



Faculty Handbook 2015



Union Institute & University's National Headquarters Cincinnati Ohio

About the Handbook

The Faculty Personnel and Human Resources Committee has the responsibility of maintaining and updating the Faculty Handbook. It is the goal of the committee to produce an annual revision in January of each year and to include major changes as needed throughout the year. The committee looks forward to and welcomes your input. All revisions and corrections may be submitted to FacultyHR.Committee@myunion.edu.

This handbook is a set of guidelines. It is not all inclusive nor does it create a contract, express or implied. This handbook supersedes any previous handbooks and can only be changed in writing by the faculty council with the concurrence of university administration. The university administration has the right to change any content unilaterally at any time.

January, 2015

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Dear Faculty:

On behalf of the Board of Trustees, the administration and staff, and Union students across the nation, it is a pleasure to welcome you to the Union community.

We deeply appreciate your commitment and contributions to our adult students and know that you will adopt and honor Union's historic philosophy of adult education as reflected in the university's mission: *Union Institute & University educates highly motivated adults who seek academic programs that engage, enlighten, and empower them to pursue professional goals and a lifetime of learning, service, and social responsibility.*

Union has a vibrant and influential history, and since the university's founding in 1964, Union has provided a distinct and relevant educational experience for more than 15,000 alumni worldwide. Having celebrated Union's 50th anniversary in 2014, we are reminded of Union's historic legacy of one-on-one advising, close mentoring relationships, and our commitment to engaged students and faculty. As educators, our collective charge is to recognize, nurture, and develop our students in their quest to excel. We emphasize critical and creative thinking and action with a regard for the larger global community reflected in all aspects of our 21st century life. As our world becomes more diverse and intercultural, it is incumbent upon all of us to prepare our students to be capable, creative, resourceful, and discerning agents of change.

This Faculty Handbook is a comprehensive resource for information about Union and your role as a member of Union's distinguished faculty. The document provides detailed and important information about our programs and the services we provide to help our students succeed. It details policies and procedures for both administrative and academic issues. I urge you to become familiar with both institutional and program requirements and to keep abreast of any changes to policies and procedures. Your Faculty Council is also a great resource, and you can always contact me with any questions or ideas you might have.

Union scholars – both our faculty and our students – have and will continue to change the world through their innovative work and scholarship, motivating all of us to do our very best each day regardless of where or how we serve Union. You have joined a unique university, one that challenges minds, touches hearts, and transforms the lives of adults who view learning as a lifetime adventure and commitment to be shared with the world around them.

Thank you and warm regards,

A handwritten signature in black ink, reading "Roger H. Sublett". The signature is written in a cursive style with a large, looping initial "R".

Roger H. Sublett, Ph.D.
President

CHAPTER I - Overview

UNION INSTITUTE & UNIVERSITY

MISSION, VISION, VALUES, AND PRINCIPLES

In June 2007, the Union Institute & University Board of Trustees approved an expanded statement of mission, vision, values, and principles.

Mission. Union Institute & University empowers adults to create, acquire, and apply knowledge through interdisciplinary, flexible, and collaborative programs focusing on social relevance, personal enrichment, and professional advancement.

Vision. Union Institute & University aspires to educate generations of highly motivated adults who seek academic programs that engage, enlighten, and empower them in their pursuit of a lifetime of learning and service.

Four institutional **values** stem from the mission:

- Social Relevance. Union Institute & University requires that the programs of its students reflect their awareness of the social implications of their studies and of their obligations to share knowledge with integrity in uplifting the communities in which they serve.
- Interdisciplinary Study. Union Institute & University promotes interdisciplinary scholarship as a means to advance the frontiers of knowledge and develop new modes of inquiry.
- Creative and Critical Thinking. Union Institute & University supports the use of different modes of disciplinary and interdisciplinary inquiry as a means to explore ideas and issues from multiple perspectives.
- Scholar-Practitioner Model. Union Institute & University advocates an educational process whereby scholarship and theory are connected and applied to real-world action and practice.

The university enacts its mission through its commitment to the following four **principles**:

- Academic Quality. Union Institute & University is committed to academic excellence and ensures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.
- Diversity. Union Institute & University reflects and celebrates diversity in all its forms.
- Service. Union Institute & University engages in service to others with a commitment to transparency, integrity, and respect.
- Community. Union Institute & University links engaged students with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

Approved by the Board of Trustees
June 2007

On January 29, 2015 the Board of Trustees approved a new Mission Statement:

Union Institute & University educates highly motivated adults who seek academic programs that engage, enlighten, and empower them to pursue professional goals and a lifetime of learning, service, and social responsibility.

The Board is currently debating what to do about a vision statement.

About Union Institute & University

Union Institute & University is a private, not-for-profit university, governed by a board of trustees and incorporated in the state of Ohio. The university serves adult students across the United States and around the world who seek to advance or complete their education. The university operates academic centers in Ohio, California, Florida, and Vermont.

The Original University for Adults

Union Institute & University was formed in 1964 as a consortium (The Union for Research and Experimentation in Higher Education) that included 10 liberal arts colleges, including Hofstra University, Bard College, Antioch College, and Sarah Lawrence College. In 1969, the consortium incorporated in the state of Ohio under the name of The Union for Experimenting Colleges and Universities (UECU). Over the 18 years that the consortium remained active, members worked collaboratively to identify ways to broaden and expand American higher education, and, guided by a commitment to student-centered education, also designed and implemented innovative, alternative educational programs, primarily focused on models that met the educational needs of working adults. While the programs developed by the UECU consortium were often described as “non-traditional,” they were actually adapted from tutorial-based models of British and German research universities.

The History of Union Institute & University

As the UECU consortium turned to designing and implementing educational programs, it was granted authorization as a degree-granting institution in 1971 by the Ohio Board of Regents, and was granted candidate for accreditation status by the Commission on Institutions of Higher Education of the North Central Association (NCA) in 1972. By 1976, this unique educational institution had developed beyond an experiment in American higher education. In 1982, the consortium dissolved, with UECU remaining as a freestanding, not-for-profit institution of higher education.

The 1980s saw a remarkable period of stabilization, growth, and maturation for the university. The North Central Association, one of six regional accrediting agencies across the country, accredited the university in 1985. In 1989, a new name, The Union Institute, was adopted. Over the next decade, the university continued to develop innovative ways of delivering educational opportunities to working adults, focusing on two programs: an individualized Ph.D. program and an undergraduate program that offered classroom, on-site, and distance educational models. Undergraduate centers were established in Florida and California in the early 1980s.

In 2001, the university expanded its academic program offerings through the purchase of Vermont College, adding masters programs to its offerings. The acquisition also resulted in a physical presence for the university in New England. Shortly thereafter, the university changed its name to Union Institute & University to better reflect the depth of degree program offerings. In 2008, UI&U sold the Montpelier, Vermont campus and the

Master of Fine Arts programs. In 2013, New England operations were consolidated at a single academic center in Brattleboro, Vermont.

Currently, UI&U offers the B.S. degree in a variety of majors both online and from the academic centers in Cincinnati, Ohio; Miami, Florida; Los Angeles and Sacramento, California; and Brattleboro, Vermont. The B.S. program also offers on-site course delivery in certain majors. The B.A. major in Liberal Studies (with six areas of concentration) offered as a low-residency weekend model from the center in Brattleboro, Vermont will end as a weekend delivery model curriculum in spring 2015. A B.A. major in Liberal Studies is also offered as a fully-online model available to students across the country. The B.A. online program option is undergoing a curriculum restructuring in 2014. Master's degree offerings include two fully online programs: the Master of Arts and the Master of Science in Organizational Leadership, as well as a low residency Master of Arts with a major in Clinical Mental Health Counseling (residencies held at the Ohio and Vermont centers). Doctoral degree programs include the Ed.D. (with brief residencies in Cincinnati); the Ph.D. in Interdisciplinary Studies with majors in Ethical and Creative Leadership, Public Policy and Social Change, and Humanities and Culture (with brief residencies in Cincinnati); and the regionally focused Psy.D. program, with a major in Clinical Psychology, based at the Ohio and Brattleboro, Vermont centers. The Psy.D. degree program will end in August 2020.

Acting as an educational innovator in higher education since 1964, Union Institute & University is among a small group of private, not-for-profit colleges and universities that carry on the tradition of the original UECU consortium – serving adult students. Union Institute & University's academic programs and services are the result of more than five decades of identifying and refining ways to structure and deliver education for adults. Guided by the university's purpose, four core values form the foundations for learning: academic excellence; interdisciplinary studies; awareness of the social and personal implications of study and scholarship; and the integration of theory and practice in learning. The university is celebrating its 50th anniversary in 2014, remaining committed to its vision to educate generations of highly motivated adults who seek academic programs that engage, enlighten, and empower them in their pursuit of a lifetime of learning and service.

INSTITUTIONAL ACCREDITATION, AUTHORIZATIONS, AND MEMBERSHIPS

Accreditation

Union Institute & University (UI&U) is accredited by The Higher Learning Commission and a member of the North Central Association.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800.621.7440

<http://www.ncahlc.org/>

Most recent institutional reauthorization: April 2010

Next scheduled comprehensive review: 2016-2017

State Authorizations

Most states have no legal requirement for schools such as UI&U to enroll state residents in online programs, requiring authorization only if a school proposes to have a physical presence (such as a campus or center) in the state, or, in a few cases, if a school's students will carry out internships or other field experiential learning in the state. Union Institute & University is currently authorized by the following state education agencies to offer degree programs to state residents.

States Where Union is Authorized to Operate Physical Locations

Four states have authorized UI&U to operate as a degree granting institution with programs delivered through physical locations: These include the university's main location and headquarters in Ohio, plus academic centers in Brattleboro, Vermont; North Miami Beach, Florida; and Los Angeles and Sacramento, California. The university also offers off-campus course sites in Ohio, Florida, and California, allowing students to attend classes at their workplace.

- *Ohio Board of Regents*. Next review scheduled for 2016-2017. 30 E. Broad Street, 36th floor, Columbus, OH 43215-3414. Phone: 614.466.6000. <http://regents.ohio.gov/>
- *Vermont Board of Education*. Authorization in Vermont is by reason of accreditation, renewable biennially. 120 State Street, Montpelier, VT 05620. Phone: 802.828.5139. <http://education.vermont.gov/>
- *Florida Commission for Independent Education*. Authorization in Florida is by reason of accreditation. In Florida, authorization extends to all B.S. majors except Child and Adolescent Development and the Psy.D. Annual renewal process. 325 W. Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Phone: 850.245.3200 or 888.224.6684. <http://www.fldoe.org/cie/>
- *California Bureau for Private Postsecondary*. The Bureau has determined that UI&U is exempt by reason of its accredited status. 2535 Capitol Oaks Drive, Suite 400, Sacramento, California, 95833. Phone: 916.431.6959. <http://www.bppe.ca.gov/>

States Where UI&U Has Limited Authorization

The following states have extended limited authorizations to Union Institute & University, as noted.

- *New Hampshire Department of Education*. Administrative authorization for the B.S. (Maternal Child Health major), M.A., Ed.D., Psy.D., and Ph.D. to carry out internships and/or practica in the state. This approval is in effect until June 30, 2015. (Authorization is not required for online or hybrid programs where there is no field experiential learning.) 101 Pleasant St., Concord, NH 03301. Phone: 800.339.9900. <http://www.education.nh.gov/highered/index.htm>
- *Kentucky Council on Postsecondary Education*. Authorization for all UI&U programs except the B.S. Education majors and the B.S. major in Child and Adolescent Development. 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601. Phone: 502.573.1555. <http://cpe.ky.gov/contactus.htm>
- *Massachusetts Board of Higher Education*. Authorization for the B.A. major in Liberal Studies, the M.A. with a major in Clinical Mental Health Counseling, and the Psy.D. (Authorization is not required for fully online programs.) One Ashburton Place, Boston, MA 02108. Phone: 617.994.6950. <http://www.mass.edu/forinstitutions/academic/independentnewdegrees.asp>

State Exemptions & Registrations

The following states have formally exempted UI&U from the need for authorization: Alaska, Montana, Nevada, and Wyoming. UI&U is registered with the Maryland Higher Education Commission and has been authorized to offer courses in the B.S. major in Criminal Justice Management at a single location in Michigan to employees of the U.S. Immigration and Customs Enforcement agency. Note that UI&U complies with individual state regulations, which means that the university may not be able to admit students from some states. Because UI&U is continually extending its state authorizations, exemptions, and registrations to ensure compliance with state regulations, preceding lists may not be all inclusive. For the most up-to-date information about UI&U's state approvals and exemptions, see <http://www.myunion.edu/about/accreditation-licensure>.

Institutional Memberships

Union Institute & University holds institutional membership in a number of higher education consortia and professional associations. Consortium and association memberships are not intended to be guarantors of institutional quality. Instead, these organizations provide member institutions with a variety of services and resources.

Meaning of Accreditation, State Licensing, Institutional Memberships, and Affiliations

The following description of the meaning of accreditation to institutions of higher education is adapted from a 2010 Higher Learning Commission's publication, "Institutional Accreditation: An Overview." In the United States, schools and colleges voluntarily seek accreditation from non-governmental bodies. There are two types of educational accreditation: institutional and specialized.

Institutional Accreditation: Regional and National

Institutional accreditation is provided by six regional associations and a number of national associations. Institutional accrediting agencies evaluate an entire educational organization in terms of its mission and the agency's standards or criteria. Accredited status indicates that the entire institution meets those standards. Institutional accreditation is not specific to programs, i.e., the programs themselves are not accredited. Union Institute & University is regionally accredited as an institution.

There are six regional accrediting associations in the U.S., named after the regions in which they operate: Middle States, New England, Southern, North Central, Northwest, and Western. (Union Institute & University is accredited by The Higher Learning Commission of the North Central Association.) The regional associations operate independently of one another but acknowledge one another's accreditation. Schools such as Union that operate in more than one region are accredited by the association in their home region; schools do not affiliate with more than one regional association, regardless of how many areas of the country in which they operate.

The national associations focus on particular kinds of institutions (schools offering online programs, trade and technical colleges, religious colleges). Although a school could have both regional and national accreditation, such situations are rare.

Specialized Accreditation

Specialized accrediting bodies evaluate particular units, schools, or programs within an educational organization. Specialized accreditation is also called *program accreditation*. Specialized accrediting bodies are frequently affiliated with national professional associations (e.g., the American Bar Association) or with specific disciplines such as teacher training, psychology, and social work. Many regionally accredited institutions seek both specialized program accreditation and institutional accreditation. Some professional licensing boards will not consider graduates of non-accredited programs for licensure, even when the individual has graduated from a regionally or nationally accredited institution. Graduation from a program with specialized accreditation does not guarantee licensure, but it may expedite the process. Conversely, achieving licensure after graduating from a program that does not have specialized accreditation may be possible; this possibility varies by profession and by state. Although Union Institute & University holds no official specialized accreditations at this time, Union is awaiting confirmation of accreditation of the B.S. major in Social Work by the National Council on Social Work Education and is in the process of applying for accreditation for the B.S. majors in Business Administration, Business Management, and Leadership with the Accreditation Council for Business Schools and Programs.

Value of Accreditation: What It Is and What It Isn't

Accreditation provides public certification of acceptable institutional quality. It is not a guarantee that credits or a degree will be accepted at another institution or by a future employer. Acceptance of degrees and credits is at the discretion of each school and organization.

Accreditation and Transfer of Credits/Recognition of Degrees

Accreditation does not guarantee acceptance/recognition of a degree or acceptance of credits in transfer. Each college or university determines which degrees and credits it will accept. Transferability depends on the institution at which the credits or degree were earned and how well they mesh with the curriculum/program at the school where an individual seeks admittance (and how well the student did in her/his courses). Many organizations choose to consider the accredited status as one factor; some schools have collaborative agreements or consortia arrangements that guarantee transferability of credit among participating institutions.

Institutional/Program Authorizations

Schools can operate without accreditation, since accreditation is voluntary, but a school cannot legally operate without necessary approvals of the state(s) in which it is located. In fact, accreditors will not consider a school or program unless it has been authorized by the applicable state agency, typically a branch or commission of a state's department of education. Criteria for state approvals are established by state law, and each state has a different set of criteria. State approvals are sometimes specific to certain activities or programs.

State Approvals

Just as there are two types of accreditation, there are often two levels of state approvals: institutional and program specific. (States may use different terminology for these categories of authorization. Some states “authorize,” some “license,” and some “accredit.”) In addition to their institutional authorization processes, most states have specialized (program-specific) processes that result in certification that a specific program meets that state’s standards for professional licensure. States may certify educational programs that focus on professional preparation, such as teaching, social work, etc., where a state-issued license is required for an individual to practice. Graduation from a state-certified program does not always guarantee that an individual will be licensed, but it may expedite the process. At the same time, graduation from a program that is not state certified does not necessarily mean that an individual cannot be licensed, but it may be more difficult to obtain the license.

The U.S. Department of Education

The U.S. Department of Education recognizes numerous institutional and specialized accrediting associations. The department does not accredit institutions of higher education, nor does it authorize them to operate as degree-granting institutions. Eligibility for federal financial aid is determined by an institution’s accreditation and state authorizations and by detailed written agreements between the school and the department.

Institutional Memberships

Union Institute & University voluntarily holds memberships in a number of higher education professional associations and consortia. Association and consortia memberships are not intended to be guarantors of institutional quality. Instead, these organizations provide member institutions with a variety of services and resources

CHAPTER II - ACADEMICS

UNIVERSITY LEARNING OUTCOMES AND DEGREE LEVEL COMPETENCIES

1. Communication: *Express and interpret ideas clearly, using a variety of written, oral, and/or visual forms.*

Undergraduate Competencies (B.A. and B.S.)

- Construct coherent, organized expression appropriate to a variety of disciplines and audiences.
- Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.

Master's Competencies (M.A. and M.S.)

- Construct coherent and organized written documentation using standard English.
- Analyze, critique, and synthesize scholarly literature in the field.
- Reflect critically on experience related to acquired knowledge.
- Document sources consistently using appropriate academic citation style.

Doctoral Competencies (Ph.D., Psy.D. and Ed.D.)

- Display clarity, precision, and sophistication in written and oral presentations characterized by logical coherence and consistency, by the proper use of evidence and citations.
- Exercise rigor in the scholarly research.
- Persuade others of the credibility and viability of innovative results of the doctoral dissertation.

2. Critical and Creative Thinking: *Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.*

Undergraduate Competencies (B.A. and B.S.)

- Assess ideas, research, and/or theories presented by others.
- Synthesize multiple perspectives into a coherent understanding of a problem, issue, or question.
- Generate alternative questions, interpretations, or approaches within an established discipline or field of inquiry.

Master's Competencies (M.A. and M.S.)

- Analyze a variety of scholarly perspectives, ideas, and/or theories.
- Connect an understanding of theory with practice.
- Initiate new practice or draw new conclusions based in a field-related theoretical understanding.

Doctoral Competencies (Ph.D., Psy.D. and Ed.D.)

- Assess established interpretations.
- Explore implications of theories, ideas, conditions, and/or practice.
- Formulate relevant questions.
- Construct alternative interpretations, applications, and/or theoretical frameworks.

3. Ethical and Social Responsibility: *Express ethical and social implications in one's social, professional, artistic, and/or scholarly practice.*

Undergraduate Competencies (B.A. and B.S.)

- Articulate one's own values and situate them with respect to the larger society.
- Identify the ethical and social implications of one's own values.
- Exhibit ethical scholarly practice.

Master's Competencies (M.A. and M.S.)

- Examine the ethical values and social and cultural practices related to the student's focus of study.
- Relate ethical or social and cultural implications to a broader context.
- Acts on or envisions a plan for acting on a theoretical understanding of ethics in the field of interest and recognizes one's own social responsibility to individuals, groups, and communities.

Doctoral Competencies (Ph.D., Psy.D. and Ed.D.)

- Analyzes ethical theories in the context of professional and/or scholarly practice and one's own ethical/moral code.
- Critiques the social implications of theory and/or practice within the context of the field and one's own ethical/moral code.
- Expresses a sense of responsibility to act on behalf of individuals, groups, and communities.

4. Social and Global Perspectives: Articulate a perspective on power in the world and one's own place in the global community.**Undergraduate Competencies (B.A. and B.S.)**

- Analyze social issues involving individuals, communities, and institutions from different disciplinary perspectives.
- Demonstrate an understanding of the world as sets of interactive and interrelated systems.
- Develop a sense of global citizenship.

Master's Competencies (M.A. and M.S.)

- Examine the contributions of diverse peoples and cultures in the field of study.

Doctoral Competencies (Ph.D., Psy.D. and Ed.D.)

- Analyze and evaluate alternative theories of the proper distribution of a society's resources.

5. Major/Area of Concentration: Explain and apply major terms, methods, concepts, and/or theories relevant to the major and/or area of concentration.**Undergraduate Competencies (B.A. and B.S.)**

- Defined by majors and areas of concentration.

Master's Competencies (M.A. and M.S.)

- Defined by areas of concentration and specialization.

Doctoral Competencies (Ph.D., Psy.D. and Ed.D.)

- Defined by areas of concentration and specialization.

The UI&U Culture of Assessment

One of Union Institute & University principles is academic quality. UI&U expresses its commitment to "academic excellence and institutional quality through continuous assessment and review of programs, processes, policies, and outcomes." To ensure the highest level of academic quality, faculty and administrators work together at all levels to promote a culture of assessment that identifies learning outcomes and assesses student success in achieving those outcomes. An important part of the culture of assessment is the collective review of student materials and artifacts. At times student work may be included among a random sample that faculty will assess. All student materials remain anonymous and will have no impact whatsoever on a student's evaluation, grade, GPA, or transcript. Individual student work becomes part of a group review in order that faculty may assess learning outcomes and ensure curriculum improvement.

DEGREE PROGRAMS

Undergraduate Degree Programs

- Bachelor of Arts
- Bachelor of Science

Union Institute & University is approved by the Higher Learning Commission and the Ohio Board of Regents to award the Bachelor of Science and Bachelor of Arts degrees. The Bachelor of Science majors are offered through the Cincinnati, Miami, Los Angeles, Sacramento, and New England Academic Centers. The Bachelor of Arts degree is offered through the New England Academic Center.

General Education Requirements at Union Institute & University

Union Institute & University (UI&U) values general education as the heart of every baccalaureate degree. We recognize that a common understanding of critical thinking, mathematical reasoning and written communication are fundamental to any scholarly or professional endeavor.

General education courses at UI&U are designed to integrate skills and knowledge gained with the student's major. The topics-based courses introduce students to the world of questions, written expression, broad philosophical topics, artistic expression, the scientific method, quantitative reasoning, and knowledge of worldwide and regional social concerns. The goal of general education is to enable the student to understand the human legacy: the contemporary world and the student's place in it, as well as the ideas and aspirations that have motivated human thought and action throughout history. General education courses provide the foundation for a full and successful professional, personal and community life.

Together, the general education courses and the courses in a student's major aim to encourage mental agility, to broaden the adult student's intellectual horizons, and to develop an openness to change.

A Union Institute & University education encourages students to take personal responsibility for their own lives. Education at UI&U also endeavors to engage, enlighten, and empower students to further acquire, apply and create knowledge for a lifetime of learning and service.

B.S. and B.A. Programs' Conceptual Framework

The focus of the Bachelor of Science program is professional preparation. The majority of faculty are practitioners in their professional areas. Because the faculty in the professional majors are currently active in their fields, they ensure an education that attends to current issues and trends. In addition to staying abreast of the changing nature of knowledge in the field, faculty are able to assist students with requirements and recommendations for jobs and professional advancement.

The Bachelor of Arts program prepares students for careers in social services, business, the helping professions, journalism, counseling, teaching, the ministry and advocacy. This degree program shares the university's vision of providing an interdisciplinary

course of study that engages, enlightens, and empowers highly motivated adult students in their pursuit of a lifetime of learning and service. The program also prepares students for graduate study in many fields including psychology, education, the arts, law, history, the social sciences and political science. Approved by the State of Vermont for teacher licensure, the B.A. program prepares students for careers in public and private education.

Union Institute & University's Bachelor of Arts program prepares students for careers that require broad and deep acquaintance with the essential knowledge, understandings, and habits of mind of a well-educated person in the 21st century. Students acquire good writing skills, critical and creative thinking skills, the ability to read and understand complex written material, and a strong ethical sensibility. Students' educational needs are served by faculty members who direct independent studies and teach courses and seminars. Professors also conduct senior year academic reviews with each student. Program advisors provide new student counseling, assistance with choice of courses, end-of-first-semester reviews, and individual learning services, as needed, to students.

Instructional Delivery Options

The B.S. course-based instruction is delivered through online courses, on-ground instruction, a blended/hybrid model using two or more delivery options, and/or in some cases, via faculty-guided directed study. Class size, regardless of delivery option, is kept small to ensure significant contact and interaction with faculty and classmates.

There are two different ways to pursue study in the B.A. program: a weekend option in the New England Academic Center in Brattleboro, Vermont or a fully online option. The B.A. weekend option is in teach-out through April 2015. The weekend option provides on-ground meetings with faculty and fellow students in brief residencies. The B.A. online option allows students to conduct residency activities virtually and complete their studies without visiting the campuses.

BACHELOR OF ARTS DEGREE PROGRAMS

Program Overview

Credits to Degree: 120

Transfer Credits: Up to 84 hours

Prior Learning Assessment: A student may earn up to 30 semester credit hours for prior learning acquired outside of formal instruction and before enrollment in the B.A. program. The student must complete a minimum of one satisfactory term of enrollment in the program before being eligible to apply for the prior learning assessment process.

Academic Program Locations

Bachelor of Arts- Online Option, Cincinnati Academic Center, Union Institute & University, 440 E. McMillan Street, Cincinnati, OH 45206-1925

Bachelor of Arts – Weekend Option (this option is in teach-out and will not be accepting new students)

New England Academic Center, Union Institute & University, 28 Vernon St., Suite 210 Brattleboro, VT 05301

<http://www.myunion.edu/academics/bachelors-programs/liberal-studies/>

Bachelor of Arts with a Major in Psychology

Minimum Credit in the Major - 48 Credit Hours

Students majoring in psychology will develop knowledge and skills preparing them for a variety of careers in the mental health and human services field at the baccalaureate level. In addition, the focus of this program offers ideal preparation for students interested in pursuing a career in clinical or counseling psychology requiring graduate-level study. This preparation is accomplished by focusing on four domains of learning. Graduates of this major will be able to demonstrate:

1. Knowledge and comprehension of the major concepts, theoretical perspectives, and historical trends in the field and be able to apply psychological principles to behavioral problems.
2. Scientific reasoning and problem solving, including effective research methods.
3. Ethically and socially responsible behaviors relevant to psychology in increasingly diverse social contexts.
4. Psychology specific content and skills, including self-reflection, project management, and career preparation.

Bachelor of Arts with a Major in Liberal Studies

Minimum Credits in the Major - 48 Credit Hours

The major in Liberal Studies will develop knowledge and skills preparing offers ideal preparation for graduate-level study. The major is also excellent preparation for careers in business, the helping professions, journalism, government, advocacy, non-profit organizations or the ministry. This preparation is accomplished by focusing on four domains of learning. Graduates of this major will be able to demonstrate:

1. Knowledge and comprehension of the major concepts, theoretical perspectives, and historical trends in the field and be able to apply principles to XXX.
2. Critical thinking, reasoning and problem solving, including effective research methods.
3. Ethically and socially responsible XXX relevant to in increasingly diverse social contexts.
4. Firm foundation in the academic disciplines, content and skills, including self-reflection, project management, and career preparation.

BACHELOR OF SCIENCE DEGREE PROGRAMS

Program Overview

Credits to Degree – Minimum 120 semester credit hours (academic year: 32 weeks, program length: 128 weeks)

Transfer Credits – Up to 90 semester hours

Calendar – Three 16-week terms and two eight-week sessions within each 16-week term

Minimum Time to Degree – Eight months (two 16-week terms or four eight-week sessions)

Academic Program Locations

Bachelor of Science
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925

Bachelor of Science
New England Academic Center
28 Vernon St., Suite 210
Brattleboro, VT 05301-3669

Bachelor of Science
Los Angeles Academic Center
6701 Center Drive West, Suite 1200
Los Angeles, CA 90045

Bachelor of Science
Sacramento Academic Center
160 Promenade Circle, Suite 115
Sacramento, CA 95834

Bachelor of Science
Miami Academic Center
16853 N.E. 2nd Ave, Suite 102
North Miami Beach, FL 33162-1746

B.S. homepage: <http://www.myunion.edu/academics/bachelors-programs/>.

Bachelor of Science Program Mission and Values

The Bachelor of Science (B.S.) program offers its students a variety of majors in professional areas that draw on interests and career experiences of highly motivated adults wishing to complete their undergraduate degree. Each professional area may, in turn, be explored in continued study at the graduate level. The B.S. program follows the mission, values, and principles as reflected in the mission statement approved by the Board of Trustees.

The degree emphasizes its philosophy that it is student-centered; fosters increased depth and breadth of knowledge in the chosen major; includes discussions of the social impact and value of the student's work with evidence of responsibility of working toward the common good; fosters collaborative learning through its educational community of students and faculty; and recognizes the concept of lifelong learning.

Bachelor of Science Major in Business Administration

Minimum Credit in the Major - 48 Credit Hours

The B. S. in Business Administration is designed to prepare students to be flexible, adaptable, and successful in pursuing careers in administration by stressing two key components that develop strong business acumen.

1. Skills – develop critical business skills in the important business functions of planning, organizing, leading, and controlling, as well as interpersonal communication, teamwork, critical thinking, and change management.
2. Theory – emphasize contemporary issues that promote a solid foundation in effective and efficient management principles, organization change, and development practices, as well as social, ethical, and moral issues when evaluating and formulating business decisions, and business strategy and policy.

Bachelor of Science Major in Business Management

Minimum Credit in the Major - 48 Credit Hours

Students majoring in business management will develop knowledge and skills preparing them for a variety of careers in management. This growth is accomplished by focusing on key management characteristics:

- Cultivating “business sense” by examining and evaluating cross-functional and global environments in which successful businesses operate and thrive.
- Mastering skills of critical thinking and the management functions of planning, organizing, leading, and controlling as well as the interpersonal communication skills essential to effective teamwork and change management.
- Assessing theory and contemporary best practices of effective and efficient management principles of organizational change and development, while addressing contemporary social, ethical, moral, and environmental issues.

Bachelor of Science Major in Leadership

Minimum Credit in the Major - 48 Credit Hours

As an extension of the university mission, the major in Leadership will enable students to acquire and relate knowledge leading to the B.S. degree. It is a faculty-mentored/ student-designed multidisciplinary major grounded in leadership studies and chosen career path. This track is designed to provide a pathway to degree completion for prospective students who are interested in the academic foundation of leadership.

Bachelor of Science Major in Criminal Justice Management

Minimum Credit in the Major - 48 Credit Hours

In a university setting, criminal justice is the study of the system designed to detect, apprehend, detain, prosecute, adjudicate and potentially incarcerate persons accused of a crime. The major in Criminal Justice Management prepares the student to become more competitive in the advancement to supervisory, management, and executive positions within the criminal justice system. The program was designed by academicians in the field of criminal justice and by experienced criminal justice professionals. The course work uses the backdrop of contemporary issues to examine the historical, theoretical and practical aspects of management within and between the various dynamic parts of the criminal justice system. The major focuses on organizational and management responses to policies, programs, personnel and technology. It is applicable to line personnel, supervisors, managers, and executives working within any part of the entire criminal justice system.

Bachelor of Science Major in Emergency Services Management

Minimum Credit in the Major - 48 Credit Hours

The Emergency Services Management (ESM) major provides UI&U students with an innovative option to obtain a Bachelor of Science degree uniquely tailored to meet the administrative requirements of careers in a rapidly growing industry. The curriculum covers general organizational, administration, and management topics including administrative challenges, legal and ethical issues, strategic plans, human resources, and productivity in a variety of emergency services organizations. Special focus will be on emergency and disaster preparedness, homeland security, and critical incident management. During the course of their studies, students will develop and strengthen the administrative capabilities and analytical skills crucial for implementation of appropriate and effective responses in federal, state, and local organizations and agencies before, during, and after emergencies and disasters.

Bachelor of Science Major in Child and Adolescent Development

Minimum Credit in the Major - 48 Credit Hours

This major is formed to meet the specific needs of students interested in working with children and families. The major outcomes are a synthesis of 1) the Standards for Initial & Advanced Early Childhood Professional Preparation Programs from National Association for the Education of Young Children and 2) the California Early Childhood Educator Competencies developed by the California Department of Education and First 5 California. The curriculum is also influenced by the National Standards for the Practice of Social Work with Adolescents (NASW). This major also prepares students to acquire the more advanced Child Development permit titles such as Master Teacher, Site Supervisor and Program Director for the CA Commission on Teacher Credentialing. The purpose of this major is to cultivate professionals who serve in a variety of roles working with children and families. These roles include, but are not limited to, teachers,

curriculum specialists, program directors, educational or social service administrators, family child-care providers, parent educators, child advocates, undocumented youth workers, social services specialists, and graduate studies candidates.

The major in Child and Adolescent Development encompasses all aspects of human growth from birth to adolescence. This major is designed to provide a comprehensive approach to working with children and families, preparing students for multiple roles and pathways. Courses integrate research, theory, and developmental domains in order to implement practices for professional excellence. This major prepares students to work successfully in a variety of health, human service, and education settings.

Bachelor of Science Major in Early Childhood Studies

Minimum Credit in the Major - 48 Credit Hours

"The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done."

Jean Piaget

Our mission is designed to "...empower adults to acquire, apply and create knowledge through ...collaborative programs focusing on social relevance, personal enrichment and professional advancement." The Bachelor of Science major in Early Childhood Studies is designed to provide a vehicle for professionals in the field "who are capable of doing new things..." (Piaget) and to directly apply their knowledge. The major promotes professionalism in the field of early care and education with the vision that education will significantly improve the development of our youngest children in society.

"Experts tell us that 90 percent of all brain development occurs by the age of five. If we don't begin thinking about education in the early years, our children are at risk of falling behind by the time they start kindergarten."

Robert. L. Ehrlich

The importance of educating our young children cannot be overstated for both the present and the future. This program will be of interest to individuals who wish to pursue a career related to working with young children birth through age eight, their families, and their communities. The major is intended to strengthen skills, increase understanding and broaden attitudes of our students in their work with children and families.

The curriculum is guided by research and adherence to best practices in the field. Learning outcomes drive the direction of the curriculum and are adopted from the National Association of the Education of Young Children (NAEYC). Their standards, which serve as the competencies for the UI&U major, were developed by a consortium of early childhood educators in associate degree granting institutions (ACCESS), the National Association of Early Childhood Teacher Educators (NAECTE), the Division for Early Childhood of the Council for Exceptional Children (CEC/DEC), the National Board for Professional Teaching Standards (NBPTS), and the National Council for Accreditation of Teacher Education (NCATE), led by NAEYC.

Because there are varied professional paths and opportunities in this field, we have developed separate areas of specialization called concentrations. Students may choose to take courses within concentrations that focus on Early Childhood Administrator or Teacher as Practitioner. It is important to note that the teacher concentration does not grant certification, but provides a sound pedagogical foundation for students who wish to apply for teacher certification in their respective states. Students may select from any of the electives or courses within the concentrations as long as their total credits meet the degree requirement.

Bachelor of Science Major in Elementary Education

Minimum Credit in the Major - 48 Credit Hours

The major in Elementary Education focuses on the theory and practice of learning and teaching at the elementary level and prepares individuals to teach in the elementary grades (K-6). The curriculum builds upon foundational courses in education and comprises a series of professional core and methods courses. Professional preparation education course requirements typically involve fieldwork at local public school sites and student teaching in the senior term. This major also serves as an excellent foundation for students seeking to continue their professional development in education.

Bachelor of Science Major in Exceptional Student Education

(Grades K-12)

Minimum Credit in the Major - 48 Credit Hours

The major in Exceptional Student Education (ESE) prepares students, in their role as special education teachers (K-12), to offer appropriate services to children with special learning needs and/or disabilities. The requirements and content of this major prepare students to teach in diverse and inclusive environments and serve children and their families in private, school, and institutional settings. Skills and competencies are aligned with those defined by the Department of Education to become certified as a teacher of ESE children. Curriculum requirements address multiple methods of instruction to accommodate a broad range of student differences; implementation of a curriculum that enables collaboration with families and other professionals; an understanding of legal statutes and policies that affect families' access; and participation in several field experiences that serve as the foundation from which theories about child development, learning, and the curriculum are applied.

Bachelor of Science Major in Secondary Education

Minimum Credit in the Major - 48 Credit Hours

The Bachelor of Science major in Secondary Education focuses on the theory and practice of learning and teaching at the secondary school level and prepares individuals to teach students in grades six through 12. The major is designed to meet teaching certification requirements for these grades, including a minimum of 30 credit hours in the teaching field and at least 15 credit hours in educational foundations courses. Student

teaching is the highly recommended capstone learning experience. Four concentrations (teaching areas) are available within this major: English, Mathematics, Science, Social Science

Bachelor of Science Major in Maternal Child Health: Lactation Consulting

Minimum Credit in the Major - 48 Credit Hours

The Bachelor of Science in Maternal Child Health/Lactation Consulting provides an evidence-based program for the lactation professional. Students come to this program as experienced lactation care providers or as novices entering the lactation field. Graduates of the program are qualified to professionally counsel expectant mothers and mothers of young infants about best practices for the care and feeding of the young infant, and may also be qualified to provide instruction for and/or make presentations to health care professionals and workers in community, governmental, and non-profit agencies.

Union Institute & University is the only university to partner with the Healthy Children Project to offer this unique degree. Healthy Children Project's Center for Breastfeeding (www.healthychildren.cc) has a reputation for exemplary programs for lactation care providers. Healthy Children is a non-profit research and educational institution dedicated to improving child health outcomes through partnerships with public, private, and non-profit organizations.

Bachelor of Science Major in Social Work

Minimum Credit in the Major - 48 Credit Hours

The Bachelor of Science major in Social Work prepares students for professional generalist practice with individuals, families, groups, communities, and organizations.

Guiding students to achieve the knowledge, values, and skills to perform generalist social work, the Bachelor of Science major in Social Work prepares students who demonstrate professional competence grounded in social work's ethical values — service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, social and economic justice.¹

The two components of the curriculum — classroom and field — require knowledge about the theories and models related to human behavior and the social environment, social welfare policy analysis, multicultural social work, human diversity, social and economic justice, social work ethical standards, strengths-based practice, and research.

The major prepares students for generalist practice social work through personalized mentoring relationships and supervision with licensed, experienced social work faculty and community-based practitioners.

By participating in the social work field practicum, students acquire and apply real-world professional generalist training in settings such as social services, child welfare, health, youth and education, medical, mental health, addictions, long-term care, corrections, and juvenile justice.

The integrated curriculum design fulfills the *Educational Policy and Accreditation Standards* published by the Council on Social Work Education. Union Institute & University Bachelor of Science major in Social Work is in candidacy toward national accreditation status by the Council on Social Work Education (CSWE).

GRADUATE DEGREE PROGRAMS

MASTER OF ARTS

- Master of Arts Degree Program
- Master of Arts with a Major in Clinical Mental Health

Master of Arts Degree

Credits to Degree: 36 semester hours (academic year: 52 weeks; program length: 78 weeks)

Transfer Credits: Up to six semester hours

Enrollment Dates: October and April (January and July, new students only)

Minimum Time to Degree: 18 months

Full-time Status: 12 credit hours

Three-fourths Status: Nine credit hours

Part-time Status: Six credit hours

Important Note: The M.A. Program is currently in a transition period with new requirements to begin in September 2015.

Academic Program Location

Master of Arts Office, Union Institute & University, 28 Vernon St., Suite 210
Brattleboro, VT 05301-3669

Toll-free: 800.861.6400, ext. 8915

Local: 802.254.0152, ext. 8915

Fax: 802.257.8923

Email: MAProgram@myunion.edu

<http://www.myunion.edu/academics/masters-programs/master-of-arts/>

Majors:

Creativity Studies

Health and Wellness

History and Culture

Leadership, Public Policy and Social Issues

Literature and Writing

The UI&U Master of Arts Student Handbook is available on the university website at

<http://www.myunion.edu/academics/academic-services/university-catalog-program-handbooks/>

M.A. Program Description

The Master of Arts Program is a fully online community of students and scholars engaged in study, research, and discussion. The curriculum is a hybrid inquiry-based model designed to flow from general knowledge to a specific emphasis designed collaboratively by the student with her/his faculty. For over forty years, the Master of Arts degree has been offered at a distance to adult learners in all fifty states and in many countries around the world. Since 2006, the degree has been offered completely online.

The fundamental philosophy of the program is based on principles set forth by the progressive educator, John Dewey (1859–1952). Three of his principles, experiential learning, respect for the individual, and a democratic approach to learning, have been central precepts of the program since its inception.

All students begin with two core courses taught with a syllabus—graduate level Elements of Scholarship and Research Methods. Students then move into the Disciplinary Foundations course for their major. Disciplinary Foundations courses are also taught with a syllabus and are designed to give students a broad understanding of the major they have chosen. The goal of these three core courses is to give students the academic skills and background knowledge they will need to be successful in their programs. After completion of the core courses, students embark on in-depth research in their field of study. Within each major, students choose a field of study that is unique to their personal interests and educational and career goals. The integration of experiential education in both program design and course design is central to the program. These Applications courses specifically ask students to relate theory to practice. The culminating experience of the Master of Arts degree is the M.A. Thesis or Capstone.

MASTER OF ARTS WITH A MAJOR IN CLINICAL MENTAL HEALTH (MA-C)

Program Overview

Credits to Degree: 60 semester hours (academic year: 32 weeks, program length: 96 weeks)

Transfer Credits: Up to 12 semester hours

Enrollment Dates: Fall, winter, and spring/summer terms

Minimum Time to Degree: 24 months

Full-time Status: Nine semester credits

Part-time Status: Six semester credits

Academic Program Location

Master of Arts, New England Academic Center, Union Institute & University

28 Vernon Street, Suite 210, Brattleboro, VT 05301

Toll-free: 800.871.8165

Local: 802.257.9411: <http://www.myunion.edu/academics/masters-programs/ma-with-a-concentration-in-counseling-psychology/>

Students should refer to the MA-C student handbook for a more in-depth description of the blended delivery model of education, course sequence checklist, brief weekend residencies scheduled for each academic term, and requirements for the practicum/internship field experience. Additional critical information regarding scholarship, research, and preparation for entry into professional practice upon graduation is included in the student handbook.

The Master of Arts Student Handbook is available on the UI&U website at

<http://www.myunion.edu/academics/academic-services/university-catalog-program-handbooks/>.

Program Description

The field of clinical mental health counseling's mission is to work with normal developmental, adjustment, and vocational issues, and it was developed to offer a contrast to the mental health orientation of clinical psychology. The American Psychological Association established Division 17 in 1952 to advocate for the field of clinical mental health counseling and counseling psychology. This division has been instrumental in the growth and development of the counseling profession. Although this field has much in common with the field of counseling, counseling psychologists often have more extensive training in social science research, norm-referenced evaluation instruments, and psychological theory. The CMHC major should be of interest to those wishing to practice counseling and work with clients with normal adjustment issues or less severe mental illness. The program is recognized by the National Board for Certified Counselors and the Council of Applied Master's Programs in Psychology as meeting criteria for training, certification, and examination requirements. Many students elect to take the National Counselor Examination (NCE) following completion of the program. UI&U is an approved examination site for the NCE.

The Master of Arts with a major in Clinical Mental Health Counseling is a competency-based training program which is aligned with national credentialing standards. The blended delivery model consists of courses delivered online integrated with brief weekend residencies offered at our Brattleboro, Vermont and Cincinnati, Ohio campus locations three times annually (September, February and June). Students continue to benefit from having an assigned advisor and have numerous opportunities to work with all faculty members and their peers in completing required and elective courses. The program requires the completion of 60 credits and is offered with full- and part-time options to meet the needs of working professionals. There are three entrance points annually: August, December, and April. Students may complete all degree requirements in two years of full-time study, while students who desire more time may opt for a three (3) year or longer program. Consistent with the history of the program, the blended delivery model continues to prepare students to meet national counseling credential and state licensing requirements, appreciating that no institution of higher education can promise external licensure.

Typically, full-time MA-C students complete three courses for the equivalent of nine credits during the fall term; three courses for the equivalent of nine credits during the winter term; and 12 credits during the summer term (this may include Internship) for a total of 60 credits over two years.

More information on this organized program can be found on our website at <http://www.myunion.edu/academics/masters-programs/ma-with-a-concentration-in-counseling-psychology/>.

Master of Science in Organizational Leadership (MSOL) Program

Introduction and Program Description

Contemporary organizations function in an interdependent global arena, whether they are for-profit businesses, nonprofit organizations, government agencies, benefit corporations, or social enterprises.

Critical to organizational success are:

- Collaboratively leading a talented diverse workforce;
- Making well-informed decisive decisions that are ethical;
- Building and implementing sustainable solutions to complex issues; and
- Joining organizational innovation and success with social innovation and well-being.

Building upon one's professional expertise and experience, the Master of Science in Organizational Leadership (MSOL) degree is an interdisciplinary program providing professionals with knowledge of current trends and practices in entrepreneurial leadership and socially responsive organizational behavior while developing their skill set to innovatively lead high-performing organizational operations in a challenging global, social, and business arena.

The MSOL program's overarching theme is entrepreneurial solution building leadership in a global environment.

The MSOL program is for socially responsive leaders in for-profit, nonprofit, government and social enterprises who want to be innovative solution builders who lead with a global perspective. It is for professionals striving to be forward thinking leaders who can readily face challenging organizational situations, understand the larger world economic, political and social factors creating them, and devise new solutions that are equitable and sustainable.

The MSOL program expands a professional's capacity to be and act as an entrepreneurial socially responsive leader, and to refine one's practical leadership skills, including collaborative management, communication, discernment, problem solving, decision making, and innovation while enabling one to apply one's learning and development to a particular professional context.

DOCTORAL DEGREE PROGRAMS

- Doctor of Education (Ed.D.)
- Doctor of Philosophy in Interdisciplinary Studies (Ph.D.)
- Doctor of Psychology (Psy.D.) (This program is in teach-out through August 31, 2020.)

DOCTOR OF EDUCATION (Ed.D.)

Program Overview

Total Program Credits: 66 semester hours

Minimum Required Time in the Program: Three years Maximum Time: Seven years

Transfer Credits: Up to 12 semester credits

Full-time Status: Nine semester hours

Majors

- Educational Leadership (Pre K-12) * Higher Education

Academic Program Location

Doctor of Education, 440 E. McMillan Street, Cincinnati, OH 45206-1925

Toll-free: 800.294.8884, ext. 2150

Website: <http://www.myunion.edu/academics/doctoral-programs/doctor-of-education-ed-d/>

The Doctor of Education Student Handbook is available on the UI&U website at https://www.myunion.edu/wp-content/uploads/2014/06/EdDHandbook_2013.pdf

Note: Handbooks are continually updated. Students should refer to the Ed.D. program handbook for a more in-depth description of requirements involving E-Portfolio expectations, Taskstream, internships, all phases of the dissertation, and dean's review.

Program Mission and Commitment

The mission of the Ed.D. program is to support education professionals to acquire advanced knowledge of scholarship in the field and to develop the skills and attributes that will help them become effective researchers and professionals in their major area of Educational Leadership (Pre K-12) or Higher Education. An additional distinctive purpose relates to the program's emphasis on social justice. The Ed.D. program prepares students who will have: (1) a critical understanding of alternative conceptions of social justice; (2) the ability to assess the implications of different views of social justice; and (3) the ability to serve as facilitators among various constituencies for discussion of issues of education related to social justice.

The Ed.D. program supports individuals who seek to acquire the scholarship and skills required for them to serve as educational researchers, advocates, and leaders. The program's blend of core, specialized, and praxis experiences through professional development practica and internship is intended for individuals with significant experience in and knowledge of the field and profession of education, who seek to explore, explain, and possibly resolve the challenges they face within their organizations and communities.

Thus, the Ed.D. program continues Union Institute & University's historical commitment to provide doctoral education that brings advanced knowledge to bear on critical social issues within an academic delivery model that acknowledges and meets the circumstances of adult students.

Ed.D./Certificate Options

The two certificates described below are embedded in the Ed.D. program curriculum and are available only to degree seeking Ed.D. students. The certificates will be awarded in tandem with the completion of the Ed.D. degree.

The Design Thinking and Education Certificate (DTE) will be available to all students enrolled in the Ed.D. Program's major in Pre K-12 Educational Leadership or Higher Education.

The Teacher Leadership Certificate (TLC) is available to all students enrolled in the Ed.D. program's major in Pre K-12 Educational Leadership.

Ed.D. Degree Program Structure

Students admitted into the Ed.D. program complete 66 credits beyond the master's degree. The minimum time to complete the degree is three years (six semesters). The UI&U Ed.D. Degree Program consists of the following components:

- Foundational interdisciplinary seminars related to ethics, social justice, and research.
- Academic studies that include a core curriculum and advanced study within Educational Leadership (Pre K-12) and Higher Education.
- Praxis - connecting theory to practice through the Professional Development Practica (PDP) and Internship.
- Study in research methods.
- Individualized study that is directly related to the student's area of study, professional interests, and dissertation research.
- Dissertation research that, when completed, contributes new knowledge to the student's field of study.

Cohort-Based, Low-Residency Model

Twice each year new students are admitted to the Ed.D. program. Students meet online for a three-day, mid-semester Professional Development Practica (PDP). The students begin and move through the Ed.D. program as members of cohorts that are formed within and across the program's two majors, Educational Leadership (Pre K-12) and Higher Education.

Learning centers on a series of academic residencies that convene on two occasions (January and July) each year through a series of face-to-face and virtual academic residencies. The academic residencies include the following learning activities:

- The beginning of a required sequence of seminars that are completed through online teaching.
- Lectures by leading scholars.

- Panel discussions that address important intellectual, professional, and social issues.
- Professional/creative activities that bring together theory and practice.

The Ed.D. cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty. These communities begin to form at the initial academic residency and are strengthened through online learning activities, through email and telephone conversations, and through the one-on-one and small group conversations that occur when students return and meet each other and faculty again during the semi-annual academic residencies.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES

Program Overview

Credits to Degree: 66 semester hours (academic year: 52 weeks; program length: 156 weeks)

Transfer Credits: Up to nine semester credits

Calendar: Six-month terms with enrollment dates in January and July

Minimum Time to Degree: 36 months; maximum seven years

Full-time Status: Nine semester hours Less than Full-time Status: Six semester hours

Majors

- Ethical and Creative Leadership
- Humanities and Culture
- Public Policy and Social Change

Detailed descriptions of the three major areas can be found in the University Handbook. <https://www.myunion.edu/downloads/Catalog14-15plus.pdf>

Academic Program Location

Ph.D. Program in Interdisciplinary Studies, 440 East McMillan Street, Cincinnati, OH 45206

Phone: 800.861.6400 ext. 1237

<http://www.myunion.edu/academics/doctoral-programs/doctor-of-philosophy/>

The UI&U Doctor of Philosophy in Interdisciplinary Studies Student Handbook is available on the website at <http://www.myunion.edu/academics/academic-services/university-catalog-program-handbooks/>. Students should refer to the Ph.D. program handbook for a more in-depth description of requirements involving the comprehensive examination process and procedures, plus all phases leading up to the dissertation manuscript and dean's review.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at <http://www.myunion.edu/admissions/tuition-payment-options/program-costs/>.

Ph.D. Program History and Mission

Since its inception five decades ago, Union Institute & University's Ph.D. program has **been committed to providing interdisciplinary and socially relevant doctoral education for** adult students pursued within the context of a mentoring-based pedagogy and through the development of individualized programs of study and research.

The Ph.D. program's commitment to interdisciplinary and socially engaged knowledge remains a driving part of its mission and vision. The distinctive role of UI&U's Ph.D. program in American higher education, for now and the foreseeable future, is to retain its grounding in humanistic inquiry while bringing together recently developed and developing interdisciplinary fields of study in ways that draw from an advanced understanding of ethics, the creative process, and the problems and possibilities of institutional and social change. Union Institute & University's Ph.D. program offers a new generation of adult students advanced understanding of alternative intellectual and cultural traditions, while also providing these students with the foundations for thoughtful and creative engagement with fundamental dimensions of their individual and public lives.

Grounded firmly in the belief that students need to interrogate the knowledge base and approach to discovery of more than a single academic discipline, the foundations of the Ph.D. in Interdisciplinary Studies are:

- Commitment to academic excellence and advanced scholarship are expected at all levels of learning, research, teaching, and administration.
- All study is interdisciplinary.
- For matters of fact and value, a variety of views are at issue, and hence there is a need to explore and acquire familiarity with a range of interpretations related to academic major areas and research.
- Intellectual inquiry and creative efforts are carried on within and are inseparable from social contexts.

In addition, the Union Institute & University Ph.D. in Interdisciplinary Studies emphasizes praxis, the co-involvement of theory and practice, through exploration of the several dimensions of this co-involvement while also providing an opportunity, through internships and other experiences, to engage theoretical understanding within the context of practical circumstances.

Area of Specialization

Martin Luther King Studies (MLK)

Students enrolled in the Martin Luther King Studies specialization complete the same academic program as all students admitted to the program with at least twenty-five percent of their study and assignments in core and advanced seminars devoted to an exploration of the seminar's content in relation to the ideas, ideals, and practices of Dr. King. Additionally, MLK Studies students participate in a series of workshops at each academic residency that address various aspects of Dr. King's work and that are cumulatively credit bearing. Students also have a choice of electives for even more focused study into the intellectual, spiritual, moral, leadership, policy, and political issues addressed by Dr. King in his writing and political activities, and participate in an examination of the extensive scholarly literature that has developed regarding Dr. King's

profoundly important intellectual, ethical, and public contributions. It is expected that students enrolled in the MLK Studies specialization will complete, within a specific institutional context, three (3) or six (6) credits of an internship or related experience in which they examine and try to extend a central idea, ideal, or political/policy/leadership approach associated with the intellectual and creative legacy of Dr. King. They will also complete an integrative seminar.

Ph.D./Certificate Options

The two certificates described below are embedded in the Ph.D. program curriculum and are available only to degree seeking Ph.D. students. The certificates will be awarded in tandem with the completion of the Ph.D. degree.

Graduate Certificate in Creative Writing

The Graduate Certificate in Creative Writing is available to students enrolled in the Ph.D. program and can be completed without taking additional coursework. Comprised of two workshop-style creative writing seminars and two advanced content seminars, the twelve-credit Graduate Certificate in Creative Writing provides students with formal recognition of their coursework in creative writing as well as their dedication to creative writing as a craft, scholarship, and intellectual pursuit.

Graduate Certificate in Martin Luther King, Jr. Studies and Social Change

The Graduate Certificate in MLK Studies and Social Change is available to students enrolled in the Ph.D. program and can be completed without taking additional coursework. The certificate is awarded to those students who satisfactorily complete four (4) seminars. There are two required seminars designed to engage students in careful thought about the legacy of Dr. King and its connection to the current challenges of social justice.

Graduate Certificate in Women's & Gender Studies (WGS) (Will begin in Jan 2015)

The Graduate Certificate in Women's and Gender Studies (WGS) is available to students enrolled in the Ph.D. Program and can be completed without taking additional coursework. This 12-credit-hour Certificate provides students with a formal recognition of their graduate-level coursework in, scholarly commitment to, and familiarity with the field of Women's and Gender Studies.

Program Delivery Mode, Cohort-Based, Low-Residency Model

The academic year for the Ph.D. program is divided into two six-month terms: January 1 to June 30 and July 1 to December 31. Face-to-face academic residencies occur each January and July, while virtual mid-semester residencies (MSR) occur each March and September. The students move through the doctoral program as members of cohorts that are formed within and across the program's three majors. The cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty.

DOCTOR OF PSYCHOLOGY DEGREE (PSY.D.) WITH A MAJOR IN CLINICAL PSYCHOLOGY

Please note: The Psy.D. program with a major in Clinical Psychology is no longer accepting students into the program, effective Fall 2014. The program is in a teach-out phase. The program is scheduled to close August 31, 2020.

Program Overview

Credits to Degree: 120 semester hours (academic year: 32 weeks; program length: 192 weeks)

Minimum Time to Degree: Four years

Academic Program Locations Cincinnati Academic Center & New England Academic Center

<http://www.myunion.edu/psyd>

The UI&U Doctor of Psychology Program Student Handbook is available on the website at <http://www.myunion.edu/academics/academic-services/university-catalog-program-handbooks/>. Students should refer to the Psy.D. program handbook for a more in-depth description of program requirements, involving the curriculum, clinical training (practicum and internship), and the dissertation.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website <http://www.myunion.edu/admissions/tuition-payment-options/program-costs/>.

Practitioner-Scholar Training Model

The Doctor of Psychology (Psy.D.) program follows the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The program conceptualizes and promotes the professional practice of psychology as informed by scholarly research and inquiry, and students are trained as consumers of research to use scientific methodology in clinical thinking and practice.

The training is designed to promote a set of core competencies in professional psychology. This model has guided the development of the program's objectives, each with its own specific competencies, vital to the practice of psychology.

The program employs a developmental training approach where expectations of minimum competency increase as students proceed through the sequence of course work, supervised clinical practice, and completion of other requirements including the doctoral dissertation. Congruently, students are evaluated and assessed at different stages of their development: principally at the pre-practicum and pre-internship levels. Graduates of the program are thus expected to be able to function as competent and ethical psychologists, capable of providing psychological services to individuals, groups and organizations, consistent with the goals as specified below.

Psy.D. Mission Statement

The UI&U Doctor of Psychology in Clinical Psychology Degree Program provides educational opportunities and services to diverse adult populations with distinct and varied needs. Using multiple modalities of education delivery, Union Institute & University actively seeks to identify and reach those underserved by traditional doctoral education.

The Psy.D. program offers a doctoral degree with a major in clinical psychology designed to educate and train students in preparation to become professional psychologists, functioning as independent practitioners and educators who are informed consumers of research. The program specifically provides and supports the development of personal and professional awareness and knowledge of diversity and issues of social responsibility.

Learning Outcomes and Competencies

Psy.D. Program Goals, Objectives, and Competencies

The Psy.D. program includes a set of goals, objectives and competencies specific to its training model, which is based on the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSP). The two primary goals of the Union Institute & University Psy.D. Program are:

1. Train competent and ethical practitioners of clinical psychology to provide comprehensive psychological services to a broad range of clientele. This training includes an integration of science and practice, with an awareness of the individual, systemic and larger socio-political contexts within which we live.
2. Foster personal and professional awareness and knowledge of diversity and issues of social justice and social responsibility in order to competently and respectfully provide services to diverse clientele, as well as be agents of social change.

The program has designated the following objectives to meet its goals:

1. **Social justice and individual and cultural diversity:** Students will competently and effectively provide professional services to individuals, groups, and organizations who represent various cultural backgrounds and characteristics, maintaining an awareness of issues of social justice, including the dynamics of power, privilege and oppression, and function as agents of social change.
2. **Relationship:** Students will develop and maintain effective, collaborative, and respectful interpersonal relationships with clients, peers, community organizations, and professionals in a range of settings, becoming self-reflective practitioners, aware of their biases, limitations and power differentials.
3. **Research and evaluation:** Students will develop the knowledge, skills, and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of psychology.
4. **Assessment:** Students will competently and ethically use various methods of psychological assessments, including psychological tests and interviewing; accurately interpret the results of those assessments; and effectively communicate results and recommendations to both consumers and professionals, taking into consideration the cultural and personal characteristics of the clients.
5. **Intervention:** Students will have the knowledge, skills, and attitudes to conceptualize, plan, explain, implement, evaluate, and modify intervention

approaches consistent with ethical evidence-based practices and appropriate to diverse characteristics of their clients.

6. **Management and supervision:** Students will develop the knowledge, skills, and attitudes to conduct effective clinical supervision, management, and clinical consultation with other professionals and within organizations.
7. **Education and consultation:** Students will develop the knowledge, skills, and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

Program Features

The Psy.D. program alignment with the institutional values of accessibility and student-centered, socially responsible training make it unique, resulting in distinctive features that support adult students. These features include:

- **Learning Model.** The Psy.D. program utilizes face-to-face, classroom-based courses, online courses, and an integration of the two to provide academic training in clinical psychology. Students attend courses on weekends, as well as at the biannual academic meetings (attendance at six is required during their program) held in Brattleboro, Vermont in the fall and in Cincinnati, Ohio in the spring. During these academic meetings students participate in course work and professional development seminars and interact with faculty, colleagues, and other professional psychologists. Courses are offered in an organized, sequential manner with each semester and year building upon prior learning experiences.

In the **first year of the program**, students attend classroom-based courses *every other weekend during the term*. In **years two and three**, students attend classroom-based classes *one weekend a month*.

Master's Degree in Psychology within the Psy.D. Program

The Psy.D. program offers the Master of Arts (M.A.) degree with a major in psychology within the Psy.D. degree. While this degree is specifically designed for students who entered the program without a master's degree, all Psy.D. students who meet the minimum criteria are eligible to petition for the degree. This UI&U M.A. with a major in psychology is not considered to be a terminal degree but attained within the Psy.D. degree. This M.A. with a major in Psychology will be awarded by the university but will not be included as a part of the regional or national graduation ceremonies.

PROFESSIONAL STUDIES AND CONTINUING EDUCATION

Union Institute & University offers a variety of educational options for students and professionals who wish to earn certification in specific fields or want to continue their education without working towards a specific degree. These include: Continuing Education Programs, Certificate Programs, Community Based Workshops, and Employer Based Educational Services.

Continuing Education Programs

Continuing Education programs are for working professionals who want to further their careers, maintain professional certification or licensure, earn prerequisite credits, or follow a passion. CE programs include both online and face-to-face events and are designed to meet a broad range of professional needs. Union Institute & University also specifically offers CE training events for psychologists and is approved by the American Psychological Association to sponsor continuing education for psychologists. Union Institute & University maintains responsibility for these programs and their content.

Certificate Programs

Certificate programs are designed for professionals who wish to advance their training in a specific area and/or obtain state licensure or certification in these areas. Examples of current certificates include the following:

Certificate in Health Education

These include graduate level courses for health care professionals and others who wish to obtain advanced training in public health education. The certificate meets the educational requirements for the nationally recognized credential, Certified Health Education Specialist (CHES).

Alcohol and Drug Abuse Counseling

This Certificate is offered both as a stand-alone, fully online graduate certificate for mental health professionals, and for students enrolled in Union's MA with a major in Clinical Mental Health Counseling program. The program includes six (6) online graduate courses and can be completed in a year.

Homeland Security

An online, three-course certificate program designed for professionals working in the areas of emergency management, emergency medical services, public safety, security management, and law enforcement, as well as for managers in corporations responsible for supervising security programs.

Community Based Workshops and Employer Based Educational Services

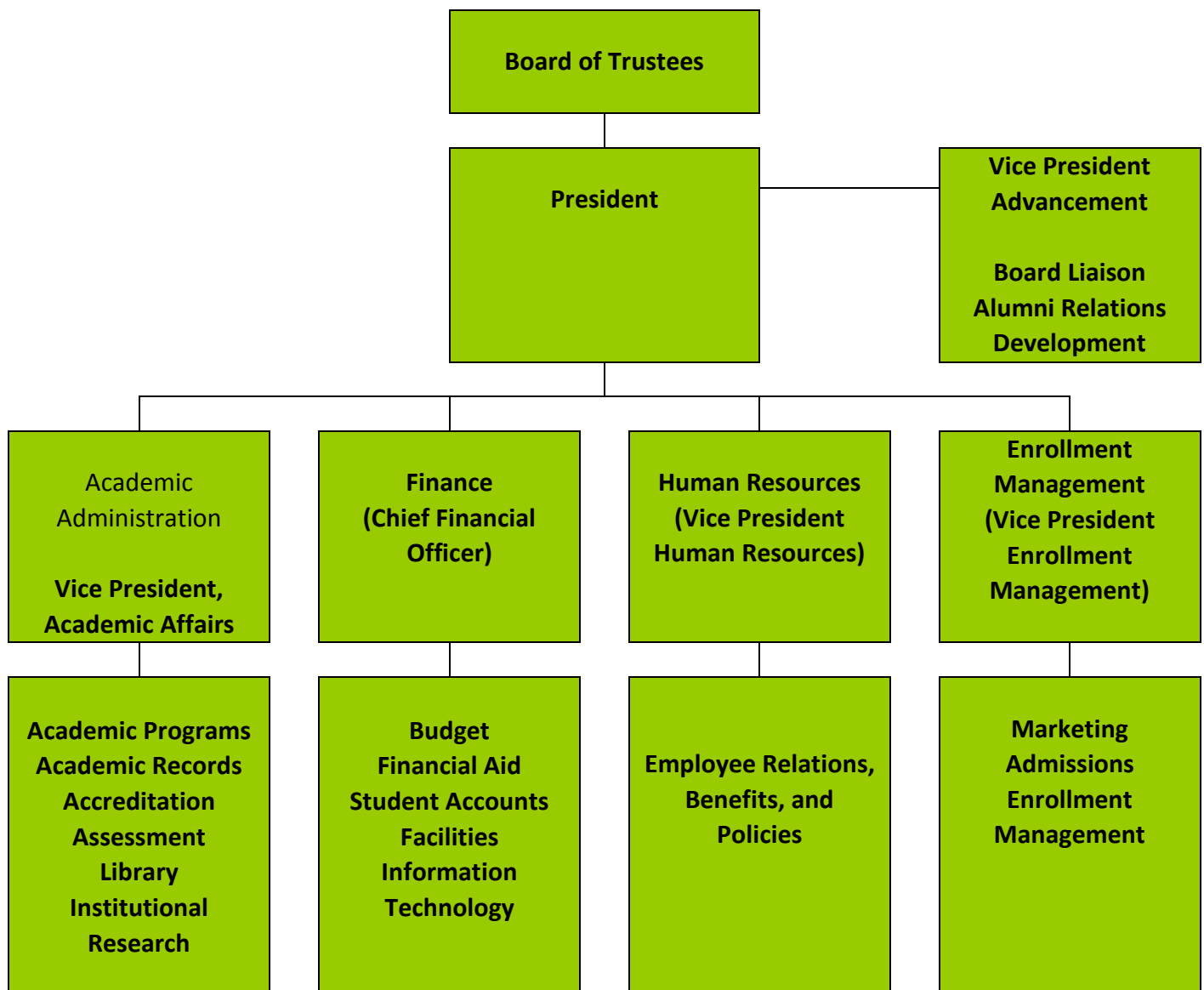
These programs include undergraduate and graduate credit bearing courses developed by outside organizations and individuals (or "Sponsors") in partnership with Union Institute & University. Union oversees the development, approval and administration of

these programs. These programs can also be specifically designed to meet the needs of specific organizations, such as hospitals, small businesses, non-profit agencies, etc.

CHAPTER III – Union Institute & University Governance Structure

Basic Organizational Structure

The following chart provides an overview of organizational responsibility at Union. Union Institute & University is organized in traditional fashion with responsibility emanating from the Board of Trustees to the Office of the President and through that office to the President's Cabinet to the institutional offices and departments.



Board of Trustees

Commitment to the mission of Union is of paramount importance at all levels of the organization, including the members of the Board of Trustees. Potential trustees are nominated by a committee of the Board, and when confirmed, are appointed by the full Board to 3-year, renewable terms. As of July 2014, there were 16 voting members.

Trustees are actively engaged in the governance of the institution, dedicated to the growth and development of UI&U. As a corporation, the Articles of Incorporation and Code of Regulations for UI&U determine that the business and property of the organization are to be managed and controlled by a Board of Trustees.

Currently, there are 16 trustees who meet quarterly as a whole and for various committees, each chaired by a trustee, that offer recommendations on policy to the full Board.

President

Union Institute & University is organized under the direction of its Board of Trustees and the Office of the President. The president reports to the Board of Trustees and the Board, in turn, delegates responsibility for administration of Union to the president. The president is supported by the President's Cabinet and the President's Council.

In 2002, Dr. Roger Sublett became chief operating officer for Union, and after a national search, the Board of Trustees appointed him as the university's fifth president in April of 2003. He had been the interim vice president for national undergraduate programs at Union since 2001. As a leader with a passion for history, Dr. Sublett strives to uphold the university's 40-year tradition as an innovator and change agent in adult higher education and foster shared values of "integrity, diversity, and flexibility." A description of presidential duties and responsibilities is as follows:

- Formulate, communicate, champion, and implement long-range strategic plans in consultation with the campus communities for review and approval by the Board of Trustees
- Plan and administer an effective institutional budget
- Work to build capability in employees by attracting, retaining, and developing them, particularly those from historically under-represented groups
- Continue to increase external understanding of Union's mission, particularly within the State, by proactively building the relationship with the Ohio Board of Regents

President's Cabinet

The President's Cabinet serves as the executive leadership team for Union. Members are: the president, supported by vice presidents for advancement, academic affairs, finance, human resources, and enrollment management. The President's Cabinet meets weekly to consider university challenges and opportunities.

President's Council

The President's Council includes all members of the President's Cabinet, plus mid-level academic and administrative managers, who are responsible for unit operations at Union. The Council, in service to the president, serves as a forum to share information

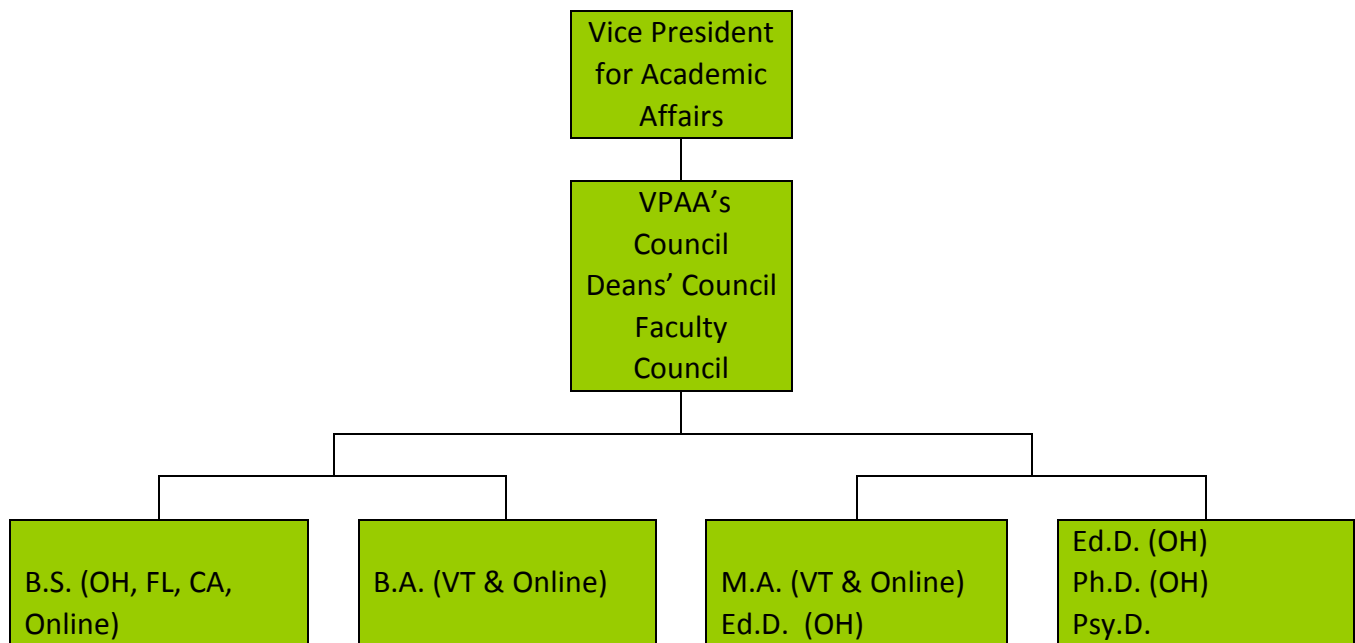
about individual programs and divisions. It is designed to provide a transparent, collegial, pro-active environment for championing improvement of student services and academic programs. Staff members have made presentations concerning academic programs, registrar responsibilities, FERPA, ADA compliance, and enrollment strategies.

Academic Affairs

The Academic Affairs division operates under the direction of the vice president for Academic Affairs and includes academic programs, academic support units, and academic administration units. Administrative units within the Academic Affairs division are:

- Institutional Effectiveness
- Institutional Research
- Library
- Lifelong Learning
- Registrar

The vice president for Academic Affairs' Council, Deans' Council, and Faculty Council are the primary governance groups in the Academic Affairs division. The graphic below shows the organization of academic programs at UI&U, including locations.



Vice President for Academic Affairs' Council

The VPAA's Council is composed of deans and directors of academic programs, as well as chief administrators of academic support departments reporting to the provost. Included in the latter group are: the library, the registrar's office, the office of institutional effectiveness and the office of institutional research. The Council is charged with consideration of policies and practices. Also, it addresses current issues in the areas of academic programs and services. The Council meets biweekly.

Deans' Council

The Deans' Council is composed of deans and directors of all academic programs. Central to the Council's role is discussion with the provost about policies, practices, and issues specific to academic programs. Further, the Council may address issues specific to degree level. Historically, these areas were the purview of the VPAA's Council. However, need for the Dean's Council grew out of steady increases over time in the number of issues pertaining strictly to academic programs. The Dean's Council meets biweekly.

FACULTY COUNCIL

Union Institute and University operates under the Higher Learning Commission of Learning of the North Central Association's standards of collaborative leadership and governance. Shared governance is a fundamental principle of institutional life that is firmly established and widely accepted in higher education. The HLC guidelines on governance also suggest that "collaborative processes . . . enable the organization to fulfill its mission". The HLC standards therefore require that "the institution ensures that the faculty has a significant role in developing and evaluating all educational programs." This means that faculty participates in significant ways in institutional governance beyond their instructional responsibilities. Other national standards for higher education also highlight the faculty's primary responsibility for curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. Faculty participation in wider governance is critical to maintaining and enhancing academic quality.

In support of our commitment to academic excellence, we, the combined faculties of Union Institute & University, adopt the governance principles and structure as enunciated below.

Governance Principles

The principles listed below have been developed through discussions between faculty and administration between 2001 and 2004; they incorporate the guiding principles of the Joint Committee on Unification. The Faculty Council refined and adopted these principles unanimously on October 23, 2004 as the foundation on which to build the structure for shared decision-making.

Principles of Institutional Governance

1. Governance is a system for managing relationships among the participants in an organization in order to optimize its health and productivity.
2. Diversity and inclusion: a governance system includes all participants.
3. Collaboration: participants commit to working together to achieve institutional goals through due process.
4. Consent: participants recognize and respect each other's differing types of authority, legitimate interests, and areas of expertise.
5. Professionalism: participants respect each other's extensive and deep education, training, expertise, and experience in a discipline, area of study, or area of responsibility, as evaluated by peers in that discipline against known and established criteria of excellence. Professionalism reflects a commitment to the long-term practice of and

continuing growth in the discipline, area of study, or area of responsibility. In all cases and under all circumstances, participants respect one another both personally and professionally.

Operational Principles

The Faculty Council works with the various constituencies of the University in collaboration with the Office of the Vice President for Academic Affairs in assisting the Office of the President in furthering the mission of the University.

Governance structures reflect the roles and legitimate interests of constituent elements of the university as reflected in their participation in colleges, programs, and other academic or administrative units.

The administration has primary authority and responsibility for legal and fiduciary matters, which support the primary authority and responsibility of the faculty for academic matters.

The faculty has primary responsibility for the academic program (curriculum, academic standards, admissions criteria, degree criteria, teaching, advising and mentoring), working in collaboration with the Vice President for Academic Affairs. The Faculty Council is committed to regular program and peer evaluations as well as assisting the University in meeting the requirements of external licensing and accrediting agencies. Areas of joint faculty-administration interest include strategic planning, institutional mission, admissions, learner retention and issues of academic quality and evaluation.

On matters of academic concern, the Faculty Council provides advice and recommendations to the administration, which communicates faculty recommendations to the Board of Trustees as appropriate. In addition, the Faculty Council will provide regular reports on its activities to the Academic Affairs Committee of the Board of Trustees.

The effectiveness of shared governance depends upon regular and frequent information sharing among the participants, responsiveness, follow-through, and implementation of policies and initiatives.

Program and College Governance

Faculty members in each program exercise their responsibility for the academic and faculty affairs of their units through local college and program-level governance structures. The Faculty Council endorses and supports these existing structures.

Faculty Council Mandate

Since its inception in August 2002, the UI&U Faculty Council has functioned as a proactive vehicle for addressing university-wide faculty concerns. Faculty Council focuses its work on academic policy-making that affects all units. Faculty Council has established policies and procedures for academic review of programs and new program initiatives. It has begun the critical work on problems of inequity in workload and compensation and regards these to be of high priority. And it has developed a policy to encourage faculty collaboration across programs. The Faculty Council has brought together representatives from across the university into a collegial working group that has provided reality to the efforts to unify the institution. The UI&U faculty has endorsed

the continuation of the Faculty Council as the governing body that recommends academic policy for the institution as a whole and promotes the faculty's unique role in academic decision-making processes.

The Faculty Council is the faculty's primary deliberative and decision-making body that reports to the faculty as a whole. The Faculty Council communicates its recommendations to the Vice President for Academic Affairs and through regular invitations to the President and the President's Council to attend Faculty Council meetings. Faculty Council has responsibility for organizing and managing faculty business, routing it to appropriate standing or ad hoc committees, and arranging for faculty votes on important matters either by email or at national faculty meetings. Faculty Council is responsible for setting the agenda and conducting faculty meetings in collaboration with the VPAA, including selecting meeting chairs(s) and determining the number, duration, and location of meetings every year. Faculty Council supervises selection for and approves all university academic honors and awards. For the sake of simplicity and simplification of the governance system, administration may bring any concerns relating to academic and faculty affairs to the Faculty Council, which refers matters to local governance bodies as appropriate.

Faculty Council Structure

Representation: Because of the changing nature of the academic structure of Union Institute & University, the configuration of representatives on the Faculty Council will be determined by the Faculty Council. The Faculty Council will review its representation as needed, but no less often than annually. As of July 1, 2014 representation on the Faculty Council will be as follows:

1. Six representatives from the BS program, one from each of the following:
 - a. Social Work
 - b. General Education
 - c. Criminal Justice Management, Emergency Services Management
 - d. Child and Adolescent Development, Elementary Education, Early Childhood Studies
 - e. Business Administration, Business Management, Leadership
 - f. Maternal Child Health
2. One representative from each of the remaining degree programs: EdD, PsyD, PhD, MA Clinical Mental Health Counseling, MA, MSOL, and BA.
3. University Librarian, ex officio member
4. Chairs of standing FC committees (ARC, HR, FDT&L, FEC) who do not otherwise serve as representatives of their degree programs.
5. Vice President for Academic Affairs, ex officio

Chair and Vice-Chair: Members select a chair and a vice-chair who becomes the chair when the chair's term ends. The work involved in chairing the Faculty Council is substantial and may be supported by release time, in order for the chair to be fully effective. The Vice-Chair will maintain an up-to-date roster of members of all active standing university committees that contribute to the service component of annual review.

The Vice-Chair may be assigned additional duties as determined by the FC to make it a position of greater responsibility.

Terms of Office for members of Faculty Council:

1. Three year terms for FC members to run from July 1 to June 30.
2. The term of the FC Chair serving in 2014 will conclude on Dec. 31, 2014 and the next FC Chair will serve Jan 1, 2015 through June 30, 2016. Going forward, the FC will decide the whether the FC Chair should serve for one or two years.

Faculty Council Standing Committees

The Faculty Council will establish the following standing committees to work with the administration to participate in the development and implementation of policies governing academic and faculty affairs. Committee members may be recruited from the faculty, staff, learners and alumni/ae, as Faculty Council members deem appropriate. Those recruited for the committees should have interest and expertise to contribute to the work of the committee.

Academic Review Committee (ARC): This committee works with the VPAA in the development of university-wide policies governing quality assurance and the development of academic criteria; implements and monitors academic review of existing programs; and reviews and recommends approval of new programs, affiliations, and changes to existing programs to the VPAA. All academic reviews are conducted in cooperation and collaboration with the Office of the Vice President for Academic Affairs. The Academic Review Committee's periodic program review will include a review of programmatic faculty governance structures and procedures to ensure implementation and alignment with the purposes and goals of faculty governance, as stated in the FC bylaws.

Faculty Human Resources Committee: The Faculty HR Committee, a standing committee of the Faculty Council, works with the President, the VPAA, and the VPHR in reviewing, advising, and strategizing on policy that affects faculty at the university. This includes periodic reviews of faculty personnel policies, university policies governing faculty hiring, promotion, change of status, dismissal and evaluation, and ethical standards for faculty regarding students, peers, and the administration. It provides advice and perspective in the formulation of Human Resources policies, procedures, and initiatives. It addresses issues of faculty working environments and compensation in order to support greater collegiality, productivity, and the mission of the university. Its role is advisory and is not involved in implementation of policy. It establishes and oversees the system of faculty awards and is responsible for maintenance and updating of the faculty handbook.

Faculty Distance Teaching and Learning Committee: The Distance Teaching and Learning Committee works with the VPAA, the Department of Information Technology, and the Center for Teaching and Learning on ensuring that the design and delivery of distance education at UI&U is based on nationally recognized standards and meets the varying needs of UI&U's academic programs. The Director of the Center for Teaching and Learning will be invited to serve as an ex officio member.

Charges of the committee include-

1. Continuously monitor and evaluate UI&U's learning management systems, instructional technologies, Internet-based educational software applications, etc., and advise the Department of Information Technology on the implementation of changes and updates.

2. Facilitate the ongoing development and sharing of best practices among and between faculty, IT specialists, librarians, and writing center staff.
3. Work with the Center for Teaching and Learning on devising professional development courses related to distance education that meet the varying instructional and technological needs of UI&U's academic programs.
4. Assist the VPAA in establishing, evaluating, and--as needed--revising general professional development guidelines related to the design and delivery of distance education.

Committee Structure and Operation:

1. Chairs should, whenever possible, be drawn from the existing membership of that committee.
2. Terms for committee membership shall run with the fiscal year, July 1-June 30 and be limited to three years: the first year to understand committee work, second year to participate fully, third year to lead as senior member or chair. The three year term limit is the goal and should be applied in a reasonable and flexible manner that best serves the needs of faculty governance and the particular situation at stake. There should not be a turnover in committee membership of more than 50% in any given year. Faculty members may serve multiple non-consecutive terms.
3. All standing FC committees have the primary responsibility for identifying and recruiting new members by consulting with the appropriate dean, program director, or chair of FC.
4. The FC will set policies and procedures for identifying members of FC standing committees. Policies need to be general enough to allow for individual committee latitude. General goal to have broad representation on each committee but no specific requirements of number of reps per program. Multiple BS reps on each committee are assumed.
5. Committees should not render final decisions or recommendations at the same meeting that proposals are first raised, so that members may have time to consult with their degree programs.
6. University committees: There are a number of university-wide faculty committees unaffiliated with the Faculty Council, including the Assessment Coordination Team [ACT], Library Committee, and IRB Committee. These committees shall be asked to provide FC with an annual end-of-year report updated information regarding committee membership and scope of operation.
7. Parallel University/Program committees – if there is a parallel program committee (i.e., FC-ARC and BS-ARC; or FC-HR, BS-FAD, and BA-FAD), whenever possible, committees should choose members who serve at both levels to better facilitate communication and coordination. Committees shall create a mechanism for sharing minutes/decisions between parallel committees

CHAPTER IV- Faculty Resources

Center for Teaching & Learning

The mission of the Center for Teaching & Learning (CTL) is to provide opportunities for intellectual and professional growth for UI&U faculty and staff. By helping faculty and staff develop to their fullest potential, the CTL also aims to impact students. The CTL strives to create collaborative environments for creating, acquiring, and sharing knowledge across the institution and to create lively communities that support learning, inquiry, and engagement. As such, the CTL is central to the culture and daily life of our institution, fostering an atmosphere of continued learning, growth, and service. Further, the CTL serves to create a shared sense of identity by constructing opportunities for dialog and engagement on key issues of teaching and learning.

The primary objective of the CTL is to provide vision and leadership for professional development on teaching and learning. We achieve this through the following initiatives:

- Designing and creating training and professional development opportunities for faculty and staff. This includes online, asynchronous courses developed by the CTL staff, face-to-face training sessions, and instructional videos.
- Supporting course development and faculty/staff professional development through individual consultations, ad hoc training requests, and instructional documents.
- Promoting engagement with and discussion on best practices for teaching and learning, with a focus on high-quality pedagogy.
- Supporting and encouraging research in on the scholarship of teaching and learning.
- Celebrating, rewarding, and publicizing teaching and learning excellence by UI&U faculty/staff.
- Collaborating with the Office of Institutional Effectiveness, the Writing Center, Faculty Council, and other key departments and committees to promote a collegial, collaborative approach to teaching and learning at UI&U.

Information Technology

Plagiarism Detection Software for Faculty

A faculty member can upload a student document to the [Turnitin web site](#) and use the service, which scans all previously submitted papers to Turnitin, as well as the Internet's web pages and articles of online journals. It then produces a report showing instances of near and exact matches along a continuum that is color coded. Please note that even if exact matches are found, it may be that the sources are not properly cited. Alternatively, a faculty member can encourage students to first submit papers to Turnitin and then based on the reports, make revisions and then turn in the revised papers to the faculty member.

Turnitin requires a faculty member to request an account from Information Technology via the Help Desk and then link that account to the institutional account to be able to upload papers and get the resulting reports.

Audio Conferencing

UI&U utilizes a teleconferencing system provided by Citrix called OpenVoice. Faculty members should ask their dean to authorize Information Technology to create an account for them. This authorization is required because the department is billed for each minute of use. The rate as of October 2014 was 3.5 cents per minute per caller. There is a toll-free number, a conference room number and organizer pin for each account. The person in charge of the call will be provided the pin, but it should not be distributed to students.

Web Conferencing

UI&U utilizes two Web conferencing systems: Adobe Connect Pro and Citrix GoToMeeting. Both can be used to hold virtual classes, meetings, Webinars, presentations and more. It uses a Web camera for video. Faculty may do a presentation using PowerPoint (without narration), a PDF, or screen sharing. Each faculty member may have their own account by submitting a request to the Help Desk. Faculty members should ask their dean to authorize Information Technology to create an account for them. This authorization is required because there is a charge per account. A Virtual Campus of Adobe Connect rooms can be found at <http://virtualcampus.myunion.edu>.

Department of Information Technology

The [Department of Information Technology](#) (IT) provides a single point of contact for all technical support needs at Union Institute & University, except online course development help which is provided by the Center for Teaching and Learning.. The Help Desk is available to all students, faculty and staff who need technical support.

Department of Information Technology normal operating hours are Monday-Friday, 8:00 a.m. to 5:00 p.m. EST. Extended hours are typically provided by the Help Desk, including support for emergencies after hours and after hours emergency academic support.

The Help Desk may be reached at

help@myunion.edu

888-85-UNION

513-487-1137 or from any UI&U center phone at extension 1137.

Technical Support

Technical support information is provided online at <http://www.myunion.edu/help> . This site includes documentation and videos about all technology tools used at Union, including Microsoft Office, CampusWeb, Adobe Connect Pro, GoToMeeting, SharePoint, TurnItIn, Email, and more.

In addition to technical support, the Help Desk site provides links to popular software downloads (including discounted software for employees), plus recommendations for hardware purchases. Information and technical support for Office Phones, Cell Phones are available.

Passwords & Accounts

All faculty are issued two or more accounts (depending on which systems they may use). All faculty are provided a MyUnion ID# which they will use to log into many systems, including CampusWeb, the Library research databases, and more. This account should be used whenever prompted specifically for the MyUnion ID#. Faculty are also issued an email address account that follows the format of FirstName.LastName@myunion.edu. Because they are separate systems, accounts may also be issued for Adobe Connect Pro, HiDef Audio, GoToMeeting, TurnItIn and more.

Policies

[Technology Resources Acceptable Use Policy @ UI&U](#)

Technology Training and Assistance

If you require training in the use of technology related to your work in a UI&U program, contact the Help Desk at help@myunion.edu
(888) 85-UNION

CampusWeb

[CampusWeb](#) is the primary Web portal for all academic information at the university. This site is used for online classes, entering grades, checking class schedules, printing a faculty ID card and more. To log in, use your UI&U ID number and password.

Intranet SharePoint

[Intranet Sharepoint](#) site is available to all faculty and staff where comprehensive information could be shared with all employees in a timely manner.

To have information posted to the site, please contact the vice president of Human Resources, director of the Department of Informational Technology, or use the HRFeedback email box. New information will be posted to the site within 24 hours or less. The information will be set to expire in 30 days or less but it could remain longer by

request. To log in, use your network username and password (the typical username is your last name and first initial).

Faculty E-mail Accounts

University e-mail accounts are issued to all faculty. University e-mail is the official e-mail of UI&U and the main source of contact between the faculty and students. Use of personal email to communicate with students is a violation of university policy.

To access your e-mail, you can use any of the following options.

Option 1: To access your e-mail via the Web, using a Web browser (e.g. Internet Explorer or Firefox), enter the address: <http://mail.myunion.edu> . To check your e-mail, enter your network user name and password. Webmail is the fastest and most convenient way to access your e-mail. There is no need to install anything to use Webmail. You may also access your Web email via the Quicklinks on CampusWeb.

Option 2: Citrix provides a more robust e-mail client, but requires a quick installation and is not quite as fast as Webmail. If this is your first time using Citrix, you will need to install the Citrix Web Client. To install the client, visit <http://apps.myunion.edu/citrix/clients> and choose the client that matches your computer (Windows, Mac OS, and Linux are all options).

To access your e-mail via Citrix, using a Web browser, enter the address: <http://apps.myunion.edu> . This will redirect you to the Citrix login page. Enter your username and password. Once you log in, you will have access to UI&U applications, including Outlook. Click the Outlook icon to launch your e-mail client. The first time you launch the client, you may be prompted to provide some information, including the mail server. If prompted, the mail server is: mail.myunion.edu.

Option 3: You can access your email using the full Outlook software on your home computer by using the “Outlook Anywhere” instructions available on the Help Desk tab or using one of the following links:

- [Outlook 2013 from Home](#)
- [Outlook 2010 from Home](#)

Faculty ID Cards

UI&U faculty have access to and can print their own UI&U ID card from the Faculty tab of [CampusWeb](#). Print your ID card with background colors and the UI&U seal image by selecting the correct browser printing option for your computer.

Technology Resources Acceptable Use Policy

At Union Institute & University, use of university-provided technology resources is a privilege, not a right, and it may be revoked at any time for misuse. The provisions of this [policy](#) statement apply to all users of UI&U technology resources, including those who access these resources from off campus.

UI&U Library

Contact Information

- Internet homepage: <http://library.myunion.edu>
- General inquiries including reference questions, document delivery, and interlibrary loan requests: library@myunion.edu
- Main phone: 800-871-8165 ext. 8747
- Instructional services: 800-871-8165 ext. 1243

Collections

The UI&U Library collections include over 250,000 electronic books, more than 7,000 UI&U student dissertations/theses, online full text access to more than 60,000 e-journals, as well as several thousand online reference books. It also provides access to more than 150 online databases that link researchers to millions of full-text items, including research and trade journal articles, doctoral dissertations from other academic institutions, book chapters, multimedia resources, and other research monographs.

General Services

The UI&U Library provides a broad range of library services to currently enrolled students, faculty members, and staff members of the Union Institute & University. Our services include a comprehensive online collection of research resources, information literacy instruction, access to reference librarians, and other web-based media. The library also provides remote document delivery and interlibrary loan services. Group and individual research and instructional support services are available for all interested faculty members, students, and staff. The library also maintains an extensive website including links to databases, an online help center, live chat, in-context instructional help videos, and a news blog.

Services for Faculty

Services include a comprehensive online library orientation for newly hired faculty, information on copyright, assistance/instruction in creating course links to library resources, assistance/instruction in embedding videos and other multimedia resources into online courses, how to incorporate information literacy instruction into online courses, and how to participate in library collection-building and acquiring new library resources for our academic community.

Copyright Best Practices

1. When using copyrighted materials in an online course, it is a good idea to follow these best practices. Remember that you still need to obtain permission from the copyright holder or meet the fair use guidelines when using copyrighted materials in order to satisfy UI&I policy.

2. Keep copyrighted materials within CampusWeb.
3. Limit access to students currently enrolled in your course.
4. Limit access to the shortest time period possible. Use the start and end date display options in the CampusWeb handouts portlet.
5. Use legally obtained content that is directly related to what you are teaching.
6. Educate your students about the importance of copyright and not redistributing copyrighted materials.
7. Include a copyright mark (©) and citation with copyrighted materials (use alt+control+c to insert a copyright mark).
8. Use small portions of a work (e.g. a book excerpt).
9. Do not disable DVD and CD DRM or other copyright protections.
10. Use technology safeguards to prevent redistribution (i.e. streaming videos and watermarked or low-resolution images).
11. Do not include copyrighted work that would normally be purchased by a student such as textbooks and coursepacks.

Copyright and Plagiarism

The Copyright Act of 1976 states that under [U.S. Code Title 17](#), works of an informative or creative nature are protected against duplication and distribution, and that the rights of ownership, reproduction, display, or performance are that of the authors or the owner of the copyrights for that work. The author or copyright owner can sell or grant rights to use the work to publishers, individuals, or groups.

Any work created after 1978 is protected by the current copyright law until 70 years after the death of the author. Any work created before 1964, for which the author or copyright owner has failed to renew the copyright, is free from copyright protection and therefore may be copied and used without permission.

1. For a detailed description of university policies related to copyright and plagiarism, refer to [Academic Integrity Policy](#) and [Intellectual Property Policy](#).

The Office of Student Success (OSS)

The Office of Student Success utilizes a holistic approach focusing on knowledge, skills, leadership enhancement, and career-oriented development to provide comprehensive services addressing the academic, professional, and emotional needs of all Union Institute & University students.

Writing and Academic Tutoring Center

Phone: 1-800-861-6400 ext. 1156

Email: writing-center@myunion.edu

Website: <https://www.myunion.edu/writing-center>

CampusWeb Group: Writing Center

General Information

The Writing Center at Union Institute & University serves students, faculty, and staff. Tutors discuss projects and assignments with students during scheduled, thirty-minute consultations. Consultations are also available for faculty and staff. The contact information above can be found in the Writing Center's Campusweb group or on the website. The website also provides self-help resources for writers.

Faculty

Faculty should encourage students to use the Writing Center, and should include the Writing Center information in their syllabus. They should also provide links to the Writing Center website and the Campusweb group in their online course shell. Faculty may require tutoring sessions as part of an assignment, but the center prefers students to request assistance at their own inclination. Leading and guiding students to the center is encouraged; the center is happy to help faculty incorporate this encouragement into their courses. Many instructors build a required or optional Writing Center visit into an assignment and are happy with the results. This approach can introduce students to how a session can benefit their writing process and encourage them to use it in the future of their own accord.

CampusWeb group

The CampusWeb Writing Center group includes general information on the Writing Center and how to make an appointment. It also includes an appointment request form for students, information for instructor referrals, and some instructional videos for students.

The Writing Center Web Page

Students are encouraged to understand their own writing process and to diagnose their own errors. The Writing Center web page is set up to facilitate these goals for students. Faculty, staff, and students are all encouraged to make use of this valuable resource. The website can be accessed from the university's main page under Academics>Academic Services or under Quick Links at the bottom of the page.

Tutoring sessions

The 30-minute consultation with a writing expert is a valuable resource for students. Tutors are professional staff and are experienced educators. They have already completed degrees the students are working towards (bachelor's, master's, or doctorate). Consultations can occur over the phone or via video conference and are available mornings, afternoons, evenings, and weekends. The center prefers appointment requests be made 24 hours in advance, but it makes every effort to work with students on shorter notice. Students can use their preferred communication method to request an appointment (email, phone, campusweb form). They will receive a response to their request within 24 hours, often within a few hours. The center works with all stages of the writing process, from pre-writing exercises to helping students develop editing strategies for their papers. It is not necessary to have an assignment completed, or anything written at all, in order to have a session. Students will sometimes request a session even when they are not working on an assignment. The center handles these requests as well, but prefers students to have an active project or assignment when they have a session.

After a session, a report is sent out to the student, the instructor, and the tutor. This communication facilitates the conversation between instructor and student about the student's work. The center's goal is to help students improve their writing process, and in turn, to become more effective writers and thinkers. Becoming a better writer takes time; faculty and students should not expect to see dramatic improvement after just one session. The Writing Center recommends several sessions per assignment to see a direct impact, and faculty and students should keep in mind that the center is not an editing service and will not mark up or comment on student papers. Instead, tutors guide and coach students on their writing process. Students who struggle with writing are best served by using the center over an extended period of time (i.e. over several courses or at least several assignments). Students who write well but struggle with an assignment should consider using the center several times while drafting the paper.

The Math Tutoring Center

Phone: 1-800-861-6400 ext. 1257

Email: math-tutoring@myunion.edu

CampusWeb Group: Math Tutoring Center

Math Tutoring Center

Union Institute & University's Math Center offers free one-on-one tutoring sessions for all students using Citrix GoToMeeting. One hour sessions are available by appointment. Appointments can be scheduled through the Math Tutoring Center's CampusWeb group. Call 513-487-1275 or toll free: 1-800-861-6400 extension 1275 or email: math-tutoring@myunion.edu. Visit the Math Center's CampusWeb group for more information.

Math Tutoring Appointments

One hour sessions may be requested through CampusWeb, email, or by telephone. Sessions take place via Citrix GoToMeeting. The center uses GoToMeeting because visual and auditory learning methods are both necessary for developing math skills. Students must have a broadband (Cable, DSL, etc.) internet connection to video conference. Tutors coach students and help them practice sample problems.

CampusWeb group

Students can request tutoring assistance through the CampusWeb form. The Math Tutoring Center's CampusWeb group contains information about the center, a tutor session request form, and instructional videos from Khan Academy that address course curriculum content that students find difficult. Instructors should notify the center's coordinator if they want something added to the site. Students who think they might need assistance should join the Math Tutoring Center group in CampusWeb and schedule a preliminary session with a tutor to get acclimated to the online environment.

Career Services

career.services@myunion.edu

800-486-3116 70

Union Institute & University offers career development for all students and alumni that is aligned with an academic philosophy and educational process that focuses on life planning and career preparation and advancement. The Office of Student Success

works with each student to be forward thinking regarding career aspirations and to develop his/her:

- Self-awareness related to career choice by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics
- Qualities, such as image, confidence, and integrity.
- Relationship building and networking skills development.
- Capabilities, qualities, skills, and style in tune with his/her personality and career interests.
- Perspectives, ingenuity, and courage for the 21st century global organizational manager and workplace member.
- Thinking about and building a skill set that enables him/her to work across professional fields with diverse professionals to innovatively address complex issues, make strategic and sustainable decisions, and build visionary solutions and implement them.
- Ability to be a “value-add” to organizations.
- Ability to be adaptable and develop one’s professional qualities and skill set over the life of one’s career.

Providing resources for students in all phases of the career planning process:

to include but not limited to

- Interview techniques
- Resume writing
- Career day
- Strength/weakness inventories
- Occupation information
- Corporate partnerships
- Internship placement
- Job connections
- Job search skills
- Self-promotion techniques
- Professional image building
- Diversity resources
- Grad school planning & advising
- Networking

Job Alert Network

Career Services now offers a job alert network that allows us to share relevant, new job openings that relate to your interests and geographic area. We are continuously developing partnerships with numerous employers across the country to provide you with unique opportunities in the hidden job market.

If you are a Union Institute & University student or alum interested in receiving job alert notifications, email careerservices@myunion.edu with the following information, and you will be added to our list.

- Your full name
- Graduation date or expected graduation date
- Degree and major
- Career field and job titles that are of interest to you
- Preferred geographic area(s)

Employer Partnerships

Union Institute and University provides employers with access to an exceptionally talented pool of students and alumni.

Disability Services

1-800-861-6400 x1144

Union Institute & University is committed to providing equal educational opportunities to qualified persons with disabilities.

The Americans with Disabilities Act of 1990 (ADA) requires the university to make reasonable accommodations to students with a disability only if the individual requests such accommodations. It is the mission of the [Accessibility Office](#) of Union Institute & University to offer students with disabilities the opportunity for success in their college experience, with access to all programs, services, and activities. The Accessibility Office ensures that reasonable accommodations are determined and implemented appropriately for students with disabilities.

Counseling Services & Veterans Support

800-294-8884 x2140

Union Institute & University is sensitive to the emotional needs of adult students. Returning to pursue a rigorous academic degree can be overwhelming and stressful. Union Institute & University counseling referral services assists students in defining and accomplishing personal, academic, and career goals. Union Institute & University Office of Student Success will provide appropriate counseling referrals to regional agencies, when necessary.

Veterans returning to pursue their degree are often confronted with a unique set of emotional needs. Union Institute & University Office of Student Success will ensure appropriate counseling referrals to mental health professionals specializing in addressing the needs of our returning military personnel.

CHAPTER V – Faculty Personnel Policies & Procedures

For specifics on faculty-related policies and procedures, refer to program-specific handbooks.

Faculty Status

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full Union Institute & University policies regarding employment categories.](#)

Full-time faculty are not in a temporary status and are regularly scheduled to work the organization's full-time schedule. Generally, they are eligible for the full benefit package, subject to the terms, conditions and limitations of each benefit program.

Part-time, benefits eligible faculty are not in a temporary status and are regularly scheduled to work less than the full-time schedule but at least half time. Part-time employees are eligible for some of the benefits offered by Union Institute & University subject to the terms, conditions, and limitations of each benefit program.

Part-time, not benefits eligible faculty are not in a temporary status and are regularly scheduled to work less than half time each week. This status is not eligible for benefits.

Emeritus status is awarded to full time faculty who elect to retire after serving at least ten years of continuous employment with Union Institute & University. Such status is granted by the Board of Trustees on the basis of the recommendation by UI&U's president. This status enables the retired faculty member to continue to have faculty privileges including limited core faculty assignments.

Academic Appointments

Please refer to [Union Institute & University's HR Policy regarding Recruitment, Appointments & Employment Standards.](#)

All faculty, executive and department level budget directors are appointed to their positions through the use of contracts. The University seeks to develop a balance between the need for continuity of personnel to maintain standards of excellence and the need to meet changing trends. Consequently, staffing patterns are evaluated at least annually to determine the need to renew individual contracts. Contracts may be terminated mid contract out of business necessity or for just cause. Employees with contracts are officially notified in writing of the decision to not renew their contract by mail postmarked by April 15 of each year and informally notified by the dean or director prior to that date with the specific reason for non-renewal.

Contracted employees will usually receive a one-year renewable contract at initial appointment. As most contracts are set to expire at the end of the fiscal year, some contracts may be for less than or more than one year depending on when during the year they are initiated. Affiliated faculty may receive a short term contract for a finite period of time such as an academic period. It is the intention of Union Institute & University to have multiple year contracts when fiscally feasible. Any changes in salary, employment status, or responsibilities for contracted employees will be confirmed through a modification of contract agreement.

All other employees are appointed to their positions through the use of an employment agreement outlining the terms of their appointment. These agreements are not a binding contract and both the employee and the university may terminate the employment relationship at will. It is the practice of Union Institute & University, however, to only terminate employment out of business necessity or for just cause. These agreements will be issued at time of hire and when any changes in salary, employment status or position may occur.

All contracts and employment agreements will be signed by the President, Vice President of Academic Affairs (Provost), or the Vice President of Human Resources. These signers may delegate signing authority in the case of travel or other absence. No other representatives of Union Institute & University are authorized to sign employment agreements or employment contracts.

Faculty Evaluation

Faculty Evaluation Process

The Faculty Council recommends a specific framework for evaluating full and part-time faculty in Union degree granting programs. Major components of this proposal include the following.

Categories of Evaluation The system establishes three categories of evaluation:

1. Facilitation of Learning
2. Scholarship and Professional Development
3. Service

While all three categories will apply to each faculty member and program, there are minimum percentages of engagement. The percentage allocated to each area will vary according to standard academic practice, university and program expectations, and individual faculty goals.

Every full and part time faculty member will be evaluated at the program level. This includes annual planning and review with the appropriate program administrator and peer evaluation by the program Peer Evaluation Committee.

Structure of the Evaluation System

Annual Planning and Review Process

Each program will establish an annual planning and review process that will include the following components:

1. a faculty self-report for the previous year
2. a plan for the coming year developed by the faculty member and his or her Dean/Director/Major Chair, culminating in
3. an annual performance report by the program Dean/Director/Major Chair that will be provided to the VPAA, VPHR, and the program evaluation committee.

The purpose of the annual planning and review process will be to establish a mutual process of goal setting and objective criteria of evaluation for the Dean's/Director's/Major Chair's annual report.

Program Peer Evaluation Committees will be constituted for each academic program (i.e., B.A., B.S., M.A. C.M.H.C., M.A., M.S.O.L, Ed.D., and Ph.D.) The role of the Program Evaluation Committees will be to conduct peer reviews of faculty members.

Faculty Evaluation Committee (FEC): The role and responsibilities of this FC committee is currently under construction.

Frequency of Evaluation on faculty performance: Evaluation will be conducted on an annual basis, except that the program level peer review should be completed once every three years.

Ethics and Conduct

Union Institute & University and all its employees, including faculty members, will comply with all applicable laws and regulations and are expected to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. The successful overall operation and reputation of Union is built upon the principles of fair dealing and ethical conduct of its employees. The Human Resources Policy Manual details the Union policy on ethics and conduct. Compliance with this policy of ethics and conduct is the responsibility of every Union employee, including all faculty members. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

Please refer to [Union Institute & University's Human Resource policies regarding ethics and conduct on the Faculty Council page within the WINK group on CampusWeb.](#)

In addition to employee-specific policies in the HR Manual, the university also has a number of [institutional policies](#) that govern conduct of both employees and students.

Addendum

American Association of University Professors Statement on Professional Ethics

I. 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 on inquiry.

II. 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 assure 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.

III. 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.

IV. 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.

V. 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.

Recruitment

Please refer to [Union Institute & University's Human Resource policies regarding recruitment, appointments and employment standards.](#)

Union Institute & University is committed to employ, in its best judgment, the best qualified candidates for approved positions while engaging in recruitment and selection practices that are in compliance with all applicable employment laws. It is the policy of Union Institute & University to provide equal employment opportunity for employment to all applicants and employees.

Dual Employment

Please refer to [Union Institute & University's Human Resource policies regarding secondary employment.](#)

Employment responsibilities with the university are primary for any employee and take precedence over any other employment which is considered secondary. Outside employment is acceptable provided that it does not interfere with or pose a conflict of interest with the employee's duties and responsibilities at Union Institute & University.

The purpose of this policy and approval procedure is to ensure that the secondary employment does not have an adverse effect on the employee's primary employment and does not cause a conflict of interest. When granting secondary employment, consideration will be given to working hours, amount of time spent between UI&U duties and external employment, any external duties that may cause a conflict with Union Institute & University, its employees, or students.

Professional Development

Grant Applications guidelines apply to all grant and contract funds paid to faculty through the university, regardless of the source of funds. All applications involving human subjects must be reviewed and approved by the [Institutional Review Board](#) (IRB).

1. A faculty member gains the approval of his/her dean for the concept/idea.
2. The Dean submits the application, including the proposed budget, to the Vice President for Academic Affairs (VPAA) for review and approval.
3. After the VPAA approves the application and budget, the Dean works with the CFO on any overhead questions, including any Federal overhead calculation.
4. After the CFO approves the budget, the VPAA submits the application and budget to the President for approval.
5. **No grant application is submitted without approval of the President.**

Institutional Review Board (IRB): Union Institute & University's Institutional Review Board (IRB) reviews all grant applications. The IRB will check the application information regarding the study and ensure that human subjects involved in a grant study are protected in accordance with IRB guidelines.

Conflict of Interest

Union Institute & University will comply with all applicable laws and regulations and expects its employees to conduct business in accordance with the letter and spirit of relevant laws and refrain from dishonest or unethical conduct.

Employees shall, during both working and nonworking hours, act in a manner which will inspire public trust in their integrity, impartiality and devotion to the best interests of the university, its learners, employees and public.

Employees, in making a commitment to the university, should not allow outside obligations, financial interests, and other activities to interfere with their obligation and commitment to the University. Employees serve the public trust and have a clear obligation to fulfill their responsibilities in a manner consistent with that fact.

All employees have the responsibility to ensure the university is made aware of situations involving personal, familial, or business relationships that may conflict with, or be perceived to conflict with, university responsibilities.

For more information, please refer to [Union Institute & University's Human Resource policy regarding conflict of interest](#).

Faculty Awards Program

Please refer to the [Faculty Council's Award Program description](#) for more detailed information.

Purpose

The purpose of the annual Faculty Awards Program at Union Institute & University is to provide a means of peer recognition for exemplary efforts and achievements on the part of Union faculty members in the areas of teaching, service, and scholarship. This program is not intended to be a “competition,” *per se*. Rather, it is recognized that all Union faculty members exhibit commendatory effort on behalf of their students and their professions, the intent of this program is to provide an opportunity for faculty members to recognize, on a regular basis, exemplary efforts on behalf of their peers.

General

Provisions

Outstanding faculty will be acknowledged in the areas of teaching, service, and scholarship. The teaching award may be given annually; the other two awards may be given in alternate years.

- 1) “Service,” “scholarship,” and “teaching” will each be defined as broadly as they can reasonably be construed.
- 2) The criteria for all three awards will be for past work in general and will not be limited to any particular time period.
- 3) These guidelines should be applied in a flexible way to best meet the goal of recognizing the accomplishments of Union Institute & University faculty.

Faculty Award for Excellence in Teaching

Eligibility: All UI&U faculty: full-time, part-time, or affiliate
Criteria: The candidate has demonstrated a consistent pattern of excellence in teaching based on information from the dean, students, faculty, on-line courses, or other sources.
Timeline: Nominations will be accepted during the month of January and may be submitted by faculty, administration, students, alumni, or as self-nominations. The recipient of the Faculty Award for Excellence in Teaching and the recipient(s) of the Certificate of Distinction in Teaching will be announced at the beginning of April.

Faculty Award for Excellence in Service

Eligibility: All UI&U faculty with benefits.
Criteria: The candidate has demonstrated a pattern of extraordinary dedication to the university above and beyond the contractual assignments, especially those service contributions made without compensation. The candidate has demonstrated a consistent pattern of service of significant importance to the university, to the public, and the community, including significant service in scholarly/professional organizations and has enhanced the reputation, prestige, and the mission of Union Institute & University regionally, nationally, and internationally.
Timeline: Nominations will be accepted during the month of June in even numbered years and may be submitted by faculty, administration, students, alumni, or as self-nominations. The recipient of the Faculty Award for Excellence

in Service and the recipient(s) of the Certificate of Distinction in Service will be announced at the beginning of September.

Faculty Award for Excellence in Scholarship

- Eligibility: All UI&U faculty with benefits.
- Criteria: The candidate has demonstrated a consistent pattern of excellence in scholarship through past and current publications, fellowships, scholarly presentations and papers, or other activities.
- Timeline: Nominations will be accepted during the month of June in odd numbered years and may be submitted by faculty, administration, students, alumni, or as self-nominations. The recipient of the Faculty Award for Excellence in Scholarship and the recipient(s) of the Certificate of Distinction in Scholarship will be announced at the beginning of September.

Procedures for Nominations and Decisions

- 1) Nomination portfolios shall include the following information: a) a letter of nomination explaining why the nominee is qualified to be recognized in this manner; b) the nominee's most current curriculum vitae; c) any documentary evidence in support of the nomination which may include up to three letters in support of the nomination; d) information regarding any other financial award or grant that has been received in support of the faculty member's work that forms the basis of this nomination; and, e) the identity of the persons making and supporting the nomination. Except for self-nominations, the portfolio should not include any confidential information. For self-nominations, confidential information such as a dean's reviews or peer reviews may be submitted in support of the nomination but any confidentiality in that information will be deemed to have been waived.
- 2) The nomination portfolios shall be submitted to FacultyHR.Committee@myunion.edu by January 31 for the teaching award and June 30 for the service or scholarship award. Only electronic submissions of portfolios will be accepted.
- 3) The Faculty Personnel and HR Committee will review the nominations and make a recommendation to the Faculty Council. The Faculty Personnel and HR Committee will also review nomination portfolios that were submitted over the past two award cycles for each of the three award categories provided that the original nominator(s) submits an updated nomination cover letter. The Chair of the Faculty Personnel and HR Committee will inform the nominator(s) of each previous nominee of the one-time opportunity to update the original nomination letter, and, optionally, the portfolio contents. The committee may recommend a winner, a list of finalists for the Faculty Council to consider, or may recommend that no award be given. The committee may also recommend that faculty members, who meet the criteria in the award category under consideration and whose nominations are supported by complete dossiers, be awarded a Faculty Certificate of Distinction in the respective award category. It is understood that the awarding of a Faculty Certificate of Distinction would not preclude that faculty member from nomination or consideration for future Faculty Excellence Awards.
- 4) Any HR Committee member nominated shall recuse him/herself from any consideration of that award. Likewise, at the Faculty Council level, any Faculty Council member who is recommended for an award shall not participate in any consideration of that award.

Recognition

The winner of the Faculty Award for Excellence in Scholarship and any Faculty Certificates of Distinction in Teaching will be publicly announced in early April and the winner of the award for scholarship or service and any Faculty Certificates of Distinction in Scholarship or Service will be announced in early September.

- 1) The two winners for the calendar year will be recognized at the annual university national faculty meeting in Cincinnati and presented with a plaque or some other physical memento of the award.
- 2) The winner of each award will receive a cash honorarium of \$1000.
- 3) A permanent wall plaque will be displayed at the UI&U headquarters in Cincinnati to identify and celebrate the award winners.
- 4) The awards will be presented by the President on behalf of the entire university.

Employment Standards

Please refer to [Union Institute & University's Human Resource Policy regarding Recruitment, Appointments & Employment Standards](#).

Benefits

For a detailed list and description of all benefits including medical, disability, retirement and life insurance, refer the links in the [CampusWeb, WINK group, in the Faculty Council, Benefits section](#).

Payroll Matters

Payroll is disbursed via direct deposit to the bank or credit union account of the employee's choice. Direct deposit and tax forms as well as faculty pay dates can be found in [CampusWeb, within the WINK group, in the Faculty Council, Payroll section](#).

Travel and Expense Reimbursement

In order to accomplish its mission, Union Institute & University has authorized its personnel to travel as part of their duties. Additionally, in the course of doing university business, employees will occasionally need to purchase supplies and incur other expenses. While encouraging employees to utilize the existing purchasing system, the university authorizes its off-site faculty and other employees to submit for reimbursement for necessary travel and supplies.

Reimbursement requests from UI&U personnel, on the Monthly Travel and Expense Report (MTER) form, will be honored when properly documented when the expenditures are in accordance with the guidelines included in the following regulations, and when the form has been signed by a VP/dean/director.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U travel and expense policy description](#) as well as for any UI&U forms relating to expenses and reimbursement.

Tuition Waiver

Tuition waivers for Union employees (including faculty) for academic programs are available as follows:

- Full time employees, 90% waiver

- Part time benefit eligible, pro-rata in alignment with appointment status
- After three years of full time employment, employee's spouse, registered domestic partner, dependent children, 90% waiver
- After three years of part time benefits eligible (or greater) employment, employee's spouse, registered domestic partner, dependent children, pro-rata waiver

The student must make satisfactory academic progress and must adhere to all academic policies, requirements and standards to remain eligible for the waiver.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U tuition waiver policy description](#) as well as to download the UI&U tuition waiver application form.

Leave of Absence

A leave of absence (LOA) is defined as an approved absence from work for a specified period of time of at least two weeks and not exceeding 12 months, for reasons as listed in the LOA policy. UI&U complies with all requirements of the Family and Medical Leave Act of 1993 (FMLA). The FMLA provides up to 12 weeks of unpaid leave for eligible employees to care for the employee's child after birth or placement for adoption or foster care, to care for the employee's spouse, son, daughter or parent who has a serious health condition, or for a serious health condition that makes the employee unable to perform his or her job. If an employee finds that he or she must be out of work for more than two weeks, he or she should contact the Human Resources department to determine if a LOA may be necessary.

The maximum amount of LOA time an employee is allowed to take in any combination of LOAs is 18 weeks in a 12 month period measured backward from the date an employee begins a leave (rolling period) except for military and sabbatical leaves.

Full time faculty members with at least six years full time employment may apply for an unpaid sabbatical for professional, public service, or research purposes. One sabbatical may be granted for each subsequent six year period of full time employment. Sabbatical leaves must be applied for at least eight months in advance of the LOA and may not be combined with any other type of leave. Sabbaticals are granted by the Vice President for Academic Affairs (Provost) in consultation with the Dean.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U leave of absence policy description](#) as well as the accompanying forms.

Harassment

Union Institute & University is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive or disruptive, including sexual harassment. Actions, words, jokes or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation or any other legally protected characteristic will not be tolerated. All employees will be subject to severe discipline, up to and including discharge, for any act of harassment they commit. The UI&U Human Resources policy regarding harassment avoidance contains definitions and examples of inappropriate conduct. Anyone confirmed engaging

in sexual or other unlawful harassment will be subject to disciplinary action up to and including termination.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U harassment avoidance policy description](#). The page also contains the interim policy on sexual assault and violence against women.

This latter policy, as revised, incorporates actions defined within the federal Violence Against Women Act (VAWA) of March 7, 2013, which include domestic violence, dating violence, and stalking, in addition to sexual assault. At UI&U, none of these actions will be tolerated, regardless of whether the victim is male or female.

The policy is classified as an interim policy, representing a good faith effort to comply with the new federal regulations.

Union Institute & University has a separate policy for students, called [Discriminatory and Sexual harassment](#). The university is committed to prevent and eliminate discriminatory and sexual harassment by encouraging faculty, staff, and students to report any concerns or complaints about sexual harassment.

Appeal of Adverse Action

In the employment relationship there are occasional instances when employees feel they are being treated unfairly. It is the policy of Union Institute & University that any dissatisfaction is dealt with promptly. It is expected that most problems or concerns of employees will be discussed and resolved informally between the employee and supervisor. A formal process, however, is available to those full and part time employees who have completed their initial orientation period and who feel they have received a formal disciplinary action unfairly or other action that has had an adverse impact. Employees are expected to use the appeal procedure reasonably and in good faith, and will not be treated in any way prejudicially for using it.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding the appeal of disciplinary or other adverse action](#).

Resignation

UI&U recognizes that there may be certain situations in which an employee must leave Union to realize their career goals, to relocate, or other reasons. It is hoped that no employee will leave dissatisfied without having first sought remedy by talking to his/her supervisor or to Human Resources.

In the event of a resignation, employees have the responsibility to notify their immediate supervisor in writing with as much advance notice as possible to permit transfer of work. Exempt employees should notify at least thirty days in advance of leaving. Non-exempt employees should notify at least two weeks in advance of leaving. Faculty should give as much notice as possible to enable a smooth transition for their learners. Vacation time or PTO may not be used in lieu of notice.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding resignation](#).

Lay-off and Reduction in Force

In the event of such situations such as reduced funding, reductions in tuition income, shifts in program loads, or other events that require reduction of staffing to ensure the financial viability of the university or any of its programs, a temporary or permanent reduction in the work force may be necessitated.

A temporary reduction in the workforce will be deemed to be a lay off. In a lay off situation, employees have recall rights as outlined in this policy. In a permanent reduction in force, employees are terminated without recall rights.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding lay off and reduction in force.](#)

Holidays and Vacation Days

The yearly holiday calendar lists all Union holidays and is closed for the holidays listed below:

- Founder's Day (first Friday in April)
- Winter Break (Christmas Eve day through New Year's Day)
- Martin Luther King, Jr. Day (third Monday in January)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (fourth Thursday and Friday in November)

A recognized holiday that falls on a Saturday will usually be observed on the preceding Friday. A recognized holiday that falls on a Sunday will usually be observed on the following Monday.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding holidays and vacation days.](#)

Jury Duty

UI&U encourages employees to fulfill their civic responsibilities by serving jury duty when required. All benefit-eligible part time employees and all full time employees will be paid the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding jury duty.](#)

Bereavement

Employees who wish to take time off due to a death should notify their supervisor as soon as they are aware of the need to take time away from work.

Up to 3 days of paid bereavement leave will be provided to part time benefit eligible and full time staff for immediate family and one day for extended family.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding bereavement.](#)

Release of Employment Information

Personal employee information will be considered confidential and as such will be shared only as required and with those who have a need to have access to such information. All hard copy records will be maintained in locked, secure areas with access limited to those who have a need for such access. Personal employee information used in business system applications will be safeguarded under company proprietary electronic transmission and intranet policies and security systems. Participants in company benefit plans should be aware that personal information will be shared with plan providers as required for their claims handling or record keeping needs.

If an employee becomes aware of a material breach in maintaining the confidentiality of his or her personal information, the employee should report the incident to a representative of the human resources department.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding release of employment information.](#)

Solicitation

In an effort to ensure a productive and harmonious work environment, persons not employed by UI&U may not solicit or distribute literature in the workplace at any time for any purpose.

UI&U recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods or any other periods in which employees are not on duty.)

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding solicitation.](#)

Smoking

In keeping with UI&U's intent to provide a safe and healthful work environment, smoking is prohibited in any university building and on any UI&U property whether owned or leased. The smoker must maintain a minimum distance from any UI&U building of 30 feet. Where there are state laws governing this issue that surpass the minimum requirement of thirty feet, the state law prevails and supersedes this policy.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding smoking.](#)

Use of Controlled Substances

The use, sale, transfer or possession of controlled substances or alcohol by employees creates a potential for harm and is not permitted on campus nor is an employee who has used such substances permitted on campus.

There may be employees who have problems involving drugs or alcohol and UI&U encourages these employees to use the internal and external resources available to help them. UI&U is supportive of rehabilitative efforts and will assist in any way possible if requested by the employee prior to any violation of this policy. Requests for

rehabilitation assistance will not preclude any disciplinary action for violations of this or any other policy.

If an employee has a medical condition or a substance addiction and has reason to believe the condition may impair attendance or work performance, he/she must notify his/her supervisor. Bringing forth this information for the first time during a disciplinary proceeding will not negate the disciplinary action from continuing.

Please refer to the Faculty Council page, within the [WINK group in CampusWeb for the full UI&U policy regarding the use of controlled substances.](#)

University Policies

Union Institute & University has a number of policies applicable to all students regardless of program, in addition to some policies that apply to students and employees. Most employee policies are published in the Human Resources Policy Manual and can be accessed within the [WINK group in CampusWeb under General University Policies.](#)

Drug & Alcohol Policy

Please see Union Institute & University's Program on Illicit Use of Drugs and Abuse of Alcohol at Faculty Council page, within the [WINK group in CampusWeb.](#)

For policies regarding individual state laws, please contact the UI&U Human Resources Office.