

# Belmont University Faculty Handbook



Revised 3/31/17

## 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 Section 2 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. 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 vision of becoming a "premier teaching university" calls for continually improving our communication with one another. This *Handbook*, by articulating our policies and procedures, serves as the foundation for that communication.

## **Belmont University Vision, Mission and Values**

### **I. Vision:**

Belmont University strives to be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

### **II. Mission Statement:**

Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

- Belmont University is **student-centered**. The university provides an environment for students to develop intellectually, spiritually, socially and physically through experiences of learning and research, leading and serving, success and failure, and consideration and choice. Faculty, administration and staff commit themselves to guide and challenge students to develop their full potential in order to lead lives of meaning and purpose.
- Belmont University is a **Christian community**. Faculty, administration and staff uphold Jesus as the Christ and as the measure for all things. Students encounter Christian values relevant to personal growth, service, and spiritual maturity and are expected to commit themselves to high moral standards.
- Belmont University is **academically challenging**. The university offers rigorous undergraduate and graduate programs emphasizing knowledge and discernment, intellectual discourse and debate, and humble engagement of cultural and social perspectives within a framework of ethical and moral reflection. All learning contexts stress the skills and dispositions necessary for lifelong learning and sustaining the value of higher education in each person's professional and personal life.
- Belmont University welcomes men and women from **diverse backgrounds**. The university upholds the dignity of all and fosters an atmosphere of respect for the civil expression of divergent perspectives that enables students to learn, live, work and socialize together.

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## **1.0. 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.

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.

### **1.1. 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, Athletics, Audit, Development, Finance and Operations, Investment, Nominating and Evaluation, Student Life, and University Ministries.

### **1.2. EXECUTIVE OFFICERS**

#### **1.2.1. 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.

#### **1.2.2. The Provost**

The Provost is the institution's Chief Academic and Operations 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 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. 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 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.

#### **1.2.3. The Vice President for Administration and University Counsel**

The Vice President for Administration and University Counsel is responsible for helping prevent legal claims against the university by providing legal advice and consultation to the university's trustees, officers, administrators, faculty, and staff. In addition, the Vice President for Administration 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 the university's insurance needs and oversight of the Offices of Campus Security and Risk Management & Compliance, as well as managing the government and community relations, master planning, and property acquisition functions of the university. Finally, this officer also performs other administrative duties as assigned by the President.

#### **1.2.4. The Vice President for Finance and Operations**

The Vice President for Finance and Operations is responsible for the business operations of the university. This officer supervises the offices of finance & accounting, human resources, plant operations, and manages construction of facilities.

#### **1.2.5. The Vice President for Spiritual Development**

The Vice President for Spiritual Development helps Belmont University's faculty, staff and students explore how to broaden and deepen our Christian mission. The Vice President works to create partnerships between the university community and local, national and international Christian organizations and individuals. This officer supervises University Ministries, which creates missions, community service and discipleship opportunities for all students in cooperation with faculty and staff.

#### **1.2.6. The Vice President for Development and External Relations**

The Vice President for Development and External Relations leads the institutional advancement program of the university and is ultimately responsible for University Marketing & Public Relations, Development (fundraising), and Alumni Relations. This officer directs comprehensive capital campaigns and works closely with the President, trustees, regents and other key volunteers to cultivate and secure major gifts.

#### **1.2.7. The Vice President and Chief of Staff**

Under the direction of the President, the Vice President and Chief of Staff oversees the day-to-day administrative and auxiliary operations of the university and the internal operations of the Office of the President. The Vice President works closely with the Provost, the Vice President for Finance & Operations, and the Vice President for Development & External Relations, as well as many other officers as may be appropriate for the effective operation of the university.

#### **1.2.8. The Vice President for Institutional Effectiveness**

The Vice President for Institutional Effectiveness is responsible for evaluating the university's progress toward its performance objectives and for seeking ways to improve services and processes that provide value for students. This officer works closely with the President and other officers on systematic planning initiatives that promote continuous improvement of programs and services, helping inform decisions through collection and analysis of data related to the university's mission-driven goals and outcomes. Additionally this officer oversees the Associate Vice President/Chief Information Officer who directs library services, administrative and academic computing, the campus network and telecommunications.

#### **1.2.9. The Athletics Director**

The Athletics Director oversees the program of intercollegiate athletics including compliance with NCAA regulations and supervises the work of all coaches. This officer works closely with the Office of Development.

### **1.3. ACADEMIC ADMINISTRATIVE OFFICERS**

#### **1.3.1. 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.

##### **1.3.1.1. 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.

#### **1.3.2. Associate or Assistant Dean**

The position of Associate or Assistant Dean is an appointment made annually by the Dean with approval of the Provost. Associate or Assistant Deans perform those administrative tasks assigned by the



Dean.

### **1.3.3. Chairpersons, Directors, Coordinators**

The positions of Chairperson, Director, and Coordinator are appointments made annually 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.

## **1.4. 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 annual 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.

## **2.0. FACULTY POLICIES**

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/mission.html>)  
[Statement approved by action of Belmont University Board of Trust, January 17, 2008]

### **2.1. APPOINTMENT TO THE FACULTY**

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

- Commitment to the university's vision, mission, and values
- Solid academic credentials appropriate to the teaching area;
- A variety of academic and professional experience;
- Diverse creative, professional, and scholarly interests; and
- Capacity for contributions 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 member's 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, no faculty member's work profile will conform to one pattern. 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.

### **2.2. FACULTY RANK POSITIONS**

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. The specifications for each rank are consistent with those to which relevant accrediting agencies subscribe.

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.

## **2.2.1. Instructor**

### **2.2.1.1. Position Specifications**

The following specifications represent the minimum 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 and a Master's degree.
- 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 2.7.1. for 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 2.7.2.1 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 2.7.3. for full description of service responsibilities.
- d. Cultivate professionalism consistent with the general criteria for faculty evaluation found in section 2.7 of this *Handbook*.

## **2.2.2. Assistant Professor**

### **2.2.2.1. Position Specifications**

The following specifications represent the minimum 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's Council upon petition by a faculty member's dean for faculty with non-terminal graduate degrees and six years of relevant full time teaching and/or equivalent professional experience.
- 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 2.7.1. 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 2.7.2.1. See 2.7.2.1. 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 2.7.3. for full description of service responsibilities.
- d. **Cultivate professionalism** consistent with the general criteria for faculty evaluation found in section 2.7 of this *Handbook*.

## **2.2.3. Associate Professor**

### **2.2.3.1. Position Specifications**

The following specifications represent the minimum 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 2.7.2.1.
- 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 2.7.1. 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 2.7.2.1. See 2.7.2.1. 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 2.7.3. for a full description of service responsibilities.
- d. **Cultivate professionalism** consistent with the general criteria for faculty evaluation found in section 2.7 of this *Handbook*.

## **2.2.4. Professor**

### **2.3.4.1. Position Specifications**

The following specifications represent the minimum 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 2.7.2.1.
- 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 on 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 2.7.1. 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 2.7.2.1. See 2.7.2.1. 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 2.7.3. for full description of service responsibilities.
- d. Cultivate professionalism consistent with the general criteria for faculty evaluation found in section 2.7 of this *Handbook*.

## **2.2.5. Special Rank Categories**

### **2.2.5.1. Lecturer**

An outstanding teacher employed to teach nine or more faculty workload units on a semester by semester contract. Lecturers normally have a minimum of 18 graduate semester hours in the teaching field and a 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**

An outstanding teacher, who may be employed on a temporary basis, usually having less than a full teaching load, may carry the title of Visiting Professor. Selection of such faculty may differ from that followed for regular faculty appointments

### **2.2.5.3. 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 remarkable 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 \$500,000 is necessary to create an endowed chair at Belmont.

### **2.2.5.4. 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, active service.
- The faculty member has served as a full-time faculty member at Belmont for a minimum of fifteen years immediately 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 should be 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 minimum 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. Professional Development: Show evidence of potential for professional development.
- 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: Carry out responsibilities pertaining to the particular librarian's appointment, which may include providing research help, information literacy instruction, cataloging, collection development, and digital initiatives.
- b. Professional Development: Participate in activities and relevant professional organizations designed to enhance expertise and effectiveness in academic librarianship. See 2.7.2.1. 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 2.7.3. for full description of service responsibilities.

## **2.3.2. Assistant Professor**

### **2.3.2.1. Position Specifications**

The following specifications represent the minimum 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. Professional Development: 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: Carry out responsibilities pertaining to the particular librarian's appointment, which may include providing research help, information literacy instruction, cataloging, collection development and digital initiatives. Candidates for promotion will be expected to document how their work contributes to the teaching mission of the university.
- b. Professional Development: Sustain an engagement with one's academic area through participation in professional organizations and opportunities for expanding one's knowledge or expertise in academic librarianship or service. Make initial contributions beyond graduate study to the ongoing dialogue in that academic area through one or more of the scholarly activities described in 2.7.2.1. See 2.7.2.1. 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 2.7.3. for full description of service responsibilities.

## **2.3.3. Associate Professor**

### **2.3.3.1. Position Specifications**

The following specifications represent the minimum 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. Professional Development: Show evidence of results of sustained engagement with one's academic area and show evidence of initial contributions beyond graduate study to the ongoing dialogue in academic librarianship.

- 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: Carry out responsibilities pertaining to the particular librarian's appointment, which may include providing research help, information literacy instruction, cataloging, collection development and digital initiatives. Show evidence of innovation and reflection/assessment in one's work. Candidates for promotion will be expected to document how their work contributes to the teaching mission of the university.
- b. Professional Development: Continue development of expertise and effectiveness in one's academic area through participation in professional organizations and opportunities for expanding one's knowledge or expertise in academic librarianship or service, with increasing ability to make contributions of quality to the ongoing dialogue in that academic area. See 2.7.2.1. 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 2.7.3. for a full description of service responsibilities.

### **2.3.4. Professor**

#### **2.3.4.1. Position Specifications**

The following specifications represent the minimum 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. Professional Development: Show evidence of expertise and effectiveness in professional contributions to one's academic area and evidence of sustained participation in the ongoing dialogue of academic librarianship through one or more of the categories of scholarship described in 2.7.2. See 2.7.2.1. and Appendix A for a full description of scholarship and scholarly or creative activities.
- 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: Carry out responsibilities pertaining to the particular librarian's appointment, which may include providing research help, information literacy instruction, cataloging, collection development and digital initiatives. Continue to develop strategies and innovations in one's work. Candidates for promotion will be expected to document how their work contributes to the teaching mission of the university.
- b. Professional Development: Model sustained engagement with the field of academic librarianship through the increasing quality and/or diversity of contributions to and ongoing participation in the field in one of the categories described in 2.7.2.1.-See 2.7.2.1. 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 2.7.3 for a full description of service responsibilities.

## **2.4. TYPES OF FACULTY APPOINTMENTS**

The terms of each faculty appointment are considered privileged, confidential matters. Irrespective of tenure, a yearly contract shall be signed by both parties (the faculty member and the President or Provost of the university). Employment, unless otherwise stipulated, is for the academic year, August through May. In addition to the summer recess period, there are certain holidays during the academic year as listed in the Catalog. Contracts specify the locus of appointment of faculty members within a specific academic unit.

### **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. For further information consult the section on Adjunct Faculty 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*.

## **2.5. SELECTION/APPOINTMENT/ORIENTATION OF NEW FACULTY**

### **2.5.1. Selection of New Faculty**

#### **2.5.1.1. 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*. 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 Human Resources, including attention to the commitments in the Non-Discrimination Policy and Affirmative Action Plan. Two basic considerations are the minimal academic credentials and the process for approving invitations for on-campus interviews.



Minimal requirements of our accrediting body state that all full-time and adjunct faculty teaching at the bachelor's degree level (other than physical education activities courses) must have completed a minimum of 18 graduate semester hours in their teaching fields and hold a master's degree, but every effort is made to employ those holding the doctorate or recognized terminal degree. Faculty teaching graduate courses are required to hold a terminal degree.

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 may authorize on-campus interviews for up to three of the final candidates.

#### **2.5.1.2. Special Faculty and Administrative Appointments**

Some appointments may be exceptions to the search procedure described in this *Handbook* for regular faculty appointments. In cases such as the appointment of Deans and/or faculty who will occupy Distinguished or Named chairs, or who are visiting professors, the selection procedures may differ from those described above as determined by the President and Provost, in consultation with the Dean and department chairperson.

#### **2.5.1.3. Nondiscrimination in Employment of Faculty**

##### **2.5.1.3.1. Non-Discrimination Policy**

Belmont University's policy of nondiscrimination, while consistent with its legal duties under civil rights laws, is in fact mandated by the university's Christian values. Among other things, these values affirm the dignity of each person as a creation of God.

Belmont University is a Christian 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, Sections 504 of the Rehabilitation Act of 1973, 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. Under federal law, the university may discriminate on the basis of religion in order to fulfill its purposes. The university has appointed the assistant director of the Office of Human Resources to serve as coordinator of compliance with Title IX issues and questions for faculty and staff. The Assistant Dean of Students serves as coordinator of compliance for Title IX issues and questions for students.

Inquiries or complaints should be directed to:

Donna Gwaltney, Assistant Director of Human Resources  
Fidelity Hall, Room 425  
1900 Belmont Boulevard  
Nashville, TN 37212  
615-460-6464  
[donna.gwaltney@belmont.edu](mailto:donna.gwaltney@belmont.edu)

Molly Zlock, Title IX Coordinator  
Beaman Student Life Center, Suite 200  
1900 Belmont Boulevard  
Nashville, TN 37212  
615-460-6407  
[molly.zlock@belmont.edu](mailto:molly.zlock@belmont.edu)

##### **2.5.1.3.2. Affirmative Action Plan**

In addition to the policy of non-discrimination, the university has established an Affirmative Action Plan using the guidelines set forth by the Office of Federal Contract Compliance Programs. The purpose of the affirmative action plan follows its regulation 41 CFR 60-2.10:

*An affirmative action plan is a set of specific and results-orientated procedures to which a contractor commits him/herself to apply every good faith effort. The objective of those procedures plus such efforts is equal employment opportunity. Procedures without effort to make them work are meaningless, and effort, undirected by specific and meaningful procedures, is inadequate. An acceptable affirmative action program must include an analysis of areas within which the contractor is deficient in the utilization of minority groups and women and, further, goals and timetables to which the contractor's good-faith efforts must be directed to correct the deficiencies and thus to achieve prompt and full utilization of minorities and women at all levels and in all segments of its workforce where deficiencies exist.*

The university recognizes that the presence of a diverse faculty and staff is educationally desirable. It further acknowledges that past practices of admission and employment tended to have an adverse effect on the employment opportunities of members of previously excluded groups, or groups whose employment or promotional opportunities have been artificially limited. In order to overcome the lack of adequate representation of minority faculty and staff, Belmont has adopted a policy of affirmative action.

The university therefore has and will continue to identify and work to eliminate any institutional employment practices which are not directly related to qualifications and/or job performance. These practices shall include an ongoing review of the initial application and interview process, the contents of job descriptions, pre-employment questions and tests, job qualifications, and procedures and programs which bear upon opportunities for advancement within the university.

#### **2.5.1.3.3. 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.

#### **2.5.1.4. Faculty Selection and Religious Preference**

Belmont University may discriminate on religious grounds in its employment practices in order to fulfill its mission. 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 involvement in a local church that is committed to this belief.

#### **2.5.1.5. 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.**

### **2.5.2. Appointment Procedures**

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.

### **2.5.3. 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 Provost and Human Resources.

At, or before, the actual time of a formal interview, the prospective faculty member is given access to on-line copies of the *Belmont University Catalog, Faculty Handbook* and *Employee Handbook*. The contents of the *Handbooks* and *Catalog* are discussed in summary fashion during the interview, taking into account any special considerations relevant to the potential faculty member.

Each fall, before returning faculty report back to campus, a special 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*.

New faculty also have a responsibility to acquire the information, facts, suggestions, help, and support they will need to be successful in their teaching career at Belmont.

## **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**

The file for all full-time faculty is located in the Office of the Provost. It contains the Belmont University employment application, official transcripts and copies of faculty contracts, biographical information, annual reports of the accomplishments of the faculty member, evaluations of the faculty member provided by the Dean of his/her college, 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, and employee's supervisor. It 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.

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

### **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.

## **2.7. 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 untenured 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 approximate midpoint of the faculty member's time as an untenured faculty member. 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 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.

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 exemplary professional and moral conduct. They are expected to show a personal Christian commitment in both precept and example, 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.

### **2.7.1. Teaching**

The mission statement of Belmont University affirms that the university is fundamentally a teaching university dedicated to intensifying and enhancing the learning of our students in a context of mutual care and concern. The primary locus of teaching for Belmont faculty is the course offering; a secondary locus is in academic advising. Given such an affirmation of teaching, the quest for excellence in teaching is the primary criterion for Tenure and Promotion at Belmont.

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 these programs.

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.

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.

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.

### **2.7.2. 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, are 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).

#### **2.7.2.1. Scholarly Contributions**

- a. 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.
- b. 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.
- 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 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.
- d. See Appendix A in the Faculty Handbook for examples of Scholarship I, Scholarship II, and Scholarly and Creative Activities.

### 2.7.2.2. 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. Faculty applying for promotion and/or tenure after June 1, 2015, must meet the minimum scholarship expectations contained in the Faculty Handbook.
- c. 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.
- d. Faculty members applying for tenure and/or promotion to associate professor are expected to have four (4) contributions in Scholarship I and Scholarship II. At least one (1) of these contributions must be a Scholarship Type I contribution. All scholarship contributions must occur within the timeframe defined in the original appointment contract for the faculty member.
- e. Faculty members applying for promotion to professor are expected to have five (5) contributions in Scholarship I and Scholarship II since successful application for promotion to associate professor. At least two (2) of these contributions must be a Scholarship Type I contribution.
- f. Contributions in Scholarship I and Scholarship II, by definition, must be “widely available.” Contributions that have been formally accepted for publication but not yet published shall be identified as “in press” in application materials and the curriculum vitae should include the name of journal or publisher which is publishing the scholarship. In press items are considered as contributions to a faculty member’s application for tenure and/or promotion and the correspondence showing formal acceptance for publication should be included in the faculty member’s application. 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.
- g. Faculty who believe their contributions in Scholarship I, 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 their application submitted to the Office of the Provost.
- h. Faculty applying for promotion or tenure 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.

### 2.7.2.3. 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 available and subject to peer 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.

### 2.7.3. 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 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 vision and mission. 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 attendance at university, college, school, and department meetings;
- Working on departmental/school/college and university tasks, projects, committee responsibilities;
- Holding a university assigned leadership or administrative position;
- Working with student activities outside of the classroom including student organizations and convocation;

- Mentoring and advising roles with new and adjunct faculty;
- Participating in the ongoing campus conversation 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 for the sake of advancing university programs.

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.

## **2.8. PROMOTION IN RANK**

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 promotion and tenure submit one portfolio.

### **2.8.1. Applying for Promotion**

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, 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.)
- By September 30, 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 be cause to delay the application for promotion for review the following 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, 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, 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 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.

**2.8.1.1. The “Application for Promotion” File**

The application file 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 (h) 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. 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. 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.
- 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 include samples of formative evaluation, including self-evaluations or peer evaluations. 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.

## **2.8.2. Applying for Library Faculty Promotion in Rank**

Because internal structures and processes within the Department of Library Services differ, each faculty member 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 files 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 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, the complete application file 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, the Associate Vice President/Chief Information Officer 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 be cause to delay the application for promotion for review the following 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.

### **2.8.2.1. The "Application for Promotion" File for Library Faculty**

The application file 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 (h) 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. 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. One colleague within the Library;
  3. 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 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, or special teaching assignments, taught on a regular basis (at least 1 section every year). This section is to begin with a reflective narrative with the documentation then following.
  - f. The applicant must provide instructional evaluations for all courses, or special teaching assignments, taught 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 teaching, and evaluations done by the Associate Vice President/Chief Information Officer. Faculty members may include samples of formative evaluation, including self-evaluations or peer evaluations. 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.

### **2.8.3. Consideration of the Application**

- a. Upon receipt of the application file, the Dean or Associate Vice President/Chief Information Officer will verify that the applicant meets the basic qualifications for promotion, has fulfilled any internal college processes, and that the file includes those materials and documents specified above. The Dean or Associate Vice President/Chief Information Officer will include a signed and dated letter to the Provost recommending approval or denial of the promotion request. The Dean or Associate Vice President/Chief Information Officer will provide a copy of this letter to the applicant.
- b. The file is submitted to the Provost by the Dean or Associate Vice President/Chief Information Officer. The Provost sends it to the Tenure, Promotion and Leaves Committee for its consideration.
- c. The Tenure, Promotion and Leaves Committee evaluates the file. The members will hold a personal interview with the applicant.
- d. The 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 decisions.
- e. The Provost and the President take administrative action on the recommendations from the Tenure, Promotion, and Leaves Committee.
- f. The Provost meets with the 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.

- g. 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.

#### **2.8.3.1 Denial of Promotion and Reapplication**

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

#### **2.8.4. Appeals of the Promotion Decision**

All appeals of denial of promotion must be based on the application file 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 interview record, receive a report from the Tenure, Promotion and Leaves committee and make a recommendation to the Provost that the appeal be affirmed or denied. The decision of the President on the appeal is final. For further description of the Grievance and Appeals Committee, please see Article IX 5.5 of the Faculty Senate Bylaws.

### **2.9. 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.

#### **2.9.1. 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 time frame 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 is 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 is not 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.

#### **2.9.2. 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 Belmont faculty member leaves the institution, tenure here 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 is open to negotiation with the Dean and Provost. Any agreement shall be in writing in the contract of employment.

### **2.9.3. Conditions for the Award of Tenure**

The award of tenure is always predicated upon both the scholarly competence and teaching excellence 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 2.7 for full descriptions.

- a. Exemplary classroom teaching
- b. Appropriate scholarship and scholarly or creative activities in the academic discipline..
- c. Service, including participation on at least one university-level project, task, or committee.
- 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 his/her college. In addition, all untenured 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. Conditions which should be improved prior to being able reasonably to expect the award of tenure will be identified in the evaluation process well before the application for tenure is submitted.

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.

### **2.9.4. 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, 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.)
- By September 30, 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 be cause to delay the application for tenure for review the following 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, 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 tenure. By September 30, 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.

#### **2.9.4.1. The “Application for Tenure” File**

The application file 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 (h) 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. 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.
- 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 include samples of formative evaluation, including self-evaluations or peer evaluations. 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, 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.

#### **2.9.4.2. Consideration of the Application**

- a. The Tenure, Promotion and Leaves Committee evaluates the file. The committee will hold a personal interview with each applicant.
- b. The 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 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.

#### **2.9.4.3. 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 2.10.3 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 2.9.2.1), 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.

#### **2.9.5. 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. The decision of the President on the appeal is final. For further description of the Grievance and Appeals Committee, please see Article IX 5.5 of the Faculty Senate Bylaws.

#### **2.9.6. Revocation of Tenure**

Tenure may be revoked and/or employment with the university terminated in accordance with the procedures set forth in Section 2.10.6. Discharge for Cause and Revocation of Tenure.

## 2.10. SEPARATION

### 2.10.1. 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.

### 2.10.2. 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 early retirement at age 55.

#### 2.10.2.1 Tenured Faculty Voluntary Phased Retirement Program

A voluntary phased retirement program is available for any eligible Belmont University tenured faculty member. 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.

##### Eligibility

This plan is open to all full-time, tenured faculty members whose age plus years of service equals at least 70 and who have at least 15 years of service. This age and service number is determined as of September 1 of the year for which the faculty member is applying.

##### Terms

The phased retirement agreement will be a three-year Provisional Appointment (reference *Faculty Handbook*, Section 2.4.2). The faculty member must work a minimum average of 50% work load for a minimum 50% pay during the term of the agreement. Fifty percent work load 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) and the Provost. Workload agreements normally should reflect the same type of work for which the faculty member has been hired in the past. For example, if the faculty member has been hired in the past for classroom teaching, the workload agreement should also be stated in terms of classroom teaching. 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 2.13.3 and 2.15.5) 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.

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 continue to participate in established performance evaluation processes and will continue to receive performance based salary increases.

Retirement plan contributions by the university shall continue at the current 5% level based on 50% pay under the phased retirement program. Employee retirement plan contributions will be 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. Or, if the faculty member wants to decline coverage on the Belmont University health insurance plan, Belmont University will pay monthly to the faculty member 1/12 of the employer's annual share of the then cost of the least expensive health



insurance option available for employee only coverage in 12 equal monthly payments during the phased retirement period. This is taxable income to the faculty member.

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-time position with another employer.

The maximum number of faculty members that can be approved for phased retirement in any academic year is seven. Therefore, the maximum number of faculty in phased retirement at any one time would be twenty-one.

#### **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 that 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 2007 for application for phased retirement beginning August 1, 2008.

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

#### **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 will 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 based on the faculty member's full time salary.

### **2.10.3. 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 re-appoint 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-re-appointment.

Term and Provisional appointments have specified termination dates and Belmont has no obligation to re-hire persons after these dates and may elect not to re-appoint 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 2.10.6.

### **2.10.4. 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.

#### **2.10.4.1. 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.

#### **2.10.4.2. 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, 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 (20<sup>th</sup>) 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 shall be obligated to maintain on file with the Office of the Provost at all times during the recall period their current mailing address, telephone number and vita.
- g. An individual who is re-employed under this provision shall be restored to the rank, tenure status, and salary, which he/she held at the time of termination.

#### **2.10.5. 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 of the university believes there is cause for discharge. The faculty member shall receive pay until the suspension is lifted, or until 60 days following notice of his/her discharge.

### **2.10.6. Discharge for Cause**

Any faculty appointment, with or without tenure, may be terminated by the President of the university upon his 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.

## **2.11. FACULTY RIGHTS AND RESPONSIBILITIES**

### **2.11.1. 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 Section 2.0, 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. 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 2.11.8 "Right to Advance a Grievance."

### **2.11.2. 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*.

### **2.11.3. Right and Responsibility to be Free from Discriminatory Practice**

Belmont faculty have a right to be treated in compliance with those laws applicable to the university which prohibit discrimination based on race, color, religion, gender, sexual orientation, gender identity, national origin, age or disability. Belmont faculty have a responsibility to treat students and any employee under their supervision in compliance with those applicable laws and policies.

Faculty members have a right to protection from discrimination on the grounds noted above, and a responsibility both to avoid discriminatory conduct toward others and to report such conduct of which they

are aware to the Provost. Faculty who believe they are the victims of illegal discrimination may report that belief to the Provost and may file a grievance with the Grievance and Appeals Committee of the Faculty Senate.

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

##### **Statement of Policy**

Belmont University is a Christian community of learning and service. Belmont University values the dignity and worth of every individual, recognizing that each person is unique with certain rights and responsibilities; therefore, any form of sexual harassment or sexual misconduct is contrary to the Christian standards of conduct expected of all members of the University community. Because of our faith commitment, community values and obligations of federal law including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, members of the Belmont community, its students, faculty, staff, contractors and visitors have the right to be free from sexual harassment, sexual misconduct of any kind, and from retaliation for reporting these incidents. Accordingly, Belmont University rejects and responds assertively to any sexual harassment or sexual misconduct violations. When violations are found, Belmont will take action calculated to stop the behavior, ameliorate its effects, and/or prevent the behavior from reoccurring. Such action is likely to include, but is not limited to, disciplinary actions including warnings both oral and written, suspension, or dismissal of the person who violated this policy. This policy statement is aided and supported by the university's Substance Free Policy.

##### **Violations**

The following behaviors violate this Sexual Harassment and Sexual Misconduct Policy, betray our Community Commitment to Individual Worth and are contrary to the provisions of Title IX of the Education Amendments of 1972. All individuals are protected from the following behaviors regardless of their sexual orientation and/or gender identity. Alcohol or drug use does not absolve a person of responsibility for committing a violation.

##### **Sexual Harassment**

Sexual harassment is a form of sexual discrimination prohibited by civil rights law including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and University policy. It is defined as unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct is made an explicit or implicit condition of an individual's academic status or employment; or refusing or submitting to such conduct is used as basis for academic or employment decisions; or such conduct creates a hostile environment in which the conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or the individual's ability to benefit from the university's educational experiences or services because it is sufficiently serious, pervasive, or persistent as to create an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic, residential, or social environment under both an objective (a reasonable person's view) and subjective (the complainant's view) standard.

Sexual harassment can include: Conduct that involves a bargained for exchange of submission to sexual activity for professional or academic favors; conduct that creates a hostile or offensive working or learning environment; or an act of retaliation committed by a faculty member, staff person, or student that adversely affects a person's employment or educational pursuits because of the person's participation in a complaint or investigation of discrimination or sexual misconduct.

Some examples of sexual harassment include but are not limited to:

- a suggestion by a supervisor or professor that sexual involvement with him/her would improve the employee's chance for promotion or the student's chance for a good grade;
- repeated and gratuitous derogatory remarks about women in the classroom;
- repeated unwelcome sexual attention (comments, questions about an individual's sexuality or sex life);
- repeated and gratuitous comments on one's own sex life and desires;
- repeated undesired physical contact, such as brushing up against someone; and
- sexual harassment also includes sexual violence such as sexual assault and other forms of non-consensual sexual contact.

### Other Forms of Sexual Misconduct

Definition of Consent. Belmont University defines consent as follows. Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual behavior. Consent to any one form of sexual behavior cannot automatically imply consent to any other forms of sexual behavior. Previous relationships or prior consent cannot imply consent to future sexual behavior. Consent cannot be given by someone under the age of 18. Consent cannot be given by someone who is incapacitated.

- 1) **Non-Consensual Sexual Contact.** Non-Consensual Sexual Contact is any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman, and that is without consent and/or by force.

Non-consensual sexual contact includes but is not limited to:

- intentionally contacting another's breasts, buttocks, groin, or genitals;
- intentionally touching another with any of these body parts;
- making another touch you or themselves with or on any of these body parts; and
- any intentional bodily contact in a sexual manner, regardless of whether it includes breasts, buttocks, groin, genitals, mouth or other orifice.

- 2) **Non-Consensual Sexual Intercourse.** Non-Consensual Sexual Intercourse is any sexual intercourse however slight, with any object, by a man or woman upon a man or a woman, and that is without consent and/or by force.

Non-consensual sexual intercourse includes but is not limited to:

- vaginal penetration by a penis, object, tongue or finger;
- anal penetration by a penis, object, tongue, or finger; and
- oral contact (mouth to genital contact or genital to mouth contact).

- 3) **Sexual Exploitation.** Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct violations.

Sexual exploitation includes but is not limited to:

- invasion of sexual privacy;
- prostituting another person;
- non-consensual video or audio-taping of sexual activity;
- going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- engaging in voyeurism;
- knowingly transmitting an STD or HIV to another person;
- exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals; and
- sexually-based stalking and/or bullying may also be forms of sexual exploitation.

### **Actions Following a Sexual Misconduct Incident**

#### Immediate Steps if you are the Victim of Sexual Misconduct on Campus.

- Get to a safe place. On campus examples include campus security offices located in Gabhart or on 12th Ave, South. If you are off campus and injured, call 911 for immediate help. If you are on campus and injured, call Campus Security at (615) 460-6911 for immediate help. Campus Security will come to your aid and summon Metro emergency responders.

- If you have been the victim of non-consensual sexual intercourse, it is strongly recommended that you visit an emergency room within 24 hours for a rape evidence examination to preserve evidence and support your opportunity to make decisions later. If possible, take a trusted friend or relative with you to the hospital to provide additional support. All victims of sexual assault must go to Metro General Hospital. If you go to any other hospital emergency room you will be routed to Metro General Hospital. Metro General Hospital is located at 1818 Albion St, Nashville, TN 37208.
- Deciding whether or not to report a crime to police may be difficult for you. If you decide to go to the hospital, by procedure hospital staff will alert the police of your arrival. It is up to you if you would like to file a police report or talk to a police officer. You will be asked if you would like a sexual assault counselor to assist you at the hospital. This counselor is trained to help you think through your options as well as answer any questions that you might have throughout the entire process.
- Until you decide whether or not to have evidence collected it is very important to remember that there are things that you should not do:
  - DO NOT shower or brush your teeth, if at all possible.
  - DO NOT go to the bathroom, if at all possible.
  - DO NOT drink or smoke.
  - DO NOT change your clothes or underwear. If you have removed this clothing, bring it with you to the hospital in a paper bag. This may preserve a lot of evidence.

#### Reporting Sexual Misconduct to the University

If you or a Belmont student or another Belmont employee has been the victim of sexual misconduct, whether perpetrated by a Belmont employee or student or by a third party or if you know of someone who is not a Belmont student or employee who has been the victim of sexual misconduct perpetrated by a Belmont student or employee, you must report it to the university's Title IX Coordinator or designees, officers in Campus Security, and/or the Director or staff in Human Resources. The University has designated these employees as "Responsible Employees" for reporting violations of the sexual misconduct policy. Accordingly, the university encourages making reports to these employees.

Note, though, that reporting to one of these sources is not confidential and details of the incident will be shared with the Title IX Coordinator for him or her to determine next steps. A person may make a Request for Privacy to the Title IX Coordinator so that the incident is not addressed via the university's Sexual Misconduct Accountability Process. **The University will make every effort to accommodate a person's wish for privacy.** Only if the sexual misconduct violation poses a substantial risk to the safety or orderly operation of the campus community will the university consider proceeding despite a person's wish for privacy. For completely confidential assistance that does not report to the Title IX Coordinator, refer to the "Confidential Resources in the Aftermath of Sexual Misconduct Experience" section of this policy. Responsible Employees who fail to make a report of sexual misconduct to the Title IX Coordinator when they knew or reasonably should have known of the sexual misconduct will be referred for disciplinary action, the consequences of which will depend upon the egregiousness of the unreported sexual misconduct and the Responsible Employee's pattern of behavior, if any, related to reporting.

Belmont's Title IX Coordinator is:  
Molly Zlock  
Title IX Coordinator  
Office of University Counsel  
Second Floor, Beaman Student Life Center  
Belmont University  
1900 Belmont Blvd  
Nashville, TN 37212  
TitleIX@Belmont.edu  
615-460-6407

Deputy Title IX Coordinator for Matters Involving Only Employees is:

Dr. Donna Gwaltney  
Assistant Director of Human Resources  
Fourth Floor, Fidelity Hall  
Belmont University  
1900 Belmont Blvd  
Nashville, TN 37212  
donna.gwaltney@belmont.edu  
615-460-6456

#### Reporting Sexual Misconduct to External Authorities

Behavior that violates the Sexual Misconduct Policy may also constitute illegal criminal acts. The university's reporting process is separate and different from any criminal process a person may wish to pursue. A person is encouraged to pursue both and may do so simultaneously. The university's Title IX Coordinator or designee will assist individuals with beginning the process of contacting the Nashville Metropolitan Police Department.

Alternatively, a person may contact the Nashville Metropolitan Police Department directly. The Sex Crimes Section is open from 7:30 AM to 11 PM, Monday through Friday, though detectives are on-call 24 hours a day. To report a crime occurring locally to external authorities, please contact: Nashville Metropolitan Police Department's Sex Crimes Section at 615-862-7540.

#### Confidential Resources in the Aftermath of a Sexual Misconduct Experience

Individuals may seek confidential, professional assistance in the form of counseling, advocacy and/or support related to their experience or a friend's experience of sexual misconduct via the following Belmont services:

- Health Services at 615-460-5506
- University Ministries pastoral care at 615-460-6419

The Coordinator of Security Programs is also a primary source serving as a confidential advisor to provide support, assistance, and knowledge of resources, rights, and referrals to victims of crimes such as sexual assault, domestic or dating violence, harassment, and stalking. The Coordinator of Security Programs, Kayla Jerome, may be reached at 615-460-5661 (office) or 615-584-9011 (mobile).

The University provides for its employees confidential services of an Employee Assistance Program. Information concerning this program is found within the Office of Human Resources website or by contacting any of the staff in HR. The current number is 1-800-854-1446 and can be called 24 hours a day, seven days a week including holidays. The website is <https://www.lifeworks.com/login/index.aspx>

Additionally, the following is a list of non-Belmont resources. Belmont University does not have a contractual relationship with any of the resources listed below. They are simply listed as a courtesy to community members. Individuals should determine for themselves whether they feel the agency will meet their needs.

- 24-hour Sexual Assault Hotline at 800-879-1999
- Crisis Intervention Hotline (crisis counseling) at 615-244-7444
- National Domestic Violence Hotline at 800-799-7233
- 24-hour Suicide Prevention Lifeline at 800-273-8255
- Weaver YWCA Domestic Violence Center at 615-242-1199

#### **Request for Privacy Process for Sexual Misconduct**

If a Complainant makes a Request for Privacy, the Responsible Employee or Investigator receiving the request should notify the Title IX Coordinator. A Request for Privacy is a final action and ends university involvement absent a written request to the Title IX Coordinator by the Complainant to reopen a report. Complainant should note that the passage of time may inhibit the university's ability to investigate a reopened report. The Title IX Coordinator will make a determination of whether to grant the request. The coordinator will honor a Request for Privacy, except when there is a substantial risk to the safety or orderly operation of the community. To evaluate if the risk of such harm exists, the Title IX Coordinator will consider, but is not limited to, whether the Respondent has a demonstrated pattern of behavior violating the Sexual Misconduct Policy; the Respondent has threatened further violence; the Respondent used a weapon;

there is more than one Respondent alleged to have violated the Sexual Misconduct Policy during the incident; and the community is at an increased risk of future acts occurring due to the unique circumstances of the incident (e.g. recurring off-campus house party, etc.). Complainant should be aware that their request for privacy may hinder the Title IX Coordinator's ability to take remedial actions. This is particularly true for remedial actions aimed at the Respondent.

### **Sexual Misconduct Accountability Process**

This process governs the community's response to sexual misconduct violations. When an incident involves multiple alleged violations, one of which is an alleged violation of the Sexual Harassment and Sexual Misconduct Policy, this process will control for all violations. For the purposes of this section, the Title IX Coordinator includes the university's identified Title IX Coordinator, deputy Title IX Coordinator when employees only are involved, as well as their designees. The Title IX Coordinator coordinates the Sexual Misconduct Accountability Process. This responsibility includes, but is not limited to, decisions related to routing reports of alleged sexual harassment and sexual misconduct, granting Requests for Privacy, assigning Investigator(s), pursuing Alternative Dispute Resolution, and determining responsibility. In consultation with other appropriate campus leaders, the coordinator also assigns sanctions and remedies

#### Reporting

Any person may report sexual misconduct to a Responsible Employee regardless of whether he or she was the one who directly experienced the sexual harassment or sexual misconduct. A report would optimally include names of individuals involved; connection, if any, of those individuals to the university; approximate time, date, and location of the incident; and contact information for the Complainant. A Responsible Employee should inform the person that: 1) The employee is obligated to share a report with the university's Title IX Coordinator only; 2) The person has the option to request that the Title IX Coordinator maintain the person's confidentiality and that such request will be given serious consideration; and 3) The person has the ability to share the information confidentially with counseling services, health services or university ministries and that it is their choice whether to see such confidential assistance. Alternatively, any person may report sexual harassment or sexual misconduct directly to the Title IX Coordinator or the Deputy Title IX Coordinator for employees.

#### Initial Review

The Title IX Coordinator or the Deputy Title IX Coordinator for employees will review the report to determine if the initial reported behavior falls under the purview of the Sexual Harassment and Sexual Misconduct Policy and if there is reasonable cause to continue. Based on the Title IX Coordinator's review, the report will either continue under the Sexual Misconduct Accountability Process, be referred to a more appropriate university process for a response, be closed, or result in other action within the administrative discretion of the Title IX Coordinator. If the report continues under the Sexual Misconduct Accountability Process, the Title IX Coordinator will assign an Investigator. In addition, the Title IX Coordinator may contact the Respondent regarding emergency action or other measures intended to insure the safety or orderly operation of the Belmont community.

#### Complainant Investigation

1. Once assigned, an Investigator will contact the Complainant to schedule an investigation. A maximum of three attempts will be made to contact the Complainant using either his or her Belmont provided email account or the contact information provided in the initial report. If after two weeks from the time the Investigator first attempted contact the Complainant has not responded, the university will consider the lack of response a request for privacy and place the report on hold until such a time as the Complainant makes a written request to the Title IX Coordinator that the report be reopened.
2. The Investigator(s) reserves the right to schedule the time, date, and location at his/her sole discretion and may take under consideration such factors as person's schedule, Investigator(s) schedule, prejudice to the person of delaying the hearing date, the time necessary to collect information, nature of the alleged violation(s) and other factors.
3. The Complainant may participate in person (preferred), in writing, by phone, or electronically.
4. An Investigator should a) Attempt to determine what, if any, assistance that the Complainant desires from the University. University assistance includes, but is not limited to, reporting the crime to the Nashville Metropolitan Police Department, change in residence, change in academic course, no contact orders, etc. This information will be shared with the Title IX Coordinator so remedial action may be taken. b) Clarify any questions regarding the Sexual Misconduct Policy and allow him or her to review the language of the policy. c) Attempt to determine whether the



Complainant wishes to proceed with a Respondent Investigation, Alternative Dispute Resolution, or make a Request for Privacy.

5. During an investigation, a Complainant is entitled to a Support Advisor of his or her choosing to attend any meetings with the Title IX Coordinator or assigned Investigator(s). An advisor is solely for support and may not speak, present information for consideration, or otherwise directly influence the Sexual Misconduct Accountability Process. Any attempt to do so can result in the Title IX Coordinator or Investigator(s) taking action against the advisor up to and including permanent removal from the process. The Investigator(s) may take action against an individual or Support Advisor who is interfering with the investigation. Such action includes--but is not limited to--halting the investigation, rescheduling the investigation, permanently removing a person from the investigation, and alleging a separate failure to comply violation.
6. During an investigation, Complainant may present information in any form (personal account, text messages, emails, etc.) regarding what happened during the alleged incident; invite other individuals with information regarding what happened during the alleged incident to participate in person (preferred), in writing, by phone, or electronically; provide the Investigator(s) with questions to direct to the Respondent as well as any other individuals providing information regarding what happened; and not provide information in response to questions at his or her choosing.
7. The Investigator(s) will determine whether information is relevant to determining what happened during an incident. Accordingly, the Investigator(s) may redirect or not allow information to be shared.
8. The Investigator may meet with individuals that have information regarding what happened during an incident as many times as he or she reasonable believes is necessary to collect information.
9. Once the Investigator(s) determines that the investigation into what happened is complete, the Investigator(s) will document the information provided by each individual involved.

#### Respondent Investigation

1. To notify the Respondent that a Respondent Investigation into an alleged violation of the Sexual Harassment and Sexual Misconduct Policy has begun, the Title IX Coordinator will deliver a copy of the Sexual Misconduct Accountability Form to the Respondent. Members of the Belmont community are considered to have received delivery of written notice, documents, outcome letter, etc. upon the writing being emailed to their Belmont provided email account. A non-Belmont individual may pick-up any item in writing from the Office of the Division of Student Affairs; delivery is considered complete after an effort is made to notify the non-Belmont individual of its availability.
2. Once notice has been provided, a Respondent should contact the Investigator(s) noted on the Sexual Misconduct Accountability Form within the two business days following the issue date of the Sexual Misconduct Accountability Form in order to schedule a Respondent Investigation.
3. The Investigator(s) reserves the right to schedule a Respondent Investigation time, date, and location at his/her sole discretion and may take under consideration such factors as person's schedule, Investigator(s) schedule, prejudice to the person of delaying the hearing date, the time necessary to collect information, nature of the alleged violation(s) and other factors.
4. Failure to meet with the Investigator(s) within the allotted two business days will be treated as the Respondent's acceptance of responsibility for all alleged violations and may result in the investigation be concluded in his or her absence.
5. The Investigator(s) should schedule a Respondent Investigation only after a Complainant Investigation has occurred.
6. The Title IX Coordinator shall notify the Complainant that a Respondent Investigation has begun by delivering to Complainant a copy of Respondent's Sexual Misconduct Accountability Form.
7. The Investigator(s) should not meet with the Complainant and Respondent at the same time.
8. At the commencement of the Respondent Investigation, the Respondent may review currently available University Information related to the incident, the Sexual Misconduct Accountability Process, and the text of the policy or Community Commitment that has allegedly been violated by the Complainant. The university reserves the right to redact information that would identify the Complainant when proceeding against a request for privacy or in other situations where the risk to the Complainant outweighs the prejudice to the Respondent.

9. After reviewing any materials, the Respondent must indicate whether he or she accepts or denies responsibility for an alleged violation(s).
10. The Respondent and any individuals providing information regarding what happened during an incident may participate in person (preferred), in writing, by phone, or electronically.
11. During an investigation, a Respondent is entitled to a Support Advisor of his or her choosing to attend any meetings with the Title IX Coordinator or assigned Investigator(s). An advisor is solely for support and may not speak, present information for consideration, or otherwise directly influence the Sexual Misconduct Accountability Process. Any attempt to do so can result in the Title IX Coordinator or Investigator(s) taking action against the advisor up to and including permanent removal from the process. The Investigator(s) may take action against an individual or Support Advisor who is interfering with the investigation. Such action includes—but is not limited to—halting the investigation, rescheduling the investigation, permanently removing a person from the investigation, and alleging a separate failure to comply violation.
12. During an investigation, Respondent may present information in any form (personal account, text messages, emails, etc.) regarding what happened during the alleged incident; invite other individuals with information regarding what happened during the alleged incident to participate in person (preferred), in writing, by phone, or electronically; provide the Investigator(s) with questions to direct to the Complainant as well as any other individuals providing information regarding what happened; and not provide information in response to questions at his or her choosing.
13. The Investigator(s) will determine whether information is relevant to what happened during an incident and may redirect a person if information is determined to be irrelevant.
14. The Investigator may meet with individuals that have information regarding what happened during an incident as many times as he or she reasonably believes is necessary to collect information.
15. Once the Investigator(s) determines that the investigation into what happened is complete, the Investigator(s) will separately document the information provided by each individual involved (Documents).

#### Review and Comment

Prior to submitting the investigation Documents to the Title IX Coordinator, the Investigator(s) will deliver a copy of each individual's Documents to him or her for review and comment. Each individual has three business days from the delivery of his or her Document to provide comment. If an individual fails to provide comment within three business days, the university will proceed with the accountability process under the assumption that all information in the Document is accurate. Once the three business days for review and comment have passed, the Investigator(s) will forward the Document and any comments to the Title IX Coordinator.

#### Alternative Dispute Resolution

1. At any time prior to a determination of responsibility, a Complainant or Respondent may request that the Title IX Coordinator pursue an Alternative Dispute Resolution process. This may be most appropriate where the Complainant prefers a less formal process and may most often be used in cases of less egregious and nonrepetitive sexual harassment incidents, for example one incident of an inappropriate "dirty joke" between two employees where the Complainant just wishes the respondent to stop the offensive behavior.
2. An Alternative Dispute Resolution is final. It formally ends the university's accountability process for students or a formal process for employees related to the alleged incident of sexual harassment and sexual misconduct absent new behavior. Accordingly, individuals are advised to give thoughtful consideration on what they desire the university to do in response to an alleged violation of the Sexual Harassment and Sexual Misconduct Policy before requesting Alternative Dispute Resolution.
3. A request for Alternative Dispute Resolution may be granted by the Title IX Coordinator. The Title IX Coordinator will consider factors such as, but not limited to, the wishes of both the Complainant and Respondent, substantial risk to the safety or orderly operation of the University, and timing in the process.
4. Alternative Dispute Resolution allows the Title IX Coordinator to assign sanctions and remedies intended to stop, ameliorate, and prevent the reoccurrence of the sexual harassment and sexual misconduct as well as any other violation(s); and create an informational record of the incident for

internal purposes and consideration, such as—but not limited to— use in future accountability proceedings for students or disciplinary processes for employees, and for students use in recommendations for study abroad, consideration in granting positions that represent the university, and conferring university awards.

5. Alternative Dispute Resolution does not allow the Title IX Coordinator to make a determination of responsibility; suspend, expel, dismiss, or place a Respondent on probation status with the university; or create a university conduct record that is subject to internal and external disclosures under FERPA for students.
6. The Title IX Coordinator will deliver resolution letters outlining any sanctions and remedies to the Complainant and Respondent within 60 business days from the start of the Complainant Investigation, barring institutional breaks or other reasonable delays.
7. Neither a Complainant nor Respondent may appeal an Alternative Dispute Resolution. An Alternative Dispute Resolution is a final action and ends university involvement. A report may not be reopened.

#### Determination of Responsibility

1. The Title IX Coordinator will review the Documents and make a determination of responsibility regarding the alleged violation(s).
2. The determination of responsibility will be based upon the preponderance of the evidence; accordingly, the Title IX Coordinator will determine whether it was more likely than not a violation(s) occurred.
3. Prior to making a determination, the Title IX Coordinator may ask the Investigator(s) to clarify information, give an opinion on the credibility of the information, and address any other concerns relevant to his or her deliberations.
4. Prior to making the determination, the Title IX Coordinator may consider granting an Alternative Dispute Resolution if requested by the Complainant or Respondent.
5. If the Respondent is found responsible, the Title IX Coordinator will assign sanctions and remedies in consultation with other appropriate campus leaders.
6. The Title IX Coordinator will deliver written outcome letters to both the Complainant and Respondent, which state the determination of responsibility and any sanctions or remedies.
7. The university will deliver the written outcome letter within 60 days from the start of the Complainant Investigation, barring institutional breaks or other reasonable delays.
8. Determination of Responsibility, sanctions, and remedies will become part of the Respondent's personnel file and may be shared both internally and externally in accordance with the person's legal rights.

#### Sanctions or Remedies

1. In accordance with his or her authority and in consultation with other appropriate campus leaders, the Title IX Coordinator may assign sanctions or remedies. Sanctions and remedies are calculated to stop the behavior, ameliorate its effects, and/or prevent the behavior from reoccurring. Absent any other escalating factors, the community's response to a person's first violation for non-consensual sexual contact, non-consensual sexual intercourse, or sexual exploitation consistently includes separation from the community via suspension, or dismissal as well as additional sanctions. In all cases, sanctions for violation(s) can include, but are not limited to, the following:
  - Verbal Reprimand.
  - Written Reprimand.
  - Paid Administrative Leave from Belmont University for a specified period.
  - Employment discipline up to and including dismissal and, if applicable, loss of tenure (see faculty handbook).
2. Belmont University will protect the Complainant by taking appropriate measures on an interim and permanent basis to ensure equal access to its education programs and activities as well as to employment. In all cases, remedies—both interim and permanent--can include, but are not limited to, the following:
  - Removal from or modification of living arrangements.
  - Removal from or modification of academic courses.
  - Removal from or modification of co-curricular program and activities, including athletics.

- Escort by Campus Security while on campus.
  - No-Contact Orders between involved individuals.
  - No-Trespass Order on Belmont’s campus for an individual.
  - Advisory letter. For example, a letter informing a person, organization, team, etc. that actions or behavior that created an environment conducive to violations of the Sexual Misconduct Policy should end immediately or result in a further response by the university.
  - Alleging violation(s) of other university commitments or policies for a person, organization, team, etc. whose actions or behavior created an environment conducive to violations of the Sexual Misconduct Policy.
  - Assistance with retaking coursework or withdrawing from a course(s) without penalty.
  - Assistance locating an off-campus counselor if on-campus counseling cannot meet needs.
  - Emergency Action.
3. The university reserves the right to take whatever measures it deems necessary in response to an alleged violation of the Sexual Harassment and Sexual Misconduct Policy in order to protect the safety or orderly operation of the community. Not all violations of the Sexual Harassment and Sexual Misconduct Policy will involve the same set of circumstances, so the Title IX Coordinator, in consultation with other appropriate campus leaders, will use his or her discretion to impose different sanctions--ranging from verbal warning to expulsion—based upon the university’s sanctioning philosophies.
  4. The Title IX Coordinator will consider—but is not bound to—the wishes of both the Complainant and Respondent in exercising his or her authority. In accordance with federal guidance, greater weight will be given to the wishes of the Complainant when a remedy involves removing a person from or modifying his or her access to work areas, after hours events of the university, a residence hall, class, student organization, athletic team, etc.

#### Appeal Request & Review

1. Only Determinations of Responsibility and any related sanctions or remedies may be appealed. Alternative Dispute Resolutions may not be appealed.
2. Both the Complainant and Respondent may submit an appeal. An appeal request form should be completed and submitted to the Title IX Coordinator, within two business days from the date the person is delivered his or her outcome letter. The person requesting the appeal is responsible for clearly stating the reason for appeal as well as any supporting materials. The form is available from the Title IX Coordinator.
3. The form should state the reason(s) for appeal and information that supports the reason. Reasons for appeal are limited to: procedural error, which may have a bearing on the Determination of Responsibility, sanctions, or remedies; new information that was not available at the time of the investigation which may have a bearing on the initial decision(s); and/or information demonstrating that there is no way a reasonable person could have arrived at a similar Determination of Responsibility, sanctions, or remedies as the Title IX Coordinator absent bias.
4. The Title IX Coordinator will notify the Complainant when a Respondent has filed an appeal and vice-versa. An email to a Belmont-provided email address or any attempt to contact non-Belmont individuals is considered notice.
5. The Title IX Coordinator will assign an appellate officer to review the appeal request form.
6. The person requesting the appeal is not required to be in attendance for the appellate review and will not be included in the review. The person may request to meet with the appellate officer. Requests are granted at the discretion of the appellate officer.
7. The appellate officer will decide whether or not to grant an appeal. If the appellate officer finds no reason for appeal exists, then the original response and any sanctions will stand. If the appellate officer finds a reason for appeal exists, he or she has the option of recommending to the Title IX Coordinator that the original determination of responsibility as well as sanctions and remedies should stand as is; the original determination of responsibility should stand but sanctions and remedies should be modified; or the determination of responsibility should be reversed, sanctions should be reversed, and remedies modified or reversed. The appellate officer cannot increase sanctions.

8. The appellate review will be delivered to the Complainant, Respondent, Title IX Coordinator and Dean of Students (if a student is appealing) or Provost (if an employee is appealing) within 10 business days of receipt of the appeal request form.
9. The Dean of Students/Provost retains the right to determine the final outcome of an incident. The Dean of Students/Provost will take the appellate review under consideration and communicate to the Complainant and Respondent the final Determination of Responsibility, sanctions, and/or remedies within 10 business days of delivery of the appellate review (Final Outcome).
10. There is no review of the Dean of Students'/Provost's Final Outcome.
11. Suspensions, expulsions, and dismissal will not take effect until the appellate review is complete, except in the case of an emergency action.

### **Jurisdiction**

The university retains the right to address violations of its Sexual Harassment and Sexual Misconduct Policy when the violation involves: a Complainant and a Respondent that are both members of the Belmont community, such as, but not limited to, students, faculty, staff, and contractors and the incident occurred on campus; the incident occurred at an off-campus Belmont activity or event; or the incident occurred off-campus and denies or limits the ability of the Complainant to participate in or benefit from Belmont's educational programs or activities or from employment.

When the Complainant or Respondent is not a member of the Belmont community, it limits the authority the university can exercise over that individual. In those situations, the university will conduct an investigation and provide appropriate remedies. The Title IX Coordinator may continue under the Sexual Misconduct Accountability process, refer the Respondent to a more appropriate university process for a response, close the matter, or take other action within the administrative discretion of the Title IX Coordinator.

### **Harassment Awareness Workshops for Faculty and Staff**

The University regularly conducts face-to-face workshops and on-line courses for faculty and staff to promote awareness and to prevent harassment and sexual misconduct. These are modifiable for use with intact groups, as requested or needed.

### **2.11.5. Right and Responsibility to be Free from Discriminatory Harassment**

Belmont University is committed to providing an environment in which all persons are safe from harassment and intimidation based on his or her race, color, religion, gender, sexual orientation, gender identity, national origin, age or disability. Harassment can include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual orientation, gender identity, national origin, age or disability, or that of his/her relatives, friends or associates, and that (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's employment and educational opportunities. Such harassment is contrary to the Christian standards of conduct expected of all members of the university community, students, staff and faculty.

Harassing conduct includes, but is not limited to, the following: (1) epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts, that relate to race, color, religion, gender, sexual orientation, gender identity, national origin, age or disability; and (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender, sexual orientation, gender identity, national origin, age or disability and that is placed on walls, bulletin boards or elsewhere on the employer's premises, or circulated in the workplace.

Any person who engages in harassment will be subject to disciplinary action ranging from a warning to discharge, if appropriate. Those who have a complaint regarding harassment should contact the provost or the director of human resources who will conduct an investigation in accordance with the Complaint Procedure for Harassment and Discrimination, which follows.

### **2.11.6. Complaint Procedure for Harassment and Discrimination**

If an individual suspects that his/her rights under any of the above-stated policies have been violated, that person may register a complaint with the provost/direct vice president or the director of human resources. Upon receipt of a complaint, which alleges a violation of these policies, the provost/direct vice president, or the director of human resources, or their designee, shall begin an investigation of the charge(s). An investigation shall include an interview with the person filing the complaint, the person(s) accused of violating the nondiscrimination and anti-harassment policies and any person designated by

either of the principle parties as witnesses to the incident in question. The investigation shall be completed within 30 days of the receipt of the complaint. The matter shall then be presented to the provost/direct vice president in the form of written recommendations. At the provost's/direct vice president's discretion, the provost/direct vice president may accept the recommendations, interview the persons involved, direct further investigation by the university and/or hold formal hearings on the matter. If formal hearings are ordered, no party shall be allowed to be represented by legal counsel. This process shall be completed and the provost/direct vice president shall make a final decision on the merits of the complaint within 60 days of receipt of the complaint by the university. The decision of the provost/direct vice president shall be final. Throughout this process, the university will strive to keep the identities of the complaining party and the accused confidential.

Belmont University's statements regarding discriminatory harassment are in compliance with federal and state regulations (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act of 1975).

The University has appointed the assistant director of the Office of Human Resources to serve as coordinator of compliance with Title IX issues and questions for staff and faculty. The Assistant Dean of Students serves as coordinator of compliance for Title IX issues and questions for students.

Inquiries or complaints should be directed to:

Dr. Donna Gwaltney, Assistant Director of Human Resources  
Fidelity Hall, Room 425  
1900 Belmont Boulevard  
Nashville, TN 37212  
615-460-6464  
[donna.gwaltney@belmont.edu](mailto:donna.gwaltney@belmont.edu)

Molly Zlock, Title IX Coordinator  
Beaman Student Life Center, Suite 200  
1900 Belmont Boulevard  
Nashville, TN 37212  
615-460-6407  
[molly.zlock@belmont.edu](mailto:molly.zlock@belmont.edu)

### **2.11.7. 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 he/she has tenure.

### **2.11.8. 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.

### **2.11.9. 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.

## **2.12. 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 advance 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.

### **2.12.1. 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.

### **2.12.2. 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 fulfill its mission to be a premier teaching university. The goals of the Teaching Center are to:

- 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; publication of a teaching center newsletter; 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 Office of the Associate Provost for Academic Affairs. 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 Office of the Associate Provost for Academic Affairs with an annual report on all Teaching Center activities. The Director holds regular meetings with the Associate Provost for Academic Affairs, 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 Associate Provost for Academic Affairs 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/Interdisciplinary

Studies/Honors unit [with one of these representatives also coming from the graduate 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.

### **2.12.3. Faculty Development Leaves**

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

#### **2.12.3.1 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 pay for two 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.
- 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 not count toward tenure, promotion or 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.

#### **2.12.3.2. 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 pay, 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 not 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.

#### **2.12.3.3. 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 Tenure, Promotion and Leaves Committee 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.

#### **2.12.3.4. Professional Renewal Leave of Absence**

As funds are available, the university encourages faculty members to undertake projects related to their teaching area which do not lead to another academic degree. Normally, a summer salary, or some portion thereof, is provided to support such an activity. Faculty members who receive such leave must agree to return to Belmont and teach the following year. Such leave does not affect eligibility for sabbatical leaves. Time on leave does not count toward tenure, promotion or length of service awards.

#### **2.12.3.5. 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.

### **2.12.4. Procedure for Applying for Faculty Development Leave**

- a. A faculty member shall first complete the Sabbatical and Scholarly Leaves Form which is available in the Office of the Provost and on the [Provost page](#) of the Belmont University website. Requests for sabbaticals and leaves of absence are acted upon first by the department chair. Any recommendation to grant the leave request will then be reviewed by the appropriate Dean, and if he or she concurs, then the Tenure, Promotions and Leaves Committee. The Tenure, Promotions, and Leaves Committee then makes recommendations to the Provost. The decision of the Provost is final.
- 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 leaves without pay are normally ruled on by the Provost. The Provost sends all other requests to the Tenure, Promotion, and Leaves Committee for evaluation and recommendation.

- e. The Provost shall inform the Tenure, Promotion and Leaves Committee of the funding available in order to help them make their recommendations. Normally requests for leave will have committee action prior to the Christmas holidays. The 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 Faculty Senate. The role of this Senate in such circumstances is to make recommendations to the President and the Provost. The decision of the President is final.

### **2.12.5. Non-Instructional Workload for Research and Professional Development**

On the recommendation of a faculty member's department chairperson (if there is one) and Dean, and with the approval of the Provost, non-instructional workload (usually three credits per term) may be granted for scholarly research and writing and/or advanced graduate study and work toward the completion of a doctoral dissertation.

### **2.12.6. 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.

### **2.12.7. 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.

### **2.12.8. 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.

### **2.12.9. Faculty Tuition Reduction Benefit**

Eligible full time faculty may receive tuition reduction at Belmont University. For additional information faculty are referred to Belmont's Tuition Reduction Benefit policy located in the *Employee Handbook*.

### **2.12.10. 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. Nominations close by mid-February of the spring semester. 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.

### **2.12.11. 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 is presented each year. This award carries a financial gift and an engraved plaque.

#### **2.12.12. 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 the faculty member who exhibits 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. Nominations close by mid-February of the spring semester. 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.

#### **2.12.13. Christian Scholarship Award**

Belmont University's faculty uphold Jesus Christ as 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 a full-time Belmont faculty member who has produced scholarly work that has makes 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.

#### **2.12.14. Leadership in Christian Service Award**

Belmont University's faculty uphold Jesus Christ as 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 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 a full-time Belmont faculty member who has helped lead a Christian service organization, in particular one that connects the resources of our academic community to the needs of the world.

### **2.13. FACULTY WORKLOAD**

The normal workload for faculty members includes the instructional workload, as well as committee service, research, student advising, and assigned administrative work.

#### **2.13.1. Instructional Load**

A full-time instructional workload for 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 2.19.3 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 semester hours.

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

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.

### **2.13.2. 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 2.7.1 of the *Handbook* for a full discussion of advising responsibilities.

### **2.13.3. 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 2.15.5 for the overload pay schedule.

### **2.13.4. Office Hours**

Faculty members are expected to schedule a minimum of eight hours weekly as office hours. Office hours must 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 2.14.1 of the *Faculty Handbook*. The stated office hours should be observed to facilitate student conferences.

### **2.13.5. 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.

#### **2.13.5.1. 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 additional hours per semester in other institutions. Such teaching assignments must be reported to the department chairperson and approved by the dean in order to insure 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.

#### **2.13.5.2. 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.

#### **2.13.5.3. 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.

#### **2.13.5.4. 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.

### **2.13.6. 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.

### **2.13.7. 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, spring and summer commencement exercises at times assigned according to the schedule of the faculty members' College
- Opening Convocation in the fall term
- Baccalaureate Ceremony in the spring term
- Fall Faculty Workshop
- Scholarship and Awards Day

*A note about fall, spring and summer 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, scholarship and awards, and baccalaureate ceremonies. Attendance at commencement (August, December, and May) is not subject to whether a faculty member is teaching in the given term, with the exception of approved leaves (below).

Written (email acceptable) requests to be excused from any of these events must be received no later than two (2) weeks prior to the event. Faculty members are strongly discouraged from scheduling events over which they have control that conflict with the institutional ceremonies and services. A request to be excused must be submitted in writing to the faculty member's supervisors – department chair and dean. Requests for leave are reviewed and acted upon by the dean and are reported to the Provost. Making a request is not an indication of automatic approval. Emergency exceptions may be granted by the dean. Faculty members on approved medical, maternity, family and sabbatical forms of leave are excused from participation in these events in the semester in which the leave is taken. These faculty members do not need permission to be excused, but should notify their respective chair and dean that they are on leave.

## **2.14. FACULTY WORKING CONDITIONS**

### **2.14.1. Office and Professional Support**

In order make it possible for faculty to conduct their activities effectively, Belmont provides an office and such professional support as is financially feasible. 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.

#### **2.14.1.1. 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.

#### 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 approval;
- 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.

#### **2.14.1.2. 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.

### **2.14.2. Faculty Production of 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.

### **2.14.3. 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 University Bookstore. 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 University Bookstore.

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.

## **2.15. COMPENSATION POLICIES**

### **2.15.1. 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.

### **2.15.2. Payroll Period**

Faculty members are paid on the 25th of each month or on the last working day for the administrative staff before the 25th of each month. To satisfy IRS regulation 409A, faculty with a 10-month appointment must fill out an election form and choose either 12 or 10 payments for the contract year. The election must be made and returned to the Office of Human Resources no later than August 1 of the contract year. The IRS requires faculty that do not submit an election form by the deadline to have their pay distributed over their 10-month appointment. The election is irrevocable during an appointment year. This election is termed “evergreen” which means it will remain in effect each year unless the faculty member completes a new form prior to the beginning of the contract year. The form is available on the Office of Human Resources website.

### **2.15.3. Payroll Deductions and Policies**

Faculty members may request direct deposit of their salary into certain banking institutions, and they should consult the Office of Human Resources if they desire to make such direct deposits.

The following mandatory items are deducted from an employee’s paycheck:

- Federal Income Tax
- OASDI tax
- Medicare tax
- Certain insurance premiums
- Unpaid bookstore charges
- Unpaid parking tickets
- Unpaid balances on student accounts at the end of each academic term (August 1, December 1, and May 1)
- Other payroll deductions required by legal action
- The following may also, at the employee’s discretion, be deducted from an employee’s paycheck:
  - Voluntary insurance premiums
  - Gifts to the university
  - Gifts to designated charitable institutions
  - Retirement contributions

Although Belmont University takes every precaution to avoid paycheck errors, at times errors may occur. If it is believed that a deduction has been taken from a faculty member’s salary improperly (one not allowed by law), the faculty member must immediately notify their Dean. The Dean will obtain the correct information and should contact Payroll. If an error has occurred, an adjustment will be made promptly.

### **2.15.4. Summer School Pay**

Summer school classes must enroll ten students for full pay to be granted. Classes that do not meet minimum enrollment may be taught on a prorated pay basis. Pay for teaching summer school shall be paid at the rate of 2% of the base instructional salary [in the contract] per credit hour. 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.

### **2.15.5. Overload Pay**

Pay for teaching overloads shall be paid at the rate of \$943.00 per workload unit. For annually contracted full-time faculty, 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. 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.

### **2.15.6. Compensation for Overload Off Campus Teaching**

Pay for teaching off-campus as an overload is based on the same scale as the regular overload pay policy (see Section 2.15.5), except that faculty are compensated for travel expenses to and from the off-campus site (See Section 2.13.6). Classes must enroll ten students for full pay to be granted; otherwise the class may be taught on a prorated basis as approved by the Dean.



## 2.16. CLASSROOM POLICIES

### 2.16.1. 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 and the office of the department chairperson or dean, as instructed by the dean of the college. The syllabus will set forth the course objectives, procedure, and course requirements used for establishing the student's grade. 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.

### 2.16.2. 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.

### 2.16.3. 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. A student violating this policy is subject to disciplinary action, as provided in *The Bruin Guide* (student handbook).

### 2.16.4. Student Class Attendance and Absences

#### **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.*

#### **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.

#### **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.

#### **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.

### **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.

### **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.

### **2.16.5. 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.

### **2.16.6. 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.

### **2.16.7. 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 P 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 "F" 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.

### **2.16.8. 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 Convocation, internships, and the like (Co-Curricular Requirements). Each student pledges to uphold the Honor Pledge as a condition of membership in the community:

#### **2.16.8.1. Honor Pledge**

*In affirmation of the Belmont University Honor Pledge, I pledge that I will not give or receive aid during examinations; I will not give or receive false or impermissible aid in course work, in the preparation of reports, or in any other type of work that is to be used toward my grade; I will not engage in any form of academic fraud in the fulfillment of requirements for graduation whether curricular or co-curricular. Furthermore, I will uphold my responsibility to see to it that others abide by the spirit and letter of this Honor Pledge.*

#### **2.16.8.2. Strategies for Successfully Upholding the Honor Pledge**

A commitment to academic integrity means more than simply avoiding dishonest behaviors. What follows are strategies students have aspired to in order to succeed in their scholarship. Additionally, proactive strategies have been provided for faculty and staff to consider with the goal of reducing the likelihood of academic dishonesty. Information presented in this section allow students, faculty, and staff to work together to establish the optimal conditions for academic work of the highest integrity.

Note, however, the student bears the sole responsibility for avoiding dishonest behavior and maintaining his or her reputation for academic integrity. Accordingly, whether a student, professor, or staff person followed these strategies will have no bearing on decisions made during the adjudication of violations.

#### **2.16.8.3. Faculty/Staff Strategies for Success**

1. Consider how students think about success:
  - Clarify ways in which the student has control over the learning process so they believe success is possible;
  - Explain to students at the beginning of the course how others have succeeded in the course or co-curricular requirement so they can develop strategies for success and alleviate performance-related anxiety;
  - Help students understand that putting forth effort is a sign of learning, not of unintelligence;
  - Reorient the students' focus from earning a grade to engaging the material; and
  - Set high standards for students while also being readily available to provide assistance in reaching them.
2. Help Students Familiarize Themselves with Expectations
  - Become familiar with the Honor Pledge and the expectations for student behavior derived from it;
  - Give clear instructions to students concerning Honor Pledge expectations unique to the Coursework or Co-Curricular Requirement—such as, but not limited to, resources that may be used on assignments, collaboration on assignments, any differences between online and in-class assignments, citation expectations on rough drafts or non-essay assignments, review and use of past assignments from previous sections of the course, review and use of the student's own past assignments on a current assignment, expectations on the role and responsibilities of tutors, etc.—and clarify any confusion;
  - Remind students of their Honor Pledge by including it in the course syllabus or co-curricular materials along with possible sanctions;
  - Require students to acknowledge their affirmation of the Honor Pledge before beginning or submitting any Coursework or Co-Curricular Requirement;
3. Take Practical Steps
  - Control the in-class design—for example, require empty seats between students during examination to better spot cheating, assign proctors to observe the room during exams, require all electronic devices to be put away during in-class assignments, conduct verbal roll call to avoid false attendance records, etc.;
  - Clarify out-of-class expectations—for example, require take home assignments be turned in electronically for easier plagiarism checks, discuss what resources may be reviewed and/or used, discuss whether collaboration is allowed, define the role of tutors, etc.;
  - Alter assignments from semester to semester;
  - Teach the skills of summarizing, paraphrasing, critical analysis, building arguments, referencing, and citations and develop mini-assignments to assess learning;
  - Use assignments that integrate theory and examples or use personal experience so as to avoid assignments that require students to simply collect, describe, and present information;
  - Give students an adequate and equitable time period to complete required exams or course work; and
  - Support deterrence efforts by enforcing the Honor Pledge for all known violations.

#### **2.16.8.4. Expectations for Students in regards to the Honor Pledge**

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

1. *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.
2. *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.

3. *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.
4. *Multiple Submissions*: Submitting identical papers or course work for credit in more than one course without prior permission of the course instructor.
5. *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.
6. *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.
7. *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.
8. *Any other form of fraud or dishonesty in Coursework or Co-Curricular Requirements for graduation.*

#### **2.16.8.5. Honor Pledge Authority**

Authority for the Honor Pledge ultimately rests with the Provost or his or her designee(s). Under the direction of the Provost, course professors as well as the Office of Community Accountability (OCA) are responsible for implementing the disciplinary process for students.

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 OCA who will arrange an Honor Council or administrative adjudication. The professor may route a violation at his or her sole discretion. There are only minor differences between adjudications conducted by OCA versus adjudications conducted 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, OCA oversees the adjudication process. OCA is a designee of the Provost. As such, it will route a violation in its sole discretion for an Honor Council or administrative adjudication.

Any member of the university with knowledge of a violation should contact the course professor in which the violation occurred. Alternatively, they may contact OCA. OCA will provide information related to an Honor Pledge violation involving Coursework to the course professor for him or her to determine how adjudication should proceed. For violations related to Co-Curricular Requirements, OCA will determine how adjudication should proceed.

#### **2.16.8.6. 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, 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.

#### **2.16.8.7. 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.

#### **2.16.8.8. Procedures for a Course Professor to Adjudicate an Honor Pledge Violation**

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 insuring 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

1. The course professor must complete an Honor Pledge Form (HP Form). HP Forms are available from the Office of Community Accountability, which is responsible for maintaining the most current version.
2. On the HP Form, the course professor must:
  - Mark the Honor Pledge violation being alleged; and
  - Write a brief account of what led to the allegation.
3. The course professor must provide a copy of the HP Form to the student 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.
  - Provision of either a hard copy or electronic copy is allowed.
  - Students are considered to have been presented the HP Form upon a course professor emailing an electronic copy to the student's Belmont-provided email account.

##### Response

1. The student has two (2) full business days from receipt of the HP Form to meet with the course professor to provide a response (Response).
  - The course professor may allow a later Response at his or her sole discretion if the student makes contact within the 2 business days.
  - If a student contacts the course professor after the 2 business days have elapsed, 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.
  - 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 discretion.
2. The student's Response includes:
  - The requirement to accept or deny responsibility.
  - 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.
3. The University extends the following rights to students during the Response:
  - The right to review the material, if any, that led to the alleged violation.
  - The right not to answer questions posed by a course professor; however, if no information is provided the student is assumed responsible for the violation.
  - The right to have the Response conducted in a private setting.
  - 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

1. After the student's Response and a review of any Supplemental Information, the course professor must complete the outcome (Outcome) portion of the HP Form.
2. The Outcome must include the course professor's
  - Determination of responsibility based on a preponderance of the evidence if the student denied responsibility; and
  - Sanctions, if the student is responsible based on his or her own admission or the course professor's determination.
3. The course professor must provide a second copy of the HP Form to the student that includes a completed Outcome portion within reasonable time.
  - Generally, the University considers up to 2 business days to be reasonable. However, circumstances may dictate a longer time is necessary.
  - Provision of either a hard copy or electronic copy is allowed.
  - Students are considered to have been presented the HP Form upon a course professor emailing an electronic copy to the student's Belmont-provided email account.

#### Completion

1. Absent an appeal altering the initial decision, this completes adjudication by a course professor.
2. The course professor should submit the appropriate HP Form copy to the Office of Community Accountability for University record keeping purposes. It is also recommended the course professor submit all original materials related to the decision.
3. The course professor may also keep a copy of the HP Form and any supporting material for personal record keeping purposes.
4. 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.

### **2.16.8.9. Procedures for the Honor Council or Administrative Adjudication of an Honor Pledge Violation**

Based on the Honor Pledge, the University has promulgated the following procedures for Honor Council or Administrative 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.

An Honor Council is composed of a minimum of three student inquiry officers (Accountability Officers) advised by the Office of Community Accountability (OCA). Additionally, OCA will assign one faculty inquiry officer to an Inquiry Council from the pool of faculty appointed by the Faculty Senate (Faculty Advisor).

An Administrative Inquiry may only be conducted by the Provost or his or her designee (Administrator). OCA is a designee of the Provost.

#### Notice

1. The party alleging the violation must complete an Honor Pledge Form (HP Form). HP Forms are available from the Office of Community Accountability, which is responsible for maintaining the most current version.
2. On the HP 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.
3. The party alleging the violation must provide a copy of the HP Form to the student within a reasonable time.

- 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.
  - Provision of either a hard copy or electronic copy is allowed.
  - Students are considered to have been presented the HP Form upon the party alleging the violation emailing an electronic copy to the student’s Belmont-provided email account.
4. The party alleging the violation should then direct the student to contact OCA for resolution of the alleged violation. All materials related to the alleged violation as well as the HP Form should be forwarded to OCA as well.

#### Pre-Inquiry (Information Session)

1. Once notice has been provided, a student should contact the OCA within the two (2) business days following the issue date of the HP Form to conduct an Information Session.
2. A student’s failure or refusal to meet with the OCA 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.
3. During the Information Session the student’s inquiry will be scheduled. OCA 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.
4. 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 OCA.
5. 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.
4. While an in-person Information Session is encouraged, it may be conducted by phone, via written statement, or any other method OCA wishes to use in its sole discretion.

#### Inquiry

1. If a student attempts to cancel a scheduled inquiry prior to its commencement, he or she must provide documentation to OCA supporting a valid reason. Granting a postponement is at the sole discretion of OCA.
2. 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.
3. If OCA 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. OCA will set a new inquiry time, date and location at his or her 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.
4. 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. Accountability Officers make judgments on what behavior has occurred and do not make judgments about the worth of the person; accordingly, information related to a person’s character is not warranted. Information can be presented in various forms, such as documentation, witness statements, or personal accounts. During an inquiry, the Accountability Officer in charge determines whether information is appropriate 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 name of the individual(s) requested to provide information must be submitted to OCA



using the appropriate form 1 working day prior to the inquiry. Approval of the individual to participate is at the sole discretion of OCA.

- 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.
5. At the conclusion of the inquiry, the Honor Council or Administrator adjudicating the incident 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.
  6. A student's prior disciplinary record will be considered only 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.
  7. 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 Honor Council or Administrator will assign sanctions.
  8. Decision(s) made by the Honor Council will be based on a simple majority vote by the Accountability Officers. The Faculty Council may participate in the inquiry and subsequent deliberations, but he or she may not vote.
  9. The University extends these additional rights to students during the inquiry:
    - The right not to answer questions posed by the Honor Council or Administrator; however, if no information is provided the student is assumed responsible for the violation.
    - 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 Letter

1. Decisions regarding responsibility and any sanctions 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 OCA. When delivery is not in person, the student and professor is considered to have received the outcome letter upon the letter being sent via e-mail.

#### Completion

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

#### **2.16.8.10. 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, the Honor Council, or an Administrator. A course professor also has the right to request an appeal of a finding of responsibility or sanctions by the Honor Council or Administrator.

1. All appeal requests are reviewed by the Associate Provost & Dean of Students or his or her designee.
  - 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 OCA
  - The request should state the reason(s) for appeal (see paragraph 2 of this subsection) 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 Associate Provost & Dean of Students or his or her designee will review the appeal request and any accompanying information and will decide whether or not to grant an appellate review in his or her sole discretion.

- The decision of the Associate Provost & Dean of Students or his or her designee 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 Associate Provost & Dean of Students or his or her designee denies an appeal request, then the original decisions regarding responsibility and/or sanctions will stand. If the Associate Provost & Dean of Students or his or her designee approves an appeal request, refer to paragraph 3 of this subsection for guidance.
2. Appeal considerations are limited to
    - Evidence that appropriate adjudication procedures were not followed which may have a bearing on the initial response.
    - New information that was not available at the time of the original inquiry which may have a bearing on the initial decision(s).
    - Evidence the inquiry officer(s) could not have reached a decision(s) about responsibility and/or sanctions absent bias.
  3. If an appeal request is granted, the Associate Provost & Dean of Students or his or her designee (Appellate Officer) will conduct a review within 14 business days.
    - 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 the Appellate Officer. Requests are granted at the discretion of the Appellate Officer.
    - The Appellate Officer 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 Appellate Officer may not increase sanctions.
    - The outcome of the Appellate Officer'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 Appellate Officer'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 or his or her designee.

#### **2.16.8.11. Procedure for Suspensions, Expulsions, and FX Sanctions**

If a course professor assigns a FX or if the Honor Council assigns a FX, Suspension, or Expulsion, it is subject to automatic review by the Provost or his or her designee (Provost's Review). OCA is not a designee of the Provost for the purposes of the Provost Review.

1. The Provost's Review will consider whether the initial decision was unreasonable.
2. The record compiled by OCA 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 or his or her designee'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.

#### **2.16.8.12. Sanctioning for Honor Pledge Violations**

Education, punishment, and restitution serve as the basis for determining the appropriate sanction(s). Sanctions are not lowered due to acceptance of responsibility, honesty, or cooperativeness, because integrity is expected of students. Rather, sanctions may be escalated when an inquiry officer

determines a pattern of behavior, deceptiveness, non-compliance, or intent exists. Similarly, personal or environmental circumstances preceding a violation do not influence sanctions—absent a finding of intent—because the purpose of adjudication is to address the decision-making of a student.

Given the above philosophy, 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.

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

Sanctions Assignable by the Honor Council or an Administrator

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
7. Failure of the Co-Curricular Requirement/Loss of credit for the Co-Curricular Requirement
8. Additional Co-Curricular Requirements
9. Institutional Probation. Institutional Probation is defined as a period of time during which any further violation of the Community Code of Conduct puts the student's status with the University in jeopardy. If the student is found "responsible" for another violation during the period of Institutional Probation, serious consideration will be given to imposing a sanction of Suspension or Expulsion. Institutional Probation could potentially affect his/her ability to represent the University in leadership positions or on athletic teams, participation in student activities and study abroad opportunities, entrance into University residence halls or other areas of campus, or contact with another specific person(s).
10. Suspension
11. Expulsion
12. Any other sanctions enumerated in the Bruin Guide

**2.16.8.13. 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. If a course professor adjudicates a student's second incident, he or she should assign sanctions based on the current incident alone. The professor should then refer the student to OCA to determine the appropriate sanctions for multiple violations. The Honor Council or an Administrator may adjudicate the incident in accordance with the adjudication procedures outlined above. 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.

**2.16.8.14. University Expungement of a Violation of the Honor Pledge**

A student may petition the university to expunge an Honor Pledge violation. Prior to submitting a petition, the student must fulfill the following qualifications:

- Have only had a single incident in which the Honor Pledge was violated; and
- Successfully passed the course—either during the original semester taken or after retaking the course—in which the Honor Pledge violation occurred.

If a student meets these qualifications, he or she may petition the Provost or his or her designee to expunge the record of the Honor Pledge violation. If expunged, the violation will not be reported as part of the student's conduct record. Further, it will not be noted on the transcript in cases of a FX. The university will maintain associated documents, files, etc. for informational purposes. If the student has a subsequent violation of the Honor Pledge after his or her first violation was expunged, the second violation will be treated the same as any other student with multiple incidents of Honor Pledge violations.

The steps for completing the petition are as follows:

1. The student must write a letter to the Provost or his or her designee that:
  - Requests the student's Honor Pledge be expunged;
  - Includes the date and nature of the Honor Pledge violation;
  - Certifies the student has had no subsequent violations of the Honor Pledge;
  - Reflects on what the student learned from the incident; and
  - Explains why the student is seeking the violation to be expunged.
2. The Provost or his or her designee may deny or approve the petition for continued consideration. If the Provost or his or her designee denies, the matter ends and the record stays intact. If the Provost or his or her designee approves, the petition is forwarded to OCA. The decision to deny or approve is at the sole discretion of the Provost or his or her designee.
3. Upon receipt of an approved petition, OCA will schedule a meeting between the student and the Honor Council within a reasonable time. During that meeting, the student must:
  - Propose an activity designed to raise campus awareness about academic integrity;
  - Propose a date, time, location, and audience for the activity; and
  - Propose a professor the student will collaborate with or be advised by on the activity.
4. The Honor Council will work with the student during the meeting to reach a mutually agreed upon activity.
5. The student must complete the activity up to 1 year from the date of their graduation.
6. The student must submit written letters to OCA from the student and from the collaborating/advising professor that evidence the activity was performed in accordance with the mutually agreed upon terms.
7. OCA will share the letters with the Honor Council.
  - If the letters evidence the activity was completed in accordance with the mutually agreed upon terms, a member of the Honor Council will then write a letter to the Provost or his or her designee certifying that the student completed an activity designed to raise campus awareness about the Honor Pledge.
  - If the letters fail to evidence the activity was completed in accordance with the mutually agreed upon terms, the Honor Council has the authority to call the student back before it for direction on how it expects the activity to be completed. The student must comply with these expectations. It is the Honor Council's sole discretion to determine if the student satisfactorily evidences completion. Failure to satisfactorily evidence completion of the activity will end the matter.
8. Upon reviewing the Honor Council's letter certifying completion, the Provost or his or her designee will direct OCA to expunge the student's conduct violation record. OCA will make a reasonable effort to do so. The university is not responsible for records released prior to a record being expunged or for information erroneously released after the record should have been expunged. If information is erroneously related after the record should have been expunged, the university will take reasonable corrective action once it becomes aware of the error.

#### **2.16.8.15. Applicability**

The sections above contain process statements that apply solely to Honor Pledge violations. Any additions and alterations from the University's Adjudication Process for Conduct Violations supersede. Where the above process statements are silent on a particular issue, the University's Adjudication Process for Conduct Violations may provide guidance and the university and students should refer to that section. Based on the Adjudication Authority for Honor Pledge Violations, the Provost or his or her designee has the sole discretion to determine any process questions that arise in the application of the Honor Pledge.

## 2.17. 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:

1. Information on more than one student;
2. Financial information on his/her parents; or
3. 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.

## 2.18. 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.

### 2.18.1. 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. 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*.

### 2.18.2. Compensation and Benefits

Compensation of adjunct faculty for academic instruction is normally based on a per workload basis, for a given term, and varies according to the qualifications of the faculty member.

The following scale is based on assigned workload. Compensation may vary if fewer than ten students are enrolled and the class is still offered.

Level	Compensation per workload unit	Qualifications
Level I	\$868	Course Instructor has less than a CPA, less than a master's degree, or holds less than a master's degree and has limited teaching experience
Level II	\$943	Course Instructor holds a master's degree and has moderate teaching experience
Level III	\$1,018	Course Instructor holds a doctorate or qualifications that would make him or her eligible to join the full-time faculty.
Graduate	\$1,068	Course Instructor holds a doctorate or qualifications that would make him or her eligible to join the full-time faculty and teach a graduate course.

Adjunct faculty have the benefits of Social Security, workers' compensation, college medical services, an athletic pass, parking permit privileges, the bookstore 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 Faculty Development section 2.12.9.

### **2.18.3. 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.

### **2.18.4. 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.

### **2.18.5. 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 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.

## **2.19. 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.

### **2.19.1. 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, meet the SACS minimum requirements in their teaching discipline or related field 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.

## 2.19.2 Graduate Committees

### 2.19.2.1. 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.

### 2.19.3. Graduate Faculty Workload

For graduate faculty members who teach at least one graduate course, nine (9) semester hours shall be considered a full teaching load. If a graduate faculty member is not teaching a graduate course during a semester, 12 semester 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 semester hours, or the equivalency of four (4) three-hour courses (with no more than six (6) of those hours involving graduate credit). Graduate faculty may not teach more than six (6) hours of graduate credit 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.

### 2.19.4. 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.*

## **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

**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

**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
- Editor or review board member for an academic journal
- 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 Handbook Appendix B**

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

#### **College of Business**

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

#### **Standards for Tenure and Promotion to Associate Professor**

##### **Expectations regarding Intellectual Contributions**

The *Faculty Handbook* in Section 2.7.2 states:

*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, are 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).*

Intellectual contributions from a wide cross section of the faculty are necessary to complete the school's mission. The MCB recognizes the importance of research in creating and disseminating knowledge – Boyer's "Scholarship of Discovery". Ongoing intellectual activity by each faculty member is required to maintain skills implied by terminal degree qualifications, build human capital necessary for excellent teaching, demonstrate lifelong learning, and offer role models for students. Published scholarship products may advance the body of knowledge in the various business disciplines, signify faculty quality to the disciplines, enhance the University's academic prestige, and provide direction for intellectual activity. Available outlets for intellectual contributions vary by discipline, but in all cases faculty should give priority to publications that have undergone a blind peer reviewed process.

A faculty member's intellectual activity is generally strengthened by a well-defined focus consistent with the faculty member's role on the faculty. Generally, faculty members are expected to pursue intellectual activity in the areas where they teach and for which they were hired. For example, Finance Department members should be conducting intellectual activity primarily related to the finance discipline. Interdisciplinary work is encouraged to the extent that the faculty member applies specific discipline skills to a broader question. This dimension of quality scholarship is especially important for untenured faculty members early in their career, when evidence of contributions to the discipline is sought. Although the quality of such work is of greater significance than mere quantity, candidates for tenure and promotion are expected to have demonstrated that they are strongly committed to ongoing scholarly activity and that they have the ability to publish their work.

#### **Tenure and Promotion Standards**

As partial fulfillment of the professional development standards for tenure and for promotion as described in the *Belmont University Faculty Handbook*, faculty within the College of Business must exhibit evidence of scholarly activity. Normally, a faculty member seeking tenure or promotion to Associate Professor in the College of Business must put forth a record of at least six (6) scholarly works completed in the five year period preceding the tenure or promotion application. Such works must be consistent with the Scholarly Contributions definitions outlined in Section 2.7.2.1 of the *Faculty Handbook* and copied below. To meet MCB standards for tenure and/or promotion, candidates must put forth at least three (3) works that fit within the definition of Scholarship I. At least three (3) other works should fit within the definition of Scholarship II.

If MCB scholarship expectations for tenure and promotion to Associate Professor are met, then University scholarship expectations are not only met, but exceeded. The University requires a minimum of four (4) contributions in Scholarship I and Scholarship II, with at least one (1) contribution a Scholarship Type I contribution

(Section 2.7.2.2.b of the *Faculty Handbook*). Faculty members given release time to pursue scholarly activities will face greater intellectual contribution expectations, commensurate with the released time they have received.

Scholarly Contributions –Section 2.7.2.1 in the *Faculty Handbook*

- a. 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.
- b. 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.
- 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 development and engagement 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.
- d. See the Scholarship Appendix in the *Faculty Handbook* for examples of Scholarship I, Scholarship II, and Scholarly & Creative (Development & Engagement) Activities.

MCB Scholarship I contributions must be independently published research available for public inspection. Primary examples for this category are refereed journal articles with acceptance rates less than or equal to 40%, 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 publications and activities such as refereed journal articles with acceptance rates greater than 40%, 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 your 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 believe 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)

## **Standards for Promotion to Professor**

### **Expectations regarding Intellectual Contributions**

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 since successful application for promotion to Associate Professor. 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 outlined in Section 2.7.2.2.c. 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 2.7.2.1 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 2.7.2.1 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 2.8 and 2.9)

### 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, its 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.
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 2.7.2. of the 2016-2017 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 2.7 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.