

**Champlain College Online
Faculty Handbook
June 2024**

V. 1.7 (Approved by the Board of Trustees in June of 2024)

Champlain College and Champlain College Online (CCO)

Mission

We embrace our Champlain tradition as an institution that prepares students to excel through radically pragmatic career-focused education. We are a supportive learning community that advances society by delivering uniquely future-focused academic programs, transformative hands-on experiences, and meaningful connections and collaborations that engage the passions of our students to create a better world.

Vision

Champlain College empowers learners. We continuously invent and offer highly distinctive academic programs and practical experiences that lead to outstanding careers and personal success.

Values

- Innovation: We anticipate the future and thrive in dynamic conditions.
- Engaged Learning: We commit to learning so everyone does meaningful work.
- Inclusivity: We practice inclusive teamwork and value diverse individual strengths.
- Practicality: We provide experiential professional education.
- Interconnectedness: We connect with people and places, from the local to the global.

Champlain College Online (CCO) Values Lens

Ask anyone at Champlain College Online what motivates them to come to work each day and they will tell you the same thing. There are four institutional values that drive every decision we make and inspire us to do our very best work:

- Empowering adults
- Ensuring a high-quality academic experience
- Increasing access to an affordable education
- Getting students to completion and career achievement

Accreditation, Approval, and Licensure of Institution and Programs

Champlain College is accredited by the New England Commission of Higher Education (NECHE), formerly the New England Association of Schools and Colleges (NEASC)

Champlain's Stiller School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

Programs in Graphic Design & Visual Communication are accredited by the National Association of Schools of Art and Design (NASAD)

Champlain's Social Work program is accredited by the Council on Social Work Education (CSWE)

See the Information about [Professional Licensure page](#) for more details about professional licensure

CCO Leadership

[Leadership & Faculty | Champlain College Online](#)

Academic Leadership Team

The Program Director and Department Chair meetings and the Academic Leadership Team meetings are promoted by the Chief Learning Officer or designee and serve as an advisory board to the division's leadership.

Academic Council

The Academic Council is governed by its bylaws ([link](#)) and discusses and votes on proposals affecting the academic programs of Champlain College Online, including but not limited to:

- New courses, certificates, and programs
- Modification of courses, certificates, and programs
- Discontinuation of courses, certificates, and programs
- Academic Policies in the Champlain College Online Catalog

Faculty Governance Model

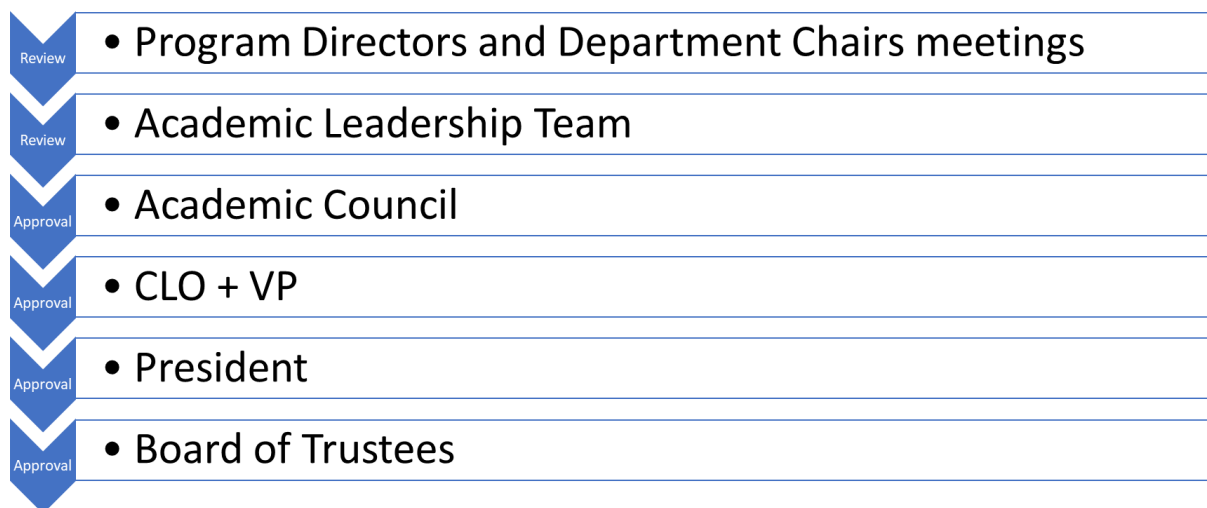
Full-time and adjunct faculty participate in providing input and feedback for academic programs, courses, classroom policies and protocols through the following meetings and committees:

- Faculty feedback form included in all online course sections
- CCO campus meetings every two months
- Program Area meetings
- Vertical meetings
- Annual faculty reflection
- Program Directors and Department Chair meetings
- Academic Leadership Team meetings
- Academic Council (includes two adjunct representatives with voting rights)

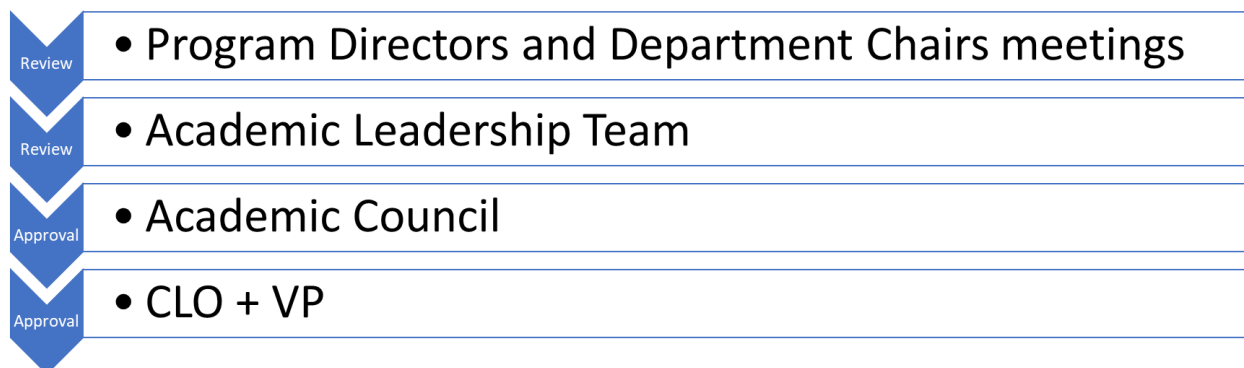
Formal approval processes for programs and certificates are listed below:

Degree programs:

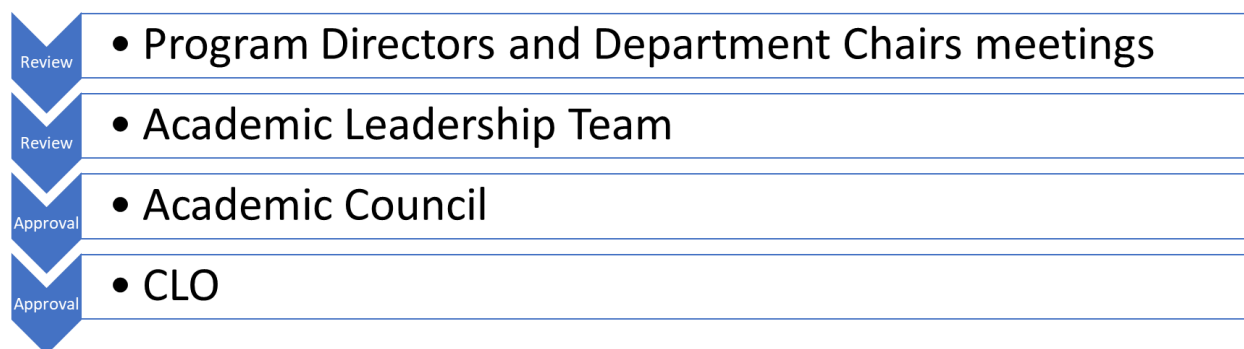
- **Elimination**
- **Creation of undergraduate degree programs that require more than eight new courses**
- **Creation of graduate degree programs that require more than four new courses**



Certificates – Creation or Elimination
Program Modifications
Course creation or elimination



Course Modifications



Academic Calendar

[CCO Dates & Deadlines | Champlain College Online](#)

Teaching and Learning

CCO Academic Values

Adopted February 17, 2021

Experiential Learning First

Deep learning that results from reflective and creative project-based and problem-based experiences approached from interdisciplinary and integrated mindsets.

- Learning linked to practice
- Reflective and transformative learning
- Problem and Project-Based Learning
- Interdisciplinary & integrated learning

Inquiry for Opportunity and Growth

Learning that is inquiry-driven, begins with a mindset of empathy, kindness, compassion, and humility for oneself and others and aims to build creatively on collective strengths.

- Empathy in all relationships
- Kindness and compassion for both oneself and others
- Humility driven inquiry
- Growth & Strengths-based Perspective
- Creative, Design Thinking mindset

Technology to Enhance Systems and Human Connection

Technology, in its broadest sense, serves a greater purpose through continuous improvement in systems and processes and in facilitating learning relationships.

- Science and data-driven practices in technology application
- Enabling quality in human interaction and innovation
- Careers driven by Industry 4.0 through leading edge application of technology
- Continuous improvement in systems, processes and human technologies
- Technology to serve a greater purpose

Gold Standards of Academic and Professional Quality

Uncompromising in setting standards for best practices in innovation, designing programs for deep learning, and both professional and academic excellence.

- Applied best practices in learning technologies
- Design for deep learning
- Academic and Professional standards
- Balance innovation and sustainability

Be a Diverse 360-degree Learning Community

We are a diverse democratic community of learners committed to emotional connection, mutual accountability, and 360 degree learning where faculty serve as facilitators, coaches, professional mentors, and learners while students grow as leaders of learning.

- Commitment to diversity, inclusivity and social justice
- Professional and reciprocal learning relationships
- Emotionally connected and human centered approach
- Faculty as coaches, mentors and facilitators of learning
- Students showing leadership through shared learning
- Collective & Collaborative Leadership
- Mutual accountability and 360 degree learning community

Academic Roles and Responsibilities

Chief Learning Officer (CLO)

The Chief Learning Officer (CLO) is the Chief Academic Officer for Champlain College Online, including its autonomous units, supervises all academic staff affiliated with CCO and its autonomous units, and provides strategic leadership and oversight for all educational programs, curriculum, instructional design, and faculty development. They drive innovation in teaching and learning methods, ensure quality and relevance of academic offerings, and collaborate with leaders across the institution.

Department Chair

The Department Chair provides full-time leadership and oversight for multiple academic programs within a broader subject area. They manage and mentor Program Directors and Part-Time Assistant Program Directors, teach courses, handle scheduling/staffing, lead curriculum development, oversee assessment, and ensure program quality. The Department Chair also contributes to strategic planning and budgeting for their academic area.

Department Chairs report directly to the CLO.

Program Director (full-time or part-time)

The Program Director provides day-to-day leadership for multiple academic programs. Their responsibilities include managing curriculum, hiring and managing faculty, teaching courses, guiding program marketing/recruitment, ensuring accreditation compliance, assessing student outcomes, and collaborating with admissions.

Full-time Program Directors report to Department Chairs. Part-time Program Directors may report to a full-time Program Director or to a Department Chair.

Assistant Program Director (full-time or part-time)

The Assistant Program Director supports their supervisor (Program Director or Department Chair) with the oversight of faculty, teaching, program and course curriculum planning, development, and assessment. The Assistant Program Director provides regular reports of faculty, classroom, and curriculum data to the Program Director or Program Chair as requested.

Full-time Faculty

Full-time Faculty are subject matter experts who teach courses across multiple programs aligned with their expertise. They maintain rigorous curricula, engage students effectively, participate in program/curriculum development, support student outcomes assessment, and handle other program-level responsibilities as needed.

Full time faculty rank includes:

Assistant Professor. Assistant Professors are fundamental in delivering high-quality education and are actively involved in teaching and assessing student work within their disciplines. Their activities often involve professional development for growth, complemented by productive activities such as presentations, involvement in disciplinary professional organizations, scholarship, etc. Service Activities should reflect active engagement in the College community and/or community at large, including contributions to teaching excellence and curriculum development to enhance student learning outcomes.

Associate Professor: Associate Professors have an ongoing commitment to excellence in Teaching and Learning Activities, and these activities often benefit faculty and students beyond the faculty member's own classroom. Significant contributions may include curricular proposals. Scholarship and professional activities may include contributing to the development of knowledge and the development of other professionals. Service activities should reflect active engagement in the College community and/or community at large.

Professor: Professors are expected to teach and assess student work exceptionally, setting a standard of excellence in their discipline. They are leaders in their discipline, guiding and shaping programs and providing direction. Professors engage in professional development, and they share their expertise with others through presentations, scholarly works, performances, etc. In Service, Professors lead, heading committees, taking on special projects and roles, filling committee positions for which Professors are required, and serving in leadership roles in furthering the College's mission.

Adjunct Faculty

Adjunct faculty teach under a contract limited to the duration of each section and in compliance with the limitations imposed by the Affordable Care Act (ACA) for part-time employees. Adjunct faculty include:

- Associate Online Instructor
- Online Instructor
- Senior Online Instructor

Special appointments: By recommendation of the Program Director or of the Department Chair, and with approval of the Chief Learning Officer, adjunct faculty may receive special appointments under a one-year part-time contract when serving in roles such as Subject Matter Expert (SME) or Course Chair.

The responsibilities of adjunct faculty are provided below:

Associate Online Instructor

- Complete all three CCO onboarding courses and begin teaching as an Adjunct Instructor.
- Demonstrate compliance and application of all administrative and academic CCO Policies and Procedures.
- Complete Annual Faculty Reflection identifying opportunities for learning and growth in an annual professional development plan.
- Complete all activities in an annual plan for professional development and document their completion, as well as plans for future improvements in teaching and learning.
- Meet with the course Program Director annually to review reflections and completed activities and discuss future professional development for the upcoming year.
- Complete required professional development.
- After a minimum of three semesters and twelve credits of excellent course evaluations and successful completion of all planned professional development activities, allow qualification for advancement to Online Instructor level.

Online Instructor

- Teach required number of courses (may vary per discipline) in the previous year, complete required professional development, and successfully teach for at least one full year at the Adjunct Instructor level.
- Complete all activities and document their completion, as well as plans for future improvements in teaching and learning.
- Meet with course Program Director to review reflections and completed activities and discuss future professional development for the upcoming year.
- Satisfactory course evaluations and successful completion of planned professional development activities allow qualification for advancement to Senior Online Instructor level.
- Failure to engage in professional development may result in reduction in status to Associate Online Instructor.

Senior Online Instructor

- Teach required number of courses, complete required hours of professional development, and teach for at least seven semesters at the Online Instructor level to reach the level of Senior Online Instructor.
- Complete all activities and document their completion, as well as plans for future improvements in teaching and learning.
- Meet with the course Program Director to review reflections and completed activities and discuss future professional development for the upcoming year.
- If approved by a faculty member's program director and e-Learning, engage as a Course Owner by successfully making approved changes to a designated Parent Course.
- Satisfactory course evaluations and successful completion of professional development activities allow continued status of Senior Online Faculty.

Faculty Credential Requirements

CCO faculty credential requirements align with standards articulated by the New England Commission of Higher Education (NECHE) and include advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.

Please refer to each academic program leadership for specific program requirements.

Faculty Expectations (These expectations may be modified or revised at any time in the sole discretion of Champlain College.)

1. Meet the submission deadlines for final grades using Self-Service
 - a. Be aware of the short time between classes ending and when final grades are due, and plan accordingly.

2. Use Champlain email account for all Champlain College-related work
 - a. Champlain College email will be used by default by all departments, including by your Program Director, and may contain information highly pertinent to your employment and professional development. Any requirements of your employment, such as mandatory training, for example, will be communicated through this email.
3. Support ongoing course maintenance by recommending needed updates via the course maintenance form provided in your Canvas course.
 - a. While the parent course model does provide a course ready to be taught, it is your responsibility as faculty to provide ongoing course maintenance by recommending needed updates and to address errors in collaboration with eLearning and your Program Director.
4. Actively participate at least five days each week, never being absent for more than 48 hours or on Sundays.
 - a. Participate regularly in weekly discussions.
 - b. Post regular announcements as a way of responding to questions or preparing students for what to expect that week.
 - c. Respond to questions in a timely manner – always in less than 24 hours.
 - d. Be tangibly present. Leave no question in students' minds that you are there and that you care about their learning and their success.
 - e. Inform Program Director and students if you must be absent from the course for more than 48 hours in advance, if possible.
5. Complete grading in a timely manner and provide meaningful, Actionable Feedback on all Student Work
 - a. Grade all assignments within 4 days of the due date, including entering zeros for all unsubmitted assignments (discussions should be graded within 4 days of the close of the discussion period).
 - b. Grade all resubmissions within 48 hours.
 - c. Use provided rubrics when assessing student work.
 - d. Provide a substantive submission comment on all graded assignments and discussions that lets students know what they did well and how they can improve. Be specific.
 - e. Submit end-of-term final grades through Self Service by the deadline communicated by the Registrar's office.
6. Respond to student questions within 24 hours.
 - a. Aside from timely grading and feedback, answering questions as they surface is one of the single most important features that we can offer students through online learning. Again, the standard of 24 hours can be forever to a student needing to move forward so consider a much shorter personal standard that, of course, fits your schedule, as well.

7. Be available for professional development and other program-related activities each semester.
 - a. Professional development begins with an instructor's academic and professional expertise and opportunities.
 - b. Attend online training when required by the College or CCO.
 - c. CCO's professional development is designed to allow adjuncts to develop at their own pace by reading and/or videos; identifying areas for improvement in teaching practice and reflecting on those changes is in the spirit of continuous improvement.
 - d. Time spent in your professional development and other activities may typically include your Annual Faculty Reflection (completed once per academic year), meeting(s) with your Program Director, using Magna Videos to identify and implement changes in your teaching practice, and more.

8. Be responsible for the instructional quality and the overall conduct of the course(s) that you teach.
 - a. Instructors are responsible for the learning community and learning environment of their assigned course(s).

9. Post a Welcome Announcement or Video on or before the first day of class
 - a. CCO recommends that all faculty include the following information in their welcome announcement or welcome video:
 - A brief introduction to the course and what students can expect to learn during the term
 - Directions on what students should do first and what they should focus on during the first week of class
 - A link to faculty Canvas Profile/Bio where students can learn more about their instructor (To link to a Canvas profile page, go to the People tab in the course and click on the instructor name)
 - CCO recommends that faculty prepare their welcome announcement or video ahead of time, if possible. It is best practice to delay the posting until the first day of class. This ensures that students will receive an email notification of the announcement.

10. Create a Supportive Community
 - a. Respond to each student's post in the introduction discussion. Welcome each student to the course as they introduce themselves.
 - b. Facilitate engaging discussions that are more than simple responses and agreements.
 - c. Encourage students to push one another to understand and extend the course concepts.
 - d. Provide clear expectations regarding engagement and assignments. Ensure students know what to do to be successful.
 - e. If it appears a student is having significant difficulty being successful, contact the Program Director and/or the student's advisor.
 - f. Provide a substantive submission comment on all graded assignments and discussions that lets students know what they did well and how they can improve. Be specific.
 - g. Submit end-of-term final grades through Self Service by the deadline communicated by the Registrar's office.

11. Communication

- a. The primary vehicle for outbound communication will continue to be the CCO Faculty Link Newsletter, which is created and distributed monthly.
- b. The primary resource for faculty resources and information, courses, content on learning, and more will be the Faculty Resource Center.
 - i. Faculty Resource Center: [Elearning @ Champlain College Online](#); [Elearning @ Champlain College Online Faculty Archives - Elearning @ Champlain College Online](#)
 - ii. The Faculty Resource Center provides faculty with information, videos and forms for the following topics:
 1. Academic Honesty Reporting (form)
 2. Locating a Student's Advisor (video instructions on using Self-Service)
 3. Requesting a Change to a Course (form)
 4. Inputting Grades (video instruction on using Self-Service)
 5. Accessibility/Accommodations (Overview and contacts with Champlain's Office of Accessibility)
 6. Incompletes (Overview of policy regarding Incomplete grades)
 7. Conduct Standards (Overview of policy regarding student conduct)
 8. Sexual Misconduct and Title IX (Overview of policies)

Professional Development

The Professional Development Program is designed to provide infrastructure, content, and support for the onboarding and ongoing development of all CCO faculty. The goal of this program is to require a minimum level of ongoing professional development with opportunities for more advanced training and development. Professional development documentation is included in annual Faculty Reflection documents.

Typical Professional Development Activities (This list is illustrative, and not exhaustive.)

- Readings or instructional videos on aspects of learning and pedagogy, online instruction, assessment, curriculum design and student engagement, followed by active changes to teaching style and/or recommendations on course or assignment modifications
- Self-directed readings and research leading to measurable change in teaching style and/or recommendations on course or assignment modifications
- Professional development in subject matter expertise such as course work, workshops, conference participation or webinars that enhance knowledge of subject matter directly or indirectly associated with current or prospective teaching opportunities
- Participation in collaborative learning opportunities and dialogue with other CCO faculty, program directors, staff or administrators that help to improve teaching and learning at CCO
- Providing mentorship to less experienced faculty
- Upon approval of program director and e-Learning, serve as a Course Owner by making approved changes to a designated Parent Course

- Providing curriculum or student experience support to CCO through membership in learning groups or committees
- Completion of courses and degree programs relevant to current or prospective teaching responsibilities
- Peer review and faculty support
- Special projects and research in support of program directors, faculty development or CCO administration

Faculty Annual Reflection

The Faculty Annual Reflection, which all CCO faculty members are required to complete each year, serves as the program's foundation of a teaching review and a review of professional development accomplishments and plans. In this short online tool, faculty are asked to reflect on their teaching and professional development through the following questions:

- List the courses you have taught in the past year. Include course name(s), number(s), and term(s). The easiest way to find these is to open Canvas and review your most recent courses on the left side of the page.
- Reflect on the courses you taught this academic year. What highlights from your teaching successes would you like to build on in the coming year? This is the question that we all need to ask more often. Certainly, there were moments of success and interactions with students that could serve as an opportunity on which to build going forward. Said another way, can you point to strengths in your approach to teaching that you want to build on?
- As you consider the teaching you did in CCO during this past year, did you encounter any challenges?
- This is an opportunity to think broadly about any challenges or critical incidents, however big or small. No course is 100% smooth sailing, and looking for those challenging moments may lead to identifying opportunities for change in teaching, the course itself, CCO's support systems or all of the above.
- Describe how you responded to or addressed those challenges.
- When faced with challenges, you were probably quick to resolve them but reflecting on them invites thinking that is more holistic and comprehensive. It may also lead to challenging deeply-held assumptions about teaching, the course itself or CCO's support systems.
- List completed activities in Professional Development during the previous year and plans for Professional Development activities in the upcoming year

Scholarship at CCO

Boyer Model of Scholarship. CCO embraces the broader definition of scholarship to include: discovery, application (engagement), integration, and teaching. We align these emphases with our institutional mission.

- **Scholarship of Teaching** centers on activities designed to improve the teaching and advising of students, the development and publication of materials to use in teaching, and the theoretical and practical works that extend the range of knowledge about the pedagogical process. Examples of the scholarship of teaching are but not limited to new teaching materials, new methods of teaching and evaluating the effectiveness of teaching, authoring textbooks about pedagogy

- **Scholarship of Integration** involves interdisciplinary or interpretive activities or writing, and research across disciplines into a larger context. The scholarship of integration seeks to interpret and to bring new insights to bear on original research integrating ideas and then applying them to real-world applications. Examples are but not limited to authoring white papers and articles and providing and delivering seminars and workshops.
- **Scholarship of Application**, which includes scholarly activities, which attempt to apply one's content expertise and knowledge to the betterment and service of the academy and society. The scholarship of application focuses on the responsible application of knowledge and issues. Examples are but not limited to consulting works, policy and program evaluation and analysis in current settings.
- **Scholarship of Discovery**, which encompasses those scholarly activities that extend the stock of human knowledge through the research or collection of new information. Scholarship of discovery is also referred to as basic research. Examples include but are not limited to published or unpublished manuscripts, theses and dissertations.

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Faculty Development Process

Onboarding (and retrospectively for existing faculty). All CCO faculty will be required to complete the three-part series of courses that will be used for onboarding of faculty who are new to CCO. The three courses are:

- **Course #1 – CCO Online Faculty Orientation:** A new stand-alone and self-directed course provides a high level overview of Champlain College, CCO organizational structure, CCO's academic values, and the overall landscape of where to find information and who to turn to for assistance. This course will be provided to all new instructors and required to be completed before, or concurrently with, the CCO Online Course Management (below). Successful completion of this course is measured by small assessment tools within the course.
- **Course #2 – CCO Online Course Management:** This course will be built on the foundation of the existing TOE (Teaching Online Effectively) course but has been expanded and updated. That said, this course would still maintain its role of being a turnkey solution to get new instructors "up and running." Successful completion of this course is measured by small assessment tools within the course itself.
- **Course #3 -- CCO Engaged Online Teaching and Learning:** This course will provide interactive, self-directed and hands-on learning. The focus of this course is topics designed to promote engaged faculty and students. This course concludes with new faculty members completing their first Annual Online Faculty Reflection and, upon successfully completing all modules' assessment tools, receiving a Certificate in Engaged Online Instruction. This level of certification, over time, will become the baseline for all CCO faculty. For faculty new to CCO this certificate qualifies them to assume the title of Adjunct Instructor.

Faculty Review and Evaluations

Faculty teaching courses are evaluated at a minimum bi-annually (dependent upon teaching frequency and teaching load) using the following measures:

- Midcourse evaluation – student feedback
- Final course evaluation – student feedback
- Annual self-reflection - faculty
- Classroom Observation (if applicable)

Faculty Support Links

CCO provides a number of on demand resources available to faculty:

- **Faculty Support Links**
 - In every Canvas Course [Instructor Resources](#) in the online Faculty Lounge
 - [Faculty Resource Center](#)
 - [Academic Honesty Reporting](#) (form)
 - [Locating a Student's Advisor](#) (video instructions on using Self-Service)
 - [Requesting a Academic Honesty Reporting One pager for instructors \(final\) 3.2.20 JKM Change to a Course](#) (form)
 - [Accessibility/Accomhttps://champlain.instructure.com/courses/2120422/pages/instructor-resources?module_item_id=101507719modations](https://champlain.instructure.com/courses/2120422/pages/instructor-resources?module_item_id=101507719modations) (Overview and contacts with Champlain's Office of Accessibility)
 - [Finding a Student's Advisor](#) (Overview of process using Self-Service)
 - [Student's Informational Information](#) (Links to help students)
 - [Incompletes](#) (Overview of policy regarding Incomplete grades)
 - [Conduct Standards](#) (Overview of policy regarding student conduct)
 - [Sexual Misconduct and Title IX](#) (Overview of policies)
 - Faculty Tool Kit. When in your Canvas course go to: Modules/Instructor Resources/Faculty/[Faculty Toolkit](#). When not currently in your Canvas Course [Faculty Toolkit Direct Link](#)
- **Program Director / Department Chair** (Identified by the Program that governs the course you are teaching—generally your primary contact in being hired and assigned your course)
- **Faculty Lead on Faculty Development**, Don Haggerty, haggerty@champlain.edu
 - *CCO Faculty Link Newsletter* (newsletter distributed monthly to all active CCO Faculty) [CCO Newsletter Archives](#)
- **Operations Manager**, Mark Pierce, mpierce@champlain.edu

Academic Freedom

Academic freedom is essential to the integrity of intellectual inquiry and scholarship, to the dissemination of knowledge, and to the search for truth and wisdom. It is the foundation upon which all of the intellectual activity of the College rests. Champlain College Online affirms the

vital role of diverse perspectives in the educational environment. The administration, faculty, staff, and students share responsibility for fostering a climate that is favorable to the free exchange of ideas and to the examination of conflicting ideas and interpretations using generally accepted disciplinary standards of inquiry. Freedom of speech and expression extends to all members of the academic community, subject to commonly accepted limits as described below and in other College policies, such as, for example, the College's Nondiscrimination and Harassment Prevention Policy.

Faculty members are free to pursue scholarly interests without fear of censure, discipline, or reprisal. This freedom extends to the display, publication, and performance of creative work. Faculty may speak freely on all matters of College governance and may speak, work, or act as individuals in the public arena without fear of institutional discipline or restraint.

Faculty have a concomitant responsibility to teach students to evaluate knowledge claims using generally accepted standards of evidence and to promote respect for competing views offered by others. Students have the right to a safe classroom environment in which they can explore controversial ideas in an atmosphere characterized by openness, tolerance, and civility and where they will be graded on the intellectual merits of their work.

Faculty Workload

All full-time faculty members, unless they are on approved leave, are expected to contribute to teaching, service, professional development, and administrative work to the College community each semester, in the form agreed upon between the faculty member and their academic administrator before the beginning of the academic year, unless that agreement is altered by mutual consent during the academic year.

Rank and Promotion

Rank and promotion decisions for full-time faculty at CCO are approved by the Chief Learning Officer and the President. CCO Online full-time faculty are able to work with the Chief Learning Officer to apply for a promotion in rank after meeting criteria in the following areas:

1. Length of service to the College
2. Adherence to the Boyer Model of Scholarship
3. Community service to the College and/or community
4. Professional development

The following ranks and rank requirements apply to full-time CCO faculty members:

Assistant Professor: Beginning rank. Focus on developing and teaching high-quality online courses.

- Boyer Model Emphasis: Mainly on the Scholarship of Teaching, with a focus on innovative teaching methods suitable for online learning.
- Requirements: A terminal degree or master degree and some experience in teaching or relevant professional experience.

Associate Professor: Intermediate rank. Requires a track record of effective online teaching and contributions to the academic community.

- Boyer Model Emphasis: Scholarship of Teaching remains key, with increasing involvement in Scholarship of Application/Engagement, applying knowledge to real-world scenarios relevant to students' career paths.
- Requirements: A terminal degree or master degree with relevant professional experience. Demonstrated excellence in online teaching, curriculum development, and some form of scholarly or professional engagement in their field. A minimum of three years at the rank of Assistant Professor at Champlain College and/or CCO.

Full Professor: Senior rank. The highest academic rank. Requires a track record of excellent effective online teaching and contributions to the academic community, focusing on leadership in online education.

- Boyer Model Emphasis: Continued excellence in the Scholarship of Teaching, with significant contributions to either the Scholarship of Application/Engagement or Scholarship of Integration (connecting ideas across disciplines).
- Requirements: a distinguished record in online teaching, curriculum innovation, and significant contributions to the field through professional practice or integration of disciplines. A terminal degree with relevant professional and/or teaching experience. A minimum of three years at the rank of Associate Professor at Champlain College and/or CCO.

At the discretion of the College, increases in compensation are included when a full-time faculty member has been promoted.

Promotion Process

1. **Application:** With permission of the CLO, the faculty member applies for promotion using the applicable form, showcasing achievements in the Boyer Model of Scholarship:
 - a. **Scholarship of Teaching** centers on activities designed to improve the teaching and advising of students, the development and publication of materials to use in teaching, and the theoretical and practical works that extend the range of knowledge about the pedagogical process. Examples of the scholarship of teaching are but not limited to new teaching materials, new methods of teaching and evaluating the effectiveness of teaching, authoring textbooks about pedagogy.
 - b. **Scholarship of Integration** involves interdisciplinary or interpretive activities or writing, and research across disciplines into a larger context. The scholarship of integration seeks to interpret and to bring new insights to bear on original research integrating ideas and then applying them to real-world applications. Examples are but not limited to authoring white papers and articles and providing and delivering seminars and workshops.
 - c. **Scholarship of Application**, which includes scholarly activities, which attempt to apply one's content expertise and knowledge to the betterment and service of the academy and society. The scholarship of application focuses on the responsible application of knowledge and issues. Examples are but not limited to consulting works, policy and program evaluation and analysis in current settings.

- d. **Scholarship of Discovery**, which encompasses those scholarly activities that extend the stock of human knowledge through the research or collection of new information. Scholarship of discovery is also referred to as basic research. Examples include but are not limited to published or unpublished manuscripts, theses and dissertations.
2. **Presentation (optional)**: Presentation to peers and supervisors, focusing on teaching effectiveness, curriculum development, and professional engagement.
3. **Final Decision**: Promotions are not guaranteed. Promotion decisions are made by and at the discretion of the Chief Learning Officer and the President.

Key Considerations

- Teaching Excellence: Primary emphasis on innovative, effective online teaching and student engagement.
- Professional Engagement: Contributions to the field through professional activities, industry engagement, or practical application of knowledge.
- Adaptability: Ability to adapt to evolving online teaching technologies and methodologies.
- Student Success: Impact on student learning outcomes and career readiness.

Letters for the term of appointment are issued in March prior to the expiration of the current contract. Annual salary confirmation letters are issued in early September.

Appointments are for a designated period and automatically expire at the end of that period, usually beginning July 1 and ending June 30 of the year in which they expire. All “new to Champlain College” full-time faculty will begin with one-year appointments. Subsequent appointments are two-year appointments.

Renewal of a faculty member’s appointment after term expiration of an appointment term is not guaranteed and is solely within the discretion of the College.

Faculty and the Course Development Process

At Champlain College Online, we operate under a Course Model where subject matter experts (SMEs) partner with our Program Directors and eLearning team to create a standard or template course that contains the essential content, structure, learning activities, and assessments with which our students engage. This approach to our asynchronous online learning is designed intentionally to support high quality, standard experiences for our students, as it ensures that all students receive a consistent, high quality educational experience, no matter who is teaching the course.

Faculty can personalize their course sections utilizing text and video through the following methods:

- Announcements
- Course discussions
- Additional activities with students (Example: weekly office hours, etc.)
- Feedback provided on student submissions

Faculty Role in Course Development/Modifications/Updates

- **New Courses | Course Rebuilds:** When a new course or course modification need is identified, either by the Program Director, or by faculty within the program, a course proposal (new or modification) is developed by the PD and faculty. The PD brings that proposal through the curricular governance process (outlined earlier). Once approved, the course is ready to be developed. A Subject Matter Expert (SME) is then identified to work with an instructional designer to develop the course.
- **Course Tune-Ups:** When Faculty believe a course would benefit from a “tune-up” of content due to outdated information, new or updated textbooks/ebooks, need to adjust/update/freshen lessons, discussion prompts and/or assessments, they should communicate this to their Program Director. The PD and faculty and/or designated subject matter expert will utilize the Course Change Document to facilitate an agile tune-up process in partnership with eLearning. Once the change document is completed and submitted to the Director of eLearning, it will enter the queue to be completed on a first-come, first-served basis.
- **Ongoing Course Maintenance:** Faculty are required to ensure the overall continuing academic integrity and quality of the courses they teach. Utilizing the in-course “Course Maintenance Form” faculty can identify edits that might be needed in the course, including items such as adjustments of dates, corrected links or misspelled words, or small tweaks to lectures, templates, discussions, or course resources. If the edits do not substantively impact the content/learning outcomes/assessments of the parent course, the eLearning quality assurance team will make the changes recommended by the faculty with approval from the Program Director. More substantive feedback will result in a conversation with the Program Director for a course tune-up or rebuild.

Academic Assessment (Assessment of Student Learning Outcomes)

CCO participates in the overall [assessment plan of College](#), assessing the Program Learning Outcomes for each program every four years. The assessment of student learning outcomes includes direct and indirect assessment and includes the assessment of Program Learning Outcomes and College Competencies.

Intellectual Property

Champlain College owns all rights to course content created for Champlain College Online (CCO) courses. Faculty members who are not the subject matter expert for the course’s development are not permitted to use such course content outside of their designated CCO course.

Information Systems, Computers & Network Services Policies

For the most up-to-date computer and network policies, visit <https://www.champlain.edu/is-policies>

CCO supports the STATEMENT OF PROFESSIONAL ETHICS provided by the American Association of University Professors:

The College affirms the AAUP "Statement on Professional Ethics," originally adopted in 1966 with revisions in 1987 and 2009. The Statement is presented here in its entirety and applies to all faculty members:

The Statement:

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, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their 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.

<http://www.aaup.org/report/statement-professional-ethics>

College and Academic Resources

Information for student support services is located at: [Current Students | Champlain College Online](#)

Academic Support services include online tutoring (Brainfuse), Digital library, academic policies, technical support and learning management system support. Information regarding tuition, financial aid, planning and calendars, and graduation policies and protocols are also provided for students.

Academic information and policies is located at:

Undergraduate: [Academic Information and Policies - Champlain College - Acalog ACMS™](#) Graduate: [Academic Information and Policies - Champlain College - Acalog ACMS™](#)

Purpose and Implementation

The Champlain College Online Faculty Handbook (the “CCO Faculty Handbook”) is not a contract of employment, nor should it be construed as the terms and conditions of a contract of employment with the College. The CCO Faculty Handbook provides information to faculty regarding the policies and procedures related to the academic operation of Champlain College Online.

With the exception of the People Center policies and any others specifically noted in this CCO Faculty Handbook, the policies and procedures contained in this CCO Faculty Handbook supersede those issued by Champlain College in any and all previous publications, policy memoranda or statements, and administrative directives; the prior policies and procedures are superseded and shall have no effect whatsoever. The policies and procedures referred to in this CCO Faculty Handbook are not intended to precisely govern every specific situation that may arise. Champlain College may find it necessary to depart from any policy, practice or procedure where circumstances so require.

In the event that contradictions occur between the requirements or privileges provided in the CCO Faculty Handbook and those provided in a faculty member’s letter of appointment, the provisions of the letter of appointment shall be followed.

The Champlain College Academic Catalogs, as well as policies and procedures posted on the College’s internet site, intranet site, and shared folders also contain information on rules and regulations related to the operation and management of the College. Some of these publications are noted as an official part of this CCO Faculty Handbook, and may be reprinted here. The most current version of these external procedures, as they appear on the College website, takes precedence over the CCO Faculty Handbook. The College in its sole discretion reserves the right to alter, amend, or suspend terms of policies summarized in the CCO Faculty Handbook at any time without advance notice.

The CCO Faculty Handbook is stored on the College website. It is updated annually for any approved amendments, at the beginning of the academic year, unless a modification is approved by the President to take effect immediately, after consulting the Academic Council, the Chief Learning Officer, and the Vice-President of Online Education.