

# Belmont University Faculty Handbook



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## **PREFACE**

Belmont University is committed to providing its faculty with clear policies and procedures regarding the University's expectations and opportunities. The Belmont University *Faculty Handbook* (hereinafter cited as the *Handbook*) is designed to assist faculty in understanding those policies and procedures. The contents of this *Handbook* are made an express part of the contracts of employment between each faculty member and the university. However, the university reserves the right to determine at any time during the academic year which third party providers of employment benefits such as medical, dental, disability, life insurance, and retirement plan administration Belmont will retain to provide these benefits to its employees. In the course of such change of providers, coverages, deductibles, out of pocket maximums and the like may be affected.

Belmont seeks feedback on the impact of policies and procedures on faculty. Concerns about policies that impact the work life of faculty should be brought to the attention of the Provost through the Faculty Senate. Subject to the provisions of Article I of the *Faculty Bylaws*, "Faculty Role in Institutional Governance," and subject to the reservation of rights concerning third party providers of benefits, the university reserves the right to modify, eliminate, or add to the contents of this *Handbook* from year to year.

The *Handbook* is published on the university website. A master copy of the *Handbook* is held in the Office of the Provost and may be reviewed by faculty.

The strength of Belmont is its faculty. Fulfilling our shared mission of being "a Christ-centered, student-focused community" calls for continually improving our communication with one another. This *Handbook*, by articulating our policies and procedures, serves as the foundation for that communication.

# **1 INSTITUTIONAL GOVERNANCE & ORGANIZATION**

## **1.1 MISSION AND VISION and VALUES**

**MISSION:** We are a Christ-centered, student-focused community, developing diverse leaders of purpose, character, wisdom, and transformational mindset, eager and equipped to make the world a better place.

**VISION:** To be the leading Christ-centered university in the world, radically championing the pursuit of life abundant for all people.

**VALUES:** Integrity, Inquiry, Collaboration, Service, and Humility

## **1.2 THE FACULTY HANDBOOK**

The *Faculty Handbook* provides a measure of governance for the university because its policies are part of the contractual relationship between the faculty member and the university. Recommended changes to the *Faculty Handbook* from faculty are processed through the Faculty Handbook Review Committee and referred to the Faculty Senate. Administrative policy changes are made through the Office of the Provost with notification being made to Faculty Senate. A master copy of the *Faculty Handbook* containing the current language is maintained in the Office of the Provost. The *Faculty Handbook* is maintained and available electronically on the university website with the revision date noted. Because faculty contracts refer to the awareness of the *Faculty Handbook*, both the Office of the Provost and the Faculty Senate will work to notify the faculty when substantive revisions take place.

## **1.3 INSTITUTIONAL GOVERNANCE**

It is the role of the Board of Trustees of Belmont University to provide broad policies and guidelines under which the university is operated and upon which its standards are maintained and measured.

The Board of Trustees delegates to the President of the university and the President, in turn, to other executive administrators the authority to put these broad policies into operation and carry them out on a day-to-day basis. The explicit role played by



each of the executive administrators in the daily operation of the University is described in this *Handbook*.

The Faculty Senate, as well as committees and councils of the faculty, share in institutional governance by carrying out existing policies, recommending revisions in policy, or suggesting new policies. Through Departments, Colleges, the Catalog and Curriculum Committee, and the Faculty Senate, the faculty has jurisdiction for matters concerning curriculum and content of academic programs.

Students also have a part in institutional governance at Belmont. Through the Student Government Association, student appointments to committees and councils, monthly meetings with key administrators, and student participation in forums, the needs, concerns, and desires of Belmont students are considered in the operation of the university.

## **1.4 BOARD OF TRUSTEES**

The policy-making and operational control of the university is vested in the Board of Trustees, composed of up to fifty members.

The entire board meets three times a year and delegates interim authority to its Executive Committee. Operational authority is delegated to the President of the university.

The committees of the Board of Trustees are: Academic Affairs, Audit, Finance and Operations, Institutional Advancement, Nominating and Evaluation, Student Formation, and University Mission.

## **1.5 EXECUTIVE OFFICERS**

### **1.5.1 The President**

The President is the Chief Executive Officer of Belmont University. The President is responsible to the Board of Trustees for the overall management of the university's resources and for ensuring that the university operates within the policies established by the Board. The President delegates operational authority to other officers of the executive administration as described below.

### **1.5.2 Executive Vice President for Administration & Chief of Staff**

Under the direction of the President, the Executive Vice President for Administration and Chief of Staff oversees the day-to-day administrative and auxiliary operations of the university. The Executive Vice President for Administration works closely with the Provost, as well as her direct reports: the Vice President for Finance & Operations; Vice President of Hope, Unity and Belonging; Vice President for Student Formation; Associate Vice President and Chief Information Officer; and the Associate Vice President for Human Resources as well as many other officers as may be appropriate for the effective operation of the university.

### **1.5.3 Provost & Executive Vice President of Academic Excellence**

The Provost & Executive Vice President of Academic Excellence is the institution's Chief Academic Officer. In the absence of the President, the Provost serves as the university's Chief Executive Officer. The Provost serves as the overall manager of campus affairs with the exception of those activities specifically delegated to the Executive Vice Presidents. The Provost's primary responsibilities are the supervision of the academic programs of the university, including addition and deletion of academic programs and courses; providing for the scheduling of professors, courses, classrooms; Institutional Research; and annually publishing the Belmont University Catalog. This administrator makes recommendations through the President to the Board of Trustees for faculty appointments, contracts, tenure, promotion and leaves. In addition to academics, the Provost is responsible for the operation and budgets for all colleges, enrollment management, Registrar's Office, Student Success, Belmont Data Collaborative and study abroad. The Provost manages other administrative functions that the President of the university chooses to delegate. The Provost may delegate authority to, and receive assistance and cooperation from, the Executive Vice Presidents, the Deans, the faculty councils and committees, and Directors of programs under the aegis of the Provost's office as empowered by the President.

### **1.5.4 Executive Vice President for External Engagement & University Counsel**

The Executive Vice President for External Engagement and University Counsel is responsible for generating broad

external recognition and engagement for the institution as well as serving as the University's chief legal officer, providing legal advice and consultation to the university's trustees, officers, administrators, faculty, and staff. In addition, the EVP for External Engagement and University Counsel serves as an advocate on behalf of the university before external legal, judicial, administrative, and political authorities. This officer's administrative responsibilities include management of Vice President for Advancement, Associate Vice Presidents leading University Marketing and Communications, and Vice President for Faith-based Engagement and Church Relations as well as the university's insurance needs, oversight of the Offices of Campus Security and Risk Management & Compliance, managing the university's government and community relations, and property acquisition functions of the university. Finally, this officer also performs other administrative duties as assigned by the President.

### **1.5.5 Executive Vice President for Aspirational Excellence**

The Executive Vice President for Aspirational Excellence takes a lead role in fostering connections between Belmont's daily operational efforts and the strategic visioning work of the Office of the President, working closely with the Provost and academic units on identifying and bridging initiatives among colleges, departments and Strategic Pathway catalysts. The Executive Vice President for Aspirational Excellence will provide management for the Office of the President team, the Vice President for Strategic Operations and the Vice President for Institutional Effectiveness & Educational Innovation. In addition, the EVP for Aspirational Excellence will provide oversight for Belmont's Strategic Pathway Catalysts in Whole Person Formation, Data-Informed Social Innovation, Integrative Health & Wellness, Inclusive Excellence and Storytelling.

### **1.5.6 Vice President, Athletics Director**

The Vice President, Athletics Director oversees the program of intercollegiate athletics including compliance with NCAA regulations and supervises the work of all coaches.

## **1.6 ACADEMIC ADMINISTRATIVE OFFICERS**

### **1.6.1 Vice Provost for Academic Excellence**

The Vice Provost for Academic Excellence reports to the Provost and is responsible for assisting the provost in the management of academic affairs. Reporting to the Vice Provost include, University Registrar, Assistant Provost of Student Success and Flourishing, Service Learning and Assessment.

### **1.6.2 Vice Provost for Research & Strategic Initiatives**

The Vice Provost for Research and Strategic Initiatives will serve within the academic units to provide interdisciplinary leadership to Belmont's efforts related to data and research.

### **1.6.3 Assistant Provost or Assistant/Associate Vice Provost**

The position of Assistant Provost or Assistant/Associate Vice Provost is an appointment made by the Provost to assist with the management of Assessment and Institutional Research, Academic Excellence, and Student Success and Flourishing.

### **1.6.4 Dean**

The Dean is the administrative head and principal academic officer responsible for the overall programmatic, fiscal, and operational leadership and management of a college or academic division. Deans report to the Provost and serve as the facilitating link among departmental administrators, the faculty, staff, students, other deans, constituents, and University leadership. The Dean has overall responsibility for leading, coordinating, and implementing the unit's strategic planning, maintenance of accreditation, catalog and curriculum review, faculty development, assurance of student learning, and for day-to-day general operations. Upon approval of the Provost, the Dean may appoint other officers with administrative and academic assignments and may delegate operational, administrative, and/or academic duties to those officers as appropriate.

### **1.6.4.1 Faculty Standing and Retreat Rights**

Deans may hold faculty rank and/or tenure in a specific department and college under the conditions described in this *Handbook*. They may leave the administrative position of dean, and enter a full-time teaching position, if they hold rank and tenure under the conditions specified in their individual contracts. Upon return to a full-time faculty position, the administrative compensation associated with the position of dean will be removed.

### **1.6.5 Assistant or Associate Dean**

The position of Assistant or Associate Dean is an appointment made by the Dean with approval of the Provost. Assistant and Associate Deans perform those administrative tasks assigned by the Dean. Appointment to an administrative role and any associated administrative compensation is provided at the discretion of the Dean and Provost and may be removed at any time.

### **1.6.6 Chairpersons, Directors, Coordinators**

The positions of Chairperson, Director, and Coordinator are appointments made by the Dean with approval of the Provost. Individuals in these appointments perform those administrative tasks related to specific programs, departments, or divisions as assigned by the Dean, Associate, or Assistant Dean. Appointment to an administrative role and any associated administrative compensation is provided at the discretion of the Dean and Provost and may be removed at any time.

## **2 FACULTY APPOINTMENTS**

Belmont University is a Christian community of learning and service rooted in Baptist faith tradition. All rights, responsibilities, and privileges stipulated in this document are to be interpreted and understood within the context of Belmont University's vision, mission, and values. (<http://www.belmont.edu/about/index.html>) [Statement approved by action of Belmont University Board of Trust, January 27, 2022]

Belmont University seeks to hire, retain, promote, and tenure faculty with the following qualities:

- Commitment to the university's vision, mission, and values
- Academic credentials appropriate to the teaching area;
- Relevant academic and professional experience;
- Engagement in creative, professional, and scholarly interests; and
- Ability to contribute to the university's ongoing work.

The work life of faculty members may vary among college appointments, depending upon teaching assignments, scholarship requirements, and service needs and opportunities within each college. Individual faculty members' workloads and responsibilities may also change over time as institutional needs change, as each faculty member develops new teaching strategies and abilities, and as each faculty member finds new opportunities for scholarship and service. Likewise, the university's needs may change over time. Given these potentials for institutional and faculty change, a faculty member's work profile may vary overtime. However, all faculty are expected to show sustained positive performance over time and a commitment to increasing excellence in all responsibilities assigned to or accepted by them. Tenure and promotion in rank are tied to the university-level evaluation of evidence of this sustained positive performance and increasing excellence in teaching, scholarship, and service.

A person is appointed to the Belmont faculty only when he/she receives a faculty contract, signed by the President or Provost, which assigns him/her a faculty rank and locus of appointment. The contract will also specify credit toward tenure and/or promotion for prior university faculty employment and/or professional achievement.

## **2.1 SELECTION/APPOINTMENT/ORIENTATION OF NEW FACULTY**

### **2.1.1 Selection of New Faculty**

#### **2.1.1.1 Search Procedures**

Full-time faculty positions are filled after a job description is published and a search committee has narrowed its candidate pool, except in those cases specified in this *Handbook*. Typically Search Committees are appointed by the

Dean of the college in which a vacancy exists, in consultation with the appropriate department chairperson, and the Provost. The appropriate college Dean serves as an ex-officio member of all search committees in his/her college.

The Search Committee must follow the guidelines and procedures set forth by the Office of the Provost and Office of Human Resources, including attention to the commitments in the Non-Discrimination Policy.

When the pool of candidates is narrowed by the Search Committee, a recommendation to invite and interview the finalists is made to the Provost, who authorizes on-campus interviews.

### **2.1.1.2 Exceptions to Search Procedures**

Some appointments may be exceptions to the search procedure described in this *Handbook* for regular faculty appointments. In these cases the selection procedures may differ from those described above as determined by the President and Provost.

### **2.1.1.3 Nondiscrimination in Employment of Faculty**

Belmont University is a Christ-centered community. The University faculty, administration, and staff uphold Jesus as the Christ and as the measure for all things. As a community seeking to uphold Christian standards of morality, ethics, and conduct, Belmont University holds high expectations of each person who chooses to join the community. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act and Section 504 of the Rehabilitation Act of 1973/the Americans with Disabilities Act, Belmont University does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, military service, or sexual orientation in its administration of education policies, programs or activities; its admissions policies; or employment. Consistent with applicable civil rights law, the University seeks employees of Christian faith who are committed to the mission of the University. The University has appointed the Chief Human Resources Officer/Deputy Title IX Coordinator to serve as coordinator of non-discrimination compliance for staff and faculty. The Director of Institutional Equity and Compliance and Title IX Coordinator serves as coordinator of compliance for Title IX (sex discrimination) issues and questions for students.

\*In accordance with accrediting standards for its professional education programs in law and medicine, the University does not apply religious criteria in hiring employees within those programs. All employees hired by the University shall be committed to Belmont's Christ-centered, student-focused mission.

### **2.1.1.4 Diversity and Inclusion**

For Belmont University's Diversity and Inclusion policy, please refer to the *Employee Handbook* Section V.R.

### **2.1.1.5 Recruitment**

The university will generally pursue a program of open recruitment to avoid the possible discriminatory effects of a closed system. Belmont will conduct ongoing evaluations of the means by which candidates for employment are sought, to the end that the pool of candidates will include qualified persons, including qualified minorities and women.

Similarly, the university's academic program is available to students without regard to race, sex, color, national or ethnic origin, age, disability, sexual orientation or military service. The university is committed to a policy of enrollment which encourages a diverse student body as a desirable educational goal. Belmont will conduct ongoing evaluations of the means by which it creates pools of prospective students and every aspect of university life which might result in inadvertent discrimination.

This policy shall be made clear to all persons in the university community and to those who come into contact with Belmont. The policy shall be included in the *Employee Handbook*, *Faculty Handbook* and will be included in orientation for new faculty and staff.

### **2.1.1.6 Faculty Selection and Religious Preference**

As a religious educational institution, in order to fulfill its mission, Belmont University is permitted by law to apply religious criteria to the employment of its faculty and staff. The Board of Trustees re-affirmed this policy during its April 1999 meeting, stating that the university can best fulfill its vision and mission statements when the faculty is composed of persons who confess that Jesus Christ is Lord and whose lives reflect this confession by, among other things, evidencing an active membership in a local church that is committed to this belief. In accordance with accrediting standards for its professional education programs in law and medicine, the University does not apply religious criteria in hiring employees within those programs. All employees hired by the University shall be committed to Belmont's Christ-centered, student-focused mission.

### **2.1.1.7 Employment of Family Members of Faculty**

Immediate family members may not be employed in situations where one family member has close supervisory responsibility over the other. For purposes of this policy, "immediate family" is defined as spouse, parents, grandparents, children, grandchildren, parent-in-law, brother, sister, brother-in-law, sister-in-law, son-in-law or daughter-in-law. **Exceptions to this policy should be under rare circumstances and require approval from Senior Leadership.**

## **2.1.2 Appointment Procedures**

Typically, recommendations for employment come from the search committee through the dean, to the Provost and then to the President. Search Committees are advisory bodies. Members of the faculty shall be elected and employed by the University upon execution of an employment contract by the president and the faculty member being hired. The president shall promptly report the list of faculty hired to the Board of Trustees through its Academic Affairs and Executive Committees along with a certification that the process followed and persons hired meet all qualifications for faculty appointment established by the University in the *Faculty Handbook* and consistent with the University Mission Statement.

## **2.1.3 Orientation of Faculty**

Orienting new faculty to Belmont is an important task. While Deans, department chairpersons, and fellow faculty members have a role in orientation, the primary responsibility for this task lies with the Office of the Provost and Office of Human Resources.

Each fall, an orientation is conducted for all new faculty members. The orientation includes an introduction to information about university programs and resources and overviews of the *University Catalog*, the *Faculty Handbook* and the *Employee Handbook*.

## **2.2 FACULTY RANK POSITIONS**

### **2.2.1 Instructor**

#### **2.2.1.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the position of Instructor at Belmont University.

- a. Degrees and Credentials: have a minimum of 18 graduate semester hours in the teaching field or relevant Master's degree. In rare cases, exceptions to this provision can be made by the Provost upon petition by a faculty member's dean for faculty with non-terminal degrees.
- b. Relevant Job/Teaching Experiences: Offer evidence of potential for effective teaching by means of documented teaching evaluations or a teaching demonstration.
- c. Scholarship: Show evidence of potential for scholarship. This evidence may include enrollment in a program of study leading to a terminal degree.
- d. Service: Demonstrate the ability to work collegially on tasks related to the faculty role in university

governance, including committee tasks; to work collaboratively on projects and tasks related to the department or program of appointment.

### **2.2.1.2 Duties and Responsibilities**

- a. Teaching/Classroom: Prepare and present courses which reflect sound and current scholarship and practice in the discipline and which utilize teaching strategies designed to enhance student learning. Participate in the academic advising of students. See 3.1.1 for a full description of teaching responsibilities.
- b. Scholarship: Participate in scholarly or creative activities designed to enhance expertise and effectiveness in one's academic discipline and teaching areas. See 3.1.4.1 and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. Service: Engage with students outside the classroom through student-focused activities. Participate in department, school, college, and/or university committee service and departmental tasks as requested. See 3.1.5 for full description of service responsibilities.
- d. Cultivate professionalism consistent with the general criteria for faculty evaluation found in section 3.1 of this Handbook.

## **2.2.2 Assistant Professor**

### **2.2.2.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the position of Assistant Professor at Belmont University.

- a. Degrees and Credentials: Have an earned doctorate or terminal degree appropriate to the academic appointment. In rare cases, exceptions to this provision can be made by the Provost upon petition by a faculty member's dean for faculty with non-terminal degrees.
- b. Relevant Job/Teaching Experiences: Have a minimum of two years of successful college-level teaching experience (which can include graduate teaching experience), or its equivalent as determined at the time of appointment by the Dean and Provost.
- c. Scholarship: Show evidence of initiative and ability to undertake significant scholarship beyond formal graduate study.
- d. Service: Demonstrate the ability to work effectively with students in student-focused activities outside the classroom. Demonstrate the ability to work collegially on tasks related to the faculty role in university governance, including committee tasks, and to work collaboratively on projects and tasks related to the department or program of appointment.

### **2.2.2.2 Duties and Responsibilities**

- a. Teaching: Prepare and present courses that reflect sound and current scholarship and practice in the discipline and that utilize teaching strategies designed to enhance student learning. Use reflective teaching strategies, including various forms of formative and summative feedback that can be used to strengthen learning experiences for students. Participate in the advising of students, which includes assisting them with course selection, monitoring their academic progress, and providing advice related to educational and career goals. See 3.1.1 for full description of teaching responsibilities.
- b. Scholarship: Sustained engagement resulting in contributions to scholarship in one's academic area, thereby expanding one's knowledge or expertise in one's academic discipline and concomitant teaching areas. Make scholarship contributions through one or more of the scholarship activities described in 3.1.4.1. See 3.1.4.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. Service: Sustain an engagement with students outside the classroom through participation in student-focused activities. Participate in department, school, college, and/or university committee service, projects, and tasks as requested, showing increasing capacity for service that makes a positive contribution to the effectiveness of the program, department, school, college, or university. See 3.1.5 for full description of service responsibilities.
- d. Cultivate professionalism consistent with the general criteria for faculty evaluation found in section Section 3 of this Handbook

### **2.2.2.3 Verification of Degree**

Belmont University faculty who are hired as a tenure-track Assistant Professor contingent upon completion of the terminal degree will begin their employment at the Instructor rank. To be converted to the rank of Assistant Professor, verification of degree completion is required and may include either an official transcript or a letter from the Dean or Registrar of the degree-granting institution verifying the fulfillment of all degree requirements and including the date of degree conferral. Upon receipt of the required verification, and a recommendation from the Dean, the Provost may approve the immediate conversion of the faculty member's rank from Instructor to Assistant Professor. The Provost, consulting with the Dean, may choose to grant the faculty member time credit toward promotion and tenure for the period in which the faculty member held the Instructor rank.

## **2.2.3 Associate Professor**

### **2.2.3.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the position of Associate Professor at Belmont University.

- a. Degrees and Credentials: Have an earned doctorate or a terminal degree appropriate to the academic appointment.
- b. Relevant Job/Teaching Experiences: Have a minimum of six full-time years of successful college- level faculty experience at the rank of assistant professor, or its equivalent as determined at the time of appointment by the Dean and Provost.
- c. Scholarship: Show evidence of sustained scholarly engagement with one's academic discipline and show evidence of contributions to the ongoing dialogue in one's academic area through one or more of the categories of scholarship described in 3.1.4.1.
- d. Service: Show evidence of participation in student-focused activities. Show evidence of service that makes a positive contribution to departmental, school, college, and/or university tasks.

### **2.2.3.2 Duties and Responsibilities**

- a. Teaching/Classroom: Prepare and present courses that reflect sound and current scholarship and a practice in the discipline and that utilize teaching strategies designed to enhance student learning. Sustain practices of reflective teaching through various forms of formative and summative feedback, using this feedback to strengthen learning experiences for students. Where appropriate, develop innovations in teaching that create positive outcomes in student learning. Participate in the advising of students, which includes assisting them with course selection, monitoring their academic progress, and providing advice related to educational and career goals. See 3.1.1 for full description of teaching responsibilities.
- b. Scholarship: Continued and sustained engagement in scholarship in one's academic discipline through expanding one's knowledge or expertise in the discipline and teaching areas, and with increasingly rigorous scholarship in one or more of the categories of scholarship described in 3.1.4.1. See 3.1.4.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. Service: Continued and sustained engagement with students outside the classroom through participation in student-focused activities. Assume leadership and/or administrative roles in department, school, college, and/or university programs committees, tasks, or projects. All service should demonstrate a commitment to collegial and collaborative work and should strive to make a positive difference in the effectiveness with which the university fulfills its mission. See 3.1.5 for a full description of service responsibilities.
- d. Cultivate professionalism consistent with the general criteria for faculty evaluation found in section 3.1 of this Handbook.

## **2.2.4 Professor**

### **2.2.4.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the position of Professor at Belmont University.

- a. Degrees and Credentials: Have an earned doctorate or terminal degree in the field of academic appointment.

- b. Relevant Job/Teaching Experiences: Have a minimum of six full-time years of successful faculty experience at the rank of associate professor, or its equivalent as determined by the Dean and Provost at the time of appointment.
- c. Scholarship: Show evidence of expertise and effectiveness in sustained scholarly contributions to one's academic discipline and evidence of continued and sustained engagement through one or more of the categories of scholarship described in 3.1.4.1.
- d. Service: Show evidence of participation in student-focused activities. Show evidence of service that reflects a broad engagement with the university's mission and vision, that makes a positive contribution to departmental, school, college, and/or university tasks, with at least one significant leadership role in college or university-level projects or tasks, and that is characterized by collegiality and collaboration. A formal administrative leadership role in the program, department, school, and/or college can constitute this significant leadership role.

#### **2.2.4.2 Duties and Responsibilities**

- a. Teaching/Classroom: Prepare and present courses which reflect sound and current scholarship and practice in the discipline and which utilize teaching strategies designed to enhance student learning. Sustain practices of reflective teaching through various forms of formative and summative feedback, using this feedback to strengthen classroom experiences for students. Continue to develop strategies and innovations in teaching that enhance student learning. Participate in the advising of students, which includes assisting them with course selection, monitoring their academic progress, and providing advice related to educational and career goals. See 3.1.1 for full description of teaching responsibilities.
- b. Scholarship: Model continued and sustained engagement in scholarship in one's academic discipline. Show increasing quality of rigorous scholarly contributions to the field and through the diversity of one's contributions by ongoing participation in and contributions to one's academic area in one or more of the scholarship categories described in 3.1.4.1. See 3.1.4.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. Service: Sustain an engagement with students outside the classroom through participation in student-focused activities. Assume leadership roles in department, school, college, and/or university committees, tasks, or projects. Model university citizenship through effective faculty leadership and service characterized by collegial and collaborative work and by regular and conscientious contributions to college or university-level faculty committees and/or to campus organizations, and/or to projects that further the goals of the university. A formal administrative leadership role in a program, department, or school is considered university-level service. See 3.1.5 for full description of service responsibilities.
- d. Cultivate professionalism consistent with the general criteria for faculty evaluation found in section 3.1 of this Handbook.

### **2.2.5 Special Rank Categories**

#### **2.2.5.1 Lecturer**

An adjunct employed on a term appointment (see 2.4.1) to teach more than nine faculty workload units on a semester by semester contract. Lecturer appointments are intended to fill a short-term need created by unexpected decreases in full-time faculty levels, larger than anticipated growth in enrollment or course demands, or other initiatives that require full-time faculty members to reduce their teaching load for a temporary or unplanned period. As such, a lecturer appointment typically may only be held for a maximum of three academic years (or six consecutive semesters, excluding summer). Lecturers typically have a minimum of 18 graduate semester hours in the teaching field or a relevant Master's degree, demonstrate effective teaching ability, evidence of a potential for professional development, and the ability to work collegially. Selection of such faculty may differ from that followed for regular faculty positions.

#### **2.2.5.2 Visiting Professor**

A distinguished professional whose experience and expertise qualifies them as an expert in their discipline may carry the title of Visiting Professor. This designation does not require the individual to hold a terminal degree. Visiting Professors may be employed on a temporary basis and usually have less than a full teaching load. Selection of such faculty may differ from that followed for regular faculty appointments. A limited number of Visiting Professor appointments are managed at the University level and are typically awarded to a college, on a temporary basis, or



when course demand for faculty with substantial professional expertise is of benefit to a program and its students. Selection of such faculty may differ from that followed for regular faculty positions, however traditional selection processes may also be utilized.

### **2.2.5.3 Professor of Practice**

A distinguished professional whose experience and expertise qualifies them as an expert in their discipline may carry the title of Professor of Practice. This designation does not require the individual to hold a terminal degree. Professors of Practice teach courses, advise students, participate in committee service, perform assigned administrative duties, and collaborate in areas directly related to their expertise, experience, and in support of activities of their assigned college (recruitment, department- and college-level programming, etc.).

Professors of Practice appointments are non-tenured and may be for a semester or more. Professors of Practice will be evaluated by their dean annually for renewal. A limited number of Professor of Practice faculty appointments are managed at the University level and are typically awarded to a college, on a temporary basis, or when course demand for faculty with substantial professional expertise is of benefit to a program and its students. Selection of such faculty may differ from that followed for regular faculty positions, however traditional selection processes may also be utilized.

### **2.2.5.4 Endowed or Named Chairs**

Occasionally, an individual or group provides the necessary funding for the endowment or naming of a chair in a particular discipline. Distinguished persons with appropriate scholarly, executive, or artistic accomplishment are chosen to fill these positions. Selection of the appointee may be by means somewhat different than that described for regular faculty. A representative of the person or group providing the endowment may serve as a member of the selection committee. The teaching terms may be different from those normally offered to faculty, and other employment particulars may also vary from those of normal faculty. It is generally understood that an amount of at least \$1,500,000 is necessary to create an endowed chair at Belmont.

### **2.2.5.5 Emeritus Faculty**

The designation of emeritus status recognizes meritorious and/or distinguished service by retiring, or retired, faculty members who have made outstanding contributions to the University in the areas of teaching, research, or service. Upon the recommendation of the Provost and the President emeritus status may be awarded by the Board of Trustees to faculty who meet the following qualifications:

- The faculty member is retired, or is retiring, from full-time employment.
- The faculty member has served as a full-time faculty member at Belmont for a minimum of fifteen years preceding retirement.
- The faculty member has demonstrated meritorious and/or distinguished service to the University in teaching, research, or university service.
- The faculty member is recommended, by February 1, for emeritus standing by the Dean of the appropriate college, with the support of the faculty member's department, to the Provost. Recommendations received after February 1 will be moved to the next subsequent year.
- Emeritus status is typically awarded at the spring commencement of the faculty member's last year of full-time service.

Faculty members who are awarded the status of emeritus will receive the following privileges:

- Belmont University ID card
- Belmont University email account
- Access to campus events at the same discounts as regular faculty.
- Use of University recreational facilities, as provided to regular full-time faculty members
- Library privileges
- Belmont University parking decal
- Listing as Emeritus Faculty in University catalogs

Faculty members who are awarded the status of emeritus are expected to identify him- or herself as an emeritus

faculty member from Belmont in any professional activity that pertains to service at the university or use of its resources.

## **2.3 LIBRARY FACULTY RANK POSITIONS**

A library faculty member becomes eligible to apply for a promotion in rank during his or her sixth year where contributions have been characterized by sustained positive performance in academic librarianship, scholarship, and service.

### **2.3.1 Instructor**

#### **2.3.1.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the rank of Instructor at Belmont University.

- a. Degrees and Credentials: Have a Master's degree from a program accredited by the American Library Association or be within one semester of completing the degree.
- b. Relevant Job/Library Experience: Offer evidence of potential for effective academic librarianship by means of documented evaluations and, in the case of research and subject specialist librarians, a demonstration of teaching skills.
- c. Scholarship: Show evidence of potential for scholarship. This evidence may include enrollment in a program of study leading to a terminal degree
- d. Service: Demonstrate the potential to work collegially on tasks related to the faculty role in university governance, including committee tasks; to work collaboratively on projects and tasks related to the department or program of appointment.

#### **2.3.1.2 Duties and Responsibilities**

- a. Academic Librarianship: Plan, manage, and administer projects and/or prepare instruction and provide research assistance. Use strategies that reflect sound and current scholarship in academic librarianship and that are designed to enhance student success and/or faculty pedagogy and scholarship. See 3.1.4 for full description of academic librarianship responsibilities.
- b. Scholarship: Participate in scholarly or creative activities designed to enhance expertise and effectiveness in one's academic discipline and teaching areas. See 3.1.4.1 and Appendix A for a full description of scholarship and scholarly or creative activities
- c. Service: Engage with students outside the classroom through student-focused activities. Participate in department, school, college, and/or university committee service and departmental tasks as requested. See 3.1.5 for full description of service responsibilities.

### **2.3.2 Assistant Professor**

#### **2.3.2.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the rank of Assistant Professor at Belmont University.

- a. Degrees and Credentials: Have a Master's degree from a program accredited by the American Library Association.
- b. Relevant Job/ Library Experience: Have relevant experience as determined at the time of appointment by the Provost.
- c. Scholarship: Show evidence of initiative and ability to undertake significant professional development beyond formal graduate study.
- d. Service: Demonstrate the ability to work effectively with students in student-focused activities outside the classroom. Demonstrate the ability to work collegially on tasks related to the faculty role in university governance, including committee tasks, and to work collaboratively on projects and tasks related to the department or program of appointment.

#### **2.3.2.2 Duties and Responsibilities**

- a. Academic Librarianship: Plan, manage, and administer projects and/or prepare instruction and provide

research assistance. Use strategies that reflect sound and current scholarship in academic librarianship and that are designed to enhance student success and/or faculty pedagogy and scholarship. Use reflective strategies, including various forms of formative and summative feedback, which can be used to strengthen learning experiences for students. Participate in the advising of students, which includes assisting them with course selection, monitoring their academic progress, and providing advice related to educational and career goals. See 3.1.4 for full description of academic librarianship responsibilities.

- b. **Scholarship:** Sustained engagement resulting in contributions to scholarship in one's academic area, thereby expanding one's knowledge or expertise in one's academic discipline and concomitant teaching areas. Make scholarship contributions through one or more of the scholarship activities described in 3.1.4.1. See 3.1.4.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. **Service:** Sustain an engagement with students outside the classroom through participation in student-focused activities. Participate in department, school, college, and/or university committee service, projects, and tasks as requested, showing increasing capacity for service that makes a positive contribution to the effectiveness of the program, department, school, college, or university. See 3.1.5 for full description of service responsibilities.

## **2.3.3 Associate Professor**

### **2.3.3.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the rank of Associate Professor at Belmont University.

- a. **Degrees and Credentials:** Have a second Master's degree or a doctorate in a relevant field in addition to an ALA accredited Master's degree.
- b. **Relevant Job/Library Experience:** Have a minimum of six full-time years of successful college-level faculty experience at the rank of assistant professor, or its equivalent as determined at the time of appointment by the Provost.
- c. **Scholarship:** Show evidence of sustained scholarly engagement with one's academic discipline and show evidence of contributions to the ongoing dialogue in one's academic area through one or more of the categories of scholarship described in 3.1.4.1.
- d. **Service:** Show evidence of participation in student-focused activities. Show evidence of service that makes a positive contribution to departmental, school, college, and/or university tasks.

### **2.3.3.2 Duties and Responsibilities**

- a. **Academic Librarianship:** Plan, manage, and administer projects and/or prepare instruction and provide research assistance. Use strategies that reflect sound and current scholarship in academic librarianship and that are designed to enhance student success and/or faculty pedagogy and scholarship. Sustain reflective strategies through various forms of formative and summative feedback to strengthen learning experiences for students. Where appropriate, develop innovations in teaching and information creation and access that create positive outcomes in student success and/or faculty pedagogy and scholarship. Participate in the advising of students, which includes assisting them with course selection, monitoring their academic progress, and providing advice related to educational and career goals. See 3.1.4 for full description of academic librarianship responsibilities.
- b. **Scholarship:** Continued and sustained engagement in scholarship in one's academic discipline through expanding one's knowledge or expertise in the discipline and teaching areas, and with increasingly rigorous scholarship in one or more of the categories of scholarship described in 3.1.4.1. See 3.1.4.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. **Service:** Sustain an engagement with students outside the library through participation in student-focused activities. Assume leadership and/or administrative roles in department, school, college, and/or university programs, committees, tasks, or projects. All service should demonstrate a commitment to collegial and collaborative work and should strive to make a positive difference in the effectiveness with which the university fulfills its mission. See 3.1.5 for a full description of service responsibilities.

## **2.3.4 Professor**

### **2.3.4.1 Position Specifications**

The following specifications represent the typical qualifications and attributes required for appointment to the rank of Professor at Belmont University.

- a. Degrees and Credentials: Have a second Master's degree or a doctorate in a relevant field in addition to an ALA accredited Master's degree.
- b. Relevant Job/Library Experience: Have a minimum of six full-time years of successful faculty experience at the rank of associate professor, or its equivalent as determined at the time of appointment by the Provost.
- c. Scholarship: Show evidence of expertise and effectiveness in sustained scholarly contributions to one's academic discipline and evidence of continued and sustained engagement through one or more of the categories of scholarship described in 3.1.4.1.
- d. Service: Show evidence of participation in student-focused activities. Show evidence of service that reflects a broad understanding of the university's mission and vision, that makes a positive contribution to departmental, school, college, and/or university tasks, with at least one significant leadership role in college or university-level projects or tasks, and that is characterized by collegiality and collaboration. A formal administrative leadership role in the program, department, or school, and/or college can constitute this significant leadership role.

### **2.3.4.2 Duties and Responsibilities**

- a. Academic Librarianship: Plan, manage, and administer projects and/or prepare instruction and provide research assistance. Use strategies that reflect sound and current scholarship in academic librarianship and that are designed to enhance student success and/or faculty pedagogy and scholarship. Sustain reflective strategies through various forms of formative and summative feedback to strengthen learning experiences for students. Continue to develop innovations in teaching and information creation and access that create positive outcomes in student success and/or faculty pedagogy and scholarship. Participate in the advising of students, which includes assisting them with course selection, monitoring their academic progress, and providing advice related to educational and career goals. See 3.1.4 for full description of academic librarianship responsibilities.
- b. Scholarship: Model continued and sustained engagement in scholarship in one's academic discipline. Show increasing quality of rigorous scholarly contributions to the field and through the diversity of one's contributions by ongoing participation in and contributions to one's academic area in one or more of the scholarship categories described in 3.1.4.1. See 3.1.4.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- c. Service: Sustain an engagement with students outside the classroom through participation in student-focused activities. Assume leadership roles in department, school, college, and/or university committees, tasks, or projects. Model university citizenship through effective faculty leadership and service characterized by collegial and collaborative work and by regular and conscientious contributions to college or university-level faculty committees and/or to campus organizations, and/or to projects that further the goals of the university. A formal administrative leadership role in a program, department, or school is considered university-level service. See 3.1.5 for a full description of service responsibilities.

## **2.4 TYPES OF FACULTY APPOINTMENTS**

### **2.4.1 Term Appointments**

Term appointments are reserved for adjunct faculty who teach on a course-by-course basis, semester by semester. Typically such a position is one which the university anticipates as temporary, designed to fulfill a special, short-term need, or which is in a support area. It is normal and customary for the university to offer the term appointment only when registration has been completed and it can be determined that enrollment justifies employment of the adjunct faculty member. The appointment terminates with the specific period of time specified as the end of the term in the contract. Given the temporary nature of term appointments, adjunct faculty are not expected to participate in student advising, administrative duties or service to the University, nor do they have scholarship expectations. For further information consult section 6.5 in this *Handbook*.

### **2.4.2 Provisional Appointments**

Provisional appointments are offered to faculty who are full-time employees of Belmont University, but who do not hold tenure. Such faculty members are appointed to an academic unit, and the contract identifies the rank held, the provisions of the employment, the length of the appointment, and whether the appointment is a tenure-track one. Holding a provisional appointment on a tenure track does not create an obligation for the university to reappoint a faculty member beyond the date specified in the provisional appointment under which one is employed, nor does it create an obligation for the

university to show cause for non-reappointment.

If the position is tenure-track, the faculty member's initial contract will indicate any credit toward tenure based on prior college/university employment and/or professional achievement. All faculty on tenure-track appointments are expected to apply for tenure no more than two years after their initial eligibility date.

### **2.4.3 Tenure Appointments**

At Belmont University, the awarding of tenure is a positive indication of a mutual commitment. Tenure signifies recognition by the university of excellence in teaching and in the upholding of Christian ideals by the faculty member, a fact generally evidenced by active church participation. Acceptance of a tenure award in no way diminishes the obligation of a faculty member to continue to practice both excellence in scholarship and a responsible Christian moral life.

A tenure appointment specifies the locus of the faculty appointment into a particular academic department or program, and college. The awarding of tenure gives a contractual right to be re-employed in succeeding academic years unless there is recognized cause for termination as specified in this *Handbook*, or until the faculty member resigns, retires, dies or is unable to continue as a faculty member. Faculty members who have tenure are subject to the terms and conditions of employment, which exist from academic year to academic year including revisions in the *Faculty Handbook*.

### **2.4.4 Faculty Contracts**

The terms of each faculty appointment are considered privileged, confidential matters. Irrespective of tenure, faculty contract shall be signed by both parties (the faculty member and the President or Provost of the university). The length of employment is stipulated in the contract. Contracts specify the locus of appointment of faculty members within a specific academic unit.

## **2.5 SEPARATION**

### **2.5.1 Resignation**

A full-time faculty member wishing to resign before the ending date of his/her faculty contract period must give notice in writing to his/her Dean and the Provost at least sixty (60) calendar days before their separation date. If the resignation is accepted, all terms of the contract become null and void.

### **2.5.2 Retirement**

A full-time faculty member wishing to retire before the ending date of his/her faculty appointment must give notice in writing to his/her Dean and the Provost at least sixty (60) calendar days before their separation date.

If a faculty member holds a tenure appointment, and wishes to retire, he/she must give notice on or before January 15 (if this date occurs on a weekend, the deadline is extended to the next business day) to the Dean of the College and the Provost that he/she does not intend to return to Belmont for the following academic year. Faculty members are eligible for retirement at age 55.

#### **2.5.2.1 Faculty Voluntary Phased Retirement Program**

A voluntary phased retirement program is available for any Belmont University faculty member holding a provisional or tenured appointment (See Section 2.4, Types of Faculty Appointments). This phased approach to retirement is available for those who prefer a gradual transition to a date certain full retirement. It enables departments, schools and colleges to plan for the replacement of faculty members in advance of their actual full retirement.

#### **2.5.2.2 Eligibility**

This plan is open to all full-time faculty members on a provisional or tenured appointment whose age plus years of service equals at least 70. This age and service number is determined as of September 1 of the year for which the faculty member is applying.

### **2.5.2.3 Terms**

The phased retirement agreement will be a three-year Provisional Appointment (reference *Faculty Handbook*, Section 2.4.2). All phased retirement agreements coincide with the annual faculty contract period and will be a 10-month appointment regardless of the previous contract length for the faculty member. The agreement must begin with the fall semester (i.e., phased retirement cannot begin with the spring semester). The faculty member must work a minimum average of 50% workload for a minimum 50% pay during the term of the agreement. Compensation will be based on the faculty member's 10-month base salary, or equivalent. Fifty percent workload not only refers to teaching but proportionate university service, office hours and committee assignments as well. Duties could be performed evenly across both semesters or the individual could work full-time one semester and have no specific assigned duties the next semester. In the case of the latter, non-teaching duties, such as committee assignments and advising will be distributed to existing full-time faculty in a manner similar to sabbatical or study leaves. In either case, the faculty will receive 50% pay for the academic year. Workload agreements must be included in the phased retirement agreement and approved by the department chair (or primary unit/division head), the Dean, and the Provost. Workload agreements should normally be stated in terms of classroom teaching. Faculty who served in an administrative capacity will relinquish their administrative role when they begin phased retirement.

In rare cases where a mutually agreed workload requires an overload in one semester, the regular faculty overload pay policy will apply (reference *Faculty Handbook*, Section 5.1.3 and 5.2.5) and will be denoted in the faculty contract.

A faculty member in the final year of a three-year phased retirement agreement may request a one-year extension. Such requests must be made in writing to their dean no later than May 1 of the final year of the three-year phased retirement agreement. If the request is supported by the dean, it will be shared with the Provost for final consideration. The faculty member will be notified by June 1 of the status of the request. The decision of the Provost is final.

A faculty member in phased retirement will be considered in a full-time position at half load and will receive all other benefits of a full-time faculty member except as is expressly addressed in this policy or in the *Faculty Handbook*. A faculty member in phased retirement will not continue to participate in established performance evaluation processes and will not continue to receive performance based salary increases.

Retirement plan contributions by the university shall continue at the current University level based on actual base pay. Summer school and other stipends are not considered base pay for retirement matching purposes. University contributions to group insurance plans (including health insurance) shall continue as if the faculty member were at 100% time.

During the phased retirement period if the faculty member wants to again sign up for health, dental or vision insurance, the faculty member may do so during open enrollment typically in November of each year for coverage beginning January 1 of the following year, or the faculty member must have experienced a qualifying event as defined by the IRS.

During phased retirement, the employee may begin retirement plan distributions as permitted under the terms of the retirement plan.

During the period of phased retirement, the university must continue to be the faculty member's primary professional commitment. A faculty member on phased retirement may not accept a full or part-time position with another employer.

### **2.5.2.4 Procedure**

A formal letter of application will be made to the Dean of the appropriate College by May 1 of the spring semester 15 months before the beginning of the contract year for which phased retirement is to begin. The faculty member will be notified by the Provost by August 1 of the status of the application for the next academic year. For example, the faculty member notifies the Dean by May 1 of 2019 for application for phased retirement beginning August 1, 2020.

If there are more applicants for voluntary phased retirement than the university can support in a given year, length of service will be the main criterion in reaching a decision. If an individual is not approved for voluntary phased retirement in the year in which he/she applied, he/she may apply again in the subsequent year. Such agreements must

include the surrender of tenure rights and a waiver under the Age Discrimination in Employment Act. All phased retirement agreements must include a waiver under the Age Discrimination in Employment Act and an agreement to retire at the end of the term of the agreement.

### **2.5.2.5 Guidelines**

All individual faculty retirement agreements must be approved by the Provost. In approving such agreements, the Provost must determine that the agreement meets the overall needs of the university. Approval of an individual retirement agreement by the Provost is discretionary and no faculty member has the right to such an agreement.

Such agreements must include the surrender of tenure rights and a waiver under the Age Discrimination in Employment Act.

Once a faculty member is approved for phased retirement, he or she must surrender their private campus office. Shared office space with computer equipment and telephone may be provided if at all possible.

Faculty approved for phased retirement will not be permitted to teach summer school unless the university has need for these services and specifically ask faculty to teach. In the unlikely event that a faculty member who is in phased retirement teaches a summer school class, the compensation will be at the standard summer school rate.

## **2.5.3 Non-Reappointment**

Any full-time faculty member who holds a provisional appointment will be notified in writing by his or her Dean by February 1 if he/she will not be offered an appointment for the following academic year. Holding a provisional appointment on a tenure track does not create an obligation for the university to reappoint a faculty member beyond the date specified in the provisional appointment under which one is employed; nor does it create an obligation for the university to show cause for non-reappointment.

Term and Provisional appointments have specified termination dates and Belmont has no obligation to rehire persons after these dates and may elect not to reappoint a faculty member without explanation or appeal, under the terms of the appointment. Tenured faculty members must be renewed unless their tenure status has been revoked pursuant to section 2.5.6.

## **2.5.4 Reduction in Force**

Any faculty member, including those faculty who have tenure, may be terminated, or offered an opportunity to re-negotiate a reduced salary and teaching load, upon 60 days' notice, because of financial exigencies or declining student enrollment in the faculty member's discipline as set forth in his/her locus of appointment. Under such circumstances, salary rights will continue for such faculty members only for the 60-day period.

### **2.5.4.1 Implementation of Reduction in Force**

For the purposes of determining length of service, time spent on unpaid leave(s) of absence shall not be counted. For the purposes of this policy a person shall be determined to be a presenter of offerings to be discontinued if more than 33% of his/her teaching load during any academic term in any of the last four academic years consisted of the offerings to be discontinued.

- a. If, as determined by the Dean, there is only one faculty member who is presenting the offerings to be discontinued, then that faculty member shall be subject to termination.
- b. If, as determined by the Dean, there is more than one faculty member presenting the offerings to be discontinued, then all such faculty shall be subject to termination.
- c. If, as determined by the Dean, all of the faculty which are subject to termination need not be terminated, the university reserves the right to choose the best faculty member for retention regardless of seniority and/or tenure in order to serve the interests of the university and its students.

In cases in which faculty members are considered equal by the Dean, then the following procedures will apply.

- a. Tenured faculty shall have retention priority over faculty with provisional appointments.
- b. Among tenured faculty those with the greatest length of tenured service shall have retention priority.

- c. Among faculty with provisional appointments those with the greatest length of service shall have retention priority.

#### **2.5.4.2 Recalls after a Reduction in Force**

Faculty members whom the university would like to re-employ after a reduction in force shall be retained on a recall list in the manner described below.

- a. Tenured faculty members who are terminated due to a reduction in force shall be retained on a recall list for a period of 120 calendar days from the last date of contracted employment.
- b. Individuals on the recall list shall be given first right of refusal for any faculty position at Belmont which is opened for hiring, provided the individual is qualified to perform the duties of the position as determined by the search committee and Dean, after comparing the position description and the vita of the individual.
- c. If more than one individual on the recall list is qualified for the position the search committee shall nominate the person it considers best qualified. If the offer is declined, the position shall be offered to the next best qualified individual in descending order until the position is accepted or until all qualified individuals on the recall list have been offered the position, whichever occurs first. If one or more individuals are equally qualified, the position shall be offered first to the individual with the greater length of tenured service to Belmont.
- d. Offers shall be presented to individuals on the recall list in writing, sent by email or mailed first class, return receipt requested, to their last known address as contained in the files of the Office of the Provost. The offer must be accepted by written notification to the Dean, which must be received in the Dean's office no later than the close of business on the twentieth (20th) calendar day after delivery of notice to the individual, as evidenced by postal receipt.
- e. Any individual who is offered a position under this provision and who declines the offer, or fails to properly respond, or respond at all, shall be removed from the recall list and all his/her rights under this provision shall end.
- f. Individuals on the recall list are obligated to maintain on file with the Office of the Provost during the recall period their email address, current mailing address, telephone number and CV.
- g. An individual who is re-employed under this provision shall be restored to the rank, tenure and status, which he/she held at the time of termination.

#### **2.5.5 Suspension**

The university may suspend instantly the appointment of any non-tenured faculty member by giving written notice to the faculty member of that suspension. Suspension will occur if the President or Provost of the university believes there maybe cause for discharge. The faculty member shall receive pay until the suspension is lifted, or until 60 days following notice of his/her discharge.

#### **2.5.6 Discharge for Cause**

Any faculty appointment, with or without tenure, may be terminated by the President of the university upon conclusion that any of the following exists.

- a. Immoral conduct.
- b. Professional incompetence as demonstrated over a period of time by the performance evaluation process.
- c. Gross insubordination.
- d. Sexual or discriminatory harassment.
- e. Physical or other incapacity which, even with reasonable accommodations, renders the faculty member unqualified to perform his/her duties.
- f. Gross professional negligence or dereliction of duty on the part of a faculty member.
- g. Misrepresenting scholarly expertise or credentials.
- h. Financial exigency of the institution.
- i. Program retrenchment or elimination.

Termination shall take effect upon 60 days' notice or at the end of the academic year, whichever is earlier. Contract and salary rights expire on the date termination takes effect.



A discharge for cause of a tenured faculty member may be appealed to the Executive Committee of the Belmont University Board of Trustees in all cases where facts are in dispute. The faculty member shall be informed in writing, and before the hearing, of the reasons for dismissal, and shall have the opportunity to be heard in his/her own defense by the Executive Committee of the Board. There shall be a full recording of the hearing available to the parties concerned. Tenured faculty who are discharged for reasons not involving moral delinquency or financial exigency shall receive their salaries for the remainder of the semester whether or not they are continued in their duties at the institution.

## **2.6 FACULTY PERSONNEL FILES**

### **2.6.1 Employment Personnel File**

Official personnel files are located in the Office of Human Resources. Personnel files are the property of Belmont University. The employee or anyone in a supervisory position over the employee may view this file by appointment with Human Resources. This file is open to the legal counsel of the University when needed for official legal matters relative to the University and to the senior leader responsible for any investigation involving the employee.

### **2.6.2 Provost's Personnel File**

All full-time faculty files are located in the Office of the Provost. The personnel file contains the Belmont University employment application, official transcripts and copies of faculty contracts, and records of discipline, grievance, appeals of administrative decisions, and certifications of all relevant credential information for the faculty member.

Faculty members are required to furnish official transcripts of all undergraduate, graduate and post-graduate work to the Provost to be placed in this file.

The faculty member may review the materials in this file, except any materials for which the faculty member expressly released his/her right to review. An appointment is required in order to review the file, and it will be reviewed in the presence of the person who is responsible for maintaining the file. This file is open to the President, Provost, and employee's supervisor(s).

The employee or anyone in a supervisory position over the employee may view this file by appointment with Human Resources. This file is open to the legal counsel of the University when needed for official legal matters relative to the University and to the senior leader responsible for any investigation involving the employee.

Files for adjunct faculty are maintained by the Dean of each college and contain the Belmont University employment application, official transcripts.

### **2.6.3 Tenure, Promotion, and Leaves Application Files**

During the period in which a faculty member is a candidate for tenure, promotion, or leave, this file is located in the Office of the Provost. It contains those documents required in order to make application for the award desired, according to the specifications made in the appropriate sections of this *Handbook*. The faculty member may review those materials in this file, but an appointment is required in order to review the file, and it will be reviewed in the presence of a staff member of the Office of the Provost.

This file is open to the faculty member, the members of the Tenure, Promotion, and Leaves Committee, the employee's supervisor, the Provost and the President. This file is also open to the legal counsel of the university when needed for official legal matters relative to the university, but it is not open to anyone else except by legal process.

After the university acts on an application for tenure, promotion, or leave, materials from the application file may be used to update the faculty member's personnel file in the Office of the Provost. All other materials are returned to the faculty member.

### **2.6.4 Dean's and Department Chair's Personnel Files**

These files are located in the offices of the appropriate department chairs and deans. These files vary considerably in their

contents according to the practices and discretion of the administrators involved. They may contain biographical information, annual reports of the accomplishments of the faculty member, student and administrative evaluations of the faculty member, and records of discipline, grievance, and/or appeal of administrative decisions, as well as copies of transcripts and certifications of the academic and scholarly work of the faculty member.

The faculty member may review the materials in this file. An appointment is required in order to review the file, and it will be reviewed in the presence of the person who is responsible for maintaining the file. This file is also open to the President and Provost, and to the legal counsel of the university when needed for official legal matters relative to the university, but it is not open to anyone else except by legal process.

## **2.6.5 Submissions, Exclusions, and Expungement of Records**

Faculty may submit responses to evaluations or data on accomplishments. They may provide statements offering their own interpretations of employment activity and providing evidence available to them about matters of grievance, appeal, and/or discipline to any and all of their personnel files. Faculty have the right to correct, exclude, or expunge from their personnel files any information proven or publicly known to be factually incorrect.

# **3 EVALUATION, PROMOTION, TENURE**

## **3.1 EVALUATION OF FACULTY**

The purpose of ongoing annual evaluation of faculty is to strengthen each faculty member's ability to contribute to the university and the university's efficacy as an institution of higher learning.

As indicated in 2.1 Appointment to the Faculty, faculty roles and assignments may change over time, and evaluation will reflect the changing faculty roles. Faculty performance is reviewed in the three following areas: teaching, scholarship, service. In each area, faculty members are expected to enhance and expand their capacities for significant achievement over the course of their careers at Belmont University.

Faculty evaluation takes place in various contexts for various distinct purposes. Faculty members are evaluated each year within colleges for performance-based pay. In addition, all tenure-track faculty members in their first, third and fifth year of full time employment shall be evaluated by their direct supervisor, their dean, and, when appropriate, the Provost. If a faculty member is hired with some credit toward tenure, the year in which these reviews occur may be adjusted to ensure there is a review meeting with the Provost at the midpoint of the time between their initial appointment and their first eligibility to apply for tenure. Faculty members are evaluated at the time of tenure and promotion by the University Tenure, Promotion and Leaves Committee.

A faculty member must consult his/her department chair and/or dean about the specific methods employed in the applicable college for annual evaluations. Faculty members are advised that some administrative subjectivity and judgment enter into the evaluation process. At the periodic times of review for faculty (e.g., the one/three/five-year evaluations), the faculty member's Dean should inform the faculty member how he/she is progressing toward the goals of outstanding work in the areas of teaching, scholarship, and service to the university. An outcome of these review interviews should be a written document from the Dean. This document should be dated, signed and provided to the faculty member for use in their Tenure and Promotion materials.

Faculty members are to use both formative and summative review as the impetus for self-evaluation, self-reflection and self-improvement.

- Formative feedback is informal in nature and for the faculty member's own use. Formative feedback can take many forms, including conversations with students and faculty colleagues, peer review and classroom visits, Teaching Center mid-course reviews, and ongoing classroom assessment techniques.
- Summative feedback is most often represented in university-administered student evaluations and in formal peer or administrative evaluations. This feedback is shared with administrators responsible for supervising the faculty member's teaching, and should be carefully reviewed with the faculty member during any administrative evaluation, particularly during the first, third, and fifth year evaluations.

In order to assure that faculty continue to function in support of the mission, vision, and values of the institution, faculty are, as a condition of ongoing appointment, expected to show strength of character, as well as a personal Christian commitment in both precept and example. This commitment should be evidenced in part by active involvement in a local church committed to the confession that Jesus Christ is Lord. While this commitment is not subject to annual review or evaluation, it should be understood by the faculty member that a personal alignment with the institutional mission is an important condition of ongoing employment.

### **3.1.1 Teaching**

The mission statement of Belmont University affirms that the university is a student-focused institution dedicated to developing students in a way that equips them to make the world a better place. The primary locus of teaching for Belmont faculty is the course offering with a secondary locus in academic advising support for student activities outside the classroom, and the development of programs of study. Given such an affirmation of teaching, the quest for excellence in teaching is found in regular evaluation and is the primary criterion for Tenure and Promotion at Belmont.

### **3.1.2 Primacy of Teaching**

Belmont expects its faculty to be reflective practitioners who consciously reflect on their goals, methods and strategies of teaching; who strive to create classroom communities where student learning is supported, encouraged and finely honed; and who strive continuously to refine their teaching methods and effectiveness and explore new methods. While most faculty receive teaching appointments in disciplinary areas, faculty who teach in areas of university initiatives, including general education, service learning, and international education, will be understood to be undertaking teaching roles that have unique challenges and that need to be conducted in concert with the goals of the University.

Belmont supports a Teaching Center that provides opportunities for faculty to participate in a conversation about teaching, to receive help as they seek to improve their craft and to develop as practitioners. The university, through its colleges, provides support and funding for its professors to develop as teachers and to work on pedagogical innovation.

### **3.1.3 Academic Advising**

Academic advising forms a secondary part of each faculty member's teaching responsibility. Sound academic advising supports the learning process of students by helping students understand the value and benefit of his or her entire academic program, including general education and the major, and by helping students make responsible choices within the framework of a degree program. Beginning with their second year of an appointment to the Belmont faculty, faculty members are expected to advise students and to assume an appropriate number of student advisees within the overall number of students enrolled in an academic program. Faculty members are expected to be informed academic advisors, with current knowledge about and attentiveness to the following:

- General education, major, and minor requirements;
- General academic policies, including processes for filing paperwork related to a student's academic record;
- Available resources for students with difficulties and disabilities in the Office of the Dean of Students;
- Campus resources for career planning and other academic and personal assistance.

Although students have ultimate responsibility for their academic progress, faculty members are expected to monitor their advisees' academic progress, including convocation requirements, working with any advisee not showing adequate academic progress to determine the cause and to seek campus resources to cope with academic or personal challenges, if necessary.

### **3.1.4 Scholarship**

Scholarship is an intellectual and/or creative contribution that is widely available and subject to peer or expert review in the areas of discovery, integration, application, or teaching. Scholarship, as well as scholarly or creative activities, is necessary and desirable means through which faculty members remain current in their academic disciplines and teaching areas. These also supplement and strengthen the University's commitment to the highest possible quality of teaching and are essential to the fulfillment of Belmont University's mission. Scholarship takes many forms at Belmont University where faculty members are employed in an array of programs of study and disciplines. Scholarship can be understood at

Belmont in the context of the rich intellectual discussions and literature coming out of Ernest Boyer's redefinition of the term in *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990).

#### 3.1.4.1 Scholarly Contributions

- a. Scholarship I—Intellectual and/or creative contributions that are widely and publicly available and have received rigorous peer or expert review and are available for tenure and promotion consideration.
- b. Scholarship II—Intellectual and/or creative contributions that may have limited public availability or may have undergone a less rigorous peer or expert review process but are applicable for tenure and promotion consideration.
- c. Scholarly and Creative Activities—A variety of intellectual or creative contributions or activities that are valued within the university but may not demonstrate wide availability or rigorous peer or expert review. While these scholarly and creative activities are of a different nature than Scholarship I and II, they are vital to the academic careers of a faculty members and provide critical demonstrations of their professional development. Contributions in this area are expected of all faculty members.
- d. See Appendix A in the *Faculty Handbook* for examples of Scholarship I, Scholarship II, and Scholarly and Creative Activities.

#### 3.1.4.2 Scholarship Expectations

- a. As faculty members mature and develop in their careers, their scholarship should reflect an increasing ability to participate as contributors in the range of professional development activities. Scholarship, along with scholarly and creative activities, is part of an ongoing process in which faculty members engage throughout their careers and thus may change forms as they accept varying roles related to teaching, research, administration, and service.
- b. Colleges may establish scholarship expectations that exceed the university standards. The College of Business, the College of Health Sciences and Nursing, the College of Law, and the College of Pharmacy have all established scholarship expectations that exceed those contained in the Faculty Handbook. Faculty members applying for tenure and/or promotion in these Colleges must meet these heightened scholarship standards to be granted tenure and/or promoted. College scholarship expectations that supersede the University expectations are available in Appendix B to the *Faculty Handbook*. All candidates should consult with their deans during the first-, third-, and fifth- year evaluations about college expectations.
- c. Faculty members applying for tenure and/or promotion to associate professor are expected to have at least four (4) total contributions in Scholarship I and/or Scholarship II. At least one (1) of these four contributions must be a Scholarship I contribution. All scholarship contributions must occur within the timeframe defined in the original appointment contract for the faculty member.
- d. Faculty members applying for promotion to professor are expected to have at least five (5) contributions in Scholarship I and/or Scholarship II since successful application for promotion to associate professor. At least two (2) of these contributions must be a Scholarship I contribution.
- e. Contributions in Scholarship I and Scholarship II, by definition, must be “widely publicly available.” “In press” items will not be considered as contributions to a faculty member’s application for tenure and/or promotion even if the correspondence showing formal acceptance for publication is included in the faculty member’s application. Contributions that have been formally accepted for publication but not yet published online or in print shall be identified as “in press” (specifying the journal’s name) in application materials and on the CV. Similarly, if a scholarly contribution has been submitted but not yet accepted for publication at the time the application is due in the Office of the Provost, it does not count as a scholarship contribution in the application. Faculty members may use the terms “submitted to,” “unpublished work,” or “work in progress” for scholarly work at other stages of development.
- f. Faculty who believe their contributions in Scholarship II and Scholarly and Creative Activities belong in a higher category than the one assigned in the *Handbook* (see Appendix A to the *Faculty Handbook*) have the burden of proving that the contribution belongs in a higher category as part of the application they submit to the Office of the Provost.
- g. Faculty are responsible for performing due diligence when evaluating publishing opportunities. Predatory journals and publishers are those that promote self-interest at the expense of scholarship and may make misleading claims about extent of availability and/or quality of peer review. The University Tenure, Promotion, and Leave Committee may discount the value of, or even refuse to accept as meeting University

requirements, scholarship published in predatory outlets where indicators existed that the journal or press was predatory (including vanity presses). See Appendix A in the *Faculty Handbook* for criteria and resources in evaluating journals and publishers.

- h. Faculty applying for tenure or promotion at the associate or professor level with 50% or more administrative release for at least five years immediately preceding their application may receive up to three (3) Scholarship II contributions to compensate for their administrative responsibilities. They are still required to have Scholarship I contributions.

### 3.1.4.3 Boyer's Model of Scholarship

For the sake of describing and documenting scholarship, faculty should use the following categories derived from *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990) and the rich intellectual discussions and literature Boyer's book stimulated in the academy. These categories emerged from a perception that the diversity of American higher education requires differing types of scholarly activity from faculty members in different academic disciplines. No faculty member would be expected to attain accomplishments in all four areas.

Each faculty member's scholarship and professional development would be expected to be in accord with the goals, needs, mission, and vision of the academic discipline, the college, and the university; would be expected to be sustained; and would be expected to show an expansion of capacity over time. In all categories, scholarship is characterized by creativity, honest and rigorous inquiry, reflection on processes and goals, and public presentation. In all cases scholarship must be widely publicly available and subject to peer and/or expert review.

- a. **The scholarship of discovery:** This category reflects the traditional understanding of scholarship as research, though the term "discovery" emphasizes the original character of this kind of scholarship. This scholarship pursues knowledge for its own sake and reflects rigorous inquiry and, most often, disciplinary paradigms. The scholarship of discovery also includes creative acts in the arts—literary, visual, and performing arts. These, too, are original acts of discovery and expand the ways human beings know the world. At Belmont University, because of the high premium placed on teaching, the "scholarship of discovery" will most often occur in relationship to a faculty member's teaching area.
- b. **The scholarship of integration:** This category complements the scholarship of discovery but does so by moving out of disciplinary pathways. The scholarship of integration is often, but not exclusively, collaborative, and its goal is the synthesis or connection-making between discoveries in various disciplines. A faculty member pursuing the scholarship of integration may be stepping outside his or her academic discipline to consider the implications of that discipline within a broader framework. Some activities, such as writing or editing a textbook, are by their nature synthetic and integrative.
- c. **The scholarship of application:** This category proposes scholarship as an act of engagement. The goal of the scholarship of application is the use of knowledge or theory to strengthen practice and/or solve (or at least address) problems. The scholarship of application may frequently be carried out in settings with non-specialists, and in forms including consultations, seminars or workshops for non-university audiences, development or design of community-based projects, or analysis or exploration of community problems or issues. The scholarship of application is most often characterized by the engagement of the academic specialist with problems and issues in a community beyond the academy.
- d. **The scholarship of teaching:** This category includes all public scholarly activities focused on teaching, either generically or within a discipline. The scholarship of teaching and learning (SoTL) investigates teaching as an intellectual problem, and topics or problems in the scholarship of teaching may range from quantitative studies of student learning, to ongoing testing and evaluation of pedagogical strategies, to qualitative and quantitative investigations of course designs. The category of the Scholarship of Teaching proposes that the transmission of knowledge via the frameworks offered by the academy is as significant and worthy a subject of inquiry as any "pure" research project.

### 3.1.5 Service

Belmont University relies upon the involvement of the faculty to fulfill the university's mission and purpose in the education of students. Service is defined as those activities necessary to the faculty role in support of students outside the classroom as well as in support of shared governance of the department, school, college, and university, and those activities that advance public support of the institution and benefit the community at large.

Service aspires to a form of institutional citizenship, through which faculty members sustain an involvement in enacting

the institutional mission, vision, and values. Effective service is evident when the products of such work become a part of some aspect of the university's programs or policies, when new or enhanced opportunities for student learning are achieved, when public recognition or support of the university is enhanced, and when the quality of life in the university community is enriched.

The following list indicates the range of activities included in service. It is not a checklist, nor is it a complete list of possibilities for service to the university. No faculty member is expected to complete all these forms of service; rather, each faculty member is expected to contribute to the ongoing work of the university at the department, school, college, and/or university levels in areas where the faculty member's strengths meet the university's needs:

- Participating in faculty governance, including regular attendance at university, college, school, and department meetings;
- Working on departmental/school/college and university tasks, projects, committee responsibilities;
- Teaching and participating in BELL Core "Signature Course" conversations and workshops such as the ILCs and FYS, through initiatives like the First Year Formation Collective;
- Holding a university assigned leadership or administrative position, provided that this is not the only form of service undertaken during the review period;
- Working with student activities outside of the classroom including serving as an engaged faculty advisor to student organizations;
- Generating and leading co-curricular WELL Core events/programs;
- Mentoring and advising roles with new and adjunct faculty;
- Participating in ongoing campus conversations and in programs to enhance teaching and learning, student life, and the university community;
- Participating in the recruitment of students and the development of friends and supporters of the university;
- Linking the university to the local or global community through networking, building connections, and fostering community partnerships that contribute to the flourishing of both community members and Belmont students..

Engaged Belmont faculty share their abilities with the larger community. Service to the community includes participation in both civic and church communities, and participation in local, national, and international initiatives not directly tied to employment at Belmont.

In order to merit promotion to a higher rank, faculty will be expected not only to have sustained positive performance in service, but also to demonstrate further development as a citizen of the university over time.

### **3.1.6 Academic Librarianship**

Recognizing that the primary mission of Belmont University is excellence in teaching and dedication to the learning of our students, librarians contribute to this mission by supporting and enhancing the curriculum through academic librarianship. Librarians have differing areas of expertise that fall under the broad categories of teaching and research assistance and access to information and collections.

Through their unique appointments, librarians engage in reflective practices, explore new methods and technologies, and strive to create a campus community where learning thrives. Academic librarianship requires evidence to measure success, impact, or value to the university. Examples of assessment could include student or faculty satisfaction surveys, usability studies, collection analysis, citation reports, and/or usage statistics.

Examples of responsibilities in academic librarianship may include, but are not limited to:

- Teaching and Research Assistance
  - Teaching information literacy instruction sessions, workshops, or credit courses
  - Providing research assistance
  - Liaison and outreach activities
  - Collaborating with teaching faculty to create curricular materials
  - Supporting scholarly communications
  - Advising
- Providing Access to Information and Collections

- Collection development and management
- Materials acquisition, organization, and control
- Metadata creation, organization, and control
- Information access services
- Creating and maintaining library webpages and tools
- Developing and maintaining library systems
- Digitizing collections
- Curating exhibits
- Delivering programming to campus and community
- Planning, Management and Administration
  - Managing physical facilities and equipment
  - Strategic planning and assessment
  - Budgets and fund management
  - Obtaining funding from outside sources
  - Developing policies and procedures
  - Supervisory responsibilities

## **3.2 PROMOTION IN RANK**

A faculty member becomes eligible to apply for a promotion in rank during their sixth year in rank where contributions have been characterized by sustained positive performance in teaching, scholarship, and service.

It is assumed that promotions in rank will be sought and earned by Belmont full-time faculty members as a part of their professional growth and their maturing commitment to Belmont University. However, promotion in rank is not automatic, nor is promotion merely a function of longevity of service. Promotion in rank indicates an increasing level of excellence in teaching, scholarship, and service.

A faculty member's initial contract specifies the rank and tenure status at the time of appointment and will indicate any credit toward promotion based on prior college/university employment and/or professional achievement. Faculty members applying for both promotion and tenure will submit a single portfolio rather than two separate portfolios.

### **3.2.1 Applying for Promotion in Rank**

The application file must provide supporting materials which document that the applicant has satisfied the criteria for the award of promotion. Candidates applying for promotion and tenure in the same year may submit one file incorporating material for both promotion and tenure. Letters of support should address both promotion and tenure requirements.

Because internal structures and processes within colleges differ, each faculty member must consult his or her dean for the application for promotion timeline and protocols within that college, including deadlines for submission of application files to college-level review committees. Unless notified otherwise, faculty are expected to follow the timeline below, particularly regarding the deadline for submission of the application file to the Provost.

- By August 1 of the year in which they intend to apply for promotion, applicants must notify their dean, in writing, of their intention to apply. (If this date occurs on a weekend, the deadline is extended to the next business day.)
- By September 15 of the year in which they intend to apply for promotion, the complete promotion portfolio file will be submitted to the dean of the applicant's college. (If this date occurs on a weekend, the deadline is extended to the next business day.)
- By September 30 of the year in which they intend to apply for promotion, the dean will examine the portfolio and forward it along with a signed and dated letter recommending approval or denial of the application for promotion to the Provost. (If this date occurs on a weekend, the deadline is extended to the next business day.)

Failure to meet these deadlines will make the portfolio ineligible for review and will automatically delay the application for promotion for review to the subsequent year. The faculty member applying for promotion or tenure is solely responsible for securing all the appropriate documentation and for arranging it in an orderly fashion. The absence of needed documentation may delay the candidate's review until the next year if the portfolio is insufficient or poorly organized.

Whether the applicant's college committee or Dean writes a letter recommending approval or denial of the application, the application file will be sent to the Provost by September 30 (If this date occurs on a weekend, the deadline is extended to the next business day.), and then on to the University Tenure, Promotion and Leaves Committee for further consideration. The applicant should note, however, that if both the college committee and the Dean recommend denial of the application, the circumstances will be rare indeed for the University Tenure, Promotion and Leaves Committee to recommend approval.

If a college tenure and promotion committee does not exist, the Dean will examine the file for completeness and whether the applicant meets the qualifications for promotion. By September 30 of the year in which they intend to apply for promotion, the Dean then forwards the application along with a signed and dated letter recommending approval or denial of the application to the Provost (If this date occurs on a weekend, the deadline is extended to the next business day). The dean will provide a copy of this letter to the applicant within one week of submission to the Provost.

### **3.2.1.1 The “Application for Promotion” Portfolio**

The application portfolio must include the following items submitted in electronic form in a well-organized manner on a flash drive. The order of the documentation should follow the order of items listed in (a) through (i) below, with each section of information being clearly identified. The use of folders to separate major sections on the flash drive is helpful to reviewers. All materials related to the promotion portfolio must be submitted together. The applicant's portfolio, as a whole, should demonstrate the candidate's engagement with Belmont's Mission, Vision, and Values. Candidates for promotion are advised to be judicious and reasonable, not excessive, in submitting documentation. For additional information on required format for the application portfolio, please review the “Required Format for T&P Portfolio” document available in the Office of the Provost and on the Provost page of the Belmont University website.

- a. A formal signed and dated letter of application for promotion in rank, specifying the rank desired and summarizing how the faculty member has satisfied the position specifications for that rank, and has the potential to fulfill the duties and responsibilities for that rank (see 2.2).
- b. A copy of the applicant's current curriculum vitae.
- c. Signed and dated letters of recommendation from the following in the order listed:
  1. Dean of the college in which the faculty member holds appointment;
  2. The college-level Tenure, Promotion, and Leaves Committee recommendation to the dean, where appropriate.
  3. The program coordinator and/or department chair and/or the associate dean, where appropriate;
  4. One colleague within the applicant's department or college;
  5. One additional letter may be requested from a referee of the candidate's choice.

Administrators with faculty status should seek letters of recommendation only from peer administrators and faculty members. It is inappropriate for applicants to request letters of recommendation from the Provost or President since each is in the final approval system. In cases where a department chair or direct supervisor is a member of the Tenure, Promotion and Leaves Committee, he/she will write the required letter of recommendation, but he/she will excuse himself/herself from consideration of any applicant over whom he/she serves as supervisor. Otherwise, faculty members seeking tenure, promotion, or leave should not request letters of recommendation from any member of the Tenure, Promotion and Leaves Committee.

- d. A copy of the contract which shows specifications of eligibility for promotion must be included. Any prior promises or commitments made to candidates regarding eligibility for promotion which are not documented in writing from the appropriate administrator(s) will not be considered by the Tenure, Promotion and Leaves Committee.
- e. A separate listing of courses taught and any special teaching assignments fulfilled during one's employment by Belmont and other institutions from which credit for promotion is received must be provided. Candidates must supply representative course syllabi. These syllabi should represent the range of teaching assignments and must include syllabi for any courses taught on a regular basis (at least one section every year). This section is to begin with a reflective narrative with the documentation then following. Candidates submitting their portfolio for consideration by the University Tenure, Promotion, and Leave committee are expected to include in their reflective narratives descriptions of their efforts toward inclusivity of students from various backgrounds in their classrooms and ways they have



addressed diversity of perspectives in their courses. Belmont University defines diversity as “differences that include, but are not limited to, ethnicity, gender identity, race and sexual orientation.”

- f. The applicant must provide instructional evaluations for all courses taught during the two years immediately prior to applying for promotion. These must include both university-administered student evaluations, and evaluations done by the program coordinator, department chair, associate dean, and/or dean. Faculty members may not include formative evaluations, including peer evaluations, in their application files, although they are encouraged to reflect (in their course evaluation narrative and/or teaching narrative) on how they made use of that feedback going forward. Since the collection and use of feedback is what it means to be a reflective practitioner, the reflections should discuss how the faculty member responded to any formative evaluations they received. All evaluations from supervisory persons must be dated and signed. The instructional evaluation section should begin with a reflective narrative, followed by the appropriate documentation.
- g. A listing of scholarship and scholarly and creative activities must be included. This section is to begin with a reflective narrative with the documentation then following.
- h. A listing of service at Belmont and other institutions from which eligibility for promotion is received, such as participation in student-focused activities, service that makes a positive contribution to the department and school/college, and service that has a campus-wide impact to the university, must be provided. For each service component, the applicant’s efforts related to those accomplishments must be summarized, and University Service Forms should be included, as feasible. These forms are signed and dated letters from committee/taskforce chairs, leaders of student organizations advised, or students mentored for research projects, as applicable. If WELL Core programming that the applicant has offered is included, specific dates, times, and category designations should be provided. This section is to begin with a reflective narrative with the documentation then following.
- i. The applicant must furnish a report of his/her church and community involvement. This section is to begin with a reflective narrative with the documentation then following.

### **3.2.2 Applying for Library Faculty Promotion in Rank**

Because internal structures and processes across the University differ, faculty members in the Department of Library Services must consult the Associate Vice President/Chief Information Officer for the application for promotion timeline and protocols within the department, including deadlines for submission of application portfolio to the appropriate university review committee(s). Unless notified otherwise, faculty are expected to follow the timeline below, particularly regarding the deadline for submission of the application file to the Provost.

- By August 1 of the year in which they intend to apply for promotion, applicants must notify the Associate Vice President/Chief Information Officer, in writing, of their intention to apply. (If this date occurs on a weekend, the deadline is extended to the next business day.)
- By September 15 of the year in which they intend to apply for promotion, the complete application portfolio will be submitted to the Associate Vice President/Chief Information Officer. (If this date occurs on a weekend, the deadline is extended to the next business day.)
- By September 30 of the year in which they intend to apply for promotion, the Associate Vice President/Chief Information Officer will examine the portfolio and forward it along with a signed and dated letter recommending approval or denial of the application to the Provost. (If this date occurs on a weekend, the deadline is extended to the next business day.)

Failure to meet these deadlines will make the portfolio ineligible for review and will automatically delay the application for promotion for review to the subsequent year. The faculty member applying for promotion is solely responsible for securing all the appropriate documentation and for arranging it in an orderly fashion. The absence of needed documentation may delay the candidate’s review until the next year if the portfolio is insufficient or poorly organized.

#### **3.2.2.1 The “Application for Promotion” Portfolio for Library Faculty**

The application portfolio must include the following items submitted in electronic form in a well-organized manner on a flash drive. The order of the documentation should follow the order of items listed in (a) through (i) below, with each section of information being clearly identified. The use of folders to separate major sections on the flash drive is

helpful to reviewers. All materials related to the promotion application must be submitted together. The applicant's portfolio, as a whole, should be presented in the context of and should demonstrate, the candidate's engagement with Belmont's Mission, Vision, and Values. Candidates for promotion are advised to be judicious and reasonable, not excessive, in submitting documentation. For additional information on recommended format for the application portfolio, please review the "Recommended Format for T&P Portfolio" document available in the Office of the Provost and on the Provost page of the Belmont University website.

- a. A formal signed and dated letter of application for promotion in rank, specifying the rank desired and summarizing how the faculty member has satisfied the position specifications for that rank, and has the potential to fulfill the duties and responsibilities for that rank (see 2.2).
- b. A copy of the applicant's current curriculum vitae.
- c. Signed and dated letters of recommendation from the following in the order listed:
  1. Associate Vice President/Chief Information Officer;
  2. Director of Library Services
  3. One colleague within the Library;
  4. One additional letter may be requested from a referee of the candidate's choice.

Administrators with faculty status should seek letters of recommendation only from peer administrators and faculty members. It is inappropriate for applicants to request letters of recommendation from the Provost or President since each is in the final approval system. In cases where a department chair or direct supervisor is a member of the Tenure, Promotion and Leaves Committee, he/she will write the required letter of recommendation, but he/she will excuse himself/herself from consideration of any applicant over whom he/she serves as supervisor. Otherwise, faculty members seeking tenure, promotion, or leave should not request letters of recommendation from any member of the Tenure, Promotion and Leaves Committee.

- d. A copy of the contract which shows specifications of eligibility for promotion be included. Any prior promises or commitments made to candidates regarding eligibility for promotion which are not documented in writing from the appropriate administrator(s) will not be considered by the Tenure, Promotion and Leaves Committee.
- e. A separate listing of teaching activities, projects, and any special assignments fulfilled during one's employment by Belmont and other institutions from which credit for promotion is received must be provided. Candidates must supply representative lesson and/or project plans. These lesson and/or project plans should represent the range of assignments of librarianship, and must include plans for any teaching activities, projects, or special assignments fulfilled. For cases in which faculty members serve as course instructors, syllabi and course evaluations would be provided. This section is to begin with a reflective narrative with the documentation then following. Candidates submitting their portfolio for consideration by the University Tenure, Promotion, and Leave committee after June 2022 are expected to include in the reflective narrative a description of the candidate's efforts toward inclusivity of students from various backgrounds in the candidate's classroom and ways that the candidate has addressed diversity of perspectives in their teaching activities, projects, and special assignments. Belmont University defines diversity as "differences that include, but are not limited to, ethnicity, gender identity, race and sexual orientation."
- f. The applicant must provide evidence of assessment of impact on student success for teaching activities, projects, or special assignments fulfilled during the two years immediately prior to applying for promotion. These must include both university-administered student evaluations, whenever relevant, special evaluations relevant to special assignments, and evaluations done by the Library Director and/or the Associate Vice President/Chief Information Officer. Faculty members may include samples of formative evaluation, including self-evaluations or peer observation. All evaluations from supervisory persons must be dated and signed. This section is to begin with a reflective narrative with the documentation then following.
- g. A listing of scholarship and scholarly and creative activities must be included. This section is to begin with a reflective narrative with the documentation then following.
- h. A listing of service at Belmont and other institutions from which eligibility for promotion is received, including committee, task, and project assignments or initiatives undertaken and the applicant's specific responsibilities and achievements, must be provided. For each committee, task, or project, the accomplishments and the applicant's efforts related to those accomplishments must be summarized. Signed and dated letters of commendation or University Committee Service forms from committee chairs should be supplied as external verification of institutional service. This section is to begin with a

reflective narrative with the documentation then following.

- i. The applicant must furnish a report of his/her church and community involvement. This section is to begin with a reflective narrative with the documentation then following.

### **3.2.3 Consideration of the Portfolio for Promotion in Rank**

- a. The portfolio is submitted to the Provost by the Dean or Associate Vice President/Chief Information Officer. The Provost sends it to the University Tenure, Promotion and Leaves Committee for its consideration.
- b. The University Tenure, Promotion and Leaves Committee evaluates the file. The University Tenure, Promotion and Leaves Committee will hold a personal interview with the applicant.
- c. The University Tenure, Promotion and Leaves Committee makes written recommendations to the Provost about who should receive promotion and who should not, along with explanations for the recommendations.
- d. The Provost and the President take administrative action on the recommendations from the University Tenure, Promotion, and Leaves Committee.
- e. The Provost meets with the University Tenure, Promotion and Leaves committee to discuss any questions about the committee's recommendations for promotion prior to the presentation of the administrative recommendations to the Board of Trustees.
- f. After the Board of Trustees has met, every applicant for promotion is notified in writing by the Provost of the decision on his/her application. In cases in which an applicant is denied promotion, the Provost includes a written explanation or meets with the applicant to provide a verbal explanation or both.

#### **3.2.3.1 Denial of Promotion and Reapplication**

Any applicant denied promotion may reapply for promotion in rank at a later date. Each application for promotion in rank will be reviewed by the University Tenure, Promotion and Leaves committee as a new application reviewed independently of prior decisions on the applicant by previous University Tenure, Promotion and Leaves Committees or the administration.

### **3.2.4 Appeals of the Promotion Decision**

All appeals of denial of promotion must be based on the application portfolio and interview record. The appeal is directed to the Faculty Senate and then to the Grievance and Appeals Committee through the Senate Liaison to the Grievance and Appeals Committee. The role of the Grievance and Appeals committee is to review the file and record of the interview, receive a report from the Tenure, Promotion, and Leaves committee, and make a recommendation to the Provost that the appeal be affirmed or denied. If the Provost's decision differs from the Grievance and Appeals Committee's recommendation, the Provost will provide the committee and the appellant with written explanation of the reasoning. As part of the appeal process, the Provost will confer with the President as needed. The decision of the President is final. For further description of the Grievance and Appeals Committee, please see the *Faculty Senate Bylaws*.

## **3.3 TENURE**

At Belmont University, the awarding of tenure is a positive indication of a mutual commitment. Tenure signifies recognition by Belmont University of excellence in teaching and in the upholding of Christian ideals by the faculty member, a fact generally evidenced by active church participation. Tenure further signifies that the faculty member will continue excellence in scholarly, moral, and ethical contributions to the university. The ultimate purpose of tenure is to provide professional security for faculty members who have proven themselves to be the types of persons and professionals that the university wishes to continue to have on its faculty. Tenure thus denotes a singleness of purpose for the university and its faculty.

### **3.3.1 Eligibility for Tenure**

- a. Faculty with the rank of Professor, Associate Professor, or Assistant Professor who have rendered satisfactory service as full-time teachers with tenure-track provisional appointments for a period of at least five full years are eligible to apply for tenure. Thus, faculty may apply for tenure beginning in the sixth year of full-time service at Belmont. Exceptions to this probationary timeframe are noted in (b) and (c) below.
- b. A faculty member's initial contract specifies the rank and tenure status at the time of appointment and will indicate any credit toward tenure based on prior college/university employment and/or professional achievement. Such credit must be stated in the letter of agreement confirming the initial appointment and in

the initial contract. If the faculty member has already attained tenure from the previous institution and is in good standing at the time of employment at Belmont, the probationary period before eligibility for application for tenure maybe negotiable.

- c. Credit for prior faculty experience at Belmont University for a faculty member whose status changes to a tenure-track position may also be negotiated, in writing, and included in the contract, by the Dean of the college with the concurrence of the Provost and President, at the time of employment in the tenure-track position.
- d. Tenure does not have to be offered to persons with faculty status whose primary responsibilities are in non-teaching areas.
- e. The award of tenure may be postponed because an otherwise worthy candidate has not achieved a terminal credential or unquestioned equivalent experience in his/her teaching area. However, all faculty on tenure-track appointments are expected to apply for tenure no more than two years after their initial eligibility date noted in their initial employment contract.

### **3.3.2 Institutional Considerations Regarding Tenure**

The award of tenure is always predicated upon both the competency of the individual and the ability of Belmont to grant permanent employment in the teaching area concerned.

In order to allow for the university's flexibility in future planning and its ability to respond to enrollment shifts, the award of tenure may be withheld from an otherwise qualified faculty member because the department, college, or entire university has reached the point where the percentage of tenured faculty members is equal to 75% of full-time equivalent faculty.

In the event a tenured faculty member ceases their employment at Belmont, tenure at Belmont is forfeited. If the faculty member later returns, and was in good standing at the time of his/her departure, the provisional period prior to applying for tenure may be open to negotiation with the Dean and Provost. Any agreement shall be in writing in the contract of employment.

### **3.3.3 Conditions for the Award of Tenure**

The award of tenure is predicated upon the teaching excellence, scholarly competence, and commitment to service of the individual and upon the ability of Belmont to grant permanent employment in the teaching area concerned. The basic conditions for the award of tenure are as follows. Faculty are referred to 3.1 for full descriptions.

- a. Exemplary classroom teaching [see section 3.1.2].
- b. Appropriate scholarship and scholarly or creative activities in the academic discipline [see section 3.1.4].
- c. Service, including participation in university-level projects, tasks, and/or initiatives [see section 3.1.5].
- d. Demonstrated involvement in church and community endeavors, evidenced in part by active involvement in a local church committed to the confession that Jesus Christ is Lord.

The award of tenure is closely tied to the evaluative process. Faculty members are evaluated each year within the college where they hold their faculty appointment. In addition, all tenure-track faculty members in their first, third, and fifth year of full time employment shall be evaluated by their direct supervisor, their dean, and when appropriate, the Provost. It is expected that no faculty member will be encouraged to submit an application for tenure without having received thorough and extended communication from those who evaluate him/her. Areas where improvement is needed will be addressed in the faculty member's evaluation prior to the submission of their tenure and promotion portfolio.

A faculty member must consult his/her department chair and/or dean about the specific methods employed in the applicable college for annual evaluations. Faculty members are advised that some administrative subjectivity and judgment enters into the evaluation process. At the periodic times of review for faculty (e.g., the one/three/five-year evaluations) the faculty member's Dean should inform the faculty member how he/she is progressing toward the goals of outstanding work in the areas of teaching, scholarship, and service to the university. An outcome of these review interviews should be a written document from the Dean. This document should be dated, signed and provided to the faculty member for use in their Tenure and Promotion materials.

### **3.3.4 Applying for Tenure**

Because internal structures and processes within colleges differ, each faculty member must consult his or her dean for the application for tenure timeline and protocols within that college, including deadlines for submission of application files to college-level review committees. Unless notified otherwise, faculty are expected to follow the timeline below, particularly regarding the deadline for submission of the application file to the Provost.

- By August 1 of the year in which they intend to apply for tenure, applicants must notify their dean, in writing, of their intention to apply. (If this date occurs on a weekend, the deadline is extended to the next business day.)
- By September 15 of the year which they intend to apply for tenure, the complete application file will be submitted to the Dean of the applicant's college. (If this date occurs on a weekend, the deadline is extended to the next business day.) Deans may require an earlier deadline, if such deadline is distributed before May 1 each year and contained in the college's governing materials.
- By September 30 of the year which they intend to apply for tenure, the dean will examine the file and forward it along with a signed and dated letter recommending approval or denial of the application to the Provost. (If this date occurs on a weekend, the deadline is extended to the next business day.)

Failure to meet these deadlines will make the portfolio ineligible for review and will automatically delay the application for promotion for review to the subsequent year. The faculty member applying for promotion or tenure is solely responsible for securing all the appropriate documentation and for arranging it in an orderly fashion. The absence of needed documentation may delay the candidate's review until the next year if the portfolio is insufficient or poorly organized.

Whether the applicant's college committee or Dean writes a letter recommending approval or denial of the application, the application file will be sent to the Provost by September 30 of the year which they intend to apply for tenure, and then on to the University Tenure, Promotion and Leaves Committee for further consideration. (If this date occurs on a weekend, the deadline is extended to the next business day). The applicant should note, however, that if both the college committee and the Dean recommend denial of the application, the circumstances will be rare indeed for the University Tenure, Promotion and Leaves Committee to recommend approval.

If a college tenure and promotion committee does not exist, the Dean will examine the file for completeness and whether the applicant meets the qualifications for tenure. By September 30 of the year which they intend to apply for tenure, the Dean then forwards the application along with a signed and dated letter recommending approval or denial of the application to the Provost (if this date occurs on a weekend, the deadline is extended to the next business day). The dean will provide a copy of this letter to the applicant. Failure to meet these deadlines will be cause to defer the application for tenure to the next academic year. The application file must provide supporting materials which document that the applicant has satisfied the criteria for the award of tenure. Candidates applying for promotion and tenure in the same year may submit one file incorporating material for both promotion and tenure. Letters of support should address both promotion and tenure requirements.

#### **3.3.4.1 The "Application for Tenure" Portfolio**

The application portfolio must include the following items submitted in electronic form in a well-organized manner on a flash drive. The order of the documentation should follow the order of items listed in (a) through (i) below, with each section of information being clearly identified. The use of folders to separate major sections on the flash drive is helpful to reviewers. All materials related to the tenure application must be submitted together. The applicant's portfolio, as a whole, should demonstrate the candidate's engagement with Belmont's Mission, Vision, and Values. Candidates for tenure are advised to be judicious and reasonable, not excessive, in submitting documentation. For additional information on recommended format for the application portfolio, please review the "Recommended Format for T&P Portfolio" document available in the Office of the Provost and on the Provost page of the Belmont University website.

- a. A formal signed and dated letter of application for tenure should summarize the applicant's work at Belmont, and at other institutions if applicable, during the provisional period.
- b. A copy of the applicant's current curriculum vitae.
- c. Signed and dated letters of recommendation from the following in the order listed:
  1. Dean of the college in which the faculty member holds appointment;
  2. The college-level Tenure, Promotion, and Leaves Committee recommendation to the dean,

- where appropriate;
- 3. The program coordinator and/or department chair and /or the associate dean;
- 4. One colleague within the applicant's department or college;
- 5. One additional letter may be requested from a referee of the candidate's choice.

Administrators with faculty status should seek letters of recommendation only from peer administrators and faculty members. It is inappropriate for applicants to request letters of recommendation from the Provost or President since each is in the final approval system. In cases where a department chair or direct supervisor is a member of the Tenure, Promotion and Leaves Committee, he/she will write the required letter of recommendation, but he/she will excuse himself/herself from consideration of any applicant over whom he/she serves as supervisor. Otherwise, faculty members seeking tenure, promotion, or leave should not request letters of recommendation from any member of the Tenure, Promotion and Leaves Committee.

- d. A copy of the contract which shows specifications of eligibility for tenure must be included. Any prior promises or commitments made to candidates regarding eligibility for tenure which are not documented in writing from the appropriate administrator(s) will not be considered by the Tenure, Promotion and Leaves Committee.
- e. A separate listing of courses taught and any special teaching assignments fulfilled during one's employment by Belmont and other institutions from which credit toward tenure is received must be provided. Candidates must supply representative course syllabi. These syllabi should represent the range of teaching assignments, and must include syllabi for any courses taught on a regular basis (at least one section every year). This section is to begin with a reflective narrative with the documentation then following. Candidates submitting their portfolio for consideration by the University Tenure, Promotion, and Leave committee after are expected to include in the reflective narrative a description of the candidate's efforts toward inclusivity of students from various backgrounds in the candidate's classroom and ways that the candidate has addressed diversity of perspectives in their courses. Belmont University defines diversity as "differences that include, but are not limited to, ethnicity, gender identity, race and sexual orientation."
- f. The applicant must provide instructional evaluations for all courses taught during the two years immediately prior to applying for tenure. These must include both university-administered student evaluations, and evaluations done by the program coordinator, department chair or dean. Faculty members may not include formative evaluations, including peer evaluations, in their application files, although they are encouraged to reflect (in their course evaluation narrative and/or teaching narrative) on how they made use of that feedback going forward. Since the collection and use of feedback is what it means to be a reflective practitioner, the reflections should discuss how the faculty member responded to any formative evaluations they received. All evaluations from supervisory persons must be dated and signed. This section is to begin with a reflective narrative with the documentation then following.
- g. A listing of scholarship and scholarly and creative activities must be included. This section is to begin with a reflective narrative with the documentation then following.
- h. A listing of service at Belmont and other institutions from which eligibility for tenure is received, such as participation in student-focused activities, service that makes a positive contribution to the department and school/college, and service that has a campus-wide impact to the university, must be provided. For each service component, the applicant's efforts related to those accomplishments must be summarized, and University Service Forms should be included, as feasible. These forms are signed and dated letters from committee/taskforce chairs, leaders of student organizations advised, or students mentored for research projects, as applicable. If WELL Core programming that the applicant has offered is included, specific dates, times, and category designations should be provided. This section is to begin with a reflective narrative with the documentation then following.
- i. The applicant must furnish a report of his/her church and community involvement. This section is to begin with a reflective narrative with the documentation then following.

### **Consideration of the Application**

- a. The University Tenure, Promotion and Leaves Committee evaluates the file. The committee will hold a personal interview with each applicant.
- b. The University Tenure, Promotion and Leaves Committee makes written recommendations to the Provost

- about who should receive tenure and who should not, along with explanations for the decisions.
- c. The Provost makes recommendations to the President based on the Dean's recommendations and the committee's report. The President makes the final decision on recommendations for tenure to be presented to the Board of Trustees.
  - d. The Provost meets with the University Tenure, Promotion and Leaves committee to discuss any questions about the committee's recommendations for tenure prior to the presentation of the administrative recommendations to the Board of Trustees.
  - e. After the Board of Trustees has taken action on the President's recommendations for tenure, every applicant for tenure is notified in writing by the Provost of the decision on his/her application. In cases in which an applicant is denied tenure, the Provost includes a written explanation.

### **Denial of Tenure and Reapplication**

A faculty member who is denied tenure may reapply for tenure unless he or she has been denied re-appointment under Section 2.5.3 of this *Handbook*. The conditions of the denial of tenure will determine when the applicant is eligible to reapply:

- a. Should an otherwise qualified applicant be denied tenure because the university is not able to grant permanent employment in the department or college (see 3.3.2), the candidate is eligible to reapply as soon as the appropriate unit or the university is able to offer tenured employment.
- b. If the applicant is denied for any other reason than (a), he or she must reapply within two years of the initial application.
- c. If the applicant is denied tenure a second time, the tenure-track appointment for the faculty member is discontinued.

Each application for tenure will be reviewed by the Tenure, Promotion and Leaves Committee as a new application, i.e., reviewed independently of prior decisions on the applicant by previous Tenure, Promotion and Leaves Committees or the administration.

### **3.3.5 Appeals of Tenure Decisions**

All appeals of denial of tenure must be based on the application file and interview record. The appeal is directed to the Faculty Senate and thence to the Grievance and Appeals Committee through the Senate Liaison to the Grievance and Appeals Committee. The role of the Grievance and Appeals committee is to review the file and interview record, receive a report from the Tenure and Promotion committee and make a recommendation to the Provost that the appeal be affirmed or denied. If the Provost's decision differs from the Grievance and Appeals Committee's recommendation, the Provost will provide the committee and the appellant with written explanation of the reasoning. As part of the appeal process, the Provost will confer with the President as needed. The decision of the President is final. For further description of the Grievance and Appeals Committee, please see the *Faculty Senate Bylaws*.

### **3.3.6 Revocation of Tenure**

Tenure may be revoked and/or employment with the university terminated in accordance with the procedures set forth in Section 2.5.6. Discharge for Cause and Revocation of Tenure.

## **4 FACULTY DEVELOPMENT AND AWARDS**

### **4.1 FACULTY DEVELOPMENT**

Belmont expects faculty members to have a continuing program of professional development, scholarship and scholarly or creative activities extending toward and/or beyond the terminal academic degree in their teaching fields. Rank promotion, tenure, and salary are based, in part, on documented professional development in the areas of teaching, scholarship, and service. Every faculty member is responsible to take the initiative in developing his/her professional growth and activity program. The university encourages faculty development in the following ways.

### **4.1.1 Fall Faculty Workshop**

Each year prior to the beginning of the fall term, members of the faculty and administration come together for a period of conference and discussion of vital topics and phases of work. The workshop serves as a time of professional development and general orientation of all full-time faculty.

### **4.1.2 The Teaching Center**

The Teaching Center was established in 1994 to foster faculty efforts to investigate and implement responsible strategies for teaching and learning and to help the university become a premier teaching university. The goals of the Teaching Center are to:

- Engage in activities that create an atmosphere where teaching is valued,
- Promote scholarship of teaching and learning,
- Encourage, assist, and support faculty in their efforts to improve as teachers, to become active learners, and to foster active student learning.

The Teaching Center offers a flexible menu of activities and services in support of faculty professional development. Among these are: workshops on pedagogy, effective teaching techniques, best practices in instruction and instructional design, and classroom management; discussion forums and book groups centered on teaching and professional development as scholars of teaching and learning; individual consultations with the Teaching Center staff and formative review opportunities; access to a library of effective teaching related materials housed in the Office of the Teaching Center and limited travel funding for faculty members' attendance at scholarly conferences related to teaching and learning.

The Teaching Center is staffed by a faculty member who serves as the Director; a faculty member who serves as the Assistant Director; and these are supported by a full-time administrative assistant. The Director and the Assistant Director serve annual renewable terms and report to the Vice President for Transformative Innovation, Character & Purpose. The Director is expected to design, implement, and execute programs in support of faculty professional development in the areas of scholarship of teaching and learning, learning support, assessment, and exploration of trends and topics in higher education. The Assistant Director collaborates with the Director in the design and execution of the programming and is responsible for assessment of the programs of the Center. In addition, the Director with the administrative assistant manages the Teaching Center budget, and the Director provides the Vice President for Transformative Innovation, Character & Purpose with an annual report on all Teaching Center activities. The Director holds regular meetings with the Vice President for Transformative Innovation, Character, & Purpose, collaborates with Human Resources and other campus units in the development and delivery of the New Faculty Orientation programs, and supports the mission and vision of the University in maintaining standards of excellence in communication and mentoring of faculty. The Director teaches one course per semester in his or her home department and is appointed on a twelve-month contract. The Assistant Director receives non-instructional workload equivalent to approximately three classes during an academic year; typically six credits of non-instructional workload in the fall and three credits of non-instructional workload in the spring semester. The Assistant Director serves on a ten-month contract. Faculty appointments to alternative work in the Teaching Center are reviewed by the Vice President for Transformative Innovation, Character & Purpose and the Deans of the faculty members' respective colleges to assure that the needs of the students in the academic programs are being met first and fully.

The Teaching Center Advisory Board works with the director to develop and implement Teaching Center programs and to communicate faculty needs and concerns to the Teaching Center. The Advisory Board consists of one representative from each College and one from the Library faculty. The assistant director is an ex-officio member of the Advisory Board. Advisory Board members are selected by the director in consultation with deans and faculty members; members serve a three year term. Service on the Teaching Center Advisory Board is regarded as major committee service for the purposes of tenure and promotion.

### **4.1.3 Faculty Development Leaves**

One form of recognized development is the professional faculty development leave. Belmont makes the following types of leaves available to faculty.



#### **4.1.3.1 Sabbatical Leave**

- a. A faculty member may apply for a sabbatical leave after he/she has secured tenure, and has completed six (6) years of teaching at Belmont.
- b. The sabbatical leave shall provide full contract salary for one semester or half contract salary for two consecutive semesters.
- c. A specific program of study, research, or travel shall be included in an application for a sabbatical. A program of travel must have evident educational value within the teaching discipline of the individual and must result in a tangible product.
- d. Faculty who receive a sabbatical leave must sign a contract stipulating agreement to the Belmont teaching faculty following the sabbatical leave for a minimum period of two years. Failure to honor this agreement will result in the sabbatical salary being considered a loan, due and payable to the university, plus six (6) percent interest annually over a two-year period from the date of the leave. Should a teacher return to Belmont but fail to teach the stipulated two (2) years, the sabbatical salary will be prorated over the two (2) years and the unredeemed portion will be considered a loan and treated as indicated. If a faculty member is in good standing in his/her present position, and the university no longer has a need for the services of the faculty member following the sabbatical, the debt may be canceled by order of the President.
- e. Faculty members become eligible for subsequent sabbatical leaves after six (6) additional years of full-time teaching.
- f. Upon completion of the leave, the faculty member has a right to return to Belmont with the same rank, tenure status, fringe benefits, and at the full salary being paid at the time of the beginning of the sabbatical. Time on leave will count toward tenure, promotion and length of service awards.
- g. If, upon completion of a sabbatical leave, a faculty member is unable, for medical reasons, to fulfill any or all of the teaching obligations owed to Belmont, the faculty member will be obliged to reimburse the university only to the extent that he or she is receiving University related disability benefits during the period he or she would normally be fulfilling that teaching obligation.

#### **4.1.3.2 Doctoral Study Leave of Absence**

Belmont encourages its faculty members to complete a doctoral program and provides the following assistance to facilitate that end:

- a. A full-time faculty member may be granted financial assistance in the amount up to one year's leave with full pay for the initiation of doctoral work.
- b. Study leave to complete the doctorate may be taken in one of three ways: a) by taking a full year leave at one time; b) by taking one semester at a time; c) by taking a reduced teaching load at intervals with the composite reduction in the teaching load not to exceed one full year of teaching, and the composite financial remuneration not to exceed one full year's contracted salary, based on the faculty member's earnings when the leave began.
- c. Faculty who receive a leave of absence for doctoral study must sign a contract stipulating agreement to return to Belmont following the leave and teach for a minimum of four years, two of which must follow completion of the doctorate. Failure to honor this agreement in any respect will result in the leave of absence salary being prorated over the remainder of the four-year time period and the unredeemed portion being considered a loan to be repaid at six (6) percent interest annually.
- d. Belmont will not normally participate in a doctoral study leave of absence program during a faculty member's first two years of full-time employment by the university.
- e. Upon completion of the leave, the faculty member has a right to return to the university at the same rank, tenure status, fringe benefits, and at the full salary being paid at the time of the beginning of the leave. Time on leave will count toward tenure, promotion or length of service awards.
- f. If, upon completion of the leave, a faculty member is unable, for medical reasons, to fulfill any or all of the teaching obligations owed to Belmont, the faculty member will be obliged to reimburse the university only to the extent that he or she is receiving university related disability benefits during the period he or she would normally be fulfilling that teaching obligation.
- g. Faculty who already hold a doctoral degree are ineligible for a doctoral study leave of absence.

#### **4.1.3.3 Special Leave of Absence**

- a. A faculty member may be granted one or two semesters of leave of absence if he/she is asked to serve in an advisory capacity for business or industry, any sector of government, as a professional consultant, or to accept a visiting teaching assignment elsewhere, if that position would bring favor or recognition to Belmont, or personal enrichment to the faculty member. If the faculty member is to be remunerated for his/her services in an amount equivalent to or greater than his/her Belmont salary during the leave, he/she will not be compensated by the university during the leave period. In all other circumstances, the desired remuneration for such leaves is to be included on the application for the leave.
- b. Faculty members may request a Special Leave of Absence for physical or medical reasons.
- c. In the cases of Special Leaves, the faculty member will be allowed the option of continuing normal fringe benefits.
- d. A specific program of work to be done during the leave must be filed with the application for leave. The Provost will recommend action on requests for Special Leaves which require funding.
- e. Special Leaves of Absence are contingent upon an arrangement for the faculty member's classes at Belmont approved by the college Dean and the Provost.
- f. Upon completion of such leaves, the faculty member has a right to return to Belmont at the same faculty rank, tenure status, and with the same fringe benefits. Time on leave does not count toward tenure, promotion or length of service awards.

#### **4.1.3.4 Paid Leave of Absence**

A paid leave of absence may be granted to tenured faculty members by the Provost for research by the faculty member. Such research can consist of special projects including out-of-town research, study, writing for publication, or some other activity consistent with a scholarly purpose. The granting of leaves is determined after taking into consideration department and college staffing requirements, availability of funds from all sources, and the project proposal.

#### **4.1.4 Procedure for Applying for Faculty Development Leave**

- a. A faculty member shall first complete the Sabbatical and Scholarly Leaves Applications Form which is available in the Office of the Provost and on the Provost page of the Belmont University website.
- b. The Sabbatical and Scholarly Leaves Form, with supporting documentation, shall be sent to the department chairperson, who will forward it to the Dean with a recommendation for its approval or denial.
- c. The Dean must verify that the candidate for leave meets the criteria established in this Handbook prior to submitting the application to the Provost. The dean shall send a letter recommending either approval or denial of the leave request for the following academic year, along with the application file prepared by the faculty member, to the Provost by October 15.
- d. Requests for sabbatical are forwarded by the Provost to the University Tenure, Promotion, and Leaves Committee for evaluation and recommendation.
- e. The University Tenure, Promotion, and Leaves Committee recommends which applicants should receive what kinds of leave, and which should be rejected. They provide justifications for their recommendations.
- f. Administrative action is taken on the recommendations from the Tenure, Promotion and Leaves Committee by the Provost and the President.
- g. The Provost meets with the Tenure, Promotion and Leaves committee to discuss any questions about the committee's recommendations for leave prior to the presentation of the administrative recommendations to the Board of Trustees. In cases in which an applicant is denied leave, the Provost provides a written explanation.
- h. All appeals of a decision made regarding an application for leave should be directed to the Grievance and Appeals Committee of the Faculty Senate. The role of the Committee in such circumstances is to make recommendations to the President and the Provost. If the decision of the President or Provost differs from the recommendation of the Committee, the President or Provost will provide the Committee and the appellant written documentation of the reasoning. The decision of the President is final.

#### **4.1.5 Non-Instructional Workload for Research and Professional Development**

On the recommendation of a faculty member's Dean, and with the approval of the Provost, non-instructional workload may be granted for specific reasons. Please consult with the Dean or Provost.

### **4.1.6 Professional Development Funding by Department**

Departmental budgets contain funds for travel to professional meetings, registration, and fees related to conventions and professional meetings where scholarly and pedagogical issues relevant to a faculty member's teaching field are discussed and presented. Some departments have designated funds and accounts, which may also be used for faculty growth in other ways. Belmont funds may be used to pay for memberships or subscriptions to professional journals which belong to an academic department, but the university does not reimburse faculty members for individual memberships in professional associations or subscriptions to professional journals.

### **4.1.7 Professional Development Funding by College**

Belmont makes available to the faculty through each of the colleges a designated amount each year for general faculty development. The funds are pro-rated according to the equivalent number of full-time faculty members in each college.

It is customary for these funds to be used to supplement departmental travel budgets, with special emphasis on funding travel to professional meetings where faculty members are delivering papers or appearing as a part of the program. The funds also are used for those faculty members who are furthering their education through additional seminars, course work, or other professional development.

### **4.1.8 Professional Development Funding University-Wide**

The university also provides money to be used at the discretion of the Provost to support the professional development initiatives of faculty that advance the strategic directions of the university.

### **4.1.9 Faculty Tuition Reduction Benefit**

For information on Belmont's Tuition Reduction Benefit policy, please refer to the *Employee Handbook*, Sections IV.C and IV.E.

## **4.2 FACULTY AWARDS**

### **4.2.1 Distinguished Professor Award**

To encourage the development of instructional skills, each year the Chaney Distinguished Professor Award is presented to Belmont's outstanding teacher for that year. The recipient is selected from full-time Belmont faculty who have been teaching at the institution for at least three years. The selection is made by the Chaney Distinguished Professor Award Selection Committee from nominations presented by faculty, staff, students, and administrators. Members of the Chaney Distinguished Professor Committee, and persons holding faculty rank, but not directly involved in classroom teaching, are ineligible for nomination. This award carries a financial gift and an engraved plaque.

### **4.2.2 Presidential Faculty Achievement Award**

The Presidential Faculty Achievement Award is presented annually to the faculty member chosen as the outstanding example of service to students in and out of the classroom. The award honors and recognizes excellence in faculty-student relationships, display special abilities in meeting student's needs – academic, personal, and professional, and will symbolize Belmont University's commitment to being a student-focused institution. The award is presented each year and carries a financial gift and an engraved plaque.

### **4.2.3 Scholarship Award**

To encourage participation in scholarship as a way to enhance the educational experience for both faculty and students, each year the Scholarship Award is presented to one or more faculty member who exhibit outstanding scholarship in the areas of discovery, integration, application, or teaching. The recipient is selected from full-time Belmont faculty who have been teaching at the institution for at least three years. The selection is made by the Scholarship Award Selection Committee from nominations presented by faculty, staff, students and administrators. Members of the Scholarship Award Committee, former recipients of the award and persons holding faculty rank, but not directly involved in classroom teaching, are ineligible.

Chaney Distinguished Professor Award and Presidential Faculty Achievement Award recipients are eligible for the Scholarship Award.

#### **4.2.4 Christian Scholarship Award**

Belmont University's faculty uphold Jesus as the Christ and the measure for all things. As a Christian community of learning and service, the faculty embody both academically informed faith and faith-informed academics. This award honors faculty scholarship that engages the Christian intellectual tradition and advances the scholarly conversation between Christian faith and learning.

This award will be presented annually to one or more full-time Belmont faculty members who have produced scholarly work that has made a contribution to the Christian scholarly conversation in their discipline. The work may be an article, book chapter or book, or it may be a creative work in the field of visual or performing arts.

#### **4.2.5 Leadership in Christian Service Award**

Belmont University's faculty uphold Jesus as the Christ and the measure for all things. As a Christ-centered community of learning and service, the faculty embody both academically informed faith and faith-informed academics. This award honors faculty who provide leadership to a new initiative or to an established Christian organization that serves those in need.

This award will be presented annually to one or more full-time Belmont faculty members who have helped lead a Christian service organization, in particular one that connects the resources of our academic community to the needs of the world.

## **5 FACULTY WORKLOAD AND COMPENSATION**

### **5.1 FACULTY WORKLOAD**

The normal workload for faculty members includes the instructional workload, as well as service activities, scholarship research, and student mentoring and advising, and assigned administrative duties.

#### **5.1.1 Instructional Load**

A full-time instructional workload for all Belmont faculty is 24 hours in each academic year. Faculty teaching one or more graduate level course(s) in a given term should consult Section 6.4.3 Graduate Faculty Workload to determine the appropriate calculation of workload. The maximum teaching workload for faculty in the summer sessions, no matter the combination, is 12 workload hours.

On the approval of the Dean or the Provost, non-instructional workload may be granted for specific reasons.

Some academic areas have special workload calculations as follows.

- a. Science Laboratory: Two clock hours of laboratory instruction equal one instructional workload hour, whenever student credit is given for the laboratory.
- b. Music: One clock hour of piano, voice, or instrumental study equals two-thirds of an instructional workload hour, whenever student credit is given for the class.
- c. Nursing: Three clock hours of clinical supervision equals one instructional workload hour.
- d. Student Teacher Supervision: Supervising eight student teachers equals one instructional workload hour.
- e. Studio Art: Three clock hours of studio instruction equal two instructional workload hours, whenever academic credit is given for the class.

##### **5.1.1.1 Cross-listed Courses**

Cross-listed courses carry the workload of one course. Cross-listed courses that include both undergraduate and graduate students, must enroll a minimum of five (5) graduate students to be considered a graduate course for workload calculations

### **5.1.1.2 Summer Workload**

Faculty may teach up to six workload hours during each of the shorter summer sessions (Maymester, Summer I, or Summer II), and may teach up to 12 workload hours during the Full Summer session. The maximum workload across all summer sessions (Maymester, Summer I, Summer II, and Full Summer) may not exceed 12 workload hours.

## **5.1.2 Student Advising Workload**

All full-time faculty members are required, as part of their academic responsibilities, to accept a reasonable and equitable workload of student advisees. Faculty are referred to section 3.1.3 of the *Handbook* for a full discussion of advising responsibilities.

## **5.1.3 Overloads**

Overload pay for full-time faculty is granted only with the prior approval of the Dean of the college and the Provost. Overload pay for Deans and all twelve-month faculty must have the prior approval of the Provost. Please refer to Section 5.2.5 for the overload pay schedule.

## **5.1.4 Office Hours**

Full-time faculty members are expected to schedule a minimum of eight hours weekly as office hours. Office hours must be provided in course syllabi and should be posted outside of the faculty member's office in adherence with the Belmont University Faculty and Staff Office policy outlined in the *Employee Handbook*, as well as in section 7.1.1 of the *Faculty Handbook*. The stated office hours should be observed to facilitate student conferences.

## **5.1.5 Outside Employment Policy**

Full-time Belmont University faculty should keep in mind at all times that their primary place of employment is the university. Additional work should be of the nature to enhance, not detract from, their full-time Belmont assignment.

All outside employment must be approved by the department chair and dean before such employment begins. Faculty must seek approval for outside employment at least annually and each semester in the case of outside teaching. Deans and/or department chairpersons who feel that outside employment is weakening or interfering with a faculty member's scholarly development or classroom performance may require the faculty member to take whatever action needed to restore scholarly and classroom excellence, even if this means discontinuing outside employment or curtailing such activity.

The use of Belmont offices, equipment, personnel, or supplies to conduct private business or outside employment at another institution or agency is expressly prohibited, unless an exception is based on the recommendation of the department chairperson and approved by the dean in writing.

### **5.1.5.1 Teaching at Other Institutions**

No member of the faculty who is teaching a full load at Belmont will be permitted to teach more than three (3) additional hours per semester at other institutions. Such teaching assignments must be reported to the department chairperson and approved by the dean in order to ensure that no conflict of interest is created between Belmont and any outside institution before employment is accepted. Department chairs shall make a report of any known outside employment of faculty in their departments to the Dean, and the dean will provide a report on outside employment in his/her college to the Provost, assessing its impact on Belmont.

Belmont faculty are prohibited from offering university level instruction at another institution which is in direct market competition with Belmont if that instruction is in the area of the faculty member's teaching assignment at Belmont, unless this activity is expressly approved by the department chairperson and dean.

### **5.1.5.2 Study at Other Institutions**

A Belmont faculty member who is teaching a full load should not take more than three hours of course work either at Belmont or at another institution. In rare cases where exceptions are made to this restriction, the Dean must approve the exception.

### **5.1.5.3 Administrators and Outside Employment**

Full-time administrative employees, such as program directors, deans, and department chairpersons, are not permitted to make commitments requiring them to render their services to another employer on a regular or extended basis without first having the approval of the Provost, and in all cases such employees shall avoid all conflict of interest between Belmont and any outside institution where employment is accepted.

### **5.1.5.4 Belmont Faculty Who Seek Public Office**

Faculty members who plan to seek public office should secure permission from their department chairperson and dean. Permission to pursue such an office depends on such factors as the amount of time the office would take away from the performance of his/her Belmont duties, and whether these Belmont responsibilities would be adversely affected, as well as any potential for conflict of interest, and whether the greatest good for Belmont would result from the faculty member being in public office.

## **5.1.6 Faculty Assignments in Off-Campus Programs**

- a. Full-time faculty are given first opportunity for teaching at off-campus sites.
- b. No full-time faculty member is required to teach off-campus courses, if a full-time load is available on campus.
- c. Faculty are compensated for travel to and from the off-campus site at the maximum rate accepted by the Belmont University Travel Policy. For travel reimbursement, teaching site must be a minimum of 20 miles from campus.
- d. Full-time Belmont University faculty should keep in mind at all times that their primary place of employment is the university. Additional work should be of the nature to enhance, not detract from, their full-time Belmont assignment.

## **5.1.7 Attendance & Participation in Graduation Ceremonies and Related Events**

Full time faculty members are expected to attend the following as part of their academic appointments:

- Fall and spring commencement exercises at times assigned according to the schedule of the faculty members' College. Full-time faculty members are expected to attend at least one of the two commencement exercises each academic year.
- Opening Convocation in the fall term
- Fall Faculty Workshop
- Scholarship and Awards Day

*A note about fall and spring commencement exercises:* From time to time, colleges or departments that enroll only graduate students may find that they do not have students who are participating in commencement ceremonies. When that is determined to be the case for an area, representatives of the faculty (selected by their dean or department chair) may attend commencement on behalf of their college or department. Even when this is determined to be the case for an area, all full-time faculty members are always encouraged to attend commencement ceremonies so that we may collectively celebrate the achievements of our students and community.

Faculty members robe for all commencement exercises, opening convocation, and scholarship and awards ceremonies. Attendance at commencement exercises is not subject to whether a faculty member is teaching in the given term, with the exception of approved leaves.

## **5.2 COMPENSATION POLICIES**

### **5.2.1 Principles and Assumptions of Belmont's Full-Time Faculty Salary Base**

- a. The base faculty salary is provided on the assumption that Belmont is the primary place of employment.
- b. The base faculty salary incorporates the concept of differentiated pay based on rank, experience, academic preparation, and meritorious service to the university as determined by faculty evaluations, and market supply and demand in the teaching field. Differences in salary are made in an orderly systematic manner with careful regard to the over-all impact on the total Belmont faculty.
- c. Deans, other administrators, staff, and adjunct faculty are not a part of the salary programs used for full-time

faculty, although the program may provide a decision-making base for determining salaries of these employees.

## 5.2.2 Payroll Period

For a list of Belmont University's Payroll Schedules, please reference the *Employee Handbook*, Section II.E.

## 5.2.3 Payroll Deductions and Policies

For a complete list of Belmont University's Payroll Deductions and Policies, reference the *Employee Handbook*, Section II.H.

## 5.2.4 Summer School Compensation

Summer school classes that are not associated with study abroad or study away programs must enroll at least four (4) students to be offered. Classes that do not meet the minimum enrollment may be taught as independent study at the faculty member's option and approval of the Dean. For faculty on 10-month contracts, compensation for teaching summer school shall be paid at the rate of 2% of the base instructional salary [in the academic year contract] per workload unit or \$2,500 per workload unit, whichever is higher, with a cap of \$3,500 per workload unit. Faculty on 12-month contracts will be paid at the overload rate (see 5.2.5). All faculty, regardless of academic year contract length, must have met the contracted workload for the academic year contract in order to receive full compensation for summer school. For faculty that have not met the academic year contract workload, summer workload will first be applied toward meeting the contracted workload for the academic year and then will be compensated at the above rates once the academic year contracted workload has been met. Summer school pay will be equally spread over the months during which the course is scheduled. For example, if a class begins in June and ends in July, the gross pay will be equally spread over the University payroll cycles for June and July. Courses associated with study abroad and study away programs may have different compensation rates and pay schedules.

### 5.2.4.1 Adjunct and Lecturer Compensation

Adjuncts and Lecturers will be compensated for summer school classes based on the adjunct compensation policy (See Section 6.5.2)

## 5.2.5 Overload Compensation

Pay for teaching overloads shall be paid at the corresponding adjunct rate for the level of course being taught (see Section 6.5.2). When a faculty member has a mixed teaching load, overload will be paid at the lowest course level assigned. For full-time faculty members on 10-month contracts, overloads will be processed during the spring semester of the current academic year and will be calculated after required loads of the annual contract are met. For full-time faculty on 12-month contracts, overloads will be processed during the summer term subsequent to the academic year at issue and will be calculated after required loads of the annual contract are met. Overload pay will be equally spread over the remaining months of the contract period. Faculty with the rank of *Lecturer* will be paid overloads on a semester basis.

## 5.2.6 Compensation for Overload Off-Campus Teaching

Compensation for teaching off-campus as an overload is based on the same scale as the regular overload pay policy (see Section 5.2.5), except that faculty are compensated for travel expenses to and from the off-campus site (See Section 5.1.6). Classes must enroll at least ten (10) students for full pay to be granted; otherwise the class may be taught on a prorated basis if approved by the Dean and accepted by the faculty member.

## 5.2.7 Summer Stipends

Any department chair or program director who receives compensation for administrative work over the summer (i.e., faculty on 12-month contracts or faculty on 10-month contracts with administrative pay for summer duties) are not eligible for summer orientation/advising stipends. It is understood that advising and orientation duties (when applicable to the department or program) are part of the summer duties for which the faculty member is being compensated. Provost approval is required *each* summer for any stipend being paid to a faculty member who is already receiving summer administrative compensation.

## 6 FACULTY POLICIES

### 6.1 CLASSROOM POLICIES

#### 6.1.1 The Course Syllabus

Faculty members shall prepare a syllabus for each course taught and provide an electronic copy of the syllabus to each student enrolled, the office of the department chairperson, and the office of the dean, as instructed by the dean of the college. The syllabus should include, but is not limited to the course objectives, procedures, course requirements used for establishing the student's grade, instructor name, and instructor contact information and office hours. Faculty are encouraged to include the following statement on every course syllabus:

**Accommodation of Disabilities:** In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, Belmont University will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the disability during this course, please notify the Office of the Dean of Students, located in the Beaman Student Life Center (460-6407) as soon as possible.

All students have the right to the fair and consistent application of policies and criteria stated in the course syllabus. Any material change made in course requirements which prejudices a student because it occurs after the student has acted in reliance on the original requirement can be the basis of legal action against the faculty member and the University. These material alterations should not be made without the students' consent. Other syllabus modifications should be made only after careful review of the effects of such changes on students' reasonable expectations of the policies and criteria which will be applied to them.

#### 6.1.2 Meeting of Classes

All classes are to meet regularly, promptly, and for full class periods. In like manner, classes must be dismissed promptly and according to schedule in order to enable students and faculty to meet ensuing classes on time.

#### 6.1.3 Recording of Class Lectures and Presentations

Any reproduction (audio or video) of any class or seminar, or portion thereof at Belmont University **without the faculty member's permission** is prohibited unless required by the university. A student violating this policy is subject to disciplinary action, as provided in *The Bruin Guide* (student handbook).

#### 6.1.4 Student Class Attendance and Absences

##### 6.1.4.1 Institutional Statement on Student Class Attendance and Absences

*Belmont University is committed to the idea that regular class attendance is essential to successful scholastic achievement. Absence is excused only in cases of illness or other legitimate cause. Attendance is checked from the first class meeting. Late registrants will have accrued some absences prior to formal registration in the course. In the case of excused absence from class, students have the right and responsibility to make up all class work missed.*

##### 6.1.4.2 Provost's Excused Absences

If a class absence is necessary because of an activity by another class or university organization, the sponsor of the activity will provide a detailed memorandum on the letterhead of the unit to the Provost at least two (2) weeks prior to the event. The memo will provide the names of students involved, the type of event, and the date range of the event. If approved, the Provost will countersign the memo, generating a Provost's Excuse, and the sponsor will provide copies to each student to present to their course instructor as a Provost's Excused Absence with the allowance for the student to make up missed class work.



### **6.1.4.3 Faculty Responsibilities**

Faculty members will include the *Institutional Statement on Student Class Attendance and Absence* as shown above on each course syllabus and review and explain the Institutional Statement to all students. In cases of absences not covered by the Provost's Excuse, the faculty member determines if an absence is excused or unexcused in accordance with the Institutional Statement and the course syllabus. The faculty member will honor excused absences and provide opportunities for students to make up missed coursework immediately following the excused absence period.

### **6.1.4.4 Student responsibilities**

Students are responsible for communicating with the faculty member concerning absences. They are to provide documentation regarding absences for the faculty member to review and evaluate according to the course syllabus. Students with excused absences (as approved by the faculty member or through the Provost's Excuse) will have the opportunity to make up missed classwork pursuant to guidelines in the course syllabus.

### **6.1.4.5 Failure for Non-Attendance**

Should the number of absences other than Provost's Excused Absences exceed 20% of class meeting time for a given student, the faculty member may assign the grade "FN" (failure for non-attendance) to that student.

### **6.1.4.6 Appeal**

Students may appeal a disputed absence matter to the chair of the faculty member's department or to the appropriate dean's office should the faculty member be the department chair. The dean's decision will be final. Proper documentation must be provided in support of the appeal. If the appeal is approved, the chair or dean will communicate the reason for the approval and the remedy to the faculty member who will permit the student(s) to make up missed course work in a timely manner.

## **6.1.5 Final Examinations**

Each professor is required to give a final examination during the scheduled final examination period. Final examinations should be administered as scheduled; no professor has the prerogative to change the time of administration. Exceptions to the final examination must be approved by the dean of the college in advance of the final examination period. Online and other courses not included in the final examination grid will follow the alternative time periods shown in the footnotes to the published final examination schedule. University activities other than examinations may not be scheduled during the final examination period.

## **6.1.6 Final Exam Policies**

- Faculty are to give final exams only at the times designated on the Registrar's website which ensures that there are no conflicts over classroom use and that students do not have two exams scheduled for the same time.
- Students are required to take their final exams at the times assigned.
- Any deviation in room or time should be confirmed by the college's dean and must also be confirmed by the Registrar's Office for any possible room conflict.
- If a student has three or more exams scheduled on one day, the student may request, no later than one week prior to the date of those exams, to reschedule one exam, preferably the middle one.
- Final exams for 8-week part-of-term and Saturday classes are to be given during the last class meeting (unless otherwise stated in the syllabus but not to extend beyond the last class meeting), though only 8-week M-R courses are shown on the Registrar's website to avoid classroom conflicts.
- Blackboard classes for which an in-class final is required may schedule those exams either at 2pm – 5pm on the first Wednesday or at 5pm on the first Friday (assuming no student exam conflict).
- Classes not on the Registrar's schedule in which no graduating seniors are taking the final may also schedule final exams in the 8am slot on the second Wednesday.
- All grades for graduating seniors are due no later than noon on the Wednesday after the completion of finals; all other grades are due no later than 8am on the Monday following finals.
- Online courses regularly enroll students from across different time zones and from a variety of locations. Faculty members should administer the final exam in an online course according to the Belmont University final examination schedule and encourage all students to complete the exam in US Central Time. When that is not

possible, faculty members are responsible for communication regarding alternative testing times and for insuring the integrity of the final examination when administered across multiple time zones.

- Online courses that are a part-of term that are not scheduled to end at the published conclusion of a normal semester should use the last day of class as a preferred exam date in that part-of-term but no later than the last day of classes for that part-of-term. Time zone differences and insuring the integrity of the final examination should be considered. Faculty members are responsible for communication and inclusion in their syllabus regarding testing times.

### 6.1.7 Grades for Suspended Students

The Registrar will notify the dean of the college affected at the close of each semester whenever a student is suspended from the university for academic reasons. If a student is suspended for academic reasons, the Office of the Registrar will complete the standard drop slip for each class with the notation on the drop slip of the reason for suspension, and with the additional note that the grade of "F" must be assigned.

## 6.2 GRADING SYSTEM

All courses offered for academic credit at Belmont University shall be graded on the following basis, except as described below:

<b>A/A-</b>	Is a grade of distinction and is received by only a small percentage of a class
<b>B+/B/B-</b>	Is excellent work, above average.
<b>C+/C/C-</b>	Indicates average work, and is usually given more frequently than any other grade
<b>D+/D/D-</b>	Represents minimally passing work.
<b>P/F</b>	Pass/Fail Courses offered at Belmont University which fit the exceptions stated below will be graded on a <b>P/F</b> basis. A grade of <b>P</b> indicates that the student has satisfactorily completed the course. However, the student does not receive quality points and the grade of <b>P</b> does not affect the student's overall GPA.

1. Continuing education and community service courses which do not offer academic credit.
2. Courses which offer academic credit, but which are not offered for classroom instruction at regularly scheduled hours. Such courses may include, but are not limited to, independent studies, co-operative education, internships, and travel study courses.
3. WEL 1500 and WEL 2000
4. Courses which offer academic credit, but whose published course descriptions indicate that they will be offered on **P/F** basis only.

A student with junior standing (more than 64 hours and less than 93 hours earned) may elect to earn up to twelve (12) semester hours with P/F grading. These hours must be for academic credit in courses which are general electives in the student's plan of study. To earn general elective credit on **P/F** basis, the student must register for P/F grading at the beginning of the term. The student who elects **P/F** grading may not change to a graded scale after the last day to register.

<b>I</b>	Is an incomplete and is used only in cases of uncontrollable circumstances. Responsibility for completing the work must be assumed by the student. An " <b>I</b> " is calculated as an " <b>F</b> ". The grade will be changed to an <b>F</b> at the midterm of the semester following which it was earned unless a grade is submitted by the course instructor.
<b>W</b>	Indicates the student withdrew during the first four weeks of the semester before a <b>P/F</b> status can be determined.
<b>WF</b>	Indicates that the student is failing at the time of withdrawal. A " <b>WF</b> " counts as a " <b>F</b> " when computing GPA.
<b>WP</b>	Indicates that the student is passing at the time of withdrawal. It does not affect the GPA. **Permission to withdraw may be obtained from Belmont Central except that no student will be permitted to withdraw in the last 30 days of the semester. Failure to obtain this permission results in the student receiving an " <b>F</b> " for the course.
<b>FN</b>	Indicates that the student failed the course due to excessive absences per university policy as published in the catalog and / or per a professor's stated attendance policy in the course syllabus. <b>FN</b> counts as an <b>F</b> when computing grade point average.

<b>AU</b>	Indicates Audit.
<b>NR</b>	Indicates Not Received. This means that the professor did not turn the grades in by the deadline at the end of the semester. This does not affect the student's GPA. The professor must complete a grade change form to change the grade and the student will receive notification stating their grade and updated GPA when processed.

Each hour of academic work taken for credit in the university is evaluated in terms of its relative quality, as shown by the grade received in the course. The various grades and their corresponding quality points are:

<b>A</b>	4 quality points for each hour of credit.
<b>A-</b>	3.7 quality points for each hour of credit.
<b>B+</b>	3.3 quality points for each hour of credit.
<b>B</b>	3 quality points for each hour of credit.
<b>B-</b>	2.7 quality points for each hour of credit.
<b>C+</b>	2.3 quality points for each hour of credit.
<b>C</b>	2 quality points for each hour of credit.
<b>C-</b>	1.7 quality points for each hour of credit.
<b>D+</b>	1.3 quality points for each hour of credit.
<b>D</b>	1 quality points for each hour of credit.
<b>D-</b>	0.7 quality points for each hour of credit.
<b>F</b>	0 quality points and no credit.

One week after the last day of finals at the end of each semester, course grades will be copied ["rolled"] to the student's academic history. Those grades will be immediately available for viewing and verification online by the student. This process replaces mailing paper grade reports.

## 6.3 ACADEMIC HONOR PLEDGE

The Belmont University community is committed to personal integrity in the pursuit of knowledge. This requires intellectual honesty and transparency in the scholarship of students. To that end, the university has adopted the following Honor Pledge for both academic work associated with a particular class (Coursework) and co-curricular requirements for graduation such as WELL Core, internships, and the like (Co-Curricular Requirements). Each student pledges to uphold the Honor Pledge as a condition of membership in the community:

### 6.3.1 Honor Pledge

*A Bruin does not lie, cheat, or steal, and does not tolerate those acts.*

### 6.3.2 Expectations for Students in regards to the Honor Pledge

In affirmation of the Honor Pledge, students may not engage in the following activities:

- Cheating:** Using unauthorized notes, aids or information on an examination; altering a graded work prior to its return to a faculty member, allowing another person to do one's own work and submitting it for grading.
- Fabrication:** Inventing or falsifying information, data, or citation; presenting data gathered outside of acceptable professorial guidelines; failing to provide an accurate account of how information, data, or citations were gathered; altering documents affecting academic records; forging signatures or authorizing false information on an official academic document, grade, letter, form, ID card, or any other University document.
- Plagiarism:** Submitting material that in part or whole is not one's own work; submitting one's own work without properly attributing the correct sources of its content.
- Multiple Submissions:** Submitting identical papers or course work for credit in more than one course without prior permission of the course instructor.
- Obtaining Unfair Advantage:** Gaining or providing access to examination materials prior to the time authorized by a course instructor; stealing, defacing, or destroying library or research materials which can deprive others of their use; unauthorized collaboration on an academic assignment; retaining, possessing, or circulating previously used examination materials without the course instructor's permission; obstructing or interfering with another student's academic work; or engaging in any activity designed to obtain an unfair advantage over another student in Coursework or Co-Curricular Requirements.

- f. Aiding and Abetting: Providing material, information, or other assistance that violates the above expectations; providing false information in connection with any inquiry regarding academic integrity.
- g. Unauthorized Access: Viewing or altering in any way computer records, modifying computer programs or systems, releasing or distributing information gathered via unauthorized access or in any way interfering with the use or availability of computer systems/information.
- h. Any other form of fraud or dishonesty in Coursework or Co-Curricular Requirements for graduation.

### **6.3.3 Honor Pledge Authority**

The faculty shares, with other entities of the university, jurisdiction for certain aspects of institutional life. One such area of shared jurisdiction is that of the policies and procedures of the Honor System. Faculty Senate (and its Academic Misconduct Committee) works collaboratively with the Provost to determine these policies and procedures, with the Dean of Students' Office (and its Office of Community Accountability) providing a consultancy role. Course professors, the Academic Misconduct Committee (AMC), the Office of Community Accountability (OCA), and the Provost are responsible for implementing the disciplinary process for students. Primary authority for adjudicating academic misconduct rests with the faculty, beginning with course professors and overseen by the AMC.

For Honor Pledge violations occurring in an academic course, a professor may adjudicate the incident himself or herself. Alternatively, the professor may refer the violation to AMC who will arrange an AMC panel adjudication. The professor may route a violation at his or her sole discretion. There are only minor differences between adjudications conducted by AMC versus adjudications conducted by a professor. There is not an assumption of bias if a professor chooses to personally adjudicate a violation.

For Honor Pledge violations occurring in Co-Curricular Requirements, the same process will be followed with the BELL Core Director considered the instructor of record.

Any member of the university with knowledge of a violation should contact the course professor in which the violation occurred.

### **6.3.4 Honor Pledge Scope**

The Honor Pledge applies to any Coursework and Co-Curricular Requirements completed by a student while enrolled at Belmont University. If a violation is discovered when a student is no longer enrolled at Belmont—whether due to graduation, enrollment at another institution, or cessation of college studies—the former student must still participate in the adjudication process so long as the violation is discovered within 30 days of when the student's enrollment ended. If a former student fails to participate when required to do so according to this section, the university reserves the right to take action up to and including the refusal to release transcripts or the withdrawal of an awarded degree. The Provost or his or her designee makes the sole determination regarding what constitutes Coursework or Co-Curricular Requirements. Behavior that may not fall under the Honor Pledge may still be addressed by the University under its adjudication process for all other types of violations.

### **6.3.5 Standard for Determining Whether a Student is Responsible for a Violation**

Belmont University uses preponderance of the evidence standard to decide if a student is responsible or not for a violation. As such, a course professor or other inquiry officer(s) should weigh whether it is more likely than not a student committed a violation based on the available information. Put another way, a course professor or other inquiry officer(s) need only be 51% sure that a violation occurred in order to find a student responsible under this policy.

## **6.3.6 Adjudication of Honor Violations**

There are three pathways by which honor violations may be adjudicated: Conscientious Retraction, Faculty Adjudication, or Referral to the AMC. In a case in which a student willingly comes forward and admits to wrongdoing before becoming aware he or she is suspected of wrongdoing, the faculty should employ the Conscientious Retraction pathway. In cases in which an Honor Code violation is suspected by a faculty member, the faculty member may choose to either adjudicate the incident himself or herself or he or she may refer the violation to AMC who will arrange an AMC panel hearing.

### **6.3.6.1 Conscientious Retraction**

If, before a student is aware of the faculty member's investigation, the student wishes to admit to any misconduct, they may contact the faculty member to make a conscientious retraction. The student will make amends for their misconduct, and the faculty member will record this outcome with the Academic Misconduct Committee by submitting the Conscientious Retraction Form. While appropriate Amends will be required, no additional Sanctions will be imposed, nor will the student be placed on Honor Code Probation. In this way, students incur lesser penalties if they admit to wrongdoing before they are suspected.

### **6.3.6.2 Faculty Adjudication**

Based on the Honor Pledge, the University has promulgated the following procedures for a course professor to adjudicate alleged Honor Pledge violation(s). The goal of these procedures is to arrive at resolution of a violation in an efficient amount of time while also ensuring the ultimate decision is not unreasonable. For the purposes of this section, a course professor includes—but is not limited to— professors, lecturers, adjuncts, and any other person responsible for curricular education.

#### **Notice**

- The course professor must notify the student of the suspected Honor Code violation within a reasonable time. Generally, the University considers up to two weeks from the date the course professor learned of the potential violation to be a reasonable time. However, circumstances—such as investigation, consultation with department chair/head, class meeting frequency, etc.—may dictate a longer time is necessary.
- Students are considered to have been notified upon a course professor emailing the student's Belmont-provided email account.
- Professor should specify the preferred method for a response.

#### **Response**

- The student has two (2) full business days from receipt of the notice to provide a response (Response).
  1. If a student fails to provide a Response within 2 business days, the student's right to a Response is waived and the course professor may move forward with adjudication in the student's absence. An extension of the Response window is solely at the discretion of the course professor.
  2. While an in-person response is encouraged, the Response may be conducted by phone, via written statement, or any other method the course professor wishes to use in his or her sole decision.
- The Student Response includes:
  1. The requirement to accept or deny responsibility.
  2. If, after the faculty member has explained the misconduct and presented the evidence, but before the subsequent discussion and faculty deliberation, the student decides to admit to their misconduct, they may accept responsibility for it. In this case, unless the behavior is extraordinarily egregious, the penalty should not exceed a grade of "F" in the course, and should be in addition to the student making amends. If the behavior is extraordinarily egregious, the faculty member may recommend to the AMC that it consider whether the case is so egregious as to warrant treatment as a repeated infraction.
  3. If the student does not accept responsibility but the professor finds the preponderance of the evidence (greater than 50%) supports the conclusion that the student engaged in academic misconduct, the student is held responsible for academic misconduct, and the professor will assess a penalty commensurate with the extent and degree of the misconduct. Unless the behavior is extraordinarily egregious, the penalty should not exceed a grade of "FX" in the course, and should be in addition to the student making

amends. If the behavior is extraordinarily egregious, the professor may refer the issue to the AMC to consider whether the case is so egregious as to warrant treatment as a repeated infraction.

4. The option to provide information regarding his or her account of the incident either in written or oral form to the course professor. The course professor and student should think of the Response as simply a time for the student to share his or her explanation of what happened for consideration before any decisions about responsibility or sanctions are made.
- The University extends the following rights to students during the Response:
  1. The right to review the material, if any, that led to the alleged violation.
  2. The right not to answer any or all questions; however, a decision will be made regardless of participation. If a student withholds information during the inquiry (available at the time of the inquiry), they cannot file an appeal based upon new information, and a decision will be made based on the information gathered at the inquiry. The right to have the Response conducted in a private setting.
  3. The right to submit to the course professor supplemental information (Supplemental Information) for consideration. Supplemental Information should be presented at the time of the Response if possible. When not possible, then:
    - The student must inform the course professor during the Response that Supplemental Information will be submitted;
    - Supplemental Information must be submitted within 2 business days of the Response;
    - Supplemental Information is written or other documentary information which supports a student's Response and includes, but is not limited to, witness statements, class notes, or resources used; and
    - In congruence with University adjudication procedures, the student's overall character, mitigating circumstances, and other information not related to whether a violation occurred is irrelevant to a course professor's findings of responsibility and sanctions. Therefore such information is not considered Supplemental Information and should be ignored by the course professor if submitted.

## Outcome

- a. After the student's Response and a review of any Supplemental Information, the course professor must file documentation of the Outcome through the Faculty Adjudication Form.
- b. The Faculty Adjudication will include the following Outcomes:
  - Determination of responsibility based on a preponderance of the evidence if the student denied responsibility;
  - Amends, if the student is responsible based on his or her own admission or the course professor's determination; and
  - Sanctions, if the student is responsible based on his or her own admission or the course professor's determination.
- c. The OCA will provide notice of the outcome to the student
  - Generally, the University considers up to 2 business days to be reasonable. However, circumstances may dictate a longer time is necessary.
  - Students are considered to have been presented notice of the outcome upon the OCA emailing the student's Belmont-provided email account.

## Completion

- a. Absent an appeal altering the initial decision, this completes adjudication by a course professor.
- b. The course professor should submit the online Faculty Adjudication Form to the Office of Community Accountability for University record keeping purposes. The course professor shall retain all original materials related to the decision.
- c. If grade alteration is a sanction, the course professor should update the appropriate grade records or work with the Registrar if a grade was previously assigned.

### **6.3.6.3 Referral to the Academic Misconduct Committee**

Based on the Honor Pledge, the University has promulgated the following procedures for Academic Misconduct Committee (AMC) adjudications of an alleged Honor Pledge violation(s). The goal of these procedures is to arrive at resolution of a violation in an efficient amount of time while also insuring the ultimate decision is not unreasonable.

#### **Composition of the AMC and AMC Panels**

The AMC is a Standing Committee of the Faculty Senate. It is composed of one faculty member from each college, and three student members. The College of Law and the College of medicine maintains of necessity its own and separate academic misconduct processes, and therefore does not elect a member, but is welcome to send an observer. College of Law and College of Medicine faculty should nonetheless report outcomes through the university system, to ensure an accurate report of misconduct on campus.

Each fall, the chair will call for faculty to nominate students to serve on the committee. Nominees will be invited to apply, and the committee will choose three students from among the resulting applicant pool to serve a one-year term on the committee. The committee may invite students finishing their term to complete a second one-year term, but no student shall serve more than two consecutive terms. During the summer session, faculty are expected to adjudicate their cases. A student will have the right to appeal. However, appeals that are submitted to AMC during this period will be followed up at the beginning of the Fall semester.

When an alleged honor violation is referred to the Academic Misconduct Committee for adjudication, a panel will be assembled. The panel consists of two faculty members, one of whom is from the college of the faculty member who designates the instance to the panel, along with one of the student members of the committee. This triumvirate will then hear and adjudicate the instance in place of the faculty member. They may require the faculty member to provide evidence or testimony at the hearing. Having turned the matter over to the panel, the faculty member accepts their judgment and has no recourse or ability to appeal.

#### **Notice**

- a. The party alleging the violation must complete a Referral to the AMC Form.
- b. On the Referral to the AMC Form, the party alleging the violation must:
  - Mark the Honor Pledge violation being alleged; and
  - Write a brief account of what led to the allegation.
  - Supplemental materials may be submitted, but are not required.
- c. The OCA will provide notice of the referral to the AMC and to the AMC Chair within a reasonable time. The AMC will notify the student.
  - Generally, the University considers up to two weeks from the date the professor or Administrator learned of the potential violation to be a reasonable time. However, circumstances—such as investigation, consultation with department chair/head, class meeting frequency, etc.—may dictate a longer time is necessary.
  - Students are considered to have been notified upon the OCA emailing notice to the student’s Belmont-provided email account.
- d. The OCA should then direct the student to contact AMC for resolution of the alleged violation.

#### **Pre-Inquiry (Information Session)**

- a. Once notice has been provided, a student shall contact the AMC within the two (2) business days following receipt of notice. At this time, the Chair of the AMC will convene a Panel of two faculty members, one of whom is from the college of the faculty member who designates the instance to the panel, along with one of the student members of the committee.
- b. A student’s failure or refusal to contact the AMC Panel within the allotted two (2) business days will be treated as the student’s acceptance of responsibility for all alleged violations, will waive any privilege to an Information Session, and will result in an inquiry being scheduled and conducted in the student’s absence.
- c. During the Information Session the student’s inquiry will be scheduled. The AMC Panel reserves the right to schedule an inquiry time, date, and location at its sole discretion and may take under consideration such factors as the schedules of the parties involved, prejudice to the student of delaying

the inquiry date, the time necessary to collect information, nature of the alleged violation(s) and other factors.

- d. During the Information Session, the student should indicate whether he or she accepts or denies responsibility for an alleged violation(s) prior to his or her inquiry. Extension of the allotted time to make this decision is at the sole discretion of the AMC Panel.
- e. During the Information Session, a student may choose to view currently available information related to alleged violation, receive instructions regarding the adjudication process, and review any existing violation definition.
- f. While an in-person Information Session is encouraged, it may be conducted by phone, via written statement, or any other method the AMC Panel wishes to use in its sole discretion.

## **Inquiry**

- a. If a student attempts to cancel a scheduled inquiry prior to its commencement, he or she must provide documentation to AMC supporting a valid reason. Granting a postponement is at the sole discretion of AMC.
- b. If a student fails to appear at a scheduled inquiry, he or she waives the privilege to participate in the inquiry. The student will be accountable for the outcome of the inquiry.
- c. If AMC needs to reschedule the inquiry prior to its commencement, it will make a reasonable effort to notify the student of the new time, date and location of the inquiry. AMC will set a new inquiry time, date and location at its sole discretion and may take under consideration such factors as the schedules of the parties involved, prejudice to the student of delaying the inquiry date, the time necessary to collect information, nature of the alleged violation(s) and other factors.
- d. During the inquiry, the student as well as the party alleging the violation may present information for the purpose of clarifying details regarding what occurred during the incident (Information). Information may only address facts related to the incident such as who, what, when, where and—when intent is appropriate to the finding of responsibility or sanctions— why. The AMC Panel makes judgments on what behavior has occurred and does not make judgments about the worth of the person; accordingly, information related to a person’s character is not relevant. Information can be presented in various forms, such as documentation, witness statements, or personal accounts. During an inquiry, the AMC panel members in charge determines whether information is relevant to the proceeding and will direct the student based upon that determination.
  - The student and the party alleging the violation may also request permission to bring an individual(s) who has Information related to the alleged violation to the inquiry. The witness request form must be submitted to AMC one (1) working day prior to the inquiry. The committee will decline to allow the participation of the witnesses whose information relates to character or is solely irrelevant.
  - Both the student and the party alleging the violation will have the opportunity to question any individual(s) who appears in person to provide Information.
- e. At the conclusion of the inquiry, the AMC Panel will deliberate to determine responsibility if a student has denied responsibility for an alleged violation. A preponderance of the evidence standard will be used to make decisions regarding responsibility.
- f. A student’s prior disciplinary record will not be known during the sanctioning phase of the adjudication and will not be considered during the deliberation of responsibility unless introduced by the student during the inquiry.
- g. If a student is responsible for a violation(s)—either by the student’s own admission or based on the preponderance of the evidence—the AMC Panel will assign Amends and Sanctions.
  - If, after the panel has explained the misconduct and presented the evidence, but before the subsequent discussion panel deliberation, the student decides to admit to their misconduct, they may accept responsibility for it. In this case, unless the behavior was extraordinarily egregious, the penalty should not exceed a grade of “F” in the course, and should be in addition to the student making amends. If the behavior is extraordinarily egregious, the Panel consider whether the case is so egregious as to warrant treatment as a repeated infraction.
  - If the student does not accept responsibility but the panel finds the preponderance of the evidence (greater than 50%) supports the conclusion that the student engaged in academic misconduct, the student is held responsible for academic misconduct, and the Panel will assess



a penalty commensurate with the extent and degree of the misconduct. Unless the behavior is extraordinarily egregious, the penalty should not exceed a grade of “FX” in the course, and should be in addition to the student making amends. If the behavior is extraordinarily egregious, the Panel may consider whether the case is so egregious as to warrant treatment as a repeated infraction.

- h. Decision(s) made by the AMC Panel will be based on a simple majority vote.
- i. The University extends these additional rights to students during the inquiry:
  - The right not to answer any or all questions; however, a decision will be made regardless of participation. If a student withholds information during the inquiry (available at the time of the inquiry), they cannot file an appeal based upon new information, and a decision will be made based on the information gathered at the inquiry.
  - The right to have the inquiry conducted in a private setting.
  - The right to an advisor. An advisor is defined as a member of the university community (i.e. faculty, staff or peer) that accompanies a student to his or her inquiry as an emotional support to the student. The advisor may not speak or otherwise participate in an inquiry. No representation by an attorney is permitted regardless of community membership.

### **Outcome**

Decisions regarding responsibility and any sanctions and amends may be delivered to the student and the party alleging the violation in person or electronically via Belmont provided e-mail addresses. The delivery method is at the sole discretion of AMC. When delivery is not in person, the student and professor is considered to have received the outcome letter upon the letter being sent to the student’s Belmont-provided email account.

### **Completion**

1. Absent an appeal altering the initial decision, this completes adjudication by the AMC Panel.
2. AMC will forward copies of all records of the adjudication to the OCA, who will maintain all records.
3. If grade alteration is a sanction, the course professor will be informed in order to update the appropriate grade records or AMC may work with the Registrar if a grade was previously assigned.

## **6.3.7 Procedure for Appealing an Honor Pledge Adjudication Outcome**

A student has the right to request an appeal of a finding of responsibility or sanctions by a course professor or the AMC.

- a. All appeal requests are reviewed by the AMC.
  - An appeal request should be completed and submitted within two business days from the date the outcome is received. The appeal request form is available from AMC.
  - The request should state the reason(s) for appeal and the supporting facts. In order for an appeal to be considered valid, the request and supporting facts must be directly connected to one or more of the reason(s) for appeal.
  - The AMC will review the appeal request and any accompanying information and will decide whether or not to grant an appellate review in their sole discretion.
  - The decision of the AMC will be communicated to appropriate parties electronically via Belmont provided via e-mail addresses or in person. When delivery is not in person, the party is considered to have received the outcome upon it being sent to the appropriate Belmont e-mail address.
  - If the AMC denies an appeal request, then the original decisions regarding responsibility and/or sanctions will stand. If the AMC approves an appeal request, refer to the section below of this subsection for guidance.
- b. Appeal considerations are limited to
  - new information that could have affected the outcome;
  - procedural error that could have affected the outcome;
  - Significant evidence of bias that could have affected the outcome

If an appeal request is granted, the entire AMC will conduct a review within 14 business days during fall and spring semester. During the summer session, appeals from faculty decisions will be heard within the first 14 business days in

August. The student bears the burden to clearly state in the initial appeal request and its supporting materials that an error has occurred during the adjudication process.

- The review is not a re-inquiry. The student is not required to be in attendance for the appellate review and will not be included in the review. The student may request to meet with an AMC representative. Requests are granted at the discretion of the AMC.
- The AMC has the option of
  - a. affirming the original decision(s) regarding responsibility and sanctions;
  - b. affirming the original decision(s) regarding responsibility and modifying the sanctions; or
  - c. reversing the original decision regarding responsibility.
- The outcome of the AMC's review will be communicated to appropriate parties electronically via Belmont provided e-mail addresses or in person. When delivery is not in person, the party is considered to have received the outcome letter upon the review being sent via e-mail.

The outcome of the AMC's review is final unless the student received a sanction of suspension, expulsion or FX. Suspensions, expulsions, and FXs are subject to additional review by the Provost.

### **6.3.8 Procedure for Suspensions, Expulsions, and FX Sanctions**

If a course professor assigns a FX, or if the AMC assigns a FX, Suspension, or Expulsion, it is subject to automatic review by the Provost.

1. The Provost's Review will consider whether the initial decision was unreasonable.
2. The record compiled by AMC should be forwarded for the Provost's Review.
3. The Provost's Review may alter the initial decision(s) regarding responsibility or sanctions in the Provost's sole discretion.
4. The outcome of the Provost's Review will be communicated to appropriate parties electronically via Belmont provided e-mail addresses or in person. When delivery is not in person, the party is considered to have received the outcome letter upon the review being sent via e-mail.
5. Suspensions, expulsions, or FX sanctions will not take effect until the Provost Review is complete, except in the case of an emergency action.

### **6.3.9 Sanctioning for Honor Pledge Violations**

The following sanctions are ordered from lowest to strongest response. Multiple sanctions may be applied, but note that some sort of grade alteration is almost always used in sanctioning as a response to an Honor Pledge violation. It is the sole authority of the inquiry officer(s) to determine what sanctions are properly educational, punitive, and reparative.

No Sanctions--only Amends--should be imposed in the case of a Conscientious Retraction.

Sanctions Assignable by Course Professors

1. Reflective essay or other educational assignment
2. Reduction of the coursework's grade by a percentage point or letter.
3. Failure of the coursework
4. Reduction of the course grade by a percentage point or letter.
5. Failure for the course
6. FX for the course, which is a failure for the course and notes on the transcript that the reason for the failure was due to an Honor Pledge violation
  - a. This is not usually appropriate in cases in which the student accepts responsibility.

Sanctions Assignable by the AMC

1. Reflective essay or other educational assignment
2. Reduction of the coursework's grade by a percentage point or letter.
3. Failure of the coursework
4. Reduction of the course grade by a percentage point or letter.
5. Failure for the course
6. FX for the course, which is a failure for the course and notes on the transcript that the reason for the failure was

due to an Honor Pledge violation

- a. This is not usually appropriate in cases in which the student accepts responsibility.
7. Failure of the Co-Curricular Requirement/Loss of credit for the Co-Curricular Requirement
8. Additional Co-Curricular Requirements
9. Honor Code Probation
10. Suspension
11. Expulsion
12. Any other sanctions enumerated in the Bruin Guide

### **6.3.10 Making Amends**

A student who cheats damages two relationships in the university community, one vertical, and one horizontal. First, in attempting to deceive the faculty member, the student damages the faculty-student relationship. Course grades are a faculty member's promise to others, especially those beyond the university, that they have examined the student and found the student to possess ability to that degree. Students who cheat are attempting to damage the faculty member's reputation. Second, in attempting to improve their grade relative to their peers (particularly in the class), a student who cheats seeks to gain undeserved advantage relative to their classmates. They are attempting to rig an outcome in their favor, rather than letting a common evaluation of each student's ability settle it. The cheating student tries to make their classmates unjustly look worse by comparison.

The first step in repairing those relationships is to make amends. To make amends with the faculty member, the usual expectation will be for the student to submit to the faculty member a letter describing what they did, what led them to do it, and what they will do differently in the future to avoid making the same mistake. The faculty member will decide in his/her discretion whether the letter satisfies the requirement of making good what the student put wrong.

To make amends with peers, it is not feasible for the student to offer a direct apology and explanation of their behavior. The appropriate and expected remedy is that the student accept a zero on the work in question. While these are the typical amends that will be required to repair the damage of an honor violation, the adjudicator (whether the professor or the Academic Misconduct Panel) may choose a different requirement at their sole discretion. However as an "amend" the faculty member may not require the student to apologize to classmates or to other third parties.

### **6.3.11 Multiple Incidents of Honor Pledge Violations**

If a student has a subsequent incident in which he or she violates of the Honor Pledge, serious consideration will be given to suspension or expulsion. A professor may or may not know of previous violations. If a course professor knowingly adjudicates a student's repeated incident, he or she should assign sanctions based on the current incident alone. By submitting the Faculty Adjudication Form, the OCA will become aware of multiple violation and will contact the AMC for adjudication of the separate matter of repeated violations.

There are two ways the AMC may become aware that multiple incidents of Honor Pledge Violations have occurred. First, the OCA will notify AMC if a Faculty-Adjudicated Honor Violation form for a subsequent offense is submitted to OCA. Second, OCA will notify AMC if a Referral to AMC Honor Violation form for a subsequent offense is submitted to OCA. Notably, multiple infractions submitted on a single form are considered to be a single incident, not multiple incidents.

If the AMC becomes aware of a subsequent offense that was initially adjudicated by a faculty member, that faculty member would have treated it as an isolated incident. As such, the fact that it is a repeated behavior may require a harsher penalty. The entire AMC will meet to vote about whether or not the repeated infraction should trigger one of the three additional outcomes below.

If the AMC becomes aware of a subsequent violation from a Referral to AMC Honor Violation Form, the AMC panel will simultaneously consider the violation that was referred while bearing in mind that multiple infractions often require harsher sanctions. The panel will vote about whether or not the repeated infraction should trigger one of the three additional outcomes below.

The Academic Misconduct Committee will convene a hearing with the student, asking the student to explain their repeated misconduct. The Committee will consider the student's explanation and the documented behavior in deciding what penalty is appropriate to the repeated violations. Depending on the severity of the offense (the extent and degree to which the behavior has recurred), the Committee may:

- subject the student to the supervision of an administrative liaison in the OCA for a number of semesters, or until the liaison is satisfied the student no longer requires supervision
  - After considering the individual characteristics of the case, the OCA administrative liaison will recommend campus support resources that may benefit the student and will also develop a written Character Development Plan that the student must complete within a specified time frame. The Character Development Plan may include required service activities and/or utilization of other campus resources deemed appropriate. The particular requirements of each individualized Character Development Plan will be at the sole discretion of the OCA administrative liaison
  - additionally, the student is removed from any and all honor societies of the University to which the student may belong
    - each society shall decide for itself whether it wishes to readmit the student, but in no event may that take place without the agreement of the administrative liaison that the student no longer requires supervision
- recommend to the Provost that the student be suspended from the University (not allowed to enroll in classes or participate in student life) for a number of semesters, or
- recommend to the Provost that the student be expelled from the University.

The Provost will make a decision based on the recommendation of the AMC. Such decision shall be final.

Any decision of suspension or expulsion is a recommendation and requires the approval of the Provost. Whether a student's prior violation was concealed has no bearing on subsequent violations. Serious consideration will still be given to suspension or expulsion.

## 6.4 GRADUATE FACULTY POLICIES

Belmont graduate faculty are governed and benefited by the policies mentioned in the other sections of this *Handbook*, except in those respects noted in this section. In cases of conflict between policies described in this section and those mentioned earlier in the *Handbook*, those of this section shall take precedence.

### 6.4.1 Definition of Graduate Faculty

The minimum criteria for Graduate Faculty status shall normally be an earned terminal degree, potential for effective graduate or professional teaching, scholarship that meets University and College requirements, and ability to direct graduate-level research, projects or creative works.

All faculty teaching graduate courses must demonstrate effective teaching and meet fully the criteria of all relevant accrediting bodies. Faculty designated as graduate faculty must also normally be engaged in a sustained program of scholarship, creative or acceptable professional activity as defined by the University or College. Only members designated as graduate faculty shall direct graduate student projects or theses.

In order to maintain Graduate Faculty status, faculty must meet at least two of the following four criteria. Evaluation of each faculty member must take place every two years, but Colleges may determine their own periodic review period.

1. Demonstrate appropriate scholarship or other professionally acceptable achievement in a scholarly or creative medium within the last five years.
2. Demonstrate evidence or potential for effective teaching of or in courses for which graduate or professional credit may be obtained within the last two years.
3. Direct or serve on a graduate student thesis, dissertation, or project or recital committee within the last five years.

4. Provide demonstrable evidence of valuable contributions to a University graduate program within the last five years.

## 6.4.2 Graduate Committees

### 6.4.2.1 Graduate Curriculum and Catalog Committee

See *Article IX, Section 5.10* in the *Faculty Senate Bylaws* for a description of the Graduate Curriculum and Catalog Committee.

## 6.4.3 Graduate Faculty Workload

For graduate faculty members who carry workload for at least one graduate course, nine (9) workload hours shall be considered a full teaching load for the semester. If a graduate faculty member does not carry workload for any graduate course during a semester, 12 workload hours shall be considered a full teaching load. The maximum teaching load for graduate faculty in the summer sessions, no matter the combination, is 12 workload hours, or the equivalency of four (4) three-hour courses (with no more than six (6) of those hours involving graduate workload). Graduate faculty may not teach more than six (6) hours of graduate workload in the summer sessions. This would include either two (2) three-hour graduate courses, or one (1) three-hour graduate course and five graduate students in a dual-listed course. Exceptions to this rule may occasionally be granted by the Program Director.

### 6.4.3.1 Cross-Listed Courses

Cross listed courses that include both undergraduate and graduate students, must enroll a minimum of five (5) graduate students to be considered a graduate course for workload calculations. Please see 5.1.1.1. for additional information on cross-listed courses.

## 6.4.4 Grading System for Graduate Courses

Graduate degree programs at Belmont share the same grading scale and it differs from that applied to undergraduate students.

<b>A/A-</b>	Above average to outstanding graduate level work
<b>B+/B/B-</b>	High level, strong graduate work
<b>C+/C/C-</b>	Below average graduate work, but passing
<b>F</b>	Failure
<b>I</b>	Incomplete (given when the student has circumstances beyond his/her control that prohibit him/her from completing the course requirements. The incomplete work must be completed and a grade assigned before the end of the subsequent graduate term. A grade of Incomplete does not count in the student's GPA, unless it is not removed by the end of the next term. In this case, the Incomplete becomes a grade of F.
<b>W</b>	Withdrawal during the first four weeks of the graduate term. A "W" does not count in GPA calculations.
<b>WP</b>	Withdrawal after the first four weeks of the graduate term with a grade of "C" or better at the time. A "WP" does not count in GPA calculations.
<b>WF</b>	Withdrawal Failing. Withdrawal after the first four weeks of the graduate term with a grade of F at the time of withdrawal.
<b>P</b>	Passing.
<b>NR</b>	Not Received. This means that the professor did not turn the grades in by the deadline at the end of the term. The professor must complete a grade change form to change the grade.

Each hour of academic work taken for credit in the university is evaluated in terms of its relative quality, as shown by the grade received in the course. The various grades and their corresponding quality points are:

<b>A</b>	4 quality points for each hour of credit.
<b>A-</b>	3.7 quality points for each hour of credit.
<b>B+</b>	3.3 quality points for each hour of credit.
<b>B</b>	3 quality points for each hour of credit.

<b>B-</b>	2.7 quality points for each hour of credit.
<b>C+</b>	2.3 quality points for each hour of credit.
<b>C</b>	2 quality points for each hour of credit.
<b>C-</b>	1.7 quality points for each hour of credit.
<b>F</b>	0 quality points and no credit.

One week after the last day of finals at the end of each semester/term, course grades will be copied [“rolled”] to the student’s academic history. Those grades will be immediately available for viewing and verification online by the student. This process replaces mailing paper grade reports.

*\*For Honor System information related to Graduate Students, please check the Graduate Catalog.*

## 6.5 ADJUNCT FACULTY POLICIES

Belmont adjunct faculty are governed and benefited by many of the policies mentioned in the other sections of this *Handbook*, except in those respects noted in this section. In cases of conflict between policies described in this section and those mentioned earlier in the *Handbook*, those of this section shall take precedence.

### 6.5.1 Academic Freedom and Professional Security

Within the mission and philosophy of Belmont University, adjunct faculty have all the rights of academic freedom afforded to regular full-time faculty. In terms of professional security, adjunct faculty hold term appointments and have no guarantees that new appointments will be issued in the future. Their position and salary depend upon enrollment and curriculum needs at the university. The dean may elect to cancel a course which an adjunct faculty member was asked to teach if ten or fewer students enroll. The university offers formal term appointments to adjunct faculty only when registration has been completed, and it can be determined that enrollment and other needs justify employment. Department chairpersons are not authorized to offer employment to adjunct faculty apart from the guidelines specified in this *Handbook*.

### 6.5.2 Compensation and Benefits

Compensation of adjunct faculty for academic instruction is normally determined on a per workload basis, for a given term. The compensation rate is typically determined by the level of the course being taught.

The following scale is based on assigned workload. Compensation may vary if fewer than ten students are enrolled and a class is still offered. Lecturers may have different compensation rates.

Course Level	Compensation per workload unit
Baccalaureate	\$1,125
Masters	\$1,225
Doctoral	\$1,325
Non-instructional Workload	\$1,125

Adjunct faculty have the benefits of Social Security, workers’ compensation, college medical services, an athletic pass, parking permit privileges, the Belmont Store discount, and eligibility to join the Beaman Student Life Center. Upon completion of five consecutive years of teaching service (at least one course per year) or other employment at Belmont University, current adjunct faculty will be provided the same tuition reduction benefits for themselves as regular full-time faculty. This tuition reduction benefit is provided for undergraduate or graduate classes for the adjunct faculty member during any semester when they are teaching.

Details about the tuition reduction benefit are found in the *Employee Handbook*, Section IV.C

### **6.5.3 Selection and Orientation**

Academic deans, through the Office of the Provost, are responsible for the selection process and appointment of all adjunct faculty. The details of the selection process may vary somewhat based on the needs of each college. It is nevertheless systematic and deliberate. Deans or their designee determine the need for the employment of adjunct faculty based on enrollment and fulltime faculty workload capacity.

At a minimum the application process shall include the following: application completed through Human Resources; an in-person interview to evaluate the credentials, interest, and desirability of the candidate; an explanation of instructional responsibilities; relevant faculty and compensation policies; and confirmation candidate meets all of the requirements for employment.

It is the responsibility of the Dean or their designee to provide to adjunct faculty relevant information from the *Faculty Handbook*, *Employee Handbook*, and *Catalog*. The Teaching Center also provides resources to adjunct faculty with emphasis on teaching improvement.

### **6.5.4 Supervision and Evaluation**

Adjunct faculty receive the same supervision given to full-time faculty. They are expected to administer the same student course evaluations, and the results of these may be used in future appointment and compensation determinations. Evaluation of adjunct faculty is primarily carried on by the department chairpersons.

### **6.5.5 Availability to Students**

Adjunct faculty are required to make themselves available to their students by being willing to come early for class or stay afterward. In addition, adjunct faculty are expected to make it possible for their students to contact them by phone and email at other hours. When an office is provided, adjunct faculty should post office hours. Adjunct faculty teaching several courses may be required by the dean to post a specific number of office hours.

## **6.6 PRIVACY RIGHTS OF STUDENTS**

Belmont University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students' rights of access to education records, imposes regulations on the university in the release and disclosure of education records to third parties.

In order to comply with this law, Belmont has formulated and adopted institutional policies and procedures to be followed by the university and by those interested in gaining access to education records. These policies and procedures allow students the right to inspect substantially all of his or her education records, the right to prevent disclosures of education records to third parties, and the right to request amendment or correction of education records believed to be inaccurate or misleading. These policies are available for inspection and review in the Office of Student Affairs. Students will be asked to provide identification prior to inspecting their records.

Under no circumstances shall an employee disclose an education record which is in his/her possession or control to any person other than the student to whom they pertain or another office or employee of the university who has a legitimate educational interest in reviewing the records in question.

All requests to inspect and review records not within the employee's possession or control and all requests by third parties (including the student's parents) to inspect and review records shall be referred to the dean of students. It is the policy of the university to allow students to inspect and review their education records unless those records contain any of the following:

- Information on more than one student;
- Financial information on his/her parents; or
- Confidential letters and statements of recommendation if the student has waived his/her right to inspect the letters and the letters are related to the student's admission to the college, application for employment or receipt of honorary recognition.

## **7 FACULTY EXPECTATIONS**

### **7.1 OFFICE AND PROFESSIONAL SUPPORT**

In order to make it possible for faculty to conduct their activities effectively, Belmont provides an appropriate workspace and professional support. Department chairpersons and deans work with faculty in the judicious and reasonable allocation of resources for such support. Faculty are obligated to exercise responsible care of Belmont equipment, furnishing and material provided for them, and to return any such items, should the faculty member leave the university.

#### **7.1.1 Faculty & Staff Office Policy**

Belmont University provides faculty and staff members with appropriate office space to facilitate their work. Such office space is expected to be maintained in an orderly and appropriate manner and the faculty/staff member(s) resident in the office space is/are expected to comply with the following policy statements related to faculty and staff offices.

While faculty and staff office space is University space, faculty and staff members who are assigned to use this office space may wish to include personal and professional items (diplomas, pictures, photos, teaching aids, awards, etc.) within those spaces. The intent of this policy is to provide guidelines for the appropriate inclusion of personal items within faculty and staff offices while avoiding damage to University property and facilities. Please note that Belmont University recognizes that any policy of this nature may not anticipate every possible issue or circumstance that may arise with respect to faculty and staff office décor or the use of faculty or staff office space. Therefore the University reserves the right to impose reasonable restrictions and/or requirements with respect to the place and manner of personalization/decoration within faculty and staff office spaces and other campus spaces. These restrictions may be made in addition to, or in lieu of, those set forth in this policy. In addition, it is assumed that no decorations within faculty or staff offices should be in conflict with the Mission, Vision, or Values of the University.

#### **7.1.2 Faculty and Staff Office Spaces**

Appropriate decorations that faculty and staff members may wish to install in their faculty offices would include academic degrees, photographs, pictures, posters, awards, or items used to supplement course instruction, though no item may be installed in any faculty or staff office without prior approval of the faculty or staff members dean or Vice President. Given the differing types of construction materials used in various campus locations, as well as the reality that electrical, plumbing and other utilities are housed within office walls, the University requires that the installation of items within faculty or staff offices must be done only by personnel from Facilities Management Services (FMS). Once approved by the dean or Vice President, FMS will be contacted by the dean's or Vice President's staff to arrange a time with the faculty or staff member for the installation of the approved items.

Faculty or staff members may be provided with a hook that may be used to hold coats, etc. in their office if the inclusion of such a hook is necessary. This hook will be installed by FMS.

Beyond the installation of personal items noted in the paragraphs above, faculty and staff members may not alter the interior of faculty or staff office space. Alterations include, but are not limited to:

- Making structural changes to the office, modifying wall coverings; painting or covering of walls, windows, furniture or equipment;
- Installing, removing, or changing flooring; in addition, under no circumstances can any items be permanently affixed to the floors;
- Hanging/installing blinds, draperies, or shades (beyond those installed by the University) in any window, wall, or door;
- Hanging any items on or from the walls, doors, door frames, windows, ceiling, ceiling tile, pipes, etc. without prior approval of their dean/Vice President;
- Operating heating devices;
- Altering, changing, installing, or removing locks on doors, windows, furniture, or equipment;
- Or augmenting the furniture provided by the University without approval of the dean or Vice President.



### **7.1.3 Shared Administrative Workspace/Area & Hallway Policy**

While not specific to faculty and staff offices it is important to note the following prohibitions are in place for both faculty offices and all campus spaces:

- No materials or decorations may be placed on any of the interior windows in the building and no items should block the glass windows (e.g., bookcases). Inside shades or blinds, beyond what has been installed by the University, may not be used for any of the interior glass windows or glass walls. Bottles, paper stacks, and books may not be placed on any windowsill.
- Using masking tape or other adhesives (including paste, glue, and spray adhesive).
- Using nails, heavy gauge staples, or other metal fasteners.
- Attaching posters or flyers or spray painting on woodwork, statues, or other public art, walls, trees, doors, light/telephone poles, sidewalks/walkways, stairwells, vehicles, roads, grassy areas, windows/transparent surfaces, bus shelters, or other areas not expressly permitted through this policy.
- Posting messages or symbols on grassy areas.
- Hanging banners on external surfaces without first obtaining permission from the appropriate Dean or Vice President. Such items must be installed by FMS personnel.
- Causing damage to personal or University property.

## **7.2 INTELLECTUAL PROPERTY AND CREATIVE WORKS**

Belmont faculty have the right to patent, copyright, publish, or otherwise establish ownership of a creative work, to market any commercially valuable creative work which they produce by means of their expertise and labor, and to receive any and all royalties which result from such a work subject only to the following conditions.

- a. If the faculty member creates such a work as part of his/her job assignment, he/she is obligated to inform the department chairperson and dean.
- b. If the faculty member creates such work as part of his/her job assignment, or if he/she does so by using institutional resources which he/she does not possess privately, then Belmont shall hold a shared ownership of the work and royalties, unless these rights are relinquished to the faculty member.
- c. If Belmont fails to assert its right to share such ownership and royalty within 60 days of receiving notice from the faculty member of the production of a creative work, then it shall forfeit all such rights and the faculty member shall become sole owner.
- d. If Belmont asserts any right of shared ownership or royalty, it shall share any additional expenses the faculty member incurs in developing and/or marketing the work. The conditions and responsibilities of shared ownership shall be negotiated between the faculty member and the university.
- e. Belmont may give written notification to a faculty member of its desire to relinquish its rights, in whole or in part, to any creative work, at any time after receiving notification that such a work is produced.
- f. The activity of Belmont faculty who act as consultants does not fall under this provision. See "Outside Employment Policy" to understand the policies governing Belmont faculty who work as consultants.
- g. The provisions of this creative works policy will be superseded by agreements made between the university and individual faculty members for the development of courses for use in Belmont's distance learning and web-enhanced learning programs.

### **7.2.1 Use of Copyrighted Materials by Faculty**

Belmont requires that any employee who makes copies of protected works for use at the university comply with copyright law by being able to show that the proposed use is "fair use" or by showing evidence of having secured permission for the use. The university will not assume liability for any employee who acts contrary to this policy statement.

Where duplication of printed materials for use in the classroom is concerned, this policy applies to all copying of protected work regardless of whether the copying occurs on campus or off campus, on privately-owned copy machines or at commercial copy shops. In addition, this policy applies regardless of whether the copied material is sold directly to the student by the employee or through the Bruin Books. Demonstrating fair use and/or showing that permission has been secured is a prerequisite to duplication of protected works by the University Copy Center and to the sale of the material through the Campus Store.

For an orientation to the limits of fair use and for a complete statement of university policy on copyright compliance for classroom copies, audio, video, printed music, software, sound recordings, digital images and public performance, employees may consult Belmont's website at [www.belmont.edu/legal](http://www.belmont.edu/legal).

These copyright compliance policies are incorporated by reference into the content of this *Faculty Handbook*. Questions concerning copyright compliance should be directed to the Office of University Counsel.

## **7.3 FACULTY RIGHTS AND RESPONSIBILITIES**

### **7.3.1 Academic Freedom as a Right and Responsibility**

Academic freedom is the right of every faculty member to be responsibly engaged in scholastic efforts to seek, discover, speak, teach and publish the truth in her or his subject area. Within the context of this Handbook, Belmont University acknowledges and freely grants to those who teach at Belmont this freedom, as it affirms the principle of free inquiry and respects the right of each person to her or his convictions. Belmont University will uphold its faculty member's academic freedom and will protect all its faculty members against influences from inside or outside the university which would restrict them in the exercise of this freedom.

Belmont University faculty members are citizens, members of learned professions, and representatives of Belmont University. When Belmont University faculty members speak as citizens, they should be free from institutional censorship or discipline. At the same time, Belmont University may expect faculty members to exercise these freedoms in a professional and responsible fashion that are consistent with the Mission, Vision, and Values of the University. Faculty members should remember that others may judge their profession and their institution by their utterances. Hence they should at all times be accurate, exercise appropriate restraint, avoid introduction of unrelated controversial material, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution. Any faculty member, regardless of rank or contract status, who believes her or his academic freedom has been violated, may file a grievance with the Grievance and Appeals Committee of the Faculty Senate. See Section 7.3.7 "Right to Advance a Grievance."

### **7.3.2 Right and Responsibility to Participate in University Governance**

Belmont faculty have both a right and a responsibility to participate in university governance through active participation in the general faculty body of the university, and through service on faculty committees and councils as explained elsewhere in this *Handbook* and the *Faculty Bylaws*.

### **7.3.3 Right and Responsibility to be Free from Discriminatory Practice**

For Belmont University's Nondiscrimination Policy, please see the *Employee Handbook*, Section V.B.

### **7.3.4 Right and Responsibility to be Free from Sexual Harassment and Sexual Misconduct**

For Belmont University's Free from Sexual Harassment and Sexual Misconduct Policy, please see the *Employee Handbook*, Section V.A.

### **7.3.5 Right and Responsibility to be Free from Discriminatory Harassment**

For Belmont University's Nondiscrimination Policy, please see the *Employee Handbook*, Section V.B.

### **7.3.6 Responsibility to Possess and Maintain Scholarly Expertise and Satisfy Accreditation Standards**

Belmont faculty are responsible to have the scholarly expertise to teach in their teaching fields or to direct programs which offer majors in the university, and to have the credentials necessary to continue in such roles as determined by the standards employed by the agencies which accredit academic work at the university. If faculty members do not have such

credentials, or fail to satisfy the standards of agencies under which Belmont holds accreditation, they may be required to obtain such credentials or be reassigned into areas of instruction and program direction for which their credentials do satisfy accreditation standards. Any misrepresentation of scholarly expertise or credentials is grounds for the discharge of a faculty member, whether or not the faculty member has tenure.

### **7.3.7 Right to Advance a Grievance**

Faculty members who believe that policies of this *Handbook* have been inaccurately or unjustly applied to them may lodge a grievance with the Grievance and Appeals Committee of the Faculty Senate. Grievances are not appeals. A grievance states that a policy or procedure described in this *Handbook* has not been followed justly, or that some action taken is in contradiction of official policy. Whereas, an appeal may simply ask that an administrative decision be reconsidered because some new or previously unavailable information has come to light, even though the decision may have been made according to data available at the time and in a correct and appropriate manner according to policies in the *Handbook*.

After hearing the grievance and interviewing any persons germane to the arbitration or resolution of the grievance, the Faculty Senate shall make a recommendation to the Provost and the President about the disposition of the grievance. The decision of the President shall be final.

### **7.3.8 Rights and Responsibilities Relative to Relationships with Students**

Belmont's faculty and staff have the responsibility to maintain congenial relationships of a professional nature with students. Such relationships often enhance the workplace efficiency and educational processes of the University. All university employees are prohibited from having relationships of a romantic or sexual nature with any person who is enrolled as a student at Belmont University unless the employee is married to the student and the marriage took place prior to the employment or enrollment of the parties. Faculty and staff are prohibited, in the absence of prior approval from their dean or supervisor, from teaching, supervising or having academic or co-curricular responsibility over a spouse or child. This policy also applies to third parties who are not Belmont employees but who supervise or oversee students' curricular or co-curricular experiences. Belmont employees are further prohibited from having relationships of a romantic or sexual nature with another Belmont employee over whom they have direct or indirect supervisory authority. Violation of this policy can result in disciplinary action up to and including termination of employment.

## Faculty Handbook Appendix A

### Examples of Scholarship I, Scholarship II, and Scholarly and Creative Activities

**Scholarship:** Scholarship is an intellectual or creative contribution that is widely available and subject to peer or expert review in the areas of discovery, integration, application or teaching.

**Scholarship I**— Intellectual and/or creative contributions that are widely available and have received rigorous peer or expert review.

#### Examples of Scholarship I:

Publishing (as sole author or co-author and relevant to the author's discipline) a peer/expert reviewed:

- Scholarly book or legal treatise (a book *may* count for more than one scholarly contribution)
- Publicly available textbook or legal casebook
- Book chapter in a scholarly book (edited or peer/expert reviewed)
- Journal article
- Law review article reviewed by a law review editorial board
- Scholarly translation
- Case study
- Oral history in a journal or included in the holdings of a national or international library/historical archive/museum

Creating or performing a peer/expert reviewed:

- Extended, complex work/set of works of art (dance, music, poetry/prose, theatre, visual art/design) that is made available nationally (i.e., published) or at a high-profile regional or national event

Producing a peer/expert reviewed nationally or internationally distributed applied scholarly work

Receiving:

- Patent award

Serving as an:

- Editor of a book or essays or editor of a journal issue or other published work

**Scholarship II**—Intellectual and/or creative contributions that are also publicly available and peer or expert reviewed, but the criteria and/or definitions of “publicly available” and “peer or expert reviewed” are more broadly interpreted to include contributions that may have limited availability or may have undergone a less rigorous review.

#### Examples of Scholarship II:

Presenting (at a national or high-profile regional academic/professional conference) a peer/expert reviewed:

- Scholarly paper
- Masterclass/Clinic in the arts

Chairing (at a national or high-profile regional academic/professional conference) a peer/expert reviewed:

- Session in which the chair is responsible for establishing the topic and speakers and developing the content and presentations, as well as introducing and moderating the session

Participating (at a national or high-profile regional academic/professional conference) in a peer/expert reviewed:

- Panel discussion which involves an extended formal public presentation by panel members as well as public dialogue among panel members and with the audience

Publishing (as sole author or co-author and relevant to the author's discipline) a peer/expert reviewed:

- Extended book review
- Extended article in a bar journal or similar legal publication
- Extended encyclopedia entry
- Extended program notes for a national or high-profile regional event
- Proceedings
- Oral histories

Creating or performing a peer/expert reviewed:

- Work/set of works of art (dance, music, poetry/prose, theatre, visual arts/design) made available state-wide or regionally

Presenting off campus a peer/expert reviewed:

- Keynote address
- Poster or platform presentation
- Speech in a lecture series

Presenting (on campus) a peer/expert reviewed:

- Symposium presentation
- Faculty concerts

Writing:

- An invited article for a nationally-recognized practitioner periodical
- Open-source software

Receiving:

- Funding for a significant external grant as a principal author or investigator

Serving as a:

- Review board member for an academic journal

**Scholarly and Creative Activities**—A variety of intellectual and/or creative contributions or activities that are valued within the university but may not demonstrate wide availability or rigorous peer or expert review. While these scholarly and creative activities are of a different nature than scholarship I and II, they are vital to the academic career of a faculty member and provide critical demonstrations of his or her professional development. Contributions in this area are expected of all faculty members.

#### **Examples of Scholarly and Creative Activities:**

Publishing:

- Articles in non-refereed journals, magazines, pamphlets, etc.
- Materials designed for continuing education courses

Writing:

- A non-funded grant submission or an evaluation of a state or federal grant
- A newspaper publication, editorial, newsletter, sequence of reports with a base or a professional blog or website
- A popular press book with national/international distribution
- An accreditation document
- A study guide or test bank
- Questions or problems for Advanced Placement Exams or regional/national competitions
- Unpublished program notes
- Unpublished oral histories

Achieving/Maintaining:

- A recognized professional certification related to one's discipline

Developing:

- Coursework
- Instructional video

Serving as a:

- Consultant with businesses, corporations, schools, community organization, professional organizations, other universities or on a research project outside of one's discipline
- Evaluator or assessor for an accrediting or credentialing organization
- Adjudicator for music festivals or competitions
- Reviewer of manuscripts, books or textbooks for an academic or professional press
- Reviewer/reader/respondent for conference papers or conference panels
- Board member for businesses, corporations, schools or artistic/civic/community/professional organizations
- External juror for programs or personnel
- Officer in an academic/professional organization
- Conference Chair/Planner/Coordinator for an academic/professional organization
- Coordinator of a recording project

Creating or performing:

- A non-refereed work/set of works of art (dance, music, poetry/prose, theatre, visual arts/design) made available on or off campus

- Unpublished musical compositions, arrangements, editions and transcriptions

Presenting:

- On campus, non-refereed presentations for the Belmont community (e.g., Teaching Center events and convocations)
- Panels, readings, performances or disciplinary/cross disciplinary presentations intended for community audiences
- Workshops for local schools
- Continuing Education experiences
- Non-refereed, invited lectures or performances at other universities
- Non-referred workshop/clinic/masterclass
- Classes or sermons at churches
- Professional development workshops for businesses, corporations, schools, community organizations, professional organizations or other universities

Receiving a:

- Trademark
- Copyright
- Citation in another author's work

Faculty are responsible for performing due diligence when evaluating publishing opportunities. Unfortunately, there is no single criterion that can indicate high or low quality although in general, predatory journals and publishers are likely to make false claims regarding the extent of availability and/or quality of peer review and are characterized by a lack of transparency and/or aggressive solicitation practices. Faculty are advised to consult services that identify predatory journals, such as Cabell's Directories Predatory Reports, with the caveat that there may be a delay in reporting new journals and that the list may not be 100% complete. Organizations such as COPE (Committee on Publication Ethics) publish guidelines online for identifying predatory entities. Upon reviewing these resources and the criteria below, faculty members concerned about the status of a journal, or seeking assistance in evaluating publication quality, should consult the relevant reference librarian for the journal's discipline as well as their Dean or director supervisor, before submission to the journal in question.

Factors to consider:

- Given the nature of open access publishing, it is perhaps especially vulnerable to predatory practices; however, not all open access journals are predatory
- Not all open access journals charge a fee
- Some legitimate publishers charge a fee; indeed, in some disciplines, it is standard practice to do so
- There is no single criterion that can indicate high or low quality
- There is no comprehensive list that provides complete coverage of high or low quality publishers
- Evaluation should be done on a case-by-case basis in conjunction with the TPL process of the faculty member's college

Some characteristics of predatory journals and publishers:

- Scope of a journal is unclear (for example, overly broad and spanning multiple disciplines)
- Promise of rapid publication
- Editorial and peer-review process and timeline are not clearly stated
- Non-professional contact email address
- Website has grammatical and spelling errors
- Ownership and/or management of the journal is unclear or misleading
- No ISSN (International Standard Serial Number)
- Rights for use and re-use of content are not clearly stated
- Not indexed by a legitimate abstracting or indexing service or database
- Journal title mimics that of an established journal, differing by only one or two words
- Journal sends unsolicited email invitations
- Advertising is accepted
- Repeat lead authors in the same issue

Some characteristics of quality journals and publishers:

- Scope is well-defined; articles are within the scope of the journal and meet discipline standards
- Editorial board are recognized experts in the field
- Full names and affiliations of editors are indicated on the journal website
- Editorial and peer-review process and timeline are clearly stated
- Journal is affiliated with established scholarly society or academic institution
- Fees, if any, are easily found and clearly explained on the website
- Articles have DOIs (Digital Object Identifier)
- Rights for use and re-use of content are clearly indicated
- Journal has an ISSN
- Journal is indexed by a legitimate abstracting or indexing service or database
- Journal's primary audience consists of researchers and/or practitioners
- The journal states its business model
- The journal website contains an archive of its past issues

## Faculty Handbook Appendix B

### College-Specific Scholarship Requirements that Exceed University Scholarship Requirements for Promotion and Tenure

#### Massey College of Business

The following are excerpts related to scholarship expectations from the Massey College of Business (MCB) Tenure and Promotion Standards.

##### A. Standards for Tenure and Promotion to Associate Professor

As partial fulfillment of the professional development standards for tenure and for promotion as described in the *Belmont University Faculty Handbook*, faculty within the MCB must exhibit evidence of scholarly activity. All tenure-track faculty at the Assistant Professor rank who are seeking promotion to Associate Professor and/or Tenure in the MCB must put forth a record of at least four scholarly works completed: at least one work that fits within the definition of Scholarship I and at least three other works that fall into the definition of Scholarship II. Such works must be consistent with the Scholarly Contributions definitions outlined in Section 3.1.4.1 of the *Faculty Handbook*.

##### Quality requirements

The scholarship expectations of the MCB are the same as the University's scholarship expectations for tenure and/or promotion to Associate Professor outlined in Section 3.1.4.2.d. of the *Faculty Handbook* except for the following enhanced quality requirements.

- Non-predatory refereed journal articles and law review articles with acceptance rates of 40% or less are qualified as MCB Scholarship I contributions. Such articles with acceptance rates greater than 40% fit within MCB Scholarship II contributions.
- Other primary examples of MCB Scholarship I contributions are textbooks, scholarly books or a chapter in a scholarly book, peer reviewed case studies, and legal research published in widely recognized law journals.
- MCB Scholarship II includes other publications and activities such as refereed conference proceedings, non-refereed journal articles (including in-house publications), chapters in edited volumes, refereed conference presentations, invited presentations from an academic/professional organization, non-refereed published case studies, published teaching materials related to candidates' area of instruction, business consulting with a significant and tangible deliverable (subject to proprietary consideration), and books that are not published textbooks related to the faculty's field of study.

##### Faculty opportunities and responsibilities with regard to scholarship quality

Faculty who believes that a journal's acceptance rate undervalues the quality of a particular piece of scholarship, a particular outlet, or where acceptance rates at a particular outlet cross the guidelines listed above, are encouraged to provide commonly recognized alternate assessments of scholarship quality to be evaluated by the MCB Tenure, Promotions and Leave Committee and the Dean of the MCB for classification on a case-by-case basis. Examples of alternate criteria for determination of scholarship quality of published work include:

- Journal impact factors from recognized sources (e.g., h-scores)
- Journal ranking or ratings from recognized sources
- Prominent academic or professional recognition/readership of an outlet (good scholarship is broadly disseminated and widely consumed)
- Awards related to the scholarship
- Special circumstances of invited or editorially reviewed work (e.g., highly respected book series and/or prominent editor)
- Article impact (e.g., highly cited work in other peer-reviewed outlets)



## **B. Standards for Promotion to Professor**

A candidate for Professor must demonstrate sustained intellectual contributions beyond tenure and maintain excellence in scholarship while the faculty member is an Associate Professor. In addition to published products, a faculty member should demonstrate consistent intellectual activities by regular participation in conferences, paper presentations, and support for colleagues in their research efforts. Faculty members applying for promotion to Professor in the College of Business are expected to have a *minimum* of five (5) contributions in Scholarship I and Scholarship II within the time frame as stipulated by the *Faculty Handbook*. At least two (2) of these contributions must be a Scholarship Type I contribution. These scholarship expectations are the same as the University's scholarship expectations for promotion to Professor outlined in Section 3.1.4.2.e of the *Faculty Handbook*.

### **College of Health Sciences & Nursing**

For promotion, College of Health Sciences & Nursing faculty are required to have at least one peer-reviewed publication for which they are first author.

### **College of Law**

The following are excerpts related to scholarship expectations from the College of Law Faculty Handbook.

#### 3.2. Expectations for Research and Scholarship

The College of Law expects its tenured and tenure-track faculty members to engage in research and will disseminate that research through published scholarship. The process of research and scholarship is particularly important to the professional growth and development of untenured faculty members for four reasons. First, scholarly engagement expands knowledge about law and society and contributes to the improvement of legal institutions and other organizations. Second, research activities and the publication of scholarship contribute to a faculty member's expertise and can enhance the quality of his or her teaching. Similarly, through the dissemination of his or her scholarship, a faculty member can extend the reach of his or her teaching to a new and larger audience. Third, the quality of scholarship is a significant indication of the quality of the mind that produces it. Therefore, evidence of scholarly ability and continual productivity are indications that a faculty member is capable of, and committed to, a career of intellectual and professional engagement. Fourth, for the College of Law to attain national prominence, its faculty must regularly produce significant and influential scholarship.

#### 3.2.1. General Quantitative Expectation for Scholarship

At each stage of the promotion and tenure process, the College of Law requires scholarly contribution in terms of Type I and Type II scholarship. To be granted tenure and/or promoted to associate professor, a candidate must demonstrate that he or she has published or had accepted for publication at least three items of Type I Scholarship and that he or she has completed at least one item of Type II Scholarship. To be promoted to full professor of law, the candidate must demonstrate that he or she has published or had accepted for publication at least two items of Type I Scholarship and that he or she has completed at least three items of Type II Scholarship since being promoted to associate professor.

#### 3.2.1.1. Definitions of Type I and Type II Scholarship

Type I Scholarship is defined in Section 3.1.4.1 of the Belmont University *Faculty Handbook*. For purposes of the College of Law, Type I Scholarship includes:

- a substantial article in a law review or law journal; a substantial article is one that is approximately 20 published pages or more in length;
- a legal treatise;
- a legal textbook or case book;
- a substantial chapter in a legal textbook or casebook; a substantial chapter is one that is approximately 20 published pages or more in length;
- a monograph; or
- an article in a peer-reviewed academic journal.

Type II Scholarship is defined in Section 3.1.4.1 of the Belmont University *Faculty Handbook*. For purposes of the College of Law, Type II Scholarship includes:

- a publication in a bar or professional journal;
- a publication in a general-circulation journal;

- written materials for continued legal education courses;
- a presentation at an academic or professional conference;
- participation as a panelist or chair at an academic or professional conference or symposium; or
- an extended book review or encyclopedia entry.

The College of Law encourages faculty, when appropriate, to collaborate with other scholars here, at other law schools, or in other disciplines in conducting research and co-authoring scholarship. However, given the difficulty of evaluating the separate contributions of each scholar to co-authored works and the importance of being able to determine that the candidate individually is capable of completing important scholarly work, at least two of the items of Type I Scholarship submitted by the candidate for tenure should be authored solely by the candidate. If the candidate presents a co-authored work to be considered as an item of Type I Scholarship, the burden is on the candidate to demonstrate clearly his or her contribution and to what degree that contribution is equivalent to an item of Type I Scholarship.

### 3.2.2. General Qualitative Expectation for Scholarship

The scholarship of the candidate for promotion to associate professor of law and tenure must demonstrate the potential to have an impact in the field. The scholarship of the candidate for promotion to full professor of law must demonstrate the potential to have a substantial impact in the field. For tenure and promotion applicants, the quality of the candidate's scholarship will be evaluated by the College of Law's Dean and Promotion and Tenure Committee.

### 3.2.3. Promise of Continued Achievement in Scholarship

The candidate for tenure must demonstrate evidence of a continuing and serious commitment to the scholarly enterprise. The award of tenure is a long-term commitment of the institution to the faculty member and therefore should be awarded only if there is substantial reason to believe that significant and influential scholarly work will continue. Three factors may be taken into account in making this evaluation. First, the pattern of scholarship during the untenured period is important. A faculty member who works steadily on research and writing during the untenured period is usually considered more likely to continue scholarly activity than the faculty member who is inactive for long periods of time. Second, consideration will be given to the number and scope of completed projects and works in progress. Although the minimum quantitative expectation is three articles or their equivalents during the untenured period, a candidate's submission of additional works or documentation of additional works in progress strengthens the conclusion that the candidate is inclined to future scholarly efforts. Third, concrete evidence of a thoughtful research agenda, in which present and future planned works are tied together within a theme or plan to achieve a national reputation in a field, suggests the faculty member will continue to work on scholarship.

## **College of Pharmacy**

The following are excerpts related to scholarship expectations from the College of Pharmacy (BUCOP) Faculty Manual.

### Promotion and Tenure

The BUCOP Promotion and Tenure Document (see Appendix E) is an approved addendum to the Belmont University *Faculty Handbook* consistent with a level necessary to execute our mission within the standards of our accrediting body. Schedules for eligibility for promotion and tenure can be found in the Belmont University *Faculty Handbook*. (Sections 3.2 and 3.3)

### Advisory to the Dean

The committee advises the Dean (and, subsequently, other University decision-process participants) by assessing and reporting its approval or disapproval of the initial appointment request, third-year/periodic performance review, promotion, or tenure request. The Dean retains the prerogative to accept or reject this recommendation; in event of rejections of the committee's recommendations, the committee expects a written rationale for the override. The committee reports its assessment of the faculty member's third-year/periodic performance review materials and/or promotion or tenure request, and provides recommendations to the candidate for future development.

### Promotion and Tenure Assessment

Promotion and tenure assessment will be based on the record of accomplishment of the candidate in the three primary areas of teaching, scholarly activity, and service as defined by the BU *Faculty Handbook* and the College of Pharmacy Faculty Manual. Initial appointment with advanced standing assumes substantive accomplishment in at least two of these three areas.

In addition, because the work of the Tenure and Promotion Committee represents a peer review process, it is reasonable to assume that intangible factors carry weight in the committee's final recommendations. Examples of such factors include:

- Level of responsibility accepted and contributions to the mission, goals, and other activities of the department, College, and university.
- Quality of the results of the candidate's effort.
- Evidence of originality of thought and innovation.
- Evidence of regional, national, and international recognition of talents and expertise.

The committee appreciates the fact that developing dossiers that thoroughly represent the quality and quantity of faculty expertise and activity is time consuming and difficult. The committee asks its colleagues to appreciate its role in this process and to understand that the granting of academic promotion and tenure are not automatic approvals at any step of the process. In light of this reality, the committee encourages faculty to work with it early in these processes in order to gain from the members' collective and individual expertise, experience and mentorship.

### Committee Review Processes/Functions

#### *Initial Appointment with Advanced Standing*

In cases where hiring managers (Dept. Chairs, and/or Dean) believe that a finalist for faculty appointment warrants an initial appointment with advanced standing (i.e., time toward promotion and/or tenure consideration, starting rank beyond Assistant Professor, or appointment with tenure), the committee will be directed in writing to advise the Dean on a course of action by considering the proposed appointment based on a detailed rationale. The committee will consider the strength of the desired appointment details in light of Belmont University Faculty and Staff Handbook and College of Pharmacy Faculty Manual, and will provide the Dean a written assessment of the case presented with a clearly stated recommendation for action.

#### *Third-year/periodic Performance Review*

Within one month of the start of the new academic year (June 1), the Dean supplies the committee with a list of faculty scheduled to undergo third-year/periodic review as stipulated by the BU Faculty Handbook and conditions of initial employment. Working in conjunction with Department Chairs, the committee is available to serve as a mentoring and support service to candidates as they upload documents and artifacts to the Tk20 system. Materials to be considered in the third-year/periodic review must be uploaded to the Tk20 system by August 1<sup>st</sup>. The Promotion and Tenure committee will begin reviewing the materials August 15<sup>th</sup> and by September 15<sup>th</sup>, upload a letter to the Tk20 system regarding their findings and recommendations.

At this time, the College's committee has no formal advisory role in third-year/periodic review spelled out in the BU Faculty Handbook; however, the committee believes that as an informed source of peer review, it's assessment of candidates can provide a useful adjunctive source of advice for the Provost. To that end, the committee will supplement the candidate's dossier with its statement of findings and recommendations.

#### *Promotion or Tenure Requests*

Within one month of the start of the new academic year (June 1), the Dean supplies the committee with a list of faculty eligible and/or scheduled to apply for promotion and/or tenure as stipulated by the BU Faculty Handbook and conditions of initial employment. Working in conjunction with Department Chairs, the committee is available to serve as a mentoring and support service to candidates as they prepare their dossier. When the dossier is ready, and at least four weeks before the filing deadline of these requests to the Dean, the committee will receive dossiers for review and assessment.

When the committee supports a candidate's request for promotion or tenure, the committee will supplement the candidate's dossier (or other materials packet) with its statement of findings and recommendations, as a discrete dossier element.

When the committee's recommendation is to deny a candidate's request for promotion or tenure, the committee will provide the Dean with a statement of its recommendation that includes a detailed justification of that assessment and recommendation.

### Promotion/Tenure Application Timeline

August 1 <sup>st</sup>	The faculty member's application for promotion shall be submitted to the department chair.
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August 15 <sup>th</sup>	The chair will write a letter recommending approval or denial of the application and forward the file to the Chair of the BUCOP Promotion and Tenure Committee.
September 15 <sup>th</sup>	The committee will evaluate the application and forward a recommendation to the dean.
September 30 <sup>th</sup>	The dean will examine the file and forward it along with a letter recommending approval or denial of the application to the Provost.

Failure to meet this deadline will be cause to defer the application for promotion to the next academic year. The University Tenure, Leaves and Promotion Committee's decisions will be based on applicants' files as they are received in the Provost's Office by the published deadline. No materials may be added after the submission deadline. Therefore, applicants are encouraged to prepare their application materials with care and in consultation with their department chair.

### Promotion and Tenure Criteria

Decisions concerning the promotion or tenure of an individual are based on three aspects of his or her work; (1) teaching, (2) scholarship, and (3) service. Members of the faculty must provide evidence of sustained excellence beyond the stated requirements in at least two of these three areas in order to be considered for promotion. In order to be considered for tenure, faculty members must meet the standards in all three areas as defined in the following paragraphs. All faculty members with additional work assignments or expectations, such as may have been included in the initial letter of appointment, subsequent annual appointments, or other documents, will also be evaluated on performance using these same criteria.

#### *Teaching*

The College of Pharmacy uses the term teaching in its broadest sense and specifically recognizes teaching in the practice setting and continuing education to health professionals. To be eligible for promotion or tenure, a candidate must demonstrate a consistent and sustained record of high-quality teaching. Factors evaluated with respect to a candidate's teaching include:

- evidence of careful preparation,
- subject mastery,
- effective communication of the subject material,
- the ability to deepen and expand the students' understanding and application of the subject matter,
- ability to assess student performance,
- concern for student learning, and
- continuing professional development in both subject area(s) and teaching.

As stated in the Belmont University Faculty Manual the candidate is required to submit student course evaluations for the two years prior to application for promotion and tenure. However, the candidate can submit materials, including evaluations for any time period they deem necessary, to present evidence of teaching effectiveness. In evaluating teaching effectiveness, consideration is given to all student evaluations submitted, critical appraisal of teaching effectiveness by experienced pharmacy faculty at the rank of associate professor or above, and review of teaching materials. Documentation of teaching effectiveness by students and peers is essential to the evaluation process.

#### *Scholarship*

Scholarship as it pertains to the Promotion and Tenure process at Belmont University is described in section 3.1.2. of the Belmont University *Faculty Handbook*. To remain consistent with a level necessary to execute our mission within the standards of our accrediting body, and with support from the Provost, the BUCOP Promotion and Tenure Committee will further establish criteria for the evaluation of scholarship.

Scholarly contributions will be classified using categories defined by the university and include:

**Scholarship I**—Intellectual and/or creative contributions that are widely available and have received rigorous peer or expert review and are available for tenure and promotion consideration.

#### **BUCOP Scholarship I contributions are defined as:**

- Published article/manuscript representing original research/work
- Published review article\*
- Book or book chapter
- Case report
- Monograph
- Contributions toward the submission of an NDA

- Contributions toward the submission of a patent application
- Contributions toward the submission of a successfully funded research grant

\*Review article should be based on previously published work of other scholars in the field. There should also be evidence of discussion and analysis of this work and an expert assessment from the author(s).

**Scholarship II**—Intellectual and/or creative contributions that may have limited availability or may have undergone a less rigorous peer or expert review process but are applicable for tenure and promotion consideration.

**BUCOP Scholarship II contributions include, but are not limited to:**

- Presentation (podium or poster) of original work at scientific and professional meeting
- Abstract
- Editorial
- Book review
- Continuing education modules
- An invited article for a nationally-recognized practitioner periodical
- Non-funded research grant submission
- Accreditation documents

In meeting the minimum requirements for the category of scholarship when applying for promotion from assistant professor to associate professor or for recommendation for tenure, a candidate must have published, as a major contributor (e.g. authorship, not an acknowledgment), a minimum of three contributions classified as Scholarship I while at Belmont University unless other criteria were established in the initial letter of employment. To meet the minimum requirement in scholarship when applying for promotion to professor, a candidate must have published, as a major contributor, a minimum of three additional contributions classified as Scholarship I while at Belmont University. In both cases the three contributions needed to meet the minimum requirement for promotion and tenure must come from the Scholarship I category. To be considered “excellent” in the area of scholarly activity, faculty must demonstrate substantial evidence of additional and sustained scholarly contributions from the Scholarship I or Scholarship II categories.

The Promotion and Tenure Committee shall be conscientious in determining the depth and quality of publications and shall, in good faith, reserve the prerogative to assign a fractional unit of credit to any Scholarship I contribution that has not met the criteria for one unit of credit.

*Service*

Please consult the Belmont University *Faculty Handbook* for explanation.

Minimal: One college committee ongoing, one university committee ongoing, (a class sponsorship or organization sponsorship can substitute for a college committee)

- Service should progress through one’s career, (assistant, associate, and full professor). i.e. serving as chair of a committee would be wise as one progresses from assistant to associate; serving as a coordinator for educational programming at a national level also complements scholarly activity
- National service should be aspired to over time (see section 3.1 of the Belmont University Faculty Handbook)
- Activity within the clinical setting is not considered service to the College or University, and should be committed to carefully, and primarily if it benefits our students

Excellence: Having a sustained contribution over time, and exemplifying professional growth in regional and national contributions.

This area of activity includes, but is not limited to:

- Service to the profession
- Contributions to the internal processes of Belmont University College of Pharmacy, Belmont University and Institutional or health care business site
- Service to the community

Service activities include, but are not limited to academic counseling and advising activities, effectiveness as a College administrator, participation in BUCOP sponsored activities, college, university and practice site committees,

participation in professional associations and societies, and clinical service. The candidate shall provide evidence that these activities are of value to the college, the university, affiliated institutions, the community and/or the profession.

**College of Medicine  
Criteria for Faculty Rank, Appointment, and Promotion**

**Initial Appointment and Promotion Criteria**

Rank	FCoM Initial Appointment	FCoM Promotion to Rank
Instructor	<p>Initial appointment typically requires:</p> <ul style="list-style-type: none"> <li>• Master’s degree in specialty/subspecialty or discipline as relevant, OR</li> <li>• Doctorate degree or terminal degree in discipline, OR</li> <li>• MD or DO degree AND, if applicable, Board eligibility in clinical specialty as appropriate.</li> <li>• Scholarship is not required for initial appointment or to maintain the rank of Instructor.</li> <li>• Evidence of potential for effective teaching through teaching evaluations or teaching demonstration</li> <li>• Evidence for the potential for scholarship</li> <li>• Demonstrated ability to work collegially on tasks related to faculty role in university governance, committees, and projects and tasks related to the department or program of appointment</li> </ul>	N/A
Assistant Professor	<p>Initial appointment typically requires:</p> <ul style="list-style-type: none"> <li>• Doctorate degree or terminal degree in discipline OR</li> <li>• MD or DO AND, if applicable, Board certification in clinical specialty as appropriate, AND</li> <li>• Evidence of initiative and ability to undertake significant scholarship beyond formal graduate study.</li> <li>• Demonstrated ability to work effectively with students in student-focused activities outside the classroom.</li> <li>• Demonstrated ability to work collegially in university governance, committees, and projects and tasks related to department or program of appointment.</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfill all criteria for initial appointment</li> <li>• Demonstrate strong potential for development as a teacher, clinician, and scholar/researcher</li> </ul>
Associate Professor	<p>Initial appointment typically requires:</p> <ul style="list-style-type: none"> <li>• Doctorate degree or terminal degree in discipline OR</li> <li>• MD or DO AND, if applicable, Board certification in clinical specialty as appropriate.</li> <li>• Demonstrated excellence in teaching performance and experience as Assistant Professor at previous institution, and a good record in both service (clinical service if applicable) and scholarly activity,</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfill all criteria for initial appointment AND</li> <li>• Demonstrated record of excellence in teaching</li> <li>• Demonstrated good record in both service (clinical service if applicable) and scholarly activity.</li> <li>• Have established a regional reputation and demonstrate progress towards establishing a national or international reputation in discipline or specialty and/or scholarship</li> </ul>

	<ul style="list-style-type: none"> <li>Six full-time years of successfully college-level faculty experience at the rank of Assistant Professor, or its equivalent as determined at the time of appointment by the Dean or Provost.</li> </ul>	<ul style="list-style-type: none"> <li>There are no absolute time requirements for having previously held an appointment at the Assistant Professor level, however, typically an individual has held that rank for 4 or more years.</li> </ul>
Professor	<p>Initial appointment typically requires:</p> <ul style="list-style-type: none"> <li>Doctorate degree or terminal degree in discipline OR</li> <li>MD or DO AND, if applicable, Board certification in specialty</li> <li>Nine (9) years of relevant experience six full-time years at rank of associate professor or its equivalent as determined by the Dean and Provost</li> <li>Record of excellence in both teaching and service, and a good record in scholarly activity.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfill all criteria for initial appointment</li> <li>Demonstrate a record of excellence in both teaching and service (clinical service if applicable)</li> <li>Demonstrate a good record in scholarship</li> <li>Demonstrate a national or international reputation in discipline or specialty and/or scholarship</li> <li>There are no absolute time requirements for having previously held an appointment at the Associate Professor level, however, typically an individual has held that rank for 6 or more years.</li> </ul>

### Scholarship

Rank	Promotion Criteria (BFCOM)
Instructor	N/A
Assistant Professor	<ul style="list-style-type: none"> <li>At least four (4) total contributions in Scholarship I and/or Scholarship II.</li> <li>At least one (1) of these four contributions must be a Scholarship Type I contribution.</li> <li>All scholarship contributions must occur within the timeframe defined in the original appointment contract for the faculty member.</li> </ul>
Associate Professor	<ul style="list-style-type: none"> <li>At least four (4) total contributions in Scholarship I and/or Scholarship II.</li> <li>At least two (2) of these four contributions must be a Scholarship Type I contribution.</li> </ul>
Professor	<ul style="list-style-type: none"> <li>At least five (5) contributions in Scholarship I and/or Scholarship II since successful application for promotion to associate professor.</li> <li>At least two (2) of these contributions must be a Scholarship Type I contributions.</li> </ul>

#### FCoM Scholarship Category I:

Publications of merit and significance or significant research funding that demonstrate a mixture of roles as collaborative team member, principal investigator and/or senior author. Although it is not possible to designate a criterion of a precise number of publications since the scope and influence of the work must be weighed in each case, in weighing merit, the following should be considered:

- Publication in high impact venues or journals.
- Collaborative clinical or curricular publications that advance the teaching and clinical mission of the FCoM.
- Amount, scope and significance of research funding awarded to a faculty member as a principal investigator.

- Peer reviewed, published curricular materials (consideration given to effort required to develop the materials and to impact).
- Regional, national or international recognition of scholarship evidenced by any of the following:
  - Approval or receipt of a competitive grant as the Principal Investigator.
  - Editorship or editorial board membership of a refereed professional or scientific journal.
  - Regular reviewer for a recognized peer-reviewed journal.

- Regular reviewer or appointment to a study section, for a recognized competitive grant awarding organization.
- Appointment to a study section, task force or advisory group for NIH or other professional board.
- Participation in a national or international task force or committee to establish clinical practice standards.
- Multiple invited presentations at national or international scientific or professional meetings.

Receiving:

- Patent award for an invention, process, or procedure that directly relates to either:
  - the faculty member's discipline, area of expertise or specialty, or,
  - otherwise relates to the fields of the medical science, health science, life science, or physical science
- Grant Funding

## **FCoM Scholarship Category II**

Intellectual and/or creative contributions that are also publicly available and peer or expert reviewed, but the criteria and/or definitions of "publicly available" and "peer or expert reviewed" are more broadly interpreted to include contributions that may have limited availability or may have undergone a less rigorous review.

Presenting (at a national or high-profile regional academic/professional conference) a peer/expert reviewed:

- Scholarly paper
- Clinic or workshop in faculty member's discipline, area of specialty, or practice.

Chairing (at a national or high-profile regional academic/professional conference) a peer/expert reviewed:

- Session in which the chair is responsible for establishing the topic and speakers and developing the content and presentations, as well as introducing and moderating the session

Participating (at a national or high-profile regional academic/professional conference) in a peer/expert reviewed:

- Panel discussion which involves an extended formal public presentation by panel members as well as public dialogue among panel members and with the audience

Publishing (as sole author or co-author and relevant to the author's discipline) a peer/expert reviewed:

- Extended book review
- Extended article in a non-peer-reviewed medical or trade publication
- Extended program notes for a national or high-profile regional event
- Proceedings from medical or scientific meetings or symposia

Peer/expert reviewed:

- Work made available statewide or regionally

Presenting off campus a peer/expert reviewed:

- Keynote address
- Poster or platform presentation
- Speech in a lecture series to health, medical, or life sciences professionals and/or students

Presenting (on campus) a peer/expert reviewed:

- Training or continuing medical education session in the health, medical, or life sciences.

Writing:

- An invited article for a nationally, regionally, or state-recognized practitioner periodical