FACULTY HANDBOOK
2016-2017

The National Graduate School of Quality Management
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THE NATIONAL GRADUATE SCHOOL
OF QUALITY MANAGEMENT

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SECTION 1

INTRODUCTION

A. LETTER FROM THE INTERIM DEAN

May 1, 2016

Dear Faculty,

It is an absolute pleasure to welcome you to our NGS Faculty. On behalf of Academic Affairs, our Program Chairs, Dr. Patricia Murrin-Bachelor of Science Completion Program (BSc), Jack Kovalcik-Master of Science (MS), and Dr. David Braga-Doctor of Business Administration (DBA), administration, faculty, and staff we are excited to have you part of our team. Your role is a critical one, as you work directly with our adult learners who are enrolled in our programs. Thank you for accepting your role of teaching our students and advancing their knowledge with our NGS content in the specified course sequences for each program. While the needs of our learners and academic rigor vary from degree program, you will become acquainted with the course sequencing, content, resources, assessments, and the unifying common element of the Business Project for the BSc and MS Programs and Dissertation for the DBA.

We have determined that your expertise and professional work, as well as your experience in teaching others, matches our needs for instruction. Please be assured that we are here to assist you in learning about our NGS model, curriculum, and best practices to ensure effective instruction and support for student learning. You are required to complete faculty training sessions, follow the guidelines of auditing a course prior to teaching, and teach a mini lesson before being assigned a course to teach with us at NGS.

Academic Affairs is in the process of developing a new faculty mentoring program which extends institutional support for new faculty by creating a special, informal relationship with a senior, more experienced faculty member. This relationship will provide opportunities for new faculty to enlarge their circle of colleagues in a non-evaluative and non-threatening manner. The program will also provide new faculty members with a support person to answer questions and concerns about the teaching process from one colleague to another.

On behalf of the School, and especially Academic Affairs, we are excited that you are joining the ranks of our dynamic faculty here at NGS and we want to get to know you better. We have an open door, or perhaps we should say an open phone call, Skype, Facetime policy, and are here to support you with your teaching. Be sure to read my monthly Faculty Letters that are posted on the NGS Faculty page and sent to you through email as well. Please do not hesitate to reach out to me, your Program Chair or our amazing Program Directors (Ms. Pippi Sawyer for DBA and Maura Burke for BSc and MS) for your needs. Share your accomplishments with us and we will post the news on our website and social media to celebrate our faculty. Welcome aboard and I look forward to connecting with you soon.

Best regards,

Eileen C. Sullivan

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THE NATIONAL GRADUATE SCHOOL OF QUALITY MANAGEMENT

B. BACKGROUND AND HISTORY.

The National Graduate School of Quality Management (NGS) is an accredited degree granting institution founded in 1993 to provide comprehensive education in Quality Systems Management. NGS seeks to provide to experienced adult professionals higher education opportunities in their chosen discipline that will empower them to make significant, positive, rapid contributions to advance performance excellence.

The School's first program, Master of Science in Quality Systems Management (MSQSM), was initiated in response to the increasing requirements of the global marketplace, which has challenged US businesses to improve their competitiveness through quality products and services, and to reduce their costs through a systematic approach to process optimization. In addition, there has been a need for increased knowledge of leadership, strategic planning and team-building theory and practical knowledge. NGS has integrated these performance excellence values and concepts into a vital organic whole, which is unique, exciting, and important for organizations and the country.

In 2009, NGS added to its full spectrum of practical education programs:
>   Bachelor of Science Completion – Quality Systems Management*
>   Bachelor of Science Completion – Homeland Security*
>   Master of Science – Homeland Security*
>   Doctor of Business Administration – Quality Systems Management*

*Not available in Massachusetts

The National Graduate School main campus and administration center is located in Falmouth, Massachusetts. The facility consists of a 10,000 square foot handicap accessible building, located in an office park setting, includes a library with remote access capability, two classrooms, offices and computer workstations for students, faculty, and staff. Because the School is customer driven, classes are primarily given at branch campuses of varying distances from the operations center, and are selected based upon interest and presence of a critical mass of students. Previous sites have included: Bell Atlantic Corporate Education Center, State Street Bank and Trust, and Department of Defense locations.

C.   MISSION STATEMENT

The mission of The National Graduate School of Quality Management (NGS) is to provide educational programs which advance knowledge in the area of Quality Systems Management (QSM), to facilitate the codification of QSM "best practices," and to create innovative models with significant, enterprise-wide or national significance and application. NGS programs demonstrate performance-based achievements of its mission at every degree level through the degree "project" which must show tangible results to the NGS faculty and the employer or sponsor. We have required that students demonstrate their knowledge and the application of that knowledge in practical, work-related projects since 1993.

The National Graduate School of Quality Management (NGS) is a professional practice institution with a primary focus:

- To provide working adults with higher-level knowledge and understanding of the concepts, principles and tools of quality-based systems management for performance excellence.
- To graduate individuals with behavioral, analytic, customer service, and leadership skills to achieve tangible and measurable results for organizational performance excellence.
- To raise the overall understanding of quality-based systems management in the public and private sectors nationwide.
- To develop proponents and educators of quality systems management able to further understanding and application of the concepts, principles and tools.

The educational objectives of The National Graduate School of Quality Management programs are:

- To provide students, particularly working adults and other non-traditional students, with a business-related higher education that will empower them to make rapid contributions to for-profit and not-for-profit organizations.

- To engage students in a rigorous, exciting, challenging, theoretical and practical learning experience in a specialized curriculum that is uniquely centered in both management sciences and quality systems sciences, predicated on a teamwork approach, and incorporating a business project that requires measurable results.

- To provide highly qualified faculty who are practitioners with professional work experience as well as appropriate educational credentials.

- To provide students with the resources needed to interact with others clearly and effectively.

- To impart and demonstrate to students the aligned relationship of leadership management and a quality systems theme to ethical behavior.

- To facilitate degree offerings on an accelerated basis, consistent with managing curriculum delivery to the capacities of working adults.

- To furnish students with methods of inquiry.

- To subject the body of knowledge known as *quality systems management* to a process of continuous improvement derived from the application of that knowledge in the workplace and responses to research in the field.

- To seek and track achievements and evaluations of respondent alumni and sponsoring employers to assess the program's viability.

THE NATIONAL GRADUATE SCHOOL OF QUALITY MANAGEMENT

D. EDUCATIONAL OBJECTIVES.

The National Graduate School views educational objectives as paramount. These objectives are:

- To provide students, particularly working adults and other non-traditional students, with an exceptional level of knowledge in both theory and practical learning in the specialized area of *Quality Systems Management* which will empower them to make rapid contributions to for-profit and not-for-profit enterprises and provide them with a Master of Science Degree education.
- To engage students in a rigorous, exciting, challenging, theoretical and practical learning experience in a specialized curriculum that is uniquely centered in both management sciences and quality systems sciences, predicated on a teamwork approach, and incorporating a business project that requires measurable results.
- To maintain a highly qualified faculty sustained by professional management and quality systems experience as well as appropriate educational credentials.
- To provide students with the resources needed to interact with others clearly and effectively.
- To impart and demonstrate to students the aligned relationship of a management and quality systems theme to ethical behavior in business and all aspects of life.
- To assure degree offerings on an accelerated basis.
- To furnish students with methods of inquiry.
- To subject the body of knowledge known as *Quality Systems Management* to a process of continuous improvement derived from the application of that knowledge in the workplace, from faculty knowledge, and from research in the field.
- To seek and track achievements and evaluations of respondent alumni and sponsoring employers to equate the program's viability.
- To reach the status of "educator of choice" in *Quality Systems Management.*
- To encourage, support, and conjoin with students and with leaders of corporations, hospitals, and universities in applying for a National Quality Award for their organization, thereby offering our knowledge and assistance to others.
- To develop an exceptional and functionally effective level of knowledge in the dynamics and theory of teamwork and group interaction around both business projects and management leadership.

E. ADULT DELIVERY MODEL.

The majority of our NGS students are adult learners who are in the work force, older, and often balancing life roles with work and family. They are eager to advance their knowledge with a degree and make a difference as leaders in their organizations. Our faculty are trained to meet the needs of the NGS adult learner with information about the characteristics of the adult learner in the required training sessions. Additional readings and strategies to teach the adult learner are also placed in the Faculty Resource section on the NGS portal.

NGS' degree programs respond to a demand for, and are based on, an accelerated delivery model. The program content is also more inclusive than traditional programs

precisely because adult learners with significant work experience can quickly reach traditionally defined academic outcomes and learning objectives, a fact demonstrated nationally. Learning is accelerated outside of class through the use of self-directed study teams which meet regularly and which collaboratively discuss readings, written assignments, and various business project requirements.

SECTION 2

FACULTY INFORMATION

THE NATIONAL GRADUATE SCHOOL
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FACULTY INFORMATION.

There is a need for a focus on adult working professionals enrolled in our degree programs. Faculty must have contemporary work experience and practical achievements outside of the educational environment. All of NGS degree programs require faculty members to have experience and expertise in their areas of instruction.

In order to take advantage of the substantive experience brought to each course by the typical student, faculty members are carefully selected and evaluated. In the selection process, faculty must demonstrate their ability to meet the requirements of three different groups: regulatory agencies, students, The National Graduate School.

Given these complex requirements, faculty members are carefully selected from distinguished academic institutions and responsible positions at leading organizations throughout the United States.

A. MINIMUM ACADEMIC QUALIFICATIONS.

Faculty must hold the minimum of:
- Up to five (5) years instruction experience (corporate experience considered)
- Holds a Master's degree for Bachelor's and Master's level degree programs from accredited institutions; Doctorate degree for doctorate level degree programs from accredited institutions

B. FACULTY HIRING AND PROMOTION CRITERIA.
DESCRIPTION

An essential pillar of The National Graduate School is its faculty, who take primary responsibility for delivering education in Quality Systems Management and for contributing to academic policies about the curriculum. This emphasis on faculty has been a constant in the delivery of programs to students since 1993.

In assessing faculty credentials and encouraging professional development of faculty, The National Graduate School employs both qualitative and quantitative criteria that recognize faculty contributions to both the evolutionary body of knowledge and to pragmatic value that added to that body of knowledge.

In order to take advantage of the substantive experience brought by the typical student, faculty members are carefully selected and evaluated. Hiring is determined through faculty consensus, using the principles and practices of quality management. For example, it is the rule, rather than the exception, that potential faculty members are first brought to the attention of The National Graduate School by current or past faculty.

Ten Institutional Standards for Faculty Appointments

A distinguishing characteristic of The National Graduate School is that the majority of faculty teaching occurs at branch campus locations. It is an established practice,

therefore, that the faculty selection process in regard to professional qualifications is consistent for all faculty, whether at the main or branch campuses.

Three principles are applied to our process for selection of faculty. The process for selection and the decisions that are used for selection must be based upon:
1. The Mission of the National Graduate School
2. The Educational Objectives of the School
3. Customer Requirements and Feedback

Further, there are ten institutional standards for faculty selection, divided into a first phase of six standards and a second phase of four standards. All veteran and potential faculty members are examined according to the first phase of six standards.

The Ten Institutional Standards are:

Phase 1: Required of All Returning and Incoming Faculty
1) Subject Matter Expertise as evidenced by an earned degree in an appropriate field (minimum master's degree required, with doctorate preferred)
2) Publications and Research
3) Awards and Recognition
4) Practitioner
5) Contributions to Knowledge
6) Experience Teaching Adult Working Professionals

Phase 2: Required of All Potentially-Returning Faculty
7) Quality of teaching, as evidenced by end-of-course evaluations completed by students after every course;
8) Evidence of Improvement as evidenced by documented, relevant improvements that have been made in response to end-of-course evaluations;
9) Teamwork and cooperation with other faculty;
10) State-of-the-Art instructional capabilities as evidenced by heightened facility with electronic media, team and group software, and electronic communication methods which are required of students in classes taught by faculty. A detailed discussion of each standard and concrete examples of each area follows:

1. **INSTITUTIONAL STANDARD: SUBJECT MATTER EXPERTISE**
   DESCRIPTION: The National Graduate School requires an earned degree in an appropriate field (a minimum master's degree required, with doctorate preferred).
   Example: In the case of quality systems management, there are no earned doctoral degrees; thus, the degree may be earned in a directly

related field where possible, or an allied field where applicable. For example, the faculty teaching *Statistics* may have directly-related earned degrees in statistics; however, the faculty teaching a module of the course on *Contemporary Quality Theorists* may have related degrees in Management or Industrial Engineering; the faculty teaching *Team-Building* might have allied degrees in Organizational Behavior.

2. **INSTITUTIONAL STANDARD: PUBLICATIONS AND RESEARCH**
   DESCRIPTION: The National Graduate School requires either traditional research reported in refereed or trade journals or applications of quality management principles in original case studies and/or reports at conferences. Faculty members may also be involved in research in the field of QSM, Homeland Security, Health Systems or Environmental Quality Systems.
   Example: In addition to the voluminous materials available on Quality Systems Management through traditional scholarly formats, there are currently over one million pages in quality-related materials available on the Internet; some of this material is collected into specialized databases, e.g., the materials on benchmarking available through BenchNet. Consequently, given the range of publication possibilities, faculty may have published either articles in traditional venues or more specialized texts in industry-recognized publications such as *Industry Week* or the journal of the American Society of Quality, *Quality Progress*.

3. **INSTITUTIONAL STANDARD: AWARDS AND RECOGNITION**
   DESCRIPTION: The National Graduate School requires that faculty have received rewards or recognition for contributions to knowledge and/or practice in their fields of study.
   Example: Since 1987, there have been established diverse national, state, or industry awards, which recognize significant achievement in the field of quality management; chief among these is The Malcolm Baldrige National Quality Award.

4. **INSTITUTIONAL STANDARD: PRACTITIONER**
   DESCRIPTION: The National Graduate School requires that faculty have active, contemporary, and ongoing practical experience in the field of Quality Systems Management or Homeland Security. Because the discipline and the teaching of Quality Systems Management is unique to the National Graduate School, related fields are recognized for faculty, including Management Sciences, Statistics, Organizational Development, Applied Mathematics, and

other related areas. Faculty must also have either internal or external consultative experience.

Example: Students and alumni of The National Graduate School represent sixteen different market segments, plus the Department of Defense. Consequently, the faculty of The National Graduate School must also demonstrate a breadth of knowledge across diverse areas such as manufacturing, service, and health care.

5. **INSTITUTIONAL STANDARD: CONTRIBUTIONS TO KNOWLEDGE**

DESCRIPTION: The National Graduate School requires that faculty demonstrate tangible contribution to theoretical and /or practical knowledge.

Example: Faculty contributions may take the form of tangible implementations of quality theory, authorship of standards in a particular industry or market segment, authorship of case studies relevant to the field, authorship of software relevant to the field, or contributions to research employing electronic media such as the Internet.

6. **INSTITUTIONAL STANDARD: EXPERIENCE TEACHING ADULT WORKING PROFESSIONALS**

DESCRIPTION: The National Graduate School requires that faculty have current experience teaching adult working professionals. In addition, those professionals must have comprised the majority of student attendees, and not have simply made up a small percentage of a classroom. Working professionals are highly experienced and have considerable knowledge and ability to integrate various disciplines. In addition, they expect more from faculty and they are interested in both the theoretical side of learning and the practical side.

Example: Since the mid –1980's, The *Chronicle of Higher Education* has reported the substantial increase of adult working professionals in the student populations of many institutions, and the consequent need for faculty who have real-world experience to teach these professionals. The *Chronicle* has further reported the institutional difficulties which have arisen when faculty do not have a level of practical expertise which matches that of their students. Faculty at the National Graduate School have a range of from two to twenty plus years teaching such professionals; when possible, faculty members are selected and designated for a particular branch campus which is dominated by students from a particular organizational segment, such as health care, or government agencies.

7. **INSTITUTIONAL STANDARD: QUANTITATIVE EVIDENCE OF QUALITY OF TEACHING, AS EVIDENCED BY COURSE**

EVALUATIONS COMPLETED BY STUDENTS AFTER EVERY COURSE

DESCRIPTION: The National Graduate School requires that returning faculty have scored an average of 5.0 (on a scale of 7.0) on student evaluations during a period of one year.

Example: Students evaluate faculty at the end of every course on diverse items which demonstrate knowledge, effectiveness of teaching, and in-depth awareness of the Program's entire range of course requirements and reading materials. Faculty, administration, staff, and the Advisory Council continuously improve these evaluations, scoring methodologies, and results.

8. **INSTITUTIONAL STANDARD: DOCUMENTED EVIDENCE THAT RELEVANT IMPROVEMENTS HAVE BEEN MADE IN RESPONSE TO EVALUATIONS**

    DESCRIPTION: The National Graduate School requires that potentially returning faculty show a conscious plan of improvements relevant to the results of evaluations, and employ a central quality management practice, the Plan-Do-Check-Act cycle, to make those improvements.

    Example: The National Graduate School emphasizes collaboration for the common good among faculty, students, and administration. Consequently, evaluation results may suggest revisions to course materials, re-structuring of class discussions of case studies, and re-deployment of class meeting formats.

9. **INSTITUTIONAL STANDARD: COLLABORATION AND TEAMWORK**

    DESCRIPTION: The National Graduate School requires that potentially-returning faculty members continually cooperate with other faculty teaching the same course, and with other faculty within the relevant three-course cluster, and with the faculty-at-large.

    Example: Faculty members demonstrate by example the principles of quality management to their students through the constant practice of collaboration. Thus, faculty members agree by consensus on changes to materials, requirements, and teaching assignments before any individual takes action.

10. **INSTITUTIONAL STANDARD: RELATED PROFESSIONAL IMPROVEMENT**

    DESCRIPTION: The National Graduate School requires that potentially returning faculty show progress of heightened facility with the same electronic media, team and group software, and electronic communication methods that are required of students.

    Example: The National Graduate School has gradually raised the level of computer facility and Internet access required of all students;

this evolution was necessary to allow the maximum benefit of access to The Graduate School library and linked databases for students at branch campuses. In addition, faculty and administrative supervision of individuals and student team academic progress has been facilitated by the use of common team-and group software. In order to provide incentives for student progress, faculty agreed to require electronic research, and electronic presentation of media within their courses. It is now required that all faculty now use-email and list-servers to communicate with students and each other. The Director of Academic Affairs & Student Services, Project Faculty Leads, and The President of The National Graduate School are able to monitor, facilitate, and improve these exchanges.

C. FACULTY RANK AND STATUS

All faculty members at The National Graduate School share the same rank of "Instructor".

FULL-TIME	PART-TIME
CREDENTIAL REQUIREMENTS:	
Earned doctoral degree (all degree levels); Masters minimum for MS and BSc Program	Masters degree in appropriate discipline (MS & BSc)
Additional credentials or accomplishments (e.g. Master Black Belt; Baldrige Examiner Certification; or others, as appropriate)	Additional credentials or accomplishments (e.g. Master Black Belt; Baldrige Examiner Certification; or others, as appropriate)
TEACHING:	
Prescheduled teaching assignments	Prescheduled teaching assignments
SERVICE TO THE INSTITUTION:	
Administrative and committee work includes: curriculum development, program advisement, program oversight, cohort advisement, project or dissertation review and sponsored or independent research Faculty may participate in: - Professional service for the institution and representation of the institution before the public - Activities such as attending meetings, delivering reports and papers to professional organizations intended to advance the profession and accepting administrative offices	Not required, but can serve on a case-by-case basis

- Consulting service to and research for government or industry of such a nature as to enhance the prestige of the institution, vitalize one's teaching, and provide helpful contacts for students
- Service to the community through participation on local boards and committees
- Election to public office and service to other institutions, governmental bodies and to institutions maintained for the public benefit
- Institutional committee work such as the following: Project Faculty Lead, Dissertation Committee, Research Team, DBA Interview Team, Institutional Review Board, Curriculum Development Committee, Advisement Team, and Project Coordination

D.   FACULTY TENURE AND SECURITY.

Given the evolving needs of student customers and the dynamic nature of the field, there is no faculty tenure. However, The School recognizes the benefits to the institution and to the students of Faculty security. Such security is in keeping with the late Dr. Deming's emphases on "constancy of purpose." Consequently, all annual contracts, as approved, are guaranteed.

E.   FACULTY EVALUATION.

The National Graduate School of Quality Management (NGS) employs a five-faceted approach to assess its faculty members: self, student, Dean, Program Chair, and peer.
1. Self-Assessment-The self-assessment enables faculty members to examine themselves and reflect upon both their skill sets and professional development. Aspects of the evaluation are also designed to help faculty members assess their teaching style, objectives and accomplishments. The NGS Faculty and Self-Assessment and Evaluation Form is located in the NGS portal under Faculty Resources.
2. and 3. Dean-Program Chair -Throughout the year, Academic Affairs collaborates and evaluates faculty members. The department hosts DBA Dissertation meetings, Program Chair meetings, Project Faculty Lead meetings, newly-hired faculty training, current faculty training for updates, and course-specific training. The Dean observes faculty members onsite, online, and unannounced.

4. Student – End-of-Course Evaluations-Upon receipt of the End of Course Evaluations, Academic Affairs forwards a copy to each faculty member for their review and place a copy in the instructor's file. However, as issues are brought to the Dean's attention, they are addressed immediately and corrective action taken if deemed necessary.

5. The Peer Evaluation Process is being reviewed by Academic Affairs and a Fall 2016 implementation schedule will be shared late summer.

Teaching evaluations are reviewed to ensure faculty members are in alignment with NGS mission and are providing necessary tools, so students can produce work-related projects with tangible, measurable results. Results-NGS ensures continuous improvement through faculty evaluations and self-assessments regarding faculty who have taught at other institutions with a culture that may not emphasize structural standards, such as a centrally-controlled curricula and class participation (24-hour response time to students).

F.   FACULTY COMPENSATION.

I. Faculty Hiring and Termination Policy: General

Faculty are employed, retained, promoted and terminated through a scorecard of qualitative and quantitative performance metrics (see below) without regard to sex, sexual orientation, race, color, religion, national origin, ancestry, age, marital status, non-job related handicaps, Veterans disability and Vietnam-era service.   Faculty-related policies and practices are contained in or updated at:

- the Faculty Handbook (available in hard copy and Online),

- contracts

- required web-based training in the NGS Portal and degree-specific webinars for new and current faculty

- online and in person at regional and national faculty meetings

II. Faculty Classifications and Rank – (under review and final approval)

Since the institution's inception, all NGS faculty share the same respected status as "instructor." Through 2005, NGS faculty also shared the title of "lecturer." In 2006, in recognition of varying faculty achievements, NGS adopted a more detailed series of classifications included below in descending order.

Faculty Rank Designations

~ Professors ~

Full Professor – The educator must possess a national reputation and be recognized as an esteemed practitioner, with at least four (4) years practitioner and/or educator experience in his or her field. Publication in refereed journals or significant recognition such as "Senior Fellow" from leading organizations and employers is also expected. The possession of an earned doctoral degree from a fully-accredited institution of higher education is mandatory for all doctoral-level courses.

Associate Professor – The educator must possess a noteworthy reputation, with at least four (4) years practitioner and/or educator experience, and be recognized as a "Senior Fellow" from leading organizations and/or employers. An earned Doctoral Degree from an accredited institution of higher education is mandatory.

Assistant Professor – The educator must be recognized as an esteemed practitioner with at least four (4) years' experience and significant recognition such as "Junior Fellow" from leading organizations and/or employers. An earned Doctoral Degree is preferred; however, this rank may be "conditionally conferred" if the individual is near completion of a doctoral program (e.g. "all but dissertation," {ABD}) at a fully accredited institution of higher education.

~ Lecturers ~

Educators who possess the skills required of NGS faculty members but have not acquired the credentials and/or qualifications listed above will be designated as Lecturers. In keeping with standard academic practices, Lecturer rank designations are based upon the credentials an educator holds; the number of years the individual has served as a member of the NGS faculty; as well as the degree level at which he or she teaches. Lecturers will not teach at the doctorate degree level. All must have earned a Master's Degree from an accredited institution of higher education. The various designation levels are listed below:

Lecturer 5 – The educator must possess with at least four (4) years practitioner and/or educator experience as well as proven recognition from leading organizations and/or employers; have been a member of the NGS graduate-level faculty a minimum of three (3) years; and be assigned to teach in an NGS Master of Science degree program.

Lecturer 4 – Educator must possess at least four (4) years practitioner and/or educator experience, have served at least 2 years as a faculty member at an accredited institution of higher education, the K-12, corporate, military, or vocational education level, and be assigned to teach in an NGS Master of Science degree program.

Lecturer 3 – Educator must possess at least four (4) years practitioner and/or educator experience, possess a graduate-level degree and be assigned to teach in an NGS Master of Science degree program or an NGS Bachelor of Science degree program.

Lecturer 2 – Educator must possess at least four (4) years practitioner and/or educator experience, have served at least 1 year as a faculty member at an accredited institution of higher education, the K-12, corporate, military, or vocational education level, and be assigned to teach in an NGS Bachelor of Science degree program.

Lecturer 1 – Educator must possess at least four (4) years practitioner and/or educator experience, possess a graduate-level degree and be assigned to teach in an NGS Bachelor of Science degree program.

~ Senior Technical Expert ~

The individual must possess at least four (4) years practitioner experience and proven recognition from leading organizations and/or employers.

~ Guest Lecturer ~

The individual must possess at least four (4) years practitioner experience and proven recognition from leading organizations and/or employers.

~ Graduate Teaching Assistant ~

The individual must possess at least four (4) years practitioner experience and proven recognition from leading organizations and/or employers.

~ DBA Program Graduate Teaching Assistant ~

The individual must be actively enrolled in a graduate degree program in keeping with his or her area of study.

III. Faculty Assessment: History and Development

Originally highly focused on the "practice" orientation of the curriculum and the insistent need for action-oriented research, faculty assessment criteria have evolved in parallel to the maturation of QSM as a body of knowledge and best practices. As NGS curricula have expanded and web-enabled databases have made current research immediately accessible, the results of the BBP, MBP and DDP have become more central to NGS academic reputation, and faculty knowledge has deepened. Consequently, faculty assessment criteria have evolved to include a more dynamic balance between traditional measures of the Academy and the contemporary focus of NGS.

IV. Faculty Assessment Criteria:

A scorecard of assessment criteria are utilized for assignment of faculty rank and promotion. Leading criteria are summarized below. Unique achievements may also be considered at the suggestion of the Head of Academic Affairs.

Advanced Degree:

Faculty in all categories must have an earned degree in an appropriate field (minimum master's degree required, with doctorate preferred where available). Although there are no current QSM doctoral degree programs, the degree may be earned in a directly related field where possible, or an allied field where applicable. For example, the faculty teaching *Six Sigma Applications* may have directly related earned degrees in Statistics; however, the faculty teaching a module of the course on *Contemporary Quality Theorists* may have related degrees in Management or Industrial Engineering; the faculty teaching *Team Building* might have allied degrees in Organizational Behavior.

Advancement of the Body of Knowledge or Best Practices through
Public Service:
Numerous states and the National Institute for Standards (NIST) recognize significant achievement in the field of quality management; chief among these is The Malcolm Baldrige National Quality Award (MBNQA).

Awards and Recognition for Practice:

Faculty may also be commended for implementation of QSM principles by organizations such as the federal Excellence in Government.

Practitioner Subject Matter Expertise:

All faculty members must have active, contemporary, and ongoing practical experience in the field of quality systems management. Faculty must also have either internal or external consultative experience. Students and alumni of The National Graduate School represent sixteen different market segments and the DOD. Consequently, NGS faculty must also demonstrate a breadth of knowledge across diverse areas.

Practitioner Awards by Benchmark Organizations:

Practitioner recognition accrues to individuals because of their organization-wide practical process improvements and contributions and may be reflected in such designations as Senior and Junior Fellow.

QSM Innovation Awards for Service in the Public Interest:

Recognition for service in the public interest may include esteemed service during times of national emergency such as weather or terrorism-related responses or preparation. For example, the United States Coast Guard recognized NGS graduates and faculty for QSM-related processes deployed during Hurricanes Katrina, Rita and Wilma.

Experience Teaching Adult Working Professionals:

All faculty evidenced by actual, not simply supervisory or theoretical, and current experience teaching adult working professionals. Since the mid -1980's, The *Chronicle of Higher Education* has reported the substantial increase of adult working professionals in the student populations, and the consequent need for faculty who have real-world experience to teach these professionals. The *Chronicle* has further reported the institutional difficulties which have arisen when faculty do not have a level of practical expertise which matches that of their students. NGS faculty has a range of from five to twenty plus years teaching such professionals.

Demonstrated Modeling of NGS Values:

Faculty demonstrates NGS values, e.g., teamwork that results in student progress, e.g. the faculty Customer-Supplier Chain.

Publications and Action-Oriented Research:

NGS faculty has an established history of publishing articles and texts related to QSM. Numerous NGS faculty have authored texts currently used as "standards" in NGS curricula. Publications may occur in refereed journals or in internal communications such as newsletters by their employers.

V. Faculty Distinction Awards:

NGS bestows up to twenty annual awards of $500-$1,000 to faculty whose achievements during the preceding year merit special recognition. The Distinction Award performance measures are referenced below.

"Distinction" Category	Activity	Examples
Teaching	Practical, organized presentation of material.	Consistent scores on student evaluations over 5.5 out of 7.0
Project Management/Mentoring	Methodical, timely mentoring. On-time completion of projects.	Projects noted by sponsors, e.g. USCG Innovation Conference

Research/Publishing	Innovative, ground-breaking research that is published and or presented at recognized conferences.	Research/publishing noted by juried publications, esteemed publishers, et al.

The Distinction Award and Application Process

Award	Application Process	Deadlines & Award Dates
Teaching	Award candidates may self-nominate or be nominated. Online forms available from Academic Affairs.	App. Deadline: May 1 for award as of September 1 of the same year. Awards sent by Thanksgiving of same year.
Project Management/Mentoring	Award candidates may self-nominate or be nominated. Online forms available from Academic Affairs.	App. Deadline: May 1 for award as of September 1 of the same year. Awards sent by Thanksgiving of same year.
Research/Publishing	Award candidates may self-nominate or be nominated. Online forms available from Academic Affairs.	App. Deadline: May 1 for award as of September 1 of the same year. Awards sent by Thanksgiving of same year.

VI. Faculty Compensation Scale

Faculty Compensation is set according to accepted academic practice, which compensates according to a pre-established, equitable scale. In order to align the institution with traditional academic practice, all faculty members after January 2006 are compensated per course and determined by rank as referenced above. Note that in instances where class size does not typically warrant cohort launch, lower compensation will be offered at the discretion of NGS. If faculty members are not teaching an entire course, NGS may offer compensation per module.

Compensation may also be offered for course development. All faculty members receive contracts guaranteeing them compensation for teaching or equivalent work such as Program Chair, advisement, Project Faculty Lead, project coordination or course development.

****DRAFT Faculty Per-Course Compensation and Curriculum Scale****

Doctorate Level Programs

Candidates are eligible for faculty designation compensation at the Doctoral Level if their credentials include an earned doctorate-in-hand, terminal degrees in their relevant areas of expertise, at least four (4) years practitioner and/or educator, and they have achieved full professor or associate professor status. Educators will be compensated as follows:

Full Professor	$2,900 (8-wk program)
Associate Professor	$2,500 (5-wk program)
Assistant Professor	$2,300 (less than three years' experience at NGS)

Master's Level Programs

Candidates are eligible for faculty designation compensation at the Master's Level if their credentials include a minimum of a Master's Degree; all but dissertation (ABD), or doctoral project completed. At least four (4) years practitioner and/or educator experience helps determine the appropriate category, e.g. assistant professor or Lecturer, Level 5 or Level 4. Educators will be compensated as follows:

Assistant Professor	$2,200
Lecturer 5	$1,800
Lecturer 4	$1,500

Bachelor of Science Degree Completion Level Programs

Candidates are eligible for faculty designation compensation at the Bachelor's Degree Completion Program Level if their credentials include a minimum of a Master's Degree; all but dissertation (ABD); or doctoral project completed. At least four (4) years practitioner and/or educator experience helps determine the appropriate category of Lecturer Levels 1 through 4. Educators will be compensated as follows:

Lecturer 3	$1,200
Lecturer 2	$1,000
Lecturer 1	$ 950

Senior Technical Expert	Varies with Experience
Guest Lecturer	Varies with Experience
Project Team Member	$300

Graduate Teaching Assistant:

Current Student	Tuition Discount
Faculty Member	Stipend

Project Phases courses:

Doctorate level – DDP I-IV (full semester)	$2,900
Masters level – MBP I-IV	$1,500
Bachelors level – BBP I-III	$1,200

DBA Chair:

Dissertation Hours courses weeks) (formerly Independent Study series)	$350 per student ($50 hour for 1 hr/eight
DBA dissertation courses (5 wks)- (prior to new 30-mth program)	$250 per student
DBA program (2-year) installments	$2000 entire program, to be paid in semester
DBA Program (30-mth) installments	$2500 entire program, to be paid in semester

Dissertation Committee Members:

DBA Program (24- and 30-mth) $250 for proposal defense of chapters 1-3; completed rubric and feedback, attendance at defense
DBA Program (24- and 30-mth) $300 for oral defense of full chapters 1-5; completed rubric and feedback, attendance at defense

Enrichment DBA onsite classes:

Scheduled Course Faculty	$300
Auxiliary Faculty	$400

Curriculum:

Course Development $1000
(Syllabus; eight lesson slides; eight discussion board questions; Build Guide)

Course Revision (DBA) $750

(Syllabus; eight lesson slides; eight discussion board questions; Build Guide)

Course Revision (BSc and MS) $500
(Syllabus; five lesson slides; Build Guide)

G. FACULTY MENTORING AND TEAM TEACHING

Faculty
At NGS, Faculty remains a vital means for achieving project results. Trend data from student surveys for over a decade has listed "faculty practitioner experience" as second only to a "degree in quality systems management" as their reason for choosing NGS.

Strategic Plan
NGS has offered the Master's degree in QSM and certificates in QSM-related subjects such as Six Sigma and Homeland Security. These certificates are considered by NGS to be certificates of advanced graduate standing. In fulfilling its role as a national benchmark, NGS offers QSM-related degrees at the Doctoral (D.B.A.) and Bachelor of Science Degree Completion level in Fall 2006 with students matriculating January 2007.

Accreditation and the Faculty Role
Accreditation requires that Faculty who teach at NGS must have a minimum of a Master's Degree. Faculty in doctoral level programs must have a doctorate in hand or be actively pursuing a doctoral program at NGS and so may be considered a "graduate teaching assistant." In such cases, senior faculty assigns grades.

Before granting NGS its expanded degree-granting authority, accreditors require that NGS demonstrate its capacity to provide properly credentialed faculty to meet its expansion.

Research
In accord with its mission, NGS emphasizes action-oriented research, that is, applied research, in its curricula and among its faculty. The Master Business Projects accumulated over a decade, along with Bachelors Business Projects and Doctoral Dissertation Projects, are examples of undergraduate and graduate level research by students as supervised by faculty. Electronic research is incorporated into all degree-level courses.

Faculty Mentoring and Team Teaching
NGS has been preparing to meet expanded faculty needs through an ongoing process of:
a) faculty nominations b) mentoring through one-on-one guidance and team teaching c) supervision. NGS has implemented the following programs:
1) Faculty Supervision
The supervisory function currently assumed mainly by representatives of the faculty infrastructure will be more actively assumed by Faculty Project Lead and

Project Coordinators. This responsibility will be called out explicitly in the contracts.

2) Faculty Mentoring

Faculty mentoring will be achieved mainly through mutual and collaborative peer advisement. Faculty members will serve on the Mentoring Committee and assist as directed by Director of Academic Affairs and Faculty Recruitment.

    a. During the same course at the same location

    b. During the same course at different locations

    c. As an ongoing part of the faculty customer-supplier chain, that is, faculty teaching different courses sequentially.

3) Team Teaching

Team teaching is an honored tradition and an integral part of NGS faculty practice. Informal team teaching occurs often as faculty observe each other's teaching , offer suggestions and contribute varying amounts of lecture, analyses or example. Shared responsibilities include:

    a. teaching pre-agreed modules within courses

    b. sharing pre-agreed responsibilities, e.g. final grade assignment

4) Compensation for Team Teaching and/or Mentoring

Compensation is derived from the categories for faculty rank and the division of labor as to course duties.

H. ACADEMIC FREEDOM AND COLLABORATION.

The School supports the academic freedom of its faculty members, who are recognized practitioners in their field, and encourages faculty members to introduce new ideas and creative insights into their teaching. However, in order to demonstrate the collaboration that is at the heart of Quality Systems Management, and to lead by example the team achievements required of students, faculty members balance academic freedom with consensus on syllabi, course objectives, and course deliverables. Thus, faculty who teach each course agree with their colleagues on uniform course outlines which are distributed to students in advance of each course, and which are uniform at all sections. By using standardized curriculum, NGS is able to effectively assess student learning outcomes.

I. ETHICAL AND PROFESSIONAL CONDUCT.

The School requires the highest standards of ethical and professional conduct from its faculty members.

J. FACULTY POLICIES AND RESPONSIBILITIES.

As role models for students studying and applying the principles of Quality Systems Management, faculty members are expected to:

1. Understand and embrace the School mission.
2. Understand that teamwork and collaboration are the central focus of every course.
3. Foster student achievement in the areas of teamwork and collaboration.

4. Understand and apply the Malcolm Baldrige National Quality Award Criteria and diligently apply all quality management principles and practices.

5. Know the School academic standards and guidelines.

6. Facilitate the application of theory to the practical world of Quality Systems Management and Homeland Security

7. Continually contribute to the practical body of knowledge by way of publication, consultation, or active deployment of organizational quality plans.

8. Create a professional, yet informal, learning environment where students and faculty have a free exchange of ideas, enabling the adult student to become a contributing member of an effective team.

9. Read the required material and complete training as outlined in the contract.

10. Follow the module for the course using the format and activities provided.

11. Submit proposals for course changes to the Dean of Academic Affairs and/or Chief Academic Officer, who will make recommendations to the group of faculty as a whole.

12. Collaborate with the fellow members of faculty teaching the same course.

13. Review student information received via Course Hand-off Form from the faculty member of the previous course prior to the start of class.

14. At the conclusion of the course within 72 hours fill out a Course Hand-off Form and forward to the incoming professor.

15. Maintain published class hours. In the case of changes due to emergencies, notify the Site Coordinator, Dean of Academic Affairs & Faculty Recruitment.

16. Make reasonable accommodations outside of class to meet or talk with students to answer their questions.

17. Provide a careful review, evaluation, and timely feedback on student work.

18. Submit grades within six days after the last class.

19. Attend scheduled faculty development meetings, graduation, and the annual President's Conference on Performance Excellence.

Use of Standard NGS Signature Block. All faculty members will use the standard NGS signature block when communicating within the NGS community. The standardized signature line promotes the NGS brand and conveys an affiliation with the school. Business and personal signature blocks are prohibited when working on behalf of the institution. For example,

> Professor <Faculty Name>
> Faculty
> The National Graduate School
> <phone number>
> <name>@ngs.edu
> www.ngs.edu
> *SUCCESS YOU CAN MEASURE*

When communicating with students outside of the learning management system, all faculty members are required to use their assigned NGS email address. Personal and business e-mail addresses are prohibited.

Classroom Engagement, Grading, and End of Course

Faculty must abide by the syllabus and cover the specified material. You are free to supplement/enrich but only if this can be done without compromising the syllabus. Changes to the content of the course, including syllabus, assignments, grading criteria and coursework weighting are strictly prohibited. The Portal classroom structure must also be maintained as it was uploaded. However, faculty may add folders or items for supplemental material, lecture notes, etc.

If supplemental material is added to the Course Materials: do not post copyrighted material as this would violate the distribution laws for copyrighted work; if it's from an internet source, provide the link for students to access and download it privately.

In the spirit of continuous improvement, we welcome your course comments and ideas; please contact your Program Chair.

The list below specifies policies that faculty must follow. Periodic auditing of the classroom will be performed by Academic Affairs. Faculty will be advised of any lapses in following these policies, and along with student evaluations, will be included in faculty assessment and development reviews. Our goal is to provide consistency in teaching within NGS.

Preparation for your first class/webinar:

1. *Review classroom before student access*: When you are notified by Tech Support that the classroom is ready, review it at least **2 weeks** before the scheduled class. Email the Program Chair as soon as possible if anything looks incorrect or missing. Once the classroom is deemed ready by you, students will be given access.

2. *Post a short BIO in the folder* "About your Professor"

3. *Modify posts to show your name*: When a course is uploaded, any posts (such as discussion questions, assignment instructions) will carry the name of "NGSfaculty", Program Chair, or course developer name. The current Learning Management System, Jenzabar, does not facilitate labeling the posts with the upcoming instructor name. You can however cut and paste these into NEW posts so your name is associated with them, and then delete the former post.

4. *Post a Welcome message.* Include the GoToMeeting link at least ONE week in advance of the first class date. Send your welcome and link via email as well.

5. *Notify Academic Affairs that the classroom is ready for student access. Ideally students should access the classroom at least one week or more before the first webinar.* However, they should be instructed not to submit work, including Discussion posts, before the course starts.

6. *Review the Course Hand-off* Form from the faculty member of the previous course prior to the start of class (located in your cohort's Orientation Course under "Faculty Handoff").

GoToMeeting Scheduling - Tips

"Subject Field": Enter Course Number, Cohort Number and Description
Example : QSM 566 (O)-914 MS – Master's Business Project III

Check Box – Recurring Meeting to use same "login" for each class webinar during the course. DO NOT require a meeting password.

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Classroom Engagement

1. Hold weekly webinars per the schedule; maintain published class days and hours. If, due to extenuating circumstances, a particular webinar day or hour must change, do so only if all students agree.
2. Record the webinar and upload it to the NGS FTP site **within 24 hours**, even if all students were in attendance. Instructions are provided under Faculty Resources.
3. Respond to student questions (posted in "Ask the Professor") **within 24 -48 hours**.
4. Be active in the *Discussion Forum* (see below)

Discussion Forum Engagement

In online course delivery, it is critically important, and required, that faculty interact with students regularly within the Portal classroom. Faculty are expected to check into the classroom throughout each week, to respond to posted student questions, and engage in the discussion(s) of the week.

1. Post a thought-provoking discussion topic each week (some may be provided for your use).
2. If discussion topics are posted in advance of the relevant week, ensure that students do not respond until that week (unless there are approved extenuating circumstances). We prefer to have students engaged in "real-time" with their classmates.
3. Encourage students to think reflectively, critically. Superficial responses are not acceptable.
4. Have students adhere to the due day for the post as communicated by the faculty and/or the syllabus.
5. Visit the Discussion Forum at least **four times during the week.** As we expect of our students, post a value added comment on about 25% of students every week. Choose different students each week when you reply so that all students get a personal reply at

least once during the course.   In some cases, ask a follow-up question to obtain more content from the student or to promote critical thinking.

6.   Ensure students understand what constitutes a value added post and reply to peers. A grading rubric is available for student and faculty use.

7.   Grade each week's discussion/replies by the student within **6 days**. A Grading Rubric is provided as an Excel document for your use.

Acceptance of Late Assignments or Discussion Posts

Please ensure students are aware of the late policy. The National Graduate School recognizes that adult learners have work, family, and community obligations, in addition to their program of study. However, abiding by due dates is an important aspect of time management.

Late work will not generally be accepted. Students with acceptable extenuating circumstance should notify the course instructor in advance by email before the assignment is due to make alternate arrangements and to obtain possible make-up work assignments.

Discussion posts: A small extension (1-2 days maximum) for your initial post of the week may be acceptable under extenuating conditions, at the discretion of the Instructor. An extension must be requested in advance of the due date. However, no posts are accepted after Day 7 (Monday) of the class week, as by then the discussion forum is officially closed and a new week's discussion has begun.

Assignments: Approval of a request for a small extension is at the sole discretion of the Instructor and depends on the circumstances. A request must be emailed prior to the assignment due date; approval (or not) must be emailed to the student along with any potential points penalty for late assignments. Students who post late without notifying the instructor will have points deducted, at the discretion of the instructor.

Grading and Feedback

1. Grade assignments within **6 days** of their due date. Provide text feedback as well as the grade and post the grade in the Portal. Rubrics are recommended and are available in the Orientation course.

2. Grade each weekly discussion within **6 days**: a Discussion Rubric is available for grading and comments to students. A private email to the student with the attached rubric is recommended.

3. Post the assignment grades within Coursework of the Portal within **6 days**. This allows students to track their achievement and progress throughout the course.

4. Post the mid-point Participation/Discussion grade in Coursework, at Week 3, or Week 2 if a 4-week course.

At Course Completion

1. At the conclusion of the course, **within 72 hours**, fill out a Course Hand-off Form and post it to the Cohort's Orientation course Faculty Handoff area.
2. Students are required to complete the *End of Course Evaluation*. Remind them in the last class, or before.
3. Submit grades within **6 days** after the last class of your course(s).

K.   PROGRAM CHAIRS AND FACULTY LEADS.

As senior faculty members in the application and theory of Quality Systems Management, Homeland Security, and/or Health Systems, Project Faculty Lead members are expected to:

1. Lead initiatives in faculty collaboration.
2. Assist in efforts to design courses and degree programs.
3. Contribute actively to the knowledge of the theory and practice of Quality Systems Management, Homeland Security, Health Systems and/or Environmental Quality Systems.
4. As the resident expert in the academic body of knowledge known as Quality Systems Management make recommendations to the Director of Academic Affairs & Faculty Recruitment and/or Chief Academic Officer on matters related to curriculum expansion, revision, and completeness.
5. Function as team leaders and work with the chairs of the curriculum and faculty development committees.

L.   FACULTY PROFESSIONAL DEVELOPMENT.

The School encourages professional development by faculty members through a combination of grants and incentives that advance either the body of knowledge or the practice of Quality Systems Management, Homeland Security, Health Systems and/or Environmental Quality Systems. Grants available for faculty include funds for attendance at professional conferences, and individual awards for teaching and contributions to technological collaboration between faculty and students.

Faculty members requesting funding for professional development opportunities should submit an application to the Dean of Academic Affairs & Faculty Recruitment and/or Chief Academic Officer, who will, in turn convey the request to the Faculty Development Committee. The application should include the specific nature of the opportunity (i.e., conference, coursework, etc.), the cost, and a description of how the opportunity will benefit the faculty member, the Program, and the mission of the Institute.

M.   FACULTY GRIEVANCE POLICY.

Any faculty member who believes he/she has been unfairly discharged or denied advancement should contact the President's Office for appeal procedures.

Faculty Appeal Process.

Send a letter to Attention: Academic Appeal Process c/o Office of the President (the full address is below) requesting a review by the senior academic authority of the School

(Chief Academic Officer) regarding the faculty assignment. The letter should include the following information:

- Date (s) of original assignment (s); if more than one instance is at question, they must be addressed in individual appeals; dates in the same course may be addressed in the same appeal;
- Location (s) of original assignment (s); if more than one instance is at question, they must be addressed individually. The letter should include the following information: Date (s) of original assignment (s); if more than one instance is at question, they must be addressed in individual appeals; dates in the same course may be addressed in the same appeal; Location (s) of original assignment (s); if more than one instance is at question, they must be addressed in individual appeals; dates in the same course may be addressed in the same appeal;
- A copy of any communication from the National Graduate School regarding the change in teaching assignment;
- Statement as to why the appeal is being made.

All such appeals are reviewed during the first week of the first month following the receipt of the appeal. The senior academic authority responds in writing during the first week of the first month following the appeal review. All correspondence regarding the appeal should be sent to the following address:

Academic Appeal Process
C/O Office of the President
The National Graduate School
186 Jones Road
Falmouth, MA 02540

N.   FACULTY GOVERNANCE.

Article I - Purpose

The faculty working in conjunction with the Administration and the Board of Trustees furthers the mission of The National Graduate School by contributing the viewpoint of its members.

Accordingly, the faculty discusses, deliberates on, and makes recommendations to administration regarding matters pertaining to the area of their special competence and expertise. It is the responsibility of administration to bring the recommendations to the External/Internal Advisory Councils. Major areas of concern include: curriculum development and evaluation, requirements for degrees, standards of performance and professional behavior, evaluation and development of instruction, academic freedom, and any such matters as may pertain directly to the academic mission of the School. Although the deliberations, resolutions, and recommendations of the faculty members are not binding on the Administration or Trustees, they are considered as supportive of the long-range goals of the School.

Article II - Membership

The faculty is defined as all those holding annual or adjunct appointments.

Article III - Meetings

Section 1.   Regular Meetings: The annual Return on Quality Conference and Graduation.

Section 2.   Special Meetings: Special meetings of the faculty may be called by any faculty member. Special meetings may be conducted via electronic means

Section 3.   Quorum: A quorum of five members of the faculty shall be necessary to conduct business at a meeting of the faculty. Statements and votes will be accepted either in person or by proxy.

Article IV - Recommendations

The faculty shall meet with appropriate School officials as soon as feasible to discuss recommendations proposed by the faculty.   The decision pertaining to the recommendation shall be reported at the next faculty meeting.

Article V - Committees

Section 1.   Curriculum Committee

a. Membership: The committee shall be composed of the following voting members: two (2) elected members of the faculty and the Chief Academic Officer, ex-officio.

b. Term of Office: The term of office for elected members shall be one year.

c. Duties

• This committee shall advise and assist the Chief Academic Officer in developing, evaluating, and maintaining a curriculum and academic standards so constructed as to best attain the objectives of the School, and to provide for the needs of the students.

• This committee shall function as the faculty representatives on a committee made up of faculty, students, and administrators, whose function is to choose annually an individual to be recognized for advancing the body of knowledge in Quality Management Systems. It is expected that the Curriculum Committee will be prepared to recommend candidates for this annual award.

Section 2.   Faculty Development Committee

a. Membership: The committee shall be composed of the following voting members: Three (3) elected faculty members.

b. Term of Office: The term of office for elected members shall be one year.

c. Duties: To encourage and provide opportunities for the professional development of the faculty.

• To solicit, review, and recommend applications from faculty wishing to attend conferences related to faculty development, if common funds are available.

• To work with faculty, Director of Academic Affairs & Faculty Assignments and the Chief Academic Officer to develop and continuously improve performance appraisal criteria for faculty.

- To review faculty research and grant applications, and to make recommendations to the Director of Academic Affairs and Faculty Recruitment and Chief Academic Officer for annual award recipient(s).

Section 3.   Faculty Grievance Committee: Membership: The committee shall be composed of three (3) faculty members.

a. Term of Office: The term of office shall be one year.

b. Duties: To hear appeals by faculty members who have been terminated for cause or who believe that their academic freedoms have been infringed, and either affirm the administration's decision or recommend that the decision be re-evaluated.

- No member shall be involved in hearing a case in which he/she has been in any way previously involved.

Article VI - Amendments

The document, which details the structure of the faculty governance, may be amended as follows:

A written petition to amend must be signed by at least three members of the faculty. The petitions shall be specific and complete in all details in order to provide for the continued clarity of the document, if adopted. The petition may be amended during the special meeting only if the substance and intent of the original petition is not altered by said amendment and the language of the amendment is consistent with the document. A two-thirds majority of the faculty voting (either in person or by proxy) shall be required to adopt a petition to amend.

O.   NGS PORTAL-JENZABAR.

NGS Portal is comprehensive e-learning software that delivers a course management system. NGS Portal through the Jenzabar software enables faculty and students to communicate and collaborate through real-time chats, threaded discussions, e-mail and online file exchanges. It allows instructors to create, deliver, and manage web-based components for courses. It can be used to add online elements to a traditional course, or to develop completely online courses with few or no face-to-face meetings. Faculty can also do all their grading within the NGS Portal-Jenzabar system. Within NGS Portal, students can retrieve and submit assignments, participate in discussion groups, take assessments online and view grades.

P.   INTUIT QUICKBASE.

Quickbase is the web-based database used to store Bachelors Business Projects ("BBP"), Masters Business Project ("MBP") and the Doctoral Dissertation Project ("DDP").

The purpose of this secure web-based database is to assist students as they progress through their programs and apply their knowledge to their BBP, MBP or DDP projects. Once BBP and MBP teams are formed, they will be granted access to the system. The same applies for doctoral students. It is expected that a team designee will log into the database periodically and update the team's record with new information as it becomes available. Project Faculty Leads will have access to the student's records for supervisory

purposes. Student teams cannot view any records but their own. Every team will be required to have the team record and/or individual record completed prior to the end of last course in the program. By adding thorough answers to all of the fields in the Tracker, teams are assured they aren't missing critical information that should be included in every well-executed project.

Q.   DEGREE SPECIALIZATION.

Degree specializations comply with the established curricular format and degree nomenclature of the degree program in which the student is enrolled. Specializations are limited to areas within the range of NGS institutional expertise and mission. Such specializations include:

- Homeland Security
- Health Systems
- Six Sigma
- Others by formal permission of faculty

Students may establish degree specializations by formally petitioning the juried review faculty before the onset of gate 1 (usually the final course at the end of the first semester). Degree specializations may be permitted by faculty if they can be shown to comply with the following:

- Project incorporates area of specialization
- Directed faculty research and readings connected to the Project
- Project Champion is a recognized expert in the area of specialization
- Directed or Assigned case studies and other faculty-approved materials
- All "team" members must be working on the same area of specialization

Questions regarding specializations should be directed to the Office of Academic Affairs or to the Office of Student Services.

SECTION 3

ACADEMIC POLICIES

A.   ATTENDANCE POLICY.

The NGS believes that active, significant class participation is a necessary part of both the learning and the teaching environments. In addition, many NGS students receive federal or other subsidies, which require regular attendance and which also require that the School attest to the student's presence. School faculty is advised that it is their responsibility to document attendance and provide an attendance record to the Keeper of Records at the completion of each course. Consequently, both the faculty and Administration support the policy that part of the course final grade is based on class participation. The School makes students aware of this responsibility and states it in specific course-related documents such as course syllabi. As adult, experienced professionals, students are responsible for attending all classes regularly and punctually.

Potential and current students are responsible for notifying NGS of any known conflicts which may prevent them from attending class. If known, this should be done during the application phase since, by the nature of the cohort class, a student enters and graduates with his/her cohort. There is no provision to drop and re-enter the same cohort at a later time.

Make-Up Work

Each module of each course has assigned work to be completed as a partial substitution of class attendance. These assignments are uniform wherever NGS teaches the course and are available through Blackboard. However, in certain classes, class participation cannot be made up and class absence will have a negative effect on the final course grade. All such instances will be noted in the grading and evaluation section of the course syllabus.

Absence from Class Without Notification

Absence from class without notification will result in a grade of 'Incomplete' or a grade reduction. Students who must leave class early must inform the instructor when they are leaving and the reason for the departure and make arrangements to make up missed work. Absence from a class does not excuse a student from missed coursework. When a student makes contact with the instructor, the instructor is expected to inform the student of outstanding course requirements; however, the instructor is not expected to repeat material that a student missed because of the student's absence from class.

Absence as a Result of Inclement Weather or Personal Situation

Occasional class absence or tardiness due to inclement weather or an unavoidable personal situation is excusable if students perform required make-up work. Students should check the NGS Inclement Weather and Special Notification Hotline at 1-800-838-2580 for special postings. If class is not cancelled, but conditions prevent you from getting to class, notify your professor immediately for the make-up assignment.

Chronic Tardiness or Early Departures from Class

From long experience with the accelerated program format, NGS knows that students benefit from constant and full attendance. NGS faculty and staff work actively with students to assist learning which is interrupted by special circumstances. Students who exhibit chronic tardiness to class or a pattern of leaving class early will receive a failing grade, academic probation, or both. Students on academic probation are at risk of incomplete or failing grades because of the impact on their team, and lack of demonstration of learning outcomes through class participation.

Unplanned Temporary Duty or Private Sector Assignments

Department of Defense military and civilian service members occasionally have unplanned temporary duty absences, conferences and training or other short-term absences that may not be known at that time they enroll in the NGS accelerated, cohort-based programs.

NGS understands this and works with students to help them achieve their educational objectives. The NGS policy regarding student absences is applied. Some of the considerations in the application of the policy are the length of absence and the manner in which the student communicates and completes assignments.

NGS Policy Regarding Student Absences

If the absence is for the duration of two courses or less, NGS will tailor an individual solution for the student by:

- Providing the student with the appropriate faculty contact information for communications regarding attendance, participation, and make up work. While the absence may not have been known in advance, once the student is aware of the departure, the student is responsible for initiating contact with NGS;
- Establishing the protocols to conduct the student's education at a distance during the absence or make arrangements for the student to join a subsequent cohort;
- Monitoring the outcomes.

In the event the student is scheduled to miss three or more consecutive courses, the student will send a letter to the Academic Review Board to request continuance in the program outlining intentions for maintaining his or her academic and financial status.

A student who fails to make contact with NGS for more than two courses will be suspended or dismissed from the program and the appropriate failing grades will be issued. Absences need not be consecutive for this action to take place when a student fails to make contact during the absence.

If the absence is scheduled due to Temporary Duty, deployment, long-term illness, disability or extraordinary hardship for no more than three consecutive courses, and the student

wishes to maintain academic status, then *in advance of the departure or immediately following, the student must proactively accomplish the following:*

- Provide notification of the absence to the professor and make appropriate coordination for course completion. *For an absence involving more than one course, contact the Office of Academic Affairs.*

- Coordinate with the professor regarding make-up work and a timeline for submission.

- As an individual contributor to team assignments, the student will continue to submit assignments within the timeframe established by the professor or course syllabus.

- Request an academic plan to meet course requirements and meet the specific terms outlined in the academic plan. *For an academic plan involving more than one course, contact the Office of Academic Affairs.*

- While absent, maintain communication with the course faculty, MBP Supervisor and team members. Continue to contribute to team presentations by providing input. For proper credit, inform the appropriate faculty member of individual contributions.

- Upon return, provide proper notification, reconnect with the MBP team, and ensure that all make up work is submitted prior to the established deadline.

Students who may be absent for more than three courses, or one who does not know how long the absence will be, may be advised to withdraw from the program. This is necessary to protect students who are receiving federal loans or other subsidies, such as tuition assistance or VA benefits. While no promise can be made that a follow-on cohort will be available when the student is ready to resume his/her studies, NGS will make every attempt to accommodate returning students. Follow-on cohorts, if any, may be entered at the point a student withdrew, if there are seats available, and the student withdrew in proficient academic and financial status.

Student Attendance and Identity Verification

The serial actions outlined below are required of faculty members as all will be instrumental in helping us meet the identity authentication requirement.

1. An absence may have a negative impact on a student's tuition reimbursement.

2. Faculty members must take attendance at the beginning of every class meeting or Online session. It is not acceptable for faculty members to simply distribute a sign-in sheet on on-site sessions.

3. Faculty members are required to report attendance via NGS Portal on a weekly basis and not at the end of courses. The Roster may be used as a temporary record of Attendance; however, the final permanent record must be recorded in NGS Portal weekly.

4.   Students enrolled in Online classes which do not have a weekly scheduled meeting time can be marked present when assignments are posted to the Digital Dropbox (DDB), or as required by the professor, each week. It is necessary that assignments are posted to the DDB to validate participation.

5.   Faculty members are required to inform Academic Affairs and either Student Services or Doctoral Programs of two consecutive unexcused class absences. Written notification must be submitted to the appropriate office as soon as possible but no later than 48 hours after the second absence. That office will inform the Registrar. If appropriate, the Registrar will then remove that student from the class roster.

6.   Faculty members must use only the official Class Roster from the Office of the Registrar as the list of eligible attendees. Students who attempt to attend an on-site or Online session, but whose names are not on the official Class Roster, must be immediately advised by a faculty member that they are not registered for the course and directed to contact the Registrar's office immediately.

Faculty members who do not comply with the Attendance and the Student Identity Verification Policy understand that their actions will result in the following:

a)   Dismissal from the course and the voiding of all other teaching or academic assignments

b)   Forfeiture of payment for remaining responsibilities listed in the original contract

c)   Sharing of institutional liability should an infraction result in adverse actions against The National Graduate School

B.   GRADES AND QUALITY POINTS.

The National Graduate School uses the letter grade system (A, B, C, D, F, I, W). Courses in which grades of "I", "F", and "W" are earned cannot be credited toward degree requirements.

I.   GRADUATE CREDIT GRADING:

A	4.00 quality points per credit
A-	3.70 quality points per credit
B+	3.30 quality points per credit
B	3.00 quality points per credit
B-	2.70 quality points per credit
C+	2.30 quality points per credit
C	2.00 quality points per credit
F	0 quality points per credit
I	Incomplete
W	Withdraw

Master's and Doctorate Program weighted total percentages for course syllabi defined assignments and criteria required for letter grades include:

A	94%
A-	90%

B+	87%
B	84%
B-	80%
C+	77%
C	70%
F	less than 70%

II. UNDERGRADUATE CREDIT GRADING:

(The Bachelor Degree Completion Programs requires a 2.0 cumulative grade point average in order to graduate. Only two D's are permitted for Bachelor Completion candidates.)

A	4.00 quality points per credit
A-	3.70 quality points per credit
B+	3.30 quality points per credit
B	3.00 quality points per credit
B-	2.70 quality points per credit
C+	2.30 quality points per credit
C	2.00 quality points per credit
C-	1.70 quality points per credit
D	1.00 quality points per credit
D-	0.70 quality points per credit
F	0 quality points per credit
I	Incomplete
W	Withdraw

Bachelor's Degree Completion Program weighted total percentages for course syllabi defined assignments and criteria required for letter grades include:

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	less than 60%

NGS students are held to a high academic standard with respect to grading. To maintain satisfactory academic standing, a minimum cumulative grade point average (GPA) of "B" (3.0) is required for certificate, Master of Science, and Doctoral students (minimum cumulative grade point average of "C" (2.0) is required for Bachelor of Science completion program students). Students who fall below this average on any given semester are placed on academic probation. Students placed on academic probation are responsible for seeking academic advice and counseling from the NGS faculty and from the Office of Academic Affairs. A student whose cumulative grade point average falls below the minimum after

each of the first two semesters might not be permitted to continue in the program. Students receiving failing grades are automatically expelled.

C.   INCOMPLETE GRADES.

A student may receive a grade of incomplete when a student is unable to complete course assignments due to unusual or unavoidable circumstances. The incomplete grade denotes that a student has not fully completed the course requirements or has not fully participated, but may potentially pass the course by completing the requirements and earning a passing grade. Examples of unusual and unavoidable circumstances that may arise and be accepted by faculty include: deployment, temporary duty, military duty "on orders," professional job assignments, major illness or surgery.

The student is responsible for requesting to be assigned an incomplete and notifying the course instructor of the circumstances that may lead to receiving an incomplete grade; request must occur prior to the final meeting of the course. The course instructor will issue the student make up work with specific criteria for completion. The decision to issue an incomplete grade is at the discretion of the instructor.

The instructor must turn in the final grade no later than 10 days following receipt of the work. Unless an explicit written extension is filed with the Keeper of Records, the incomplete grade will automatically convert, with or without notice, to an F sixty (60) days after the last course meeting. An extension of an additional thirty (30) days may be approved at the discretion of the instructor and coordinated with the Dean of Academic Affairs and Keeper of Records. An incomplete grade on a transcript is treated as an unsatisfactory grade and will be used in determining probation, suspension, termination or dismissal.

Failure to replace an incomplete grade with an earned grade within 60 days of the last class meeting will lead to academic probation. Accumulation of more than two incomplete grades will lead to suspension.

D.   STUDENT GRADE APPEAL POLICY.

When a student feels that circumstances warrant an appeal of a grade received for other than academic misconduct or academic standing, the student should take the following steps: Contact the instructor to ensure that no calculation or input error has occurred. After consulting with the instructor, if the student feels that an appeal is warranted, the student should submit a written appeal to the instructor; the instructor responds in writing; if the student wishes to proceed further, the student appeals in writing to the NGS Dean of Academic Affairs or designee, who will investigate and notify the student, in writing, of the outcome of the appeal. The Dean may request a recommendation from a review committee. The decision of the Dean will be final. Submit appeal request to academicaffairs@ngs.edu. The initial written appeal must be made within four weeks of issuance of the grade. Students are advised to use the form designed for this process, which is available on the NGS Portal under Student Services.

E.   ACCESS TO RESOURCES BY NON-STUDENTS.

NGS materials and resources will be made available to current NGS students only.   A current student is defined as a student that has been accepted into the program with Full or Conditional Acceptance as outlined in Section 6.9 of the Student Handbook.   Non-students will not be provided with access to facilities, instruction, materials, resources, and staff and faculty support, except in the case s of assistance in the application process. A current student whose status changes to non-student will no longer have access to NGS materials and resources.   An example of a non-student includes a student who is:

- A non-applicant or an applicant that does not meet the 'Categories of Acceptance to the Program' as outlined in Section 6.9 of the Student Handbook.
- On probation or suspension from the School.
- Recorded as having terminated his or her program of study.
- No longer in good standing with the School, whose current student status has been terminated.
- Not in compliance with program completion requirements: does not finish with his or her current cohort and comes to the end of the program without having completed all program requirements.
-

NGS encourages students to resume their pursuit of degree completion after an academic separation.   A student that failed to successfully complete all requirements by the end of the program may petition the VP, Enrollment Management for academic clemency and apply for readmission.   See Section 5: Admissions Requirements (Readmission to the Program.)   A student that is granted readmission into the program will be considered a new student and course fees will not be waived for courses that remain uncompleted.

While NGS graduates are not considered current students, NGS maintains and supports a network of Alumni.   Information and resources are available to alumni members on the web at www.ngs.edu.

F.   STUDENT'S RIGHT TO PRIVACY.

NGS complies with the Family Education Rights and Privacy Act of 1974 (amended in January 1975 and appearing in its final form in June 1976). The Privacy Act defines the requirements, which are designed to protect the privacy of the students concerning their records maintained by NGS. The law requires that:

- Students are provided access to official records directly related to the student. This does not include private records maintained by instructional, supervisory, or administrative personnel. Students wishing to see their records must make arrangements through the NGS Keeper of Records. Students may not remove any materials but are entitled, at their own expense, to one copy of any material contained in their file.
- Students are given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The

right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor.

- The student's written consent must be received prior to the releasing of identifiable data from the records to any other individual.
- NGS is authorized under the Act to release public directory information concerning students. Directory information may include the student's name, major field of study, dates of attendance and degrees and awards received. Directory information is subject to release at any time unless NGS has received prior written request from the student specifying that the information not be released.
- NGS is authorized to provide access to student records to NGS officials and employees who have legitimate educational interests in such access. These are persons who have responsibilities in the academic, administrative, or support service functions.

G.   NON- DISCRIMINATION POLICY.

The National Graduate School of Quality Management promotes access to the Program without regard to race, color, religion, gender, national origin, age, disability, sexual orientation, or socio-economic status.

It is School policy to employ, retain, promote, terminate and otherwise treat any and all employees or job applicants on the basis of merit, qualifications, and competence. This policy shall be applied without regard to any individual's sex, sexual orientation, race, color, religion, national origin, ancestry, pregnancy, age, marital status, medical condition, or non-job-related handicaps.

H.   POLICY ON ACADEMIC HONOR PLEDGE AND NGS LEARNING CONTRACT.

The National Graduate School aims to maintain the highest standards of academic integrity. To affirm commitment to the time-honored principles that govern our learning community, which serves as a source of pride to our students, alumni, faculty and Master's Business Project sponsors, new students and faculty members joining the National Graduate School are required to sign an NGS Academic Honor Pledge. The pledge reads, *"In the pursuit of the highest standards or academic integrity and accomplishment, I pledge to be honest in all academic endeavors and to perform with the utmost level of academic integrity."*

The National Graduate School of Quality Management takes its responsibility to educate adult working professionals very seriously. Faculty are committed to supporting student success, and providing remedial interventions, when needed. However, the school recognizes that there will be a small number of students for whom it becomes clear that transitioning out the school is necessary. NGS has written the student handbook and this learning contract that reflects school guidelines and policies, as well as the procedures that will be followed in response to academic, personal, and/or professional student-related concerns that may arise. During the new student orientation session the handbook and this learning contract will be discussed and all students will sign and receive a hard

copy of the contract. Students must sign and submit a copy of the learning contract to continue to take courses at NGS. A signed copy of the contract will be put in the student's file. Students should consult the latest copy of the student handbook for important information regarding current academic policies, procedures and forms.

Students should be mindful that the school provides updates of the handbook annually and are expected to abide by the most current version of the handbook. Because all students and faculty at The National Graduate School of Quality Management are entitled to a positive and constructive teaching and learning environment either in the classroom or online, NGS students are prohibited from engaging in behavior or activity that causes the disruption of teaching, learning, research or other academic activities necessary for the fulfillment of the school mission. If disruptive behavior occurs, whether in the classroom or online, faculty members have the right to remove students from the classroom.

Examples of disruptive behavior may include, but are not limited to, using inappropriate language directed at a group or individual, unsolicited talking in class, sleeping in class, inappropriate use of college email, using or activating cell phones, and / or failing to comply with the legitimate request of an NGS faculty member. If students exhibit disruptive behavior, faculty members will ask the students to leave the classroom environment and will indicate the appropriate conduct to be able to return to class. If the student returns to the classroom but subsequently continues to engage in disruptive behavior the faculty member will forward written documentation to the dean of academic affairs and student services who will consult with the student to review the matter and determine an appropriate course of action. While the courses of action may vary, they may include referral to advising or counseling, reduction in grade, withdrawal from the course, or academic probation.

If students do not comply with the course of action and continue to engage in disruptive behavior, students may be suspended from the program and school after a review by the Student Affairs Review Board. This action may have implications for the student's full-time status or financial aid. A student who has been suspended may petition to rejoin the school and their academic program. The president of NGS and the dean of academic affairs and student services shall serve as the final appeal for any decisions made by the Student Affairs Review Board.

Composition of the Student Affairs Review Board:
      President
      Dean of Academic Affairs
      DBA Program Chair
      MSQSM Program Chair
      MSQSM Project Faculty Lead
      BSQSM Program Chair
      BSQSM Project Faculty Lead
      Student Affairs Associate

NGS Learning Contract Form

NGS students are required to sign and submit the NGS Learning Contract Form before the end of the first semester.

LEARNING CONTRACT FORM

By signing this form I acknowledge that I have downloaded a copy of The NGS Student Handbook and I accept responsibility for the information presented. I agree I have read the entire handbook and will abide by the policies and procedures and requirements as outlined in the student handbook. I understand that I am responsible for following the most current handbook. I acknowledge that The National Graduate School of Quality Management has provided me with the opportunity to attain a college e-mail account and to enroll in the NGS Portal for my courses. I also acknowledge that The National Graduate School of Quality Management's e-mail account is the formal method of communication with the school and I am therefore responsible to obtain and actively monitor information conveyed via BOTH of these forms of technology. I agree to abide by the policies and procedures as outlined in the student handbook and the learning contract.

I _____ have downloaded a copy of The National Graduate School Student Handbook and accept responsibility for the information presented therein.

_____
Signature Date

_____
Student Services Date

(copy of signed form must be included in student file before the end of the first semester)

I.   POLICY ON PLAGIARISM.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students must affirm commitment to the NGS Academic Honor Pledge when applying for admission acceptance. The Academic Honor Pledge is part of the Application process. Students guilty of academic misconduct either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination. In any case, the student must re-do the assignment. Blatant plagiarism of a presentation or a paper that would be a substantial part of a student's grade for the course may lead to a grade of "F" for the course and can lead to expulsion from the program.

If the student believes that he or she has been erroneously accused of academic misconduct, and if his or her final grade has been lowered as a result, the student may initiate a written appeal directly with the Dean of Academic Affairs.

J.   POLICY ON INTELLECTUAL PROPERTY AND NON- COMPETITION.

All course materials, whether developed at the express direction of The Graduate School, or completed while in The School's employ, become the intellectual property of The School and are thus protected by the copyright laws of the United States. By intellectual property is also meant quotations of more than three continuous words, ideas, order of ideas, and concepts.

Faculty members shall not be employed in any capacity, whether full, part-time, or consultative, by employers of students without the prior, written, and express consent of The Graduate School.

K.   CONFLICT OF INTEREST POLICY.
Solicitation or Acceptance of Consulting by Full or Part-Time Faculty of the National Graduate School.

1. Faculty may not solicit or accept consulting as a result of contact, initiated through faculty responsibilities or faculty duties for The National Graduate School, with students, student employers or sponsors.

2. NGS policy is in keeping with established and accepted practice by higher educational institutions. NGS policy is primarily motivated by the School wish to safeguard the best interests of students. Since the faculty person could show favor or disfavor - via grading - to those who generate personal business or those who do not, such solicitation is, or could well be interpreted as, an abuse of power.

3. NGS is not responsible for the conduct, completeness and/or liability of consulting so performed outside of the School's knowledge.
4. Should faculty be contacted by students, student employers or sponsors at their own initiation, it is required that faculty immediately and fully report this contact in writing within 5 business days to the School Administration, Director of Financial Management and Operations.

Non-compliance with School policy as outlined above will result in immediate, mid-course when necessary, and final dismissal. The School will compensate faculty only for duties performed previous to the termination.

L.   ONLINE COURSE DELIVERY, ONLINE PARTICIPATION, AND MAKE-UP ASSIGNMENT POLICIES.
Online Course Delivery for Bachelor of Science Completion and Master of Science Programs

NGS online courses provide synchronous and asynchronous education with the same learning objectives and outcomes as traditional face-to-face courses. NGS online courses are delivered from the web based NGS Portal student learning management system designed to create a flexible and interactive learning environment allowing students/instructors continuous access to courses from any location at any time.

Students access course syllabi, lessons/modules, PowerPoint slides, content lessons, rubrics, individual and team assignments, reading assignments, case studies, supplemental material to support subject matter, schedules, resource links, research databases, software, e-books, tracker systems, and course evaluations from the NGS Portal online Course Material and Student Resources sections. Students submit assignments to the NGS Portal drop-box as directed by faculty. Grading feedback and query responses provide one-on-one student-instructor interaction. Students communicate with their faculty and classmates in the NGS Portal online course discussion forums and chat rooms, in class discussions 24 hours a day/7 days a week, within the NGS Portal online Communication section. Weekly minimum online course portal requirements and weekly minimum responses to discussion questions are defined in the syllabus and assessed by faculty. Additional synchronous webinar instruction, provided by course faculty delivered by an audio-visual web conferencing system, facilitates synchronous class discussions and faculty/student audio-visual presentations. Course webinars are recorded and made available for asynchronous access in the NGS Portal online Course Material section. Review of the recorded webinars asynchronously and interaction with the faculty is mandatory for those unable to participate during the original synchronous conferencing.

Online Student Participation

There are two components to student course participation:

> 1. Weekly Webinars
> 2. Online Discussion Forums

> 1. Weekly Webinars (live sessions involving faculty and the cohort) are important elements of NGS student learning experiences. Attendance at the synchronous webinars is the preferred method of participation. Webinars include content delivery, sharing/discussions, team presentations of assignments, and project presentations throughout the program. If a student is unable to attend the live synchronous webinar he/she is expected to listen to the recorded session of the webinar. This link is posted in the NGS Portal within two days after the live webinar.

> 2. Online Discussion Forums take place in the online NGS Portal classroom. Discussion participation requirements vary for each course and are explained in the syllabus and by each faculty member. Faculty define the parameters of participation for student-to-student and faculty-to-student discussions. These requirements differ for the BSc and MS Program. Each week faculty require responses to discussion question(s) associated with topics in the portal forums. The number of discussion questions or individual assignments may vary. Students are required to post an initial response as well as value-added responses to three peers each week. All responses are due prior to the start of the next Lesson (week); late responses may result in a reduction in the grade for that assignment. Make-up work or the actual deliverables according to the syllabus may be assigned by faculty for extended absences.

The National Graduate School fully supports the professional travel and military service of its students as those activities help them acquire practical experiences that add value to their contributions. When it is necessary for students to be absent for professional or military obligations, they should inform the faculty as soon as possible and also take steps to complete assignments which replace the online student participation.

All make-up work must be uploaded to the NGS Portal Digital Dropbox by the due date specified in the syllabus or by the faculty. In the event that make-up work is not uploaded by the course end date, an extension should be requested by the student and approved by the faculty. Note that course final grades are due from faculty no later than six days after the last class meeting or course end date. The National Graduate School and its faculty gladly accommodate necessary absences; however, students must follow the established coursework policies.

Make-Up Assignment Policy
Each module of each course has assigned work to be completed as a partial substitution of class attendance. These assignments are uniform wherever NGS teaches the course and are available through the NGS Portal. However, in certain classes, class participation cannot be made up and class absence will have a negative effect on the final course grade. All such instances will be noted in the grading and evaluation section of the course syllabus.

M. GRADING POLICY FOR INTERIM (During Course) GRADE REPORTING BY FACULTY TO STUDENTS.

Grade Reporting Context

NGS students are adult working professionals who are accustomed to regular reviews and appraisals. NGS grading policy emphasizes periodic, scheduled assessment of student learning outcomes (SLOs).

36-Hour Corrected Returns of Student Items Submitted for Partial Completion of Course or Program

It is an NGS tradition—and policy—that faculty submit final grades for completion of course or program requirements (See Grading Requirements in other sections of this Handbook).NGS also wishes to respond promptly to items submitted in partial fulfillment of the course or program. Students would be thus more immediately be made aware of progress as the course or program progresses, and thus able to consult with faculty for ways to improve if such improvement is needed.

NGS faculty should respond within 36 hours to "mid-term" (i.e., during the course itself) items that are submitted by students to faculty as *partial* completion of the course or program requirements.

N.   COURSE MATERIALS.

Course materials are supplied to the professors through the electronic instruction application. Faculty may feel free to utilize other commercial vendors to obtain materials for which cost they will be reimbursed.

O.   COURSE SCHEDULES.

Course schedules are created by the Registrar and regulated by the Office of Academic Affairs. National Graduate School faculty cannot make any changes to class schedules without prior authorization of the Academic Affairs department. If it is deemed necessary to make changes to the schedule, the Office of Academic Affairs must be contacted for approval before any announcement is made to the students.   Faculty may call the Special Announcement and Inclement Weather Hotline toll-free at 800-838-2580 and select option 6 for special announcements and/or site closures due to inclement weather.

It is important to recognize that schedule changes affect many regulatory areas, such as TA compensation, which students submit for six (6) courses at a time. Changes to the course calendar create extensive administrative rework. Therefore schedule changes are to be made only in the event of extreme circumstances. Faculty is asked to be very strict in their adherence to the posted schedule and to verify their own calendar before committing to teach a class.

P.   ACADEMIC CALENDAR.

There are no classes held on the following recognized religious and or civil holidays:

Cohort sections start on a rolling basis throughout the year. There are no classes on the following recognized religious and/or civil holidays:

New Year's Day
Dr. Martin Luther King Day (observed)
President's Day (observed)
Easter Sunday
Memorial Day (observed)
Independence Day, July 4
Labor Day
Yom Kippur
Columbus Day (observed)
Veteran's Day
Thanksgiving
Christmas Eve through January 1

2016-2017 Academic Calendar

Friday, January 1, 2016 (New Year's Day)

Monday, January 18, 2016 (Martin Luther King, Jr. Day)

Monday, February 15, 2016 (President's Day)

Sunday, March 27, 2016 (Easter Sunday)

Monday, May 30, 2016 (Memorial Day)

Saturday, June 4, 2016 – Commencement Ceremony

Monday, July 4, 2016 (Independence Day)

Monday, September 5, 2016 (Labor Day)

Monday, October 10, 2016 (Columbus Day)

Friday, November 11, 2016(Veterans Day)

Thursday, November 24, 2016(Thanksgiving Day)

Sunday, December 24, 2016(Christmas Eve)

Monday, December 25, 2016(Christmas Day)

Sunday, January 1, 2017 (New Year's Day)

Monday, January 2, 2017 (New Year's Day observed)

Monday, January 16, 2017 (Martin Luther King, Jr. Day)

Monday, February 20, 2017 (Presidents' Day)

Saturday, June 3, 2017-Commencement Ceremony

SECTION 4

WORK ENVIRONMENT POLICIES

THE NATIONAL GRADUATE SCHOOL OF QUALITY MANAGEMENT

A.   POLICY ON SEXUAL HARASSMENT.

School policy is to establish an environment in which the dignity and worth of all members of the institutional community are respected, and in which sexual harassment of employees and students is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, when that behavior falls within the definition outlined below.

Sexual harassment of employees and students is defined as any unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature, when:

a.   Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
b.   Submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual or for grades given to a student.
c.   Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, or creates an intimidating, hostile, or offensive work or educational environment.

Complaint Procedures.

Students, faculty members or staff members who feel they have been sexually harassed under the definition and wish further information or assistance in filing a complaint should contact one of the senior administrators. The officer who has been sought out will first hear the complaint. He or she may do fact finding and give guidance to the complainant, and may also, when possible by mutual consent to do so, arrange for a written statement or agreement to resolve the matter before it goes to a formal hearing. The officer receiving the complaint may also assist the complainant in filing a written, signed formal complaint if no further resolution at this point can be reached that is satisfactory to all parties. If the officer who handles the matter up to this point concludes this stage of investigation without such a resolution, there will be either a finding of no violation of the sexual harassment policy or a finding of probable cause of violation. In the case of no violation, the parties involved may appeal the decision, which will result in forwarding the matter for a formal hearing. In the case of a probable cause finding, the matter will be forwarded to the hearing committee along with the nature of the violation and the evidence supporting the finding. The officer may also forward a recommendation that specific sanctions be imposed.

Under the receipt of a formal written complaint, the officer will refer the matter, along with his or her findings and recommendations, to a formal hearing committee appointed by the President to hear the complaint. The hearing committee will receive all information presented by the parties or the investigating officer and recommend its findings for imposition of sanctions, if the finding is for the complainant. Sanctions may range from verbal or written reprimand to termination of employment, or in the case of students, dismissal from the Program.

At no stage of this process, whether informal or formal review is involved, shall either party have legal counsel present.

Efforts shall be made during both formal and informal reviews of cases claiming sexual harassment, and after determination has been made, to assure that retaliation against the complainant does not take place. Efforts shall also be made at each level of review to keep discussion confined to persons who need to know about the matter, but no guarantee of confidentiality can be given under the circumstances.

B.   POLICY ON "DRUG-FREE WORKPLACE".

The following policy is designed to be in keeping with the Drug-Free Workplace Act of 1988.

1. The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace.
2. As a condition of employment, all employees will abide by the terms of statement #1 and notify the School of any criminal drug statute conviction for a violation occurring in the workplace, no later than five days after such conviction.
3. Any employee so convicted will be subject to appropriate personnel action, up to and including termination.

C.   POLICY ON CIVILITY IN CORRESPONDENCE.

Faculty members, as representatives of The National Graduate School, must apply civility to all communications within the NGS Community. Adherence to this policy is required in day-to-to correspondence and the informal and formal stage of the grievance process. Violation of the civility in correspondence policy is unacceptable and may lead to revocation of access to faculty privileges, immediate, and/or indefinite release.

SECTION 5

GENERAL INFORMATION

A. BOARD OF TRUSTEES

The Board of Trustees is comprised of volunteer professionals who are well respected in their fields. They are selected to be Board of Trustees members based upon their experience and ability to provide for the overall governance of and strategic direction for The National Graduate School of Quality Management. The trustees have extensive experience in executive quality management, in higher education, law and finance. They serve terms from one to three years, and may be re-elected per the terms of the By-laws. The National Graduate School of Quality Management also relies on advice from its Advisory Board, a non-voting group which offers strategic advice and counsel to the Board of Trustees and to the school's management team. Inquiries regarding Board membership and Board members should be directed to the Office of the President, The National Graduate School of Quality Management.

Chair:
Robert V. Antonucci, Ed.D.
President, Fitchburg State University
Ex. Commissioner of Education, State of Massachusetts

Vice Chair:
Mark J. Lowenstein, Esq.
Chair, SCORE Cape Cod; Non-profit consultant, ESCO of New England;
Former Associate Professor of Business, College of St. Joseph, VT

Member:
Dana Ashworth, Jr.
Executive Consultant

Member:
Jerome (Jerry) Weber, Ph.D.
Regents' Professor Emeritus, University of Oklahoma

Member:
Brian J. Carroll, J.D.
Campus President, Vatterott College, Kansas City, MO
Former Chair of Medical Board

B.   ADMINISTRATION

Administration officers of The National Graduate School of Quality Management are listed below.

Interim President and Chief Executive Officer:

Robert V. Antonucci, Ed.D.

President, Fitchburg State University

Ex. Commissioner of Education, State of Massachusetts

Contact the Office of the President or

presidentsoffice@ngs.edu

Chief Financial Officer and Chief Administrative Officer:

Charles H. Ritch

M.B.A., Northeastern University

B.S., Colby College

critch@ngs.edu

Interim Dean of Academic Affairs and Chief Academic Officer:

Eileen Sullivan, Ed.D.

Ed. D., Boston University

M.A.,University of Maryland

B.S., Skidmore College

esullivan@ngs.edu

Dean of Enrollment Management and Chief International Officer:

John J. Alonso

M.S., Bay Path University

B.A., Saint Edward's University

jalonso@ngs.edu

Financial Affairs/Bursar:

Mary Orlando

Marina Bay Management Services

B.S., Northeastern University

morlando@ngs.edu

Registrar and Director, Financial Aid & Regulatory:

John (Jay) E. Beirne

B.A., Salem State University

jbeirne@ngs.edu

Director of Information Technology:
  Elaine M. Moore
  M.S., University of Phoenix
  B.S., Worcester State University
  emoore@ngs.edu

Librarian:
  Cecilia Mullen
  M.L., University of Washington
  cmullen@ngs.edu

Key Points of Contact

Academic Affairs: Pippi Sawyer**,** 800-838-2580 x124 and Maura Burke**,** 800-838-2580 x109
  academicaffairs@ngs.edu

Admissions: Karen DiGloria, 800-838-2580 x125 or Patricia Halpin, 800-838-2580 x104
  admissions@ngs.edu

Alumni Affairs: Harold Gilmore, Ph.D., 800-838-2580
  alumniaffairs@ngs.edu

Campus Security: Elaine Moore, 800-838-2580 x110
  security@ngs.edu

Communication & Marketing: Sara Fleck, 800-838-2580 x147
  sfleck@ngs.edu

Federal Stafford Loans: Jay Beirne, 800-838-2580 x123
  financialaid@ngs.edu

Institutional Advancement: Allan Wilson, 800-838-2580 x 115
  advancement@ngs.edu

Keeper of Records (Transcripts & Degree Verifications): Marijo Gorney, 800-838-2580 x101
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C.   FACULTY

NGS employs approximately 261 faculty members throughout the United States who utilize substantive practical experience to assess student learning outcomes and evaluate project achievements. Faculty members are carefully selected from distinguished academic institutions and responsible positions at leading organizations. Nearly half of NGS faculty members hold a terminal degree; all faculty instructing in the doctorate program must hold terminal degrees. Our faculty team consists of members with published recognition as experts or authorities, action-based research, and practical active experience in areas, such as QSM, health systems, homeland security and defense, and Six Sigma.

NGS faculty members provide graduate education opportunities to professionals and future leaders in a flexible format that accommodates the needs of working professionals. As reflective practitioners, students are exposed to experts with a broad understanding of issues and strategies at the national level with an in-depth analysis of key security issues affecting federal, state, and local government, as well as private business. For our belt certificates, some faculty members are ASQ certified and have vast experience in transactional, manufacturing and finance. Students will be exposed to practitioners with real world experiences in Fortune 10 companies, start-ups, private and public sectors.

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M.S. Physical Therapy, University of South Dakota
Ph.D. Health Care Administration-Management, Capella University
Ph.D. Health Care Administration-Management & Research Methods, Capella University

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M.S. Natural Resources, University of Georgia
Ph.D. Environmental Engineering, University of Tennessee

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M.S. Labor/Management & Environmental Studies, State University of New York Stony Brook
J.D. Law and Management, Quinnipiac Law University

Webber, Ian
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D.SC., Royal College of Advanced Technology, Salford, England
Ph.D. Nuclear Chemistry, Carleton University

Faculty Teaching in the State of Florida

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B.S. Chemistry, Loyola College
M.S. Food Science, University of Maryland
Ph.D. Food Science, University of Maryland

Bishop, Kenneth
B.B.A. Business Management, Texas Christina University
MBA, Management and Finance, Rutgers-The State University

Borchert, Robert
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M.B.A. Management, Auburn University
M.S. Management, Troy State University

Borchert, Steven
B.B.A. Eastern Connecticut State University
M.B.A. Operations Management, Rensselaer Polytechnic Institute
M.S. Manufacturing Engineering, Boston University
M.S. Aerospace Management, Embry Riddle Aeronautical University

Bowyer, Dennis L.
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M.S. Education University of Southern California
M.S. Public Health Education, Emphasis in Public Administration, West Virginia University
Master of Library and Information Science, San Jose State University
Master of Knowledge Management California State University Northridge
Ed.D. Organizational Leadership, Pepperdine University

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M.A. Organization Management, Spring Arbor University
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M.S. Industrial Engineering, North Carolina AT&T State University
Ph.D. Industrial Engineering, Mississippi State University

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M.A. Organizational Management, Ashford University

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M.S. International Relations, Troy State University
Ph.D. Educational Human Resource Development, Texas A&M University

Day, Jeffrey
B.A. Management, Park College
M.A. Management, Human Resources Development, Webster University

Diaz, Gustavo
B.S. Chemical Engineering, The University of Costa Rica
B.E. Industrial Engineering, The University of Costa Rica
M.E. Industrial Engineering, The Pennsylvania State University
M.A. Mathematics, The Pennsylvania State University

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M.A. International Relations, University of Southern California

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King, Lydell
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M.S. Human Resource Management, Troy University

Kovalcik, John
B.S. Electrical Engineering, Fairleigh Dickinson University
M.A. Business, University of New Haven

Krebs, Lynn
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M.S. Quality Systems Management, The National Graduate School

Krell, Robert
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D.B.A. Government & Business, George Washington University

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M.B.A., University of Phoenix
Ph.D. Management, Organizational Leadership, University of Phoenix

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M.S. Quality Systems Management, The National Graduate School

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M.A. English & American Literature, Auburn University
Ph.D. Political Science, University of Maryland

McManus, Robert
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M.H.S. Adult & Community Education Programs, Lincoln University
Ed.D. Educational Administration, Morgan State University

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B.S. Sociology, Charleston Southeastern University
M.A. Personnel Management, Abilene University
D.B.A. Human Resource Management, Nova Southeastern University

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M.B.A. Business Administration, Emory University

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M.S. Professional Studies, University of New York Stony Brook
J.D. Quinnipiac College, School of Law

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B.A. English and History, University of North Dakota
M.A. English/American Literature, Miami University
Ph.D. English/Victorian Manuscripts & Rare Books, Ohio State Universit

Tallow, Jennifer Buton
B.A. Spanish and Mathematics, State University of New York Cortland
M.B.A. International Business, Pace University

Wild, Cheryl L.
B.S. Mathematics/Computer Science, Purdue University
M.S. Educational Research & Statistics, Purdue University
Ph.D. Educational Research & Statistics, Purdue University

D.   HANDBOOK REVISION POLICY.

NGS reserves the right to revise the policies contained herein at any time. Recommendations concerning improvements to the contents of this handbook/catalog are encouraged and may be submitted at any time to: The National Graduate School of Quality Management, ATTN: Chief Academic Officer, 186 Jones Road, Falmouth, Massachusetts 02540.
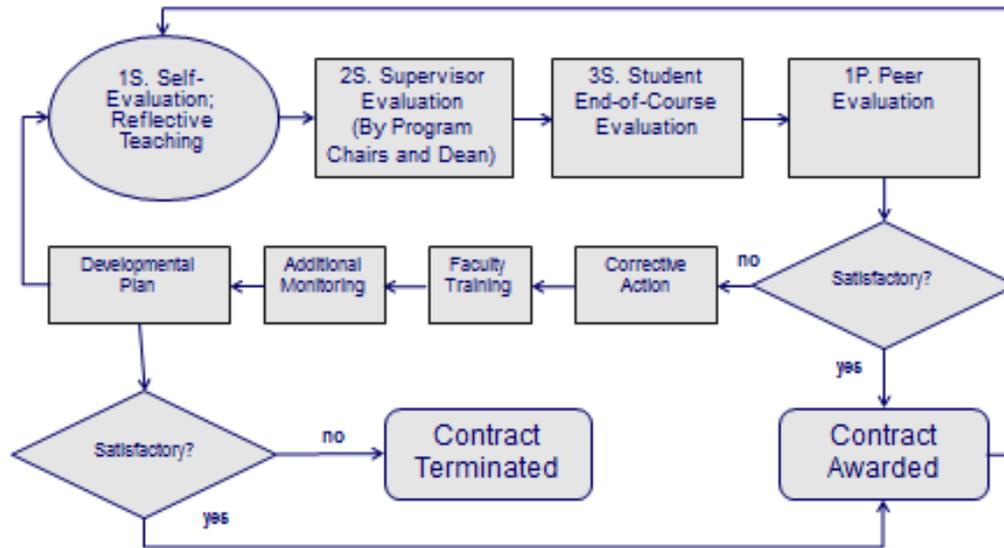
SECTION 6

APPENDICES

APPENDIX A

Faculty Assessment 3 S's + P

Faculty Assessment2019

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APPENDIX B

SAMPLE CONTRACT

February 12, 2015

Dear Professor,

We are pleased to offer you a course assignment with The National Graduate School (NGS). This letter serves as your contractual agreement with NGS for the course(s) and/or roles listed below. **This contract must be completed and returned electronically no later than** *two* **weeks from the date that appears above.** *If you do not respond within that period, we will assume you are not available.* Questions regarding this contract may be directed to:

<div align="center">

Academic Affairs

academicaffairs@ngs.edu

800-838-2580 x124

</div>

==***Please be sure to check the Class Schedule in the NGS Portal to confirm the class dates***==

Please note that it is up to each faculty member to purchase his/her own book(s) and submit all receipts when filing expenses. As a reminder, the NGS Expense Form is located on the NGS Portal:

Faculty Resources> Faculty Travel> NGS Expense Form for Faculty.

Welcome

We are honored to have you as a part of The National Graduate School Faculty Team!

PLEASE READ CAREFULLY THE FOLLOWING INFORMATION

FACULTY REQUIREMENTS AND EXPECTATIONS

Class Preparation

All faculty are required to:

- Be familiar with the **NGS Portal Learning System** used by The National Graduate School (NGS) as an online learning tool. Contact techsupport@NGS.edu for more information and assistance.
- Be familiar with all course requirements and materials including regular monitoring of NGS Portal for announcements and updates.
- Read and adhere to the online Student and Faculty Handbooks which may be found on NGS Portal.
- Participate in conference calls and training opportunities with the NGS academic leadership team as requested.

Course Delivery

Courses shall be conducted in accordance with the NGS adult learning philosophy, utilizing prescribed course materials. Faculty must stress to all classes that Business Project teams must consist of **three people or fewer**. Changes to course objectives and materials may not be made without permission of Academic Affairs. This does not preclude the sharing of relevant examples, ideas, and experiences in order to supplement the approved course materials.

Course Handoff

Faculty members are required to submit an overview of class issues, project status, and academic needs to ensure the continuity of course delivery and relevance throughout the duration of the program. Within 72 hours of the last meeting date with the students, please forward a copy of the Faculty Course Handoff to the Academic Affairs office and upload to the Orientation course for your specific cohort. The Course Handoff Form may be found in NGS Portal: Academics>Resources – NGS>Courses>Faculty Resources>Faculty Resources FACRES - Faculty Resources>**Documents and Forms>Course Handoff Form**. The Faculty list for your cohort may

be found in NGS Portal in the Orientation course under Course Materials>Links>Course Schedule

GRADE POSTING AND COMPENSATION DISBURSEMENT

- Grades must be posted to NGS Portal by the course end date noted on the schedule.
- Notification of your posting and date, *not the actual grades,* is to be e-mailed to the school Registrar registrar@ngs.edu
- Contact IT for support with this process, techsupport@ngs.edu
- Payment for course(s) will be issued within **(30) THIRTY DAYS** of grade posting and notification to the Registrar's office.
- Compensation will be held until grades are posted to NGS Portal and notification of posting is e-mailed to the Registrar.
- If it is determined that an "Incomplete" grade is given to a student the Professor is responsible to convert that grade within a 30-60 day period. In accordance, with the NGS Catalog and Student Handbook – page 78 Section 21.3.

Faculty Protocol

Faculty Agrees to:

- Honor the highest of academic integrity and ethical standards in support of NGS' policies.
- Abide by the NGS Nondisclosure Agreement; this prohibits advertising or soliciting private consulting services to students and/or corporations.
- Comply with NGS dress code, *business attire or casual business attire*, as appropriate, is required for class meetings and in any business arena as a representative of NGS.
- Not solicit students and/or corporations for employment.
- Use the established **NGS.edu** e-mail address: <initial & last name>@ngs.edu for NGS- related correspondence.
- Please click on the link below for NGS webmail instructions: http://ngsjics/ICS/icsfs/Webmail_Login_Instructions.pdf?target=32674039-04e5-48bb-a35a-63bf95d959ea
- Sign all correspondence and e-mails using the NGS standard signature:

> Professor <Faculty Name>
> Faculty
> The National Graduate School
> <phone number>
> <name>@ngs.edu
> www.ngs.edu
> *SUCCESS YOU CAN MEASURE*

Contact Phone Numbers and E-Mail Addresses

- Academic Affairs AcademicAffairs@ngs.edu 800-838-2580 x124
- IT and NGS Portal   Techsupport@ngs.edu   800-838-2580 x110
- Registrar   Registrar@ngs.edu   800-838-2580 x111
- Student Services StudentServices123@ngs.edu   800-838-2580 x123

General Information

Travel

- Professors are responsible for making their own travel arrangements with the following caveats: 1) no first class or business class flights will be reimbursed, 2) flight reservations need to be made no later than 14 days in advance of travel (if later, approval is required by Academic Affairs).
- Hotel, car rental, parking, book expenses and mileage over 100 miles one way, are reimbursed in accordance with NGS' policies and practices.
- Meal per diem rates for breakfast ($10), Lunch ($12), and dinner ($20) are fixed, and no receipts within these amounts are necessary.
- Requests for reimbursement should be made within 30 days following the course end date using the NGS Expense Form for Faculty located in NGS Portal:

    Academics>Resources – NGS> Faculty Resources>Faculty Resources FACRES - Faculty Resources>**Faculty Travel> Travel Info>Expense Form NGS**

        E-mail this form to: academicaffairs@ngs.edu

Employment Documents and Compensation

- Faculty members are required to submit a completed **Internal Revenue Service W-4 Form** to the Bursars' Office by **faxing it to 617-847-6316** prior to teaching their initial course.
- As of January 1, 2012 all faculty members will be paid through The National Graduate School payroll system per the IRS guidelines.
- Compensation will be issued within 30 days following course grade submission. Grades shall be **BY THE COURSE END DATE** noted on the schedule.

- The National Graduate School of Quality Management bases decisions related to faculty assignments upon student enrollment levels at various launch sites. Faculty members are contracted by NGS with the reasonable expectation that enrollment will be sufficient to host a site. In many cases, however, final enrollment is not known until the first day of class. Consequently, faculty members should only consider themselves contractually assured of an assignment following an assessment of student enrollment levels during the first class session, or when specifically informed by an authorized NGS official.
- NGS retains the right to cancel any contract 24 hours after the meeting of the first class (Orientation is not considered as a class).
- The National Graduate School is an equal opportunity employer.

THIS IS AN ACKNOWLEDGEMENT THAT I HAVE READ, UNDERSTOOD, AND COMPLY WITH THE NONDISCLOSURE AGREEMENT NOTED BELOW.
NO CONTRACT WILL BE ACCEPTED OR FULLY EXECUTED WITHOUT THIS AGREEMENT.

THE NATIONAL GRADUATE SCHOOL OF QUALITY MANAGEMENT
NONDISCLOSURE AGREEMENT

I understand that in the course of my official interaction with all enrolled students of The National Graduate School and with staff of the sponsoring organizations (Strategic Learning Partners), I may be exposed to proprietary, sensitive, or classified information. I understand that the handling and safekeeping of this information is imperative to protect the interests of the sponsoring organization and to maintain the academic integrity and high ethical standards of The National Graduate School. The guidelines of this Nondisclosure Agreement apply to information gained through the relationship with the sponsoring organizations and extend to all written and verbal information shared in class discussions, class assignments, and any other information gained or observed before, during, or after classroom time.

Misuse, abuse, or improper handling of proprietary, sensitive, or classified information will result in disciplinary action being taken by The National Graduate School.

I have read, understand, and will comply with this Nondisclosure Agreement. I will follow the confidentiality standards set forth by the sponsoring organizations and The National Graduate School.

Completing your name and address below serves as an electronic affirmation of this contract.

NAME:

ADDRESS:

CITY: **STATE:**   **ZIP CODE:**

DATE: **E-MAIL:**

     MOBILE/TEL:

TO FULLY EXECUTE THIS FACULTY CONTRACT, PLEASE RETURN TO:

facultycontracts@ngs.edu

By returning this e-mail, you are accepting this contract, including any attached provisions and requirements.

THE NATIONAL GRADUATE SCHOOL
OF QUALITY MANAGEMENT

APPENDIX C

FACULTY SELF-ASSESSMENT AND EVALUATION FORM

Demographic Data

Faculty Name			
	Last	First	MI
Program Chair(s)		Departments (BSc, MS, DBA, other)	
Job Title		Date/Year started Teaching at NGS	
Review Period	through	Date form was submitted:	
Type of Evaluation	☐ Mid-Year	☐ Annual	

Why should I do a self-evaluation?

Summary: Faculty Evaluations and Self-Assessments

The National Graduate School of Quality Management (NGS) employs a five-faceted approach to assess its faculty members: self, student, Dean, Program Chair, and peer.

1. **Self-Assessment**-The self-assessment enables faculty members to examine themselves and reflect upon both their skill sets and professional development. Aspects of the evaluation are also designed to help faculty members assess their teaching style, objectives and accomplishments.

2. and 3.   **Dean-Program Chair** -Throughout the year, Academic Affairs collaborates and evaluates faculty members. The department hosts DBA Dissertation meetings, Program Chair meetings, Project Faculty Lead meetings, newly-hired faculty training, current faculty training for updates, and course-specific training. The Dean observes faculty members onsite, online, and unannounced.

4. **Student – End-of-Course Evaluations-**Upon receipt of the End of Course Evaluations, Academic Affairs forwards a copy to each faculty member for their review and place a copy in the instructor's file. However, as issues are brought to the Dean's attention, they are addressed immediately and corrective action taken if deemed necessary.

5. **The Peer Evaluation Process** is being reviewed by Academic Affairs and a Fall 2016 implementation schedule will be shared late summer.

Teaching evaluations are reviewed to ensure faculty members are in alignment with NGS mission and are providing necessary tools, so students can produce work-related projects with tangible, measurable results. Results-NGS ensures continuous improvement through faculty evaluations and self-assessments regarding faculty who have taught at other

institutions with a culture that may not emphasize structural standards, such as a centrally-controlled curricula and class participation (24-hour response time to students).

This self-assessment evaluation form is a valued tool by which NGS measures an "assessment of outcomes" through "continuous improvement," as an enhancement tool and performance success which is reinforced through the NGS culture. The self-assessment enables faculty members to examine themselves and reflect upon both their skill sets and professional development. Aspects of the evaluation are designed to help faculty members assess their teaching style, objectives, and accomplishments. Conducting an annual or mid-year self-evaluation will allow you to provide information to your supervisor about your performance and shed light on your accomplishments and goals during this evaluation period. This tool may also help new supervisors/Department Chairs get to know their staff better. Knowing employees is a basic requirement for the successful management of a work team.

Please submit one copy of your report to Academic Affairs (academicaffairs@ngs.edu) and retain a copy for your personal records.

I. Teaching Service

Please include the following items:

1. **Data:** List courses taught during the last year.

_____

2. **Integration:** Describe how you integrate your personal work experiences into your teaching endeavors.

_____

3. **Achievement:** How would you assess the overall success of the courses you have taught in meeting your goals as an instructor, in meeting student expectations, and in assisting students with their business projects? Please list specific outcomes (projects, measurable results, awards, etc.).

_____

4. Student Learning: How effective and timely were your responses to students for their assignments and questions? Please comment on the use of feedback to your NGS students.

---

5. Advising: How effective do you feel you have been as an advisor for BBP, MBP, or Dissertation? How effective have you been as an advisor for other academic issues with students? Please provide examples of how assisted these students with their work and questions.

II. Scholarship and Professional Accomplishments

Please include *basic* documentation of any claims to professional accomplishment. Include publications, curriculum development activities, presentations, workshops, and activities with professional organization such as ASQ, etc.

-
-
-
-
-
-

III. Personal Goal-Setting

Define your *long term* professional goals and objectives in the areas of teaching, research, curriculum development and service. Include action plans for how to achieve each goal.

	Goal	Action Plan
1.		
2.		
3.		

4.		
5.		

List your goals and objectives that you would like to work on in the upcoming year:

	Goal	Objectives
1.		
2.		
3.		

List two examples of work-related areas in which you have consciously utilized the QSM principle of "continuous improvement" to learn from and improve on the "baseline measure" that was your starting point.

1. _____

2. _____

Explain how you used a corrective action to achieve the improvement. Be specific using examples.

1. _____

2. _____

Self-assessment of your teaching: Write a short narrative about your teaching strengths, areas of improvement, and areas where NGS can assist you and your work.

_____

List any specific training you would like Academic Affairs to provide for your development:

_____

New Approaches: List suggestions for new courses you feel should be added to the curriculum, as well as any innovative approaches to student learning you feel will benefit the students. If your suggestions were implemented how would you assess the success of these innovations?

_____

I have the following suggestions for improving the effectiveness of NGS courses, curriculum, cohorts, and other:

1. _____

2. _____

3. _____

4. _____

Faculty Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

THE NATIONAL GRADUATE SCHOOL OF QUALITY MANAGEMENT

Curriculum Development Committee Members (2015-2017) - Contact Info

Name	Committee	Email	Phone
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James Seymour	BSc	jseymour@capecodhealth.org jseymour@ngs.edu	(774) 836-0980 (cell-home)
Alan Feltham	BSc	feltham535@gmail.com afeltham@ngs.edu	(508) 775-5725 (home) (774) 275-4100 (cell)
Dr. David Fearon	Juran Institute Representative	dfearon@ngs.edu fearon@ccsu.edu	(860) 983-5779 (cell)
MS Committee Members			
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DBA Committee Members			
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Dr. Ali Lakhani	DBA	mlakhani@ngs.edu murtuza.ali.lakhani@gmail.com	(916) 774-9072 (home) (480) 205-2917 (cell)
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Program Chair Members – Contact Info

Name	Program	Email	Phone
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Dr. Pat Murrin	BSc	apmurrin@charter.net pmurrin@ngs.edu	(815) 623-8948 (home) (512) 415-6982 (cell)
Prof. Jack Kovalcik	MS	jack.kovalcik@gmail.com jkovalcik@ngs.edu	(561) 747-7877 (home) (603) 560-0012 (cell)
Dr. David Braga	DBA	davidbraga@sbcglobal.net dbraga@ngs.edu	(714) 544-3527 (home) (714) 454-3788 (cell)