ethical codes of conduct of the professions it serves. The AAUP principles underpin many of the policies that the university promulgates and that are defined throughout this handbook. The AAUP statement may be found on its [website](#) and includes the following principles:

1. **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.

2. **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.

3. **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. In the exchange of criticism and ideas professors show due respect for the opinions of others. 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 institution.

4. **As members of an academic institution**, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, 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 institution 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 institution and give due notice of their intentions.

5. 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 institution. 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 Integrity**

Walden University considers academic integrity to be essential for intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the university depends on the academic integrity of each of its members. In the spirit of this free exchange, students and instructors of Walden recognize the necessity and accept the responsibility for academic integrity.

The university defines violations of this policy to include plagiarism, cheating, providing false information, copyright violation, misrepresentation of credentials, theft/damage of property, and alteration of university documents. Neither faculty members nor students shall claim credit for another’s work or accomplishments or use another’s ideas in a written paper or presentation without appropriate attribution through proper documentation. Violation of academic integrity by faculty members will result in discipline up to and including termination of employment.

For a lengthy discussion of the ethics of scholarly writing, refer to the most current edition of the *Publication Manual of the American Psychological Association*.

**Scholarly Writing**

To help ensure academic integrity, the university has adopted the current edition of the *Publication Manual of the American Psychological Association* (APA) as the official guide for scholarly writing at the university. All faculty members are expected to know and use APA style in their own materials submitted to the university, and they are expected to assist students in mastering conventions of the style manual used in the program(s) in which they teach.

**Academic Integrity of Student Work**

Based on the university’s policies related to academic integrity, the following guidelines outline the expectations for faculty members in assisting the university to maintain the academic integrity of its degrees and promoting a community that values academic honesty.
Ongoing Actions

Course instructors and students are required to use the plagiarism detection service used by the university, currently Turnitin.

Course Application Assignments

All relevant course application assignments will be automatically submitted to Turnitin through the Blackboard platform. Instructors should view the Turnitin originality percentage for each course application assignment. Instructors are required to closely examine Turnitin originality percentages and reports for course application assignments in accordance with the schedule set forth below. Instructors are also required to closely examine those course application assignments that do not require close examination in accordance to the schedule but where the originality percentage would lead an instructor to believe that that assignment may contain significant instances of plagiarism.

Instructor Requirements: Course Application Assignments

- Closely examine, by viewing the Turnitin originality percentage and report, at least one assignment per student for 4- to 5-week courses (if applicable).
- Closely examine, by viewing the Turnitin originality percentage and report, at least two assignments per student for 6- to 8-week courses (if applicable).
- Closely examine, by viewing the Turnitin originality percentage and report, at least three assignments per student for 12- to 16-week courses (if applicable).

These reviews can be week-specific or a random sampling.

Discussion Forum Posts

Students must submit discussion forum posts manually in accordance with the required frequency set forth below. Instructors are required to closely examine Turnitin originality percentages and reports for discussion forum posts in accordance with the schedule set forth below. Links to Turnitin may be available in a discussion forum that is not a required student submission. Instructors should post an announcement in advance advising students when to use the Turnitin submission link.

Student Requirements: Discussion Forum Postings

Submit all discussion postings for at least 1 week of the course.

Instructor Requirements: Discussion Forum Postings

Closely examine, by viewing the Turnitin originality percentages and reports, all discussion postings for at least 1 week of the course.

Deans/associate deans/executive directors and program directors may require instructors to examine more assignments and/or students to make additional discussion forum submissions and will communicate further program-specific requirements, including how to proceed if a course’s structure is not addressed in the guidelines listed. If an academic program has more stringent guidelines in place, these programs will continue to adhere to those existing guidelines.
Regardless of minimum expectations, instructors are expected to be vigilant in checking all course materials submitted by students for the major indicators of plagiarism, including significant changes in style, voice, or skill level; poor documentation; misused secondary material; and uncharacteristic use of highly technical language. If an instructor suspects plagiarism in any student work, the instructor should submit the work through Turnitin.

Course instructors are encouraged to complete the academic integrity and Turnitin tutorials located in the New Faculty Orientation and on the Center for Faculty Excellence eCampus site for faculty members. Instructors should encourage students to complete the Academic Integrity and Turnitin tutorial, which is located on the Writing Center website and can be directly accessed from the Turnitin content item in the classroom and also from the Student Readiness Orientation.

**Suspected Instances of Plagiarism**

If a potential violation of academic integrity (plagiarism, providing false information, misrepresentation of credentials, copyright violation, etc.) is identified, the instructor should follow the review process for academic integrity violations as outlined below and as set forth in the Student Conduct and Responsibilities section of the *Walden University Student Handbook*.

1. **Investigation Process**

   Should an instructor suspect that a student has violated the academic integrity policy in the Code of Conduct, the instructor will conduct an appropriate investigation, which may include use of a plagiarism detection service. (If another instructional staff member—such as a research reviewer, editor, or writing tutor—suspects that a student has violated the academic integrity policy in the Code of Conduct, he or she will report the suspicion to the instructor, who will then conduct an appropriate investigation.) If, after reviewing the evidence, the instructor determines that academic dishonesty may have occurred, he or she will send a letter of inquiry to the student that describes the concern and the evidence and give the student an opportunity to respond to this evidence in writing that may include a request that the student provide evidence/information to the concern in question. Faculty members should use the *Academic Integrity Inquiry Template* that can be found on the faculty portal. The program director, or his or her academic integrity designee, should be copied on the letter of inquiry.

   After a formal letter of inquiry has been sent and the student has responded, the program director or his or her academic integrity designee will review the response, the instructor’s evidence, and check the Code of Conduct database for prior violations. The program director will review the information and determine a proper sanction.

   Possible sanctions include one or more of the following: a requirement to redo work, a reduction in grade for the work, award of a failing assignment grade, award of a failing course or KAM demonstration grade, enrollment in a course on academic integrity or similar writing course, academic suspension, or permanent dismissal from the university. Multiple violations will result in more severe sanctions. The dean/associate dean/executive director must approve all suspensions or dismissals from the university and will notify students in writing of such action. Once a sanction is imposed, program directors should send all documentation to the Code of Conduct office for inclusion in the database (letter of inquiry, student’s response, and sanction letter). Students can appeal academic integrity violations to their dean/associate dean/executive
director within 10 days of the sanction. The Code of Conduct office should be notified of any appeal decisions by the dean/associate dean/executive director.

Suspected violations of academic integrity that are reported to the university by students or other community members will be investigated by the dean/associate dean/executive director or their designees, and a disposition will be provided to the student in the same manner.

The university believes that upholding academic integrity is among its highest callings and to that end provides educational opportunities for students to explore both the ethical necessity and the technical methods of conducting research that meets the highest standards laid out in the Fundamental Values of Academic Integrity statement. Students who are found to have violated the academic integrity policy but are not dismissed from the university will be required to take and successfully complete with a Satisfactory (S) grade a course on academic integrity to build their understanding and skills in upholding academic integrity. This course must be taken in the term immediately following the finding of academic integrity violation.

2. Sanctions and Records
The university takes all violations of the Code of Conduct very seriously and takes actions that are appropriate to the violation.

In addition to instructor-imposed sanctions, the university can impose additional sanctions upon a student whose violation of the Code of Conduct is severe or follows a prior history. These sanctions include award of a failing course or KAM demonstration grade, including retroactive application of failing grades to past courses or KAM demonstrations; placement on a status of academic warning; revocation of proposal or dissertation approval; academic suspension; and permanent dismissal from the university.

All disciplinary actions are recorded in the student’s file, which remains permanently on record. The existence of a prior violation in a student’s file will lead to stronger sanctions for subsequent acts. Students who have been dismissed from the university for violation of the academic integrity policy are not eligible for readmission.

3. Appeals
The findings of the dean/associate dean/executive director or their designees in cases of academic integrity violations are final and are not subject to appeal.
### Example of Sanctions for Academic Integrity Violations

<table>
<thead>
<tr>
<th>First Instance</th>
<th>Second Instance</th>
<th>Third Instance</th>
</tr>
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</table>
| 1. The student is given the opportunity to rewrite the paper.  
   *or*  
The student’s grade is reduced, or the student is awarded a zero on the assignment, at the discretion of the instructor.  
   *and*  
2. The student is required to take a course on academic integrity and/or APA style.  
| 1. The student fails the assignment and/or the course.  
   *and/or*  
2. The student must take or repeat a course on academic integrity, APA style, and/or other writing course, as specified by the dean/associate dean/executive director or their designees.  
| 1. The student may be dismissed from Walden, as determined by the dean/associate dean/executive director.  
   *or*  
2. The dean/associate dean/executive director may apply additional sanctions and allow the student to remain in the program on probationary status.  
Any further academic integrity violations will result in immediate dismissal. |

**Note:** This is provided as an example only. The faculty member and college leadership may determine other sanctions as appropriate for the specific violation.

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**Copyright**

Walden recognizes and respects intellectual property rights. As part of its mission to maintain the highest standards for ethical conduct, the university requires its employees, instructors, students, and other university community members to use copyrighted materials in a lawful manner.

No employee, instructor, student, nor other university community member may reproduce any copyrighted work in print, video, or electronic form in violation of the law. The easiest way to
avoid violating the law is by receiving the express written permission of the copyright holder. Copyright laws in the United States may protect works even if they are not registered with the U.S. Copyright Office and even if they do not carry the copyright symbol.

Copyrighted works include, but are not limited to, printed articles from publications, television and radio programs, videotapes, music performances, photographs, training materials, manuals, documentation, software programs, databases, World Wide Web pages, and CD-ROMs. In general, the laws that apply to printed materials are also applicable to visual and electronic media.

Walden University directs its employees, instructors, students, and other university community members to obtain appropriate permission from copyright holders directly, or from their licensing representative, when reproduction or duplication exceeds fair use. The fair use doctrine allows limited exemptions to copyright infringement liability when copyrighted works are used for purposes such as comment, criticism, teaching, scholarship, or research, particularly when the use of the work is limited in amount and scope and is for noncommercial purposes. To learn more about fair use, review the chapter on scope of use from the U.S. Copyright Office.

**Intellectual Property**

Unless expressly agreed otherwise in writing with an individual faculty member in connection with personal writings and inventions—as described in that faculty member’s Confidentiality and Non-Disclosure Agreement—all formal curricula developed and offered at Walden University are the sole property of Walden University and are copyrighted to that legal entity.

Formal curricula include, but are not limited to, the following:

- A defined plan of study.
- Program outcomes.
- Course syllabi.
- Course outlines.
- Course objectives.
- Study notes.
- Quizzes, tests, and assessments.
- Guidelines for papers/projects, application assignments, portfolios, KAMs, dissertations, theses, doctoral studies, and capstone projects (or any other final work products).
- Rubrics.

See the university policy on confidentiality and non-disclosure below. Presentations outside the online learning platform shall not be recorded (e.g., audio- or videotaped) without express consent from the faculty member.

Research projects and papers prepared by the faculty member that are funded by a grant or fellowship from the university are excluded from university ownership. The university will assert no interest in such additional material so long as it has not been completed as a “work for hire” as defined in the confidentiality and non-disclosure policy included in this handbook.
Governance at Walden University

Academic Governance

Fulfilling the mission of Walden University requires collaboration among the Board of Directors, administration, and faculty. This is an important part of Bud Hodgkinson’s early vision for Walden University, and a robust faculty governance system is a fitting and proper tribute to the legacy that he has given us.

Adequate opportunities for communication are essential if faculty members are to fulfill their roles in institutional governance, namely to oversee the university curriculum (including its outcomes and content), to approve the academic policies that impact how the curriculum is offered to students, to help ensure that students have fulfilled the outcomes of the curriculum, and to recommend students for degree conferral to the Board of Directors. With a geographically dispersed faculty, the university is challenged to design a governance system that gives the faculty its full voice in the governance of the curriculum and bridges the physical gap between faculty members. Faculty governance structures at both the university and the college levels help ensure that the faculty members fulfill their roles as overseers of the curriculum.

All governance bodies at the university are guided by the processes outlined through Robert’s Rules of Order.

For the purposes of this document, the term faculty representative refers to all faculty members and academic administrators within each college or center unless the description specifically references core and contributing faculty members.

If any committee representatives vacate their appointed or elected position on any council or committee prior to the end of their term, the individual responsible for appointing or initiating election for that position will appoint a qualified representative to serve in that capacity for the remainder of the term.

Board of Directors

Walden University’s Board of Directors includes a diverse group of academic and business leaders who come together as stewards of the university’s mission and fiscal health. The board carries out its work though its committees, including the Academic Affairs committee, the Finance committee, the Governance committee, and the International Strategy committee.
University Governance

University Faculty Council

Membership
The University Faculty Council includes the following members:
- President.
- Chief academic officer.
- All faculty members of the university.
- Other administrative and academic leadership representatives.

The president and chief academic officer serve as the co-chairs of the University Faculty Council.

Selection and Terms of Office
- Through their role at the university, all faculty members of the university are appointed to the University Faculty Council for the duration of their employment as faculty members.
- Other administrative and academic leadership representatives are invited to attend meetings of the University Faculty Council by the president or chief academic officer.

Authority and Responsibilities
The University Faculty Council serves in an advisory capacity. The president and chief academic officer provide an annual report on academic affairs and plans for the coming year, with both synchronous and asynchronous opportunities for discussion. The purpose of the University Faculty Council is to receive information about the overall academic progress at the university and provide advice to the president and chief academic officer.

Meeting Frequency
The University Faculty Council convenes at least once annually.

Board of Directors Academic Affairs Committee

Membership
The Board of Directors Academic Affairs committee includes the following members:
- Chief academic officer.
- Appointed members of the Board of Directors.
- Two to three appointed faculty representatives.

A member of the Board of Directors, as designated by the chair of the Walden University Board of Directors, serves as the chair of the Board of Directors Academic Affairs committee. The chief academic officer provides staff support to the committee.
Selection and Terms

- **Board member representatives** are appointed to serve on this committee, and the lengths of their terms are set by the chair of the Walden University Board of Directors.
- **Faculty representatives** are appointed to serve on the Board of Directors Academic Affairs committee for the second year of their term on the Academic Council.

Authority and Responsibilities

The Board of Directors Academic Affairs committee serves in an advisory capacity to Walden University’s Board of Directors and Walden University’s administration. Members are responsible for reviewing and providing feedback and recommendation on the following matters:

- New programs and curricular proposals.
- Student admission criteria and processes.
- Student support services.
- Faculty recruitment, orientation, and development criteria and processes.
- Faculty numbers (core and contributing) and the faculty’s role in developing and evaluating academic programs.
- Central academic review and quality control of student work.
- University investments, both human and fiscal, in its overall academic program.
- Regional accreditation and state licensure issues, and related self-studies.

Meeting Frequency

The Board of Directors Academic Affairs committee meets at least three times per year, with meetings aligned with the spring, summer, and fall meetings of the Board of Directors. Meetings of this committee are held face to face and, when necessary, telephone, Internet, videoconference, or a combination of communication modalities is used.

**Academic Council**

Membership

The Academic Council includes the following members:

- Chief academic officer.
- Members of the Board of Directors serving on the Board of Directors Academic Affairs committee.
- College vice presidents and center executive directors.
- Five **appointed** faculty members.
- Two **appointed** staff representatives.

The chief academic officer serves as the chair of the Academic Council and, in consultation with the chair of the Board of Directors Academic Affairs committee, sets the agenda for all meetings. In the absence of the chief academic officer, he or she may appoint someone to preside over the meeting.
Selection and Terms

- **Faculty representatives** are appointed to serve on the Academic Council for the duration of their elected 2-year term on the University Curriculum and Academic Policy (UCAP) committee.

- **Staff representatives** from other academic or operational units are appointed by the chief academic officer to serve a staggered 2-year term.

Authority and Responsibilities

The Academic Council serves in an advisory capacity. Members review and provide advice to the Board of Directors Academic Affairs committee on matters pertaining to the university’s academic policies and educational programs, including, but not limited to, the following:

- Recruitment of students and faculty members.
- Admission policies.
- Degree requirements and academic standards.
- Addition, revision, and deletion of academic programs.
- Criteria for and credentials of faculty members.
- The formulation of policies and procedures for maintaining and improving the quality of academic programs.
- Faculty and/or student concerns.
- Other matters, as directed by the Board of Directors Academic Affairs committee.

Meeting Frequency

The Academic Council meets two times each year; meetings are held in the winter and summer. The chief academic officer may convene additional meetings, as necessary. Academic Council meetings are held face to face and, when necessary, telephone, Internet, videoconference, or a combination of communication modalities is used.

University Curriculum and Academic Policy (UCAP) Committee

Membership

The University Curriculum and Academic Policy (UCAP) committee includes the following:

**Voting Members**

- Chief academic officer.
- Vice presidents of each college, or designee from the academic leadership of the college.
- Five elected core or contributing faculty representatives, which includes one faculty member from each of the following:
  - The Richard W. Riley College of Education and Leadership.
  - College of Health Sciences.
  - College of Management and Technology.
  - College of Social and Behavioral Sciences.
  - College of Undergraduate Studies.
Non-Voting Members

- President.
- Other appointed representatives from the university’s support centers and operational teams.

The chief academic officer serves as the chair of the UCAP committee.

Selection and Terms

- Faculty representatives are elected for a 2-year term through a peer-election process initiated by the vice president of the respective college. Faculty representatives serving on the UCAP committee are elected for staggered 2-year terms. To be eligible for this committee, faculty representatives must have either previously served on or be currently serving on a college/school/division Curriculum and Academic Policy committee. Faculty representatives elected to serve on the UCAP committee also serve as appointed members of the Academic Council for the duration of their 2-year term and of the Board of Directors Academic Affairs committee during the second year of their term.
- Other representatives from the university’s support centers and operational teams are appointed by the chief academic officer based on their position at the university.

Authority and Responsibilities

The UCAP committee serves in both an advisory and a decision-making capacity, with the following responsibilities:

- Review, approve, and recommend to Walden University’s Board of Directors proposals for new programs from the college/school/division Curriculum and Academic Policy (CAP) committees.
- Review, approve, and recommend to Walden University’s Board of Directors any revisions to university-wide and school academic policies and admission requirements.
- Review curricula and other relevant assessment information to ensure that the university is achieving its academic mission.

Meeting Frequency

The UCAP committee meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities. The chief academic officer may convene additional meetings, as necessary.

Research Curriculum and Academic Policy (CAP) Committee

Membership

The Research Curriculum and Academic Policy (CAP) committee includes the following:

Voting Members

- Executive director for the Center for Research Quality.
- One appointed associate dean from each college.
- Two appointed faculty representatives from each college.
Non-Voting Members

- Director of strategic research initiatives.
- One appointed administrative representative from each of the following units:
  - Center for Student Success.
  - Center for Research Quality.
  - Center for Faculty Excellence.
  - Office of Institutional Research and Assessment.

The executive director of the Center for Research Quality, or designee, serves as the chair of the Research CAP committee.

Selection and Terms

- **Associate deans** from each college are appointed to serve on the Research CAP committee by the vice president of their respective college to serve a staggered 2-year term.
- **Faculty representatives** are appointed to the Research CAP committee by the dean or associate deans within the colleges for a staggered 2-year term. Representatives on this committee must have experience as a research methodologist or research mentor and/or be an active researcher.
- **Administrative representatives** from the academic centers and the Office of Institutional Research and Assessment are appointed to the Research CAP committee by the executive director of the respective unit to serve a staggered 2-year term.

Authority and Responsibilities

The Research CAP committee serves in both an advisory capacity and a decision-making capacity. This committee provides input to the executive director for the Center for Research Quality on all research-related initiatives in the university and provides active support and feedback on research initiatives, curricula, policies, standards, and activities. The Research CAP committee recommends changes in research policies to the University Curriculum and Academic Policy (UCAP) committee for review and approval.

The committee approves revisions to the following university residency research curricula and research courses:
- SBSF 7100.
- Ph.D. dissertation course shells (9000-level).
- RSCH 8100, 8200, 8300, 8250, 8350, 8450.

The committee will inform the college/school/program Curriculum and Academic Policy (CAP) committees of any proposed changes or revisions to university residency research curricula and research courses and invite comment.

The committee reviews and recommends changes to the associate dean of a school/program for college-specific research courses, including the following:
- EDUC 8080, 8090, 8102, 8106.
- EDAD 8145, 8080, 8090.
Meeting Frequency
The Research CAP committee meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.

Assessment Advisory Council

Membership
The Assessment Advisory Council includes the following members:

- Executive director for the Office of Institutional Research and Assessment.
- Director of assessment in the Office of Institutional Research and Assessment.
- One appointed faculty representative from each college.
- Additional appointed faculty representatives from each college. The number of additional faculty representatives is equal to the number of functioning college/school/division Curriculum and Academic Policy (CAP) committees in each college.
- One appointed staff representative from each of the following centers:
  - Center for Faculty Excellence.
  - Center for Research Quality.
  - Center for Student Success.
- Up to two additional appointed staff representatives.

The director of assessment in the Office of Institutional Research and Assessment serves as the chair of the Assessment Advisory Council.

Selection and Terms

- All faculty representatives are appointed to serve a staggered 2-year term on the Assessment Advisory Council by the vice president of each respective college.
- Staff representatives from the academic centers are appointed to serve a staggered 2-year term on the Assessment Advisory Council by the executive director or administrative leader of that unit. Additional staff representatives are appointed by the chair of the Assessment Advisory Council to serve a 2-year term.

Authority and Responsibilities
The Assessment Advisory Council serves in an advisory capacity. This council is responsible for providing advice to the Office of Institutional Research and Assessment on matters related to coordination and support of learning outcomes assessment in the university. This council advises academic programs on learning outcomes assessment plans and recommends revisions of the university assessment plan to the University Curriculum and Academic Policy (UCAP) committee.

Meeting Frequency
The Assessment Advisory Council meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.
Office of Academic Affairs Advisory Council

Membership
The Office of Academic Affairs Advisory Council includes the following members:
- Chief academic officer.
- College vice presidents.
- Deans and associate deans.
- Center executive directors.
- National director of financial aid.
- Director of admissions.
- Director of academic advising.
- Director of registration services.
- Ombudsperson.
- Registrar.

The chief academic officer serves as the chair of the Office of Academic Affairs Advisory Council.

Selection and Terms
All representatives serving on the Office of Academic Affairs Advisory Council are included based on their position at the university.

Authority and Responsibilities
The Office of Academic Affairs Advisory Council serves in an advisory capacity to the chief academic officer and other university leadership. The purpose of the council is to receive information from various leaders at the university and to advise on topics related to academic policy and standards.

Meeting Frequency
The Office of Academic Affairs Advisory Council meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.

International Advisory Council

Membership
The International Advisory Council includes the following members:
- One or two faculty representatives from each college.
- One staff representative each from the Center for Research Quality, Center for Student Success, Center for Faculty Excellence, and Office of Institutional Research and Assessment.
- One or two additional staff representatives (from admissions, advising, etc.).

The university president appoints faculty or staff members to serve as the chair and co-chair of the council, representing academic and operational considerations, respectively.
Selection and Terms

- **All faculty representatives** are appointed to serve a staggered 2-year term on the International Advisory Council by the vice president of each respective college.
- **Staff representatives** from the academic centers are appointed to serve a staggered 2-year term on the International Advisory Council by the executive director or administrative leader of that unit. Additional staff representatives are appointed by the university president to serve a 2-year term.

Authority and Responsibilities

The International Advisory Council serves in an advisory capacity to the president of Walden University. Members are responsible for reviewing and providing feedback and recommendation on matters related to international growth, training, research, tools, communication, and other initiatives defined by the university president.

Meeting Frequency

The International Advisory Council meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities. Additional meetings may be held as needed.

**Academic Residency Advisory Council**

Membership

The Academic Residency Advisory Council includes the following members:

- Academic director of university residencies.
- Associate director(s) of Academic Residencies.
- Executive director for the Center for Faculty Excellence.
- Executive director for the Center for Student Success.
- Executive director for the Center for Research Quality, or designee.
- Director of academic advising.
- Senior university events manager.
- One **appointed** faculty representative to represent each degree program with an academic residency requirement.
- One additional **appointed** faculty representative.

The academic director of university residencies serves as the chair of the Academic Residency Advisory Council.

Selection and Terms

- **Faculty representatives** are appointed to a 1-year term by the dean or associate dean overseeing the respective degree program.
- The **additional faculty representative** is appointed to serve a 1-year term on the Academic Residency Advisory Council by the chief academic officer.
Authority and Responsibilities
The Academic Residency Advisory Council serves in an advisory capacity. The committee is responsible for providing oversight and advice to the academic director of university residencies on all matters related to residency curricula, policy and procedures, residency budget, and fees.

Meeting Frequency
The Academic Residency Advisory Council meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.

Center for Faculty Excellence Advisory Council

Membership
The Center for Faculty Excellence Advisory Council includes the following members:

- Executive director for the Center for Faculty Excellence.
- Director, Special Projects, Center for Faculty Excellence.
- Two appointed faculty representatives, one core and one contributing, from each college.

The executive director for the Center for Faculty Excellence serves as the chair of the Center for Faculty Excellence Advisory Council.

Selection and Terms
Faculty representatives are appointed to serve on the Center for Faculty Excellence Advisory Council by the vice president of the respective college. Each college appoints one core and one contributing faculty member to serve on the council. Core faculty members are appointed for a 2-year term; contributing faculty members are appointed for a 1-year term.

Authority and Responsibilities
The Center for Faculty Excellence Advisory Council serves in an advisory capacity to the executive director for the Center for Faculty Excellence. Members are responsible for providing advice on the roles and responsibilities of the Center for Faculty Excellence related to topics including, but not limited to, faculty development, faculty meetings, and faculty assessment.

Meeting Frequency
The Center for Faculty Excellence Advisory Council meets on a monthly basis via telephone, Internet, videoconference, or a combination.

Library Advisory Council

Membership
The Library Advisory Council includes the following members:

- Director of library services.
- One appointed representative from the Center for Research Quality.
- Two appointed faculty representatives from each college.
The director of library services chairs the Library Advisory Council.

Selection and Terms
- **Faculty representatives** are appointed to serve a staggered 2-year term on the Library Advisory Council; representatives are nominated by the vice president of their college or center and are approved by the director of library services. The director of library services is responsible for ensuring that the faculty representatives cover the array of Walden’s degree programs and disciplines.
- **The Center for Research Quality representative** is appointed to serve a 2-year term on the Library Advisory Council; the representative is nominated by the executive director of the Center for Research Quality and approved by the director of library services.

Authority and Responsibilities
The Library Advisory Council serves in an advisory capacity. All members of the council serve as a liaison between the library and the programs within their area of discipline. The director of library services seeks input from the council on matters pertaining to library services and resources, such as the following:
- Collection development.
- Budget priorities.
- Levels of satisfaction with library services and resources.
- Changes to library policy.
- Other matters, as appropriate, pertaining to library services and resources.

Meeting Frequency
The Library Advisory Council meets twice per year, as scheduled by the director of library services. Meetings are held via telephone, Internet, videoconference, or a combination of communication modalities.

**Merit-Based Scholarship and Research Award Review Committees**

Membership
The review committees charged with reviewing and selecting the recipients of merit-based scholarships, research-based fellowships or grants, and the outstanding student research awards are composed of the following members:
- Director of the Office of Research and Sponsored Programs (ORSP).
- Two faculty representatives from each college.
- A faculty or staff representative from each center that serves students and/or faculty.

The director of the ORSP serves as the chair for each review committee.

There are three review committees:
- **Merit-Based Scholarship Review committee**: charged with reviewing applicants for the Commitment to Social Change Scholarship, the National Public Service Scholarship, and the Presidential Scholarship.
• **Research-Based Review committee:** charged with reviewing applicants for Walden’s internally funded research opportunities, such as the Faculty Research Initiative Grant (FRIG), the Presidential Research Fellowship Program, and the David A. Wilson Award for Excellence in Teaching and Learning.

• **Outstanding Student Research Award Review committee:** charged with reviewing nominees for the outstanding Ph.D. dissertation award, outstanding doctoral study award, and outstanding master’s thesis award.

Any college-specific research awards are reviewed by an appropriate committee developed in conjunction with the director of the ORSP in the Center for Research Quality.

**Selection and Terms**

**Faculty and staff representatives** are nominated by the program directors or associate deans and deans, and appointed to serve a 2-year term by the director of the Office of Research and Sponsored Programs (ORSP). Faculty and staff members serving on committees that review research-related fellowships, grants, and awards shall have experience in both conducting research and disseminating research findings.

**Authority and Responsibilities**

The merit-based scholarship and research award review committees are tasked with reviewing applicant materials and selecting scholarship, grant or fellowship, and award recipients. Recipients selected by the committees are submitted to the president and chief academic officer, by the committee chair, for their review and approval.

**Meeting Frequency**

The review committees meet in accordance with the review cycles for each merit-based scholarship, grant or fellowship, and research award program.

**Research Process Advisory Council**

**Membership**

The Research Process Advisory Council includes the following members:

• Director of research quality management.

• Center coordinator for the Center for Research Quality.

• One to four **appointed** faculty representative(s) from each of the following units:
  - Center for Student Success.
  - College of Health Sciences.
  - College of Management and Technology.
  - College of Social and Behavioral Sciences.
  - The Richard W. Riley College of Education and Leadership.

The director of research quality management serves as the chair of the Research Process Advisory Council.
Selection and Terms

Faculty representatives are appointed to the Research Process Advisory Council by the chair of the council, in consultation with the associate deans and deans within the colleges or executive directors in the centers. Representatives on this council often serve in specific capacities within each unit and, therefore, change only when a personnel or organizational change occurs.

Authority and Responsibilities

The Research Process Advisory Council serves in an advisory capacity. The council provides input to the director of research quality management on research process issues and trends, specifically related to research capstone processing and quality.

Meeting Frequency

The Research Process Advisory Council meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.

Institutional Review Board

Membership

Each of the Institutional Review Boards (IRBs) shall consist of no fewer than five members and must include the following:

- Director of the Office of Research Ethics and Compliance (OREC) or other Center for Research Quality staff member who serves as chair.
- A minimum of two appointed faculty representatives.
- A minimum of one appointed staff representative.
- External member.

The Office of Research Ethics and Compliance (OREC) director will chair each board or appoint a chair. Vice chairs will also be appointed by the OREC director.

Selection and Terms

According to federal regulations, each board must include the following:

- At least one external member who is not otherwise affiliated with the university.
- At least one non-scientist to help provide a lay person perspective (typically the staff representative or external member meets this requirement).
- Members with sufficient diversity of backgrounds to promote complete and adequate review of research activities.

The OREC director will create additional boards as needed (e.g., to review protocols for high-volume research areas). The OREC director is responsible for reviewing and making updates to board membership on a quarterly basis.

- Faculty representatives shall be drawn from a representative sample of the university’s research areas (e.g., psychology, education, and health services). The faculty members of the IRB are nominated by program directors and appointed by the OREC director on a quarterly
basis, as needed. Selection criteria include content expertise, research experience, and knowledge of professional and research ethics.

- **Staff representatives** are nominated by the executive directors of the academic centers and appointed by the OREC director on a quarterly basis. Staff representatives may serve in the non-scientist role on the board.

- **External members** appointed by the OREC director on a quarterly basis.

**Authority and Responsibilities**

The Institutional Review Boards are responsible for ensuring that all Walden University research complies with the university's ethical standards as well as U.S. federal regulations. IRB approval is required before collection of any data, including pilot data.

**Meeting Frequency**

Each Institutional Review Board meets on a weekly basis via telephone, Internet, videoconference, or a combination of communication modalities.

**School/Center/Unit Governance**

**College/School/Unit Faculty Councils**

**Membership**

Each college/school/unit Faculty Council includes the following members:

- Associate dean of the respective school or unit.
- Dean of the college, if applicable.
- All faculty members of the respective college, school, or unit.
- Other administrative and academic leadership, as determined by the chair of the college/school/unit Faculty Council.

The structure of each college/school/unit Faculty Council will be developed by the vice president of each college or unit to best serve the needs of the college/school/unit.

**Election, Organization, and Structure**

Through their role at the university, all faculty members are appointed to the college/school/unit Faculty Council for their respective college/school/unit for the duration of their employment as faculty members.

**Authority and Responsibilities**

The college/school/unit Faculty Councils serve in an advisory capacity to the dean or associate dean(s) who chairs the meeting. The dean or associate deans provide an annual report on college/school/unit affairs and plans for the coming year, with both synchronous and asynchronous opportunities for discussion. The purpose of each council is to receive information about the overall academic programs of that college/school/unit and to provide advice to the dean and/or associate dean for the respective school or program.
Meeting Frequency
Each college/school/unit Faculty Council convenes virtually once per year via telephone, Internet, videoconference, or a combination of communication modalities.

College/School/Division Curriculum and Academic Policy (CAP) Committees

Membership
The college/school/division Curriculum and Academic Policy (CAP) committees are organized within each college, as deemed appropriate for each.

Each college/school/division CAP committee includes the following members:
- Dean and/or associate dean primarily associated with the school or division of the committee.
- Vice president of the college.
- Up to 12 appointed faculty representatives, with an even balance between core and contributing faculty members.

The college/school/division CAP committees and their chairs are structured as follows:
  - Division of Administration and Postsecondary Education CAP committee
  - Division of Early Childhood, Special Education, and Professional Licensure CAP committee
  - Division of Teaching and Learning CAP committee
- College of Health Sciences
  - School of Health Sciences CAP committee
  - School of Nursing CAP committee
- College of Management and Technology
  - School of Information Systems and Technology CAP committee
  - School of Management CAP committee
- College of Social and Behavioral Sciences
  - School of Counseling CAP committee
  - School of Psychology CAP committee
  - School of Public Policy and Administration CAP committee
  - School of Social Work and Human Services CAP committee
- College of Undergraduate Studies CAP committee (see “College of Undergraduate Studies Curriculum and Academic Policy Committee”)

Committees are chaired by the dean or associate dean of the school/division, or designee in special circumstances. Requests for new CAP committees must be approved by the University Curriculum and Academic Policy (UCAP) committee.
Election, Organization, and Structure

Faculty representatives are appointed by the chair of each CAP committee, to serve a staggered 2-year term. Each committee is to have an even balance of core and contributing faculty representatives serving on the committee.

Authority and Responsibilities

The college/school/division CAP committees serve in advisory capacity to the dean, associate dean(s), and the University Curriculum and Academic Policy (UCAP) committee or other units, as designated by committee chair, and in a decision-making capacity for new and revised courses within the school or unit. The purpose of each committee is to review and recommend to the UCAP regarding the following matters:

- Changes in university-wide and school or division-specific admission standards and policies.
- Proposals for new programs and proposed changes to the curricula of existing programs.
- Academic policies and procedures related to the programs of the school or division area.
- New programs or university-wide academic policies.

In addition to providing feedback and recommendations to the UCAP committee, a college/school/division CAP committee may be asked to advise the chair of the committee or other units on topics such as faculty recruitment, appointments, and evaluation. The CAP committee approves new courses and revisions to existing courses in the school/division.

When appropriate, the committee may appoint subcommittees for specific programs; these subcommittees may be made up of a balance of core and contributing faculty members whose primary assignments are in that program. The subcommittee will be chaired by a faculty representative who is currently serving on the college/school/division CAP committee. The subcommittee will be charged with reviewing and recommending to the college/school/division CAP committee all curricular and policy changes that impact the program.

Meeting Frequency

The college/school/division CAP committees meet on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.


Membership

The Richard W. Riley College of Education and Leadership Curriculum and Academic Policy (CAP) committee includes the following members:

- Vice president.
- Dean.
- Associate deans from each division (3).
- UCAP faculty representative.
- College assessment director.
- One core faculty representative from each division (3).
• One contributing faculty representative from each division (3).

The dean and the UCAP faculty representative serve as co-chairs of this committee. With the exception of the vice president and dean, all members are voting members.

Selection and Terms
Faculty representatives are appointed to serve on the Riley College of Education and Leadership CAP committee by the vice president of the college. The faculty representative must have experience serving on the division CAP committee to be considered. Faculty representatives serve a staggered 2-year term.

Authority and Responsibilities
The Riley College of Education and Leadership CAP committee is responsible for the review and recommendation to the UCAP on matters related to the following:
• Changes in university-wide, college, or program-specific admission standards and policies.
• Proposals for new programs and proposed changes to the curricula of existing programs.
• Academic policies and procedures related to the programs of the college or program area.
• New programs or university-wide academic policies.
• Proposals for new courses recommended by the division CAP committees.

Members review and approve or make recommendations on issues brought forward by three division CAP committees:
• Division of Administration and Postsecondary Education
• Division of Early Childhood, Special Education, and Professional Licensure
• Division of Teaching and Learning

Division CAP Committees
Each division CAP committee consists of the following members:
• Associate dean of the division.
• Up to 8 appointed faculty representatives, with an even balance between core and contributing faculty members.

Division CAP committees are chaired by the associate dean of the respective division; all other members are voting members. Faculty representatives are appointed by the associate dean and serve a staggered 2-year term on the division CAP committee.

The division CAP committees are responsible for the following:
• Recommendations to the college CAP committee related to changes in admission standards and policies.
• Reviewing and recommending to the college CAP committee proposals for new programs and proposed changes to the curricula of the existing programs within the division.
• Reviewing and recommending to the college CAP committee academic policies related to the programs within the division.
• Recommendations to the college CAP committee for new programs or college-wide academic policies.
• Reviewing and recommending to the college CAP committee proposals for new courses.
• Approving revision to existing courses in the division.
• Advising the associate dean or other unit leaders, as requested, on topics such as faculty recruitment, appointments, and evaluation.

Meeting Frequency
The Riley College of Education and Leadership CAP committee and the division CAP committees each meet on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities.

College of Undergraduate Studies Curriculum and Academic Policy (CAP) Committee

Membership
The College of Undergraduate Studies Curriculum and Academic Policy (CAP) committee includes the following members:
• Dean or associate dean of the College of Undergraduate Studies.
• Four (total) faculty representatives from general education and interdisciplinary studies in the College of Undergraduate Studies (2 core, 2 contributing).
• Three (total) faculty representatives from other colleges’ undergraduate programs not represented by a program director on the College of Undergraduate Studies CAP committee.
• Three program directors from the Undergraduate Program and Academic Center Leadership Advisory Council.
• One executive director or designee from one Walden academic center.
• Vice president of the College of Undergraduate Studies.

The dean or associate dean of the College of Undergraduate Studies serves as the chair of this committee.

Selection and Terms
• Faculty representatives from the College of Undergraduate Studies are appointed by the dean or associate dean of the college. Faculty representatives from other colleges are appointed to serve on the College of Undergraduate Studies CAP committee by the vice president of the respective college. The appointed faculty representatives should either be a member of their respective college CAP committee or attend their college CAP committee meetings in order to be an effective liaison with the College of Undergraduate Studies CAP committee. Faculty representatives serve a staggered 2-year term. Faculty representatives from general education and interdisciplinary studies are appointed to serve during the second year of their term on the College of Undergraduate Studies CAP committee.
• Undergraduate Program and Academic Center Leadership Advisory Council representatives are appointed to serve on the College of Undergraduate Studies CAP committee based on their position on the council: the chair, co-chair, and general education
program director. If the general education program director serves as the chair or co-chair of the Undergraduate Program and Academic Center Leadership Advisory Council, another program director will be appointed to serve as the third representative for this group.

- The **Academic Center representative** is appointed to serve on the College of Undergraduate Studies CAP committee by the chief academic officer.

**Authority and Responsibilities**

The College of Undergraduate Studies CAP committee is responsible for undergraduate-wide policies that affect all bachelor’s programs and undergraduate student services and support. The committee reviews and recommends curricular proposals in the areas of general education, interdisciplinary studies, undergraduate support courses offered by the Academic Skills Center, and any future program that falls under CUGS administration. Members review and approve or make recommendation on issues brought forward by the vice president of the College of Undergraduate Studies, the dean or associate dean of the College of Undergraduate Studies, and the Undergraduate Program and Academic Center Leadership Advisory Council.

In addition, the College of Undergraduate Studies CAP committee reviews the application of undergraduate policy and general education curriculum reflected in other academic program proposals. It brings approved undergraduate policy and proposal recommendations to the University Curriculum and Academic Policy (UCAP) committee for governance decisions.

**Undergraduate Program and Academic Center Leadership Advisory Council**

The advisory council reviews and makes recommendations regarding all curricular and policy proposals received. It introduces curricular and policy proposals of importance to undergraduate faculty, programs, colleges, and the university. It maintains communication between the College of Undergraduate Studies and other colleges and academic centers. The advisory council reviews and recommends undergraduate procedures to the Walden colleges.

Membership of this council includes the following:

- Program directors from all undergraduate degree programs and general education.
- Representation from the Walden Academic Centers by at least one executive director, or designee.

The chair and co-chair of the group are program directors selected from this membership, by the membership of the group.

**Meeting Frequency**

The College of Undergraduate Studies CAP committee meets on a monthly basis via telephone, Internet, videoconference, or a combination of communication modalities. The Undergraduate Program and Academic Center Leadership Advisory Council meets on a monthly basis, at minimum, via telephone, Internet, videoconference, or a combination of communication modalities.
Academic Petitions Committees

Membership
Each college/school has an Academic Petitions committee(s) to review petitions for students within their programs. Each Academic Petitions committee includes the following members:

- One or two appointed program directors.
- One or two appointed faculty representatives.
- An appointed product manager (voting only on tuition waiver requests).
- An appointed academic advisor (non-voting member).

The dean or associate dean of the school or program of the committee appoints a member of the group to serve as the chair.

Selection and Terms

- **Program directors and faculty representatives** are appointed to serve staggered 2-year terms on the Academic Petitions committee by the dean or associate dean of the school or program.
- **Academic advisors** are appointed to serve staggered 2-year terms on the committee by the dean or associate dean in consultation with the director of academic advising.
- **Product managers** are appointed to serve a 2-year term on the committee appointed by the dean or associate dean of the school or program in consultation with the vice president of the college.

Authority and Responsibilities
The Academic Petitions committee serves both in a decision-making and an advisory capacity. The committee reviews student petitions related to academic policy exceptions, including grade changes (grade reviews, retroactive withdrawals, and no credits), academic warning extensions, reinstatements, tuition waivers citing university culpability, time-to-completion exceptions, and any other petitions deemed necessary for committee review by the associate dean of the school or program. Of the petitions reviewed, the committee renders decisions on any request for an exception to academic policy within the time frame published in the *Walden University Student Handbook*. The committee makes a recommendation on all requests for tuition waivers to the bursar.

Meeting Frequency
The Academic Petitions committee meets on a weekly basis, or as needed, via telephone, Internet, videoconference, or a combination of communication modalities.

Admissions Committee

Membership
Each Admissions committee includes the following members:

- One admissions manager.
- One appointed admissions specialist.
- Two appointed faculty representatives.
The admissions manager associated with the committee’s programs serves as the chair and a non-voting member of the Admissions committee. Admissions committees are formed within each college, as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Admissions Committee</th>
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<tbody>
<tr>
<td>College of Health Sciences</td>
<td>Nursing</td>
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<td></td>
<td>Health Sciences</td>
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<tr>
<td>College of Management and Technology</td>
<td>Information Systems and Technology</td>
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<td>Management</td>
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<tr>
<td>College of Social and Behavioral Sciences</td>
<td>Psychology, Counseling, and Social Services</td>
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<td></td>
<td>Public Policy and Administration</td>
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<tr>
<td>College of Undergraduate Studies</td>
<td>All undergraduate programs</td>
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<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td>Educator Licensure</td>
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<td></td>
<td>M.S. in Education and other M.S. programs in the college</td>
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<tr>
<td></td>
<td>Ph.D., Doctor of Education (Ed.D.), and Ed.S.</td>
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**Selection and Terms**
- **Admissions specialists** are appointed to serve on the Admissions committee as part of their position at the university. Admissions specialists’ individual representation may rotate on the committee at any given time, as directed by the admissions manager.
- **Faculty representatives** are appointed to serve a 1-year term by the dean or associate dean of the school/program. In addition to the appointed representatives, the dean or associate dean will identify an alternate who can fill the role on the committee, if necessary.

**Authority and Responsibilities**
The Admissions committees serve in a decision-making capacity. The purpose of each Admissions committee is to consider prospective students who, although they do not meet the criteria for admission, are recommended by the enrollment management team for further review and acceptance. Decisions rendered by the Admissions committee are final.

Admissions managers work with deans, associate deans, and/or program directors to
- help ensure that representation on the Admissions committee is meeting expectations and
- communicate changes in faculty representation on committees prior to the Admissions committee meeting.

**Meeting Frequency**
The Admissions committee meets regularly, as set forth by the director of admissions, via telephone conference, Internet, videoconference, or a combination of communication modalities.
The method used for meetings is at the discretion of the admissions manager and the program director or associate dean. Additional meetings may be called by the director of admissions, as necessary.

**College/School Assessment Councils**

**Membership**
Each college/school has an Assessment Council. Membership includes a combination of the following stakeholders, as directed by the vice president for each college:
- Dean and/or associate deans.
- Program directors.
- Faculty representatives.
- Marketing representatives.
- Product management representatives.
- Assessment directors and/or coordinators.
- Student representatives.
- External representatives.
- Other appointed staff representatives from related units.

The leadership of the college will determine which of the above representative groups will be included and the chair of the council. This may vary by college.

**Selection and Terms**
The members of the Assessment Councils are selected and appointed by the leadership of the college as the leadership feels is appropriate to meet the assessment needs of the college. This may vary by college.

**Authority and Responsibilities**
The core responsibilities of each Assessment Council include the following:
- Assist in the design, implementation, and review of assessment plans and activities.
- Review assessment data to make recommendations for improvements in student learning.
- Advise college leadership, assessment staff, and college/school/division Curriculum and Academic Policy committees on matters related to learning outcomes assessment.

Beyond these core responsibilities, the Assessment Councils operate as directed by the vice presidents of the colleges to accommodate the needs of the schools/programs.

**Meeting Frequency**
Each Assessment Council meets no fewer than six times each year via telephone, Internet, videoconference, or a combination of communication modalities.
Confidentiality and External Inquiries

Faculty members may not disclose confidential information regarding Walden University’s academic programs, products, services, faculty, students, staff, or clients. All faculty members must sign a Confidentiality and Non-Disclosure Agreement before beginning employment.

Response to External Inquiries

The appropriate academic leader and/or the president of the university must approve any responses to outside requests for information. Faculty members and academic leaders should not respond to media inquiries; all media inquiries should be directed to the Walden University executive director for communications.

Walden University adheres to a “One Voice Strategy” regarding all communication with state and federal regulatory agencies and international, national, regional, and specialized accrediting agencies, including state higher education commissions, state departments of education, licensure boards, the U.S. Department of Education, the U.S. Department of Veterans Affairs, and The Higher Learning Commission, CACREP, CCNE, CSWE, NCATE, and ACBSP, among others. The “One Voice Strategy” is guided by the following principles:

- Presents a consistent message and level of professionalism by providing clear and specific guidance on communication and messaging strategy.
- Requires individuals within Walden University who receive a request to contact any such external association or agency to immediately contact the Institutional Quality and Integrity division for further handling of the request.
- Requires that the “One Voice” designee is known to the agency, understands the history and the parameters of the institutional relationship with an agency, and conforms to the preferred method of operation and communication.
- Precludes individuals within Walden University from independent action and personal contact with external associations or agencies without prior approval.

Walden faculty members who receive inquiries for information from external sources, including the media, should refer these requests to their supervisor for appropriate administrative action. The supervisor should contact the Institutional Quality and Integrity division for further handling of the request.

Ethical Questions and Concerns

Walden University is proud of its culture of accountability and its strong adherence to ethical business practices. At Walden University, each individual has a responsibility to promote integrity and ethical conduct. An important element of that responsibility is asking questions when uncertain and raising concerns when something seems wrong. Raising questions and concerns allows Walden the opportunity to deal with issues and correct them, ideally before they become a violation of the Walden University Code of Conduct, the Laureate Code of Conduct and Ethics, or the law or put others at risk. The Laureate Code of Conduct and Ethics can be accessed via eCampus by logging in to the faculty portal and clicking the “Faculty Resources” tab.
Faculty members can address questions or raise concerns about the Code of Conduct and Ethics or the law to the following:

- A supervisor or higher levels of management.
- The legal department.
- Senior human resource personnel.
- Laureate compliance personnel at [compliance@laureate.net](mailto:compliance@laureate.net).

Or faculty members can use the confidential **Laureate Ethics Helpline**. The helpline can be accessed [online](https://example.com) or by calling toll-free 1-800-249-5744. The helpline is available at all times, and reports can be made in any language. The helpline is staffed by a professional service provider, who will forward questions and concerns to the appropriate Laureate personnel for handling.

Personal and professional difficulties with administrators and other staff members should be addressed by the program director or dean/associate dean/executive director, as appropriate. Instances of possible discrimination or harassment should always be reported to human resources or to the program director or dean/associate dean/executive director immediately. For additional information on these policies, consult the equal employment opportunity and non-harassment policies in [Section 6](#) of this handbook.

## Conflict of Interest

Faculty members are expected to observe the highest standards of professional ethics to ensure that faculty members are objective and non-biased in their judgments and to avoid situations where personal or business interests may conflict, or appear to conflict, with the interests of Walden University’s students/suppliers. Accordingly, faculty members are not permitted to accept gifts, cash, or favors from students, customers, or suppliers, other than small gifts of appreciation not to exceed $25 in value, or to engage in business for their own benefit that conflicts with Walden University’s academic and business interests.

Examples of conflicts of interest include the following:

- Operating a personal business making use of Walden University resources and/or property or competing with Walden University’s business.
- Using Walden’s name without university endorsement.
- Sharing confidential university information.
- Dating someone who is in a department or program over which the faculty member has supervisor control and/or may influence in a perceived supervisory capacity.
- Acting as therapists or psychological counselors to their students.

In addition, in order to avoid any actual or perceived conflicts of interest, faculty members may not be involved in any fee-based relationships or employer/employee relationships with their students. Exceptions to this latter policy can be granted by the dean/associate dean/executive director based on his or her review of written requests independently submitted by both the faculty member and the student. Faculty members, not students, are responsible for adhering to this policy and for ensuring that exceptions are approved prior to engaging in relationships that may involve, or may be perceived to involve, a conflict of interest.
Faculty members are responsible for avoiding actual or potential conflicts of interest. Faculty members who have any critical concerns about potential conflicts of interest should consult with their program director, associate dean, dean, executive director, or human resource representative.

It is the university’s policy that there are no penalties for raising ethical concerns. If faculty members are concerned that they have been subjected to any retaliation for raising such a concern, they should immediately report this to human resources. Faculty members should always adhere to Walden University’s confidentiality and external inquiries policy and be cautious about the information they discuss with anyone outside of the university. When in doubt, faculty members should consult with the program director, associate dean, dean, executive director, or human resource representative.

**Employment of Relatives**

Relatives employed at Walden University may not be in any direct or indirect supervisory relationship to each other; nor may they be placed in any position that creates an actual or potential conflict of interest. For example, having influence over the salary or promotional opportunities of a relative constitutes a conflict of interest. Faculty members have a responsibility to disclose any working relationship with relatives to avoid potential conflicts of interest. The department manager and human resources must approve work assignments of related faculty members.

For the purpose of this policy, relatives include spouses, parents, children, brothers, sisters, aunts, uncles, nieces, nephews, cousins, in-laws (brother, sister, father, mother, son, daughter), domestic partners, and other relationships that may create a conflict of interest.

**Confidentiality and Non-Disclosure**

Faculty members may not disclose confidential information regarding Walden University’s business, products, services, faculty, students, or clients. Faculty members must sign, as part of their handbook acknowledgment, their understanding of this policy and their agreement to comply with its terms.

**Confidential Information**

*Confidential information* shall mean information or material proprietary to Walden, or otherwise treated as confidential information by Walden, and not generally known by non-Walden personnel.

This definition of confidential information shall also include any information that Walden treats as proprietary or designates as confidential information, whether or not owned or developed by Walden, and information conceived, originated, discovered, or developed in whole or in part by the faculty member during the course of his or her employment with Walden as a work for hire.

Examples of confidential information include, but are not limited to, the following information, whether or not it is reduced to writing:
• Teaching materials that belong to Walden University.
• Training programs that belong to Walden University.
• Tests and curricula that belong to Walden University.
• Software and user manuals.
• Compilations of technical, financial, legal, or other data.
• Research and development, ideas, concepts, designs, drawings, specifications, models, data, documentation, diagrams, flow charts, processes, procedures, “know how,” and other techniques developed by Walden University administrative or corporate staff in support of the university’s advancement.
• Marketing techniques and materials, and marketing and development plans.
• Student and prospective student information, and records and other information related to students.
• Human resource information and other information related to customers, price lists, pricing policies, financial information, staffing, accounting, and management methods.
• University plans and certain university policies.

Confidential information does not include basic information that is generally known, available, and used within the education field and/or is available on the unrestricted portions of the university website.

**Ownership Rights of Confidential Information**

Confidential information, as described above, belongs exclusively to Walden. This includes all documents that incorporate and/or reflect any confidential information in any form in which they are stored or available, such as written, graphic, electronic or magnetic, videotape or other form, and which includes, but is not limited to, notes, data, computer files and disks, videotape, reference materials, sketches, drawings, memoranda, documentation, and records. All such materials and any copies of such materials in the faculty member’s control will be turned over to Walden University upon request or immediately upon termination of a faculty member’s employment with Walden.

**Inventions, Techniques, Materials, and Works for Hire**

Under this policy, any inventions, techniques, materials, processes, or ideas that in whole or in part are conceived or made by Walden faculty members during or after the term of employment with Walden and that are made through the use of any of the confidential information or any of Walden’s equipment, facilities, trade secrets, money, or time belong exclusively to Walden.

All titles and interests in and to such inventions and materials belong to Walden. Said materials are assigned to Walden, and all ideas or inventions are considered part of the confidential information. All writings or works of authorship that are produced, including, without limitation, program codes or documentation that are produced by faculty members on behalf of Walden, together with any copyrights of those writings or works of authorship, are works made for hire and therefore the property of Walden. Walden shall have the right to obtain and hold in its own name all copyrights, copyright registrations, and similar protections that may be available with
respect to any such writings or works. The faculty member agrees to give Walden or its assignees all assistance reasonably required to protect any patents, trademarks, copyrights, or other proprietary rights for Walden in the United States or foreign countries.

**Personal Writings and Inventions**

Faculty members are required to provide a copy of their résumés or curricula vitae that describe any inventions, writings, or materials made or conceived of before employment with Walden. Inventions, ideas, writings, or materials made or conceived of by the faculty member using the faculty member’s own time and resources or the university’s professional development funds during the course of his or her employment at Walden belong to the faculty member. These items are excluded from this policy.

**Covenant Not to Disclose**

During employment with Walden and after the expiration or termination of employment, faculty members are required to hold in confidence and not directly or indirectly to reveal, report, publish, disclose, or transfer, or cause to be revealed, reported, published, disclosed, or transferred any confidential information to any person or entity, or to use, or cause to be used, any confidential information for any purpose, except as Walden may expressly direct.

**Non-Solicitation of Employees**

During employment and for a period of 2 years after the termination of employment, Walden faculty members shall not directly or indirectly solicit or induce employees, including other faculty members of Walden, to leave employment with Walden and will not contact any employee of Walden, or cause any employee of Walden to be contacted, for the purpose of leaving employment with Walden.

**Injunctive Relief**

It is the understanding and agreement of faculty that the terms contained in the confidentiality and non-disclosure policy are reasonable and necessary for the protection of Walden’s valid interests and that failure to comply with any term will cause immediate and irreparable injury to Walden, for which injury there is no adequate remedy at law. In the event of the actual or threatened breach of such terms by faculty, Walden, its successors, and assignees shall be entitled to immediate injunction by a court of competent jurisdiction to prevent and restrain such breach, and Walden shall be entitled to recover its costs, including reasonable attorney’s fees, expenses, and any expert fees incurred by Walden in the action, in addition to any other relief awarded by the court.

**Reasonableness of Restrictions**

The faculty member acknowledges that the restrictive covenants set forth in this policy are reasonable and valid in subject matter and in all other respects, and that they do not impose limitations greater than are necessary to protect the goodwill, confidential information, and other business interests of Walden.
Disclosure to Other Employers

Walden reserves the right to inform the faculty member’s other employers of this policy and to seek their assistance as appropriate with respect to compliance.

Family Educational Rights and Privacy Act (FERPA) Policy

FERPA is the Family Educational Rights and Privacy Act of 1974 (updated in 1977), often referred to as the Buckley Amendment. FERPA is the federal law that requires colleges and universities to maintain the privacy of students’ education records and guarantees students rights to their own educational records. Every faculty and staff member who comes into contact with educational records has an essential role to play in protecting the privacy of those records and thus maintaining compliance with federal law. Walden faculty members must follow FERPA guidelines when communicating with students, faculty members, and outside agencies or persons. FERPA training for all faculty members is part of a periodic requirement to make sure Walden is in compliance with the federal law. The Office of the Registrar (1-800-925-3368) is available to assist with all FERPA-related questions from faculty and staff. (See also Appendix 1 in this handbook.)

Student Educational Records

All records identifying students that are maintained by the university or its staff “in any medium,” including handwritten, print, tape, film, and electronic, are bound by FERPA guidelines. An exception is “sole possession” notes or memory joggers that are not shared with others. Each faculty member has a responsibility to protect educational records and any private student information in his or her possession.

Student Rights

FERPA affords students certain rights with respect to their academic records, including the following:

- The right to inspect and review the student’s education records within 45 calendar days of the day the university receives a request for access.
- The right to request the amendment of the student’s academic records that the student believes are inaccurate or misleading or otherwise in violation of student privacy rights under FERPA.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records (except to the extent that FERPA authorizes disclosure without consent).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.
- The right to specify that the university may not release the student’s directory information.

Students who request access to their own educational records can be referred to the Office of the Registrar.
Directory information is information not generally considered harmful if disclosed. It is public unless the student requests that it be suppressed.

Students’ records must not be released to third parties unless the student’s signature of approval is provided. The primary exception for faculty purposes is when information is released to other college, school, or center officials on a need-to-know basis. For assistance with any information-release concerns, contact the Office of the Registrar.

Public (Directory) Information

Walden University has designated the following as directory (i.e., public) information:
- Name, address, and telephone number.
- E-mail address.
- Major field of study.
- Enrollment status.
- Program start date.
- Dates of attendance.
- Degrees and awards.
- Previous institutions attended.

Non-Public (Private) Information

Information other than directory information is not public and may not be released except under certain prescribed conditions. Non-releasable information includes the following:
- Grades.
- Courses taken.
- Test scores.
- Advising records.
- Educational services received.
- Disciplinary actions.
- Social Security number.

Best Practices for Faculty

- Prevent accidental exposure of student educational information to non-college/school/center officials: close files, log off computer screens, cover papers, close office door, etc., whenever leaving the workstation at a Walden location and/or home office.
- Check other office or workspace areas: Fax machines, printers, copy machines, and computer screens should not be accessible to non-college/school/center officials.
- Shred any discarded papers that contain private student information (e.g., grades, identification numbers, assignments). Confidential recycling bins are available in selected university offices.
- Remember to request a signed release from students for any letter of recommendation that requires non-directory information.
• Refer all requests for student educational record/progress information to the Office of the Registrar.

• Do not post or e-mail lists of information containing multiple student educational records (e.g., grades, credits completed, identification numbers) that can be accessed by other students or individuals outside the university.

• Do not provide anyone outside the university with lists of students enrolled in classes.

• Due to the difficulty of ascertaining identity over the phone, private information may not be released by phone. To comply with phone requests, educational record information may be mailed to the individual student’s home address or e-mailed to the e-mail address on file.

• Contact the Office of the Registrar to check whether the student has requested that directory information be suppressed, before releasing directory information.
Section 6. Faculty Employment

Equal Employment Opportunity

Walden is an equal opportunity employer and conducts all business activities, including hiring and promotion, without regard to age, color, gender, disability, marital status, national origin, citizenship status, race, religion, sexual orientation, veteran status, or any other legally protected category.

Discrimination based on these characteristics is prohibited. In addition, retaliation against any employee for raising concerns under this policy is prohibited.

This policy covers the following areas:
- Hiring.
- Release from employment.
- Promotions.
- Transfers.
- Compensation.
- Benefits.
- Education and training.
- Business-related social activities.
- All other business activities.

Faculty members who feel that they or others have experienced discrimination, harassment, or retaliation should contact human resources immediately. Faculty members are expected to cooperate with human resources in investigations of alleged discrimination, harassment, or retaliation issues, maintaining confidentiality to the extent possible.

Any questions about Walden’s employment practices or any complaints from outside agencies should be immediately directed to human resources, the program director, or the dean/associate dean/executive director.

Harassment and Sexual Harassment

Walden prohibits harassment, sexual harassment, and retaliation in the workplace and in any and all business activities, whether committed by managers, faculty members, co-workers, customers, students, or third parties. Harassment based on an individual’s age, color, gender, disability, marital status, national origin, citizenship status, race, religion, sexual orientation, veteran status, or other legally protected categories is prohibited.

Sexual harassment includes, but is not limited to the following:
- Unwelcome sexual advances.
- Demands and/or threats for sexual favors or actions.
- Sexual pictures or objects.
- Suggestive gestures, sounds, or stares.
- Unwelcome physical contact.
- Inappropriate e-mail, jokes, comments, or innuendoes of a sexual nature.
- Obscene or harassing phone calls.

Conduct of this type, directed at others based on any protected characteristic, is prohibited. Intentionally making false accusations and retaliating against employees who bring a complaint against managers, faculty, or co-workers are also prohibited and may result in corrective action, up to and including termination.

Faculty members who feel that they or others have experienced discrimination, harassment, or retaliation should contact human resources immediately. Faculty members are expected to cooperate with human resources in investigations of alleged discrimination, harassment, or retaliation issues, maintaining confidentiality to the extent possible.

Any questions about Walden’s employment practices or any complaints from outside agencies should be immediately directed to human resources, the program director, or the dean/associate dean/executive director.

**Employment Status and Classifications**

Employment at Walden University is on an “at-will” basis, which means the employment relationship is for no definite duration and may be terminated at any time, by either the faculty member or Walden.

The contents of this handbook, with the exception of the express at-will employment agreement, do not constitute the terms of a contract of employment, express or implied, or the guarantee of any benefits. This handbook should not be construed as a guarantee of continued employment.

Walden faculty members are classified as either **core faculty** or **contributing faculty**.

To be considered a **continuing employee**, faculty members must be actively engaged in the teaching or learning process by teaching a course and/or mentoring students in the previous 12 months.

**Selection and Hiring**

**Recruitment**

Recruitment of high-quality and appropriately credentialed faculty members is an ongoing process at Walden University. While all members of the Walden community help to identify potential faculty members, the principal responsibility for faculty recruitment lies with the college leadership and the Office of Faculty Recruitment (within human resources). Prospective qualified and competent faculty members generally come to the university’s attention through
referrals by colleagues, direct application, and targeted recruitment efforts. Therefore, faculty members are encouraged continuously to network and speak to colleagues about Walden University’s diverse opportunities to further their pursuit of education and to effect social change.

**Application and Screening Process**

An individual interested in a faculty position at Walden University should complete a profile and submit his or her curriculum vitae (CV) via the Walden University website. The cover letter and CV should indicate the individual’s suitability for a faculty position at Walden University, based on educational background, scholarly record, and professional and academic experience. The hiring manager partners with human resources to facilitate a positive candidate experience throughout the recruitment process, prior to an actual offer being extended. All offers are contingent upon satisfactory completion of reference and background checks and academic credentials, in addition to submission of other necessary human resource materials.

**Selection Criteria**

Walden faculty members serve in a variety of roles and perform a number of functions based on their credentials, experience, and interest. Educational background, scholarly record, and professional and academic experience are all valued in selecting faculty members who are balanced in expertise and able to provide a high-quality education for Walden students. Selection criteria for faculty members include, but are not limited to, the following:

- The applicant has earned a doctoral degree from a regionally accredited or ministerially approved institution in a field appropriate to the program in which he or she would serve as a faculty member, documented by official transcripts. Exceptions to this policy are permissible for some master’s and undergraduate programs.
- The applicant has current or recent relevant teaching experience and an active research program, including publications. Other relevant academic or professional experience may be considered as satisfying this criterion.
- Preferably, the applicant has experience mentoring graduate students and serving on dissertation or thesis committees; other relevant supervisory experience may be considered.
- The applicant has experience teaching or mentoring adult learners.
- The applicant is able and willing to utilize electronic means to communicate with Walden students, faculty, administration, and staff.
- The applicant can provide evidence of exemplary academic activities.
- For a core full-time faculty position, the applicant is prepared to make an exclusive teaching commitment to Walden University.

**Technical Proficiency**

Faculty members are expected to maintain a reasonable level of technical proficiency and comfort with technology to afford Walden’s students an excellent experience in the online learning environment. Following Walden University training, all faculty members are expected to be proficient in using the following tools for teaching, building a learning community, and class management:
The Internet, at a level that will allow them to communicate regularly and effectively with their students, each other, and others throughout the university.

- An e-mail client, to send mail directly to students and other members of the Walden community via their Walden e-mail accounts.
- Document attachments with an e-mail client, in order to read and evaluate student work.
- Walden Library resources on the Internet.
- The university’s website and designated Web resources, in order to participate in the online community.
- Relevant software and applications in order to carry out assignments, including the online learning platform. (See Software Requirements in the Computing Resources section.)

The responsibilities of Walden faculty members are based on their particular skills and the needs of the programs in which they participate. Additional criteria may apply to each of the specific program areas.

**Orientation of New Faculty Members**

All new faculty members participate in a series of orientation activities based on their prospective assignments at the university. These activities may include any or all of the following (among others):

- Orientation to the university and the college/school/program/center.
- Online instruction.
- Dissertation and thesis rubric training.
- Knowledge Area Module (KAM) training.
- Institutional Review Board (IRB) training.
- Academic integrity training.
- Preparing for residency.
- College-/school-/program-specific training.
- Professional development plan with the program director.
- Shadowing in an online classroom.
- Undergraduate online teaching.
- Cultural awareness training.
- Family Educational Rights and Privacy Act (FERPA) training.

New faculty members plan their specific orientation programs in conjunction with their college leadership and the Center for Faculty Excellence. New faculty members must successfully complete their planned orientation program within an established period of time.

**Introductory Period of Employment**

Depending upon the program, the first 6 months of employment are an introductory period. All faculty members must successfully complete the faculty orientation process and the first
academic assignment during this period. Faculty members will be reviewed prior to receiving further academic assignments.

The review discussions during this period will provide faculty members with an understanding of expectations and current progress, and will address any areas requiring realignment with Walden University’s philosophy or policies. Faculty members are expected and encouraged to facilitate these discussions with their managers. The best-practice approach of a two-way dialogue is preferred.

Faculty members are expected to accept assignments of students and courses for which they are academically qualified and to maintain a minimum workload as determined by the college/school/center.

**Walden Faculty Model**

Walden faculty members are designated as *core faculty* and *contributing faculty.*

- **Core faculty members** are assigned to specific colleges and programs and engage in programmatic initiatives and instructional activities for 50% to 100% of their professional time. Core faculty members develop individual annual work plans with their respective supervisor.

- **Contributing faculty members** may also participate in activities related to administration and governance of their programs, with their primary focus on instructional activities. The minimum level of contribution to the program is one assignment annually. Faculty members may work more than 50% of a full-time load and still be contributing faculty.

All **core faculty members** make a commitment to Walden and are accountable for the academic integrity and quality of its programs. They provide service to the following:

- Students—through teaching and mentoring.
- Faculty—through mentoring new faculty members, evaluating contributing faculty members, and conducting training and mentoring for contributing faculty members.
- Institution—through leadership related to governance, academic programs, including program development, curriculum development, assessment, and academic administration.
- Discipline—through scholarship, research and creative work aimed at advancing the field and promoting the university and their college/school/center.
- Community—through outreach.

The **contributing faculty members**, who come from the academy and from practice, with some serving in their retirement, have a variety of roles and provide a variety of services. They teach online courses, mentor students, assess Knowledge Area Module demonstrations and portfolios, serve on and chair dissertation and thesis committees, oversee and evaluate specializations, participate in faculty governance, serve on faculty committees, and participate in faculty training and development.
Appointments and Assignments

An individual who is offered employment as a faculty member with Walden University will receive an appointment letter outlining the basic terms and conditions of the employment relationship. Appointment as a Walden faculty member is for no specified period.

Dual Appointments of Contributing Faculty

A dual-faculty appointment for contributing faculty is defined as a circumstance in which a contributing faculty member has teaching or mentoring duties in more than one school or center (either within one college or across colleges). For instance, a dual-faculty appointment could be a faculty member who has one of the following types of split responsibilities:

- Teaching in the School of Counseling and in the School of Psychology (two different schools within the College of Social and Behavioral Sciences).
- Teaching in both the School of Public Policy and Administration within the College of Social and Behavioral Sciences and in the School of Management within the College of Management and Technology (schools within two different colleges).

Applications for dual appointment require approval from the faculty member’s current program director and the associate dean/executive director as well as the prospective program director and associate dean/executive director—prior to formally applying for a dual-appointment position. College leadership may choose to disallow dual appointments outside of the college.

The issue of dual-faculty appointments for contributing faculty members is important because when contributing faculty members hold appointments in multiple schools, their associate deans or executive director may not be aware of the full extent of their work obligations at Walden University. This may lead associate deans or the executive director to authorize teaching/mentoring loads that exceed the faculty member’s capacity to perform successfully and/or cause the faculty member to exceed the university’s contributing faculty pay cap.

Affiliations With Other Institutions

All faculty members must avoid other professional affiliations that might adversely reflect upon Walden University or create a conflict of interest.

Faculty members who are affiliated with other universities or institutions of higher education must obtain the permission of the appropriate administrators at those institutions for their formal affiliation with Walden University prior to accepting an appointment with Walden. It is Walden University’s policy that faculty members are responsible for understanding and being fully compliant with those other institutions’ policies governing conflict of commitment and conflict of interest. Failure to comply with this policy could result in immediate termination of employment.

In addition, faculty members may not be formally associated with either of the following:

- Any educational institution not accredited by one of the regional accrediting associations recognized by the U.S. Department of Education. (Institutions in candidate status with one of these associations are considered to be accredited for the purposes of this section.)
• Any educational institution outside of the United States, without the prior approval of the college leadership and the Center for Faculty Excellence. (Such institutions must be accredited by the appropriate official authority in their country.)

Core full-time faculty members must be affiliated exclusively with Walden University.

Notwithstanding the restrictions on faculty affiliation contained in this section and any confidentiality and/or non-competition provisions contained in agreements executed between Walden and a faculty member, a faculty member or prospective faculty member may obtain permission to perform emeritus duties at other institutions while employed by Walden, though such permission will be granted by Walden’s college leadership and Center for Faculty Excellence on a case-by-case basis only. Once approved, any change in emeritus duties or emeritus status must be reported to Walden’s college leadership immediately by the faculty member. Permission to perform emeritus duties may be rescinded at any time at Walden’s sole discretion.

**Outside Employment**

Walden recognizes that its part-time core and contributing faculty members engage in a wide range of other professional activities, including teaching (full-time or part-time) for other institutions, professional practice, consulting, and research. Outside employment by core full-time faculty members is permitted only with written management approval and will not include teaching or working for another academic institution or holding another full-time job.

Outside employment for all faculty members must not
• interfere with job performance,
• affect Walden University’s public image,
• interfere with the assigned work schedule,
• be conducted on Walden’s property or use Walden materials or property, or
• compete with Walden’s business.

*Attention, entrepreneurs:* Refer to the conflict-of-interest and corporate governance policies in this handbook before engaging in private business endeavors.

**Emeritus Faculty**

Emeritus faculty members are individuals who have provided long and valuable service to the university and who are no longer providing the services of active faculty members. The conferment of emeritus status allows a university to recognize the important contribution that the faculty member has made to the institution over a number of years. Conferment of emeritus faculty status is not automatic and must be approved by the university’s president. Faculty members are required to have demonstrated long and meritorious service with Walden University to be eligible for emeritus status, although exceptions to this rule can be made with the approval of the president.
Benefits of Emeritus Status

- Permanent access to Walden e-mail account.
- Permanent access to Walden Library services.
- Permanent use of Walden affiliation (e.g., for conference attendance and journal article submissions).
- Eligibility to apply for research honoraria and grants for continued research done through the Walden affiliation.
- Permanent updates with regard to Walden University. A Walden emeritus faculty listserv provides e-mail announcements about program updates, major milestones, and the *Walden Ponder*.
- Invitations to attend Walden University commencements (although financial support will not be provided).
- Continued access to relevant Walden eCampus communities (based on eCommunities membership at time of retirement).
- Walden emeritus faculty community on eCampus.

Conferment of Emeritus Status

Eligibility for emeritus status is based on the following criteria:

- If a core faculty member, the faculty member is retiring from Walden University. If a contributing faculty member, the faculty member will no longer be serving Walden University.
- If a core faculty member, the faculty member has given continuous core service to Walden University for a minimum of 10 years. If a contributing faculty member, the faculty member has given continuous contributing service to Walden University for a minimum of 12 years. *Continuous service* is defined as teaching and/or mentoring at least two out of three semesters or at least three out of four quarters per year.

  - Faculty members retiring after a combination of core and contributing service will be evaluated by the standards relative to their final position. In such a case, previous contributing service will be considered as half time in a core faculty member’s evaluation, and previous core service will be considered as double time in a contributing faculty member’s evaluation. For example, a core faculty member retiring after 7 years of core service with 6 years prior contributing service would have credit for 7 core years plus 3 (6 contributing years x ½) additional years, therefore meeting the 10-year requirement for core faculty. A contributing faculty member with 8 years of contributing service and 2 years of core service would meet the 12-year (8 + (2 x 2)) requirement for contributing faculty.
  - The faculty member is in good standing, based on achievement record and yearly evaluations throughout the faculty member’s affiliation with Walden University.

Conferment of emeritus status is achieved through the following process:

1. Upon the decision to leave Walden University, the faculty member will notify the dean/associate dean/executive director of a desire to achieve emeritus status. The faculty
member will submit an updated curriculum vitae, a statement reviewing his or her contributions to Walden University during the time of service, and any additional supporting materials (e.g., student evaluations of teaching, annual evaluations).

- A colleague may also nominate an individual for emeritus status by submitting the faculty member’s name and supporting reasons for the nomination to the dean/associate dean/executive director. Upon receipt of the nomination, the dean/associate dean/executive director will contact the faculty member and request submission of the curriculum vitae and supporting materials for consideration.

2. If the dean/associate dean/executive director is in support of the faculty member’s interest, the dean/associate dean/executive director submits a letter of recommendation for conferment of emeritus status to the executive director of the Center for Faculty Excellence, along with the faculty member’s supporting documentation. (If the faculty member was nominated by a colleague, the nomination letter will also be included in the review materials.)

3. If the executive director of the Center for Faculty Excellence is in support of the recommendation, he or she will forward the recommendation to the chief academic officer.

4. If the chief academic officer is in support of the recommendation, he or she will take the recommendation to the President for a decision.

Disability Accommodations

Policy on Disability Accommodations

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), Walden University is committed to providing barrier-free access to educational services and to making appropriate and reasonable accommodations when necessary to ensure equal access to educational opportunities, programs, and activities. Reasonable accommodations are those that do not fundamentally alter the nature of the program, that can be provided without undue financial or administrative burden, and that can be provided without lowering academic and other essential performance standards.

The Office of Disability Services is responsible for monitoring and promoting university compliance with educational requirements under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The director of disability services works with Walden’s faculty and staff to provide assistance to those students who have documented disabilities. As faculty members are often the first point of contact for students who request accommodations due to a disability, it is important that faculty members direct these students to the director’s attention so a disability can be documented and reasonable accommodations can be determined. If a student notifies a faculty member of a disability and the faculty member independently provides an accommodation, it can set a precedent and expose the faculty member and university to potential legal liability, if done incorrectly. To ensure that faculty members are objective and non-biased in their judgments and to avoid situations where personal or business interests may conflict, or appear to conflict, with the interests of Walden University’s students/suppliers and to maintain consistency in Walden’s disability accommodations policy, it is important that the same system of determining accommodations be followed for all students.
Faculty members who want general information or advice about accommodating their own disability as an employee at Walden University may contact the Office of Disability Services at 1-800-925-3368, ext. 1205, or disability@waldenu.edu. The Office of Disability Services does not approve or deny requests for accommodations, but it can be a resource for faculty members who want to know more about strategies and options for managing a disability at Walden. Official requests for accommodations from an employee should be submitted to the employee’s supervisor or human resource representative.

Disability Disclosure

It is ultimately up to a student to seek accommodations or to disclose a disability to instructors or to the university. However, before the university can offer information on assessment of a disability, a student must disclose the disability and specifically request an accommodation. It is the student’s right to disclose or refrain from disclosing a disability. If a faculty member believes that a student may have a disability but the student has not disclosed one, the faculty member should contact the director of disability services, rather than approach the student.

While individual faculty members may be licensed professionals who work in the areas of counseling or disability services and may have very valuable information or insights that could be helpful for students, it is extremely important that faculty members direct students with questions regarding ADA or disability services to the director of disability services. Faculty members, regardless of their own diagnostic training and skills, should not tell students that they have a disability, nor should faculty members diagnose students or determine what accommodations are appropriate. The director of disability services has the professional documentation on a student’s disability, and it is the director’s decision, working cooperatively with Walden personnel and outside experts as appropriate, to determine what reasonable accommodations are appropriate for a student.

Consistency

Consistency in practice is a primary goal of disability services. Faculty members benefit when student expectations are realistic and based on consistent experience. Walden faculty members have taught previously at a wide variety of institutions of higher learning, each with its own approach to serving students with disabilities. For those reasons, faculty members are asked to refer students to disability services whenever the question of disability arises, so both faculty member and student receive a consistent message about the accommodation process at Walden.

Confidentiality

Students with disabilities have the right to confidentiality. All communication related to disability should be private communication between instructor and student, instructor and disability services staff, or instructor and supervisor. Such communication should be on a need-to-know basis and should be about the accommodation process, not the disability itself. A student’s disability or accommodation should never be discussed with the larger class, or referred to in any way on discussion boards or group communication venues.

No one has immediate access to the student files at the Office of Disability Services except the office staff. Any information regarding a disability gained from medical or professional
documentation is considered confidential and shall be shared with others within the institution on a need-to-know basis only. University faculty and staff do not have a right to access diagnostic or other information regarding a student’s disability; they may need to know only what accommodations are necessary or appropriate to meet a student’s disability-related needs, and they may have a right to know additional information, as appropriate for providing the approved accommodations. To protect confidentiality by assuring limited access, all disability-related information must be filed with the Office of Disability Services.

**Privacy**

Students with disabilities requesting accommodations must identify themselves to the university. Privacy laws prohibit us from identifying students as disabled and offering unsolicited assistance. Faculty members should avoid questioning students about the possibility of disability unless the student initiates the conversation. Students who have learning disabilities or other types of disabilities impacting academic progress may benefit from accommodations, and faculty members naturally want to provide the resources for such assistance. Refer students to Walden’s “Student Resources” listed on the website and suggest the students solicit advice and strategies for success from every available resource, including (but not limited to) disability services.

**Reasonable Accommodations**

It is Walden’s responsibility to provide equal educational and communication access to all students. Reasonable accommodations could mean anything from providing sign language interpreters to extending the time to complete a paper. These accommodations are not meant to give students with disabilities special privileges but rather to provide an equal opportunity for all students.

**Types of Disabilities**

Types of disabilities include, but are not limited to, sensory, physical, systemic, psychiatric/emotional/behavioral disorders; learning disabilities; AIDS, cancer, cerebral palsy, diabetes, epilepsy, multiple sclerosis, muscular dystrophy; speech difficulties; and spinal cord injuries. How the Office of Disability Services accommodates the student’s disability depends on the degree to which the condition impacts access to education. Faculty members do not determine whether or not a student has a disability or, if so, what type of accommodation is effective.

**The Process**

Staff members in the Office of Disability Services arrange for and provide effective accommodations for students who have documented disabilities. Much of the work is completed prior to faculty involvement. Students register with disability services and provide medical documentation, which is reviewed by the director of disability services to determine accommodations in the educational setting. Each term, students submit to disability services their requests for accommodations in upcoming courses. Most of those accommodations are arranged without any notice to the instructor. Videos are captioned for students with hearing loss. Texts are recorded or provided in an electronic format for students with vision loss or reading
disabilities. Faculty members are notified only when they are required to implement an accommodation.

The typical experience of a faculty member begins with an e-mail message from disability services, prior to the beginning of the term, indicating a student with a disability is registered for that instructor’s class. The message does not contain specific information about the student’s disability diagnosis; it simply lists those accommodations for which the faculty member is responsible. Because Walden’s curriculum is already designed to be accessible by students with vision loss or hearing loss, or other conditions which might present a barrier, the only accommodation most instructors are asked to provide is extra time* to complete assignments and/or tests. Extra time may be necessary to accommodate a reading disability, a writing disability, a dexterity issue, a fatigue issue, etc. Specific information about a student’s disability is shared only on a need-to-know basis.

*Note: The amount of extra time appropriate for most classes at Walden was determined by a committee of faculty leaders, course developers, and staff in disability services. It is 1 extra calendar day for discussion-related assignments, up to 3 extra calendar days for weekly application assignments, and up to 7 extra calendar days for term-long projects or final papers. The accommodation request the faculty member receives prior to the term offers an opportunity to question the accommodation or suggest an alternative one, if the standard amount of extra time is not conducive to that particular course. Justification for suggesting a change to any accommodation should show that the requested accommodation fundamentally alters the nature of the course or negatively impacts an essential component of the course. Any change to the previously determined accommodation must be approved by the director of disability services and then communicated in writing to the student in a timely manner.

Possible Accommodations

Accommodations are provided on a case-by-case basis and are based on the professional/medical documentation the Office of Disability Services receives on each student. Faculty members may not provide accommodations based simply on student requests. All accommodations must be authorized through the disability services office. Students requiring accommodations should be referred to the Office of Disability Services.

In the Online Environment

Walden’s online courses are created to be accessible to a universal audience from the original design, and present very few barriers requiring accommodations for students with disabilities. The online environment automatically provides notes to students who might otherwise require note-takers as an accommodation. It automatically allows students to choose the optimum time of day and distraction-free environment for testing that they might otherwise request as an accommodation in a land-based college.

Accommodations are determined, on a case-by-case basis, by the director of disability services after review of medical documentation. The most common accommodations requested by students with disabilities taking Walden’s online courses are “extra time” and “course materials in an alternate format.”
• **Extra Time:** The weekly modular format provides the flexibility needed for most students with disabilities to schedule coursework and meet deadlines. Still, there are occasions when extra time is needed to accommodate limitations brought on by disabilities. In such cases, qualifying students are allowed extra time to complete assignments and tests. There is a limit to the amount of extra time allowed as an accommodation, and that limit is based on the essential components of the curriculum.

• **Course Materials in Alternate Format:** Students with vision loss or certain learning disabilities may use assistive technology to access their course materials. They require their texts in an electronic format (an e-file or Microsoft Word document) so they can use computer software to have text read aloud or enlarged or adapted in a way that makes it accessible to them. Often, they have the choice of purchasing texts in an e-file, but sometimes they do not; and disability services arranges to have their books reformatted as an accommodation.

**In the Face-to-Face Residency Environment**

Many Walden programs have required face-to-face components, where students physically attend sessions, usually in hotel/conference center environments or college campus environments. For students with disabilities, who often have chosen an online university for the very purpose of avoiding the mobility and/or travel requirements of a land-based institution, the face-to-face component presents the only disability-related challenge requiring accommodation. Walden has a history of providing extensive accommodations at Walden residencies to students registered with disability services. Some of the accommodations provided have included the following:

- Renting equipment, such as electric scooters for mobility or Hoyer lifts for transportation from wheelchair to bed or bath.
- Absorbing the extra-person housing cost of personal care attendants. (Walden cannot pay for the travel costs of someone accompanying a student to provide personal care, but may pay for that person’s housing.)
- Coordinating arrangements with nearby dialysis centers.
- Hiring local service providers, such as sight guides, sign language interpreters, or captionists.

**Faculty Annual Review**

The purposes of the faculty annual review are to

- provide a tool for discussing the university’s teaching and learning expectations and outcomes, in the context of the faculty member’s strengths and areas for improvement;
- identify professional development opportunities for the coming year; and
- determine whether the faculty member, based on performance, is suitable for continued assignments.

Each year, faculty members participate in a required annual review process with their evaluators. This review process begins with a faculty self-assessment of strengths and opportunities for improvement, focused on faculty engagement, pedagogy, assessment, feedback, scholarship and service, and ethics and values. The university’s best practices define the university’s expectations in each area. Faculty members are asked to provide evidence to support their self-assessment,
including course and student evaluations, student feedback, assessment results, and other pertinent information.

The faculty member and his or her evaluator then have a review meeting to discuss the self-assessment and to develop a plan for the next year, including professional development and continuing assignments. The program director documents the outcomes of the meeting and provides a copy to the faculty member for review and written comment. This documentation becomes part of the faculty member’s personnel file.

**Dispute Resolution Process**

Walden University takes great pride in maintaining open and direct lines of communication between faculty members and administration at all levels of the organization. It benefits everyone when faculty members feel free to bring questions, suggestions, and concerns directly to their college/school/center administrators. If issues arise or persist for a faculty member, the dispute resolution process provides a system for review by the highest levels of administration.

When a faculty member is faced with an issue—other than termination of employment or a potential violation of Walden’s equal employment opportunity or non-harassment policy*—and wishes to discuss or contest the issue, he or she should follow the three steps outlined below.

*Note: Issues related to termination of employment should be pursued under the termination policy below. Potential violations of equal employment opportunity or non-harassment policies should be reported immediately to human resources for investigation.

**Step 1. Meet With the Program Director**

A faculty member must, in good faith, make every attempt informally to resolve the issue with his or her program director (or with the dean/associate dean/executive director, if the program director is the cause of concern).

**Step 2. Write a Formal Complaint to the Dean, Associate Dean, or Executive Director**

If the program director cannot resolve the issue, the faculty member should put the issue in writing and submit it to the dean, associate dean, or executive director (unless the dean, associate dean, or executive director was involved in Step 1).

It is important to describe the issue, the desired result, and a proposed solution to the issue. This step should preferably occur within 28 calendar days of the occurrence of the issue.

**Step 3. Review of the Complaint by the Dean, Associate Dean, or Executive Director**

After the faculty member fully describes the issue in writing, all documentation will be reviewed by the dean, associate dean, or executive director, who will help the faculty member and program director consider how policies, procedures, and practices relate to the issue. Often, Walden’s policies will dictate a resolution to the issue. The dean, associate dean, or executive director may consult with the Center for Faculty Excellence as needed to clarify and identify appropriate policies and procedures.
If the issue remains unresolved, the dean, associate dean, or executive director will render a decision to the faculty member in writing within 28 calendar days. If more time is required for review, the faculty member will be advised in writing.

- If the dean/associate dean/executive director was involved in Step 1, then the chief academic officer (or designee) will perform this review instead of the associate dean.

If the dean/associate dean/executive director is the cause of concern, the faculty member should preferably follow the same steps, meeting informally with the dean/associate dean/executive director (Step 1), before appealing in writing to the chief academic officer (Steps 2 and 3).

**Corrective Action**

Walden faculty members are expected to meet certain standards of work performance and conduct. These include, but are not limited to, those outlined in this handbook, college-specific documents, and other university materials. Faculty members who do not meet these standards and expectations may be given the opportunity to improve their performance and/or conduct through the corrective action process, where appropriate given the circumstances.

The nature of the corrective action used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances as determined at the discretion of Walden University. Corrective action is not a guarantee of continued employment and requires the faculty member to participate actively in remediation of the behaviors or actions requiring correction.

If a faculty member fails to meet the university’s expectations and standards, and corrective action is considered appropriate, it may take the form of verbal counseling, written warning or reprimand, improvement plan, probation, suspension (with or without pay), or termination from employment. Walden can use any, some, or none of these forms of corrective action, including termination of employment, consistent with the termination policy below as determined appropriate in its discretion.

**Termination**

Walden University is an “at-will” employer, which means the employment relationship is for no definite duration and may be terminated at any time, by either the faculty member or Walden University.

**Termination Initiated by the Faculty Member**

If the faculty member wishes to terminate his or her employment, he or she is expected to notify the program director in writing immediately, but at least 2 weeks prior to the beginning of a term for which the faculty member has accepted an assignment and/or 2 weeks before leaving the university. Upon such notification, no further assignments will be offered. Walden University will determine whether the faculty member should continue with current assignments once a resignation notice has been received.
When a faculty member leaves Walden, the primary concern is the welfare of the students affected. The university is committed to working to ensure minimal disruption or inconvenience for these students.

**Termination Initiated by the University**

Walden University reserves the right to terminate employment at any time during the employment relationship. Faculty members may be terminated only upon review of the circumstances by the dean/associate dean/executive director and communication of the decision to the faculty member in writing.

**Administrative Termination**

For administrative terminations of employment, termination becomes effective immediately upon written communication of the decision to the faculty member. Administrative terminations may not be appealed under the procedure below; however, if the faculty member subject to administrative termination should have additional factual information that impacts the decision, he or she should bring that information to human resources.

Administrative terminations occur under the following circumstances:

- Falsifying or misrepresenting one’s credentials or other materials submitted to Walden.
- Violating Walden policies regarding affiliations with other institutions.
- Teaching for or holding a degree from an unaccredited university, or in the case of institutions outside of the United States, an institution not recognized by the appropriate official authority in the country.
- Conviction of a felony.
- Failure to perform or accept a teaching or mentoring assignment for 12 months or more.

**For-Cause Termination**

For terminations of employment for cause, the termination decision becomes final within 10 calendar days after the faculty member receives notification of that decision, unless the faculty member submits a written appeal during that time. Based on the circumstances, the university may elect to immediately suspend the faculty member without pay at the time of the communication of the termination decision, pending any appeal. Actions that may lead to immediate termination for cause include, but are not limited to, the following:

- Failure to perform instructional responsibilities appropriately, as demonstrated in the faculty annual review process.
- Failure to teach a course one has agreed to teach, without notifying the program director.
- Failure to communicate with students enrolled in one’s online course.
- Failure to communicate with mentees.
- Failure to submit grades or other required documents by set deadlines.
- Failure to participate in agreed-upon, scheduled oral examinations of students.
- Failure to comply with time limitations regarding review of student work.
- Violation of professional codes of conduct or ethics.
- Failure to comply with agreed-upon ADA accommodations.
• Violations of students’ rights to confidentiality.
• Research misconduct, defined as fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research and creative endeavors.
• Conflict of interest, as defined in this handbook.
• Fraudulent request for payment.
• Inappropriate or disruptive conduct toward students, staff members, faculty members, and/or colleagues.
• Violation of Walden policies, including those governing the online environment.
• Physical assault upon a Walden student, faculty member, staff member, or administrator.
• Involvement in a sexual relationship with a Walden student.
• Sexual or other types of harassment directed at Walden students, staff members, faculty members, or administrators.
• Failure to adhere to the university’s non-discrimination policy.
• Violation of the substance abuse policy at a Walden event or residency.
• Illegal possession of a weapon at a Walden event or residency.

Appeal of For-Cause Termination

Any faculty member who disagrees with a for-cause termination of employment decision is entitled to appeal before the action becomes final. The appeal will follow these procedures:

1. A written appeal is submitted to the university’s chief academic officer not later than 10 calendar days after receipt of notification of the decision that the faculty member’s employment will be terminated. The appeal must state reasons why the appeal is lodged and the result or remedy sought; a mere statement of a desire to appeal or dissatisfaction with the outcome is insufficient.

2. The chief academic officer (CAO), after reviewing the appeal for completeness, forms an appeals committee made up of three faculty members from the relevant Curriculum and Academic Policy (CAP) committee.

3. The appeals committee reviews the process followed in arriving at the termination decision and considers the reasons provided in support of the appeal. The faculty member will be permitted to make an in-person presentation (to include telephone and video conferences) to the appeals committee relating to his or her appeal. The faculty member will also be allowed to suggest individuals whom the appeals committee should interview as part of the review. This process is an internal university proceeding; legal counsel does not participate in the appeals hearing.

4. The appeals committee submits a report, including a recommendation to the CAO as to whether it concurs with the termination decision. Generally, the report will be submitted within 20 calendar days of the committee’s receipt of the appeal from the CAO. If additional time is required to complete the report, the faculty member bringing the appeal will be advised of that fact in writing.

5. The CAO reviews the entire file, including the appeal committee’s report. In doing so, he or she may confer with any individual, in or out of the university, who may have pertinent
information bearing on the appeal. At the conclusion of that review, the CAO issues a final determination regarding the appeal. The CAO is not bound by the report of the committee, but may choose to adopt some, all, or none of its recommendations regarding termination of employment. If the CAO affirms the termination decision, the termination becomes effective on the date that the final decision is rendered.

**Exclusivity of Appeals Procedure**
The above procedure is the exclusive mechanism for appealing for-cause termination decisions within Walden University, and the CAO’s decision is final.

**Benefits**
Walden provides the following benefits for full-time faculty members and some of these benefits for part-time faculty members. These benefits are subject to change from time to time. The terms of the specific benefit plans always govern if they are inconsistent with these policy statements.

**Holidays**
Walden University generally provides 8 paid holidays each year to all full-time faculty members. These holidays, the days when the university is closed, are listed on the Laureate website for each year.

**Floating Holidays**
In addition to the 8 university-designated holidays, when the university is closed, full-time faculty members are granted up to 2 floating holidays each year. The floating holidays must be taken during the calendar year in which they are granted (January–December) or they are forfeited.

Full-time faculty members are eligible for 2 floating holidays if hired between January 1 and May 31, one floating holiday if hired between June 1 and August 31, and no floating holiday if hired on or after September 1 of that year.

Faculty members must receive advance approval to take a floating holiday. They must submit a Time Off Request form to their immediate supervisor for approval. Following the supervisor’s approval, the Time Off Request form is forwarded to human resources.

**Family and Medical Leave**
Walden University follows federal Family and Medical Leave Act requirements. Generally, eligible full-time faculty members are entitled to up to 12 weeks of unpaid leave per rolling 12-month period for the birth, adoption, or foster care of a child; to care for a child, spouse, or parent; or for their own serious health condition.

- If eligible Walden faculty members are married to each other, they may take only a combined leave of 12 weeks per year for the birth, adoption, or foster care of a child.
- When medically necessary, and with proper medical certification, leave to care for a serious health condition for oneself or a family member may be taken intermittently.
Eligibility and Provisions

- Full-time faculty members who have been employed by Walden University at least 12 months and who have worked at least 1,250 hours in the most recent 12 months are eligible for family and medical leave.
- Family and medical leave is not paid leave. However, all earned paid leave, such as vacation and sick time, must be taken during family and medical leave, with the balance of the 12 weeks, if any, taken as unpaid leave.
- Upon return from an approved leave of up to 12 weeks, full-time faculty members will be placed in their former position or an equivalent position.
- Health coverage will be maintained during the leave period, provided the employee continues to pay his or her portion of the premium in a timely manner.

Certain eligibility rules and requirements may apply under different state laws. Full-time faculty members will be provided with additional information if applicable. Faculty members who have any questions about leaves should speak with human resources.

Bereavement Leave

Regular full-time faculty members are provided with up to 3 days of paid bereavement leave for a death in their immediate family. For purposes of this policy, immediate family means spouse or domestic partner, child, parent or guardian, brother, sister, grandparent, grandchild, or in-law (mother, father, son, daughter, sister, brother).

Jury Duty

Walden University recognizes an employee’s civic responsibility to serve on a jury if requested to do so. Full-time and part-time faculty members will be paid their full salary for up to 5 days of jury duty. Leave will be allowed for the period of jury service. All full-time and part-time faculty members may take unpaid leave as needed to complete their jury duty responsibilities.

Military Leave

All faculty members will be granted an unpaid military leave of absence for active service or training in the U.S. military forces. Eligible faculty members maintain their active status as if they were at work, and they are guaranteed a job to the extent required by law if they comply with reinstatement requirements. Faculty members must provide proof of military obligations prior to going on leave.

- Walden University will continue to pay a full-time faculty member’s regular base salary for the first 90 days of the active military duty.
- Participation in benefit plans stops following 90 days of active military duty and during military leave, and immediately resumes upon return from leave. Faculty members may be eligible for COBRA during the period of military leave.
- During military leave, full-time faculty members receive service credit for participation in the 401(k) plan. If eligible for the 401(k) plan, faculty members may be eligible to make catch-up contributions upon their return to work.
Under current law, when full-time or part-time faculty members return from a military leave of absence, they are entitled to any salary increases they would have received if they had been at work during the period of the military leave.

Under current law, faculty members on a military leave of absence are guaranteed the same or a suitable job if they are released from military service under conditions other than “undesirable” or “dishonorable,” provided they apply for reinstatement to human resources within the required legal time frames. A suitable job is a position the faculty member qualifies for through skills, performance, education, and training.

**Unpaid Personal Leave of Absence**

Faculty members who need extended time off from work for professional development, personal, or other reasons that do not qualify under other leave alternatives may be permitted to take an unpaid leave of absence at Walden University’s sole discretion, depending upon the circumstances. Walden will not permit faculty members any leave of absence in excess of 12 months. Faculty members with an absence of more than 12 months may be terminated. To be considered for employment after termination, the faculty member will need to reapply and may be required to complete all new faculty training requirements, including the New Faculty Orientation.

A leave of absence will not be granted for any faculty member with less than 1 year of continuous service, except for military leave. Two levels of administration must approve unpaid leave: the dean/associate dean/executive director or chief academic officer of Walden University and the human resource vice president.

An approved unpaid personal leave of absence does not ensure a faculty member the right to return to work at Walden or to return to the job he or she held. Although Walden will try to place the faculty member in an assignment, Walden is not obligated to do so. If Walden does offer the faculty member an assignment at the end of the leave and the faculty member fails to accept it, he or she will be considered to have voluntarily resigned without notice.

Faculty members are expected to submit all requests for a personal leave of absence in writing to their program director at the earliest possible date (except in an emergency). The request should indicate the beginning and ending dates of the leave request and the specific reason(s) for the request.

**Workers’ Compensation**

Walden University pays all costs of providing workers’ compensation insurance for all faculty members, which may benefit faculty members if they become injured or ill as a result of performing university work. Workers’ compensation laws vary from state to state. Walden’s insurance carrier will help in determining eligibility for benefits and job-return provisions.
Employee Assistance Program

Walden University provides a free and confidential employee assistance program (EAP), through Business Health Services (BHS), for all faculty members and their dependents to use when facing personal or professional challenges.

Everyone experiences personal problems occasionally. The EAP provides confidential assistance and convenient, free resources to help effectively address such issues before they interfere with personal wellness, professional obligations, and overall work performance. Call 1-800-765-EAPS (1-800-765-3277) any time with questions or to access this comprehensive benefit.

Care coordinators are available 24 hours a day, 365 days a year to assist faculty members and their household members to identify and resolve any problem, no matter what size. Discussions with BHS are confidential; they are not disclosed to Walden administration.

A wide range of services is available:
- Referral service for community resources.
- Liaison with health insurance carrier.
- Unlimited telephone access 24 hours a day, 7 days a week to a master’s-level clinician.
- Up to three face-to-face sessions with an EAP clinician, per separate issue, per year.
- Monthly employee newsletters.
- Online resource library.
- Legal consultations and referrals.
- Financial consultations and referrals.
- Childcare resources and referrals.
- Eldercare resources and referrals.

Contact Business Health Services online (login: Laureate) or at 1-800-765-3277.

A Student Assistance Program is available for students who are in need of counseling and coping techniques to address stress, work concerns, and personal issues.

Please be aware: If students or colleagues express intent to harm themselves or others, faculty members should immediately notify the appropriate authority at Walden. For student concerns, notify the program director. For employee concerns, consult with Human Resources.

Educational Assistance

Laureate Tuition-Reduction Benefit Program

To provide higher education opportunities to Walden University faculty members, Walden offers full-time and part-time faculty members and their immediate family members (i.e., spouse, domestic partner, child) a tuition-reduction benefit to pursue a degree or certificate at Walden University or at the University of Liverpool, a Laureate affiliate.
The tuition reduction is applied based on the following scale:

- A 70% tuition reduction for eligible full-time faculty members.
- A 35% tuition reduction for eligible part-time faculty members.
- A 25% tuition reduction for immediate family members of eligible full- and part-time faculty members.

Faculty members currently enrolled in a Walden program are eligible and must complete and submit the application to receive the reduction.

Faculty members must be in good standing with Walden University at the time of enrollment to be eligible for the tuition-reduction benefit program and cannot be on written warning or probation. Following a faculty member’s termination of employment with Walden University, the tuition reduction is no longer available to the faculty member or family members.

Faculty members who receive the tuition-reduction benefit for attending Walden University are not eligible for the Laureate educational reimbursement program (described below). Faculty members who choose to attend other institutions of higher education may continue to be eligible for the Laureate educational reimbursement program. **Note:** The Laureate educational reimbursement program applies to full-time faculty members only.

**Laureate Educational Reimbursement Program**

Regular full-time faculty members with at least 6 months of employment at Walden University are eligible for educational assistance to pursue a job-related degree, license, or certification. Walden University has the sole discretion to determine whether a course or program qualifies as job-related. Faculty members must obtain written approval from their program director or dean/associate dean/executive director prior to enrolling in a reimbursable course or program. Faculty members who receive educational reimbursement under this program are not eligible for the tuition-reduction benefit at the same time.

Faculty members will be reimbursed for qualifying expenses of up to $2,500 in a calendar year upon successful completion of a job-related course with a grade of **B** or better. Certification or licensing programs must be passed or achieved in order for the faculty member to receive reimbursement.

Qualifying expenses include tuition, registration fees, lab fees, and certification fees. Books, parking, mileage, meals, supplies, late payment fees, and all other fees are not covered under this policy.

Payment will never be made in advance and cannot be used in conjunction with the tuition-reduction benefit. This is strictly a reimbursement program.

**Repayment upon Termination of Employment**

Faculty members must be active employees at the time of reimbursement and must sign an agreement to return all or a portion of educational assistance if they voluntarily or involuntarily leave Walden within 1 year of the educational assistance reimbursement.
Compensation Overview

Walden faculty members are compensated for services according to the faculty compensation schedule, approved annually by the Board of Directors of Walden University as part of its budget review process. Faculty members must be officially appointed to the university and must sign an assignment letter to be eligible to receive compensation for services rendered to the university. The university reserves the right to add new activities to the compensation schedule, with compensation levels approved by the Board of Directors.

Faculty Payments

Full-time faculty members are paid twice a month, on the same schedule as other full-time employees. Part-time faculty members are paid once a month, on the 15th of the month (or the previous Friday if the 15th is on a weekend), for the previous month’s work. This payment schedule is used regardless of the length of the assignment (i.e., 2, 3, or 4 months).

Faculty members are eligible for direct deposit, which provides for the electronic deposit of funds into the faculty member’s bank account. Remittance advice and negotiable checks for all others will be mailed to the address provided by the faculty member. This address may be different from the one provided for student submission of materials.

The Laureate Education Corporate Benefits and Payroll Customer Service department (1-877-631-9054 or askpayroll@laureate.net) is available to answer questions about taxes, tax forms, direct deposit, W-2 information, lost checks, and anything to do with payroll processing. All Walden employees can contact this customer service department for questions or concerns related to payroll processing.

With each check or deposit notice, the university provides an itemized list of assignments for which the faculty member is being compensated. Because amounts can vary from check to check, it is important that faculty members carefully review each payment for accuracy. Questions about pay and benefits, including payments received and/or errors noted, should be reported to the appropriate faculty payroll team:

- Core faculty members, staff members, and academic leadership: Laureate Education Corporate Benefits and Payroll Customer Service (1-877-631-9054 or askpayroll@laureate.net).
- Contributing faculty members: University Faculty Pay Team (1-800-254-9656 or ptfacultypayroll@waldenu.edu).

Contributing Faculty Pay Cap

The contributing faculty pay cap is updated on a yearly basis to reflect each year’s policy. Contributing faculty members will not be authorized to exceed the annual pay cap for any reason. Faculty members, deans/associate deans/executive directors, and program directors (as designated by the deans/associate deans/executive directors) are equally responsible for monitoring pay and staying within the contributing faculty pay cap.
Faculty members should accept workload assignments accordingly throughout the year, to avoid experiencing a significant, unwanted change in their monthly pay, based on approaching the pay cap. Faculty members who serve as thesis, dissertation, doctoral study, and/or Knowledge Area Module (KAM) mentors (and their deans/associate deans and program directors, as designated by the deans/associate deans) are responsible for estimating total income at the beginning of the year, and for making assignments for courses and new mentoring students based on the contributing faculty pay cap. While it is important to support continuity in mentor-student relationships, faculty members will not be authorized to exceed the contributing faculty pay cap. Therefore, it is vital for faculty members and deans/associate deans/executive directors and program directors (as designated by the deans/associate deans) to be proactive in planning assignments for the entire year to ensure policy compliance and a satisfactory student experience.

Faculty members who reach the faculty pay cap before the end of the year will not be eligible to teach any additional classes for the remainder of the year.

**Compensation When Leaving Walden**

- All faculty members who separate from Walden University for any reason will be paid through the last day worked.
- Full-time faculty members will be paid for unused vacation leave according to the terms of the vacation policy.
- Medical, dental, and vision benefits end on the last day of the month in which the full-time faculty member terminates employment.
- Deductions from final paychecks may occur for Walden property that is not returned on or before termination, in accordance with the employee’s signed authorization and to the extent permitted by law.

**Information Technology (IT) Policies**

**Acceptable Use Policy**

It is the policy of Walden University to provide access for its faculty to local, national, and international sources of information, while creating an atmosphere that encourages the exchange of ideas and sharing of information.

The Acceptable Use Policy provides guidelines for the proper use of Walden University’s computing resources and communication systems by the faculty. Computing resources at the university and the communication systems by which they are interconnected and accessed are intended to provide for the research, instructional, and administrative needs of the university. All who use the university’s computing resources must act responsibly, as is consistent with the highest standards of ethical and legal behavior.

Acceptable use of computing resources does have limitations to all that is technically possible. Users must comply with all applicable policies, whether or not they are built into the system or networks and whether or not they can be bypassed by technical means.
Walden computing resources include, but are not limited to, the following:

- Digital information such as records, images, sounds, videos, or textual material stored on or accessible through a computer.
- Computers used for the automation or administration of information services.
- Wiring or infrastructure used for communications.
- Electronics, digital switches, and communication equipment used for processing or communications.
- Programs, programming languages, instructions, or routines used to perform work on a computer.
- Information such as user authorization codes, account numbers, usage and billing records, or textual material stored on or accessible through the network or other communication lines.

Faculty members should use computing and information technology only as authorized. Although all users have a reasonable expectation of privacy, if a user is suspected of violating this policy, the university maintains the right to access all computing resources to protect the integrity of information technology resources, the rights of all users, and the property of the university. The university has the right to look at material stored on or transmitted through its systems if there is a suspicion that a member of the university faculty is violating the standards for acceptable use.

Violations of this policy will be dealt with through the corrective action policy, as described in this handbook, and can result in corrective action, up to and including termination of employment.

**Professional Conduct in the University Online Environment**

Walden University gives its faculty members access to its learning platforms, listservs, and e-mail accounts and expects faculty members to use these tools responsibly. Faculty members who violate this policy are subject to corrective action, up to and including termination. Walden reserves the right to monitor all online activity. Faculty members are expected to comply with the following instructions:

- Be compliant with copyright laws; do not disseminate or print copyrighted materials without appropriate official approvals.
- Protect Walden’s assets by not sending, receiving, printing, or otherwise disseminating proprietary data, trade secrets, or other confidential information.
- Do not send or solicit sexually oriented messages or material that may be offensive or discriminatory to others.
- Do not send or solicit messages or material that may be harassing, threatening, offensive, or discriminatory to others.
- Do not engage in any activity in violation of local, state, or federal law.
- Do not introduce worms, Trojans, viruses, or any other software that may be inappropriate and interfere with computing operations.
- Do not use Walden Internet access for personal gain or personal business transactions.
• Do not violate student privacy by transmitting student information without written permission from the student. This includes transmitting personal identity information, including student Social Security numbers, addresses, and phone numbers, over non-encrypted Internet e-mail.

**Professional Conduct in the Commercial Online Environment**

Walden University staff and faculty members are required to use official Walden University information systems (i.e., university computer networks, website, and e-mail service; the eCampus online portal; and other facilities, connections, hardware, and software provided by Walden University or used in connection with the user’s interaction with the university or its affiliate) for all official communications, including all interaction with Walden students.

Faculty members may not use commercial online environments (including social networking sites, such as Facebook, MySpace, LinkedIn, or personal/private websites) for interaction with Walden students. Faculty members who use commercial online environments for personal or non-Walden professional purposes are expected to conduct themselves in accordance with university policy, including conflict of interest policies, and in an appropriate manner, using professional judgment and appropriate privacy settings, as warranted.

Walden University’s marketing team has developed Walden University sites on social networking groups such as Facebook and LinkedIn, specifically for use by Walden students and alumni and for recruiting purposes. Walden faculty members who choose to join these groups should conduct themselves as professional members of the Walden community. Privacy settings should be employed to prevent release of personal information to students who are members of these groups. When joining social networking groups, faculty members are expected to be mindful of the conflict of interest policies and prevent the development of personal relationships with Walden students, which may lead to a conflict of interest.

Violations of the university’s information technology policies may result in disciplinary action, up to and including termination.

**Critical Business Application Use**

Walden University hosts and maintains a number of critical business application systems to manage course content, enterprise resources, and student data. Such applications are interdependent and computer resource-intensive. Time and activities while logged in to the application should be responsibly managed. In no case should a faculty member log in to a business application and then leave the computer unattended. This consumes computer resources and makes the system vulnerable to access by unauthorized persons.

**Confidential Information Protection Policy**

All employees, faculty members, contractors, and consultants are required to protect confidential information (as defined below) from unauthorized disclosure, loss, theft, or duplication at all times and all locations—be it at work, home, or traveling. All employees must sign an appropriate confidentiality agreement form before beginning employment.
Confidential information is information that is critical to the business and protected from unauthorized access, which Walden has a contractually binding, legal, regulatory, business or ethical obligation to protect.

Confidential information must be stored on protected department share folders only, with access restricted to only those employees who need such access to complete an approved task. Confidential information must never be stored on local drives or removable media, unless authorized by a manager.

**Types of Confidential information**

Confidential information includes personally identifiable information, business proprietary information, employee confidential information, and student confidential information.

**Personally Identifiable Information (PII)**

*Personally identifiable information (PII)* refers to any information that identifies or can be used to identify, contact, or locate a person, including the following: identification number (e.g., Social Security number), name, address, telephone number, fax number, e-mail address, driver’s license number, license tag number, credit card number, and fingerprint. Unauthorized access to PII could damage the reputation and public trust of the company, and theft or loss of the information could result in the identity theft of employees, students, or contractors, which could cause significant financial hardship for both the company and affected parties.

**Business Proprietary Information**

*Business proprietary information* includes, but is not limited to, system passwords; acquisition/merger information; information relating to past, present, or future products; software; financial information; customer lists; student information; marketing techniques and strategies; plans and materials; pricing policies; trade secrets consisting of formulae, processes, patterns, copyrighted, trademarked, and patented materials; devices; and compilations of information, records, and specifications which are owned by Laureate. Business proprietary information can take many forms, including, but not limited to, corporate memos, contracts, employee handbooks, presentations, printouts, faxes, data stored in applications, and data accessible from the Walden website. Unauthorized release could influence the company’s operational effectiveness, cause a material financial loss, provide a significant gain to a competitor, or cause a major drop in customer confidence.

Business proprietary information also includes confidential information coming to Walden from our business partners, including, but not limited to, contractor PII, data covered by non-disclosure agreements, signed contracts, and sales quotes. Unauthorized access or disclosure of this information could violate contractual and other legal obligations as well as good business practices.

**Employee Confidential Information**

*Employee confidential information* includes employee PII, compensation information, data collected for benefits, bank account routing numbers, office location, and office telephone extension. Unauthorized access or disclosure of this information could violate federal, state, or international privacy laws and regulations.
Student Confidential Information

_Student confidential information_ includes student PII—all individually identifiable student information, such as admission materials, school designation, courses taken, grades, test scores, credit card data, financial aid information, medical and disability records, disciplinary actions, advising records, and educational services received. PII regarding prospects and alumni is also considered student confidential information.

Unauthorized access or disclosure of this information could violate federal, state, or international laws and regulations such as FERPA (a U.S. law designed to protect the privacy of student’s educational records), HIPAA (a U.S. law designed to protect the privacy of health records), and the European Union’s Data Protection Directive. This data may not be disclosed without the authorization of the registrar, and in certain cases, the explicit approval of the student.

**Employee Confidentiality Responsibilities**

- Store documents that contain confidential or internal information in departmental share folders only. Never store confidential information on local drives or removable media (e.g., USB flash drives, external hard drives, flash cards, PDAs, CDs, DVDs) unless authorized to do so by a manager.
- Do not share computer accounts or passwords.
- Confidential information must never be stored, printed, or faxed to an insecure location. Documents, printouts, and faxes containing confidential information must be shredded or stored in a secure (locked) location.
- Remote access to confidential information must be accomplished only through a secure virtual private network (VPN).
- Confidential information sent to third parties must be transferred in a secure manner. Files should be password-protected and encrypted. The transport method must be encrypted (e.g., sftp, https, VPN).
- If confidential or internal information must be transported via a mobile laptop, a PDA, or removable media, notify the manager and receive approval prior to handling the data.
- Report any potential loss or theft of sensitive data to the manager immediately.
- Do not send via Internet, post, or fax any data outside the company without first ensuring that sending such information will not compromise Laureate’s confidential information policy. If faculty members are unsure, they should check with their manager for assistance and approval.

**Policy on Walden E-Mail Use by Faculty**

Walden faculty members are required to communicate with their students through official Walden media, such as Walden e-mail and learning platform courses. Use of Walden e-mail and course shells for all official correspondence is important to support best practices across Walden University and to provide Walden students with a consistent educational experience. Furthermore, in the event that a faculty member is unable to complete his or her teaching or mentoring obligations, the use of Walden media allows for seamless transition to another faculty member. Finally, in the event of a student-faculty conflict, Walden media provide accountability and an official record to document and investigate the issue. Therefore, the sole use of Walden
media for all student-faculty interactions supports the learning process for students and provides an evidence base to serve faculty members. For these reasons, the use of Walden media for all correspondence between students and faculty members is both important and required.

The use of personal (i.e., non-Walden) e-mail addresses for any correspondence between students and faculty members is not authorized. Walden faculty members should use only Walden e-mail accounts when communicating electronically with Walden students. Therefore, Walden faculty members are expected to correspond from their official Walden e-mail addresses and to their students’ official Walden e-mail addresses.

Students should contact Walden using only their Walden e-mail accounts so that proper attention is given to their requests. In the event a student does use his or her personal e-mail, the faculty member can respond to the personal e-mail (as well as the student’s Walden e-mail) but should state in the e-mail that it is required that students use their Walden e-mail accounts and that the response is also being sent to the student’s Walden e-mail account.

Use of non-Walden e-mail for official Walden correspondence will be considered a violation of policy. Violations of the university’s information technology policies may result in disciplinary action, up to and including termination.

Faculty, Staff, and Administrative Signature Blocks

Signature blocks should reflect the professional standards of Walden University. Signature blocks should be used with all e-mails, including those generated from within the classroom.

Required information: Signature blocks should contain key information, including name and academic degree, program, college, Walden University, Walden University e-mail address, Walden-provided telephone number/voice mail (if applicable), the Walden website address (www.WaldenU.edu), and the Walden academic office information, including the Minnesota mailing address.

Authorized optional information: A personal cellular number or Skype user name (as a telephone-alternative) may be included. For security reasons, faculty members should not include home phone numbers. Signature blocks may include additional Walden roles and responsibilities, such as committee membership, journal editorship, lead faculty service, etc. In addition, signature blocks may include the Walden University logo. The Walden logo contains the Walden motto “A Higher Degree. A Higher Purpose.” Signature blocks may also include the logo for the specific college or center with which the faculty member is associated, if such a logo is available; college or center logos must be used according to guidance from college/center leadership. Signature blocks may also include the Walden University social media logos (e.g., Facebook, Twitter, YouTube, Pinterest, GooglePlus).

Note: The Walden University logo and Walden University social media logos are available in the Faculty Resources section of eCampus. To access eCampus, log in to the faculty portal and click the “Faculty Resources” tab.

Unauthorized information: Walden faculty members are required to communicate with their students through official Walden media, such as Walden e-mail and learning platform courses.
Therefore, the inclusion of a personal e-mail address or personal mailing address in the signature block is not authorized. Faculty members should not include their home address. Likewise, personal website addresses or personal social media links may not be included. To support consistency across Walden University official correspondence, the inclusion of additional material, such as quotes or images, is not authorized. The removal of all unauthorized information will be required.

Here is a sample signature block with the required information only:

Janet Jones, Ph.D.
Core (or Contributing) Faculty
School of Psychology
College of Social and Behavioral Sciences
Walden University
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401

janet.jones@waldenu.edu
1-###-###-####

www.WaldenU.edu
[Walden social media logos]

Here is a sample signature block with optional components:

Janet Jones, Ph.D.
Core (or Contributing) Faculty
Lead Faculty, Research Methods
School of Psychology CAP Committee Member
School of Psychology
College of Social and Behavioral Sciences
Walden University
100 Washington Avenue South, Suite 900
Minneapolis, MN 55401

janet.jones@waldenu.edu
1-###-###-####
1-###-###-##### (Home office)

www.WaldenU.edu
[Walden or college/center logo]
A Higher Degree. A Higher Purpose. [if college/center logo is used]
[Walden social media logos]
Computing Resources

The university requires faculty members, at their own expense, to have access to, be familiar with, and use current technologies that enable delivery of academic services to a dispersed community of learners.

Walden University makes computing and network resources available to its faculty. These resources are critical components of Walden’s communication system and are to be used solely by Walden faculty members and used in a responsible manner. Faculty members who violate this policy are subject to corrective action, up to and including termination. Faculty members should not share their user IDs or passwords with others. Faculty members are responsible for their accounts and should log off when they are not at the computer. Walden reserves the right to monitor all Walden-provided Internet and computer access and all Walden computer hardware and software.

Faculty members should not use dedicated hardware, software, or Internet access provided by other employers in completion of their Walden duties.

Walden provides core faculty members with computers they are to use for their Walden duties. Contributing faculty members are expected to have a personal computer with virus protection and Internet access. Walden University provides a Walden e-mail account and access to the learning platform, password-protected faculty sections of the website, university and college listservs, and other faculty communications tools.

In addition, Walden University provides all faculty members with their own individualized portal to the university. Faculty members use this portal to access all their courses and other university services, including support centers; to submit student work, where appropriate; and to keep track of their academic assignments and compensation. Faculty members are asked to keep their personal and academic information up to date, including basic contact information, publications, research, awards, and other scholarly work.

Recommended Setup

- Internet access, preferably broadband or DSL.
- Windows XP/Vista/7 or Mac OS X with virtualization software (e.g., Parallels with Windows OS).
- Minimum of 2GB of RAM.
- A hard drive of at least 40GB.
- DVD drive, speakers, and headphone connected to the computer.
- Inkjet or laser printer.
- Webcam with microphone or a built-in webcam and computer with audio capabilities.

Software Requirements

- Web browser (Internet Explorer ver. 9.0 or higher or Firefox’s current and next most recent releases).
- Microsoft Office.
- Adobe Reader ver. 10.1 or higher.
- Adobe Flash Player ver. 11.1 or higher.
- Apple QuickTime ver. 7.7 or higher.
- Windows Media Player ver. 11 or higher.
- Antivirus software (e.g., McAfee or Norton) installed, running, and kept current by promptly installing the upgrades and patches made available by the software manufacturer.

**Laptop Recommendation**
Faculty members who participate in academic residencies are encouraged to use a laptop computer for their work.

**Additional Technology Requirements**
Some programs may require additional technology requirements that are not mentioned above. Please refer to those programs within the *Walden University Catalog* to review any special technology requirements.

**Software Home Usage**
Walden University provides faculty members with relevant software as required by their assignments. Walden purchases a license for the software. Under the licensing agreement, Walden University is extending to faculty members the right to use the software for university-related purposes at home. Faculty members are not licensed to use the software for personal purposes. Faculty members do not own the license or the CDs; rather the license and CDs are being leased from Walden University for the term of the agreement.

Faculty members are required to remove the software from home and personal machines immediately if their employment status as a faculty or staff member or other Walden employee changes for any reason, or if they are no longer performing the function that required the software, or if the software subscription term has expired.

Walden University receives a license key that allows faculty members to use the software. The holder of this license key is required to keep it secure and is forbidden to distribute or install the software on any computer other than the designated home machine. Faculty members will be held responsible for any unauthorized use of the institution’s unique license key.

**E-Mail and Voice Mail**
Walden University makes e-mail and voice mail available to its faculty members. These communication assets are critical components of Walden’s communication system, and faculty members are expected to use them responsibly. Faculty members who violate this policy are subject to corrective action, up to and including termination. Walden reserves the right to monitor all e-mail and voice mail messages. E-mail, voice mail, Internet access, and other types of Walden-provided computer access are not considered private communications.
Corporate Telephones

Walden University makes corporate telephone service available to full-time faculty members. These corporate assets are critical components of Walden’s communication system, and faculty members are expected to use them responsibly. Walden reserves the right to monitor all incoming and outgoing telephone calls to the extent permitted by federal, state, and local law.

In accordance with the authorization signed by all new faculty members, and to the extent permitted by law, Walden reserves the right to deduct from an employee’s paycheck the cost of personal telephone calls charged by the employee to the university. Repeated violations of this policy may subject the faculty member to corrective action.

Wireless Communication

Access to Walden University networks via unsecured wireless communication mechanisms is prohibited. Only wireless systems that meet the criteria of this policy or have been granted an exclusive waiver by Walden’s technology services are approved for connectivity to Walden University networks.

The wireless communication policy applies to all wireless data communication devices (e.g., personal computers, cellular phones, PDAs, Blackberries) connected to any of Walden University’s internal networks and includes any form of wireless communication device capable of transmitting packet data. Wireless devices and/or networks without any connectivity to Walden University networks do not fall under the purview of this policy unless Walden University information or student information resides on the device. If the device contains such information, such information must be protected via a standard approved by Walden’s technology services.

All wireless access points/base stations connected to the corporate network must be registered and approved by Walden’s technology services. These access points/base stations are subject to periodic penetration tests and audits.

When accessing the university network via a non-university wireless local area network (WLAN), the computer must use a university-approved virtual private network (VPN). For home WLANs, the wired equivalent privacy (WEP) encryption standard should be implemented.

Other Policies

Dress Policy

Walden University strives to provide a campus-based and online work environment that is both professional and comfortable for faculty members. Walden policy permits business casual attire. When faculty members are in doubt about the appropriateness of their attire, they are encouraged to select items that fall into the business rather than casual category. Faculty members are expected to present themselves in a professional manner at all times when representing Walden University.
References
Walden University generally verifies only factual information that can be officially substantiated, such as dates of employment, positions, titles, and salary. However, Walden University recognizes the importance and tradition of professional references in higher education. Accordingly, academic references for faculty members and students are permitted as an exception to the general reference policy.

Walden University provides information to credit agencies only with the written consent of the faculty member. Faculty members should refer all reference requests, other than professional references, to human resources.

Request and Release of Walden University Data
As researchers and academics, individuals in the Walden community may be interested in requesting data that are compiled and maintained by Walden University for the purposes of conducting independent scholarly research. These requests will be considered external data requests, even when the data are requested by an individual with a Walden affiliation.

While Walden University supports academic research and scholarship, data requests will be addressed differently based on the nature and intent of the data requested as well as the intended research purposes. The majority of the institutional or confidential data that are compiled and maintained by Walden University is proprietary in nature, and routine release of such data would not be in the best interest of the university, its faculty, and its students. However, in certain instances, where the release of institutional or confidential data that are compiled and maintained by Walden University would further Walden University’s academic purpose or mission of social change, such release may be considered by Walden University’s academic leadership.

Walden’s policy and process for the request, evaluation, and release of institutional or confidential data compiled and maintained by Walden University are addressed below.

Identifying Internal and External Data Requests
The classification of the request to use Walden data will depend on the proposed use of the data, regardless of the individual’s affiliation with Walden University.

Internal Data Requests
*Internal data requests* are those initiated by employees of Walden University for the sole purpose of completing their assigned tasks and duties (i.e., with no dissemination outside of Laureate). Internal data requests should be submitted to institutional.research@waldenu.edu for consideration by the Office of Institutional Research and Assessment, with one exception: Internal requests for *faculty performance data* should be submitted to cfe@waldenu.edu for consideration by the Center for Faculty Excellence.

IRB approval is not required for internal data requests. However, studies with a dual purpose (i.e., completing assigned duties and publicly disseminating study results) require compliance with the external data request procedures below.
External Data Requests

External data requests are those initiated by various persons or groups for individual research purposes. These include requests by full-time and part-time employees of Walden University for the purposes of any research that is not specifically required for completion of the employee’s assigned tasks and duties on behalf of Walden. For Walden employees, supervisor approval is required on the Walden External Data Request form. External data requests also include requests for data by Walden University students and individuals/groups without Walden affiliations. External data requests should be submitted, using the Walden External Data Request form, to institutional.approver@waldenu.edu for consideration by the institutional approver.

Evaluation of External Data Requests

The Walden External Data Request form will be reviewed and evaluated by the institutional approver (IA). The role of the IA is to ensure the integrity and appropriate use of Walden data. At Walden, the IA is the head of the Office of Institutional Research and Assessment, or his or her designee.

The IA will consult with the chief academic officer and the executive directors of the Center for Faculty Excellence and the Center for Research Quality on any external requests for data by Walden faculty members.

The IA will consult with the executive director of human resources on any external requests for data concerning employee information.

External data requests will be evaluated based on both the type of data being requested and the intended use of the data, as well as whether the data release is in the best interest of the university. Data requests will be considered on a case by case basis.

Approval for the release of Walden University data is separate and distinct from the IRB process. All external data requests also require Walden IRB approval. Documentation of the institutional approver’s approval must be submitted with the IRB application. (The IRB application refers to this as a Data Use Agreement.) Data will not be released until verification of IRB approval is submitted.

Outcomes of Review

The IA will either approve or disapprove requests for data, depending on the appropriateness of the data request and whether the release of the data is in the best interest of Walden University. The IA may request more information in order to appropriately evaluate the request for data. The decision of the IA is final and not subject to appeal.

Types of Data

Walden University Data are data compiled and maintained by Walden University, data protected or regulated by law, or data that are institutional, confidential, and proprietary in nature. Walden University Data include, but are not limited to, the following:

- Institutional Data include all data and records held by the university, in any form or medium, for the administration, operation, or governance of the university or any unit of the university,
including data contained in online classrooms, student data, and faculty performance data that have not been disclosed in any public medium. The following categories of Institutional Data may be considered for data release:

- **Established, aggregate data reports published by the Office of Institutional Research and Assessment (OIRA).** OIRA publishes aggregate data reports that provide summary information without providing identifying information about individuals. These include summary reports for annual satisfaction surveys, biographical summaries of populations at Walden, etc. Requests for these reports will be reviewed on a case-by-case basis.

- **Access to online classrooms, student data, and other university operations data.** As per FERPA regulations and university policy, access to this information is limited. Specific data requests must be reviewed and approved by the IA as well as via the IRB review process. The researcher and any co-investigators will be required to complete FERPA training, to clarify terms of data-sharing in writing (via a Data Use Agreement), and to have clearly defined and appropriate supervision of the research project and data use. Only full-time faculty/staff members may apply to access this type of data for independent scholarly purposes.

- **Access to faculty data, including faculty performance data.** The Center for Faculty Excellence (CFE) collaborates with the business intelligence team and the OIRA to collect, organize, and appropriately distribute faculty data, including faculty performance data. Faculty performance data are confidential information, and distribution is limited to appropriate full-time Walden employees whose job responsibilities are directly related to coordination or evaluation of Walden faculty members (i.e., operational staff, human resources and CFE staff, and academic leadership in the faculty member’s program, school, or college/center). Faculty performance data use in research projects and initiatives will be limited to institutional research; faculty performance data will not be released to individuals other than those full-time Walden employees as outlined above.

- **Access to other Walden institutional data generated as part of regular operations or institutional studies.** Various centers/departments at Walden University may collaborate to collect needed information and data, including through various pilot studies intended to test new processes, procedures, or best practices. Institutional data, including proprietary information and pilot study data and outcomes, are confidential information, and distribution is limited to appropriate full-time Walden employees whose job responsibilities are directly related to coordination of the processes, practices, or studies involved. Internal Walden University Data that have been authorized for disclosure may be used only in accordance with the purposes set forth in the approval.

- **Access to Walden proprietary documents.** Various centers/departments at Walden University may individually or collaboratively develop other proprietary information and materials, including process documents, program guidebooks, training materials, employee handbooks, and other materials, as needed. Institutional data, including proprietary information and materials, are confidential information, and distribution is limited to appropriate full-time Walden employees whose job responsibilities are directly related to coordination of the processes, practices, or studies involved. Internal Walden University Data that have been authorized for disclosure may be used only in accordance with the purposes set forth in the approval.
Access to any other Walden proprietary information or materials. Any other Walden information or materials that are not publicly available are considered proprietary information. Institutional data, including proprietary information and materials, are confidential information, and distribution is limited to appropriate full-time Walden employees whose job responsibilities are directly related to coordination of the processes, practices, or studies involved. Internal Walden University Data that have been authorized for disclosure may be used only in accordance with the purposes set forth in the approval.

Confidential Data are (i) Institutional Data that could, by itself or in combination with other such data, be used for identity theft or related crimes; (ii) Institutional Data whose public disclosure is restricted by law, contract, university policy, professional code, or practice within the applicable unit, discipline, or profession; (iii) records of the university’s security measures; and (iv) Institutional Data whose value would be lost or reduced by unauthorized disclosure or by disclosure in advance of the time prescribed for its authorized public release, or whose unauthorized disclosure would otherwise adversely affect the university financially. Confidential data will not be released for external data requests.

Safety and Security

Faculty members should observe all safety guidelines. Faculty members should immediately report any work-related accident or unsafe or unhealthy condition to the administrator in charge at the site.

If a crisis or near-crisis situation arises at any work location, faculty members should not attempt to handle it on their own. Crisis situations include, but are not limited to, violent or other harmful or threatening behavior by a student, visitor, or another employee and the discovery of potentially unlawful or prohibited activity, such as suspected drug or alcohol use.

Walden University will not be liable for the loss, theft, or damage of any personal property brought onto its premises or to any Walden-sponsored event or for the theft of, fire or other damage to, or personal injury involving faculty automobiles, their contents, or occupants. Walden reserves the right to inspect and search all areas on the Walden premises at any time without notice and to question individuals on the premises or at any Walden-sponsored event concerning safety and security matters.

Smoke-Free Environment

Smoking is prohibited inside Walden University facilities and at events hosted by Walden, such as academic residencies. All faculty members and visitors are expected to comply with the smoking policy. There are designated smoking areas outside of each location for faculty members to use on breaks and before or after work hours.

Solicitation and Distribution

Walden University prohibits the soliciting of employees and the distributing of non-Walden material in work areas (including the online work environment) and during work hours. Walden bulletin boards, internal directories, interoffice mail, e-mail, and other university resources are to be used for Walden University purposes only.
Faculty members may not solicit or distribute any information in work areas on behalf of a business, club, school, society, labor union, religious group, nonprofit organization, or political party during their working time or during the working time of the employee(s) to whom such activity is directed.

Walden University is an educational institution. Solicitation of students or faculty members for personal causes is inconsistent with the academic mission of the institution. Neither students nor faculty members shall solicit their colleagues or each other for personal causes, even if those purposes are education-related.

Walden reserves the right to sponsor certain events, such as the United Way campaign.

**Substance Abuse**

Walden University maintains a drug-free workplace. Faculty members are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs and from buying, selling, manufacturing, distributing, possessing, or working under the influence of such substances when conducting Walden business.

The Employee Assistance Program, Business Health Services, can help faculty members and their families with substance abuse and other issues. For assistance, call 1-800-765-EAPS (1-800-765-3277) or visit the [Business Health Services website](#), logging in with the user name Laureate.

**Travel and Business Expenses**

Faculty members are occasionally required to travel on university-related business, which requires advance approval from the dean/associate dean/executive director or chief academic officer. In all cases, faculty members are required to contact the Laureate travel department to make appropriate travel arrangements. All airline travel must be done through the travel department to help the university get the best rate available; tickets purchased by other means will not be reimbursed. World Travel contacts vary depending on the event: see the [Quick Resource Guide](#) of this handbook for contact numbers.

**University and Company Property**

Walden University property is not for personal use and may not be retained by faculty members without permission. Walden reserves the right to access and search all company property and equipment. In accordance with the Payroll Deduction Authorization form signed by all new faculty members and to the extent permitted by law, Walden reserves the right to deduct from an employee’s paycheck for material not returned when an employee leaves the company. University and company property includes, but is not limited to, the following:

- Manuals.
- Records.
- Test materials.
- Office supplies.
- E-mail documents.
- Computer hardware.
- Software and passwords.
- Cellular phones and pagers.
- Internet software and access.
- Furniture.
- Owned and leased building space.

**Use of Letterhead**

Walden faculty members are authorized to use Walden letterhead for official use related to their professional affiliation with Walden University and their assigned duties and responsibilities. Walden University letterhead may be used only when Walden University is the primary or first affiliation included. Work products that may result in compensation from a commercial institution are not authorized for use with Walden letterhead; however, work products that may result in partial compensation from other academic institutions or grant money are authorized.

Examples of appropriate use of Walden letterhead include the following:
- Writing letters of recommendation for Walden students, alumni, or colleagues.
- Submitting research papers for publication or conference presentation using the Walden affiliation.
- Applying for research grants using the Walden affiliation, with the support of the Office of Research and Sponsored Programs in the Center for Research Quality.

*Any other proposed use of Walden letterhead must receive prior approval from the faculty member’s dean/associate dean/executive director.*

Examples of inappropriate and unauthorized use include the following:
- Printing curricula vitae.
- Submitting research papers for publication or conference presentation that do not list Walden as the primary or first professional affiliation.
- Submitting grant applications that do not have the support of Walden’s Office of Research and Sponsored Programs.
- Submitting article proposals to a trade periodical or magazine without prior approval from the dean/associate dean/executive director.
Section 7. Faculty and Student Services and Support

Academic Services

Academic Residencies Office

Academic residencies are an essential part of all doctoral programs and selected master’s programs at Walden University. At academic residencies, students, Academic Residencies Team staff members, and faculty members participate in seminars, college colloquia, skills and special topic sessions, and individual advising sessions. Oversight for the academic residency program is the responsibility of the academic director of university residencies, while the residency staff members handle the logistical arrangements, coordinating with the associate academic director of university residencies and the director of university events.

Central Office of Field Experience

Walden University’s Central Office of Field Experience serves the needs of programs across the colleges that have an optional or required field experience.

The director of the Central Office of Field Experience collaborates with the programs’ field experience directors, coordinators, and academic leaders to develop and improve centralized processes and policies for managing field experience activities, including applications, site approvals, placements, student development support, and assessment for students as well as supervisors. The director works with academic leaders and members of the Institutional Quality and Integrity team to help to ensure field experience programs meet state and national regulatory requirements as well as the requirements for the professional accrediting agencies that mandate field experiences.

Walden has optional and required field experiences in the following programs:
- Doctor of Nursing Practice (DNP).
- Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation).
- M.S. in Addiction Counseling.
- M.S. in Career Counseling.
- M.S. in Clinical Psychology.
- M.S. in Education with a specialization in Educational Leadership and Administration (Principal Preparation).
- M.S. in Marriage, Couple, and Family Counseling.
- M.S. in Mental Health Counseling.
- Master of Public Health (M.P.H.).
- Master of Science in Nursing (MSN).
• Master of Social Work (MSW).
• Ph.D. in Counselor Education and Supervision.
• Ph.D. in Psychology with specializations in Clinical Psychology and Counseling Psychology.
• Teacher Preparation Program with a Master of Arts in Teaching.

There are also optional field experiences (i.e., practica, internships, public service, and study abroad) for several programs, including the following:
• College of Undergraduate Studies.
• M.S. in Clinical Research Administration.
• M.S. in Health Informatics.
• Master of Healthcare Administration (M.H.A.).
• Ph.D. in Education with a specialization in Community College Leadership (KAM-based format).

**Center for Research Quality**

The [Center for Research Quality](#), formerly the Center for Research Support, was formed in September 2007 to place all the university’s research support services under the administration of a single unit. The center’s mission is to align, maintain, integrate, and enrich those activities that contribute to the quality and productivity of Walden University research. In so doing, it serves the university community by supporting high standards in ethics, scientific rigor, and the dissemination of knowledge in the interest of positive social change.

The center’s primary role is to formulate, coordinate, and oversee processes supporting student research capstones. Additionally, it provides services that support other faculty and student research activities conducted under the auspices of the university:

• Assisting in the pursuit of grants, fellowships, and other sources of funding for students’ research projects.
• Providing resources to students and faculty members for publishing and presenting research.
• Constructing guidelines and rubrics for theses and dissertations.
• Providing methodology advising services for committee chairs.
• Providing research methodology resources and tutorials for faculty members and students.
• Facilitating access to the Institutional Review Board (IRB), which is responsible for ensuring that Walden research complies with the university’s ethical standards and federal regulations.

The Center for Research Quality is supported by four main offices:

• The **Office of Student Research Administration** (Student Research Support) receives submissions of proposals and completed capstone projects and distributes them to university research reviewers, Form and Style Review editors, and the chief academic officer for final approval. This office also supports the capstone publishing process on ProQuest UMI. Research service specialists respond to student and faculty member questions pertaining to the research process. Data processing and reporting specialists provide program leaders with necessary data and information about student activity in the research process. The office is managed by a center coordinator.
• The **Office of Research Ethics and Compliance** is the home of Walden’s IRB. All IRB applications are submitted to this office, where they are processed and submitted to IRB members for review. A special review board is in place for students conducting research internationally or working with populations outside of the United States. This office is also responsible for managing Walden’s online research participant pool, which is a means for providing students and faculty members with access to Walden students for participation in Web-based research projects.

• The **Office of Research and Sponsored Programs** offers both pre- and post-award research funding services to Walden students and faculty members. These services include, but are not limited to, assistance with identifying possible funding sources and applying for research grants (pre-award activities), grant financial management, progress/final reporting support, and grant closeout assistance (post-award activities). Additionally, this office facilitates Walden-sponsored internal research funding and scholarly development programs that are available to Walden students and faculty members.

In addition, the Center for Research Quality provides support for research dissemination through the semiannual Walden University research symposium. At this event, students and faculty members present their research in either poster or roundtable format. Further support for dissemination can be seen in these four Walden-sponsored research journals:

- *Journal of Educational Research and Practice.*
- *Journal of Social, Behavioral, and Health Sciences.*
- *Journal of Social Change.*

• The **Office of Research Quality Management** oversees the University Research Review (URR) quality assurance process for capstone research (e.g., theses, dissertations) and provides faculty members with research support, including a newsletter, tutorials, and research methodology advisors.

Also serving the Center for Research Quality is a multidisciplinary team of doctoral-level associate directors. Their responsibilities include outreach to academic programs and other administrative units, the development and administration of research mentor training activities and resources, and oversight of Walden’s URR process.

**Center for Student Success**

The Center for Student Success provides services that support the academic and professional growth of Walden University students. These services foster degree completion and engage students in learning communities through student-centered programs and services. The Center for Student Success includes the following student service areas:

- Writing Center.
- Academic Skills Center.
- Career Services Center.
- Library.
- Student Assistance Program.
**Writing Center**

Walden provides writing support for undergraduate and graduate students during the course of their studies through the university’s online Writing Center. Writing Center staff members are full-time writing instructors and dissertation editors with expertise in APA style, grammar, and other aspects of scholarly writing. Services and resources include webinars, tutorials, and writing guidance documents; one-on-one tutorial support for undergraduates and graduates; and editorial support for capstone writers through the Form and Style Review. Information and links to these services can be found on the [Writing Center website](#). Faculty members are welcome to refer students to the center for assistance as needed. Space for tutoring appointments is limited, so faculty members should recommend but not require this service.

In addition to student support, the Writing Center offers faculty-facing webinars, Web materials, and a dedicated faculty liaison. Visit the [Faculty FAQ page](#) and the [Writing Center Toolbox for Faculty](#) (available in the “Faculty Resources” area in eCampus) to access these resources.

**Academic Skills Center**

The Academic Skills Center, new in 2012, houses the various for-credit, non-degree-specific student success courses designed to improve Walden University students’ knowledge and skills in reading, statistics, communications, and critical thinking—to help students successfully complete their academic program. The center also offers writing courses, previously offered by the Writing Center, covering the fundamentals of graduate writing, literature reviews, APA style, and academic integrity.

These student success courses were developed to address four specific student academic needs on a university-wide basis: (a) academic integrity, (b) remediation of skills, (c) prerequisites for admission, and (d) skills enhancement. Most courses are offered in two versions: one for semester-based students and one for quarter-based students. Students enroll in these courses either of their own accord or at the urging of faculty members. WCSS 3100/3101 - Skills for Academic Integrity, a 2-week course, can be required of students who need intense instruction in academic integrity and APA style. More information on the student success courses appears on this [web page](#).

It is recommended that students consult with academic advisors and faculty members before deciding whether or not to take a student success course, considering the severity of the need for remediation, the impact on time to degree completion, the impact on federal financial aid, and the ability to take on additional courses in a term or to step out for a term to focus solely on skill building.

The Academic Skills Center will also implement a graduate assistant program that embeds high-performing Walden students in various courses to provide peer mentoring and support for other Walden students.

**Career Services Center**

Walden’s Career Services Center assists Walden University students and alumni with proactively managing their careers. The [center’s website](#) features information on researching job opportunities and professional development resources, interviewing and networking strategies,
and using OptimalResume. Students and alumni may use OptimalResume to develop targeted résumés, cover letters, electronic portfolios, and personal websites to showcase their employment qualifications.

The Career Services Center staff members provide tailored career-related advice on an individual basis via phone and e-mail. They also offer weekly group career advising webinars to orient students and alumni to their services and monthly career webinars on a variety of topics, including career management strategies, tapping into the hidden job market, and networking. Additionally, the center offers career advising and workshops in person at academic residencies.

All students and alumni are encouraged to join the Walden University Career Services Center’s moderated LinkedIn group to network and share career-related information. Serving a very large and diverse student body located throughout the United States and beyond, the Career Services Center strives to educate, coach, and advise students and alumni to help them navigate career transitions throughout their professional lives.

**Walden University Library**

The [Walden University Library](#) is a fully digital library that provides students with access to more than 140,000 electronic books; 56,000 full-text journals; and 2.8 million dissertations 24 hours a day, 7 days a week. Students have access to more than 100 databases, an online catalog, a multiple-database search tool, a searchable FAQ, guides, short instructional videos, recorded and real-time webinars, and self-paced online tutorials through the library’s website.

Patrons may request assistance from the librarians via e-mail, telephone, or a form on the library site. Librarians answer students’ questions, help students and faculty members learn how to use the library’s resources, teach students how to refine topics and searches, and aid students with many other library and information-seeking skills. The library pledges a 24-hour response time to e-mail and Web form requests and a 1-hour response time for phone calls.

Document delivery service is available to doctoral students working on their capstones and to nursing and health sciences students when the Walden Library does not own an article or book chapter that a student needs for research. The library has agreements with various publishers and university libraries to supply these materials at no cost to students. Most articles and chapters are supplied in digital format within 5 days of the request. Document delivery is also available to faculty members working on Walden-related research projects. More information about the document delivery service can be found [here](#).

Information literacy is an important goal for Walden University. The library supports the development of our students’ information literacy skills by providing timely and flexible library instruction. Several courses, including the graduate Foundation courses and courses in the early core curriculum of undergraduate degrees, include library skills modules. The library also provides synchronous group instruction through a series of monthly webinars, which are open to all students and faculty members, and at residencies. Asynchronous instruction is always available, thanks to the thousands of instructional guides hosted on the library website. These instructional guides cover general library skills, course-specific project support, and research assistance in the capstone stages. Each library guide allows students to access self-service skill building at their own pace and level of need. One-on-one student instruction occurs through
literature review appointments available to doctoral students at the capstone stage, through face-to-face advising at residencies, and through reference service.

The library employs subject librarians to support each of the university’s schools and colleges. These librarians develop the library collections in their subject area to help ensure that the proper resources are available for new and existing programs. Subject librarians also act as liaisons for their respective programs, working to maintain a connection between faculty members and the library. In this role, the librarians assist with faculty research, create course-specific content, provide faculty members with library news and updates, and are available to answer questions regarding the library and its collections.

Faculty members can access the library via a link on their faculty portal or directly at library.waldenu.edu. Faculty members may call the library reference service for assistance (1-800-930-0914) or request help by e-mailing the library (library@waldenu.edu) or by submitting an “Ask-A-Librarian” form available on the library website. Faculty members can access licensed resources (e.g., databases, journals such as the Chronicle of Higher Education) using their faculty login and a password obtained through the library. For more information on the services and resources available to faculty members, visit the library’s Faculty Services page.

**Student Assistance Program**

A Student Assistance Program offers current Walden University students, and everyone in their households, free online resources and confidential counseling from experienced clinicians via a toll-free, 24-hour phone line. To provide this service, Walden has partnered with ComPsych, one of the world’s largest providers of assistance programs. ComPsych has consulted with more than 25 million individuals and 10,000 organizations throughout the United States and in 92 countries since it was founded in 1984.

Students (and those in their households) who want to use this service or are referred for assistance should be encouraged to call 1-866-465-8942 (TDD: 1-800-697-0353) or visit http://inside.WaldenU.edu/sap for more information. When students request services from the program, they will be asked for a Walden ID. That ID is SAP4EDU.

**Faculty and Institutional Services**

**Center for Faculty Excellence**

The Center for Faculty Excellence (CFE) is responsible for securing and developing a well-qualified faculty with professional and academic expertise and skilled in working with adult learners. The CFE establishes standards for faculty excellence and promotes excellence within the faculty—from the time of hiring throughout the professional life of the faculty member. The mission of the CFE is to support high-quality teaching and learning by engaging the faculty and academic leadership of Walden University through the design and delivery of professional development and training opportunities; the collaborative review, development, and implementation of academic policy; the collection and distribution of faculty performance information, to support quality assurance in the online classroom; advocacy on behalf of the
faculty; communication to the faculty; and community-building and networking opportunities for the faculty.

Center staff members work in conjunction with faculty members and administrators to develop a university culture that reflects the scholar-practitioner model, respects and supports diverse learners, and facilitates positive social change. The CFE also supports the development and implementation of academic policies and procedures, and supports quality assurance in the online classroom through the collection and reporting of faculty performance metrics.

The CFE undertakes other projects as needed to enhance and support the work of the faculty and college leadership and is responsible for planning faculty development events for two annual university faculty meetings.

**Office of Faculty Recruitment**

To meet the demands of rapid growth, Walden has centralized its faculty recruitment process. Utilizing a collaborative, streamlined approach to hiring, Walden’s academic leadership and hiring managers partner with the Office of Faculty Recruitment (OFR) to facilitate their hiring needs. The OFR actively sources, attracts, and hires a global and diverse community of highly qualified and appropriately credentialed faculty members and academic leaders who are committed to academic excellence, resulting in an inspired student experience.

**Office of Institutional Research and Assessment**

The Office of Institutional Research and Assessment serves as the institutional source of information regarding Walden students, graduates, and faculty members. Working collaboratively with internal and external stakeholders, the OIRA collects, analyzes, disseminates, and interprets data about students, graduates, and faculty members, to promote continuous improvement.

The responsibilities of the OIRA include the following:

- Conducting applied research on institutional interventions and processes.
- Coordinating learning outcomes assessment practices across programs.
- Providing requested data to individual internal stakeholders.
- Reporting to external higher education agencies on behalf of the university.
- Supporting regional and specialized accreditation processes.
- Coordinating and supporting academic program reviews.
- Administering and reporting on course evaluations.
- Conducting regular surveys of students, graduates, employers, and faculty members.

**Product Delivery Team (PDT)**

The Product Delivery Team (PDT) is responsible for the following:

- Reviewing new courses that will be delivered for the first time to help ensure that they are complete, fully functional, and consistent with program and institution standards.
• Ensuring that all courses are prepared in time for the beginning of each term.
• Preparing existing courses that are re-launching to help ensure that all scheduled updates, revisions, textbook changes, etc., have been completed and that the course is ready for delivery.
• Copying content collection files in preparation for IT’s efforts to create term masters and course sections.
• Supporting faculty members who have basic questions about classroom navigation or function.

The PDT collaborates with IT to prepare the course sections for each term; however, the PDT does not assign faculty members to teach those sections. Questions about teaching assignments for the current or upcoming terms should be directed to the appropriate college’s administrative assistant.

**Course Maintenance Team**

The Course Maintenance Team is a centralized team within Product Strategy, Innovation, and Development (PSID). The Course Maintenance Team receives requests for course maintenance and revisions from faculty members and program directors via the *Course Maintenance and Revision Recommendation* form, as explained in *The Lead Faculty Member section* of this handbook.

Once the Course Maintenance Team receives the form, the form is reviewed to determine whether the request is Level 0, 1, or 2.
• Level 0 requests are executed in live sections as well as in the course master.
• Level 1 requests are executed in the course master and appear in the course the next term.
• Level 2 requests require approvals from several parties to ensure they are in line with programmatic, academic, and financial management objectives.

The Course Maintenance Team collaborates with academic leadership and other PSID staff to execute Level 2 requests. The Course Maintenance Team also carries out large-scale revisions and updates affecting multiple courses as directed by the Walden executive team.

**Technical Support**

Walden University provides faculty members with 24-hour, 7-day-a-week technical support. Faculty members should contact technical support for all technical problems, including issues related to the following:
• Walden e-mail.
• Learning platform.
• WebAdvisor.
• KAM submission database (technical help, not process help).
• Secured faculty sites.
• Postini spam account.
• eCampus.
Faculty portal.
- Self-Service Banner (SSB).
- ELMS (Electronic Learning Management System).
- Other university platforms and software.
- Server outages.
- Virus damage issues.

Technical support assists faculty members with technical questions and problems and, when necessary, escalates issues to the learning platform help desk. To contact technical support, faculty members should e-mail frontline.team@laureate.net or follow the prompts for Walden faculty after dialing 1-877-780-9954 (toll-free) or 1-410-843-8302. To support the security of student classroom data, faculty members will need to provide their employee ID, which is available on their pay statement.

Student Services

The university provides a number of student services, including those described below, that faculty members should be aware of so that they can provide students with the appropriate information.

Academic Integrity and Student Affairs

The Academic Integrity and Student Affairs unit provides interpretation and clarification of the student responsibilities associated with the Code of Conduct and responds to all formal student complaints and grievances. The associate director of Academic Integrity and Student Affairs provides general support and assistance related to Code of Conduct and student affairs issues. One key component of this area is to develop, review, and implement university policies and procedures related to the Code of Conduct and student petitions, appeals, complaints, and grievances.

Office of Admissions

In keeping with its mission, Walden focuses its admission process on selecting competent, self-motivated, responsible, experienced adult learners who are qualified for undergraduate and graduate study and who can benefit from Walden’s programs. Walden carefully reviews every application packet to select only those students who are judged to be a good match with Walden’s programs and delivery methods and have the potential to complete their respective program. The university has admission standards, set by the faculty in collaboration with the Office of Admissions, that apply to all programs. Additionally, each college/school may require further standards, based on the specific needs of the discipline or profession. The faculty committees responsible for curriculum and academic policy submit recommendations for admission policies to the University Curriculum and Policy (UCAP) committee for approval.

The Office of Admissions is responsible for conducting application reviews, rendering admission decisions, communicating those decisions, and executing transfer-of-credit evaluations for students as they are admitted. As a special service to applicants, the university also provides free
international transcript evaluation services, international course-by-course evaluations, and a transcript-request service.

The Office of Admissions is staffed with teams that are accountable for each college within the university. The college teams report to an admissions manager for that specific college, who reports to the associate director of admissions of either graduate or undergraduate programs. The associate directors report to the director of admissions. The director of admissions reports to both the executive director of admissions for Laureate and the chief academic officer for Walden. The director of admissions also consults with the vice presidents of the colleges, deans, associate deans, executive director, and program directors on matters of academic policy.

**Academic Advising Team**

The Academic Advising Team strives to make sure that every student has an inspiring and enriching experience at Walden. Advisors help ensure that new students are able to acclimate successfully to the Walden University environment and that continuing students are consistently engaged as active scholar-practitioners. Advisors collaborate with academic leadership, student support teams, and operational groups within the university to manage student expectations, facilitate student issues, and help ensure that students are successfully completing their programs. Additionally, advisors provide developmental advising to assist students with academic planning, clarification of academic and university policies, and monitoring of degree progress.

Academic advisors work closely with faculty members to support the satisfactory progress of students and to help resolve academic issues for students and faculty members. The following information will help faculty members better understand how to work with the Academic Advising Team in supporting student success.

**Faculty Members Contacting Academic Advisors**

When contacting the Academic Advising Team, faculty members should follow these best practices:

- Submit information to the Academic Advising Team about one student at a time. Do not submit information about multiple students in one e-mail, to be in compliance with the Family Educational Rights and Privacy Act (FERPA).
- Include the e-mail address for the appropriate academic advisor role or other academic advising personnel in the “To” or “CC” field; do not use the “BCC” field, as this will create an error in the submission process.
- Provide the following information:
  - The student’s full name.
  - The course number.
  - A brief description of the issue.
  - Whether or not a response from the Academic Advising Team on the situation’s final resolution should be sent to the faculty member.
Examples of situations where faculty members might contact the Academic Advising Team include the following:

- If special arrangements have been made with a student to allow him or her to log in to a class after the first week of the course, the faculty member should contact the Academic Advising Team with the details of the arrangement so that the student is not administratively withdrawn from the course due to inactivity.
- If a student is not participating in class or is having concerns with his or her workload and/or with university policies, the faculty member may contact the Academic Advising Team so that an advisor can follow up with the student to determine whether additional guidance is necessary.
- If a student communicates that he or she wants to drop or withdraw from a course, the faculty member may contact the Academic Advising Team so that an advisor can reach out to the student to discuss the course withdrawal process and assist the student as appropriate.

**Note:** Any questions or requests related to course rosters should be sent to the school administrative assistants, not to the Academic Advising Team.

**Academic Advisors Contacting Faculty Members**

Academic advisors may contact faculty members for assistance with student-related matters. Examples of situations where academic advisors might contact faculty members include the following:

- If a student’s course section needs to be changed after the start of class (a rare situation that is approved on a case-by-case basis only), the Academic Advising Team will follow up with academic leadership, the faculty member, and the appropriate university group(s) to have the classroom changed. **Note:** Students are always encouraged to save their work to a computer in addition to in the online classroom, as coursework often cannot be electronically transferred from one section to another.
- If a student submits an academic or financial petition, the Academic Advising Team will follow up with academic leadership, the faculty member, and/or operational groups within the university (as appropriate) to ensure the petition is seen through to resolution.
- If a student has expressed a concern related to his or her course, the Academic Advising Team will follow up with academic leadership and/or the faculty member (as appropriate) to assist the student in addressing his or her concerns.

For all situations related to student success, as described above, the Academic Advising Team can be reached via phone by dialing 1-800-WALDENU (1-800-925-3368) or via e-mail to the academic advisor role for the appropriate program. To identify the appropriate e-mail address, visit the [Academic Advising website](#), click “Contact Us,” and scroll down the page to find the appropriate role account for the program. Academic advisors are available Monday through Friday, 8 a.m. to 8 p.m. Eastern time, and their goal is to respond to all requests within 24 business hours.
Office of Financial Aid

Walden University is authorized by the U.S. Department of Education to administer Title IV federal financial aid programs. The financial aid office processes applications for federal student aid, determines eligibility for federal aid, tracks academic progress for receipt of financial aid, and responds to questions related to financial aid. Students can contact the financial aid office via the Walden toll-free telephone number or via e-mail. The financial aid team is headed by the national director of financial aid, who reports to the divisional chief operating officer.

Office of the Bursar

The bursar’s office acts as the custodian for university funds. The office is divided into two distinct units:

- The responsibility of the **receivables management unit** is to accurately process student tuition payments, refunds, and billing. Payment processing is done on a daily basis to help ensure that student records are up to date. Billing, as well as the application of student discounts, is done on a daily basis. The receivables management team also tracks past-due balances and, when necessary, places a financial hold status on the student’s account as it relates to tuition and fees. Federal financial aid disbursements are also applied and refunded from this unit.

- The responsibility of the **collections unit** is to reduce the past-due receivables in a timely and effective manner. This is accomplished by identifying and contacting all students whose accounts are deemed past due, via e-mail, letter, and telephone. The overall objective is not only to collect the receivable, but also to encourage the student to continue his or her education, thereby retaining the student and continuing to increase the university’s revenue stream.

Ombudsperson

Walden University has appointed a university ombudsperson to act as a resource for student concerns and policy issues as well as to assist in the academic appeals process. The ombudsperson serves as an objective party for the university, advocating for fairness. The job of the ombudsperson is to aid in the timely and impartial resolution of problems in a non-adversarial, non-litigious manner. Students are encouraged to consult the ombudsperson as a first resort when they are attempting to resolve issues informally or do not know where to address a problem or how to approach the appropriate person or committee.

The ombudsperson at Walden University has the following functions:

- Listen carefully to student concerns.
- Provide answers to student questions or help find someone who can.
- Analyze situations, and identify and evaluate options for responding to them.
- Explain university policies and procedures and their applications.
- Assist with student appeals, upon request of the chief academic officer.
- Carry complaints forward, if the person is unable to do so.
- Advocate resolution of complaints based on fairness.
- Recommend changes to current policy as appropriate to support the university values of quality, integrity, and student-centeredness.
The Walden University ombudsperson observes the confidentiality of any and all parties involved in complaints and other concerns brought to him or her to the extent possible, insofar as it does not interfere with the institution’s legal obligation or ability to investigate issues or to take corrective action when it is found that misconduct has occurred. The ombudsperson will speak to relevant university representatives on a need-to-know basis in order to address any such concerns. Students can contact the university ombudsperson at ombuds@waldenu.edu.

Office of the Registrar

The registrar’s office serves as the custodian for university student records. The office is divided into six teams that work with students throughout their life cycle with the university:

- The **registrations team** builds course schedules, registers students through manual and batch processes, and is responsible for section optimization.
- The **records team** processes withdrawals, deferrals, and reinstatements and maintains student grades, failure to log in/failure to participate processes, and adequate academic progress.
- The **degree audit team** builds and maintains student degree audits and processes program changes.
- The **graduation team** validates students, confers degrees, and orders diplomas.
- The **transcript team** is responsible for transcript production, enrollment/degree verification, and loan deferment forms.
- The **veterans affairs team** manages the certifications of veterans and answers general veterans benefits questions.

Walden students have access to the registrar’s office via a toll-free telephone number and dedicated e-mail accounts:

- Phone: 1-800-WALDENU (1-800-925-3368).
- General registrar e-mail: registrar@waldenu.edu.
- Veteran affairs e-mail: va@waldenu.edu.

All Walden University academic records, undergraduate and graduate, are maintained by the registrar’s office in accordance with the guidelines of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The university maintains official student records primarily in electronic form. All portions of the electronic student academic record needed to produce official transcripts are maintained on a permanent basis. Other information in electronic and paper form is retained or disposed of according to the disposition and retention schedules recommended by AACRAO.

The registrar is also responsible for the university’s compliance with the Family Educational Rights and Privacy Act (FERPA).

The registrar reports directly to the chief academic officer and the director of registration services of Walden University.
Student Support Team (SST)

Walden’s Student Support Team (SST) is available 24 hours a day, 7 days a week as a resource to support students with questions related to the technical use of the classroom. In addition, SST is also the primary point of contact for any questions related to registrar support, course materials, and bursar support. SST also provides technical support for faculty members for the Blackboard learning management system.

Students can contact the Student Support Team by dialing 1-800-WALDENU (1-800-925-3368) and selecting the appropriate options. Students can also submit requests in writing by accessing the “Support” tab of their myWalden portal and clicking “Write us” or “Click here for live chat.” SST will respond to e-mail requests within 24 hours.
Appendix 1. Family Educational Rights and Privacy Act (FERPA)

Notification of FERPA Rights

The Family Educational Rights and Privacy Act (FERPA) of 1974 affords students certain rights with respect to their education records. These rights include the following:

- The right to inspect and review their education records within 45 days of when the college receives a request for access. Students should submit to the registrar a written request identifying the records they want to inspect. The registrar will make arrangements for access and notify the students of when and how the records will be made available for inspection. The college may charge a fee for copies of records.

- The right to request the amendment of the student’s education records which the student believes are inaccurate, misleading or otherwise in violation of the student’s privacy rights under FERPA. Students should write to the registrar, clearly identify the part of their records they want changed, and specify why it should be changed. If the college decides not to amend a record as requested, the college notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the college discloses personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the college. Upon request, the college also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA follows:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202-5901
Appendix 2. Failure to Participate

Walden University recognizes that many students elect to pursue a distance learning degree for its temporal and geographic flexibility. Walden further recognizes that students are adult learners with varied personal and professional responsibilities, in addition to their obligations as students. Walden also holds that learning is a combination of individual study and engagement with other learners in a structured learning environment. Therefore, Walden expects that students meet their academic obligations with a high level of responsibility and timeliness.

Classroom Participation

In accordance with the U.S. Department of Education guidance regarding class participation, Walden University requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of the class. The first calendar day of class is the official start date of the course as posted on students’ myWalden academic page.

Assignments submitted prior to the official start date will not count toward participation.

Financial aid cannot be released without class participation as defined above.

Students who have already taken, and successfully completed, at least one or more class(es) with Walden will be dropped only from any class(es) in which they are not participating if they do not complete their assignments by the end of the 7th day.

Students who are taking their first class with Walden and do not complete their assignments by the end of the 7th day will be administratively withdrawn from the university.

Note: Once students begin participating in class, they are considered active and are responsible for adhering to all university policies and for paying all applicable tuition and fees.

If students have any questions about their assignments, or they are unable to complete their assignments, they should contact their faculty member.

Ongoing Attendance and Engagement

Walden courses are not independent study courses. They involve a mixture of independent work outside the online course room and presence within the course room, with all work completed within schedules published in the course. Students are expected to engage in courses in an active and timely fashion. Logging into the online course does not alone demonstrate adequate engagement. Student engagement includes activities such as doing assigned readings, preparing and presenting quality assignments (which may include tests, quizzes, papers, and other assessments) and participating substantively in discussion. Time spent in reading, studying, and preparing written assignments is as important to learning as is participation in the discussion areas and submission of written assignments. However, student attendance can be documented only with presence in the online course.
Each student is expected to take full responsibility for his or her academic engagement and progress. A student who fails to demonstrate an adequate level of participation in his or her course(es) may receive lower grades, including an "Incomplete" or failing grade. Students who do not demonstrate an adequate level of participation in their courses as indicated by course requirements, fail to notify Walden that they are no longer attending, and/or fail to pass at least one course in a term may be administratively withdrawn from Walden. Further, lack of adequate participation and/or administrative withdrawal can lead to the requirement for the return of federal financial aid previously awarded to the student. If Walden is required to return federal student aid funds, the student will be required to pay for any outstanding balance created by the return of funds.

**Prior to the First Day of the Term (Preview Period)**

It is important to note that the U.S. Department of Education requires that the student participate within the designated term dates. The 4 preview days before the start of the term are not considered within the term; therefore, assignments submitted prior to the official first day of the term will not count as participation.

**Final Dissertation and Doctoral Study Approval**

Students who have not received approval from the chief academic officer (CAO) for a dissertation or doctoral study must participate until the CAO has signed off and the ProQuest submission has been accepted. It is the university’s policy that a student must maintain an active enrollment status until all requirements for a degree have been satisfied. Students that are waiting for but have not received CAO approval are required to participate in the online classroom within the first 7 days of the term.

**Implications for Not Adequately Participating**

The U.S. Department of Education requires that students are academically engaged in the classroom during the first 7 days of the term before financial aid can be released. Further, non-participating students can fall behind academically and become a retention risk. Students that are identified as not having participated by Day 21 of the term will be dropped without exception, other than for acceptable reasons that are approved according to Walden policy.

**Student Engagement via Participation in Online Discussion**

Walden courses are not independent study courses. Substantive student dialogue is an essential part of the learning process. Therefore, Walden courses require consistent, substantive, and timely participation in and contributions to online discussion as described and required in each course syllabus. Students are expected to post online as described in syllabi and discussion prompts. Although the pedagogy may vary from week to week within a course, depending upon the instructional objectives, and from course to course depending upon the educational outcomes to be achieved, the university in general suggests that students’ discussion is enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2 to 4 days of participation per week as a minimum.
Failure to post with the expected timeliness, quantity, quality, and frequency of postings as stated in the syllabus, discussion descriptions, and other course materials may result in grade reduction for the discussion. Students should read each syllabus and discussion prompt carefully, as posting requirements may vary across and within courses to meet learning goals.

**Student Attendance**

Students are expected to schedule their personal and/or professional obligations and their course registrations so as to maintain continuous and complete attendance throughout courses. Any absence from class will impede learning. However, circumstances may arise that cause students to be absent from active course participation on either a preplanned or an emergency basis.

Active course participation is defined as fulfilling discussion requirements within the published timeline and submitting assignments within the published timeline. Absence is defined as not fulfilling discussion requirements within the published timeline and/or not submitting assignments within the published timeline.

Walden University is a private educational institution and, therefore, it is not required to adhere to federal holiday observance for either its students or employees. All students have the option of enrolling in programs based on the academic calendar and what suits their individual schedules. Further, students are permitted to request an extension to an assignment due date in their courses in the event of a personal time conflict (e.g., holidays, preplanned vacations, and/or unexpected emergencies).

Both preplanned and emergency absences are to be kept to a minimum and should not exceed, cumulatively, the level stated in the course syllabus.

- **A preplanned absence** is one that students know about in advance, regardless of reason. For a preplanned absence, students are to make arrangements in advance of the absence with the instructor for submission of assignments and discussion participation, in accordance with specifications communicated in course syllabi.

- **An emergency absence** is one that students do not know about in advance and often involves situations such as health issues, weather events, or technological difficulties. For emergency absences, students are to notify the instructor as soon as possible and make arrangements for submission of assignments and discussion participation in accordance with specifications communicated in course syllabi.

In the event that a student must submit documentation to support the reason for an absence, students should contact their academic advisors for instructions on where and how to submit documentation. Students should not submit medical documentation directly to the instructor.

**Due to the nature of some discussions/assignments, instructors may or may not allow students to post and/or submit prior to or after the due date because of any absences.**

**Students should also refer to the policies on grading in the *Walden University Student Handbook*.**
Appendix 3. Quick Reference Guide

Overall Walden University Resources

Main Websites

- Faculty portal: https://faculty.WaldenU.edu.
- Walden eCampus: Log in to the faculty portal at https://faculty.WaldenU.edu and click the “Faculty Resources” tab.

Main Phone Number

- 1-800-WALDENU (1-800-925-3368).
- Callers are prompted for menu selection.

Human Resources

Office of Faculty Recruitment (OFR)

- 1-800-254-9656.
- E-mail: ofr@waldenu.edu.

Laureate Education Corporate Benefits and Payroll Customer Service

All Walden employees can contact this customer service department for questions or concerns related to payroll processing (e.g., taxes, tax forms, direct deposit, W-2 information, lost checks). In addition, core faculty members, staff members, and academic leadership can contact this department with questions about their pay and benefits.

- 1-877-631-9054.
- E-mail: askpayroll@laureate.net.

University Faculty Pay Team

Contributing faculty members with questions about their pay and benefits should contact the University Faculty Pay Team.

- 1-800-254-9656.
- E-mail: pffacultypayroll@waldenu.edu.

Ethics/Corporate Governance Helpline

- Within the United States: 1-800-249-5744.
- From international locations: 1-240-494-0062.
• Laureate Code of Conduct is available via eCampus by logging in to the faculty portal and clicking the “Faculty Resources” tab.
• Laureate Ethics Helpline website: www.laureateethics.net.
• E-mail: compliance@laureate.net.

Technical Assistance for Faculty
• 1-410-843-8302 or 1-877-780-9954 (toll-free) – follow the prompts for Walden faculty.
• E-mail: frontline.team@laureate.net

Faculty and Student Resources

Academic Advising Team
• 1-800-WALDENU (1-800-925-3368).
• Website: http://academicadvising.waldenu.edu
• There is no general e-mail address for the Academic Advising Team. To identify the appropriate e-mail address for a specific program, visit the Academic Advising website, click “Contact Us,” and scroll down the page to locate the appropriate account.
• Review the best practices for contacting the Academic Advising Team.

Academic Integrity and Student Affairs
• For academic integrity and Code of Conduct issues, faculty members should first refer issues or concerns to their program leadership.
• E-mail: studentaffairs@waldenu.edu (for student grievances that need to be escalated to the chief academic officer).

Academic Residencies
For assistance with residency planning, registration, and records
• E-mail: residencies@waldenu.edu.

Alumni Association
• E-mail: alumniassociation@waldenu.edu.

Bursar
• 1-800-WALDENU (1-800-925-3368).
• General e-mail: bursar@waldenu.edu.
• For specific questions, use the e-mail addresses below:
  ▪ billing@waldenu.edu.
  ▪ refunds@waldenu.edu.
  ▪ collections@waldenu.edu.
Center for Faculty Excellence (CFE)

- Website: The CFE is accessible via eCampus by logging in to the faculty portal and clicking the “Faculty Resources” tab.
- General e-mail: cfe@waldenu.edu.
- For specific questions, use the e-mail addresses below:
  - Faculty handbook: facultyhandbook@waldenu.edu.
  - Faculty coaching and mentoring requests: facultyquality@waldenu.edu.
  - Faculty training questions: facultytraining@waldenu.edu.
  - Faculty performance reporting (for use by academic leadership only): cfereporting@waldenu.edu.
  - Lead faculty process (for use by academic leadership and college administrative team only): lfadmin@waldenu.edu.

Center for Research Quality

- Website: http://researchcenter.waldenu.edu.
- General e-mail: crq@waldenu.edu.
- For specific questions, use the e-mail addresses below:
  - Ph.D.-related issues: research@waldenu.edu.
  - Thesis-related issues: thesis@waldenu.edu.
  - Ed.D.-related issues: doctoralstudy@waldenu.edu.
  - Institutional Review Board issues: irb@waldenu.edu.
  - Grant questions: grants@waldenu.edu.

Center for Student Success

- E-mail: cssadmin@waldenu.edu.

Academic Skills Center

- E-mail: academicskills@waldenu.edu.

Career Services Center


Walden University Library

The library pledges a 24-hour response time to e-mail and Web form requests and a 1-hour response time for phone calls.
- Walden University librarians
  - 1-800-930-0914.
  - E-mail: library@waldenu.edu.
Writing Center
Web-based resources, one-on-one tutorial support for undergraduates and graduates, and editorial support for graduate students working on capstone projects, in preparation for the Form and Style Review.
- Faculty resources: http://writingcenter.WaldenU.edu/755.htm

Course Maintenance Team
- E-mail: coursemaintenance@laureate.net.

Disability Services
- 1-800-925-3368, ext. 1205.
- E-mail: disability@waldenu.edu.

Emergency Response Notification and Process
Walden has a notification system that allows it to provide faculty members with important, timely, and complete information should an emergency situation occur that affects Walden faculty, staff, and students. In the event of an emergency, faculty members will receive voice mail, e-mail, and text messages.

It is important that faculty members’ contact information be current so that they can receive these important notifications. To update contact information, faculty members can access the Employee Self Service (ESS) platform at http://myprofile.laureate.net. Training materials for the use of the ESS platform may be found in ELMS.

“Faculty Resources” Area in eCampus
Log in to the faculty portal and select the “Faculty Resources” tab from the top menu options to access centralized one-stop shopping for all things faculty members need, including the following:
- Important announcements.
- Classroom resources.
- All support/training materials and information about the online learning platform (Blackboard) and classroom best practices.
- Quick access to Walden college and department websites.
- Access to the CFE community.

Financial Aid
- 1-800-WALDENU (1-800-925-3368).
- E-mail: finaid@waldenu.edu.
Grade Submission Help
Contact the records team in the registrar’s office for inquiries regarding submission of grades.
- E-mail: grades@waldenu.edu.

Knowledge Area Module (KAM) Help
Contact the registrar’s office for inquiries regarding approval of KAMs.
- E-mail: kamhelp@waldenu.edu.

Office of Institutional Research and Assessment (OIRA)
- E-mail: oira@waldenu.edu.

Ombudsperson
- E-mail: ombuds@waldenu.edu.

Registrar
- 1-800-WALDENU (1-800-925-3368).
- General e-mail: registrar@waldenu.edu.
- For specific questions, use the e-mail addresses below:
  - FERPA questions: registrar@waldenu.edu
  - Grade submission issues: grades@waldenu.edu
  - KAM approval issues: kamhelp@waldenu.edu.
  - Registration issues (i.e., courses/roster/students not appearing in Self-Service Banner system, assuming all access issues are fine): registrar@waldenu.edu.
  - Veterans affairs issues: va@waldenu.edu.

Student Support Team (SST)
For technical support:
- Students:
  - 1-800-WALDENU (1-800-925-3368).
  - Students can also submit requests by accessing the “Support” tab of their myWalden portal and clicking “Write us” or “Click here for live chat.”
- Faculty:
  - 1-877-780-9954 (toll-free) or 1-410-843-8302.
  - E-mail: frontline.team@laureate.net.

University Bookstore
VA and Military Benefits

- 1-800-WALDENU (1-800-925-3368).
- E-mail: va@waldenu.edu.

Walden Self-Study Committee for Reaffirmation of Accreditation With The Higher Learning Commission

- E-mail: hlcfeedback@waldenu.edu.

World Travel (Laureate Travel Department)

- Support available 8:30 a.m–5 p.m. Eastern time.
- Non-meeting travel: 1-888-813-6696
- Faculty meeting and commencement activities: 1-800-867-2970.
- Large residencies (more than 50 faculty and staff members attending): 1-800-867-2970.
- Small residencies (up to 50 faculty and staff members attending): 1-888-813-6696.
- E-mail: groupdepartment@worldtravelinc.com.

Department Administrative Support Team

Contact the academic department for the following:
- Mentees not enrolled in SBSF 7100 - Research Forum.
- Term assignments.
- Course load.
- KAM submission/approval process.
- Course materials.
- External website accounts (e.g., Turnitin, Aplia).
- Payment and other human resource issues.
- Questions about the program, school, college, or center.
- Course content feedback or course design ideas (lead faculty).
- Questions about university policies and procedures.

Administrative Team Contacts, by College/Center

- College of Health Sciences: chsadmin@waldenu.edu.
- College of Management and Technology: cmtadmin@waldenu.edu.
- College of Social and Behavioral Sciences: csbsadmin@waldenu.edu.
- College of Undergraduate Studies: cugsadmin@waldenu.edu.
- The Richard W. Riley College of Education and Leadership: coedadmin@waldenu.edu.
- Center for Faculty Excellence: cfe@waldenu.edu.
- Center for Research Quality: crq@waldenu.edu.
- Center for Student Success: cssadmin@waldenu.edu.
Personal and Professional Guidance Resources

Faculty Guidance Resources

Walden’s Employee Assistance Program, Business Health Services, provides services to faculty members and their family members. Confidential assistance is available for family, personal, and work-related issues. Business Health Services offers short-term counseling services, resources, and other problem-solving solutions to employees in need.

- 1-800-765-EAPS (1-800-765-3277).
- Website: www.bhsonline.com.
- Login: Laureate

Student Guidance Resources

Walden’s Student Assistance Program, GuidanceResources, offers students free and confidential counseling on a variety of personal and professional issues that may be affecting the quality of their learning experience. Experienced clinicians are available by phone 24 hours a day, 7 days a week.

- 1-866-465-8942 (TDD: 1-800-697-0353).
- Website: www.guidanceresources.com/groWeb, for additional resources, including referrals and planning tools.
- Company ID: SAP4EDU (Students can find the Walden ID for this service on their myWalden university portal.)

Academic Policies and Procedures

Walden faculty members are expected to be conversant with current Walden University academic policies and procedures, as represented in official communications from the university, and to apply and represent these policies knowledgeably and accurately.

These communications, available at www.WaldenU.edu/catalog, include the following:

- Walden University Catalog.
- Walden University Student Handbook. (On the catalog home page, choose the latest student handbook from the dropdown menu at upper right.)
- The Thesis Guidebook. (On the catalog home page, choose “University Guidebooks” from the dropdown menu at upper right.)
- The Dissertation Guidebook. (On the catalog home page, choose “University Guidebooks” from the dropdown menu at upper right.)
- The Doctoral Study Guidebook. (On the catalog home page, choose “University Guidebooks” from the dropdown menu at upper right.)
- A Guide to the Knowledge Area Modules: Making the KAMs Work for You. (On the catalog home page, choose “University Guidebooks” from the dropdown menu at upper right.)
In addition, faculty members are expected to be familiar with the following:

- Any program-specific publications identified by the dean/associate dean/executive director and program directors.
- The academic program, faculty, and student sections accessed through the faculty portal.
- Policy memoranda from Walden University.

For internal use only.

This material is available in an alternative format. Contact the Office of Disability Services at disability@waldenu.edu.

For the most up-to-date policies, procedures, and information, see the online faculty handbook, which can be accessed through eCampus by logging in to the faculty portal and clicking the “Faculty Resources” tab.

Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, sexual orientation, or other legally protected status.

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