Effective July 1, 2011

This handbook is provided to students and employees for their general guidance only. It does not constitute a contract; either expressed or implied, and is subject to change at the University's discretion.
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1.1. The Faculty and Academic Policy Handbook (sometimes referred to as Faculty Handbook) is not a contract but only a statement of University policy regarding such things as employment of faculty and administrators, faculty rights and responsibilities, faculty development, University organizational structure, and other academic policies. This Handbook represents the official position of the University on any policy or procedure that it addresses. No person at the University now has, or in the past has had, the authority to make any binding promises, assurances or representations regarding employment status or security different from those defined in this Handbook.

1.2. Policies and procedures in this Faculty Handbook are effective immediately. They are under continuous review and subject to modification upon reasonable notice. If you have questions regarding current academic and administrative policies, contact your Dean. For a statement of current personnel policies and employee benefits, consult Human Resources and the Employee Handbook.

1.3. In advising students, you may refer to the Student Handbook for academic policies relating to students. Specific academic policies and all student life and services policies also appear in the Student Handbook and in the University catalogs, as appropriate. You may point students to these documents when they need answers to specific policies.

THE UNIVERSITY

History
2.1. Dr. M. G. "Pat" Robertson, founder of the Christian Broadcasting Network, had an inspired vision of establishing a graduate-level institution (now also undergraduate-level) that would train mature men and women for the challenge of representing Christ in their professions. In 1977, that dream materialized when CBN University was incorporated as a nonprofit educational institution in Virginia Beach, Virginia. In the fall of 1978, 77 students began classes in modest, rented facilities.

2.2. By October 1989, CBN University had grown from a College of Communication and the Arts (now known as the School of Communication and the Arts) to seven professional Schools with nearly 800 students. On January 1, 1990, in recognition of this growth, the Board of Trustees, with the blessing of the Christian Broadcasting Network, unanimously voted to change the name of CBN University to Regent University. A regent is one who represents a king in his absence. For us at Regent University, a regent is one who represents Christ, our Sovereign, in whatever sphere of life s/he may be called to serve Him.

2.3. The University has grown to over 5,000 students, offering associates, bachelors, masters, and doctoral degrees through on-campus and online programs.

Vision, Mission, and Values

2.4. **Vision.** Our vision, to become a leading global Christian University, will be accomplished by developing an international reputation for academic excellence, scholarship and action and by significant expansion of enrollment and global reach.

2.5. **Mission.** Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

2.6. **Values.**

2.6.1. **Christ-centeredness.** Regent University has as its focal point the teachings, practices and person of Jesus Christ.

2.6.2. **Excellence.** Regent will be recognized for its excellence in education, scholarship, service and workplace. Christ demands no less than this from us and our constituents deserve nothing less.
2.6.3. Integrity. In all activities Regent will display the highest level of integrity. We will develop bonds based on trust and endeavor to maintain that trust with faculty, staff, students and others who interact with us.

2.6.4. Innovation. Regent will continue to promote and reward innovation in order to remain at the forefront of higher education and be prepared to implement change as the world demands it.

Statement of Faith

2.7. Regent University is a Christ-centered institution. The Board of Trustees, along with the faculty, staff and students of the University, are committed to an evangelical interpretation and application of the Christian faith. The campus community is closely identified with the present-day renewal movement, which emphasizes the gifts, fruit and ministries of the Holy Spirit. All employees are expected to understand and adhere to the following articles of belief:

2.7.1. That the Holy Bible is the inspired, infallible and authoritative source of Christian doctrine and precept.

2.7.2. That there is one God, eternally existent in three persons: Father, Son and Holy Spirit.

2.7.3. That man was created in the image of God but, as a result of sin, is lost and powerless to save himself.

2.7.4. That the only hope for man is to believe on the Lord Jesus Christ, the virgin-born son of God, who died to take upon Himself the punishment for the sin of mankind, and who rose from the dead so that by receiving Him as Savior and Lord, man is redeemed by His blood.

2.7.5. That Jesus Christ will personally return to earth in power and glory.

2.7.6. That the Holy Spirit indwells those who receive Christ for the purpose of enabling them to live righteous and holy lives.

2.7.7. That the Church is the Body of Christ and is composed of all those who through belief in Christ have been spiritually regenerated by the indwelling Holy Spirit. The mission of the Church is worldwide evangelization and the nurturing and discipling of Christians. (Board of Trustees, Resolution #3, September 25, 1977)
Standard of Personal Conduct

2.8. Regent University encourages a close and edifying relationship among faculty, staff, and students, one that will deepen the spiritual growth of each and stimulate a vigorous intellectual life in the Regent Community. In order to accomplish these aims, it is imperative that Regent University faculty, staff, and students conduct themselves in a Christ-like and professional manner and maintain an exemplary and involved lifestyle. Students, faculty, and staff are encouraged to become involved in a local church and to attend church regularly. In addition, community members are also invited and encouraged to participate in activities of the Regent community and its founding organization, CBN.

2.9. Regent University has developed its Campus policies from a Christian perspective and desires to be a redemptive community. From a Christian understanding, a redemptive community is one in which we recognize the goodness of Creation (Gen. 1:31), the reality of the Fall (Gen. 3:17-19), and the redemptive work of Jesus Christ in bringing about God's purposes (Rom. 8:22). A redemptive community is one in which we honor one another as made in the image of God (Gen. 1:26). We do this by treating one another with respect, by extending grace and mercy to one another, by being loving and understanding, and by being patient and trustworthy. All this must be done in a manner that maintains order and discipline. In order for this to occur the University believes that members of the University community need the opportunity to learn and grow through accepting responsibility for their actions. A redemptive community is characterized by the fruit of the spirit: "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Gal. 5: 22-23). The Regent University community wishes to model and foster these qualities of redemption and personal responsibility in the lives of faculty, staff, and students.

2.10. The University has adopted the following standards of personal conduct:

2.10.1. Regent University calls us to a sober mind and sound judgment. The University requires that members of the Regent community -- faculty, staff and students -- refrain from the illegal use of drugs and the abuse of addictive substances controlled by law.

2.10.2. In keeping with a call to a sober mind and sound judgment, Regent also forbids the use of alcohol and tobacco on campus and prohibits the abuse of these substances. The Apostle Paul exhorts the body of Christ that, if they truly loved their fellow man, they would set aside personal freedom by refraining from
behavior that might be a stumbling block to weaker brethren. Regent University encourages members of the Regent community to exercise personal responsibility and, guided by Paul's admonition, appropriately set aside personal freedom and refrain from the use of alcohol and tobacco.

2.10.3. Consistent with this policy, the use, possession, manufacture, distribution or sale of illegal drugs, controlled substances or drug paraphernalia is prohibited. The use, possession, distribution or sale of alcohol or tobacco on University premises, including University housing, at any official function, any event supported by Regent University funds or any event identified with or directly linked to the University is prohibited.

2.10.4. Any use of alcohol that results in a criminal violation, i.e., drunken driving, public nuisance, disorderly conduct, etc., is considered a substance abuse violation and will be dealt with through the disciplinary process.

2.10.5. Any incident that occurs as a result of the use of alcohol that, in the judgment of the University administration, reflects negatively on the image of the University will be considered a violation of the Standard of Personal Conduct and will be dealt with accordingly.

2.10.6. We are to be content with what we have and what God has given us; as such, the University has a policy against theft or misuse of property. No member of the University community shall steal, damage, take without authorization, or attempt to steal, damage, take or use without authorization property of another, nor shall he/she remove or attempt to remove property of another from the place or divert it from the use and/or place to which it was assigned. No member of the University community shall recklessly or knowingly help or assist another in stealing, damaging, taking without authorization, or attempting to steal, damage, or take without authorization property of another. Possession of another's property knowingly and without permission is a violation of this regulation. Theft includes misappropriation of another person's ideas or expressions, such as copyright infringement, plagiarism and illegal downloads of materials. Misuse of property includes plagiarism, or unauthorized copying or use of another's works contrary to the course syllabus or other guidelines. See Academic Honor Code and Disciplinary Policy in the Student Handbook.

2.10.7. As a redemptive community, we support life, health, and well-being. The University prohibits threats or violence to the health and safety of others. Engaging in any act, such as fighting, physical assault, unlawful detention,
interference with the freedom of movement of another person, verbal abuse, threats, stalking, intimidation, harassment, coercion or any other conduct which endangers or has the reasonable potential to endanger the health or safety of the student or other members of the University community including oneself or visitors is prohibited.

2.10.7.1.  Abuse, harassment or intimidation. Harassing or threatening another person, including racial or sexual harassment or threats is prohibited. Harassment includes, but is not limited to, striking, laying hands upon, threatening with violence, or offering to do bodily harm to another person, or other treatment of a demeaning, abusive, taunting, or alarming nature. It also includes obscene, abusive, or repetitive telephone calls, telephone messages, electronic mail, instant messages using electronic mail programs, or other obscene, abusive, or repetitive communications.

2.10.7.2.  Weapons possession. Regent University faculty, staff, students or visitors are prohibited from using or possessing fireworks, firearms, or other dangerous weapons or material on University property or the adjoining property owned by CBN. Firearms are defined as any gun, rifle, pistol or handgun designed to fire bullets, BBs, pellets, or shoot regardless of propellant used. Weapons include, but are not limited to, knives, razors, metal knuckles, hatchets, foils, stun guns, tasers, blackjacks, nunchuks, bows and arrows, or any explosive or incendiary devices. Exception to this policy will apply to sworn or authorized public safety personnel in the performance of their duties.

2.10.8.  Regent University fully accepts the teachings of the traditional biblical view with regard to the goodness of our sexuality, the importance of chastity, and the place of heterosexual marriage as God's intended context for complete sexual expression to occur (Gen. 2:21-24). Sexual misconduct that is prohibited includes disorderly conduct or lewd, indecent, or obscene conduct or expression, involvement with pornography, premarital sex, adultery, homosexual conduct or any other conduct that violates biblical standards.

2.10.9.  Scripture exhorts us to honesty and integrity. Lying or making a false statement which the maker knows to be false, or which is made with reckless disregard for the truth of the matter asserted, is prohibited. Lying also includes any deliberate attempt to mislead or intentionally misrepresent attendance or online participation, or falsifying attendance/participation reports.
2.10.10. Additional policies of the University include the following:

2.10.10.1. Violation of housing rules or regulations is prohibited. These rules are located on the internet at:

2.10.10.2. Profanity. Profane or obscene expressions including, but not limited to, speech, which violates accepted standards of decency and conduct is prohibited (except when used in an appropriate academic context).

2.10.10.3. Misuse of computer privileges or facilities. Unauthorized access to, or use of, the University computer files, equipment (hardware or software) or facilities, including attempts to gain unauthorized use or access is prohibited. Unauthorized use is defined as: a) unauthorized entry into a file to use, read, or change the contents, or for any purpose; b) unauthorized transfer of a file; c) use of computing equipment or facilities to interfere with the work of another student, faculty member or University official; d) use of computing equipment or facilities to send obscene, abusive, intimidating, hostile or offensive messages; e) use of computing equipment or facilities to interfere with the normal operation of the University computing system; f) use of the computing equipment or facilities to view pornographic or other obscene websites; g) violation of the Acceptable Use Policy of the University, found at: http://www.regent.edu/it/infosec/policies/aup.pdf; or h) use of the computing equipment or facilities to accomplish any other prohibited activities under the Standard of Personal Conduct such as threats to the health and safety of others, abuse or intimidation, sexual misconduct, profanity or lying.

2.10.10.4. Any conduct deemed unlawful. Violations of any local, city, state or federal law, regardless of whether such conduct takes place on or off the campus, and regardless of whether there has been any trial and/or conviction for such conduct in a court of law, may also constitute a violation of the Standard of Personal Conduct. Conduct leading to arrest, indictment or conviction for violation of local, state, or federal law may result in disciplinary action by the University.
2.10.10.5. Failure to comply with the proper instructions of a University official may result in disciplinary action by the University. Such failure to comply may include, but is not limited to, not completing a sanction or requirement that was imposed as a result of a previous violation of the Standard of Personal Conduct or Student Housing policies located at http://www.regent.edu/campus/housing/pdf/Residence%20Hall%20Handbook.pdf

2.10.10.6. Miscellaneous. The foregoing infractions are not intended to constitute an all-inclusive list of offenses for which a faculty member, staff member or student may be disciplined under the Standard of Personal Conduct. It is the intent, rather, to provide some examples of the types of behavior, which are punishable hereunder. Any misbehavior deemed by the University to violate the Bible, the law, or the spirit of this Standard of Personal Conduct shall be dealt with as though it were expressly prohibited herein.

**Principle of Integrity**

2.11. Regent University certifies that the institution is committed to the principle of integrity in all its dealings, both internal and external, including its relationship to the Commission on Colleges of the Southern Association of Colleges and Schools. Regent University's commitment to integrity is an underlying principle that is reflected in all aspects of the University. The University provides accurate information to the public regarding college activities. Inaccurate information is never knowingly disseminated, either on campus or off campus. The University maintains open communication with, and provides timely information to the Commission on Colleges. Integrity is a seminal value that guides all University actions, decisions, and programs, including its relationship with students, faculty, staff and the Commission.

**Board of Trustees**

2.12. The entire voting power, except as provided within the Articles of Incorporation, is vested in the Board of Trustees of Regent University. The Executive Committee, comprised of five trustees, exercises the power of the Board in the management of the business and affairs of the University between Board meetings, to the extent permitted by law. (Articles of Incorporation, Article 6)
2.13. The Chancellor is the principal liaison between the Christian Broadcasting
Network and Regent University. As such, s/he consults with the President and the Board
of Trustees on such matters as the mission of the University, its scope and its direction.
S/he gives guidance on fiscal expenditures, general resource development and
coordinates such matters with the parent Christian Broadcasting Network. Her/his
primary responsibility, however, shall be to work with the President to assure that the
University faithfully adheres to the founding purposes delineated in the Articles of
Incorporation. S/he is a member of the Board of Trustees and the Executive Committee
thereof. (Bylaws, Article 6)

2.14. The Board of Trustees consists of not less than 12 and not more than 48 members,
the number of which is determined by the Board, to be nominated and elected in
accordance with the provisions of the Articles of Incorporation. The term of office for the
trustees is four years. (Articles of Incorporation, Article 6; Bylaws, Article 2, SECTION
II)

2.15. The Board is governed by the following officers elected solely from among their
membership: a chairman, one or two vice chairmen, a secretary, and other officers as the
Board may, from time to time, deem necessary. All officers except for the chairman are
elected at the annual meeting with each serving for one year or until her/his successor is
elected and qualified. (Bylaws, Article 3)

2.16. The Board of Trustees meets two times annually, with other meetings held during
the calendar year as deemed necessary. A majority of the members constitutes a quorum
for the purpose of transacting business. As a matter of practice, business is not conducted
except by unanimous vote of the Board.

2.17. The Executive Committee retains all power of the Board in the intervals between
meetings except in the election of the members of the Executive Committee, the power to
amend the University Bylaws, and the power to rescind or alter previous actions of the
Board. The membership of the Executive Committee includes the chairman, vice
chairman and secretary of the Board of Trustees, and the Chancellor and President of the
University. (Bylaws, Article 4, SECTION VI)

2.18. As recommended by the chairman and elected by the Board, the following
standing committees are currently operative: Executive Committee, Finance and
Investment Committee, Building and Grounds Committee, Educational Policies, Public
Relations and Development Committee, Audit Committee, and Academic and Student
Affairs Committee. (Bylaws, Article 4, SECTION I)
University Administrative Officers

2.19. The table below contains the current administrative officers of the University:

<table>
<thead>
<tr>
<th>Administrative Officer</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. M. G. “Pat” Robertson</td>
<td>Founder, Chancellor, and Executive Chairman of the Board of Trustees</td>
</tr>
<tr>
<td>Dr. Carlos Campo</td>
<td>President</td>
</tr>
<tr>
<td>Dr. Paul J. Bonicelli</td>
<td>Executive Vice President</td>
</tr>
<tr>
<td>Mr. Louis Isakoff</td>
<td>VP and General Counsel</td>
</tr>
<tr>
<td>Ms. Ann LeBlanc</td>
<td>VP for Advancement</td>
</tr>
<tr>
<td>Ms. Martha Smith</td>
<td>VP for Human Resources</td>
</tr>
<tr>
<td>Ms. Tracy Stewart</td>
<td>VP for Enrollment Management and Information Technology</td>
</tr>
<tr>
<td>Ms. Sherri Stocks</td>
<td>VP for University Marketing and Public Relations</td>
</tr>
<tr>
<td>Mr. Dean Wooten</td>
<td>VP for Finance</td>
</tr>
</tbody>
</table>

2.20. President. The President is the chief executive of Regent University. The President's main duty is to provide focus and direction for the institution and to recommend appropriate policies to the Board of Trustees. The President serves as a member of both the Board and its executive committee and submits an annual report to the Board concerning the work, condition and needs of the University and any other matters pertinent to the institution or to the cause of higher education.

2.20.1. Further, the President recruits and develops a first-rate administrative team with whom he works to establish a strong, cohesive community within the University. He represents the institution and interprets its mission and purposes to its various constituencies, as well as provides leadership in developing the resources and assuring the fiscal viability of the University. The President has ultimate control of the University's fund-raising activities.
2.20.2. In regards to faculty relationships, the President calls and presides at meetings of the faculty except as otherwise provided in the bylaws of the University and makes sure that the regulations and policies of the Trustees affecting the administration and work of the University are observed. The President recommends the appointment of all members of the faculty to the Board and, except as otherwise provided for in the bylaws, appoints all committees thereof, maintaining veto power of any action of any faculty, or committee, or agency of the faculty.

2.21. **Executive Vice President.** The Executive Vice President oversees Academic Affairs and Student Affairs, and administers the budgets of Regent's eight schools, the University Library, and the department of Professional and Continuing Education. The Executive Vice President is the chief academic officer of the University. The individual in this position is a member of the faculty of each school. The Executive Vice President promotes and leads in the development of academic programs and maintains primary responsibility for the development of academic and related administrative policy. The Executive Vice President chairs the Academic Council and supervises the deans and the University Registrar.

2.22. **Vice President for Advancement.** The Vice President for Advancement provides leadership for services related to the advancement of the University. The individual in this position is responsible for supporting the President in a successful University-wide fund development effort, including annual fund initiatives, corporate and foundation relations, planned and deferred giving, and special events. The Vice President for Advancement advises the President and other senior staff on revenue generation and constituency development working to implement the strategic plan for Regent University. The individual in this position also is responsible for maintaining and enhancing the University's relationships with targeted constituents and for increasing the University's image and reputation with key publics. The Vice President for Advancement provides guidance and training to the advancement staff in Biblical stewardship, comprehensive fund development programs, and institutional marketing and communications. The Vice President for Advancement supervises the departments of advancement, alumni relations, advancement marketing and research, and advancement events.

2.23. **Vice President for Finance.** The Vice President for Finance is responsible for establishing policies and procedures to ensure the proper safeguarding of University assets and the proper use of University funds. The individual in this position is responsible for the planning, implementing, and monitoring the University's annual budget. The Vice President for Finance acts as liaison to the Board of Trustees for fiscal and administrative matters. The individual in this position oversees the management of
the University's endowment assets as the liaison with the University's endowment consultant and the Investment Committee. The Vice President for Finance serves as liaison with external auditors conducting the annual audit of the University. The Vice President for Finance provides leadership and direction to the employees in Mail and Copy Services, Administrative Services, Purchasing, and the Business Office.

2.24. **Vice President and General Counsel.** The Vice President and General Counsel is the chief legal officer of the University. The individual in this position provides legal counsel to each school and to the central administration. The Vice President and General Counsel maintains primary responsibility for the development of legal and related administrative policy as well as representing the University in outside legal and administrative proceedings. The Vice President and General Counsel supervises outside legal counsel.

2.25. **Vice President for Human Resources.** The Vice President for Human Resources is responsible for leading the University's strategic management of its human resources as a vital part of overall marketplace competitiveness. The individual in this position is responsible for developing and implementing strategies to establish and maintain a healthy and positive workplace environment for faculty, staff, and students. The Vice President for Human Resources develops University-wide personnel policies and procedures to improve organizational effectiveness and oversees all record keeping and procedural functions required to ensure that employment, compensation, benefits, safety, personnel and equal opportunity policies and practices comply with applicable criteria of accrediting agencies, governmental agencies, and federal and state labor laws. The Vice President for Human Resources supervises the benefits manager, director of employment services, and the human resources information systems manager.

2.26. **Vice President for Enrollment Management and Information Technology.** The Vice President for Enrollment Management and Information Technology has responsibility for supporting all the academic and administrative computing and telecommunications needs of the University. The individual in this position provides leadership, strategic planning, budgetary management, technical contribution and the direction or assignment of the work activities for all employees within the enrollment management and information technology departments. The Vice President for Enrollment Management and Information Technology manages the overall enrollment for the University including recruiting and retention of students and supports efforts of admissions directors in all schools to achieve success in student enrollment goals.

2.27. **Vice President for University Marketing and Public Relations.** The Vice President for University Marketing and Public Relations initiates and oversees the establishment of
integrated strategies, plans and programs designed to ensure that all institutional communication, marketing and public relations efforts are cohesive, consistent and effective in supporting the University's mission and advancement goals. This individual in this position focuses the brand message pertaining to the University's distinction in academic excellence, and uses print and other media to communicate and market the message to major constituencies; formulates and presents a strategic communications plan to senior University leadership. The Vice President for University Marketing and Public Relations oversees the University's communication with the media and provides counsel to University leaders as they manage issues that place the University in the public eye. The individual in this position also serves as a source of expertise and support to colleagues and constituencies across the University in the development and implementation of outreach communication and marketing strategies.

2.28. **Deans:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Alan Arroyo</td>
<td>School of Education</td>
</tr>
<tr>
<td>Dr. Mitch Land</td>
<td>School of Communication &amp; the Arts</td>
</tr>
<tr>
<td>Dr. Sara Baron</td>
<td>University Library</td>
</tr>
<tr>
<td>Mr. Jeffrey Brauch</td>
<td>School of Law</td>
</tr>
<tr>
<td>Dr. William Hathaway</td>
<td>School of Psychology &amp; Counseling</td>
</tr>
<tr>
<td>Dr. Gerson Moreno-Riano</td>
<td>School of Undergraduate Studies</td>
</tr>
<tr>
<td>Dr. Michael Palmer</td>
<td>School of Divinity</td>
</tr>
<tr>
<td>Dr. Gary Roberts (Interim)</td>
<td>Robertson School of Government</td>
</tr>
<tr>
<td>Dr. Bruce Winston</td>
<td>School of Global Leadership &amp; Entrepreneurship</td>
</tr>
</tbody>
</table>

2.29.1. **Dean of the University Library.** The dean of the library is responsible for the overall management of all library functions. S/he plans for and authorizes the acquisition of all materials, equipment, supplies and recommends policies to facilitate their use.
2.29.2. **Dean of a School.** The dean of a school serves as its chief administrative officer. The dean is appointed by the trustees upon the recommendation of the President. As the academic leader of a school, the dean is charged to maintain academic standards in teaching, research and other services performed by his or her faculty, and to conduct academic relations with other schools and colleges. All the deans are members of the President's Cabinet and the Academic Council.

### Administrative Bodies

2.29. **President's Cabinet.** The President's cabinet is composed of the President, Vice Presidents, Deans, the President of the Council of Graduate Students and the chairman of the Faculty Senate. The Cabinet usually meets monthly or as determined by the President, who serves as chairman. The Cabinet provides counsel to the President on the affairs of the University and serves as the primary planning committee for the University.

2.30. **Academic Council.** Academic Council exercises overall supervision of the academic affairs of the University. It recommends to the President the adoption and/or the deletion of the academic policies that govern the University, as well as academic programs. The Executive Vice President serves as chairman.

2.30.1. Academic Council is composed of the Executive Vice President, the associate Executive Vice President, the dean and one associate or assistant dean for academics of the various schools, the dean of the university library, the director of the law library, the executive director of enrollment and academic services, the President of the Faculty Senate, the SACS Liaison Officer and the Curriculum and Instruction Review Committee (CIRC) chair. The assistant to the Executive Vice President serves as Academic Council secretary.

2.30.2. The Council shall meet once each month and/or as often as deemed necessary by the chairman.

(Academic Council, Revised February 2011)

2.31. **Center for Christian Thought and Action (CCTA)**

2.31.1. Mission. CCTA exists to preserve the founding principles and advance the vision of Regent University by fostering a culture marked by a deep personal love for Jesus Christ that promotes spiritual vitality among our faculty and staff and strengthens the holistic integration of faith and learning in our teaching and scholarship.
2.31.2. Functions.

2.31.2.1. Enhances and encourages the spiritual vitality of faculty and staff.

2.31.2.2. Supports and strengthens the integration of faith and learning by faculty.

2.31.2.3. Establishes a global virtual repository of scholarly and popular-level resources that will serve leaders desiring to impact their culture for Christ.

2.31.3. Areas of Responsibility.

2.31.3.1. Fosters and promotes the spiritual vitality of the Regent community overall, with a particular focus on faculty.

2.31.3.2. Directs and supports the faith-learning integration in all programs and schools.

2.31.3.3. Assists in ensuring that Regent University develops systems to maintain our Christ-centered focus.

2.31.3.4. Develops a Spiritual Calendar for the University in cooperation with Campus Ministries.

2.31.3.5. Develops and implements an orientation program for all new faculty members related to the development of one's own spiritual vitality, faith/learning integration, and other relevant topics. The orientation program will communicate and instill the vision, mission, values, and ethos of the university, while seeking to engender commitment to the critical link between higher education and the Christian faith.

2.31.3.6. Hosts faculty symposia, workshops, and colloquia for faculty, related to strengthening one's own spiritual vitality, teaching from a distinctively Christian worldview, fostering faith and learning integration, and developing global leaders for the 21st century across university schools and program. This will involve inviting and hosting special speakers to address any number of topics related to spiritual vitality and faith/learning integration.

2.31.3.7. Serves as a central resource to all schools and departments providing advice and insight in issues related to spiritual vitality.
2.31.3.8. Fosters cross-school initiatives related to collaborative research and publication efforts related to spiritual vitality, as well as faith and learning integration, to heighten global Kingdom impact.

2.31.3.9. Interfaces with spiritual leaders within the local, national, and international communities to ensure Regent's place as a leading, global Christian Institution.

2.31.3.10. Collaborates and partners with faculty to develop grant proposals to further the effectiveness of the CCTA mission.

2.31.3.11. Implements the Board-approved recommendations of the Spiritual Vitality Committee.

2.31.3.12. In coordination with the Director, Teacher-Scholar Program (TSP), ensures the TSP adequately addresses the spirituality vitality and growth expected of Regent faculty.

2.32. Center for Latino Leadership (CLL)

2.32.1. Mission. The Center for Latino Leadership contributes to Regent University's goal of becoming a leading global Christian university where all ethnicities are welcomed, affirmed, and empowered by leading and supporting the University's efforts to recruit, retain, and graduate Latino students and to educate the campus community about the culture, heritage, and identities within the Latina/o population.

2.32.2. Functions.

2.32.2.1. Leads, encourages, and advises recruitment and retention efforts towards the Latino population.

2.32.2.2. Designs, implements, coordinates, and supports campus wide programs, activities, and events to retain and strengthen the presence of Latina/o students at Regent University.

2.32.2.3. Proposes and promotes a research agenda on Latino issues and topics for students and faculty.

2.32.2.4. Assists academic units in the development of content and programs related to Latina/o Studies.
2.32.2.5. Designs and implements cultural awareness training for faculty, staff, and students to create a globally competent campus aligned with the University's mission and goals.

2.32.2.6. Serves as a point of contact for University partners that support our goals related to minority student enrollment and completion, e.g., NHCLC, Esperanza, etc.

2.32.3. Areas of Responsibility.

2.32.3.1. Advises the marketing department on current strategies to appeal to the Hispanic/Latina/o educational market.

2.32.3.2. Recommends to the enrollment and recruitment departments strategies and methods to recruit Latina/o students.

2.32.3.3. Educates and informs academic and non-academic units on the importance of hiring Latina/o personnel to create an appealing and welcoming campus for Latina/o students.

2.32.3.4. Serves as a liaison to external organizations and institutions focused on social, spiritual, professional, and academic development of Latinas/os.

2.32.3.5. Represents Regent University at Latina/o - concerned conferences and other academic events.

2.32.3.6. Provides instruction on Latina/o and cross cultural related programs or courses, as needed.

2.32.3.7. Coordinates with Campus Ministries the spiritual nourishment of Latina/o students and encourages opportunities for culturally-sensitive expressions of faith and worship.

2.32.3.8. Fosters and encourages the presence of Latina/o student organizations on campus and online.

2.32.3.9. Serves as a resource for the Spanish residential language program.

2.32.3.10. Works with the Office of Advancement on developing fundraising opportunities aimed to increase funding to Latina/o students.
2.32.3.11. Works with the Office of Financial Aid to assure Latino students awareness and access to sources of financial aid.

2.32.3.12. Cooperates with the Alumni office in identifying support for Latina/o students.

2.33. Center for Teaching and Learning (CTL)

2.33.1. Regent University's goal is to equip faculty with the knowledge, skills and faith integration perspectives necessary to train leaders who will influence their world from a Christian belief system. As part of our commitment to instructional excellence, the Center for Teaching and Learning (CTL) was created in 1997.

2.33.2. Faculty development and curriculum design/development are the two primary functions of the CTL. These functions are described below.

2.33.2.1. Faculty Development.

2.33.2.1.1. Effective faculty development promotes academic achievement as well as faith-related goals. An in-depth review of pertinent literature identified specific characteristics of well-planned faculty development programs, which the Center's plan incorporates. These elements include:

2.33.2.1.1.1. Opportunities for instructional and personal development aligned with the organization's mission and purpose (quality instruction to train leaders, integrating faith perspectives into course content, etc.).

2.33.2.1.1.2. Necessary institutional supports and incentives for improvement.

2.33.2.1.1.3. Faculty involvement in planning and assessing programs.

2.33.2.1.1.4. Institutional support to encourage instructional collaboration.

2.33.2.1.1.5. An array of activities linked to stages of faculty careers.

2.33.2.1.2. Based on the above information, the Center conducts the following activities:
2.33.2.1.2.1. Faculty Workshops and Other Training Opportunities: The Center offers a full array of support services tailored to the needs of individual schools and faculty members. These include distance education and technology-oriented training sessions to assist instructional staff in developing necessary skills for use in face-to-face and online courses.

2.33.2.1.2.2. New Full-time Faculty:

2.33.2.1.2.2.1. Orientation--Under the direction of the Executive Vice President, the Center provides an orientation program for all new full-time faculty members. This program offers a daylong introduction to the various support departments, library resources and some hands-on experience with Regent's email and Internet resources.

2.33.2.1.2.2.2. Mentoring Resources--At the request of the dean, a new faculty member may team with a mentor (certified by the Master Instructor Program) to complete a series of interviews and observations centered on the application of key skills, reflect on personal teaching styles and collaboration to improve instructional expertise. Training sessions in the collaborative coaching model will be offered prior to beginning the process, and participant assessments of the total orientation experience will complete the yearlong program.

2.33.2.1.2.2.3. Online Faculty Development Resources--All faculty will be introduced to and encouraged to take advantage of the Center's online training module for faculty development theories and resources. Each new faculty member is also encouraged to participate in the school-specific faculty training sessions developed by the Center.

2.33.2.1.2.3. Adjuncts and Teaching Assistants (TAs): Deans are responsible for providing appropriate orientation and training opportunities for all adjuncts and teaching assistants employed by their schools. Adjuncts and TAs may participate in the Center's activities and the Center will develop specific training activities for instructional staff, at the request of the dean.
2.33.2.2. Curriculum Development/Design.

2.33.2.2.1. The CTL devotes time to curriculum development and design in an effort to meet the university's objective to have an improved average faculty instructional quality. The Center's curriculum development and design function consists of the following activities:

2.33.2.2.1.1. School and Faculty Consultations: The Center meets regularly with faculty and instructional team members to review course design and assist with curriculum development. The Center staff also works with the deans to provide specific curriculum and instruction services tailored to the needs of the school's faculty.

2.33.2.2.1.2. Faculty Workshops: The faculty development workshops provide knowledge and experience with curriculum development and instructional activities.

2.33.2.2.1.3. Course Review Process: In cooperation with the Office of Distance Education (ordinarily within each school), the Center manages a review process for the effective design and delivery of all distance education courses. (Academic Council, Revision Approved April 2000)

2.34. Curriculum and Instructional Review Committee (CIRC).

2.34.1. The Curriculum and Instructional Review Committee (CIRC) is a standing university committee under the direct supervision of the Executive Vice President (or his/her designee). CIRC shall be composed of a full-time faculty member (or the chief academic officer, program chair, or other designee by the school dean) from each of the Regent schools and the University library (the "voting" members of CIRC), along with the university registrar, the SACS liaison, and the associate Executive Vice President (or another designee from academic affairs). The members of CIRC do not have a formal length of service. As the purpose of CIRC is to provide a competent curricular and instructional resource team for the review of curricular matters as submitted by the various university schools and described above, it would be anticipated that CIRC members would remain on the committee for sufficient length to enhance competence and effectiveness in the committee's primary functions. CIRC has a chairperson who need not be a faculty member of the committee, and a vice chairperson who is a faculty member of the committee and, who serves as assistant to the chair. If the CIRC chairperson is not a faculty member of the committee (i.e., a nonvoting member), he or she can vote
to break ties. The time and place of the meeting shall be at the discretion of the chair. Attendance of a majority of the appointed voting members shall constitute a quorum for the conducting of any official business.

2.34.2. CIRC would normally meet monthly, with perhaps exception during the summer months. Curricular changes from the various schools which would involve notification to SACS must be submitted to CIRC no later than the September meeting of CIRC in order to be submitted for approval to the Board of Trustees in their annual fall meeting. These types of curricular changes will appear in the next published university catalog (undergraduate or graduate).

2.34.3. Ordinarily, faculty members of CIRC are entitled to suitable workload units credit for administration / community service in their contracts as negotiated with the dean of the school. (Revised, Academic Council, March 2009)

2.35.  

Office of Global Affairs (OGA).

2.35.1. Mission

2.35.1.1. Develops strategies to coordinate and expand the University's international presence and operations to enhance the University's strengths and reputation as a global center of Christian thought and action.

2.35.1.2. Leads, encourages, and integrates globally focused efforts, programs, and activities aimed at internationalizing Regent's physical and virtual campuses and developing the global competencies of faculty, students, and staff.

2.35.2. Functions.

2.35.2.1. Provides the institutional driving force for fostering the University's international expansion and for fostering and implementing the internationalization of the physical and virtual campuses.

2.35.2.2. Supports and serves as a resource for units and departments across campus to develop and implement actions, programs, activities, and initiatives aimed to develop global competencies in students, faculty, and staff.

2.35.2.3. Functions as the institutional clearinghouse for international partnerships and articulation agreements and coordinates the approval process of all international academic and non-academic programs, activities and initiatives.
2.35.2.4. Serves as a central resource for University policy and procedures governing study abroad, service learning abroad, international internships and scholarships, collaboration with international scholars, the conduct of global research, and the establishment and nurturing of foreign institutional partnerships.

2.35.2.5. Serves as a clearinghouse for scholarly research on global issues across campus units and departments, disseminating information about relevant faculty expertise, funding opportunities, and Regent ties abroad.

2.35.2.6. Provides a portal through which external stakeholders - including business and church leaders, representatives of local, regional, and national government, NGO activists, international alumni, and ethnic heritage communities - can learn about and participate in University global activities, both on campus and abroad, that promote global learning and engagement.

2.35.3. Areas of Responsibility

2.35.3.1. Facilitates connections and integration between Regent's many ongoing activities in the international arena.

2.35.3.2. Administers study abroad and exchanges as well as service learning abroad programs and facilitates international internships.

2.35.3.3. Administers international faculty exchanges.

2.35.3.4. Encourages and supports international research.

2.35.3.5. Oversees Regent University's Global Centers abroad.

2.35.3.6. Manages Regent's international relations and protocols.

2.35.3.7. Identifies, screens, and cultivates key partnerships with organizations and institutions worldwide to advance Regent's global agenda.

2.35.3.8. Coordinates global strategic initiatives.

2.35.3.9. Advises and supports the University's international marketing, public relations, and recruitment efforts.

2.35.3.10. Maintains records of all international programs and activities.
2.35.3.11. Coordinates the approval process of academic and non-academic international programs, activities, and initiatives.

2.35.3.12. Supports Academic Affairs' guidelines and efforts to develop and maintain a curriculum that fosters students' global competencies and to implement faculty development programs aimed at enhancing faculty expertise in global teaching and learning.

2.35.3.13. Recommends and supports implementation of digital programs in collaboration with Information Technology and the Center for Teaching and Learning to foster global competencies with the Regent community.

2.35.3.14. Proposes and encourages Regent University's participation in global programs and activities to engage faculty, students and staff in global conversations, discussions, celebrations, and ministry.

2.35.3.15. Recommends to and supports Student Services efforts to foster a welcoming campus for international students and support the international student population.

2.36. Professional and Continuing Education (PCE)

2.36.1. Mission. To support the University's mission, financial growth, and sustainability by designing and delivering non-academic professional and continuing education, workforce development, and transformational learning experiences to individuals and organizations in the regional community and beyond.

2.36.2. Functions.

2.36.2.1. Designs, develops, delivers, and promotes courses to working professionals needing university-level or continuing education credit for professional development purposes.

2.36.2.1.1. The Professional Development department oversees the revenue-generating training, development, and certificate programs including areas of professional licensure, continuing education unit credit, general training and development seminars and webinars, certificate programs, executive education, leadership institutes, contract education and consulting, workforce development, and research and analysis.
2.36.2.1.2. The Lifelong Learning department oversees the fee-based personal enrichment courses and offerings as well as the self-directed and open learning courses for lifelong learners in the community.

2.36.2.1.3. The Education Outreach department oversees the emergent programs and special projects focused on outreach across major areas including Powered by Regent concept programs, summer institutes and programs, conferences, and speakers bureau.

2.36.2.2. Maintains relationships with a broad range of professionals, academic units, faculty, adjunct faculty, and professional alumni to identify and bring to bear expertise for developing and implementing professional and continuing education programs.

2.36.2.3. Sponsors development, planning, and implementation of quality conferences, workshops, seminars, and special events related to professional development and lifelong learning.

2.36.3. Areas of Responsibility.

2.36.3.1. Designs, establishes, and launches operations to support the functions of continuing education, professional development, lifelong learning, and education outreach.

2.36.3.2. Develops and implements ongoing strategic business planning to determine revenue-generating initiatives with minimal investment and risk to achieve the greatest impact.

2.36.3.3. Conducts market and competitive research and analysis to assess and determine program feasibility, including financial viability and budget development.

2.36.3.4. Identifies leading and emerging practices that will advance professional and continuing education functions to build Regent University toward a leading institution for professional and continuing education practice.

2.36.3.5. Advises and oversees University policy and administration specific to professional and continuing education practice.
2.36.3.6. Works in close partnership with community professionals, associations, and University academic units in developing professional and continuing education programs, including those programs toward licensure renewal.

2.36.3.7. Oversees the program, budget administration, marketing, and related activities for professional and continuing education.

2.36.3.8. Develops timelines and schedules for program planning and implementation.

2.36.3.9. Coordinates the development of contractual agreements, when necessary.

2.36.3.10. Provides planning support for conferences, workshops, and other outreach events.

2.36.3.11. Customizes workforce development and training programs for government, business, and industry.

2.36.3.12. Builds and nurtures mutually beneficial partnerships between the University and industry partners, professional and community organizations, government agencies, and educational institutions.

2.36.3.13. Manages and coordinates educational and related co-curricular programs not part of the degree-generating, academic-credit programs of the University.

2.36.3.14. Develops, coordinates, and solicits external sources of funding (e.g., grants) to support co-curricular courses and programs of interest to specific markets and the community.

2.36.3.15. Oversees the use of University facilities for non-credit programs and events and for community users, exclusive of credit instructional programs.

**Faculty**

2.37. The faculty of each School is composed of the Executive Vice President, the Dean of the School or college, such officers designated by the President to be primarily responsible for instruction and research, all full-time individuals of the rank of full instructor or above who are engaged in work from which recognized college degrees are awarded and faculty emeriti.
2.38. In cooperation with the President, the Executive Vice President and officers of the University, the faculty of each School is responsible for the conduct of instruction and research in that School. Each School faculty, with the consent of the Deans and the Executive Vice President, recommends such regulations to the President as it deems necessary to carry on instruction and research, promote faculty and student welfare, advance the standard of work and otherwise further the aims of each academic unit within the University. It also recommends such persons as it determines fit to receive degrees or other marks of distinction as well as recommends new degrees or diplomas.

2.39. Each School faculty may request information relating to the affairs of the University which is found necessary for the exercise of its functions. Subject to the power of the Board of Trustees and the President, any School faculty may recommend policies to which the faculty of any School and all committees and councils thereof are expected to conform. In extraordinary circumstances, when normal channels of communications are unavailable, the faculty may by formal action request conferences between its representatives and the Board of Trustees. The Executive Vice President is normally the liaison between the faculty and the Board of Trustees or its committees. Each School faculty has as its chairman the respective Dean of the School or college and has a secretary, who is elected by the faculty.

2.40. Regular meetings of the University faculty shall be scheduled in October and February and before the May commencement. The Executive Vice President may call any other meeting as deemed necessary. At the first meeting of each year the University faculty receives from the President the report on the state of the University. The University faculty may exercise its functions through such committees as approved and appointed by the President. (Bylaws, Article 8)

Faculty Senate

2.41. The Faculty Senate is a representative University faculty body and is composed of one full-time faculty member from each School, and from the University and law libraries. The faculty of each School and library elects its own Senator, who holds office for two years. Senators are limited to those full-time faculty holding faculty appointments only. The officers of the Faculty Senate include the chair, vice chair and secretary who are elected annually by the Senate. The chair represents the Senate to the President, the President's cabinet and to the academic council.

2.42. The Faculty Senate has the primary responsibility and authority on behalf of the faculty to advise the President as appropriate on faculty affairs, and on all matters affecting the University community except as they pertain to the educational program that
is within the jurisdiction of the individual Schools. The Faculty Senate, in fulfilling its responsibilities, observes the integrity of the individual Schools as separate and distinct academic authorities. It in no manner displaces the authority and jurisdiction over matters originating from and pertaining solely to a particular School and its faculty.

2.43. The Faculty Senate's functions are governed by and receive their purpose, privilege and authority from the charter of the University and from the stated goals and purposes of its Board of Trustees. The Faculty Senate meets regularly, at least once per term, during the academic year.

(Academic Council, Revised February 2008)

School Governance

2.44. Each School faculty participates with the Dean in the governance of that unit. The Dean organizes the faculty as a committee of the whole, or as necessary, into standing or ad hoc committees. The faculty are actively involved in the academic and student affairs of each School.

2.45. In coordination with the Office of Student Services and the Council of Graduate Students, each graduate School sponsors at least one town meeting during each semester. Participants include the Dean, the faculty and all currently enrolled students. The purpose of the town meeting is to facilitate dialogue regarding degree plans, course offerings, graduation requirements and academic life in general, and to establish and promote community life within each School.

FACULTY EMPLOYMENT

Academic Freedom

3.1. We regard academic freedom as a sacred trust and God-given responsibility that encourages the scholarly pursuit of truth in each academic discipline to which God has called us. The foundation of academic freedom is the belief that God is the author of all truth. All faculty are encouraged to seek wisdom and understanding, acquire knowledge and teach others. Therefore, faculty need not fear where their pursuit of knowledge and wisdom may lead, but rather be guided by the fear of the Lord.
3.2. Academic freedom is entrusted to every full-time and part-time faculty member, teacher and researcher at Regent University. Academic freedom is always found within a context of standards or norms. Therefore, Regent University defines academic freedom within the following context of standards or norms for its faculty members:

3.2.1. God is the source of all truth. The Scriptures are the written expression of truth and the revealed will of God. There is also natural revelation. Both types of revelation contribute to our understanding of truth.

3.2.2. Academic freedom functions within Regent University's mission statement and statement of faith. Specifically, within the mission statement, the faculty member takes the role of being a Christian leader in order to model Christian leadership to students. Academic freedom serves to make the University a "leading center of Christian thought and action." Regent's vision to transform society "by affirming and teaching principles of truth, justice and love, as described in the Holy Scriptures, embodied in the person of Jesus Christ and enabled through the power of the Holy Spirit," can be achieved only if faculty demonstrate these principles in the classroom.

3.2.3. "The teacher is a citizen, a member of a learned profession and an officer of an educational institution" ("Academic Freedom and Tenure, 1940 Statement of Principles and Interpretive Comments," American Association of University Professors). What faculty say or do as private citizens outside their own area of professional competence cannot be justified on the grounds of academic freedom. The public will judge the University by the faculty's utterances. Consequently, accuracy, proper restraint and respect for the rights of others to express their opinions shall be exercised by faculty speaking in public as private citizens. These considerations are not meant to restrict the faculty's ability to make public utterances on topics outside of their discipline, but to encourage faculty to speak the truth in love in accordance with scriptural principles.

3.2.4. The University does not restrict faculty as private citizens from speaking out politically, or from addressing the wrongs in society. Faculty are free to hold public office so long as holding that office does not interfere with fulfillment of contractual duties.

3.2.5. Exercising academic freedom requires responsibility and propriety in the pursuit of truth, as well as complete honesty and loyalty to the University's mission statement and statement of faith.
3.2.6. Academic freedom at Regent University is framed by the context of the University's mission statement and statement of faith and is consistent with the standards and norms stated in the academic freedom policy. Faculty are free to pursue truth within their discipline by research, discussion and other forms of inquiry. This freedom carries a responsibility to truth, to scholarly integrity and to one's students.

3.3. Faculty members may not use their position or classroom as a platform to demand adherence by students to a personal theological viewpoint, political preference or social agenda.

3.4. If an individual believes that a faculty member has violated the University's mission statement and/or statement of faith, s/he should confront that faculty member with the charges. If the issue is not resolved, these two individuals should meet with the faculty member's Dean. At this point documentary evidence must be presented.

3.5. If the Dean is unable to resolve the issue satisfactorily to all parties involved, any party may then take the issue to the Executive Vice President. The Executive Vice President may dismiss the matter or refer it to the standing Hearing Committee if s/he determines that there may be a violation of academic freedom. The committee conducts their hearing consistent with policies outlined in the Contract Termination policy and makes a recommendation regarding the disposition of the matter to the President. The President makes a final decision.

(Academic Council, Approved April 1994)

Teaching, Mentoring, and Evaluation

3.6. The teaching process is at the heart of the University's mission. We expect all our professors to be excellent teachers. Since teaching and advising are multifaceted activities, both quality and quantity should be evaluated.

3.7. While the specifics may vary from discipline to discipline, all evaluations must include: course content; course objectives; grading policies; course examinations; course organization; quality of student achievement; and innovative teaching methods or materials.

3.8. Peer Review of Teaching.

3.8.1.1. Peer review of teaching is a form of evaluation designed to provide feedback to faculty members about teaching and learning in their courses. Its objective is to encourage self-improvement. Peer review of teaching complements supervisor evaluation of teaching and student evaluation of teaching.

3.8.1.2. Peer review shall be owned and managed by the faculty of each school. This means that the faculty has responsibility for key decisions about peer review, including who should undertake the review and what type of review is appropriate. This fundamental principle of academic ownership of peer review does not mean that the process is optional as the continuous enhancement of teaching quality is a professional responsibility.

3.8.1.3. Feedback provided through the peer review process remains confidential to the individual unless the individual decides to share the outcomes for purposes of evaluation, performance review, tenure, promotion, or teaching awards.

3.8.1.4. Each academic unit will have a documented process for peer review of every faculty member’s teaching efforts.

3.8.1.5. Peer review of teaching encompasses all teaching activities, including course design, choice of assessments, face-to-face teaching, online teaching, and the design of Web-based learning objects, assessment practices, and the alignment of curriculum, teaching, and assessment.

3.8.1.6. Within the context of peer review of teaching, peer reviewers are persons of equal standing to include faculty members of the same or different ranks who might also be referred to as colleagues or mentors. Colleagues are persons who engage in the same or similar kinds of educational activities, persons who share content expertise, or persons who bring relevant specialized skills to the task of peer review.

3.8.1.7. Faculty Members may select their own peer reviewers.

3.8.1.8. Peer reviews should be conducted to support formative (to improve teaching) and summative (for personnel decisions) purposes.

3.8.1.8.1. For formative reviews of teaching, the peer reviewers may be colleagues of any rank.

3.8.1.8.2. Summative peer reviews shall be conducted in conjunction with tenure and promotion applications and the results may be included in the
instructor’s dossier. For summative reviews of teaching, the peer reviewers are typically colleagues of the same or higher rank.

3.8.1.9. To the maximum extent possible, reviewers are to be selected from within the same discipline as the faculty member in order to increase communication between faculty members about teaching. This practice will also facilitate a wider understanding of the broader program curriculum as faculty have the opportunity to see what and how their colleagues are teaching.

3.8.1.10. Peer reviews shall be conducted at regular intervals based on school policy.

3.8.1.11. Schools are to develop their own evaluation/observation forms, rubrics and review criteria that are appropriate to their discipline and type of class being observed. Criteria and rubrics shall allow for written comments and observations and not be just a checklist.

3.8.1.12. Reviewers will provide written feedback so that the faculty member:

3.8.1.12.1. has a record of the process to reflect on beyond the feedback meeting;

3.8.1.12.2. has a record to refer back to gauge her/his own improvement over time;

3.8.1.12.3. has a record to use in tenure and promotion dossiers as evidence of teaching performance, if desired.

3.8.2. Peer review process.

3.8.2.1. The peer reviewer is selected according to school policy and agrees to conduct the peer review.

3.8.2.2. The peer reviewer meets with the faculty member to discuss the course and faculty member’s goals for the course and arrange one or two class observation dates (for face-to-face courses) and/or access to the Blackboard course (for online and blended courses).

3.8.2.3. Scheduling of peer class visits should be by mutual agreement between the faculty member being reviewed and the reviewer.

3.8.2.4. The reviewer observes the course (face-to-face or online).
3.8.2.5. Peer reviews of all courses shall include, as a minimum, assessment of each of the following areas:

3.8.2.5.1. Faculty member’s mastery of course content.

3.8.2.5.2. Currency and accuracy of the course content.

3.8.2.5.3. Appropriateness of the level of difficulty of the course and of the teaching and assessment methods used in its delivery.

3.8.2.5.4. Whether the course content and learning objectives are consistent with the course’s intended role in the program.

3.8.2.5.5. Alignment of program goals, instruction, and assessments.

3.8.2.5.6. Course design and pedagogy.

3.8.2.5.7. Integration of faith and learning.

3.8.2.5.8. Faculty member’s discussion moderation skills.

3.8.2.6. Peer reviews of face-to-face courses shall also include an assessment of:

3.8.2.6.1. Structure and goals for the course: mode of presentation (lecture, discussion, etc.), visual aids, instructional technology, utilization of class time.

3.8.2.6.2. Presentation skills: eye contact, speaking rate and intensity, use of language, distracting mannerisms, etc.

3.8.2.6.3. Rapport with students: equitableness, student receptiveness, respectfulness.

3.8.2.6.4. Achievement of day's objectives.

3.8.2.7. The reviewer meets with the faculty member to discuss her/his observations.

3.8.2.7.1. This meeting works best as discussion, not just the reviewer giving feedback.

3.8.2.7.2. Comments should be more observational than judgmental.
3.8.2.7.3. Issues in teaching must never be explicitly identified unless accompanied by alternative solutions. Any recommended changes in teaching must be achievable.

3.8.2.8. The reviewer prepares a written report summarizing the observation in the context of the instructor's objectives, comments made at the meeting following the observation, and any other relevant material.

3.8.2.9. The reviewer distributes copies of her/his report to the faculty member.

3.8.2.10. The faculty member may choose to use the peer review report as part of her/his tenure and/or promotion dossier.

3.9. Student Evaluation of Teaching (SET). Student comments are to be included as part of the student evaluation submitted. At least 75% of the students in each class must complete the form in order for it to be used. Student ratings over several semesters/years are used from a range of courses. Performance in the area of advising is to be evaluated with respect to responsibilities such as demonstration of an exemplary Christian witness, timeliness, accuracy, availability, monitoring advisee's progress, reviewing academic interests with advisee, examining career interests with the advisee, etc.

### Job Descriptions for Teaching Faculty and Teaching Assistants

3.10. Regent University provides a learner-centered education from a perspective in which faculty and students are part of a community dedicated to lifelong learning; where the focus of faculty is on facilitating the learning and creative processes within students; where instruction takes into account the innovations, new concepts, and new technologies for teaching and learning; and where student learning involves not only the acquisition of knowledge and competencies related to course content but also the development of characteristics important to a program's mission. The focus of teaching is on facilitating the learning and creative processes that promote intellectual development, expand human knowledge, and deepen faith. Other activities that fall within the broad category of "teaching" include professional librarianship for faculty appointed as librarians and counseling for faculty appointed as counselors.

3.11. Faculty members have a responsibility for setting the tone of the face-to-face and online classroom environments through their active engagement with students. Face-to-face classroom instruction responsibilities include holding class for the entire period for
which the class is scheduled. Face-to-face and online classroom responsibilities include being available to students, evaluating students' work, assigning grades to students, encouraging student-student and student-faculty dialog, interacting with students in order to maintain faculty presence, providing timely feedback to students, encouraging students to reach higher levels of intellectual achievement, and dealing with the removal of any incomplete grades assigned.

3.12. **Instructional Team**

3.12.1. A course or section of a course may be taught by a single faculty member or by an instructional team consisting of a faculty of record assisted by other full-time faculty members, adjunct faculty members, and/or teaching assistants (TAs), to include graduate teaching assistants (GTAs; see University policy on GTAs). Instructional team members (ITMs) work under the direct supervision of faculty of record to implement instructional support tasks delegated to them and for which the ITMs are trained and qualified in accordance with SACS guidelines.

3.12.2. Use of ITMs is limited to courses with either enrollments or designs that make them problematic for a single faculty member to adequately attend to all teaching tasks. ITMs are important members of the teaching enterprise. Where appropriate, units should invite ITMs to participate in discussions and decisions regarding course design, administration, and evaluation. However, the final responsibility for such decisions must always lie with the course faculty of record.

3.13. **Teaching Assistants (TAs)**

3.13.1. TA responsibility for a course should be less that 50%, with the faculty of record and/or other qualified ITMs (i.e., adjunct faculty or other full-time faculty members) assuming most of the responsibility. TA remuneration should be consistent with level of responsibility. TAs are to be used in supplementary roles rather than for primary instruction. In other words, TAs do not relieve the faculty of record of being the leader in assuring that the aforementioned faculty responsibilities are met. Moreover, the faculty of record must provide the TA adequate direction and supervision including ongoing job-embedded professional development.

3.13.2. The role of TAs, when used, is to support the faculty of record in areas such as:

3.13.2.1. Assisting with classroom management.
3.13.2.2. Providing individualized instruction (i.e., not instruction for the entire class).

3.13.2.3. Providing field-based practitioner expertise in classroom discussions.

3.13.2.4. Supervising students during excursions, activities, etc.

3.13.2.5. Assisting with class presentations and evaluating student deliverables.

3.13.2.6. Assisting students/groups who are working independently.

3.13.2.7. Attending to course logistic requirements (e.g., scheduling resources, photocopying).

3.13.3. TAs who hold at least a masters degree and are hired to provide a practitioner component to classes may provide additional content, instruction, interaction (through discussion boards) to include examples and assignments that are more application/field-oriented. This is all done in collaboration with the faculty of record who has final responsibility for all content in the course.

3.13.4. The "Special Project Pay Time Sheet" is to be used for "regular full-time" and "regular part-time" TAs. The "Temporary Time Sheet" is used to pay temporary staff, graduate assistants and student workers for hours worked as a TA. Both forms are located at http://www.regent.edu/admin/hr/portal/forms/home.cfm

3.14. Faculty Positions. The professor, associate professor, assistant professor and instructor faculty positions include the following professional requirements: teach assigned courses; advise students; conduct research; direct students' academic activities; participate in student development activities; serve on college and University committees; and participate in University, community and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution's mission and purpose statements.

3.15. Faculty Responsibilities. Implicit to each of the basic criteria should be evidence of an ongoing and growing spiritual vitality both personally and professionally as demonstrated by the integration of Christian principles and behavior in every aspect of the academic process as well as personal lifestyle. Faculty report directly to the Dean. Faculty appointments are made at the School or college level. Joint appointments may be made.
3.16. **Teaching and Mentoring.** Teaching faculty are expected to teach assigned courses, develop standardized course syllabi and course materials, communicate relevant content, set clear course outcomes and foster student learning. They should continually evaluate the effectiveness of teaching style, content and student learning, and making appropriate modifications to maximize instructional effectiveness. Faculty should advise students regarding academic, spiritual and personal advising. Faculty should also supervise students’ culminating experiences to successful and timely completion.

3.17. **Research, Scholarship and/or Creative Works.** The teaching faculty member is expected to conduct research that advances the mission of the University, reflects commitment to a Biblical worldview and expands the knowledge-base in her/his field of endeavor. S/he should communicate research findings in professionally relevant media, actively participate in professional organizations that promote scholarship, and engage in professional development activities that will enhance scholarly and professional competence.

3.18. **University Administration and Community and Professional Service.** The teaching faculty member is expected to serve the University through committee assignments, recruiting activities, public relations events and other extracurricular activities. S/he should initiate activities that enhance institutional goals and promote institutional unity, demonstrate a willingness to be of service, work cooperatively with others in the University, and apply professional and personal talents to the community outside of the University.

3.19. **Qualifications.**

3.19.1. Education – Generally, an earned doctorate, terminal degree, or equivalent from an accredited University or evidence of outstanding accomplishments in the field related to teaching assignments.

3.19.2. Experience – Several years of professional experience, preferably mixing teaching and non-teaching leadership roles and, ideally for graduate faculty, experience in directing theses and dissertations.

3.19.3. Scholarship – Demonstrated scholarly productivity in publications and participation on scholarly programs at appropriate professional meetings.

3.19.4. Personal – A lifestyle consistent with the standards of Regent University. A personal appearance and dress appropriate for the role of a faculty member at a Christian University. (Academic Council, Approved April 1994)
3.20. **Eligibility Requirements to Teach at the Graduate Level.** To be considered eligible for teaching at the graduate level, individuals must meet all of the requirements for faculty rank and employment at Regent University as described in the "Job Description for Teaching Faculty" ("Qualifications" section). Experience, scholarship, and professional development shall support the graduate program and be of a caliber appropriate to graduate faculty.

3.21. Priority of responsibilities may vary depending on the gifts of the faculty member and the need of the School or college.

(Academic Council, Revised January 2006)

**Job Description for Library Faculty**

3.22. The librarian, associate librarian, and assistant librarian, and affiliate librarian faculty positions include the following professional requirements: provide accessible academic resources, interpret these collections; provide instruction in the use of research materials; conduct research; serve on library and University committees; and participate in University, community and professional service. As the rank increases, an increasing degree of quality is expected. All activities are to be consistent with the institution's mission and purpose statements. Librarians report to the Dean of the library or the director of the law library.

3.23. **Responsibilities.** Implicit to each of the basic criteria should be evidence of an ongoing and growing spiritual vitality both personally and professionally as demonstrated by the integration of Christian principles and behavior in every aspect of the academic process as well as personal lifestyle.

3.24. **Professional Librarianship.** Librarians should assist patrons with specific reference questions, provide guidance in the use of the collections and teach electronic resources. They should develop collections and collection policies in specific disciplines and serve as a liaison to a School, or manage the library support functions. They should also teach required research courses and workshops; and provide specialized seminars and demonstrations. Librarians should also advise students and teaching faculty regarding specific research project resources.

3.25. **Research, Scholarship and/or Creative Works.** Librarians should conduct research and scholarly or creative activity that advances the mission of the University, reflects commitment to a biblical worldview and expands the knowledge base in librarianship. They should communicate research findings in professionally relevant media and
participate actively in professional organizations that promote scholarship. They should also engage in professional development activities that will enhance scholarly and professional competence.

3.26. *University Administration and Community and Professional Service.* Librarians should serve the University body through committee assignments, public relations events and other extracurricular activities. They should initiate activities that enhance institutional goals and promote institutional unity. Librarians should also demonstrate a willingness to be of service and to work cooperatively with others in the University. They should apply professional and personal talents in the community outside of the University.

3.27. *Qualifications.*

3.27.1. Education – A master's degree in library science from an ALA accredited School. A second graduate degree is recommended.

3.27.2. Experience – Several years of appropriate academic library experience or equivalent with demonstrated competence in reference or collection services.

3.27.3. Scholarship – Demonstrated scholarly productivity and/or creative activity and participation on scholarly programs at appropriate professional meetings.

3.27.4. Personal – A lifestyle consistent with the standards of Regent University. A personal appearance and dress appropriate for the role of a faculty member at a Christian University.

3.28. Priority of responsibilities may vary depending on the gifts of the faculty member and the need of the library.

(Academic Council, Approved April 1994)

**Worldview and Hermeneutics Understanding**

3.29. *Prospective Faculty*

3.29.1. It is desirable that all prospective faculty be proficient in effectively integrating their faith and learning. However, because of the nature of academic training, it is often true that while individuals eminently qualified in their chosen field, they are not as well qualified in terms of hermeneutics and worldview understanding.
Regent University recognizes this and has established a process for faculty to achieve such proficiency.

3.29.2. Each Dean determines if new faculty are proficient in the integration of faith and learning. A representative from the School of Divinity may be consulted in this process. Faculty who are not proficient shall include in their professional development plan, a plan to achieve proficiency within a three-year period. The plan should have appropriate timelines and expectations and shall include activities such as one or more of the following:

3.29.2.1. Attend a basic course in Christian doctrine and/or hermeneutics offered by the School of Divinity.

3.29.2.2. Complete a prescribed reading list on doctrine, hermeneutics and integration.

3.29.2.3. Attend a lecture and discussion series offered jointly by the School of Divinity and other Schools within the University.

3.29.3. No later than by the end of the third year of appointment, these faculty submit, as part of their annual performance review, documentation that demonstrates proficiency. Faculty may demonstrate proficiency by submitting a paper of an integrative nature or developing course materials that demonstrate appropriate integrative skills and understanding. The Dean will review these materials and may consult with a member of the School of Divinity.

3.30. **Employed Faculty.** As part of the annual performance review, it is the Dean's responsibility to insure that employed faculty continue to demonstrate-through their teaching and writing-an ability to effectively integrate their faith and practice at a level of sophistication that reflects the level of the program in which the faculty instructs (i.e., undergraduate or graduate). Deans should periodically select examples of quality integration papers or classroom materials that should be placed in a special section of the library to be used by new and current faculty.

(Academic Council, Approved April 1994)

**Faculty Recruitment**

3.31. Upon the approval of a new faculty position, or in the event of a vacancy on the faculty, the Dean or other University official who has direct administrative responsibility
for that position (or in the case of administrative officers who hold faculty rank, the President) recruits candidates to fill the new position or vacancy. Advertisements in the appropriate media should be used.

3.32. Upon receipt of an inquiry concerning employment for a position currently available, the Dean affords all apparently qualified prospective faculty an opportunity to submit a written resume, references and a completed Faculty Application Form.

3.33. After the Dean reviews the application materials, the Dean determines if an on-campus interview is appropriate. If the prospective faculty is located internationally, a video teleconferenced interview should precede bringing the candidate to campus when possible. As part of the interview process, prospective faculty will make a scholarly presentation.

3.34. All candidates for employment are interviewed by the Executive Vice President (or her/his designee), the Dean of the representative School or college and members of faculty of the School or college in which the candidate is being considered for employment. The Dean should send a copy of the Faculty Application Form to each interviewer prior to the scheduled interview.

3.35. After the interviews, the Dean normally obtains a report from each interviewer, consults with members of the faculty, and assimilates relevant information for submission to the President through the Executive Vice President.

3.36. Upon the Dean's recommendation, and in consultation with the Executive Vice President, the President determines whether to appoint the interviewed candidate in accordance with the University bylaws and the policies of the Board of Trustees.

(Academic Council, Revision Approved February 2008)

General Appointment and Promotion Policy

3.37. It is the policy of Regent University to foster the advancement of its faculty.

3.38. Regent University seeks to appoint and promote faculty members whose personal and professional lives reflect a vitality of Christian experience.

3.39. All faculty members shall receive fair and equitable treatment during the tenure and promotion process. The Board of Trustees’ decision as to whether treatment has been fair and equitable shall be final.
3.40. Promotion recognizes the quality and acknowledges the increasing value of a faculty member’s contributions in the areas of teaching, scholarship, and service. Promotion acknowledges that the faculty member’s contribution to the University is of increasing value.

3.41. To qualify for promotion to the various academic ranks, successful applicants must, except in exceptional circumstances, meet the guidelines and minimum qualifications as enumerated below.

3.42. Appointments to non-tenure-track positions are essential to the mission of the University and differ from other appointments by the special instructional focus of faculty members holding these positions.

3.43. Exceptions to the promotion and appointment criteria below may be justified by distinguished achievement.

3.44. Each School must establish, and have approved by the President and Executive Vice President, specific written criteria conforming to the guidelines of this document that it will employ in its review of applications for appointment and promotion.

3.45. Unless tenure has been awarded by the Board of Trustees, all appointments of full-time faculty are on an annual contract, renewable at the discretion of the University. The new contract supersedes the previous contract. In some cases, appointments for a period of less than one academic year may be made, as in the case of initial appointments at midyear or emergency one-semester appointments.

3.46. Any faculty member is subject to immediate suspension by the Executive Committee of the University and then eventual dismissal and termination of the University's contract obligation upon a finding of breach of the contract in accordance with the process set forth in this Handbook. Breach of contract means violation of professional ethics, insubordination, failure to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the School or college standards or action inimical to the best interests of the University as determined by the University's governing board.

(Academic Council, Approved April 1994)

Minimum Appointment and Promotion Criteria
3.47. Academic ranks for teaching faculty are: professor, associate professor, assistant professor and instructor. Equivalent academic ranks for library professional staff are: librarian, associate librarian, assistant librarian and affiliate librarian.

3.48. The Dean has sole authority to make initial recommendations concerning initial appointment in academic rank. Ordinarily, the Dean initiates considerations for promotion. However, the eligible faculty member or the Executive Vice President may initiate such considerations.

3.49. Minimum criteria for appointments and promotion are listed below. These criteria represent minimum levels of achievement and experience necessary to be considered for appointment and promotion. It is expected that each faculty member will meet at least the minimums in each of the areas of teaching, scholarship, and service; however, faculty members who meet only the minimums may not be granted promotion. The quality of a faculty member’s contributions must also be considered. Judging the quality of contributions in teaching, scholarship, and service will be left to the collective judgment of the evaluating committees and other reviewers.

3.50. Initial appointment or promotion in rank is based on the following criteria: professional experience; teaching and advising; research and scholarly or creative achievement; and University, community and professional service. Once an appointment has been made, the Dean gives the faculty member a contract and a Faculty and Academic Policy Handbook.

3.51. Teaching Faculty. Following are the basic criteria for the various ranks. Implicit to each of the basic criteria should be evidence of an integration of Christian principles in personal behavior and professional scholarship.

3.51.1. Distinguished Professor

3.51.1.1. Distinguished Professor is the highest rank bestowed on faculty. It is a title of distinction for faculty members who have a record comprised of either convincing evidence of significant national and/or international contribution in their academic discipline through research and publication, or through extraordinary public and/or governmental service. Consideration for this rank is based on either an extraordinary level of recognition by academic peers of a national and/or international context within the discipline of the distinguished candidate, or on particular recognition in public service. Implicit in this criterion is an ongoing demonstration of the distinguished faculty member's Christian witness and excellence in the integration of faith and practice.
3.51.1.2. Distinguished Professor is not normally conferred in the academic context for distinction in classroom instruction, academic administration, or professional / community service. Nominees ordinarily would already have held the rank of professor with tenure for no less than ten years (except those in the public sector).

3.51.1.3. Distinguished professors will be subject ordinarily to the same standards and procedures relative to appointment, retention, and tenure which are applicable to University full professors. For academic assignments and budgetary support, distinguished professors will be accountable to the academic departments in which they are appointed.

3.51.1.4. Ordinarily a person should not be recommended to the distinguished professorship until that person is a member of the faculty.

3.51.1.5. To be eligible for promotion to Distinguished Professor, ordinarily the candidate will have made at least one scholarly contribution that has significantly shaped, transformed, or redirected the flow of research or scholarship in the relevant field. Thus, the quality and impact of the candidate's scholarly contributions, not simply the number of them, constitute the critical criteria for evaluation. The candidate distinguished by extraordinary public and/or governmental service would be evaluated by other criteria.

3.51.1.6. Candidates will normally be recognized by peer statement, to be among the highest echelon of active scholars in their area of research or scholarship on a national and/or international basis. Ordinarily eight letters of recommendation should be received from a combination of distinguished international (when feasible) and domestic (US) scholars strongly endorsing the nomination, unless the candidate's credentials warrant other nomination.

3.51.1.7. Candidates may hold administrative assignments, but administrative competency will not be evaluated as a basis for qualification.

3.51.1.8. The Distinguished Professors not only bring honor and recognition to the University, but also comprise a body of individuals with expertise and a desire to be a resource for Regent University's progress. The Executive Vice President, through at least an annual meeting with the entire body of Distinguished Professors (unless particular contracts specify otherwise), will discuss and communicate opportunities for contributions to the advancement of the University.
3.51.1.9. University Distinguished Professors Candidate Committee

3.51.1.9.1. The University Distinguished Professors Candidate Committee (The Candidate Committee), chaired by the Executive Vice President, is responsible for advising the Executive Vice President on proposed appointments to Distinguished Professor as nominated by the Deans of the individual Schools.

3.51.1.9.2. Members of The Candidate Committee are chosen annually by the Executive Vice President from among the members of the Academic Council and the ranks of the Distinguished Professors at the University. Members from the Academic Council should ordinarily not include members from the various Schools of the nominee(s) for Distinguished Professor. Should the ranks of appointed Distinguished Professors at the University exceed a total of five, Academic Council will facilitate a nomination of five Regent Distinguished Professors to serve on The Candidate Committee to be determined by the Executive Vice President.

3.51.2. Professor

3.51.2.1. Hold an earned doctorate, or a terminal degree or its academic equivalent, or have evidence of outstanding contributions to a discipline.

3.51.2.2. Have a minimum of 6 years full-time college-level teaching experience or an outstanding equivalent professional record.

3.51.2.3. Normally have a minimum of 4 years at the rank of Associate Professor at Regent University.

3.51.2.4. Have outstanding leadership qualities or professional maturity as a role model for students, staff, and other faculty members, and through active participation in the community and a profession.

3.51.2.5. The body of the candidate’s scholarly work has made a significant contribution to the candidate’s area of study or, where appropriate, across disciplines.

3.51.2.6. Candidates are expected to have taken leadership roles in School, University, or professional governance.
3.51.2.7. Promotion to the rank of Professor is not exclusively the consequence of the number of years in rank but constitutes recognition of sustained professional achievement in teaching, scholarship, and service.

3.51.2.8. Candidates for promotion to professor are expected to meet all the qualifications for the rank of associate professor and also to have established a national reputation for excellence in teaching and/or scholarship in their area of study.

3.51.2.9. The decision on promotion to professor is based primarily on evidence of accomplishments since the last promotion, continued fidelity to the University’s mission, and Christ-centered spiritual vitality.

3.51.3. Associate Professor

3.51.3.1. Hold an earned doctorate, or a terminal degree or its academic equivalent, or have evidence of outstanding contributions to a discipline.

3.51.3.2. Have a minimum of 3 years full-time college-level teaching experience or an equivalent outstanding professional record.

3.51.3.3. Have significant leadership qualities or professional maturity as a role model for students, staff and other faculty members, and through active participation in the community and a profession.

3.51.3.4. This rank is reserved for those who are competent in all assigned duties and who reached a level of productivity consistent with one’s length of career. Given that faculty need to establish a record in teaching and scholarship, service is less important for promotion to the rank of Associate Professor than either scholarship or teaching. An exceptional service record cannot substitute for excellent teaching and outstanding scholarship.

3.51.3.5. The primary criterion is demonstrated effectiveness in teaching and in facilitating student learning.

3.51.3.6. Teaching and mentoring excellence is demonstrated thorough knowledge of the subject(s) being taught, a demonstrated ability to communicate that knowledge to students using media (face-to-face or online) effectively, and the skill to stimulate students to reach their potential.
3.51.3.7. Scholarly excellence is demonstrated through evidence of an ongoing scholarship program in the candidate’s area of study or, where appropriate, across disciplines, reflecting the University’s mission and goals. The record of scholarly work must be sustained, recognized in appropriate scholarly communities, and indicative of growth and development beyond that presented for promotion to assistant professor.

3.51.3.8. University, School, Community and Professional Service

3.51.3.8.1. Effective service on school and university committees.

3.51.3.8.2. Should be an active participant in an intentional faith community such as a local church or faith assembly contributing to and receiving from that fellowship those things that nurture spiritual vitality in the context of mutual submission and accountability.

3.51.3.8.3. To an extent consistent with a balanced personal and family life, involvement in community service related to the faculty member’s specialty.

3.51.3.8.4. Membership and participation in professional organizations related to the faculty member’s specialty.

3.51.3.9. The decision on promotion to associate professor is based primarily on evidence of accomplishments since the last promotion, continued fidelity to the University’s mission, and Christ-centered spiritual vitality.

3.51.3.10. The Associate Professorship is a rank of high academic position and in many cases will be a terminal rank.

3.51.4. Assistant Professor

3.51.4.1. Hold an earned doctorate, or a terminal degree or its academic equivalent, or have evidence of outstanding contributions to a discipline.

3.51.4.2. Promotion to this rank is based primarily upon strength in teaching.

3.51.4.3. Have potential as an effective faculty member with a clear indication that the individual will grow in professional stature.
3.51.4.4. Demonstrated scholarly or creative work that reflects the University’s mission and goals.

3.51.4.5. Demonstrated growing leadership qualities or increasing professional maturity as a role model for students, staff and other faculty members, and through active participation in the community and a profession.

3.51.4.6. University, School, Community and Professional Service

3.51.4.6.1. Effective service on School and University committees.

3.51.4.6.2. Should be an active participant in an intentional faith community such as a local church or faith assembly contributing to and receiving from that fellowship those things that nurture spiritual vitality in the context of mutual submission and accountability.

3.51.4.6.3. To an extent consistent with a balanced personal and family life, involvement in community service related to the faculty member’s specialty.

3.51.4.6.4. Membership and participation in professional organizations related to the faculty member’s specialty.

3.51.4.7. Evidence of Christ-centered spiritual vitality.

3.51.5. Instructor or Lecturer

3.51.5.1. Hold an earned master's degree or evidence of outstanding contributions and/or creative works achievement in the faculty member’s area of study.

3.51.5.2. This rank is usually accorded faculty members who are completing a doctorate, lack specified qualifications at the time of hiring, or do not demonstrate potential for a tenure-track position.

3.51.5.3. Demonstrate a significant aptitude for teaching.

3.51.5.4. Evidence of Christ-centered spiritual vitality.

3.51.6. Criteria for non-tenure-track faculty promotions focus on academic degree, time-in-service, teaching performance, professional accomplishments and recognition, and Christ-centered spiritual vitality.
3.52. **Library Faculty.** Following are the basic criteria for the various ranks. Implicit to each of the basic criteria should be evidence of an integration of Christian principles in personal behavior and professional scholarship.

3.52.1. **Librarian**

3.52.1.1. **Professional Experience.** Library professionals should have a minimum of six years of full-time library experience at the college level or an equivalent outstanding professional record. They should demonstrate a significant degree of leadership qualities by being role models to students and staff and by actively participating in professional organizations in an effort to keep abreast of current practices and to influence the way individuals in the organization think (i.e., presenting at meetings, holding office, etc.).

3.52.1.2. **Professional Librarianship.** Library professionals should demonstrate a significant degree of excellence in the performance of their duties. Evidence of this will be consistently high overall ratings on an evaluation instrument determined by the Dean of the library.

3.52.1.3. **Scholarship.** Library professionals should have an earned doctorate degree or a master's degree in librarianship and a second master's degree in an approved subject field, or the master's degree in librarianship and evidence of library contributions of unusual merit. They should demonstrate significant productivity in research and scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

3.52.1.4. **Service.** Library professionals should significantly contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

3.52.2. **Associate Librarian**
3.52.2.1. Professional Experience. Library professionals should have a minimum of three years of full-time library experience at the college level or its equivalent. They should demonstrate maturity by being role models to students and staff and by participating in professional organizations in an effort to keep abreast of current practices in their discipline.

3.52.2.2. Professional Librarianship. Library professionals should demonstrate excellence in the performance of their duties. Evidence of this will be consistently moderate to high overall ratings on an evaluation instrument determined by the Dean of the library.

3.52.2.3. Scholarship: Library professionals should have an earned master's degree in librarianship. They should demonstrate productivity in research and scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

3.52.2.4. Service. Library professionals should contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

3.52.3. Assistant Librarian

3.52.3.1. Professional Experience. Library professionals should have two years of successful library experience at the college level or its equivalent. They should demonstrate growing maturity in their profession by being role models to students and staff and by belonging to professional organizations in an effort to keep abreast of current practices in their discipline.

3.52.3.2. Professional Librarianship. Library professionals should demonstrate growing excellence in the performance of their duties. Evidence of this will be consistently moderate ratings on an evaluation instrument determined by the Dean of library.

3.52.3.3. Scholarship. Library professionals should have an earned master's degree in librarianship. They should demonstrate growing productivity in research and scholarly or creative activity, evidence of which may include: submitting original contributions in professional journals; contributing research that is
presented in professional conferences or seminars; authoring or coauthoring published books; and submitting other forms of research and scholarly or creative activity for professional presentation or distribution.

3.52.3.4. Service. Library professionals should increasingly contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations.

3.52.4. **Affiliate Librarian**

3.52.4.1. Professional Experience. Library professionals should demonstrate potential for professional success.

3.52.4.2. Professional Librarianship. Library professionals should demonstrate increasing skill in assuming librarian responsibilities.

3.52.4.3. Scholarship. Library professionals should have an earned master's degree in librarianship and promise of scholarship in their discipline.

3.52.4.4. Service. Library professionals should increasingly contribute to the University by: serving actively and effectively on library and University committees; seeking opportunities to represent the University in community service based on their expertise; and assuming leadership roles in professional organizations. (Academic Council, Approved April 1994)

3.53. **Administrative Faculty.** Faculty members with administrative responsibilities are classified as faculty. Deans and executive administrators who hold faculty rank are classified as administrative faculty. In addition to their faculty status, administrative faculty shall normally be offered three-year contracts renewable annually. Salary and benefits packages are considered annually.

3.53.1. Upon initial appointment, administrative faculty who do not already hold academic rank at Regent University may be awarded rank in a School upon recommendation of the Dean of the School in which rank is to be awarded and upon the recommendation of the Executive Vice President and approval of the President.

3.53.2. Administrative faculty must be considered for promotion under the same procedures as those governing promotion in the School in which rank is held. In
the evaluation process, it is appropriate that the Dean, or Executive Vice President if the Dean is the candidate, take into consideration the fact that administrative faculty cannot have performed the quantity of teaching, research and service that would be expected of a full-time member of the teaching faculty of the School. On the other hand, it should be expected that administrative faculty would hold credentials such that if they were being appointed initially to an administrative post, the Dean would be willing to grant the rank to which promotion is proposed.

3.53.3. Tenure. No administrative faculty member holds tenure or other rights of continuance in an administrative post. Tenured faculty members who accept administrative posts retain tenure in their School. Administrative faculty may request tenure under the same procedures that govern promotion.

3.53.4. Administrative faculty may be appointed to the rank of full professor with School designation and may be considered for tenure without a pre-tenure appointment period in accordance with University policy and procedures governing the appointment of full-time faculty members appointed to the rank of full professor.

3.53.5. Termination. Administrative faculty may be terminated at any time during their contract period provided the conditions of the contract are met. Administrative faculty who do not hold tenure and are on terminal notice may be reassigned to a college or School as a teaching faculty member during their contract period. Administrative faculty who hold tenure shall return to a tenured teaching position of their School if they leave their administrative post for any reason. Dismissal from the University can only occur under the policies and procedures for dismissal of tenured faculty members.

3.53.6. Administrative faculty returning to a teaching position will receive their faculty salary plus the administrative stipend they had been receiving until the end of their administrative contract period after which time they will receive their faculty salary minus the administrative stipend. No administrator has the right of continuance in any specific administrative assignment and any persons holding an administrative assignment may be reassigned to different responsibilities at any time provided the conditions of the contract are met.

3.53.7. Developmental Leave. The need to retool and catch up with one's discipline is recognized by providing leave to the administrative faculty member who is returning to a teaching position. The leave is fully paid and may be for a period of one semester and not for more than one year. The Board of Trustees will determine the need for such leave and the duration.
Non-Tenure Track Faculty

3.54. To be eligible for employment, all non-tenure track faculty, whether full-time, part-time or adjunct, must meet the same requirements for professional experience and scholarly preparation as tenure-track or tenured faculty employed in the same discipline.

3.55. Full-time faculty members are those employed full time for at least one academic year and are expected to assume and maintain a workload equal to that of a tenured or tenure-track full-time faculty member, who is on a pre-tenure or initial contract.

3.56. Part-time faculty members are those employed to function as faculty members for a percentage of a permanent full-time faculty member load (usually not to exceed 75%).

3.57. Both part-time faculty and adjunct faculty may be asked to teach courses, advise students, plan curriculum or perform other faculty-type responsibilities. Faculty credentials and/or qualifications for all teaching assignments must comply with the standards of the University and the Southern Association of Colleges and Schools (SACS). Official transcripts must be on file for all faculty. Additionally:

3.57.1. For full-time faculty, the usual terminal degree for faculty status and advancement is the doctorate in the faculty member’s teaching discipline or the appropriately recognized professional degree of that discipline, or exceptionally, in some of the professional disciplines, distinguished professional experience and expertise.

3.57.2. As a minimum requirement, part-time faculty may be allowed to substitute the master’s degree for the doctorate in the teaching discipline (particularly in an undergraduate course). Part-time faculty ordinarily need to show as part of their master’s degree a minimum of 18 graduate semester hours in the teaching discipline, or a master’s degree in a related discipline with 18 graduate hours in the teaching discipline. In certain of the professional disciplines, distinguished professional experience and expertise may be considered an appropriate qualification, subject to the approval of Academic Affairs.

3.57.3. Full-time and part-time faculty, graduate or undergraduate, who possess professional qualifications in lieu of academic credentials, must comply with the standards of the University and the Southern Association of Colleges and Schools (SACS).
3.58. Adjunct Faculty.

3.58.1. Adjunct faculty members are employed to teach one or more specific courses. They should be available a minimum of one hour per course per week outside of class time for course-related advising. Adjuncts should receive compensation for each course contingent upon achieving the target enrollment for that course. If fewer than the targeted number of students is enrolled, compensation may be prorated on the basis of a specific amount per student credit hour or the adjunct faculty member may choose to be relieved of her/his obligation to teach the course.

3.58.2. Regent University employs adjunct faculty members to enlarge the range and number of course offerings. Often, adjunct faculty members also bring a special expertise to the classroom that might not be available from full-time faculty.

3.58.3. Schools will engage the highest quality adjunct faculty, counsel and assist them in their duties, and carefully supervise and evaluate their performance.

3.58.4. The appropriate Dean is responsible for preparing the adjunct contract and overseeing the appointment process.

3.58.5. Adjunct faculty appointments, terms, and conditions are addressed in the adjunct contract or the adjunct contract for regular FT/PT employee, as appropriate.

3.58.6. The department or School recommending appointment of adjunct faculty must be prepared to demonstrate that the appointment meets the follow conditions:

3.58.6.1. A person with equivalent qualifications is not readily available from among the regular faculty. This would include a situation where a regular faculty member has the requisite qualifications or expertise, but is currently fully utilized in other duties.

3.58.6.2. Adjunct faculty members must meet the same requirements for professional experience and academic credentials as tenure-track or tenured faculty employed in the same discipline. Minimum academic qualification will be a masters degree for undergraduate instruction and a terminal degree for graduate instruction.

3.58.7. The Executive Vice President shall approve appointment of adjunct faculty members on the recommendation of the School Dean or designee by signing the adjunct contract.
3.58.8. Adjunct faculty workload apportionment shall be 100% for teaching and mentoring.

3.58.9. Adjunct faculty members are not eligible for tenure or sabbaticals.

3.58.10. Adjunct faculty members should receive periodic performance reviews from their Dean or designee.

3.58.11. The following adjunct faculty classifications are intended to meet the University's needs.

3.58.11.1. *Adjunct Professor.*

3.58.11.1.1. This classification is held by adjunct faculty members selected by their Dean who have fulfilled the requirements for adjunct associate professor.

3.58.11.1.2. Served as adjunct associate professor for a minimum of two years.

3.58.11.1.3. Successfully taught a minimum of seven courses for a Regent University School.

3.58.11.1.4. Possesses a terminal degree in the teaching field or a related field.

3.58.11.1.5. Served as a mentor while at Regent University.

3.58.11.2. *Adjunct Associate Professor.*

3.58.11.2.1. This classification is held by adjunct faculty members selected by their Dean who have fulfilled the requirements for adjunct assistant professor.

3.58.11.2.2. Served as adjunct assistant professor for a minimum of three years.

3.58.11.2.3. Successfully taught a minimum of five courses for a Regent University School.

3.58.11.2.4. Completed at least one of the following:

3.58.11.2.4.1. A minimum of seven Continuing Education Courses such as, but not limited to, those offered by the Center for Teaching and Learning while employed by Regent University.
3.58.11.2.4.2. Two graduate-level courses in the teaching field.

3.58.11.2.4.3. Active enrollment in pursuit of an additional educational degree in the teaching or related field (or already holds such a degree).

3.58.11.2.4.4. Attendance at a national conference within the adjunct professor’s field.

3.58.11.2.4.5. Evidence of scholarly or creative activity through publications or presentations in a professional arena.

3.58.11.3. *Adjunct Assistant Professor.*

3.58.11.3.1. This classification is held by adjunct faculty members selected by their Dean who meet the criteria established for assistant professor in the department(s) to which they are attached.

3.58.11.3.2. Successfully taught a minimum of two courses for a specific Regent University School or have one year of documented University teaching experience elsewhere.

3.58.11.3.3. Completed the RU Ready? Learning About Regent course.

3.58.11.3.4. Completed the Blackboard Certification course, if teaching duties involve use of Blackboard.

3.58.11.3.5. Demonstrated excellence in teaching as evidenced by supervisor evaluations, peer evaluations, and student evaluation of teaching, as appropriate.

3.58.11.3.6. Modeled integration of faith in learning in their teaching.

3.58.11.3.7. Demonstrated efficient record keeping of attendance, grades, and other academic forms.

3.58.11.4. *Adjunct Instructor.*

3.58.11.4.1. All new adjunct faculty members normally begin teaching their first contracted course at this level.
3.58.11.4.2. This classification is held by adjunct faculty members who meet or exceed the criteria established for instructor in the department(s) to which they are attached.

3.58.11.5. Faculty to be considered for the adjunct classifications listed above must be nominated by the chair of the department for which he or she primarily teaches. The nomination will then be forwarded to the School Dean. Classification will be awarded by the appropriate Dean and will be reflected in the adjunct contract.

(Academic Council, Approved June 2010)

3.58.12. Terms of Employment for Full-time Faculty.

3.58.12.1. Non-tenured, full-time faculty members are normally employed for one or more of the following reasons:

3.58.12.2. They teach in a specialty such as a clinical or legal writing area that focuses on practical instruction, application and supervision which does not require the same degree of emphasis on producing research as does the normal tenure-track appointment.

3.58.12.3. They work in a professional academic support area such as the library and do not have primary teaching or research responsibilities.

3.58.12.4. They may be outstanding teachers or researchers and it meets the needs of the School and the mission of the University to allow them to put their efforts solely into one or more of those areas.

3.58.12.5. Full-time faculty members are ordinarily employed for one year (other contract terms, such as two or three years, may be considered) depending on their rank, experience, years of service and quality of performance. Initial appointment should be for a period of one year. Following the initial appointment, an annual contract, unless there is an exception, may be offered if performance is satisfactory. The length of a contract following the initial contract year is at the discretion of the Dean with the concurrence of the Executive Vice President.

3.58.12.6. Each School that desires to employ non-tenured, full-time faculty members will be expected to establish specific criteria to judge performance and to establish standards by which they will be given promotion. These
criteria must be approved by the Executive Vice President and the President. The promotion process should follow the promotion timetable and review process found in the Tenure and Promotion policy.

3.58.12.7. Non-tenured, full-time faculty members will be evaluated annually by the Dean consistent with the Performance Planning, Review and Development policy, adapted as necessary to take into account the unique nature of the appointment or the special professional responsibilities of the faculty member's role.

3.58.12.8. Non-tenured, full-time faculty members are subject to all applicable conditions of the Faculty and Academic Policy Handbook and may only be dismissed for cause during their contract period. However, the University reserves the right, at its discretion, to not renew the contract at the end of the contract period.

3.58.12.9. The following criteria will be used in moving a faculty member from a non-tenured contract to a tenure-track contract:

3.58.12.9.1. Faculty who have non-tenure status should apply to be placed on a tenured status in the last year of their non-tenured contract.

3.58.12.9.2. The Dean and Executive Vice President must approve the request to be placed on a tenure-track contract.

3.58.12.9.3. Prior to placing a faculty member on a tenure-track contract, the Dean and Executive Vice President will jointly decide how much time the faculty member will have before s/he must apply for tenure, taking into consideration the length of the faculty members' previous service at the University. In no case should that timeframe exceed six years.

3.58.12.9.4. The tenure eligibility process will follow the same guidelines as those outlined in the Tenure and Promotion policy.

3.58.12.10. Rank. Non-tenured, full-time faculty members may be given rank consistent with those faculty members on tenure or tenure-track contract if they have comparable training and experience. Others may receive designation in one of the following categories:

3.58.12.10.1. Lecturer. Lecturers are usually employed for one semester at a time depending on academic program requirements. They may teach
one course for the entire semester or may teach as little as one meeting of a course. They will most often be employed as adjuncts and will generally meet the criteria cited in the Appointment and Promotion in Rank policy.

3.58.12.10.2. *Professional-in-Residence.* Professional-in-residence is a category of professionals appointed to instructional positions, with working titles such as Architect-in-Residence, Artist-in-Residence, Journalist-in-Residence, Writer-in-Residence, Scholar-in-Residence, Educator-in-Residence, etc. The professional may be in residence at irregular intervals. Tenure is not awarded to individuals holding this title. Appointment to this title may be annual, or limited, and may be full-time or part-time. This category allows the accommodation of persons of unusual accomplishment and distinction in their discipline who may be unavailable to the University for a tenure-track appointment. Such appointees may or may not meet the criteria governing the employment of tenured or tenure-track faculty members. Because of their demonstrated competence in a discipline, such faculty members are expected to greatly enhance the educational program.

3.58.12.10.3. *Visiting Professor.* Visiting professor is the title for faculty members who are not eligible or not available for tenured employment, but who generally meet the criteria cited in the Appointment and Promotion in Rank policy. This employment classification accords honor to the non-tenured faculty member who is well-qualified in her/his academic discipline or profession. A visiting professor may be employed for a year, a semester or even a day.

3.58.12.10.4. *Distinguished Visiting Professor.* Distinguished visiting professor is the title of distinction for faculty members who are not eligible or not available for tenured employment, but who generally meet the criteria cited in the Appointment and Promotion in Rank policy. This employment classification accords honor to the nontenured faculty member who has made a significant contribution in her/his academic discipline or profession. A distinguished visiting professor may be employed for a year, a semester or even a day.

3.58.12.10.5. *Clinical Faculty.* The title clinical is used for appointments that provide practical instruction and application of practical knowledge. The duties, terms of appointment and salary (if any) of such persons
are specified in the letter of appointment. A variety of titles are used to designate such positions including: clinical instructor, clinical assistant professor, clinical associate professor and clinical professor.

3.58.12.10.6. Research Faculty. Research appointments are offered to scholars who are invited to work with University faculty members principally for the purpose of research. Persons holding such appointments are not eligible for tenure. All research titles—except for research fellow—are reserved for those researchers who are supported primarily by external grants and contracts. Research faculty members are encouraged to give seminars and teach occasional courses in their specialty. Teaching responsibilities are at the discretion of the School or college. Categories of appointment are:

3.58.12.10.6.1. Research Assistant. For inexperienced or pre-doctoral researchers who are supported by University faculty research grants. This category requires only the Dean's approval.

3.58.12.10.6.2. Research Associate. For experienced researchers typically with a doctoral degree. This appointment will usually be given to scholars at the beginning of their academic careers.

3.58.12.10.6.3. Senior Research Associate. For researchers who have three to five years of postdoctoral research experience.

3.58.12.10.6.4. Research Assistant Professor. For researchers with research qualifications equivalent to those of assistant professors hired in their discipline.

3.58.12.10.6.5. Research Associate Professor. For researchers with research qualifications equivalent to those of associate professors hired in their discipline.

3.58.12.10.6.6. Research Professor. For researchers with research qualifications equivalent to those of professors hired in their discipline.

3.58.12.10.6.7. Research Fellow. Academic units may propose research appointments for current full-time faculty in order to formalize a relationship between the faculty member and the program. Such
internal, unfunded appointments should carry the title research fellow and should specify timeframes of appointment.

3.58.12.10.7. **Scholar-in-Residence.** The designation scholar-in-residence is given to individuals of particular ability, who are associated with the School and who participate in its activities, but who are not necessarily members of the permanent faculty. In a practical sense, it is similar to the position of "of counsel" in a law firm, denoting a more than transient affiliation outside the regular faculty administrative structure. It goes further, however, in suggesting an active and continuous presence at the School; it is difficult to be "in-residence" where you have no connections, and doubly difficult to be a scholar-in-residence at more than one location.

3.58.12.10.8. **Scholar-at-Large.** Persons of prominence and distinction in a particular field who are not available to be on campus, but who are able to make significant contributions to the University such as teaching a course or a seminar on the Internet, writing articles or books under Regent's imprimatur or other activities of significance, may receive the title of scholar-at-large. Such persons may be appointed for a year, a semester or less. They may or may not meet the criteria governing the employment of tenured or tenure-track members.

3.58.12.10.8.1. A scholar-at-large would differ from a scholar-in-residence in not requiring an exclusive presence on campus. With this expansion in the concept of associated scholars, individuals could be shared with other Schools and centers. This would have the dual advantage of increasing our resources and of spreading Regent's own values and outlook throughout the professional and academic communities.

3.58.12.10.8.2. The scholar-at-large program would be particularly attractive, as it requires no monetary investment; the designation would be bestowed without remuneration although perhaps accompanied by an appropriate certificate. (A token award could always be added subsequently if and when finances warranted.) In return, those so designated would be available to be tapped by the University for assistance as their other commitments allowed, and would file an annual report with the Dean, summarizing their
scholarly endeavors and achievements. (These, in turn, could be included in publicity about the University and its activities.)

3.58.12.10.8.3. Regent would have the option to host an annual or biennial lunch or reception allowing scholars-at-large, who could be present, to meet each other, the faculty and School supporters and to interact with the student body. Designations will be made by the Dean and be renewed annually. This designation, as approved by the Executive Vice President and the President, would enhance the University's ability to perform its mission by multiplying its resources and, at the same time, creating a fertile climate to influence other institutions.

3.58.12.10.8.4. The recruitment policy should be followed when preparing to seek for a scholar-at-large position.

(Academic Council, Approved May 1997)

Procedure for Employment

3.59. The Dean makes a recommendation to the Executive Vice President regarding the appointment and salary of the individual. The appointment category should depend heavily upon the number of graduate credit hours the individual has taken in the given field to be taught. To determine consistent and equitable compensation for non-tenured faculty, individual differences in education and experience should be recognized. If possible, educational and experiential qualifications should be judged according to the rank they are assigned consistent with faculty on a tenure-track contract. Compensation for non-tenured faculty who do not meet the academic rank criteria will be determined on a case-by-case basis.

3.60. The Executive Vice President approves the appointment and authorizes the Dean to prepare the contract. Contracts should be issued at the beginning of the contracted period and include the terms and conditions of the appointment. Any special understandings or conditions incumbent on either party should be explicitly stated. Contracts for part-time or adjunct faculty members are signed by the Dean, Executive Vice President and faculty member. Contracts for full-time faculty members are signed by the Dean, faculty member and the President (or the Executive Vice President).

3.61. Part-time or adjunct faculty members are not eligible for tenure. However, they may be eligible for fringe benefits depending on the conditions of the contract. Non-
tenured, full-time faculty members are not eligible for tenure but they are eligible for promotion and the other benefits afforded to tenure-track faculty members.

3.62. Non-tenured full-time faculty members may transfer to a tenure track with the approval of the Dean and Executive Vice President. However, time as a non-tenured faculty member may not necessarily count toward tenure. Part-time or adjunct faculty members should receive appropriate performance reviews from the Dean. Non-tenured, full-time faculty members should receive an annual performance review. All faculty members are under the direct supervision of the Dean and should receive appropriate in-service training.

(Academic Council, Approved November 1998)

3.63. Unusual Circumstances.

3.63.1. On occasion, the University may wish to attract an eminent individual from outside the University who will only accept an appointment to the faculty with immediate tenure, or there may be extraordinary circumstances in which the University deems it necessary to accelerate the tenure process.

3.63.2. In such circumstances, the Executive Vice President may make a tenure recommendation to the President after consultation with the Dean. The President may then make a recommendation to the Executive Committee of the Board of Trustees, which can make a decision regarding early tenure.

(Academic Council, Approved August, 2010)

General Tenure Policy

3.64. Tenure is conferred only by action of the Board of Trustees.

3.65. The purpose of tenure is to assure the University faculty members’ academic freedom and security and to protect the best interests of the University.

3.66. Tenure is the limited right of a faculty member to continuing employment at current rank and salary, subject to the terms and conditions of the Faculty and Academic Policy Handbook. If the university tenure policies change, a tenured professor may elect to be governed by the old/current policy rather than the new policy. A tenured faculty member's contract may be for nine months, one year, or multiple years, but at the end of the contract term the faculty member is entitled to receive a new tenure contract, subject
only to tenure review and the termination procedures contained in this policy, or termination as otherwise provided in the Faculty and Academic Policy Handbook, e.g., for financial exigency. If the University’s tenure policies or procedures change during the term of a tenured faculty member’s contract, the faculty member may, upon receipt of a new contract, elect to be governed by the previous policies and procedures, or by the new ones.

3.67. Tenure shall not be considered to protect any faculty, tenured or untenured, from the loss of a position (even during the term of a contract) as a result of misconduct such as insubordination, refusal to perform reasonable assigned duties, incompetence, or failure to perform at a level commensurate with the rank held as specified by University and School standards, violation of professional ethics, immoral behavior contrary to biblical standards, or actions that are inimical to the best interests of the University. In the event of such circumstances, a tenured faculty member may be terminated from employment, in accordance with the procedures set forth in this policy.

3.68. Tenure aims to both recognize a candidate’s potential long-term value to the University as evidenced by professional performance and growth and to provide the expectation of continued employment. The decision to award tenure, after a suitable tenure-track period, rests on criteria that reflect the potential long-term contribution of the faculty member to the purposes, priorities, and resources of the University, School, and program.

3.69. Individuals who are deemed to have skills and talents essential to the University, but who do not meet the criteria for tenure, may be considered for annual non-tenured contracts.

3.70. Tenured faculty members receive a comprehensive tenure review every five years, unless a shorter period is otherwise stipulated by the Board of Trustees or the President, to help them assess their accomplishments in relation to the expectations of their tenure and to help them set appropriate goals for the future. Tenure-track faculty members generally receive a comprehensive, in-depth performance review by their sixth year of service to determine whether tenure will be granted.

3.71. The Board of Trustees approves this statement of tenure policy in good faith with the intention to comply fully with it. However, it reserves the right to deviate from these terms (including without limitation the termination of tenured faculty members during the term of their contract) if conditions beyond its control – such as abrupt declines in enrollment, drastic loss of income or conditions that result in drastic curtailment or abandonment of programs or activities – make it necessary to do so.
Tenure Eligibility

3.72. A faculty member holding a tenure-track appointment will be considered for tenure following a period of three to five years at Regent University. Only full-time employment as a faculty member at the University in a non-temporary position shall be counted in computing the period, except that time spent in a temporary or regular part-time, temporary full-time, or regular full-time position at any University may, on the recommendation of the School and the approval of the President, be counted toward the required period.

3.73. Tenure review may be offered earlier than in the sixth year of service upon mutual agreement between the Executive Vice President, the Dean, and the tenure-track faculty member. Criteria for early tenure are significantly higher than those for consideration during the normal cycle and are granted only in exceptional circumstances.

3.73.1. Evidence of sustained teaching and scholarly achievement and recognition at the national level is a minimum expectation for consideration of early tenure.

3.73.2. Candidates requesting early tenure must also make a persuasive case that early tenure is of clear advantage to the University.

3.74. Denial of early tenure does not preclude consideration for tenure in a subsequent year, within the limitations of the time frame that originally applied to the faculty member.

3.75. Only faculty members who hold the rank of assistant professor or above are eligible to be considered for tenure.

3.76. Assistant professors may be considered for tenure only if they are simultaneously being considered for promotion to the rank of associate professor.

3.77. Tenure is granted to faculty members in relation to an academic program, not any administrative position, function, specific work, or assignment. Therefore, tenure does not imply continuation in any full- or part-time administrative position or specific work or assignment within or outside the School in which tenure is granted.

3.78. Also, see separate sections below regarding Reviews for Granting of Initial Tenure; Removal from Tenure-track or Tenure Status; Criteria for Granting Tenure; Post
Tenure Review; School Tenure and Promotion Review Committee; and Tenure, Post-Tenure, and Promotion Review Timeline and Process.

(Academic Council, Approved August, 2010)

Reviews for Granting of Initial Tenure

3.79. To help assess the scope, quality, and impact of a faculty member’s work upon initial application for tenure, both internal reviews, and external reviews or external letters of support or non-support, should be included with the Dean’s recommendation.

3.80. The tenure decision will not be delayed because of non-receipt or late receipt of external reviews or external letters of support or non-support.

3.81. The choice of external reviewers (if used) must be approved by the School Tenure and Promotion Review Committee in consultation with the Dean and candidate based on a pool of 4 or 5 reputable scholars and professionals in the candidate’s field who can be expected to offer an informed, objective, and impartial evaluation of the candidate’s scholarship.

3.81.1. External reviewers are preferred for evaluation of the candidate’s scholarship record after evaluation of teaching and service.

3.81.2. The School Tenure and Promotion Committee should avoid requesting comments from external reviewers on teaching and on University service, since these areas are adequately evaluated at the School and University levels.

3.81.3. The following is an example of the essential elements of a request:

3.81.3.1. The candidate is being considered for tenure at Regent University, a private Christian University.

3.81.3.2. The reviewer should make a thorough and objective assessment of the candidate’s professional contributions and scholarship, defined broadly to include scholarship related to discovery (i.e., research), integration, application, teaching, and creative works.

3.81.3.3. The reviewer should comment on the significance of the candidate’s work and its impact on the field.
3.81.3.4. The reviewer should rate the candidate’s scholarly achievements in comparison with other persons at similar stages in their careers.

(Academic Council, Approved August, 2010)

**Removal from Tenure Track or Tenure Status**

3.82. If, in consultation with the Executive Vice President, a Dean considers that a tenure track faculty member is unlikely to qualify for tenure by the sixth year of service, a one-year contract may be offered to the person.

3.83. The purpose of a one-year contract is not disciplinary, but to give the faculty member time to meet the criteria for tenure.

3.84. The one-year contract is to involve a faculty development plan mutually agreed upon by the Dean or designee and faculty member.

3.85. The plan is to specify expectations, performance goals, and timelines, which when met qualifies the faculty member for reappointment to a tenure track contract.

(Academic Council, Approved August, 2010)

**Criteria for Granting Tenure**

3.86. The granting of tenure shall be based on:

3.86.1. Sound evidence of:

3.86.1.1. Teaching excellence. The review of teaching evaluates areas such as competence in discipline, effective communication, teaching techniques, assessment of student learning, course design, and student outcomes.

3.86.1.2. Exemplary record of scholarship. Scholarship may include, but is not limited to, research, academic and scholarly publications, original preparation, scholarly and creative achievements, and grantsmanship.

3.86.1.3. Meaningful service to the University, the community, and/or to the faculty member’s profession.
3.86.2. Expected standards of performance, proficiency, and collegiality in each of the above three areas of faculty work that should be designed to achieve and maintain a University of distinction.

3.86.3. A requirement for the faculty member to demonstrate an ongoing expression of a vibrant Christian life and witness as well as excellence in the integration of faith and professional practice.

3.86.4. Evidence that indicates there is a high probability that the faculty member will continue to be a valuable and productive colleague throughout their academic career.

3.87. Under unusual circumstances, such as a substantial health or work environment change, an untenured faculty member may request in writing an extension of the time preceding a tenure review.

3.88. Candidates applying for tenure, who started full-time employment at Regent University in Fall 2010 or later, must have successfully completed the Regent University Teacher Scholar Program or its equivalent.

3.89. If tenure is not awarded following a tenure review, the faculty member will be appointed to a terminal year, unless there are extenuating circumstances approved by the President that provide a compelling case for a one-year extension or transfer to a non-tenure-track contract.

3.90. Each School must establish, and have approved by the President and Executive Vice President, specific written criteria conforming to the guidelines of this document that it will employ in its review of applications for tenure or post-tenure review.

(Academic Council, Approved August, 2010)

Post-Tenure Review

3.91. Periodically, as specified in the faculty member's contract, each tenured faculty member will be evaluated for the purpose of general review, development, recognition and merit, and for continuation of tenure. This will include evaluating how past individual-based and School-based performance objectives have been met, as well as how the faculty member has maintained a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds.
3.92. The post-tenure review of a faculty member provides a mechanism to gauge the productivity and spiritual vitality of the individual consistent with the rank held.

3.93. Normally, every tenured faculty member shall be reviewed through the post-tenure review process every five years after having been tenured. Exceptions may be granted at the discretion of the Dean for faculty members who have submitted a letter of intent to retire, resign, or apply for the Regent University Phased Retirement Program.

3.94. Based on the recommendation of the School Tenure and Promotion Review Committee, the Dean makes an assessment. The Dean may meet with the faculty member to discuss the findings. Unless the faculty member is found not to have maintained a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds, the Dean will recommend that the faculty member be given a new tenure contract with a review period of five academic years.

3.95. If the Dean determines that the faculty member has not maintained a level of overall performance commensurate with the level and proficiency required for the faculty member's rank, one of the following actions will be recommended:

3.95.1. That the faculty member be given a new tenure contract with a review period of no more than three years. This action normally includes a faculty development plan covering the same number of years. The Dean and the faculty member will create a proposed Faculty Development Plan. The Faculty Development Plan should include specific action plans and timelines consistent with plans required in these procedures.

3.95.2. If the Dean determines that there is not a reasonable likelihood that the faculty member could, in conjunction with a Faculty Development Plan, achieve a level of overall performance commensurate with the level and proficiency required for the rank that faculty member holds, the Dean will recommend that the faculty member's tenure be terminated, and that the faculty member be appointed to a terminal year.

3.95.3. Under extenuating circumstances, as an alternative to the appointing of a faculty member to a terminal year upon termination of tenure, the Dean may recommend that the faculty member be given a non-tenure-track contract.

3.96. The Dean shall provide her/his recommendation and, if appropriate, the Faculty Development Plan to the Executive Vice President for final approval. The awarding of a terminal contract or appointment to a non-tenure contract shall require consultation with
and approval by the President. The affected faculty member has the right to appeal the
decision to the Board of Trustees.

(Academic Council, Approved August, 2010)

School Tenure and Promotion Review Committee

3.97. Each School’s tenured faculty members elect School Tenure and Promotion
Review Committees to interpret and assess the amount and value of work accomplished
by each tenure and/or promotion candidate in light of University and School standards.
The Dean may not appoint members to this Committee. If a School has an insufficient
number of tenured faculty members to constitute the Committee, the Chair of the
Committee must solicit tenured faculty members from other Schools. Exceptions to this
policy must have the written approval of the Executive Vice President.

3.98. Committee members must have higher rank than those under consideration for
promotion, except in cases of candidates who are already at the top rank (professor). If
promotion is not involved, tenured faculty of any rank may serve as members of the
committee.

3.99. The School Tenure and Promotion Review Committee shall:

3.99.1. Consist of not less than 3 members.


3.99.3. Meet face-to-face, or synchronously if electronic.

3.99.4. Elect a chair person from its membership.

3.99.5. Review each application and the supporting evidence of the dossier for promotion
or tenure, to include post tenure review, based upon the established guidelines for
spiritual vitality, University criteria and specific criteria decided upon by the
School or library and approved by the Executive Vice President. Quality over
quantity shall be emphasized.

3.99.6. Vote on the merits of each case and submit a written report of its findings for each
case, including a record of the vote, to the appropriate Dean.

3.100. The School Dean shall inform the candidate of the recommendations of both the
Committee and Dean.

3.101. Confidentiality of the promotion and tenure process is to be respected. Members
of School Tenure and Promotion Committees shall participate in the process with the
understanding that the specific views of individual Committee members shall not be disclosed to a faculty member under consideration or to the public except as required by law or University policy. However, the overall promotion and tenure process will allow for appropriate feedback to each candidate at appropriate times and through appropriate channels. All faculty members who participate in faculty promotion and tenure reviews, and all those faculty and staff who may otherwise come to know confidential information, shall safeguard that information.

(Academic Council, Approved August, 2010; amended January 2011)

Tenure, Post-Tenure, and Promotion Review Timeline and Process

3.102. The Dean shall have copies of the School tenure and promotion guidelines available to all faculty members.

3.103. Deadline dates for the review process (dates are subject to change; if deadline dates fall on a weekend or holiday, the deadline will be the next business day).

3.103.1. October 1. Tenure and promotion materials from each candidate for promotion and/or tenure are to be presented to the Dean or designee.

3.103.2. October 7. School Tenure and Promotion Committees are formed and are provided candidate tenure and promotion materials.

3.103.3. October 15. The Dean or designee solicits inputs from present and former students, Regent University faculty, and external reviewers, as appropriate.

3.103.4. December 1. School Tenure and Promotion Committees submit their recommendations to the Dean as to whether or not to award tenure and/or promotion. Each recommendation contains the substance of the Committee’s discussions and the reasons for the recommendation.

3.103.5. December 7. Deans notify candidates of their recommendations, including rationale, and inform them of their right to request a review of the process and/or respond in writing to the recommendation.

3.103.6. December 15. Each candidate responds to the Dean in writing, if desired, to request a review of the process and/or respond to the recommendation.

3.103.7. January 15. Deans lodge their recommendations with the Executive Vice President, to include the rationales upon which those recommendations are based and to include each candidate’s application dossier and any written candidate responses.
3.103.8. *April 1.* The Executive Vice President makes recommendations to the President regarding the award of tenure and/or promotion.

3.103.8.1. The Executive Vice President may refer tenure and promotion dossiers to one or more consultants to assist in the review process and to offer recommendations regarding tenure and/or promotion.

3.103.8.2. The Executive Vice President will notify appropriate Deans of the nature of the recommendation for each candidate. Deans will inform each candidate. After ensuring the candidate has received notification, the Dean will share the recommendation with the School Tenure and Promotion Committee.

3.103.9. *April Board of Trustees Meeting.*

3.103.9.1. The President makes final recommendations to the Board of Trustees regarding the award of tenure and/or promotion.

3.103.9.2. The ultimate decisions are made by the Board of Trustees.

3.103.9.3. The decisions of the Board of Trustees are final.

3.103.9.4. The Board of Trustees notifies the President, Executive Vice President, and respective Deans of all decisions.

3.103.9.5. Deans notify candidates.

3.103.10. At any stage prior to the decision of the Board of Trustees, a candidate may, without penalty, exercise the right to withdraw from the process.

(Academic Council, Approved August, 2010)

**Outline for Faculty Tenure and Promotion Dossier**

3.104. The purpose of the dossier it to provide supporting evidence for the candidate’s application for tenure or promotion, or both, or post tenure review.

3.105. The dossier is to be based on the candidate’s performance planning, review and development policy, and which covers the three areas of: (a) teaching, (b) scholarship, (c) and University administration and community and professional services.

3.106. Integrating Christian principles in personal behavior and excellence in proficiency, performance, and collegiality are to be addressed throughout the dossier, as appropriate.

3.107. Materials presented should be representative rather than exhaustive, and only be included in direct support of the application.
3.108. Candidates must assume responsibility that all pertinent information in the areas of teaching, scholarship, and service is available to the School Tenure and Promotion Committee.

3.109. All information should be clear and succinct, and without unnecessary and unexplained jargon.

3.110. The dossier is to be in the form of a single 8.5”x11” three-ringed, loose-leaf binder, with tabs and labels separating pages between sections. The spine and front cover of the dossier are to carry the names of the candidate and the School. Alternatively, if the University so directs, the dossier may be in the form of an electronic dossier using a standard template developed by the University.

3.111. A tenure or promotion dossier is not to exceed 200 single-sided pages, or their electronic equivalent, and may include not more than 30 minutes of audio visual DVD material. A Post-Tenure Review dossier is not to exceed 30 single-sided pages, and may include not more than 30 minutes of audio visual DVD material.

3.112. Only copies of materials need be presented.

3.113. A candidate should be prepared to produce expeditiously on request by the School Tenure and Promotion Committee chair, the Dean, or the Executive Vice President, any materials mentioned as evidence in the dossier.

3.114. A dossier in support of an application for Post Tenure Review is to concentrate on, and clearly identify, accomplishments since the last review.

3.115. Dossier Table of Contents.

3.115.1. Introduction.
3.115.2. Candidate’s letter of application.
3.115.3. Dean’s letter of recommendation.
3.115.4. School Tenure and Promotion Committee recommendation with justification signed by chair.
3.115.5. External review letters (if applicable).
3.115.6. Statements and letters from School faculty members.
3.115.7. Current curriculum vita.
3.115.8. Copy of School-specific criteria for tenure and promotion.
3.115.9. Copy of current Faculty Performance Plan.
3.115.10. Teaching.
3.115.10.1. Statement of teaching philosophy.

3.115.10.2. Summary of performance for past five years – all courses taught, programs or courses developed, number of students advised, Dean’s evaluations, peer reviews, summary of course evaluations, summary of subsequent course modifications, etc. Librarians also address: collection development and management, information services, etc.

3.115.10.3. Evidence that courses are presented from Biblical perspectives.

3.115.10.4. Evidence that each student is provided with an opportunity for intellectual and spiritual growth.

3.115.10.5. Other appropriate evidence of effective teaching.

3.115.11. Scholarship.

3.115.11.1. Tables of contents and abstracts or summaries of monographs and books.

3.115.11.2. Examples of complete published reviews of books and monographs, including published peer reviews.

3.115.11.3. Examples and abstracts of book chapters, and monographs, journal or dictionary or magazine articles.

3.115.11.4. Examples and abstracts of papers, symposia, conferences, workshops, and other scholarly presentations and performances (Do not include symposia, conferences or workshops that the candidate attended but in which the candidate had no professional role.)

3.115.11.5. List of book, performance and production reviews.

3.115.11.6. List of professional journals, encyclopedias, and books edited.

3.115.11.7. List service on editorial boards, to include dates of service.

3.115.11.8. List research grants (specify as project director, or principal investigator or team member).

3.115.11.9. Peer recognition exemplified, for example, by awards or other honors.

3.115.11.10. Other appropriate evidence.


3.115.12.1. University committees or administration.

3.115.12.2. School committees or administration.
3.115.12.3. Community service.

3.115.12.4. Professional service, e.g., society, association, or conference committees, editorial boards, etc.

3.115.12.5. Consulting activities.

3.115.12.6. Commendations by individuals and organizations.


3.115.12.8. Other appropriate evidence.

3.115.13. Conclusion.

3.115.13.1. A two to three page statement describing the candidate’s philosophy and practice in creating a unity of faith and learning.

3.115.13.2. A narrative summary that reflects upon the candidate’s experiences and insights related to spiritual vitality. Include how the candidate’s faith journey influences love for God with the heart and mind.

3.115.13.3. Discuss how the fruit of the Spirit, as articulated by Paul in Galatians 5:22-23, is evident in the candidate’s life.

3.115.13.4. A description of activities or events demonstrating a significant degree of leadership including moral leadership and activities where there was substantive initiative shown.

3.115.13.5. Brief summary statement regarding collegiality.


(Academic Council, Approved August, 2010)

Evidence Structure

3.115.15. All claims made in the tenure or promotion dossier must be supported by evidence. Below is the evidence structure to support tenure and promotion decisions. Candidates are to draw from relevant elements of this structure to support their claims based on applicable tenure and promotion criteria. The evidence listed below is not exhaustive, and other forms of information and evidence might be produced in support of the quality and significance of the candidate’s work. As appropriate, evidence can be in the form of letters, e-mails, reports, signed statements, descriptions, recordings, photographs, etc.
3.115.16. **Teaching.** The primary task of the faculty is equipping students for a life of learning, leadership, and service through the integration of faith, learning, and living. Consequently, it is essential that faculty members demonstrate a capacity and a commitment to be effective teachers and manifest a Christ-centered spiritual vitality. Evidence of the following factors shall be considered when evaluating a candidate's teaching: breadth and depth of knowledge relevant to the fields of teaching, appropriate content, design and organization of courses, ability to communicate with and motivate students, ability to direct student work inside and outside the classroom, ability to devise appropriate methods of determining student progress and achievement, accessibility to students, and demonstrated interest and involvement in their welfare, including the integration of faith and learning. Evidence for teaching can include, but not limited to:


3.115.16.2. Description of courses or programs developed with feedback from students and colleagues that addresses quality.

3.115.16.3. List of courses taught, enrollments, and number of instructional team members by semester.

3.115.16.4. Sample syllabi, handouts, examinations, corrected student papers (one or two examples are sufficient.)

3.115.16.5. Sample course materials from Blackboard modules, and other documents that show evidence of careful planning and organization, clarity of student learning outcomes, and fairness in the assessment of student performance.

3.115.16.6. Documentation of student learning outcomes.

3.115.16.7. Student evaluation of teaching results to include a description of ways student evaluations were used to improve instruction.

3.115.16.8. Results of peer observation of classes.

3.115.16.9. Evidence that courses are presented from Biblical perspectives.

3.115.16.10. Evidence that students are mentored both academically and spiritually.

3.115.16.11. Description of mentoring and collaborative relationships with students.
3.115.16.12. Numbers and titles of dissertation and thesis committees chaired or served on, listed by academic year.

3.115.16.13. Supervision of internships, fellowships, or independent study projects.


3.115.16.15. Evidence of excellence in information services (for librarians).

3.115.16.16. Awards, acknowledgements, or honors for excellence in teaching.

3.115.16.17. Communication from students, alumni, and colleagues.

3.115.16.18. Description of major course revisions.

3.115.16.19. Unsolicited (or School or committee solicited) letters and e-mails from students, alumni, colleagues, and professional groups that reveal the candidate’s teaching effectiveness.

3.115.16.20. Evidence of innovative methods and participation in programs to develop teaching skills, with dates completed.

3.115.16.21. Description of practicum/internship experience supervised.

3.115.16.22. Description of teaching professional development programs and courses successfully completed.

3.115.17. Scholarship. As well as teaching, the educational mission of the University includes a responsibility for faculty members to engage in scholarly activities. A candidate must demonstrate through completed work the capacity and commitment to participate productively in scholarly work. Not only does scholarly attainment provide a basis on which to predict that the candidate will share in the fulfillment of institutional responsibility, but also it affords some assurance that the candidate will continue to function as a challenging and knowledgeable teacher. Appropriate forms of scholarship include the following: scholarly books, articles, monographs; book reviews of significant length and scope; research and evaluation project reports; publications of professional societies and associations; publications resulting from professional service, teaching materials that are substantial and original, and typical creative works. Scholarly contributions include those that extend human knowledge through discovery, those that are primarily interdisciplinary or interpretive, those that seek to relate knowledge to the affairs of society, those that are related to pedagogy, and those that manifest creativity or are directly related to the creative process.
especially in the fine or applied arts. Evidence shall reflect the following standards: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Evidence for scholarship can include, but not limited to:

3.115.17.1. Statement of scholarship philosophy and on the integration of faith and practice in the field, including personal analysis (not merely a review of outside literature).

3.115.17.2. Identification of the candidate’s scholarly journal or magazine articles or performances.

3.115.17.3. In co-authored publications, list authors in publication order. Clearly indicate candidate’s contribution to the publication. Please note any publications co-authored with students by an asterisk (*) next to the student name(s).

3.115.17.4. Publications in a non-traditional press, e.g., self-publication, should be clearly identified and supported by clear, unambiguous, and objective evidence regarding its scholarly nature, scope, and impact. This level of proof places a higher demand on the candidate to fully document and support the claim.

3.115.17.5. Identification of books, book chapters, and monographs. List all co-authors or co-editors in publication order. Clearly indicate the nature of the candidate’s contribution. Include publisher, date of publication, and number of pages.

3.115.17.6. Peer reviews of the candidate’s publications from national and international sources commensurate with the applicant’s rank.

3.115.17.7. Measures of scholarly performance, such as citation counts.

3.115.17.8. Evidence of pending performance or publication, for example, in the form of copies of contracts, letters or emails.

3.115.17.9. Description of exhibitions, performances, compositions, or recordings of an innovative nature and recognized international standard that reflects the University’s mission or goals.

3.115.17.10. Description of productive consultancies with outside groups resulting in innovative practical outcomes.

3.115.17.11. Description of new curricula accepted for publication or educational program evaluations.

3.115.17.12. Designation as editor of a scholarly journal or special issue.
3.115.17.13. Departmental or School evaluation of the quality and reputation of the journals in which the candidate’s publications appear.


3.115.17.15. Abstracts of webinar presentations sponsored by professional organizations, listed by date and conference name. The webinar should allow the presenter to conduct live presentations over the Internet that allows audience members to ask questions.

3.115.17.16. Abstracts of grants, funded and unfunded, including identification of principal investigators or project directors.

3.115.17.17. Membership on editorial boards of scholarly publications and evidence of work completed as a member.

3.115.17.18. Awards, acknowledgements, or honors for excellence in scholarship.

3.115.18. **Service.** Service to the University may include, for example: service on School and University committees, task forces, forums, events, sponsored programs and organizations. Service to the community may include, for example: leadership in a church, charity or government body or agency at a local, regional, national or international level. Service to a profession may include, for example: membership of and attending professional societies, organizations, agencies or conferences, and serving on their committees. All service, which is to be directed by or in express agreement with the Dean, will be assessed in terms of its quality and relation to the candidate’s profession. Evidence for service can include, but not limited to:

3.115.18.1. Service on department, School, and University committees or task forces.

3.115.18.2. Active participation in University governance and department, School, and University activities.

3.115.18.3. Membership and active participation in professional organizations.

3.115.18.4. Evaluation of an individual’s service contributions by peers, administrators, and constituents.

3.115.18.5. Description of ongoing/sustained community service in one’s academic area.

3.115.18.6. Descriptions of mentoring relationships with faculty members and peer reviews.
3.115.18.7. Awards, acknowledgements, or honors for excellence in service.
3.115.18.8. Participation in University curricular and program development.
3.115.18.9. Leadership and organization of off-campus programs, including international programs.
3.115.18.10. Participation in student and faculty recruitment activities.
3.115.18.11. Academic program director.
3.115.18.12. Active participation in School and University meetings.
3.115.18.13. Involvement with student activities, organizations, and programs.
3.115.18.15. Professional consultation, by organization and description of work.
3.115.18.16. Community leadership and/or volunteer work accomplishments.

3.115.19. **Collegiality.** Collegiality is an overarching and integrative, but not separate, criterion that applies to all levels of promotion and tenure in relation to teaching, scholarship, and service. It represents a reciprocal relationship among colleagues and a value system that views diverse members of the Regent community as essential for the progress and success of its academic mission. Evidence of collegiality is commensurate with broadly accepted disciplinary norms and should be provided in the dossier as appropriate in each area. Collegiality is defined broadly as the manner in which a faculty member functions in the roles of teaching, scholarship and service in relation to colleagues, administrators, staff members, students and others, with appropriate Christian actions and attitudes. Collegiality shall not be interpreted to preclude differences of opinion, expressions of honest disagreement (to include votes), or diversity of viewpoints. Collegiality functions in at least these ways:

3.115.19.1. Civility: respect, courteousness and propriety in relationships;
3.115.19.2. Collaboration: working together with colleagues toward the achievement of professional goals;
3.115.19.3. Cooperation: functioning with others in a manner that promotes the achievement of purposes and goals;
3.115.19.4. Professionalism: a commitment to high standards for the profession, evident in attitudes, speech, work ethic and appearance.

3.115.20. Evidence of collegiality can include annual evaluations, documented incidents of contributions to the general morale, well-being, and
public image of the department, School, University, and/or the community at large. Such evidence might show that the candidate:

3.115.20.1. Participated regularly in School or University meetings.
3.115.20.2. Shared his or her work in School or University colloquia and informal discussions with colleagues.
3.115.20.3. Provided guest lectures in colleagues’ classes.
3.115.20.4. Participated in School or University projects such as curriculum reviews and annual retreats.
3.115.20.5. Represented the School or University at open houses and at similar events.
3.115.20.6. Collaborated with colleagues and/or students in the pursuit of scholarly activities.
3.115.20.7. Worked with others respectfully and courteously.
3.115.20.8. Demonstrated a willingness to teach in a variety of formats (e.g., online and face-to-face).
3.115.20.9. Volunteered to design and teach new courses.

3.115.21. This criterion finds its basis in the Bible most clearly through the character of Jesus and in admonitions of Paul (see, e.g. 1 Corinthians 13:4-7; Galatians 5:22-23; Colossians 3:12-14). Collegiality will be assessed on the basis of the School committee members’ knowledge of the faculty member and in light of the letters of commendation by colleagues.

(Academic Council, Approved August, 2010)

3.115.22. Christ-centered Spiritual Vitality. Christ-centered spiritual vitality is also an overarching and integrative, but not separate, criterion that applies to all levels of promotion and tenure in relation to teaching, scholarship, and service. It is the demonstration of living as followers of Jesus Christ, individually and in community through obedience to Scripture, as the Holy Spirit empowers and transforms us to increasingly bear fruit that glorifies the Father.

3.115.22.1. Evidence of Christ-centered spiritual vitality is observed most clearly in the expression of the fruit of the Spirit, as articulated by Paul in Galatians 5:22-23 (NIV): “But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.”
The review of a candidate’s spiritual vitality should be through the lens of the guiding principles outlined in the Appendices, which should be reported on as part of T&P Review Committee’s recommendation.

Performance Planning, Review, and Development

One of Regent University's goals is to develop and maintain a faculty of distinction. The three-part process of performance planning, performance review, and performance development assures that end. It also provides an opportunity for faculty to receive full credit and reward for their contributions to the University and their discipline.

The Dean is responsible for leading the faculty performance planning, review, and development process. This is conducted according to the following timeframe in so far as possible:

3.117.1. **April-August.** The Dean or designee meet with the faculty member and review the duties and responsibilities of the position description and each of the general performance expectations; conduct faculty performance planning, to include reviewing and apportioning of workload; write a Faculty Performance Plan for the new academic year; and write a Faculty Development Plan, if required. The Dean or designee will notify faculty members seeking promotion or tenure of the need to assemble a dossier by October 1.

3.117.2. **August.** The Dean submits electronic copies of Faculty Performance Plans and Faculty Development Plans, if any, to the Executive Vice President.

(ACADEMIC COUNCIL, APPROVED AUGUST, 2010)

Annual Faculty Performance Review

The Dean or designee and each full-time faculty member shall engage in a review of faculty performance during the previous academic year. The goals of these reviews are to:

3.118.1. Review accomplishments as compared to previously set goals for the faculty member.

3.118.2. Provide fair and objective feedback and relevant support to faculty members.

3.118.3. Establish new goals for the coming year.
3.118.4. Provide the necessary support (resources, environment, personal and official encouragement) to achieve these goals.

3.118.5. Develop a Faculty Performance Plan for the coming year using the template provided in the Appendices.

3.119. The Dean and School faculty must establish standard criteria, consistent with University criteria, for faculty performance for each rank. Additionally, the Dean, in consultation with the faculty of the School, shall also formulate unit criteria and standards consistent with University criteria to be used in the faculty review process. These criteria should be clearly communicated to the faculty and be both qualitative and quantitative. These criteria should be explicit, permitting fair and consistent evaluation and must be approved by the Executive Vice President.

3.120. In addition – because of the unique mission of Regent University – it is expected that faculty members will exhibit spiritual vitality through their Christian witness, both personally and professionally. Collegiality is a hallmark of the ethos of Regent University.

3.121. Criteria should cover three domains: (a) teaching; (b) scholarship; and (c) service. It is expected that each performance review will include a general review of all domains as well as an in-depth evaluation of at least one of the domains.

3.122. The Dean or designee should schedule the annual review conference with each full-time faculty member at least two weeks in advance of the date to allow the faculty member adequate notice to prepare required materials.

3.123. In advance, each faculty member under review shall provide to the Dean or designee review materials that contain the following:

3.123.1. A copy of the previous year’s Faculty Performance Plan.

3.123.2. A self-evaluation to include a summary of the faculty member’s activities and accomplishments during the review period in teaching, scholarship, and service.

3.123.3. A narrative summary that reflects upon the faculty member’s experiences and insights related to spiritual vitality. Include how the faculty member’s faith journey influences love for God with the heart and mind.

3.123.4. Summary of student evaluation of teaching for each course taught.

3.123.5. Peer evaluations, if any.

3.123.6. Other materials identified by the School or University library.
3.124. Workloads for the coming academic year will also be agreed at the annual performance review (see workload policy).

3.125. In conjunction with the annual performance review, each faculty member shall agree upon, produce, and sign a Faculty Performance Plan. The Performance Plan formalizes the proportional workload distribution, provides for goal-setting and outcome planning and becomes the reference point for performance expectations for the year. Either the Dean or the faculty member may request a formal mid-year performance plan progress meeting to discuss accomplishment levels and any mid-year adjustments, improvements, and/or changes in goals, workload, or performance. Normally, a 12-month contract year is July 01- June 30 and a 9-month contract year is August 16 to May 20. Exceptions are possible with the approval of the Executive Vice President.

3.126. Guidelines for writing the Faculty Performance Plan:

3.126.1. The Performance Plan will be for the next performance review cycle (typically the next contract period).

3.126.2. The focus of each faculty member’s workload is to be informed by the mission and vision of the University, School needs, and shall be consistent with the teacher-scholar model.

3.126.3. The plan should be written in terms of outcomes and the measurements that will be used to evaluate performance.

3.127. Signed copies of each Faculty Performance Plan are to be provided each faculty member and signed copies are to be filed in School faculty records. Electronic versions are to be provided the Office of Academic Affairs.

3.128. The plan should show a commitment to and link between instructional quality and productivity in the context of the mission of the University and the School or University library.

(Academic Council, Approved August, 2010)

**Faculty Development Plan**

3.129. After development of the Faculty Performance Plan, the Dean or designee and faculty member may develop a Faculty Development Plan for the next academic year, if deemed necessary by the Dean, taking into account the past year's performance.

3.130. For areas needing improvement, the plan shall note the specific nature of the area(s) requiring improvement, and provide specific, observable, and measurable actions to be taken by the faculty member until the next annual performance review.
3.131. The plan should include, but not be limited to, the following:

3.131.1. Specific actions and timelines to enhance and develop the faculty member's competence and remedy any areas of weakness. (Attend professional meetings; attend instructional seminars and workshops, both on and off campus; develop self-study programs approved by the Dean; and/or participate in any activities that will enhance her/his professional expertise and bring the faculty member to the highest level of distinction possible.)

3.131.2. Specific actions and timelines to advance the School toward the achievement of its mission.

3.131.3. Matters related to collegiality should also be addressed.

3.131.4. Both faculty member and Dean or Dean’s designee shall sign the Faculty Development Plan, with the faculty member being provided a copy of the document.

3.131.5. The faculty member and Dean or designee may meet between annual performance reviews, as needed, to evaluate progress toward the performance goals outlined in the Faculty Development Plan and/or to make changes to the Plan.

(Academic Council, Approved August, 2010)

**Faculty Performance Evaluation**

3.132. An annual written Faculty Performance Evaluation is required for each faculty member. The Faculty Performance Evaluation must identify the extent to which the faculty member achieved or exceeded the prior year’s Faculty Performance Plan.

3.133. The Performance Evaluation must reference the Performance Plan agreed to for the period being evaluated (prior contract period).

3.134. Deans or designees should encourage faculty to prepare a self-evaluation of performance.

3.135. The Performance Evaluation must include specific qualitative and quantitative measures of performance against the expectations set forth in the Performance Plan.
3.136. The Performance Evaluation must be reviewed with the faculty member. Copies of faculty evaluations are to be retained in School files.

(Academic Council, Approved August, 2010)

Library Faculty Performance Review

3.137. Regent University Library faculty who hold rank as assistant librarian, associate librarian or full librarian will be considered for promotion and tenure consistent with the Tenure and Promotion policy. This policy provides for faculty to be judged on the basis of (a) professional librarianship, (b) scholarship, and (c) service. Librarianship replaces the teaching and advising criterion in the evaluation of library faculty as a more inclusive term of the unique responsibilities professional librarians have in the academic endeavor.

3.138. The performance review criteria for library faculty are a modification of the criteria for regular faculty and reflect the Model Statement of Criteria and Procedures for Faculty Status adopted by the Association of College and Research Libraries of the American Library Association. In accordance with these national standards, the Library recognizes the master's degree in library science from a program accredited by the American Library Association as the terminal degree.

3.139. Regent University Library evaluates its faculty by the following criteria. In addition, because of the unique mission of the University and library, it is expected that librarians will exhibit spiritual vitality through their Christian witness, both personally and professionally.

3.139.1. Professional Librarianship.

3.139.2. Librarianship is concerned with facilitating access to information to further University programs of instruction, research and service. Librarians are responsible for planning, implementing and evaluating programs for the acquisition, organization and retrieval of recorded information. In order to carry out these responsibilities, librarians must have knowledge of the structure and nature of scholarly information, of the means by which information is stored and retrieved and of the programs and priorities of Regent University.

3.139.3. Excellence in librarianship is expected of each library faculty member; it is the primary criterion. Excellence in scholarship or service alone is not an
acceptable substitute for excellence in librarianship as a performance requirement. Within the assigned areas of responsibility, the librarian develops her/his unique contribution to the library and the campus. Most responsibilities fall within the categories of collection development and management, teaching, information services, bibliographic organization and control, and automated systems activities. One subject bibliographer is assigned as liaison to each School or college, working closely with its faculty in collection development and teaching library research skills to all new students. Librarians who serve in an administrative role will be evaluated on their administrative effectiveness as part of the consideration for the granting of promotion and tenure.

3.139.3.1. **Collection Development and Management.** Librarians who develop the collections decide which books, journals and other materials should be made part of the library's collections, which should not, and which should be weeded. They design effective programs of acquisitions, and they carefully plan and monitor expenditure of the acquisition budget. They demonstrate competence in establishing and maintaining organization and control of library resources. They regularly evaluate the collections to ensure that the library has materials that support and further campus programs.

3.139.3.2. **Teaching.** Teaching information literacy has become a critical part of librarianship, particularly at the graduate level. Both the quality and quantity of the teaching process are evaluated. All reviews include course content and objectives, course organization and materials, teaching methods, classroom visits and student evaluations.

3.139.3.3. **Information Services.** Librarians providing information services mediate between individuals with information needs and the sources which can satisfy those needs. To do so they must understand the process of information seeking and user needs, interpret information requests, formulate appropriate search strategies and locate and evaluate information sources. They must determine when they should teach users strategies for independent information seeking or when they should directly provide information. They remain current in their knowledge of automated systems and resources and their use in supporting the principal activities and services of libraries.

3.139.4. **Scholarship in Librarianship.** Research in librarianship is scholarly investigation conducted to expand the knowledge base of library and information science. Areas subject to investigation include the study of library methods for the acquisition, control, retrieval and dissemination of information as well as the
broader processes by which information is created, stored and communicated. Evidence of a coherent research design demonstrated by concentration on one aspect or related aspects of librarianship will be expected. Research and scholarly activities may include but are not limited to items on this list.

3.139.4.1. Publication, or acceptance for publication, of the following: articles, preferably in refereed journals; monographs or chapters in books; book reviews; and other publications (e.g., annotated bibliographies, bibliographic essays, indexes, technical reports, electronic databases, automated reference guides). Publications that are not disseminated beyond the campus are to be evaluated as components of librarianship.

3.139.4.2. Professional participation and performance in the library faculty member's areas of expertise: presenting papers at professional meetings; serving as referee of submitted articles/presentations; and serving on a regional or national committee involved directly with librarianship (e.g., serving on a committee to set professional standards is professional participation).

3.139.4.3. Education attainment and continuous study in one's field of librarianship. Examples include the following: earning professionally appropriate credits; earning professionally appropriate continuing education units; attending professional meetings.

3.139.4.4. Participating in professional improvement workshops both on and off campus; giving a report to colleagues after being a participant in professional improvement activities both on and off campus; and providing evidence of how the information learned has been effective in their professional growth.

3.139.4.5. Obtaining grants to support research, preferably as project director or principal investigator.

3.139.4.6. Peer recognition exemplified by awards or other honors.

3.139.5. Service for Librarians. Service is collegial involvement in University, professional and community activities related to the mission and public services objectives of Regent University, the University Library and the library profession. Quality of performance and substance of contributions must be demonstrated and verifiable.

3.139.5.1. University Administration. This includes: Serve on library and University committees; serve on Faculty Senate; conduct student Bible study/fellowship
groups and regularly attend chapel; conduct on-campus advisory or consulting activities; and conduct on-campus speaking engagements.

3.139.5.2. Community Service. When possible, the library faculty member's performance in this area should apply professional expertise to some community concern such as: membership, participation, office or committees in organizations; invited presentations; workshop or conference participation; and radio and television appearances.

3.139.5.3. Professional Service. Examples include: membership, participation, office or committees in relevant professional organizations; editorships; and consulting for libraries and organizations.

(Academic Council, Approved August 2005)

Sabbatical Leave

3.140. Sabbatical leave is available for full-time tenured faculty and administrators holding faculty rank. A sabbatical is for scholarship, study, writing or other creative work contributing to the upgrading of degree status, or to the professional development and effectiveness of the recipient. Sabbaticals are not for reasons of health, rest or general travel, except as these may serve the main purpose.

3.141. A sabbatical shall not be granted primarily for the purpose of augmenting income. Ordinarily, the faculty member or administrator may not accept a salaried position while on sabbatical. However, approval of a salaried position may be granted if such an experience is expected to contribute significantly to professional growth and development.

3.142. The University's guideline for granting sabbaticals is no more than one candidate per department per academic term provided that disruption to the department and unit is minimized. Multiple concurrent sabbaticals in one department will be considered only for large departments.

3.143. A sabbatical leave for faculty members shall be timed so that it starts and ends on dates established in the academic calendar for the beginnings and endings of academic terms. The beginning and ending of a sabbatical leave for administrators shall be scheduled at times reasonable and convenient to the administrator's department or unit.
3.144. **Eligibility and Approval.** Any leave of absence with pay, including a sabbatical, is considered a privilege. To be eligible for a sabbatical, a faculty member or administrator must meet the following requirements:

3.144.1. A faculty member or administrator who has been a full-time employee for six years becomes eligible to apply for a sabbatical leave in the seventh year of his/her appointment at Regent University or in the seventh year from his/her last sabbatical leave. Individuals can reapply for subsequent sabbatical leaves six years after completion of the prior sabbatical leave.

3.144.2. If the administration formally requests a faculty member or administrator to postpone a sabbatical, the accrual of time toward the next leave shall follow the same schedule as if the faculty member had taken leave when eligible.

3.144.3. If a faculty member or administrator formally elects to postpone a sabbatical for personal reasons, the accrual of time toward the next leave shall begin with the faculty member's return from the leave.

3.144.4. The applicant must submit the completed Sabbatical Request Form (see Appendix) to the Dean by February 1 of the year preceding the academic year for which the leave is requested, stipulating how the leave will be used. The Dean must forward the application with an accompanying recommendation to the Executive Vice President on or before March 1. The request is approved by the Dean, the Executive Vice President and the President.

3.145. **Compensation.** Compensation for a sabbatical is not delayed salary for services already rendered, but is an investment in the future improvement of the University. A faculty member who is granted leave shall receive one of the following salary arrangements:

3.145.1. For one semester of leave, the salary will be 100% of the contractual salary.

3.145.2. For two semesters of leave, the salary will be 50% of the full contractual salary.

3.145.3. Sabbatical compensation for administrators will be individually negotiated and paid at a level commensurate with the amount of leave.

3.145.4. During a sabbatical, the University and the employee shall continue their portions of payments toward insurance and retirement. Health and life insurance
coverage shall remain at a level based on the salary of the faculty member's contractual term and the full yearly salary for administrator.

3.145.5. When leave is granted, it is expected that the University will be benefited; therefore, the faculty member or administrator is expected to return to the University for one regular academic year following the sabbatical. Failure to do so obligates the employee to refund the portion of the compensation received from the University while on leave, unless otherwise provided.

3.146. Reporting. A faculty member or administrator returning from a sabbatical shall forward electronically a report of the sabbatical activities to the Dean, where applicable, and to the Executive Vice President within 30 days of completing the sabbatical period. The sabbatical report should include both a summary and evidence of the leave accomplishments in relation to the sabbatical application, including a description of activities and achievements and any variation from the original plan. The appropriate administrator shall review the report as part of the prescribed evaluation process. The summary report and administrative assessment shall be placed in the School or unit's file and shall be used as an evaluation tool for promotion and sabbatical request leaves in the future.

3.147. The Sabbatical Request Form is available on the Faculty Essentials web page.

(Academic Council, Approved May 2010)

Salary Increases


3.148.1. Salary increments for faculty members are determined primarily by the individual criteria established for the evaluation of performance in teaching, research and service and to maintain a competitive salary level with comparable institutions. The Dean or director of each academic unit determines, subject to the final approval of the President, the salary for each faculty member in the unit within the total salary budget assigned to the unit by the University administration.

3.148.2. Ordinarily a promotion in faculty rank results in a salary increase. The granting of tenure, or the post-tenure review process, does not necessarily result in a salary increase.
3.148.3. Salary increases may be postponed for University financial reasons.

3.149. Procedure

3.149.1. Based on the operating budget of the University, the President allocates funds for returning faculty salaries. The President allocates a specific dollar amount and/or percentage to each Dean for salary increments within their academic unit.

3.149.2. The Dean, on the basis of faculty evaluations, allocates specific dollar amounts for each faculty member in the unit. In this allocation, the Dean/director should consider not only the percentage increment being granted, but also the correction of inequities. The Dean/director forwards to the President a list of all returning faculty members in their unit with their recommended salaries for the coming year. The President approves the raises and the Dean/director develops the contracts for all the returning faculty members specifying the approved salary.

3.149.3. A faculty member may request, through the Dean and Executive Vice President, no later than 14 working days after the issuing of the faculty contract, that her/his salary decision be reviewed by the President. The President's decision is final.

(Academic Council, Approved May 1998)

Releasing Faculty from Contract

3.150. The obligation to give due notice of termination of employment is reciprocal. Faculty members, as part of their responsibility to the University and their profession, should make every effort to give the administration adequate time to find a replacement if and when they desire to leave Regent University.

3.151. Faculty contracts are to be regarded as mutually binding and the signed acceptance of such contracts by the members of the faculty is always to be done in good faith. This implies that the individual faculty member will promptly terminate any other contract negotiations, which may be in progress, and will not initiate any new negotiations for the coming year.

3.152. Release from a signed contract will be granted by the University only in exceptional cases, normally involving circumstances beyond the individual's control. In
the case of faculty members who have signed their reappointment contract, release from contract to take another position will be considered if:

3.152.1. The offer of or the invitation to apply for another position did not come as a result of any solicitation or encouragement by the faculty member, or

3.152.2. The position in question represents an opportunity for significant professional advancement.

3.152.3. Final judgment as to whether the foregoing conditions have been met is to be made by the Executive Vice President.

(Academic Council, Approved February 2000)

Contract Termination

3.153. Definition of Dismissal. Dismissal, as used in this policy, means the termination of a tenured faculty member or the termination of a nontenured faculty member prior to the end of a term appointment to which that faculty member would otherwise be entitled, based on the policies of the University, but does not include the termination of faculty member due to financial exigency or extensive curtailment in or discontinuance of a program of study or department of instruction. Only the President, operating under the authority of the Board of Trustees, has the authority to dismiss a faculty member.

3.154. Predismissal. Normally, dismissal should only be instigated as a last resort—after all appropriate measures for reconciliation and/or correction have been attempted. When a reason arises to consider dismissal of a faculty member, the Dean of the area in which that faculty member is assigned shall arrange a personal conference or conferences. The Dean will invite the faculty member and any other appropriate individuals to discuss the reason(s) for considering the dismissal of the faculty member. At this point, the matter may be resolved by mutual consent. The University may propose the use of mediation as one means of achieving reconciliation if both parties are agreeable. Mediation will be conducted in accordance with the University's mediation policy.

3.155. Reasons for Dismissal. The dismissal of a faculty member shall only be for just cause. Such cause must be related to the faculty member's performance of professional duties or responsibilities. Just cause means gross misconduct such as: violation of professional ethics, insubordination, refusal to perform reasonable assigned duties, immoral behavior contrary to biblical standards, incompetence, failure to perform at a level commensurate with the rank held as specified in the School or college standards or
actions inimical to the best interests of the University as determined by the University governing board. Dismissal shall not be used to restrain faculty members in the exercise of academic freedom.

3.156. Procedure.

3.156.1. The Dean shall consult with the Executive Vice President to determine those cases in which proceedings to dismiss a faculty member might be appropriate. In deciding whether to initiate such proceedings, the Executive Vice President may act upon the recommendation of the Dean or upon her/his own initiative.

3.156.2. The faculty member may be immediately relieved from any and all academic duties at the discretion of the Executive Vice President when reason arises to consider dismissal of the faculty member. Such suspension of duties shall be without loss of compensation.

3.156.3. If the matter has not been resolved after the pre-dismissal conference(s) with the faculty member, the Dean may recommend to the Executive Vice President that formal proceedings to dismiss be initiated by giving the Executive Vice President a written statement about the faculty member. This statement shall contain:

3.156.3.1. The reason for dismissal.

3.156.3.2. The names of witnesses-if known-who will testify in support of the specific reasons stated.

3.156.3.3. The nature of the testimony likely to be presented by each of the witnesses.

3.156.4. A copy of this statement shall be given the faculty member in person or sent by certified mail to the faculty member's address of record.

3.156.5. The faculty member may submit to the Executive Vice President an answer to the statement within 15 calendar days. If the faculty member fails to answer within 15 calendar days of receipt of the statement, the Executive Vice President may recommend to the President that the faculty member be dismissed. Any such dismissal by the President shall be final.
3.156.6. If the faculty member answers the Executive Vice President in 15 calendar days disagreeing with the statement, and the Executive Vice President decides to proceed with dismissal, the Executive Vice President or the Executive Vice President' designee shall so notify the faculty member in writing within 15 calendar days and shall have such notice given to the faculty member in person or sent by certified mail. Such notice shall inform the faculty member of the reasons for dismissal and afford her/him opportunity to be heard by the Hearing Committee.

3.156.7. Within 15 calendar days of receipt of notification from the Executive Vice President, the faculty member shall notify the Executive Vice President of her/his decision to have a hearing. If the faculty member fails to respond within 15 calendar days of receipt of notification, the Executive Vice President may recommend to the President that the faculty member be dismissed. Any such dismissal by the President shall be final.

3.156.8. Within 30 days, if the faculty member has, in a timely manner, requested a hearing, the standing Hearing Committee shall proceed as follows:

3.156.8.1. The Hearing Committee shall consist of five members Three members shall be selected from tenured faculty members by the Executive Vice President in consultation with the Faculty Senate chairman ordinarily at the beginning of each academic year. Two members shall be selected from the President's Cabinet who hold faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.

3.156.8.2. The Executive Vice President or her/his designee shall inquire of each of the selected Hearing Committee members whether there is any reason s/he would be unable to hear the case fairly and impartially and render a fair and impartial decision.

3.156.9. From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the President.

3.156.10. The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing, which shall be conducted according to established procedures and include representation, examination and cross-examination of witnesses and timeliness of process. The hearing shall be
closed. At the request of the faculty member, a stenographic record of the proceedings will be made at the expense of the University.

3.156.11. The Hearing Committee chairperson shall submit a final report that shall contain findings of fact and recommendations to the President. The final report shall be submitted to the President within 15 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the President and send a copy to the faculty member.

3.156.12. Upon consideration of the committee's report(s), the decision concerning dismissal shall be at the sole discretion of the institution as represented by the trustees acting through the President, which decision shall be final.

(Academic Council, Revision Approved January 2000)

Retirement

3.157. The Bible teaches that a person is to keep active in the service of the Lord as long as health and mental capacity continue. Therefore, retirement must not be considered a cessation of activity, but an opportunity to cultivate more fully divinely bestowed gifts, which other obligations may have hindered previously. Unfortunately, in our society the biblical view of the aging process has given way to the acceptance of retirement as a social expectation or an economic necessity. With that acceptance, retirement becomes a forced option rather than a voluntary action, and chronological age rather than competency becomes the determining factor in retirement. Such a worldly view must not dictate the retirement policy of Regent University. While faculty members who perform at a sub-standard level should be dismissed, an age ceiling should not be a factor.

3.158. Therefore, in accord with biblical principles concerning work, the University encourages faculty members to continue in their positions as long as they are able to perform their responsibilities satisfactorily. However, recognizing that certain benefits become available at age 65, the University grants the following options to faculty members upon and after reaching that age:

3.158.1. Continuance as a full-time faculty member under contract, with the continuance of the same benefits previously received.
3.158.2. **Continuance in a limited role.** The teaching load, salary, medical benefits and responsibilities such as student advising and committee work will be negotiable and defined in an annual contract.

3.158.3. **Full Retirement.** Retired faculty will receive library privileges. They are invited, indeed encouraged, to continue to participate in the life of the University community.

3.158.4. **Phased Retirement.** Participation in the Phased Retirement Program is open to all regular, full-time faculty members in good standing who are at least 60 years of age and have at least 10 years of full-time service with the University. For a complete description of eligibility, terms and procedures, refer to the Phased Retirement program in the Regent University Employee Handbook at [http://www.regent.edu/admin/hr/portal/EmployeeHandbook.pdf](http://www.regent.edu/admin/hr/portal/EmployeeHandbook.pdf)

3.159. When a faculty member determines her/his personal retirement plans, s/he should consult with her/is Dean who will notify the Executive Vice President.

(Academic Council, Revised January 2006)

**Emeritus Status**

3.160. **Policy.**

3.160.1. Faculty members may be granted emeritus status by action of the President and by ratification of the Board of Trustees. The title "emeritus" may be conferred upon persons who have honorably served Regent University until retirement age of 65 and have held faculty and/or administrative rank status for a minimum of 10 years. The title conferred shall be that of the highest position and/or rank plus the term "emeritus," which the person held for at least 10 consecutive years. The title may be conferred while the person is employed if the person is holding a different position from the one that will reflect the emeritus designation.

3.160.2. Persons accepting this title are indicating their concern for and their commitment to Regent University. In addition to the privileges set forth in Article 8 of the Bylaws of the University, Regent University would grant the following privileges to these faculty members: library privileges; office and laboratory facilities as space permits; secretarial service as personnel is available;
participation in convocations and academic processions; and listing in the Catalog.


3.161.1. The immediate supervisor of a faculty member, or the President in the case of an administrative member of the President's Cabinet, approaching retirement is responsible for reviewing the individual for possible emeritus status and making a recommendation.

3.161.2. The supervisor makes a written recommendation to the next higher level of supervision and shall submit it concurrently to the Executive Vice President and the Vice President for Human Resources. Recommendations shall include rationale that explains the expected benefits to the University of granting emeritus status.

3.161.3. The Vice President for Human Resources shall forward her/his comments and recommendation for approval/disapproval to the Executive Vice President.

3.161.4. The Executive Vice President shall forward her/his comments and recommendation, together with those from the Vice President for Human Resources, to the President for approval/disapproval.

3.161.5. The President shall submit recommended approvals to the Board of Trustees for ratification.

3.162. Upon ratification by the Board, the Vice President for Human Resources shall notify the individual in writing that emeritus status has been conferred by the University and shall notify the individual of the privileges associated with emeritus status.

(Academic Council, Revision Approved February 2000)

FACULTY WORKLOAD

General Workload Policy
4.1. In this policy, faculty workload refers to all faculty activities that are related to professional duties and responsibilities, and where faculty effort is distributed across three domains: teaching, scholarship, and service.

4.2. Regent University is committed to full salary compensation for all work completed and to provide financial compensation for work demands that go beyond regular expectations. The School Deans or their designee will manage faculty workloads in a manner that meets the workload demands of the School and the University’s goals of quality and efficiency. Deans will establish appropriate class sizes based on established academic standards within the disciplines, accreditation requirements, and the like. While minimum enrollment requirements are defined by the University, class caps are set at the School level, working in conjunction with the Office of Academic Affairs. Overload pay may or may not be available due to budgetary restraints. Overload pay requests must be submitted by the department head (if applicable) and approved by both the Dean and Executive Vice President.

4.3. To facilitate accountability in the use of its faculty resources, to aid planning and budgeting, and to ensure fair, transparent, and defensible workload allocation, Regent University requires each School and University Library to establish, and have approved by the Executive Vice President, faculty workload policies and guidelines consistent with the following principles:

4.3.1. All faculty work is to be undertaken for the glory of God and is, therefore, to be characterized by excellence and integrity.

4.3.2. In developing faculty workload, the respective Schools should actively consider short- and long-term impact on faculty member well-being and the maintenance of life margin. This entails developing and assigning reasonable and sustainable workload levels that respect and promote balance and the ability of the faculty member to fulfill their broader life domain duties, such as family, church, and community.

4.3.3. Every faculty member is expected to engage in teaching of students.

4.3.4. Every full-time, tenured or tenure-track faculty member is expected to engage in scholarly activity.

4.3.5. Every full-time, tenured or tenure-track faculty member is expected to engage in service to the University, School, community, and/or profession.
4.3.6. Faculty workload should, to the extent possible, be linked to specific, identifiable tasks and responsibilities, rather than to more general constructs or issues.

4.3.7. All faculty members, in conjunction with their Dean or designee, should review, at least annually, their individual workload and productivity, including an evaluation of their potential for promotion and tenure or post tenure review (see Faculty Performance Evaluation).

4.3.8. A tenure track faculty member who performs well the specific mix of workload assigned should not face any special barriers for promotion or tenure. For example, if a Dean chooses to assign heavy teaching or service loads for a particular faculty member, that faculty member should not be denied promotion or tenure because he or she has not done sufficient scholarship when he or she has competently completed the assigned load. The Dean also has a responsibility to ensure each faculty member’s workload apportionment is sufficient to provide him or her with the opportunity to meet tenure and promotion criteria.

4.4. The basic unit of work measurement is the work unit, defined as the amount of effort required of one faculty member to prepare for and teach one three-credit on-campus course or section of a course with an enrollment consistent with the average class size of that discipline. The work unit is used to gauge relative expenditures of time and effort accorded the three domains of faculty work: teaching, scholarship, and service. For purposes of workload calculations, no distinction is made between undergraduate and graduate classes.

4.5. Faculty workload is defined as the total effort of an individual faculty member in one contract year. Faculty workload shall normally be 12 work units for faculty members on twelve-month contracts and 10 work units for faculty members on nine-month contracts. These workload standards may be adjusted in the faculty workload policies and procedures of an academic unit, which are approved by the Executive Vice President. It is acknowledged that only by prior agreement that individual efforts in the areas of advising, supervision of student work, scholarship, and service may result in additional work without overload compensation.

4.6. The assignment of faculty workloads is based on the principle that each academic unit meets its overall responsibilities in teaching, scholarship, and service in a fully satisfactory fashion within approved budgets.

4.7. Aspects of faculty teaching, scholarship, and service are to be well-tracked in faculty record-keeping.
4.8. University workload policy and guidelines take precedence over School workload policy and guidelines, should there be any discrepancy or conflicting interpretations between them.

Responsibilities

4.9. Each Dean is responsible for ensuring workload plans are developed for all faculty in a timely manner (see Faculty Performance Plan). The Dean also ensures that the workload plans within the academic unit result in a fair and equitable distribution of effort among faculty members that promote the efficient and timely completion of programs of study by students and facilitates compliance with accreditation requirements. Additionally, the Dean is responsible for developing unit workload policy and guidelines in line with University policy. These guidelines must include:

4.9.1. Mechanisms to develop a Faculty Performance Plan with workload assignments for each faculty member.

4.9.2. Mechanisms for department chairs and Deans to review and make adjustments to faculty workload assignments in consultation with affected faculty members.

4.9.3. Mechanisms for documenting the results of the activities for which workload credit was granted.

4.9.4. Workload weightings for various teaching, scholarship, and service activities.

4.10. The Executive Vice President shall exercise the authority needed to ensure the fair and equitable implementation of faculty workload policies throughout the Schools and University library. The Executive Vice President approves all exceptions to the University-wide workload policy and is the final arbiter for all matters pertaining to and arising out of faculty workload policy.

Faculty Workload Requirements

4.11. Faculty workload involves activities in the following three domains. Overlapping activities can be allocated at the discretion of the School.

4.11.1. Teaching. The purpose of teaching is to create an environment in which student learning can flourish. It requires not only subject matter expertise, but also practical and substantial pedagogical knowledge. Mentoring, which is a part of
teaching, refers to the developmental process of assisting a student in the learning process. Teaching includes:

4.11.1.1. Holding regular office hours.
4.11.1.2. Teaching assigned courses.
4.11.1.3. Teaching through a variety of methods and delivery modes.
4.11.1.4. Developing standardized course syllabi and course materials.
4.11.1.5. Setting clear course outcomes and fostering student learning.
4.11.1.6. Revising existing courses.
4.11.1.7. Designing or creating new courses.
4.11.1.8. Preparing instruction.
4.11.1.9. Communicating relevant content.
4.11.1.10. Assessing student learning and performance.
4.11.1.11. Serving on student dissertation and thesis committees.
4.11.1.12. Supervising and evaluating dissertations, theses, portfolios, and comprehensive examinations.
4.11.1.13. Advising, assisting, and mentoring students.
4.11.1.15. Assessing pedagogical needs and procedures.
4.11.1.16. Aligning program goals, curriculum, teaching, and assessment.

4.11.2. Scholarship. Scholarship is defined as original contributions in the form of research, practice, integration, application, creative activity, or performance, including writing, creating, producing or performing artistic or creative works, that expand a knowledge base in an academic or disciplinary field of endeavor and reflect a commitment to free and open inquiry consistent with the Christian faith.
4.11.3. Regent University recognizes and values the following types of scholarship:

4.11.3.1. *Scholarship of Discovery.* Contributions that extend human knowledge through discovery. They consist of what is referred to as basic or original research.

4.11.3.2. *Scholarship of Integration.* Contributions that are primarily interdisciplinary or interpretive. They synthesize, interpret, and connect findings in ways that reveal new knowledge.

4.11.3.3. *Scholarship of Application.* Contributions that seek to relate knowledge to the affairs of society. They engage with society through, for example, drawing upon existing knowledge in order to propose solutions to social problems.

4.11.3.4. *Scholarship of Teaching.* Contributions that are related to pedagogy. They involve teaching methodology or learning outcomes, published textbooks, the design of new curricula for publication or innovative courses, or educational program evaluations, but are not deemed to be teaching itself.

4.11.3.5. *Scholarship of Creativity.* Contributions that manifest creativity or are directly related to the creative process, especially in the fine or applied arts. They may involve new creations or performances of existing works.

4.11.4. Scholarly activities should lead to the production of scholarly contributions. These contributions should be communicated with and evaluated by those qualified to assess and judge their value, such as peers, as determined by each School or library based on the customs of the discipline or profession involved. The means of communication as well as the comparative value of types of scholarly activity and contributions are to be determined by each School and library. These determinations will reflect what is commonly accepted in the appropriate discipline or academic field of endeavor. Scholarly activities include critically evaluated and professionally recognized activities, such as:

4.11.4.1. Writing or editing books, scholarly journal articles, academic essays, and other publications recognized in a particular field.

4.11.4.2. Writing grants.

4.11.4.3. Creating artistic works.
4.11.4.4. Presenting papers at professional conferences.

4.11.4.5. Performing artistically or creatively.

4.11.4.6. Conducting research.

4.11.5. Service. Service focuses on the larger community and it addresses a significant need rather than the gain associated with the service. Service is expected of all faculty; however, there may be certain instances when this expectation requires an unusual commitment of effort, e.g., for faculty with heavy clinical responsibilities. Assignment of additional time in areas of service and the consequent reduction of expectations for teaching and/or scholarship should be directly related to the duration and the extensiveness of the commitment. Service includes, but is not limited to:

4.11.5.1. Serving as advisor to University-recognized student activities.

4.11.5.2. Mentoring faculty.

4.11.5.3. Serving on University and School ad hoc and standing committees.

4.11.5.4. Participating in University, department, and other related University meetings and/or activities.

4.11.5.5. Participating in the management, improvement, and development of academic programs and resources, including recruitment.

4.11.5.6. Serving in an administrative capacity, such as a department chair.

4.11.5.7. Participating in University recognized professional associations.

4.11.5.8. Serving on editorial boards.

4.11.5.9. Engaging in University recognized community service.

4.11.5.10. Managing grants.

4.12. The instructor is defined as the individual responsible for conducting the day-to-day classroom/instructional activities and/or the assignment of grades. More than one instructor (i.e., an instructional team) may be used for each course or section.
4.12.1. Academic units must identify all instructors for each course or section, including courses taught for credit and non-credit.

4.12.2. Where there are multiple instructors for a course, one faculty member must be designated as faculty of record. Only one faculty of record can be assigned to each course or section. The faculty of record remains at all times in charge of classroom teaching and learning activities, is responsible for preparation of the syllabus, and actively coordinates the efforts of instructional team members.

4.12.3. Each academic unit has the responsibility to ensure that faculty credentials satisfy the SACS Standards for Faculty Credentials, the policies contained in the Regent University Faculty and Academic Policy Handbook, and any applicable specialized accreditation standards for all courses in the academic unit.

4.13. Each faculty member and respective Dean or designee will negotiate a workload apportionment agreement that is consistent with University policy as part of the annual performance review process, to include reassigned time from teaching for those faculty members with unusually heavy scholarship and/or service responsibilities (see Faculty Performance Plan).

4.14. Assignments for new faculty must take into consideration time spent with the Teacher-Scholar Program and their need to develop new courses and begin a scholarship program in order to become established in their assigned role.

4.15. The faculty and workload policies and procedures for each School are to take into account the various ranks of the faculty members.

4.16. Teaching workload apportionment targets for full-time faculty members averaged over the year are established as follows:

4.16.1. Non-tenure-track faculty: 85%.

4.16.2. Tenured or tenure-track undergraduate faculty: 80%. (Note the exception for professional/artist-in-residence positions below.)

4.16.3. Tenured or tenure-track masters faculty: 70%.

4.16.4. Tenured or tenure-track doctoral faculty: 60%.

4.16.5. Distinguished faculty: 50%.
4.16.6. Law School Faculty: 40%.

4.16.7. Professionals/Artists-in-Residence. Given the person-specific nature of professional/artist-in-residence positions, teaching apportionment for individuals holding such faculty positions shall be determined by the appropriate School Dean in consultation with the Executive Vice President.

4.17. With approval from the Office of Academic Affairs, Deans may authorize up to a 10% reduction in teaching apportionment in special cases for selected faculty members in order to meet School or faculty needs for increases in scholarship and/or service workload. Academic Affairs will authorize only a select number of these requests.

4.18. New faculty members may be awarded a reduced teaching apportionment during their first full year at Regent University.

4.19. Deans are to bring average faculty student credit hour (SCH) productivity for each category of faculty, e.g., tenure and tenure track, within their Schools into alignment with applicable norms selected or approved by the EVP based on the Classification of Instruction Program (CIP) codes assigned to faculty members.

4.20. Where there is a conflict between teaching apportionment and SCH norms, e.g., average SCH productivity is aligned with approved norms but teaching apportionment is below the targets established above, alignment with SCH norms has priority and no action is required to increase teaching apportionments.

4.21. The specific apportionment of a faculty member's work shall be reviewed at least annually during the faculty member’s annual performance review (see Faculty Performance Plan).

4.22. It is generally expected that a faculty member's apportionment of work shall be relatively stable from year to year, unless there is reasonable justification for change.

4.23. Either the faculty member or the Dean or the responsible unit administrator may initiate a mid-year discussion in relation to workload.

Workload Effort

4.24. The work units that are identified in this section for the measurement of faculty workload are not intended to be exhaustive. Academic units are expected to develop and recommend additional measures that are appropriate or unique to their disciplines.
4.25. Workload apportionment among teaching, scholarship, and service shall be identified in each full-time faculty member’s Faculty Performance Plan.

4.26. In calculating the workload of a faculty member, the workload policies and guidelines for each School or University library are to take into account the different amount of work required for at least, but need not be limited to, the following forms or modes of work. Teaching: The following adjustments to faculty workload may be allowed, as further defined by School procedures:

4.26.1. **Large Classes.** Large classes that exceed their typical School enrollment by a threshold established by individual Schools or complex courses that significantly differ from the norm may receive up to 0.50 work unit extra workload credit, depending on the course complexity and amount of work involved.

4.26.2. **Small Classes.** Small classes that are less than a threshold established by individual Schools may receive up to 0.50 work unit reduction, depending on the course complexity and amount of work involved.

4.26.3. **New Preps and Major Course Revisions.** Faculty involved in new preps will receive an upward workload adjustment of 0.1 work unit per course or section taught. Faculty who need to make major revisions to a course will be allotted additional work unit credit determined by the School Dean or designee on a case-by-case basis.

4.26.4. **Distance Education Courses.** Schools will not provide faculty members who teach fully online courses with an upward adjustment in workload credit for the associated instructional duties based solely on the mode of instruction. However, distance education courses that require considerably more teacher preparation/contact time than face-to-face courses could be given additional credit on case-by-case basis.

4.26.5. **Team Taught Courses.** Instructors who team teach classes receive academic workload credit in proportion to their instructional responsibility for the course or section. For example, two instructors each having 50% responsibility for teaching a 3-credit on-campus course with an enrollment consistent with the average class size of that discipline would each receive 0.5 work unit credit.

4.26.6. **Doctoral Dissertation Committee.** Some faculty members will have work assignments that encompass supervising dissertations as a normal part of their workload responsibilities.
4.26.6.1. A single faculty member will normally have no more than eight active dissertations in a single contract year. One active dissertation is defined as a proposal defense or final defense that is planned for the year. Exceptions to this policy are possible with permission of the Executive Vice President.

4.26.6.2. Committee chairs and members are not necessarily granted workload credit but committee chairs may receive up to 0.25 work unit for each defended proposal and an additional 0.25 work unit for each completed dissertation. Similarly, a member of a dissertation committee may receive up to 0.15 work unit for each defended proposal and an additional 0.15 work unit for each completed dissertation.

4.26.7. MFA Thesis/Creative Projects. Faculty involved with MFA thesis/creative projects will receive work unit credit depending upon their time commitment as determined by the School.

4.26.8. Doctoral Examination Committee. Faculty involved with written or oral doctoral examinations will receive work unit credit depending upon their time commitment as determined by the School.

4.27. Scholarship. The following adjustments to faculty workload may be allowed, as further defined by School procedures:

4.27.1. Scholarly Activities. The work unit credit assigned rests with the individual Schools due to the unique and specific characteristics of various scholarly activities.

4.27.2. Preparation of a Research Grant. Faculty will receive work unit credit depending upon their time commitment as determined by the School.

4.28. Service. The following adjustments to faculty workload may be allowed, as further defined by School procedures:

4.28.1. Administrative Assignments. The work units allotted to faculty members assigned to administrative positions below the level of Dean (for example, assistant Dean, associate Dean, department chair, academic program coordinator, and coordinator or director of a center, an institute, or a clinic) shall be determined by the appropriate School Dean in consultation with the Executive Vice President. Given the person-specific and School-specific nature of these positions, no standardized work units are established for these positions.
4.28.2. *University and School Committees*. The amount of work unit credit assigned as a member or chair of most University or School committees rests with the individual Schools due to the unique and specific requirements of various committees with the following exceptions:

4.28.2.1. CIRC Chair or President of the Faculty Senate: 0.50 work unit/semester.

4.28.2.2. Member of CIRC or the Faculty Senate: 0.25 work unit/semester.

4.29. Each School is to identify additional common faculty assignments and activities in terms of work units or fractions of work units to assist faculty in determining workload that is consistent with what is commonly expected for the faculty member’s discipline.

**Minimum Course Enrollments**

4.30. Minimum course enrollment represents the threshold below which a course will not normally be conducted. It does not necessarily represent the desired or optimal course size. Optimal course size is defined as the enrollment that is judged to produce the highest degree of academic efficiency consistent with quality learning outcomes. Courses with enrollments below the minimum threshold may be taught on a per student pay basis with the approval of the department chair and Dean.

4.31. The School will monitor enrollment figures before the semester begins. The University recognizes that enrollments for courses will vary depending on the needs of the program. Courses associated with advanced graduate studies and new programs in startup phases will typically have low enrollments.

4.32. Normally, the minimum course enrollment is 10 for organized undergraduate and graduate courses. Justification for each exception is to be approved by the Executive Vice President.

**Maximum Course Enrollments**

4.33. In order that all academic programs be given the opportunity to achieve the highest level of quality, Schools will establish course caps for each course.
4.34. Course caps shall be set that reflect the University’s commitment to quality, high educational standards, and its need to take into account an efficient deployment of faculty resources for financial viability and the sustainability of academic programs.

4.35. The maximum enrollments in a scheduled course shall be set by the School based on the academic subject and available classroom/laboratory facilities. In setting course caps, the Dean or designee shall consult the faculty responsible for teaching the course and will also consider student academic needs.

4.36. When a course cap is reached, additional students will be accommodated whenever possible. This can be accomplished by a variety of means:

4.36.1. Exceeding the course cap, provided quality teaching and learning are not compromised.

4.36.2. Adding an instructional team member to the course, e.g., a teaching assistant.

4.36.3. Creating an additional section of the course (normally, the least desirable alternative).

**Temporary Workload Reduction Faculty Members**

4.37. The Dean may, in consultation with the faculty member, and if approved by the Executive Vice President, grant an annual contract to a faculty member that provides for a reduction in the normal faculty workload. This reduction may be in terms of the number of courses assigned and taught, or by other appropriate adjustment.

4.38. The purpose for such a reduction is to recognize temporary circumstances of the faculty member that will require additional personal time and attention, such as personal illness or injury, family illness or emergency, personal or spousal birth or adoption, or a temporary need to spend extra time caring for extended family members (e.g., elderly parents). The adjustment may amount to a reduction by as much as one-half of the normal faculty workload.

4.39. At the Dean's discretion, subject to the approval of the Executive Vice President the contract providing for the reduction may reflect a salary adjustment in proportion to the workload reduction. A reduced workload for a faculty member will not normally continue for more than two contract years, nor should more than two years of a faculty member's time in service before being reviewed for tenure (if tenure-track) or for post-tenure review (if tenured) normally be spent in a reduced-workload status.
4.40. The time within which a tenure-track faculty member must normally be considered for tenure (i.e., in the sixth year of service, as provided above), or the post-tenure review period for a tenured faculty member (usually, five years) will be extended (more or less proportionally) to reflect the year or years spent with a reduced workload. For example, a tenure-track faculty member who is granted one-year reduced workload contracts, at one-half a normal workload, for two successive years, would be considered for tenure in the seventh year of service, instead of the sixth; a tenured faculty member who is granted such contracts would have a six-year post-tenure review period, instead of five.

4.41. Reduction in workload below 75% will normally result in a loss of employee health benefits. However, if a reduction below 75% qualifies as a “leave taken intermittently or on a reduced leave schedule” under the federal Family and Medical Leave Act, health benefits may be maintained. The University's Human Resources office should be consulted before any contract is entered into providing for a workload reduction below 75%.

Overloads and Under-Loads

4.42. Because of fractional workload assignments that may not add exactly to 12 work units per year for faculty members on 12-month contracts, workload credit totals between 11.50 and 11.99 are rounded up to 12 and considered to be full-time. For faculty members on 9-month contracts, workload credit totals between 9.50 and 9.99 are rounded up to 10 and considered to be full-time. A faculty member is considered to be in an overload situation when total annual work units exceeds 12.5 for faculty on 12-month contracts or 10.5 for faculty on 9-month contracts. At the option of the faculty member at the time the overload assignment is agreed upon, monetary compensation at adjunct rates can either be provided during that semester or compensating workload reduction can be agreed to in a subsequent term of the same contract year.

4.43. Compensation for overloads is limited to overload as the result of high teaching and/or service work units. Faculty shall not be compensated for overloads caused by high scholarship work units.

4.44. Overloads should not exceed 25% of the individual faculty member's contracted workload. In other words, a faculty member shall not be assigned more than 15 work units in a single contract year if they are on a 12-month contract or more than 12.5 work units if they are on a 9-month contract.
4.45. All overload pay must be granted within 90 days of the fiscal year in which it was earned.

4.46. A faculty member is considered to be in an under-load situation when total annual work units are below 11.50 for faculty members on 12-month contracts and below 9.50 for faculty members on 9-month contracts. Under-loads are to be offset by corresponding overloads during the next contract year.

4.47. Overloads and under-loads are identified during the faculty performance review and are documented, as appropriate, on the Faculty Performance Plan.

4.48. Overloads and under-loads cannot be determined more than one academic year retroactively.

Faculty Stipends

4.49. Full time faculty may be paid stipends for work completed for Regent University that is in addition to their contractual responsibilities. A stipend is defined as taxable wages or compensation for research or service to the University. Stipends are paid to faculty and exempt salaried staff either for performing recurring administrative duties outside of their normal realm of responsibility, such as department chair or program director, or paid to individuals for short-term duty, such as for development of a new online course or to support faculty research or to lead worship at a University-sponsored event.

4.50. Normally, faculty will be given release time for research and service to the University. However, a stipend will be given in lieu of release time when the dean determines release time is not in the best interests of the school.

4.51. Faculty who are awarded stipends may also be granted release time (i.e., work units) for the duties covered by the stipend. Faculty Performance Plans will identify the duties covered by the stipend and will reflect either zero work units for the performance of these duties or indicate the number of work units awarded.

4.52. The amount of stipend and/or release time will be negotiated between the dean or dean’s designee and the faculty member. It will be based primarily on the estimated amount of effort required to perform the specified duty. For administrative duties, such as department chair or program director, the size of the department or program will also be considered.
4.53. Stipends paid to faculty members and/or release time granted faculty shall be aligned with monetary compensation paid to faculty members for teaching courses in an overload status. For example, take the duty of program coordinator in which the school offers a stipend. If $3,000 is the typical amount a school pays a faculty member to teach a three-credit course (overload), a stipend of $3,000 is appropriate if the amount of effort required of the program director is equivalent to that required to prepare for and teach one three-credit on-campus course or section of a course with an enrollment consistent with the average class size of the discipline. A $6,000 stipend and credit of one work unit is appropriate if the amount of effort is equivalent to teaching three three-credit courses.

4.54. An individual full time faculty member may not receive stipend compensation that exceeds $10,000 in total per contract year. While multiple stipends may be received during any contract year, the maximum payment of $10,000 per contract year is based upon the start date of each stipend rather than the completion date or the payment date. Exceptions must have the Executive Vice President' written approval.

4.55. Recurring stipend payments will normally be requested using the Regent University Position/Pay Change Form accompanied by a justification. One-time payments will normally be requested using the Regent University Special Project Pay Time Card. Release time will be recorded in the Faculty Performance Plan.

**Faculty Workload Planning, Monitoring and Reporting**

4.56. Based on the mission and vision of the University and other planning documents, the appropriate Dean shall establish specific duties and responsibilities for full-time faculty members for the coming year. The Dean, in consultation with the faculty of the School or University library also shall formulate unit criteria and standards to be used in the faculty review process. These criteria should be clearly communicated to the faculty and be both qualitative and quantitative (see Faculty Performance Plan and Faculty Performance Evaluation).

4.57. Workloads may vary among the Schools and University library, as well as among individuals and programs, as long as the needs of the School or University library are being met and standards prescribed in University and School policy and guidelines are met.

4.58. Responsibility for monitoring workload.

4.58.1. Deans of Schools and the University Library.
4.58.1.1. Assigns and monitors the workloads of individuals within his or her unit to ensure compliance with University and unit workload policies.

4.58.1.2. Ensures academic duties are assigned equitably within the unit.

4.58.1.3. Provides copies of all completed Faculty Performance Plans to the Executive Vice President by August of each year.

4.58.1.4. Provides a report of all end-of-year adjustments made to the previous year’s faculty workload assignments and summarizes faculty productivity by August of each year.

4.58.2. Office of Academic Affairs.

4.58.2.1. Reviews and consolidates Faculty Performance Plans from the units to generate the University Faculty Workload Plan.

4.58.2.2. Verifies compliance with institutional workload policies.

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**FACULTY PROCEDURES**

**Office Hours**

5.1. The primary objective of Regent University is to teach students—II Timothy 2:2. Therefore, each faculty member shall make it her/his highest priority to be available to students for instructional, counseling and related purposes. Each faculty member, whether full- or part-time, shall maintain sufficient office hours to provide ample opportunity for contact with students. A minimum of six hours per week shall be required for full-time faculty, except as approved by the Dean. Each Dean shall review and approve faculty member office hours each academic term.

5.2. Faculty office hours shall be posted outside the faculty member's office for all full- or part-time faculty. Each faculty member shall, by the end of the second week of each term or first week of each summer session, post her/his office hours schedule. Every reasonable effort shall be made to maintain the published office hours schedule. Each faculty member shall inform the appropriate secretary when the posted office hour
Consulting and External Work

5.3. Regent University encourages faculty to be involved in off-campus projects. This enhances the reputation of the University, promotes good public relations, contributes to professional development and provides a service to external publics.

5.4. Any faculty doing consulting or other external work for remuneration must complete the Consulting or External Work Request Form (see Appendix) and obtain the Dean's approval. The external work should not exceed an average of more than one day a week nor more than 15 days per semester during the academic year. Should a faculty member have a need to exceed the number of days allowed, it will be necessary to take any additional time as an unpaid leave of absence unless otherwise approved by the Dean.

5.5. The Dean will maintain a log of consulting, external work approvals and will review these with the Executive Vice President periodically to insure consistency of application throughout the University.

5.6. Consulting or external work should not interfere with a faculty member's teaching schedule or other University responsibilities which are the primary role of a professor. It is important that outside consulting/work activities should not place an undue burden or expectation on other staff. Consulting also should not hinder or replace a faculty's responsibility to produce scholarship. No financial or secretarial support is provided for these outside activities unless the Dean determines there is a legitimate reason for the University to cover such support because of unusual benefit to the University.

Gifts from Students and Others

5.7. With regard to all employees and faculty Regent University strives to be above reproach in all matters. This includes perceptions of fairness and objectivity. Faculty members in particular must not use their position, authority, or relationship with students to obtain uncompensated labor for their own personal or economic gain. They may not ask students to perform services unrelated to legitimate academic activities unless the student is
adequately compensated for such services. Faculty members must not solicit gifts or favors from students. They must not accept gifts or favors where they have reason to believe that such gift or favor is motivated by a desire to secure some academic advantage.

5.8. Therefore, University employees, including faculty, must not accept personal gifts beyond the small token of appreciation from students. Neither should gifts beyond the token of appreciation be accepted from firms with which the University does business. In every circumstance, faculty members should avoid accepting even token gifts from students prior to submission of final grades for those students, or completion of supervision.

(Academic Council, Approved February 2006)

Curriculum Development

5.9. The curricula at Regent University are shaped by full-time faculty in conjunction with the Deans of the individual Schools. In course design, intellectual resources of full-time faculty and Deans combine with instructional designers to achieve the best course design and to institute continuous improvement practices. Course curriculum is mapped to learning outcomes that ensure appropriate levels of competency and a consistent delivery of quality instruction. Adjunct faculty are required to follow established curricular guidelines that produce uniformity in outcomes for all courses. While adjunct faculty may offer feedback and suggestions for course improvement, any changes must be approved by the appropriate supervisor prior to modifications. In addition, adjunct faculty are required to follow the same academic policies and procedures as full-time faculty. This faculty handbook is provided to both part-time and full-time faculty and both are required to adhere to the guidelines herein.

5.10. The President is responsible to the Board of Trustees for the curricular affairs of the University. At the President's request, the Executive Vice President may represent the University in curricular matters that come before the Board of Trustees or its Educational Policy Committee. The Dean and faculty of each School shall formulate curricular policy and develop, implement, review and revise the School's curriculum, subject to Executive Vice President approval. This process takes place within a formalized committee structure with a faculty member other than the Dean chairing a faculty curriculum committee. This committee within each School should have the primary responsibility for recommending to the Dean; curricular policy, planning, evaluation and major changes.
5.11. Students shall have the opportunity to propose review of the curriculum, course changes and other instructional content matters to the Dean or to the faculty curriculum committee.

5.12. The Dean (or the Dean's designee) submits these changes to the Executive Vice President via the University Curriculum and Instructional Review Committee (CIRC).

5.13. Curricular changes will not be implemented without the approval of the Executive Vice President. Examples of curricular changes include creation and deletion of emphasis areas, policies or changes as defined in the section "Degree Program Changes" below. All curriculum changes will be fully documented and will be submitted to the Executive Vice President (or CIRC) by the Dean of each School (or the Dean's designee). At a minimum, the documentation will include a full description of the change rationale and implementation process, which will include a plan for notification of students and a timetable. Changes will be effective ordinarily at the beginning of the next academic year. All changes made in preparation for a new annual Catalog publication must be made prior to the time of the School final Catalog submission date (as established by the Executive Vice President or CIRC). No further revisions will be permitted past the established deadline.

5.14. Curricula Review. Each School's curricula shall be congruent with the mission of the School and of the University as stated in each of their mission statements. Schools shall conduct regular, ongoing evaluation of their curricula.

5.14.1. The faculty curriculum committee and the Dean shall review all courses in the current Catalog in preparation for publishing the next Catalog or an addendum to the Catalog. Schools shall coordinate their work with the Curriculum and Instruction Review Committee (CIRC) and the Office of Institutional Research in order to show evidence of planning and use of evaluations to improve educational results, student outcomes, stated goals and objectives. The reason for course changes must be documented and approved by the Executive Vice President or CIRC as required.

5.14.2. Courses that remain in the Catalog, but are offered less frequently than annually, should be so designated in the Catalog. Any course not offered within a period of three consecutive academic years should be removed from the Catalog. (See "Automatic Course Deletions" below.)

5.14.3. Curricula review reports shall be submitted by the Dean of each School (or the Dean's representative) to the Executive Vice President on a three year rolling schedule. That is, each School must make its report every three years. The
schedule of report submission will be determined by the Executive Vice President in consultation with the Deans of the Schools. The report should include data and information (including faculty and student evaluation of courses and programs) necessary to assess the curricula in relation to University standards: University mission, goals and objectives; School mission, goals and objectives; student outcomes; and support by financial and instructional resources.

5.14.4. The Executive Vice President shall submit (or require the Schools to submit) the reports to Academic Council. Academic Council shall review the reports to determine if the policies, courses, and programs meet the University curricula standards. Approval authority rests with Academic Council.

5.15. **Degree Program Changes.** The following Degree Program Changes which are not mandated to be submitted to the Curriculum and Instruction Committee (CIRC) must be approved by the Dean and the faculty curriculum committee of the respective School:

5.15.1. Course name (title) changes.

5.15.2. Course level renumbering (100, 400, 500, 600, etc.). Final numbering will be determined by the Registrar's Office to ensure that the number is available to use.

5.15.3. Course catalog descriptions, unless such changes are indicative of significant course content change (which would then be submitted to the CIRC)

5.16. Should any of the above Degree Program Changes affect courses or programs offered by Schools other than the School making the change, these changes must be communicated to those Schools for review by their respective faculty curriculum committees prior to submitting them to the CIRC and/or the Executive Vice President.

5.17. All of the above Degree Program Changes, upon approval by the Dean and the faculty curriculum committee of the respective School, must then be communicated in writing to the Executive Vice President via the CIRC, who will then authorize the changes to the University Catalog, the Registrar's Office and any other department or office deemed necessary.

5.18. The following Degree Program Changes must be approved by the Dean and the faculty curriculum committee of the respective School, the University CIRC and the Executive Vice President:

5.18.1. Course credit hour changes.
5.18.2. Significant course content change.

5.18.3. Course catalog descriptions, when indicative of significant course content change.

5.18.4. Course additions (other than one time offerings of 575 or 585 courses).

5.18.5. Course deletions.

5.18.6. New degrees (this will also require Board of Trustee approval and SACS notification).

5.18.7. New majors or concentrations in existing degrees.

5.18.8. Termination or other discontinuance of degrees, programs, majors or concentrations.

5.19. CIRC will review all such proposed changes in order to prevent duplication with the courses or programs of other Schools, help ensure consistency with the University mission and overall curriculum, evaluate impact on individual Schools and the University as a whole, evaluate impact on University support services, and generally provide additional input as to the effects of the proposed changes.

5.20. CIRC will then forward its comments and recommendations to the Executive Vice President, who will review and make a final determination regarding the proposed changes. The Executive Vice President will then authorize the changes to the University Catalog, the Registrar's Office and any other department or office deemed necessary.

5.21. Submissions of any type of proposed Degree Program Changes must be made to the CIRC according to announced deadlines. Any submissions after that date will be continued to the subsequent catalog period.

5.22. *Automatic Course Deletions.* Any course listed in the University catalog which is not offered during any term of three consecutive academic years may be removed from the catalog at the discretion of the Executive Vice President (or her/his designee), upon notice to the Dean of the respective School and absent justification to the satisfaction of the Executive Vice President for the retention of the course.

5.23. Each School is strongly urged, as part of its ongoing curriculum review process, to give serious consideration to voluntary deletion from the University catalog of any course that is not offered during any term of two consecutive academic years.
5.24. **Special Degree Programs.** Graduate Schools may implement a nondegree program for the period of one year upon approval by the Executive Vice President. Continuation of such programs beyond one year requires approval by the Academic Council.

5.25. **Unlisted Course Additions.** Schools may offer a course not listed in the current Catalog by submitting a description of the course in writing to the Registrar's Office as part of the School's semester course schedule. The new course shall be approved by the Dean and may be offered as a seminar or special topic course. If the new course is to be offered for more than one semester it may be submitted to the CIRC in order to be added as a permanent course listing in the next published Catalog and will be assigned a regular course number in collaboration with the Registrar's Office.

5.26. **Non-English Programs.** Academic units desiring to offer programs in languages other than English must adhere to the following procedures and receive final approval from the Executive Vice President and President.

5.26.1. Confer with the Center for Teaching and Learning [CTL] as to the expected course/program competencies and the method of evaluation expected to be used to measure such competencies. The CTL must approve the unit's proposal as being consistent with University standards, SACS Criteria and the appropriate contextual content.

5.26.2. Upon the CTL's approval, the course/program must be offered at least once in the cultural context so that the reliability of the competencies and method of evaluation may be confirmed, as well as the fidelity of the course content and translation. This confirmation would be submitted in writing to the unit and Office of Academic Affairs.

5.26.3. Sufficient quality control language specialists must be engaged for each language to insure that the programs are delivered and understood at a comparable level.

5.26.4. Programs offered in a foreign language will be evaluated in the same manner as courses offered in English and must maintain comparability with English language courses.

5.26.5. The Office of Institutional Effectiveness will conduct program evaluation of non-English speaking programs on an annual basis.

5.27. **Concentrated or Abbreviated Course.** All courses offered in a concentrated or abbreviated format must be structured to insure that competencies and outcomes are
comparable with on-campus full-time programs. The Center for Teaching and Learning will assist Schools in the design for such programs and the Office of Institutional Research will assist Schools in determining the comparability and effectiveness of such programs. Curriculum evaluation should adhere to timelines described in the curriculum review section of this policy.

(Academic Council, Revised March 1999)

**Outline for Proposals for New Programs**

5.28. *Executive Summary.* Schools will prepare a brief, one- to two-page program description that answers the following questions: What are the distinctive characteristics of the program? What aspects of the program will be particularly attractive to students? What delivery systems will be used? What will be the end result of the program?

5.29. *Strategic Plan Compatibility.*

5.29.1. How does this program further the mission of the School/college and the University?

5.29.2. How does the School/college Strategic Plan justify pursuit of the proposed program?

5.29.3. Is there anything in the Strategic Plan that will be a barrier to the program in terms of start-up or implementation?

5.29.4. What specific results are you hoping to achieve with this program and in what period of time?

5.29.5. What kinds of program outcomes will be used to measure success of the program? (Use the list of outcomes found in the Institutional Effectiveness Audit.)

5.29.6. What opportunity does the proposed program provide for building strategic alliances? If you plan to enter into any alliances describe them in detail.

5.30. *Market Analysis.*

5.30.1. Who is the target market? How have you validated the need? Profile the learners in terms of demographics, psychographics, socio-economic characteristics and geographical locations.
5.30.2. What are realistic enrollment projections for the next three years. How did you arrive at this projection? What formula or marketing expertise did you use?

5.30.3. What trends are discernible in the market? Is it growing? At what rate?

5.30.4. Is the learner market relatively stable? Will it be viable 5, 10, 15 years from now?

5.30.5. What kinds of jobs will be available to graduates of the proposed program?

5.30.6. Where (geographic location, target market, positioning with respect to competition) should we focus our efforts during the initial start-up?

5.30.7. Is there an attractive price (tuition) to value relationship?

5.30.8. Who is the competition? What Schools are already established in this market and already are delivering a comparable program? How successful have they been?

5.30.9. What other institutions are or will likely be competing in this market?

5.30.10. Do we have the necessary capabilities to compete in this market?

5.30.11. What are the key strategies that will keep us competitive in this market and what are the key factors which determine success in this type of program?

5.30.12. Present a brief layout of a marketing plan that will achieve your enrollment projections and include price, promotion activities, timelines, etc.

5.30.13. How will this new program affect the enrollment in other programs which we already offer?

5.30.14. Is there any other reasonable way to meet the market need without starting a completely new and separate program?

5.30.15. Are there specific characteristics of this new program which would improve our current program offerings?

5.31. Internal Analysis and Assessment.

5.31.1. Program Management and Staffing.

5.31.1.1. Identify the key individuals upon whom the success of this program depends, including the responsible executive (chief executive officer of the
program), the chief operating person and any professional people (faculty) and technical staff (computer experts).

5.31.1.2. What are the critical tasks these people will accomplish?

5.31.1.3. What specific credentials and/or track record will they require for employment?

5.31.1.4. If these individuals currently work in your unit, how will their new assignment affect the work they are currently accomplishing?

5.31.1.5. If the key individuals do not work in your School, how will you find them and employ them?

5.31.1.6. Has Human Resources been involved in helping craft positions, determine salaries and meet all employment requirements?

5.31.1.7. Provide an organizational chart that shows structure of people supporting the new program or functions.

5.31.2. Physical Resources. What physical resources (offices, classrooms, library materials, computers, etc.) does the program require for start-up and in each of the following three to five years?

5.31.3. Support Services.

5.31.3.1. What support services (instructional design, marketing advice, graphic design, Information Technology, administrative services, student services, etc.) will you need from other departments to launch and successfully run the program?

5.31.3.2. Attach an impact statement from each support department that will be affected detailing what they will need in order to support the program or project in terms of staff, facilities, equipment, etc.

5.31.4. Finances and Timeline.

5.31.4.1. Prepare a line item budget for the first three years of the program's operation. Include all incremental revenues and expenditures associated with the program, whether it occurs within your unit or in a support department. Include details and annotations showing what people or fractions of a person's
time are allocated to the program. State clearly the assumptions in the financial projection footnotes.

5.31.4.2. Prepare a cash flow projection for the next three years.

5.31.4.3. Provide a timeline with milestones, indicating any further study, program launch and program growth. Indicate major decision points and the criteria for making the decision.

5.31.4.4. How will you measure the success of the program at various points on your timeline?

5.31.4.5. If the program does not meet its goals, what will you do?

**Hybrid or Blended Course Definition**

5.32. Courses that are taught in a combination of online and face-to-face formats may be designated as *hybrid* or *blended* courses, if they meet the following criteria:

5.32.1. More than 50% of the course content must be delivered face-to-face. Face-to-face instruction may include formal class meeting times and/or meetings scheduled individually between instructor and student.

5.32.2. The academic department must be able to demonstrate, through the scheduled meeting times and as specified in the course syllabus, that the course is not delivered primarily online.

5.32.3. Any course meeting the official definition of *hybrid* or *blended* may be designated as on campus (MAT campus code) and will have the hybrid instructional method designation entered in Banner by the Registrar's Office. Such courses will satisfy the residency requirement for international students holding F-1 of J-1 visa status.

*(Academic Council Approved, April 2009)*

**Grievance**

5.33. This policy supplements the administrative and academic procedures of Regent University and provides a grievance procedure that ensures academic due process and fair treatment for full-time faculty. This policy does not apply to adjuncts. It is expected that
the grievance procedure will only be initiated if a dispute cannot be resolved through the normal process of reasoned discussion consistent with the principles of Scripture.

5.34. We believe that God is a God of reconciliation who desires that people be reconciled both with God (2 Cor 5:16-21) and with each other (Eph 2:14-18) in an atmosphere of peace and reconciliation. It is within this spirit of peace and reconciliation that we structure the current grievance procedures. We are guided by the biblical principle that reconciliation be sought at the lowest possible level of conflict, involving the fewest number of people.

5.35. As used in this policy, a grievance is any material dispute between a faculty member and a Dean, associate Dean, institute director or program director (referred to collectively as administrator), which cannot be resolved by the parties. This policy may not be used to grieve any action-such as termination, sexual harassment or other action-covered by another policy containing a due process procedure.

5.36. *Mediation.*

5.36.1. One opportunity for mediation shall be available at any stage of this process in lieu of any further proceedings herein. There shall be two mediators, both experienced and competent in mediation, selected from persons employed by Regent University.

5.36.2. The mediators shall not charge for their services. The mediation procedure shall be governed by the code of ethics and standard of practice of the Society for Professionals in Dispute Resolution (SPIDR). Legal counsel shall not be admitted to any of the mediation meetings that occur as part of this process of grievance resolution.

5.36.3. If both parties elect mediation, then mediation will proceed for up to a period of 30 days. If agreement is reached within that time, then the process is stayed. If agreement is not reached then the process is resumed.

5.37. *Procedure.* When a faculty member has a grievance that is not covered in another policy regarding a decision that s/he believes adversely affects her/his academic career at Regent University, the faculty member should arrange a meeting with the individual(s) responsible for the decision. At that meeting, the faculty member should bring a written Statement of Grievance, which includes:

5.37.1. A description of events leading to the action which the faculty member is grieving.
5.37.2. A description of the grievance.

5.37.3. The grounds upon which the faculty member is grieving the action and any applicable policies or procedures if any.

5.37.4. A statement of the remedy sought by the faculty member.

5.37.5. Other supporting documents.

5.38. The administrator must respond in writing to the faculty member within 21 calendar days. If the matter is not satisfied, then the faculty member may appeal to the Executive Vice President, submitting the original Statement of Grievance, supporting documents, if any, and the administrator's written response. The Executive Vice President shall review the appeal within 15 calendar days. If the Executive Vice President determines that the appeal warrants review, it will be referred to the standing Hearing Committee.

5.39. Review by Standing Hearing Committee. The Executive Vice President shall arrange for the standing Hearing Committee to hold a hearing on the faculty member's grievance within 30 days of its receipt by the Executive Vice President. The Hearing Committee shall proceed as follows:

5.39.1. The Hearing Committee shall consist of five members and two alternates. At the beginning of each academic year, the Executive Vice President shall select, in consultation with the Faculty Senate chairman, three members from the tenured faculty and two members from the President's Cabinet who hold faculty rank. The Hearing Committee shall elect the chairperson from its membership by majority vote.

5.39.2. The Executive Vice President or her/his designee shall inquire of each of the selected Hearing Committee members whether there is any reason s/he would be unable to hear the case fairly and impartially and render a fair and impartial decision. If any member of the committee cannot serve, then an alternate shall be appointed to serve.

5.39.3. If the chairperson cannot impartially serve on a particular hearing, then an alternate should be appointed and the group shall elect a chairperson for the particular hearing.
5.39.4. From this point, the Hearing Committee shall be in charge of all subsequent stages in the hearing process until the Hearing Committee has forwarded its report and recommendations to the President.

5.39.5. The Hearing Committee chairperson shall set a time and place for the hearing and shall notify the other committee members and the faculty member. The chairperson shall be in full charge of the hearing which shall be conducted according to procedures as established and may include representation. The hearing shall be closed to all except the persons who have the advance approval of the Executive Vice President.

5.39.6. The Hearing Committee chairperson shall conduct the hearing and prepare a final report that shall contain findings of fact and recommendations to the President of the University. The final report shall be submitted to the President within 21 calendar days of the conclusion of the hearing and a copy delivered to the faculty member. Additionally, members of the committee may submit individual reports to the President and send a copy to the faculty member. Upon consideration of the committee's report(s), the decision concerning the grievance shall be at the sole discretion of the institution as represented by the trustees acting through the President, which decision shall be final.

(Academic Council, Approved December. 1996)

**Sponsored Faculty Research**

5.40. Regent recognizes the importance of sponsored research in developing the faculty academically and in training graduate students. Sponsored research is any research conducted under the auspices of Regent University, which is funded wholly or in part by an external agency or organization.

5.41. The Executive Vice President is the University's principal research officer. The President is the official University signatory for all research and sponsored programs. The Vice President for Advancement oversees the submission and acceptance of grants, and the establishment and enforcement of administrative procedures necessary to assure compliance with regulations of funding agencies for the operation of sponsored projects.

5.42. Since the guidelines are intended to facilitate the research endeavors of the faculty, while protecting the interests of both the faculty and the institution, exceptions to the procedures should be rare and must have the Executive Vice President' written approval.
5.43. **Guidelines.**

5.43.1. The University supports the right of and encourages faculty members to engage in any sponsored research, as long as that research does not compromise the instructional and educational objectives established by the academic unit and the institution. The President, Executive Vice President, Vice President for Advancement, Dean and/or director review each proposal to determine its appropriateness and weigh its cost against benefit. Emphasis is given to research that supports the University's mission.

5.43.2. Normally, sponsored research is not accepted when the terms restrict: disclosure of the sponsor or the existence of the contract, adequate review of suitability to the academic program of the University or a faculty member's academic freedom.

5.43.3. In cooperation with the principal investigator and her/his academic unit, the University pledges to minimize publication restrictions imposed by accepted research contracts. Except under special circumstances, all research grants and contracts are submitted through, and administered by, Regent University. Sponsored programs that require matching funds by the University (i.e., equipment) will normally be submitted by the University and fiscally administered by the Business Office.

5.43.4. Academic-year salary supplements, summer salaries and consultation service fees to faculty paid from grants and contract funds will be negotiated with the appropriate Deans and approved by the Executive Vice President and Vice President for Finance (or chief financial officer of the University). All grants and projects should provide for appropriate University overhead expenses.

5.43.5. **Procedure.** We encourage preliminary discussions between faculty members and potential sponsors. These often precede the preparation of a formal proposal. The Vice President for Advancement and her/his designee are available for discussion at any stage in the preparation of proposals.

5.43.5.1. The faculty member interested in submitting a proposal should consult with the Dean to determine whether or not the proposed project is desirable to the goals of the unit.

5.43.5.2. The faculty member should consult with the Vice President for Advancement or her/his designee regarding application and proposal development guidelines.
5.43.5.3. The faculty member submits a proposal to the Vice President for Advancement.

5.43.5.4. The Vice President for Advancement submits the proposal to the Executive Vice President, the Vice President for Finance, and the Vice President and General Counsel, for review and approval based on University priorities and any specific requirements or conditions existing at that time.

5.43.5.5. The Vice President for Advancement obtains the President's signature on the final copy.

5.43.5.6. If a proposal is not approved for submission, the faculty member may appeal the decision to the President for reconsideration and decision. The President's decision is final.

5.43.5.7. If the proposed project involves special requirements (i.e., human subjects), the principal investigator is responsible for notifying the appropriate review board and providing all required justification for University and sponsor approval.

5.43.5.8. All financial reports and statements, property and equipment reports, inventions reports, interim and final technical reports and close-out reports should be submitted through the Business Office, where copies are filed in accordance with grant or contract requirements.

5.43.6. Research Time. Research, publication and other scholarly activities are basic to the objectives and responsibilities of the University and its faculty. Recognizing this, the University is committed to the concept of research time for faculty to pursue individual intellectual inquiry, to publish and to engage in creative activities designed to improve the educational experience of students.

5.43.6.1. The awarding of time for research is not a routine matter. It is based on an assessment of the benefit of significant intellectual activities to the University and the academic unit and provides for regular and periodic review of accomplishments.

5.43.6.1.1. Purchased and contributed faculty time for funded research--Wherever possible, the cost of faculty time during the contract year should be reimbursed to the University from grant or contract funds. When required, faculty time may be contributed, especially when the funded research has provision for financial support of graduate students or
equipment. When such cost-sharing of faculty time is agreed to by the University, the contributed time will be planned in the schedule of the faculty member.

5.43.6.1.2. Faculty time for non-funded research (School research)--External funding is not always available to support the research activities of the faculty. To encourage creative activities, particularly in certain disciplines, time for academic research is provided by the academic unit's budget. This time is awarded on the basis of a well-developed activity that has the Dean's approval. It is essential that such time be based on an activity that is both scholarly and of benefit to the University, the unit and the faculty member.

5.43.6.1.3. Faculty may engage in externally funded research not subject to University review and administrative control during periods of time when they are not covered by contract or as part of their consulting or external relationships described in the Consulting and External Work policy.

5.43.6.2. It is essential to demonstrate, through regular and periodic evaluation of the benefits derived from research, that this money is being spent wisely. It is recognized that, while in certain areas the results of scholarly activities come to fruition only after a period of two or more years, more frequent evaluation of research time is necessary. Publication in a scholarly journal is certainly clear evidence, although not the only evidence, that the research is producing desirable results. Research in teaching and curriculum development may be more difficult to evaluate, but it is essential that an assessment be made. In extraordinary cases, outside expert review may be solicited in order to properly evaluate the research.

(Academic Council, Revision Approved January 2000)

Syllabi

5.44. There shall be on file in the office of the Dean of each School or college (or on the web or other electronic media) a syllabus of each course taught for each time the course is taught. The syllabi shall follow the format established by each School and shall reflect the format guidelines which may from time to time be issued by the Office of Academic Affairs.
5.45. The syllabi shall include but not be limited to:

5.45.1. Area for the student to initial indicating familiarity and understanding of the requirements outlined in the syllabus.

5.45.2. Contact information of the instructor.

5.45.3. Instructor's office hours, location and phone number, as well as preferred times and methods for being contacted by the students.

5.45.4. Personal greeting from the instructor.

5.45.5. A brief description of the instructor's qualifications/credentials to teach the course.

5.45.6. Course description from the catalog.

5.45.7. Description of how faith and learning will be integrated in the course.

5.45.8. Course objectives and learning outcomes.

5.45.9. School and program, demonstrating alignment of School goals, program goals, and course objectives/learning outcomes, as appropriate.

5.45.10. Course procedures (a summary statement of the means of accomplishing course objectives).

5.45.11. Course policies (i.e., cell phone usage, attendance, Blackboard requirements, late assignments, late assignment penalties, class participation, withdrawal, incomplete grades, academic honesty and reference to the University Academic Integrity policy, etc.)

5.45.12. Method of evaluating student performance indicating weights of the various required course activities and the grading scale/criteria for grading.

5.45.13. The required texts.


5.45.15. A schedule of course assignments (e.g., papers, exercises, reports, examinations, etc.), activities, readings, etc., with required due dates.
5.45.16. An indication of the methods by which instruction in the course will be evaluated.

5.45.17. A statement that the student evaluations of teaching (SET) are both required and confidential.

5.46. For the University Syllabus Template (Graduate Schools and Undergraduate), refer to the Faculty Essentials website.

5.47. Syllabi, in electronic and/or hard-copy form, shall be developed according to acceptable and approved templates and submitted to the respective Dean's office (and/or in Blackboard) on or before the first day of registration for the semester in which the course is offered (it is preferred that syllabi be submitted on or near the time of open registration for the respective term). A course syllabus shall be provided to each student on or before the first scheduled meeting of the class (preferably at the beginning of open registration). The syllabus should not be altered after the first class period. If a professor wishes to alter it, s/he should consult the Dean and obtain her/his approval.

(Academic Council, Approved May 1995; amended July 2009)

**Protection of Human Subjects in Research**

5.48. From the beginning, mankind has been uniquely created as the image-bearer of God (Genesis 2:27). The Old Testament is very explicit on the requirement to respect and protect man as God's image-bearer. Penalties for violations were usually severe and exacting. The New Testament tells us that we are to love one another as ourselves (Matthew 22:39), and even secretly held anger against one another is a sin against God (Matthew 5:22). Admonitions such as these tell us that biblical wisdom is needed when involving humans as objects of study.

5.49. Since the National Research Act (P.L. 93-348) became law in July 1974, the Department of Health and Human Services (formerly DHEW) has issued and revised guidelines for the use of human subjects in research. Current guidelines are published in the Code of Federal Regulations (45CFR46, 8 March 1983) and specify the ethical principles that must be followed to ensure that research subjects are treated humanely, that their dignity is maintained and that their rights are preserved.

5.50. Ultimately, research efforts must be guided by three sources of criteria: the Holy Bible, civil laws and statutes and the mission of Regent University. The aim of this policy is to establish ethical procedures, communication and standards that will ensure adequate
safeguards in the conduct of research to protect the rights and well-being of the subjects of that research.

5.51. **Definitions.**

5.51.1. Institutional Review Board (IRB) – A committee composed of representatives of the faculties of each School set up by the University to enforce this policy and review all human subjects research. (Academic Council, Approved March 2007)

5.51.2. School or College Review Board (SRB or CRB) – A committee set up by each School or college to enforce this policy and review all human subjects research.

5.51.3. Principal Investigator – The person who has responsibility for such research will henceforth be called the principal investigator. For student-conducted research, the supervising faculty member is the principal investigator.

5.51.4. Research – In this document the term research means the purposeful investigation of human behavior.

5.51.5. Subject or participant--An individual living person about whom a researcher obtains data, either directly through interaction or indirectly through observation.

5.52. **Jurisdiction.** The policies and practices contained herein apply to all research on human subjects conducted by personnel attending or employed by Regent University. Each School or College Review Board will have responsibility to assure adherence to these regulations.

5.53. **School or College Review Board.** Each School or College Review Board is composed of a minimum of three faculty members. Each member must have the qualifications necessary to conduct an adequate and complete review of the research activities typically conducted at the University. The chairman is elected by the committee. The appointment and duration of membership shall be determined by the School or college with the proviso that membership should be overlapping. The Office of Academic Affairs will make available to each college a consultant who will:

5.53.1. Advise the School or college on current issues in the field of human subjects research.

5.53.2. Provide, upon request of Dean or Review Board, or at the direction of the Executive Vice President, oversight review for proposals, particularly those that are potentially controversial.
5.53.3. Provide expertise as needed in regard to specific proposals.

5.54. The Review Board has the authority to review, approve, require modifications and disapprove all aspects of human subject research (as defined earlier) of the college that relate to the use of human subjects in research. Approval by a majority of the members is required for all official actions. Initial research proposals must be approved by the Review Board before the research may begin. Research projects lasting more than 12 months must be reviewed annually by the Review Board during the anniversary month.

5.55. Review Board records should include:

5.55.1. Copies of all proposals reviewed with decision status.

5.55.2. Minutes of Review Board meetings.

5.55.3. Review Board membership list.

5.56. Records must be maintained by the School or college for at least three years after the final action of a research project.

5.57. Research Exempt from this Policy. The Review Board determines exemption status. The following research is exempt from this policy:

5.57.1. Studies conducted in established educational settings involving research on regular and ongoing instructional events.

5.57.2. Studies where the focus is on using educational tests and where the subject is unidentified.

5.57.3. The research is a survey or observation of human behavior except:

5.57.3.1. If responses are recorded in a way that subjects can be identified.

5.57.3.2. If responses would place subjects at risk of criminal liability or damage to finances, employability or dignity.

5.57.3.3. If research deals with "nonpublic" behavior.

5.57.4. Research involving existing public data.

5.58.1. The principal investigator bears primary responsibility to determine if her/his research is subject to the human subjects policy and to submit that research to the Review Board approval process. When an investigator's research qualifies for exemption according to the criteria above, only a summary statement of the research intention and exemption reason is forwarded to the Review Board for review prior to actually beginning the research. The Review Board has the final determination as to whether the research is exempted. The exempted research investigator still may request a full review of the research to document that adequate safeguards are in place.

5.58.2. All persons conducting research on human subjects should avail themselves of the general ethical responsibilities delineated in relevant legal documents. There are discipline-related codes governing the conduct of research. The individual researcher should avail himself of the counsel and guidance of the codes which apply to her/his disciplinary area. The researcher must initiate or coordinate the compilation of a research proposal as outlined in the format attached to this policy.

5.58.3. The Review Board conducts the primary review of proposals according to the published criteria. The chairman is responsible for returning to the principal investigator information either on needed changes in the project, approval or disapproval.

5.58.4. When another individual within another institution is assuming responsibility for functioning as principal investigator over a project, the project has gone through its human subjects review board and the institution has final responsibility for ensuring the rights of the subjects, the research proposal does not have to go through Regent University's School or College Review Board. In these cases, informed consent form modifications will be made in conjunction with Regent University's policies on a case-by-case basis to help clarify project responsibility and liability.

5.59. **Criteria for Review Board Approval of Research.** For research approval, the following requirements must be satisfied:

5.59.1. Involvement of subjects in the research project is consistent with biblical principles.

5.59.2. Risks to subjects should be minimized. Minimal risk exists when the risks of harm anticipated in the proposed research are not greater, considering probability and
magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

5.59.3. Description of the process for selection of subjects.

5.59.4. Informed consent is necessary and should be appropriately documented.

5.59.5. Provision is made for monitoring the research process to insure safety of subjects.

5.59.6. Safeguards are used to protect the privacy of the subjects and to maintain confidentiality of data.

5.60. **General Requirement for Informed Consent.** Following are the basic elements of informed consent:

5.60.1. Statements of: research procedures; general purposes; and expected duration of subject's participation.

5.60.2. Description of any foreseeable risks or discomforts.

5.60.3. Description of any potential benefits to subjects or others.

5.60.4. Statement of extent of confidentiality of records.

5.60.5. If more than minimal risk, an explanation of whether compensation or medical help will be made available.

5.60.6. Explanation of who to contact for questions of research or injuries.

5.60.7. Provision at any time for participant to withdraw immediately from study.

5.60.8. When appropriate, statement that procedure may involve unforeseeable risks.

5.60.9. Because of unforeseen circumstances, subject's participation may be terminated without regard to subject's consent.

5.60.10. Any financial additional costs to subject that may result from participation in the research.

5.60.11. Consequences and procedures of subject's decision to withdraw from research.
5.60.12. Where appropriate, statement of where results of research are to be published or where available for viewing.

5.60.13. The approximate number of subjects involved in the study.

5.61. The Review Board may approve proposals which do not include or alter some or all elements of those mentioned above or waive the requirements because:

5.61.1. The research involves no risk to subjects or the institution.

5.61.2. Waiver or alteration will not adversely affect rights of subjects.

5.61.3. Research could not be practically done without waiver or alteration.

5.61.4. *Human Subjects Review Board Research Proposal Format.* Each proposal must be preceded by a one-page abstract and should contain at least the following information.

5.61.4.1. Name of principal investigator.

5.61.4.2. Purpose of study.

5.61.4.3. Methodology.

5.61.4.4. Nature of human subjects.

5.61.4.5. Duration of project (with inclusive dates).

5.61.4.6. Statement of any possible risk to subjects.

5.61.4.7. Whether study should be exempt from full review by the Review Board.

5.61.4.8. Expected outcome of study.

5.61.4.9. Funding source(s).

5.61.4.10. Attach the Human Subjects Review Board Proposal Approval Form (see Appendix) to the front of the proposal.

(Academic Council, Revision Approved September 1999)
Telecommuting Faculty

5.62. Regent University recognizes the growing availability of technology and the opportunities it provides for new and exciting instructional delivery models. Part of the new opportunities is the ability of professors to work from sites other than the main campus.

5.63. Regent desires to allow selected instructors to telecommute, that is, teach from sites other than the main campus. Telecommuting is defined as a work agreement between a professor and Regent University, enacted through the Dean of an academic unit, that allows professors to perform part or all of the assigned duties from a work site other than the Regent campus in Virginia Beach or a satellite location.

5.64. Telecommuting is an optional work arrangement determined by the University and is not an employee/faculty right or benefit. Work conditions must conform to all appropriate state and federal regulations regarding employment. Faculty and academic units should consult the teleworking/telecommuting policy and guidelines in the Employee Handbook in the consideration of or application for a telecommuting arrangement.

5.65. Faculty members and Deans who wish to obtain approval for a teleworking or telecommuting arrangement must submit a written proposal to the Executive Vice President stating the business case for the arrangement. Deans must insure that on-campus programs remain viable and that critical academic on-campus operations are fully supported by the necessary faculty. Generally, no more than 15% of full-time faculty should be telecommuters. The Executive Vice President, with the recommendation of the Dean, makes the final decision based on ratios and any unique requirements of each academic unit.

5.66. Eligibility. The Dean shall determine if a faculty member is ready to telecommute. The Dean should be comfortable with the faculty member's ability to function well in a telecommuting environment. This may require that an individual teach on campus for several years prior to being allowed to telecommute. Faculty being considered for telecommuting should: be able to work independently with minimal supervision; demonstrate the initiative to contact people when information is needed; possess good organizational skills; be able to maintain performance without close oversight; have a strong sense of Regent's mission and vision; and have good collaboration skills.

5.67. Responsibilities. Telecommuting faculty should have comparable responsibilities to on-campus faculty and be expected to participate in the three areas of emphasis
required of faculty: (a) teaching; (b) research and writing; and (c) community service. Telecommuters should, as part of their community service, be expected to represent Regent at any regional event near their residence.

5.68. Telecommuting faculty should participate in faculty meetings via electronic means—either live or delayed, depending on time zone differences. They should be on campus for: (a) commencement; (b) annual faculty retreat; (c) required residencies/seminars; and (d) other meetings as required by the Dean. The academic unit will pay for these trips, to include travel, lodging and meals. Any trips the faculty member makes that are not authorized by the Dean will be made at the faculty member's expense.

5.69. Equipment. According to the University Computer Support Agreement for Teleworkers, telecommuting faculty working from home are required to provide their own Windows PC computer equipment, peripherals, software, and internet connectivity. Broadband internet service is required for access to email and other Regent systems. Basic systems support will be provided by the Regent University IT Help Desk. Arrangements for hardware repair, virus removal, operating system repair and other advanced support are the responsibility of the teleworker.

5.70. Upon approval of the teleworking/telecommuting proposal, the telecommuting faculty will be required to sign:

5.70.1. Regent University Teleworking/Telecommuting Agreement (please use as a template, modifying wording as needed for the agreed-upon terms).

5.70.2. Regent University Computer Support Agreement for Teleworkers.

5.71. Permission to telework or telecommute is at the sole discretion of Regent University, and Regent University retains the right to terminate the privilege at any time for any or no reason.

(Academic Council, Approved June 2000; revised November 2009)

STUDENT PROCEDURES

Admission for International Students
6.1. The Schools shall not admit international applicants until that School has offered its programs for a minimum of two academic years. Initial enrollment should occur during the fall term whenever possible. The School's director of admissions is responsible for obtaining necessary approvals for exceptions to this policy. Faculty and staff should advise international applicants to apply at least four months before the start of the term in which they wish to enroll, due to the on-going changes to the federal visa process. Please refer to the current online University catalog for details about the International Admission process and obtaining a visa.

Enrollment Status Classification

6.2. Regular (Degree-seeking) Students. Applicants who intend to obtain a degree from Regent University are defined as regular degree-seeking students. All regular degree-seeking students are eligible for all forms of financial aid, unless otherwise specified in the catalog, and contingent upon successfully meeting other eligibility criteria of the individual financial aid programs. Upon acceptance, some students may be classified as provisional or conditional, if they have not met all admission requirements. Please refer to the current online University catalog for details about provisional and conditional enrollment status classification and their limitations or requirements.

6.3. Nondegree Students. Applicants desiring to enroll in courses who do not intend to obtain a degree may be accepted on non-degree status. (Academic Council, Approved March 1998)

Graduate Full-Time Classification

6.4. To be classified as full time for enrollment certification purposes, a graduate student must satisfy one of the following conditions:

6.4.1. Be enrolled for a minimum of nine (9) credit hours (masters level), ten (10) credit hours (law), and six (6) credit hours (doctoral) per regular academic semester or six (6) credit hours during the summer session(s). This definition will be used for enrollment reporting purposes.

6.4.2. Be enrolled for at least one credit hour per semester in one of the following culminating academic experiences: dissertation, thesis, portfolio, internship or any other equivalent. The student's advisor may be required to certify in writing to the Registrar's Office that the student is
working full time on the culminating experience. With the exception of doctoral students working on dissertations, a student shall not be classified as full time for more than two semesters while working exclusively on a culminating experience except as approved by the Dean of the School or college.

6.4.3. Be enrolled for at least one (1) credit hour in the last semester of enrollment necessary for completing the degree. It is the student's responsibility to notify the Registrar's Office in writing, via Academic Petition, at the beginning of the applicable term.

6.4.4. If program design does not allow for at least nine (9) credit hours per session, full time classification will be considered the maximum number of credit hours offered per session in that program. It is the student's responsibility to notify the Registrar's Office in writing, via Academic Petition, at the beginning of each applicable term.

(Academic Council, Approved December 1998)

Undergraduate Full-Time Classification

6.5 To be classified as full time for enrollment certification purposes, an undergraduate student must be enrolled for a minimum of 12 credit hours.

Independent Study

6.6 An independent study is a learning experience that allows a student to research and evaluate subject matter or to conduct other comparable academic activities with minimal faculty guidance. Independent studies are available to students as faculty expertise, time and resources permit. An independent study may be chosen for one of the following reasons:

6.6.1. The subject matter or academic activity is not included in regular course offerings and is pertinent to student's degree interests.

6.6.2. The subject matter or academic activity is significantly beyond the scope of scheduled course offerings. An independent study shall constitute a contract between student and teacher and, as such, shall contain specific
goals, expectations and evaluation criteria in written form. The quality and
effort of the study shall be equivalent to that expected in the classroom.

6.7. An independent study course shall be subject to the same academic policies as a regular
course except that incomplete work shall be subject to the In Progress (IP) grade policy.
The value of the independent study shall vary from one to four term hours. Each School
may establish limits to the total number of independent study credits that may be applied
toward degree requirements.

6.7.1. The student and advisor shall assess the need for an independent study by
reviewing the student's academic goals, the content of regular course
offerings and the student's progress toward degree requirements.

6.7.2. The student shall complete an Individual Study form and obtain the
approval signatures of the advisor and the independent study director.

6.7.3. The student shall submit the approved Individual Study form to the School
registration representative and register for the independent study during
the registration period for the term in which the student intends to begin
the study.

6.7.4. The School shall distribute a copy of the Individual Study form to the
Dean, advisor, independent study director and the student.

6.7.5. The student and director shall make periodic contact during the course of
study with a system of mutual accountability established.

6.7.6. The study director shall perform the final evaluation and shall assign a
final letter grade.

(Academic Council, Approved April 1996)

Internship

6.8. An internship provides an opportunity for a student to apply classroom learning to actual
work situations in the student's major academic area of concentration. It shall be a new
and educationally rewarding experience for the student rather than a repeat of previous
work experience.
6.9. The internship shall be supervised by a faculty director and by a professional practitioner in the student's field of concentration. A student may receive compensation for an internship subject to approval by her/his advisor and Dean. Internship credit shall be variable with 90 hours of experience generally equaling one credit. Grading policies for the internship shall be established by each School. An internship is normally pursued near the completion of a student's degree program. To be eligible to register for an internship, a student shall have completed one-third of the total number of hours required in her/his degree program. Each School may establish other guidelines for the pursuit of internship credit.

6.9.1. Each Dean's office shall provide the student with a suggested internship agreement format and detailed directions for obtaining an internship agreement contract.

6.9.2. The student shall, in cooperation with her/his advisor and internship director, obtain an internship agreement.

6.9.3. The student shall then complete an Individual Study form and obtain the approval signature of the faculty internship director.

6.9.4. The student shall submit the approved Individual Study form to the School registration representative and register for the internship during the registration period for the term in which the student intends to begin the internship.

6.9.5. The School shall distribute a copy of the approved form to the advisor, faculty internship director and student.

6.9.6. The faculty internship director shall determine the form and frequency of student contact and reporting during the internship.

6.9.7. The student shall request a formal performance evaluation letter from her/his professional supervisor to be sent to her/his faculty internship director.

6.9.8. The faculty internship director shall perform the final evaluation and shall assign a final grade.

(Academic Council, Approved April 1996)
Joint Degrees Programs (Graduate Students Only)

6.10. To meet the growing demand for professionals who are trained in more than one field, Regent University offers joint degrees between its various graduate Schools and programs. Thus, students may earn two graduate degrees with fewer total credit requirements than if the two degrees were earned separately. Joint degrees apply to masters degrees and J.D. degree only. For reasons such as content duplication, the total credit hour requirement may be reduced up to 20% from the requirements of the two degrees if earned separately. The requirements and percentage of credit hour reduction is determined by the individual Schools and programs.

6.11. A joint degree will normally require a minimum of two-and-one-half to three years of full-time study (four years for the J.D. or M. Div.). Each joint degrees program requires completion of core courses, some electives and method courses, and in most cases an internship, thesis or their equivalent. The internship or thesis focuses on a topic involving interaction between both fields represented by the degrees being sought. Specific details about joint degrees programs may be obtained by contacting the Admissions Office or the Dean's office of the individual Schools.


6.12.1. Ordinarily, students should seek admission to a joint degrees program before the completion of one-third of any single degree program. This should coincide with the completion of the student's Approved Degree Plan (ADP).

6.12.2. Upon admission to two Schools, the student will be assigned two advisors, one from each School. The student must obtain approval from both advisors in the registration process each term.

6.12.3. In consultation with both advisors, the student is responsible for planning and executing the joint degrees, taking into account sequencing of core courses, major courses and electives in both Schools.

6.12.4. The student is responsible for fulfilling the specific requirements of individual Schools and colleges, such as prerequisites and residency.

6.12.5. Students must complete both degree programs before being cleared for graduation in either program.
6.12.6. Because they receive two separate degrees, joint degrees students pay two graduation fees when applying for graduation.

6.13.  

**Financial Aid.**

6.13.1. If two Schools agree on the total percentage of award for the year, then the Schools may choose to utilize that specific percentage as the maximum between the Schools during the year. Example: Both Schools agree that the student can receive a maximum of 40% scholarship or grant award for the award year. Either one of the Schools will award the full 40%, or they can agree that the two Schools can give awards equal to 20% each, or some other combination to equal not more than 40% of tuition charges. In such a case, either one or two award codes may be used as long as the maximum percentage agreed upon by the Schools for the student for the award year is not exceeded.

6.13.2. If both Schools do not agree on the maximum percentage award for the award year, each of the two Schools must utilize two separate award codes, and also utilize "hard dollar" amounts in awarding the student rather than a specific percentage award.

6.13.3. If a student takes fall and spring courses totally in one School, the School can utilize percentage or hard dollar awarding. If the student enrolls in the summer in courses totally in the second School, the second School can make awards as percentage or hard dollar awards.

6.13.4. In all cases, prior to awarding a joint degrees student, a Joint Degree Financial Aid Award and Advisement Form must be completed by both Schools and the student. The Form must include:

- **6.13.4.1.** A projected enrollment breakdown, by School of enrollment, for the entire award year-fall, spring and summer.

- **6.13.4.2.** The award type (name and code).

- **6.13.4.3.** The amount of award if it is a hard dollar award.

- **6.13.4.4.** The percentage of tuition charges, if it is a percentage-based award.
6.13.4.5. A notification/disclaimer that the awards listed are based upon the enrollment as projected on the form, or the aid is subject to change.

6.13.4.6. Appropriate authorized signatures from the:

6.13.4.6.1. Student.

6.13.4.6.2. Academic advisor from School "one"

6.13.4.6.3. Academic advisor from School "two."

6.13.4.6.4. Financial aid representative from School "one."

6.13.4.6.5. Financial aid representative from School "two."

6.13.4.7. Provision for routing to the following:

6.13.4.7.1. Signatories indicated above.

6.13.4.7.2. Central Financial Aid Office.

(Academic Council, Approved March 2000)

**Practicum**

6.14. A practicum is a field-based project that provides an opportunity for a student to gain practical experience in a particular field of study. Approval for a practicum shall only be given if there is evidence of significant learning opportunities related to the student's major area of study. A practicum shall constitute a contract between student and teacher and, as such, shall contain specific goals, expectations and evaluation criteria in written form. The quality and effort of the practicum shall be equivalent to that expected in the classroom.

6.15. Practicum credit shall be variable with 90 hours of experience equal to one credit. Grading policies for the practicum shall be established by each School. Each School may establish limits to the total number of practicum credits that may be applied toward degree requirements. To be eligible to register for a practicum, a student shall have completed 12 credit hours, shall have a 3.00 cumulative GPA and shall have obtained approval from the faculty practicum director.
6.15.1. The student and advisor shall assess the need for the practicum by reviewing the student's progress toward degree requirements and determine how the practicum will meet the student's educational goals.

6.15.2. The student shall complete an Individual Study form and obtain the approval signatures of the faculty practicum director.

6.15.3. The student shall submit the approved Individual Study form to the School registration representative and register for the practicum during the registration period for the term in which the student intends to begin the study.

6.15.4. The School shall distribute a copy of the approved Individual Study form to the Dean, the advisor, the practicum director and the student.

6.15.5. The student and faculty director shall make periodic contact during the course of study with a system of mutual accountability established.

6.15.6. The faculty practicum director shall perform the final evaluation and shall assign a final grade.

(Academic Council, Approved April 1996)

Registration and Payment

6.16. Only students who have formally applied and have been officially accepted to enroll at Regent University may register for credit bearing courses. Please refer to the current online University catalog for specific information about course registration and payment deadlines.

Repeating a Course

6.17. Please refer to the current online University catalog for details about repeating a course. Repeat rules may be different by School.

Withdrawal from the University

6.18. Students who wish to withdraw voluntarily from the University during a term shall meet with the Dean of the School and secure the Dean's signature on the withdrawal
form. Students must satisfy all financial obligations before leaving campus or they will not receive transcripts or be allowed to re-enroll. Please refer to the current online University catalog for details about withdrawing from the University.

Admission Criteria and Procedures

6.19. Deans are responsible for ensuring that all faculty and staff involved with admissions are informed of our admissions policy and position, understand it and agree to abide by it. Please refer to the current online University catalog for details by School.

Student Discipline

6.20. Policy. Enrolled students are expected to conduct themselves in a manner consistent with the Honor Code and the Standard of Personal Conduct. Students are disciplined for actions that violate these policies. Such actions include, but are not limited to, theft or misuse of property, threats to the health and safety of others, abuse or intimidation, sexual misconduct, violation of housing rules or regulations, or conduct deemed unlawful. (Violations involving academic dishonesty or plagiarism are governed by a separate policy contained in the Student Handbook.)

(Academic Council, Revision Approved February 2008)

6.21. If a violation relates to academics, it should be referred to the Dean of the School in which the student is enrolled. If the violation does not relate to academics, it should be referred to Student Services, which will resolve the problem in concert with the Dean of the School in which the student is enrolled.

6.22. Throughout the discipline process, the student has the right to and should seek counsel. The student also has the right to confront her/his accusers.


6.23.1. The Dean of the School or Student Services must report all instances of student discipline to the Executive Vice President immediately.

6.23.2. The administrator(s) meets with the student to discuss the suspected violation and come to an agreement or decision. The administrator(s) may, if appropriate, include the advisor and/or a committee of faculty and a
Council of Graduate Schools (COGS) representative to consider the matter and offer suggestions to the administrator. The administrator or other interested parties may propose mediation prior to a decision. Mediation is conducted in accordance with the University's Mediation Agreement (see Appendix).

6.23.3. If mediation is not pursued or if mediation is not successful, the administrator advises the student, either orally or in writing, regarding the decision, which would be one of the following:

6.23.3.1. Resolution. The issue is dropped or resolved with no further action taken.

6.23.3.2. Warning. A written warning, specifying the unacceptable behavior and indicating what is expected, is placed in the student's permanent file as maintained in the Dean's office. If an agreement is reached, the student will be asked to agree in writing to live within the framework of the agreement.

6.23.3.3. Suspension. The student may be suspended from the institution for a specified period of time. Suspension may begin at any time. Absence from class will not be excused, but the student may have the privilege of taking examinations and submitting major papers. The suspension will be noted in the student's permanent file as maintained in the Dean's office. The student will be allowed to return if the Dean so recommends and the Executive Vice President approves.

6.23.3.4. Dismissal. In severe situations, the student may be immediately dismissed from the University. The student forfeits all University privileges. Refunds are made in accordance with the refund policy and a grade of W is recorded on the transcript for classes in which the student is enrolled. The student may reapply for readmission after one full academic year from the date of dismissal and may be readmitted if the Dean so recommends and the Executive Vice President approves.

6.23.4. Any appeal from any action undertaken pursuant to this policy is governed by the Procedure for Student Appeals to a University Vice President policy, contained in this Handbook.
6.24. This Student Discipline policy applies to all Regent University Schools other than the School of Law, which has its own policies and procedures with respect to discipline of law students.

Advising

6.25. Schools/programs assign an advisor to students to help them plan degree programs and to give career and personal guidance during their graduate or undergraduate program. It is the students' responsibility to meet the requirements of the degree as established by the faculty, administration and Board of Trustees and as defined in the student's approved degree program and in the University catalog.

6.26. Advisors assist students during the registration process and throughout the year. Advising students shall be regarded as a central and integral part of the instructional responsibility of faculty members. To the degree possible, advisors shall be matched with the areas of the student's specific interests.

6.27. Procedures.

6.27.1. At the time of formal admission, the School informs new students in writing of the name of their assigned advisor and enters the advisor assignment in each student's record.

6.27.2. At the beginning of each academic term, the School provides each professor a list of all advisees who are enrolled for that term.

6.27.3. Students are responsible for taking the initiative to obtain advisement.

6.27.4. Faculty, students or Deans may request a change of advisors through the Dean's office. The Dean approves all advisor changes.

6.27.5. Advisors approve the schedule and course load of all advisees for each academic term and meet with advisees each term as appropriate.

6.27.6. Students obtain their advisor's written approval on the Add/Drop Request form to drop or add a course during the authorized add/drop period. Courses may be dropped after the authorized date only for unusual reasons and with the Dean's approval.
6.27.7. Students wishing to enroll in a class offered by a School other than the
School in which they were admitted need approval from the following:
advisor; Dean of the School in which they are enrolled; instructor of the
course; and Dean of the School or college in which the course is taught.

6.27.8. Students need the approval of their advisor and Dean on the Individual
Study form for the following academic experiences: practicum;
independent study; internship; professional portfolio/project; thesis; and
tutorial.

6.27.9. Students may request a printout of their approved degree program from
their School. Changes to the approved degree programs require approval
on an Academic Petition form, which is available in the Dean's office.

6.27.10. Students voluntarily withdrawing from the University during a
term must complete a Withdrawal form and get approval from the
appropriate advisor and Dean.


6.28.1. As a general principle, students should seek admission to a joint degrees
program before the completion of one-third of any single degree program.
This should coincide with the completion of the student's approved degree
program.

6.28.2. Upon admission to two Schools, the student will be assigned two advisors,
one from each School.

6.28.3. The student must get approval of the joint degrees program from both
advisors in the registration process each term. Ordinarily, this will require
a joint meeting with both advisors and the student.

6.28.4. The cumulating experience will be supervised and evaluated by a
committee with members from both Schools.

6.28.5. In consultation with both advisors, the student is responsible for planning
and executing the joint degrees, taking into account sequencing of core
courses, major courses and electives in both Schools.

6.28.6. The student is responsible for fulfilling the specific requirements of
individual Schools and colleges, such as prerequisites and residency.
(Academic Council, Approved March 1996)

Attendance and Participation

6.29. **Graduate Courses.** Class attendance is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and class participation. Regular attendance at classes and laboratories is expected and for Law School is mandatory. It is left to the individual faculty member to evaluate each student's record of attendance in arriving at a final grade.

6.30. **Undergraduate Courses.**

6.30.1. Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

6.30.2. Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students’ participation. Students are responsible to attend and participate in class and to follow campus policies. The instructor (not the student) is responsible to establish and make decisions about applying the class attendance policy.

6.30.3. Normally, expectations for participation, such as those for quality work in the group discussions (including those in Blackboard), differ from the minimal requirements for attendance. Thus, at the instructor's discretion, a student who is merely present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course.
grade, as instructors follow their posted policy for receiving late work from students.

6.30.4. Attendance is tracked weekly. For any week (7 days) in which a student does not attend class or, for online courses, participate in academic activities for the course in Blackboard, the student will be marked absent in the Blackboard grade book. The standard by which a final date of attendance in the class is measured will be the last date on which the online student engages in academic activity for the course in Blackboard or the on-campus student attends the on-campus class for a course, whichever is more recent. “Academic activity” includes submitting an assignment, taking an exam or tutorial, engaging in computer-assisted instruction, participating in online discussion about academic matters, or initiating contact with a faculty member to discuss academic matters concerning the course. Students should be aware that this date could affect their financial aid and financial obligations.

6.30.5. In all classes, it is the student’s responsibility to contact his/her instructor(s) to notify them of illness when the illness prevents the student from meeting academic requirements, such as attending class or meeting stated deadlines. In the case of illness which prevents students from attending a campus class, students are normally expected to notify the professor either prior to the scheduled class or at least within 24 hours after the absence. In all cases, the instructor may request of the student a medical excuse from a health professional or other appropriate person (such as a resident director).

6.30.6. Students who are excused from a campus class (or from meeting an academic deadline) due to an illness or authorized activity (see below) maintain the responsibility to meet course requirements; the absence does not remove the responsibility for the student to complete required work. Students are advised to seek communication with the instructor as soon as possible regarding how they may make up missed work. Conversely, a student who has unauthorized absences normally may not make up missed work. In all cases, communication with the instructor about how to meet the academic requirements of the course is critically important since the instructor establishes these requirements.

6.30.7. Students are responsible for notifying and seeking approval from the instructor whose classes will be missed due to an academic activity
authorized by the administration, such as a theatre production or similar, planned event approved by the University. A student’s absence due to an approved out-of-course activity shall not be considered authorized unless (a) the absence is in fact a result of participation in the approved out-of-course activity; (b) the student has notified the faculty member whose class will be missed before the date of the anticipated absence and has arranged to make up any missed work; (c) the student is absent only for the dates originally approved. Additional absences shall not be considered acceptable. The student must notify the instructor in writing before the class occurs and, when approved by the instructor, make arrangements to make up the missed work. Such arrangements may include additional assignments in lieu of class attendance. When, in the judgment of the instructor, the student is performing so poorly in class or the nature of the class session is such that the student will be put at risk by the absence, the instructor will notify both the student and the other faculty member about the risks, with the intention of working out a mutually agreeable solution. The final decision for administering the class attendance policy resides with the faculty member whose class is missed.

Degree Program Audit

6.31. In order to graduate, students must complete all the degree requirements published in the Catalog for the degree program in which they are enrolled. Requirements will be maintained in the degree audit module of the University's database system. Students may obtain from the School an Academic Evaluation Report (Approved Degree Plan, ADP) which gives a detailed account of their progress toward degree requirements and the requirements that remain for degree completion.

6.32. Students enrolled in degree plans that vary significantly from the published requirements for the School in which they are enrolled should consult with their School to determine how their degree requirements can be defined in the degree audit module so that an accurate Academic Evaluation Report (ADP) is available.

(Academic Council, Approved March 1996)

Financial Holds on Academic Records

6.33. Please refer to the current University catalog for details about financial holds on academic records.
Grading System including Withdrawal and Incomplete courses

6.34. The instructor determines all grades. The basis for evaluation and grade calculation shall be published in the course syllabus available on or before the first formal class meeting. Please refer to the current online University catalog for details about the various grading scales.

Graduation Requirements and Commencement

6.35. Please refer to the current online University catalog for details about graduation requirements, commencement and program curriculum.

Information Research and Resources Course

6.36. Please refer to the current online University catalog for details about these non credit courses.

Thesis/Professional Portfolio

6.37. Depending on the program, the thesis is one of several options that master's students may choose to receive a master's degree. Where authorized, students may choose a professional portfolio option in place of the thesis. The thesis is a document incorporating research (historical, critical and/or empirical), analysis and conclusions on an issue or topic in a discipline of the master's degree. The professional portfolio is a document incorporating research and the producing of a final work that demonstrates professional competence and creativity in a discipline of the master's degree.

6.38. Each School or college establishes specific guidelines for the thesis/portfolio proposal, as well as for the thesis/portfolio itself and provides those guidelines to students. Specific guidelines by School may include external costs that are typically associated with publishing and professional editing. Students register for the thesis/portfolio credits during a regular registration period. The student receives an In Progress (IP) grade at the end of the semester unless all thesis/portfolio requirements—including payment of library binding charges—have been met and verified by the Registrar's Office.
6.38.1. Subject to the approval of the advisor, the student selects a thesis/portfolio topic and secures a faculty member to serve as chairman of the thesis/portfolio committee.

6.38.2. The student and the chairman secure other faculty members to serve on the thesis/portfolio committee. Schools may permit one specialist in the discipline from outside the University to serve on the committee in place of a faculty member.

6.38.3. Schools provide students with forms, guidelines and deadlines for its thesis/portfolio requirements.

6.38.4. Students prepare and receive approval for the thesis/portfolio proposal from the committee before beginning the actual work. Each committee member signs an approved proposal on the title page. Students submit a copy of the signed proposal to the Dean's office before the end of the semester preceding the expected semester of graduation. Schools may require students to enroll in thesis or portfolio proposal credit (in addition to the regular thesis credits) prior to engaging a faculty member or committee in developing a thesis/portfolio proposal.

6.38.5. Students complete an Individual Study form and obtain approval from the thesis committee chairman.

6.38.6. Students submit the approved Individual Study form to the School registration representative and register for the thesis/portfolio credit during the registration period for the semester in which the student intends to begin the study.

6.38.7. The School distributes a copy of the Individual Study form to the Dean, the advisor, the thesis/portfolio committee chairman and the student.

6.38.8. Students conduct the thesis/portfolio activity with periodic consultation with the committee chairman.

6.38.9. Students submit a copy of the completed thesis/portfolio to each member of the committee for final evaluation.

6.38.10. For those Schools that require an oral defense, the student shall then defend the thesis/portfolio to the committee. The oral defense may be public, at the option of the School.
6.38.11. The thesis/portfolio committee performs the final evaluation. The committee continues to work with the student until all revisions and corrections have been made.

6.38.12. When all revisions and corrections have been verified, the student submits a Thesis/Portfolio form and the revised manuscript on archival paper to each committee member and the Dean if the School requires it for signature approval.

6.38.13. Students provide one copy for the committee chairman and two copies for the library. The School may require additional copies.

6.38.14. Upon receipt of the Thesis/Portfolio Approval form from the library, the Registrar's Office posts a passing grade for the thesis/portfolio.

6.38.15. The student pays all fees incurred for the thesis/portfolio. A diploma and transcript will not be released until all fees and encumbrances have been paid.

6.38.16. According to the Grading System policy, if a student does not complete the thesis/portfolio by the end of the two semesters allotted, a No Pass (NP) grade shall be posted and the student desiring to complete work on the thesis/portfolio shall be required to re-register and pay for the thesis/portfolio credits.

(Academic Council, Approved April 1996)

Credit by Advanced Standing and Transfer

6.39. **Graduate Programs.** A majority of the credits for a graduate or post-baccalaureate professional degree must be earned through Regent University. Thus, the limit for the number of graduate credits accepted by advanced standing and transfer is a maximum of 49%, except for the School of Law programs.

(Academic Council, Revised March 2010)

6.39.1. Advanced standing is credit granted towards a degree program for study already undertaken but not ordinarily available for transfer. By giving recognition to prior learning, advanced standing prevents the unnecessary duplication of study and may save time and money. The availability of
advanced standing does not guarantee entry into a particular course of study. In some cases there are high levels of competition for places and in other cases applicants may need to have fulfilled other requirements to gain entry. The granting of advanced standing credit may not necessarily result in the reduction of credits required toward a particular degree. Advanced standing credit in a course may only permit that a required course in a Regent degree program could be "waived" or replaced with another relevant course approved by the individual School.

6.39.2. Criteria guiding the acceptability of credit by advanced standing and transfer include:

6.39.2.1. **Currency of qualifications.** Units undertaken more than a decade previous to the application normally may not be recognized for advanced standing or transfer.

6.39.2.2. **Relevance of the credit/s.** When a student can demonstrate that coursework completed at another institution reflects the curriculum, course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in Regent's own graduate degree programs and assessment criteria of Regent University, the student may be granted exemption and/or credit for the relevant Regent credit/s.

6.39.2.3. **Accredited work.** To be approved for advanced standing or transfer, credits must have been taken from a regionally accredited institution or one approved by the Regent School in which the student is enrolled (ordinarily an institution accredited via approved, Council for Higher Education Accreditation (CHEA) listed accrediting bodies, such as ABA, APA, ATS, CACREP, or TEAC).

6.39.2.4. **Availability of work.** Credits accepted for transfer ordinarily cannot have been counted on a previously completed degree program at Regent or any other institution.

6.39.2.5. **Course grades.** Courses with grades of B- and below (C- and below for the J.D., M.Div., M.A. in Practical Theology and M.A. in Missiology programs) will not be accepted for transfer.
6.39.3. When transfer courses are approved, the course title and credit hours, as well as the name of the institution where the credits were earned, are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative grade point average.

6.39.3.1. Students who want to transfer graduate credits to a Regent University degree program shall initiate an official request for transfer credit through the Dean's office or the student's academic advisor.

6.39.3.2. Students submit an official transcript for each proposed transfer course.

6.39.3.3. Schools may establish other requirements or documentation for evaluating the transfer credit, such as a copy of the course syllabus or a copy of the course description from the institution's Catalog. Schools make their specific transfer credit evaluation procedure available to students.

6.39.3.4. When the evaluation process is complete and courses are approved for transfer, the Dean's office forwards a copy of the official transcript(s) and Transfer Credit Evaluation form to the Registrar's Office for entry of the transfer courses and credits on the student's academic transcript and degree program audit.

6.39.3.5. Students who transfer from one Regent degree program to another may be required to complete the transfer of credit procedure for all courses taken in the previous degree program that they desire to apply to the new degree program.

6.40. Undergraduate Programs. Regent University welcomes and accepts college-level transfer credits awarded through other colleges and universities holding regional accreditation status via MSA, NWCC, NWACS, NEASC, SACS, and WASC accrediting bodies. Regent also reserves the right to accept college-level transfer credits awarded by schools accredited by ABHE (Association for Biblical Higher Education) or TRACS (Transnational Association of Christian Colleges and Schools). Regent accepts approved entrance level examinations (i.e., CLEP/DANTES/ AP/IB), military credit, and credits from other institutions of higher learning that meet Regent University standards or with whom Regent has an articulation agreement. The following standards and processes apply:
6.40.1. The total transfer credits to complete the bachelor's degree may not exceed ninety (90), and students must complete at least thirty (30) credits at Regent in order to earn a baccalaureate degree. Students should be aware that 75% of required major hours must be completed at Regent University. For students wishing to complete the associate's degree, the total transfer credits may not exceed forty-eight (48). These students must complete sixteen (16) credits at Regent. Except for schools and/or accrediting agencies that have been specifically identified by Regent for transferability, only work from a regionally accredited school with a grade of C (2.0 on a 4-point scale) will be accepted in transfer. Regent University reserves the right to accept credits for a lower number of credits than the number given at the original institution.

6.40.2. Verification of all transfer credits and grades is done using only official transcripts sent directly by the originating institution or testing agency, with the following exceptions:

6.40.2.1. advanced standing exams noted on a military transcript (SMART) will be received as official; and.

6.40.2.2. credit for placement exams and prior learning assessment (credit for life experience) will be awarded if transcripted by a regionally-accredited institution, up to the maximum ninety (90) credit hours allowed in transfer.

6.40.3. If a student has earned credits at a regionally accredited institution through successful completion of courses that are significantly similar to courses at Regent University, the courses will be reviewed on a course-by-course basis by Regent University to determine eligibility for transfer. Transcripts from foreign institutions must include an English translation (if necessary) with a course-by-course evaluation from an official, U.S.-based evaluation service, and be converted to the American grade point average system. Canadian transcripts must also be evaluated if the college or University does not hold U.S. regional accreditation. The translation and evaluation fees must be paid directly to the agency performing the service. Please see the International Admissions website for a list of recommended evaluators.

6.40.4. Courses that do not apply to a student’s degree program (either as electives or as specific degree requirements) will not be accepted, nor will
courses typically labeled “student development,” “career,” “special topics,” “internships,” “seminars,” or similar courses. Regent University also does not accept transfer credit for remedial or sub-introductory (below 100-level) courses, nor is credit granted for varsity sports participation. Credits from regionally accredited institutions will be considered for transfer when Regent does not offer an equivalent course, provided that the transferred course is within the general framework of the liberal arts curriculum. Courses that are academic rather than vocational/technical in nature will be accepted. Some vocational courses that have academic content, such as basic/intermediate engineering, etc.), as well as approved military training, may be considered, up to a maximum of twenty-one (21) credit hours.

6.40.5. When transfer courses are approved, the name of the institution where the credits were earned and the credit category are entered on the Regent University transcript. However, the grades are not entered on the transcript and are not used in the calculation of the Regent University cumulative GPA. Courses transferred as “P” or “S” will be considered as earned credit but will not affect the grade point average or graduation honors.

6.40.6. If transfer credit is received in lieu of a Regent University course and the student subsequently registers at Regent University for the same course, the credit originally awarded is void.

6.40.7. At least seventy-five percent of a student’s coursework for a major in the baccalaureate or associates degree program must be completed through Regent University. In addition, for students wishing to complete a second undergraduate major at Regent University, at least seventy-five percent of the coursework required for the second major must be unique to that major program. A dual major student is one pursuing two majors within the B.A. offerings or two majors within the B.S. offerings. A dual degree student is one pursing one major in the B.A. offerings and one major in the B.S. offerings.

6.40.8. Students wishing to complete a minor at Regent University must complete all of the required credits for the minor at Regent. Nine (9) of the fifteen (15) credits of the minor must be unique to that minor program. Only six (6) credits may count toward both the minor and the major. Courses applied to the minor must be graded C- (1.67) or better. Note: Some
departments may not allow a major and a minor within the same discipline.

6.40.9. Transfer students who have earned the Associate in Arts or Associate of Science degree from VA or NC community colleges and who meet the minimum requirements for admission to Regent University will receive transfer credit for all eligible courses taken from regionally accredited colleges and those institutions specifically identified by Regent University for transferability, recognized as direct transfer programs, subject to normal transfer credit policy. Students holding the A.A. or A.S. degree are required to take GENE 101 - Contemporary Problems for Christian Leaders as well as RELS 107 - Christian Worldviews, which are courses specific to the mission of Regent University. Regardless of whether the student holds an associate’s degree, no more than ninety (90) semester hours may be transferred from other colleges and universities for the bachelor's degree.

6.40.10. A minimum of sixty (60) semester hours of transferable credit with a minimum grade of C (2.0 on a 4.0 scale) will permit a student to enter with junior classification; a minimum of ninety (90) semester hours of transferable credit following these standards allows a student to enter with senior status. All students seeking degrees must meet the requirements outlined under Graduation Requirements regardless of total credit accepted in transfer.

6.40.11. Transfer students must be in good standing academically, socially, and financially, with all institutions previously attended. Regent reserves the right to place transfer students automatically on academic probation if they were on academic probation for the previous semester at another institution.

6.40.12. Regent University reserves the exclusive right to determine the acceptability and applicability of all transfer credits. The University reserves the right to deny credit for coursework taken by the student prior to admission if it is identified and presented after transfer. Regent University reserves the right to refuse acceptance of course credits when those credits were earned more than ten years prior to the date on which the student applies for transfer. Students are invited to demonstrate competencies gained through such courses through CLEP or other approved examinations and thereby gain course credit.
6.41. Active students desiring to take courses outside of Regent during the pursuit of their degree program must complete a Transient Credit Form.

6.42. Courses completed at another institution without this form on file may not be subject to normal transfer policies.

6.43. Questions regarding University policies on transfer credit or the applicability of specific courses for credit should be directed to the University Registrar’s Office.

Virginia Tidewater Consortium Exchange Program

6.44. Cross-registration through the Virginia Tidewater Consortium (VTC) provides students the opportunity for enriching their program by permitting students enrolled at any of the VTC institutions participating in the program to take courses at any other VTC institution. This policy applies only to regular on-campus credit courses of VTC institutions. Distance education students are not allowed to participate in this program.

6.44.1. Students enrolled at any VTC institution may register on a credit or audit basis for courses offered by other VTC institutions with the approval of the "home" institution. Regent University students who are enrolled full time and have an acceptable cumulative grade point average may take courses at any of the Hampton Roads campuses that are certified under the VTC Exchange Program.

6.44.2. When a student enrolls at one VTC "home" institution and cross-registers at a VTC "host" School, the credit earned at the "home" institution is posted on the transcript as resident credit. A VTC institution will not issue a transcript to a cross-registered student who it hosts.

6.44.3. The "host" institution must use the grading system of the "home" institution.

6.44.4. Tuition is charged by the "home" institution for a cross-registered course and tuition must be paid at that institution.

6.44.5. Normally, the desired course must not be currently available at the student's "home" institution. Regent students may take only up to nine hours through the VTC. Any exceptions must be made by the Dean.
6.44.6. Students are governed by the administrative rules and regulations of the "host" institution while in attendance there.

6.44.7. A VTC Cross-Registration Form must be completed and signed by the appropriate people at the "home" and "host" institutions. Regent students registering for courses at any of the VTC institutions must contact Regent's Registrar's Office for the necessary paperwork.

6.44.8. Each "host" institution will establish its own dates for cross-registration.

6.44.9. The FTE credit will go to the "host" institution.

6.44.10. Grades are processed and released upon receipt of grades from the "host" institution.

6.44.11. Students enrolled in a Regent degree program may only apply VTC credits to their Regent degree program if Regent is listed as the "home" institution.

(Academic Council, Approved May 1998)

**Thesis and Dissertation Writing Guidelines**

6.45. Theses, portfolios, dissertations and other final projects should be prepared as carefully as a manuscript for publication. Each School shall publish a writing style guideline. These guidelines shall be distributed to students and to the University Library. The following University guidelines should be observed when preparing theses, portfolios, dissertations and other final projects (unless there is a School-specific guideline):

6.45.1. Choose a title that provides a meaningful description of the contents. Retrieval systems use the key words in the title to locate the document.

6.45.2. Abstracts for final projects, portfolios and theses in the master's program should be a maximum length of 150 words. Abstracts for dissertations in the doctoral program should be a maximum length of 350 words. The abstract is not counted in the numbering of the document and does not

6.45.3. Use lowercase Roman numerals centered at the bottom for the preliminary pages. Use Arabic numerals centered at the bottom beginning with the body of the paper text through to the end, including the appendices.

6.45.4. Use the following order for document sections:

6.45.4.1. Title page (page i, number does not appear on the page)
6.45.4.2. Approval page
6.45.4.3. Copyright notice
6.45.4.4. Dedication (optional)
6.45.4.5. Table of Contents
6.45.4.6. List of tables
6.45.4.7. Acknowledgement page
6.45.4.8. Abstract
6.45.4.9. Body of the paper (page 1, number does not appear on the first page)
6.45.4.10. References
6.45.4.11. Appendix

6.45.5. Use Times New Roman type style and 12 point size.

6.45.6. Make the margin one inch on all sides except the left side, which should be 1-1/2" to allow for binding.

6.45.7. Double-space the entire document and single-space all blocked quotations, footnotes and references, unless your stylebook directs otherwise.

6.45.8. Laser print the manuscript on white acid-free paper, minimum 20-pound weight and 8 1/2" x 11" in size.
6.45.9. All theses are submitted to UMI (University Microfilms International) for electronic publication in their Dissertation Information Service. If copyright registration is desired, request UMI to apply for it at the same time the thesis agreement is signed at the University Library or submit an application directly to the U.S. Copyright Office.

(Academic Council, Revised February 1999)

Transcripts

6.46. The Registrar's Office maintains a permanent, complete record of each student's educational progress. Printed transcripts include the following information:

6.46.1. Name and address of the institution.

6.46.2. Name and ID number of student.

6.46.3. Regent University School in which student is enrolled.

6.46.4. Major area of concentration.

6.46.5. Dates of attendance.

6.46.6. Course identification and credit hours.

6.46.7. Grades and grade points.

6.46.8. Statement of credits by advanced standing and transfer where applicable.

6.46.9. Statement of academic probation and dismissal where applicable.

6.46.10. Identification of degree and date granted.

6.46.11. Identification of calendar system.

6.46.12. Explanation of grading system.

6.46.13. Applicable accreditations.
Transcripts of degree programs conducted and assessed in a language other than English will include the following statement: "Degree requirements completed in the ______ language."

Authentication of transcripts includes the University's official seal, the date of release and the signature and title of the certifying officer. Transcripts issued directly to the student are conspicuously marked "Issued to Student."

All requests for transcripts must be made in writing to the Registrar's Office. Transcript copies are subject to a handling fee. Transcripts will not be released for current or former students who have not paid their financial debts to the University (i.e., bursar hold, parking fine or library hold). Current students and alumni will be charged a fee for transcript orders of two or more per term.

Transcript Security. Regent University faculty and administration protect the confidentiality of each student's academic record. Only those Regent officials with authority to act in the students' academic interest are allowed access to student academic records. All official and unofficial copies of the permanent transcript are provided by the Registrar's Office, although Schools may print unofficial copies for advising purposes. These copies should be kept in a limited access area in the Dean's/advisor's office. All other offices are prohibited from reproducing copies.

Writing Skills

Effective writing skills are vital for successful academic and professional performance. Students graduating from Regent University must demonstrate the writing skills necessary to be successful in their chosen fields.

Undergraduate Students. Candidates for the baccalaureate degree will be required to demonstrate proficiency in writing. Undergraduate students demonstrate their writing competency through two major essays in ENGL 101: English Composition. Competency is demonstrated by earning an average rubric score of at least 70 out of 100 on the General Education Written Communication Rubric (see Appendix). Underprepared writers are identified by a diagnostic essay and provided appropriate academic support through faculty referral to the University Writing Center. Faculty in all disciplines are encouraged to refer struggling writers in their classes to the University Writing Center through the process outlined below. Undergraduate students who want to develop their foundation or know themselves to be unprepared for college-level writing may also elect
to take the Academic Writing Seminar for a stronger foundation in writing before enrolling in ENGL 101.

6.52. **Graduate Students.** Graduate students are expected to write competently. Every school, either through the admissions process or through a diagnostic process by individual faculty in a classroom setting, will assess the writing skills of students and identify underprepared writers. The school will refer those writers, through recommendation or requirement, to the University Writing Center or to enrollment in the Academic Writing Seminar or take other steps within the school to address those students’ writing skills. Faculty in all disciplines are encouraged to refer struggling writers in their classes to the University Writing Center through the process outlined below.

6.53. **University Writing Center.** Regent’s University Writing Center (UWC) is a centralized resource for academic support related to writing. UWC coaches offer one-on-one writing assistance to Regent undergraduate and graduate students, both online and on-campus. Coaches offer individual guidance based on student needs rather than serving as an editing or proofreading service. After identifying struggling writers, individual faculty members may obtain a referral form and guide sheet for referrals from the UWC, submit the completed form to the UWC, and communicate with the student with a recommendation or requirement to schedule an appointment with the UWC.

*Academic Writing Seminar.* The Academic Writing Seminar is a semester-long workshop designed to assist entering graduate and undergraduate students in developing their scholarly writing skills. The seminar focuses on consistent standards in grammar and punctuation, academic style, avoiding plagiarism, and learning to critique academic works. Students may elect to take the Academic Writing Seminar in order to better prepare themselves for academic study. Schools may also, through the admissions process, identify underprepared writers and require them to take the Academic Writing Seminar in order to continue in the program.

**GENERAL ACADEMIC AND UNIVERSITY POLICIES**

**Academic Continuity**

7.1. **General.**
7.1.1. Since teaching and learning, and related activities, represent the core business of the University, preparedness plans must include strategies to deliver the coursework necessary to maintain academic continuity and improve campus resiliency in order for the institution to recover quickly from any emergency or disaster.

7.1.2. Academic continuity is defined as the process of maintaining continuity of teaching and learning and required support systems in a crisis or emergency situation, such as a flood, snow emergency, ice storm, earthquake, fire, pandemic flu, etc.

7.1.3. The goal of academic continuity is to continue delivering instruction during a temporary campus or building closure.

7.1.4. Academic continuity means moving instruction online in the event of an emergency and ensuring faculty can continue teaching in an online environment using the Blackboard Course Management System.

7.1.4.1. Blackboard resides at a hardened data center in Northern Virginia with 99.999% uptime.

7.1.4.2. An assumption is that Blackboard will remain operational and available to faculty and students with computers or mobile devices and Internet access in the event of a campus emergency.

7.1.5. All courses at Regent University (i.e., face-to-face, blended, and online) shall have a course shell in Blackboard each semester/session. Faculty shall post course syllabi and electronic course materials to the course Blackboard site and organize the site in a way that facilitates rapid transition to online course delivery in the event of an emergency.

7.1.6. The following statement will be included in all course syllabi: “In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the course Blackboard site in the event of campus closure.”
7.1.7. Faculty and students will work from home or from alternate locations if the campus becomes inaccessible.

7.2. *Faculty Responsibilities.*

7.2.1. All faculty members shall be familiar teaching online using Blackboard.

7.2.2. Faculty shall notify students about the Blackboard course site prior to any emergency at the beginning of each semester/term.

7.2.3. Faculty shall move their traditional face-to-face courses online if access to their classroom is denied and an alternative classroom is not available for more than one scheduled meeting.

7.3. *Library Continuity.*

7.3.1. The IT infrastructure supporting Library database access to students, faculty, and staff allows for full redundancy.

7.3.2. The University will attempt to limit downtime for library databases due to internal Regent University system failures to 24 hours at maximum.

7.3.3. Closure of the physical library spaces will be covered by relying on online access and placing signage at the Library directing users to online resources. Library staff will work from home or from alternate locations if the Library becomes inaccessible.

**Academic Regalia**

7.4. *Proper Usage.*

7.4.1. The use of academic regalia is a time-honored tradition that can be traced back to the twelfth century when universities were beginning to form in Europe. By the late nineteenth century, standards for academic dress in American universities began to emerge. The policy of Regent University is to conform to the standards of academic dress detailed in the *An Academic Costume Code and An Academic Ceremony Guide* (1997) as updated and published by the American Council on Education (ACE). A copy of these guidelines is available online at
7.4.2. As a general rule, members of the faculty and administration participating in ceremonies in which regalia may be worn should wear the appropriate academic attire according to their highest academic degree attained. However, one notable exception in the ACE guidelines concerns regalia worn by members of an institution's governing board. Members of the board may wear doctor's gowns but their hoods must reflect the degrees actually held by the wearer. Additionally, members of the faculty or administration who have received honorary degrees may wear the regalia appropriate for that degree.

7.5. Purchase or rental assistance.

7.5.1. The University will assist at a rate of 75 percent up to a maximum of $250 (one-time only) toward the cost of robes, hoods, and caps for faculty and professional staff members. Individuals wishing to purchase academic regalia should contact the Registrar's Office for information on how to order. The employee will pay for the regalia and then submit an expense report for reimbursement up to $250 to the Business Office. Other items such as velvet tam caps, wardrobe bags, and extra tassels are available if the employee wishes to purchase without University assistance.

7.5.2. At the discretion of the Dean of the School (or department head), regalia may also be rented (in lieu of purchase) by faculty and provided for by the individual School/department of the faculty/professional staff member.

Archives

7.6. The University Archives serve as a repository of official records and other University related materials. The Archives are housed in the University Library and directed by the special collections librarian under the supervision of the Dean of Library.

7.7. The standing Library Advisory Committee includes Archives as one of the library functions about which it will offer advice. The special collections librarian will be invited to committee meetings whenever archives will be an agenda item. Advice is given regarding identification, retention, preservation and use of archival records and manuscripts.
7.8. The University administration, including Deans and department heads, aid in identification and collection of the official University records that should be retained and preserved in the Archives and shall follow the procedure outlined below:

7.8.1. Collect and preserve historical and current publications and reports of the University.

7.8.2. Assess space needs for retention and preservation of University records.

7.8.3. Use a classification system most suitable to the access of University archival materials.

7.8.4. Establish guidelines for University staff maintaining files to determine the length of record retention, and those to be either destroyed, transferred to intermediate storage or to the archives.

7.8.5. Provide preservation, conservation and repair of records when necessary to insure their longevity and future use.

7.8.6. Publicize the collection and provide reference service to University students and staff, as well as other researchers.

7.8.7. Develop communication with other Christian archival collections.

(Academic Council, Approved December 1990)

Certificates

7.9. Regent University defines a certificate as a document that is issued for seminars, workshops or courses not leading to a diploma (with the exception of the Certificate of Advance Graduate Study approved by the State Council of Higher Education of Virginia). There are several types of certificates that are defined below.

7.9.1. Certificate of attendance is issued at the close of a seminar or workshop. Usually, no specific requirements need to be met.

7.9.2. Certificate of continuing education (noncredit) is issued upon completion of a course or sequence of courses designed to provide a continuing education experience, often in a specific profession or vocation. The requirements for continuing education units (CEUs) are in the Conferences, Seminars and Workshops policy below.
7.10. Certificate in a field of study (credit) is issued upon completion of a coherent
sequence of courses that represents at least nine credit hours of content with a satisfactory
grade point average consistent with University requirements. Prior approval for the
establishment of any such certificate program must be given by the Office of Academic
Affairs.

(Academic Council, Approved February 2000)

Commencement Participation of Staff

7.11. All exempt employees are eligible to participate in the commencement
procession. However, exempt employees other than full-time members of the teaching
faculty and senior administration staff may choose not to participate in the procession. If
exempt employees wish to participate, it is their responsibility to notify the Registrar's
Office of their desire to do so.

7.12. The official commencement procession includes the following: Chancellor,
President, vice Presidents, full-time teaching and professional library faculty, adjunct
faculty (as determined by the Schools) and full-time exempt employees choosing to
participate. The President determines the procession for the platform.

(Academic Council, Approved March 1996)

Conferences, Seminars and Workshops

7.13. Seminars and workshops offered by Regent University, both of which can be
taken for variable credit, are offered to students as an enhancement to their education
experience.

7.14. Seminars (585) offer an opportunity for in-depth study and discussion of various
specific topics related to each School. The format may include faculty and/or student
presentations, guest speakers or a combination of these.

7.15. Workshops (589) provide an opportunity for students to gain "hands-on"
experience where theory and knowledge of a particular area are combined with practical
applications, all within a classroom environment.
7.16. All seminars and workshops offered for credit are coordinated with the Registrar's Office and should be listed in the published course schedule for the applicable term. Instructors who want to offer a seminar or workshop for credit must:

7.16.1. Obtain the Dean's approval prior to the event.

7.16.2. Submit all seminars or workshops to the Registrar's Office with the other courses to be offered that term for publication in the semester course schedule listing.

7.16.3. Submit grades to the Dean's office at the end of the term when other grades are due.

7.17. If a specific seminar or workshop becomes a regularly scheduled course, it shall be assigned a regular course number.

7.18. Not for Graduate Credit. Following is the procedure for planning conferences, seminars or workshops not for graduate credit:

7.18.1. At least two months in advance, the instructor shall submit the following to the Dean for her/his approval: a syllabus, a proposed schedule, contact hours, estimated attendance and a CEU approval petition.

7.18.2. The Dean considers the content of the event, determines its consistency with the mission of the School and the University, the financial arrangements and the event's cost effectiveness.

7.18.3. The Dean forwards the material to the Executive Vice President for approval.

7.18.4. If approved, the Executive Vice President forwards the material to the Registrar's Office for scheduling.

7.18.5. If the event is on campus, the Registrar's Office schedules a classroom and notifies the instructor of classroom location within one week after receiving the approved request, unless course schedules have not been established for the coinciding term. If a conflict arises with a regularly scheduled class, attempts will be made to resolve the conflict but priority will be given to the regular class. If no other rooms are available, an alternate time and/or day will be selected for the requested workshop or seminar.
7.18.6. Continuing education units (CEUs) may be offered for the event. If the event is for CEU, the Registrar's Office provides CEU criteria to the instructor. One CEU will be awarded for 10 contact hours of participation.

7.18.7. Before publishing brochures or advertising for the event, the instructor must obtain approval for the event, submit assurance that CEU criteria is being met and necessary facilities are scheduled.

7.18.8. Registration is the responsibility of the School. The Registrar's Office provides the instructor with registration forms at least 30 days before the first session. The School administers registration, collects fees and forwards fees and accounting sheet to the Business Office. The cost of the event should not exceed the registration income.

7.18.9. If CEU's are awarded, the Registrar's Office provides participant forms, a class form and a course/activity form to the instructor five days in advance of the first session.

7.18.10. Upon completion of the session, the instructor obtains a participant form from each student, completes class form and submits all forms to the Registrar's Office.

7.18.11. The Registrar's Office reviews all participant forms and the class form for completeness, sends forms to the Business Office and the Business Office submits forms and check to the American Council on Education Registries. Participants may request a transcript of their continuing education units at any time from the American Council on Education Registries, 1 Dupont Circle, Suite 250, Washington, DC 20036.

7.18.12. The Registrar's Office prepares a CEU certificate for each eligible participant, obtains signature of the instructor and distributes certificates to participants.

7.18.13. The Registrar's Office provides a copy of the record verification/feedback to the appropriate Dean's office.

(Academic Council, Approved March 1998)

Credit Hour
7.19. A credit hour is defined as an amount of student work to accomplish intended learning outcomes and verified by evidence of student achievement. The work and its verification denote both a measure of student engagement time (i.e., instructional time and out-of-class work time) and learning, respectively.

7.20. For fully face-to-face regularly scheduled courses, one credit hour as a measure of student engagement time reasonably approximates no less than 15 hours of classroom (i.e., instructional) time and 30 hours of out-of-class student work (i.e., 1 credit hour corresponds to 45 total hours of student work). As a measure of learning, one credit hour approximates the intended and appropriate course learning outcomes and evidence of student achievement.

7.21. An equivalent expectation of total student work, as both time and learning, shall be established in other types of academic experiences that award credit hours (e.g., online or blended format courses, labs, internships, practica, and studio work) even though the partitioning of time between instruction and out-of-class work may vary considerably. The instructor shall determine the appropriate mix of instructional time and out-of-class work to accomplish intended learning outcomes.

7.22. In an online environment, it is equally important to define and verify work in terms of both student engagement time and learning. Instructional time is viewed as the time needed to engage in active learning situations in which students not only acquire knowledge or skills from information presented by, and through, technology but also develop self-directedness in learning, metacognition, collaborative skills, and a sense of community. Estimation of instructional hours in an online or blended format course is informed by the following:

7.22.1. The actual time spent in live instruction. Live instruction may be synchronous instructor-led online time and/or residential learning in the classroom that occurs in blended coursework.

7.22.2. The number of screens viewed in the course of online instruction whereby the average time spent to view a single screen is typically 3-5 minutes.

7.22.3. The time required to consume learning assets that promote academic engagement (e.g., videos or animations, PowerPoint presentations, simulations, audio podcasts, recordings, and articles in electronic formats). The run-time for required media learning assets is calculated on a 1:1 ratio to instructional time; however, estimations for expected multiple viewings should be considered as well.
7.22.4. Expectation of time spent in online instructional assignments (not homework) and activities such as postings to group discussion sites/bulletin boards, online group project work, use of class social media sites for group discussion/participation, and student-teacher and student-student interaction.

7.23. Out-of-class work hours are based on the approximate time required for an average student to complete homework assignments (e.g., reading textbooks, writing papers, and completing projects) that do not entail interaction with virtual classroom learning assets. Learning and its verification in the online environment should ordinarily approximate comparable learning outcomes and commensurate student achievement expected within equivalent courses delivered in a face-to-face context.

7.24. Adjustments to this policy are permitted where professional accrediting bodies recognized by the U.S. Department of Education specify different standards.

(Academic Council, Approved May 2011)

Intellectual Property Rights

7.25. University employees retain all intellectual property rights that would otherwise exist in their favor for any work of any kind produced during their term of employment, except as specified below. Notwithstanding the foregoing, the University shall have the right to use any "Institutional work" of any kind produced by a University employee, without the payment of royalties or other additional compensation pursuant to section 2 below.

7.26. For purposes of this policy, an "Institutional Work" is a work created at the oral or written instigation of the University, under the specific direction of the University, or for the University's use, including any materials, course-related or otherwise, distributed to students; or any work that is specified to be an "Institutional Work" in a written agreement between the University and an employee. In the event that the University provides Support in the creation of the work, the work shall fall within the definition of an "Institutional Work" and the University shall have the right to use the work in perpetuity, without the requirement of paying additional compensation to the employee. For purposes hereof, "Support" shall mean any aid or assistance, whether monetary or not, and including without limitation clerical or research support, offices, supplies, or if the work is created while the employee is receiving compensation from the University.
7.27. For any "Institutional Work," the ownership of intellectual property rights shall be allocated in a written agreement between the University and the employee who created the work. Failure to do so will result in the employee's retaining all intellectual property rights in the work, subject to the University's right of use granted in the paragraph above.

7.28. The following works are considered to be Institutional Works, and all intellectual property rights in these specified works are vested solely in the University: those constituent parts of a course necessary for the continuation of its teaching, including syllabi, websites, electronic or written media, and Blackboard applications.

7.29. Sale of Teaching Materials Produced by Faculty Members.

7.29.1. Faculty members may include material that they have written in "coursepacks" which are reproduced by Copy Services and sold for the price of reproduction at the University Bookstore, and they may prepare their own materials for sale in the University Bookstore. These materials must be approved for sale by the department chair or associate/assistant Dean of academics in each School. **Because of the issues of possible conflict of interest, faculty members, departments and Schools are not permitted to charge or receive royalties for course materials, either print or electronic, they have written or developed themselves except as provided below for commercially produced books and other media.** Course materials sold by other vendors other than the University Bookstore must also be approved by the department chair or associate/assistant Dean of academics in each School, and faculty members and Schools are also not permitted to charge royalties for these materials.

7.29.2. A faculty member who believes that there is a justification for receiving royalty fees for materials s/he has generated must write to his/her chair or associate/assistant Dean of academics, explaining how much royalty is to be charged, who will receive it, and what the justification for the royalty is. The chair/or associate/assistant Dean of academics reviews the request and, if approval is given, sends the request on to the Dean. If approval (which is only given in extraordinary cases) is given by both the chair/or associate/assistant Dean of academics and the Dean, the faculty member may receive royalties for the sale of these materials. As a general rule, a faculty member should not receive royalties or other compensation for materials that they author which are used in a course. If royalties are to be paid to a faculty member, it shall require the prior approval of the Dean and the Executive Vice President. This policy also covers faculty members who self-publish their own textbooks or electronic media. The University Bookstore is not permitted to pay royalties to a faculty member.
without receiving copies of the approval from the chair/or associate/assistant Dean of academics and the Dean.

7.29.3. This policy also applies to course materials sold at vendors other than the University Bookstore.

7.29.4. If departments seek royalties on materials, they must seek approval from the Dean.

7.29.5. If Schools seek royalties on materials, they must seek approval from the Office of Academic Affairs.

7.29.6. The policy described above does not cover commercially published textbooks or other media written or produced by Regent faculty members. Those texts and media are handled by the normal process of textbook orders and are sold through the University Bookstore in the normal way and the publishers may pay royalties to the authors without the University's approval. Used published materials produced by faculty members should be sold in the University Bookstore in exactly the same way that used texts or media of non-faculty members are handled. Ordinarily no royalties are paid to faculty members for the sale of used texts.

7.29.7. Most importantly, faculty members, departments and Schools have an ethical obligation to choose materials for student use solely on the basis of educational criteria without regard to financial gain or other incentives, personal or collective. Cf., "On Professors Assigning Their Own Texts to Students" (American Association of University Professors http://www.aaup.org/aaup/pubsres/policydocs/)

(Academic Council, Approved January 2006)

Course and Classroom Scheduling

7.30. The Dean determines the courses to be offered in each School for each academic term and makes the necessary teaching assignments for each course. In accordance with the procedures of the Registrar's Office, the Dean recommends to the Registrar's Office the appropriate time and place for each course. The assignment of class time and classroom is made by the Registrar's Office consistent with each Dean's recommendations whenever possible and as required by appropriate accrediting agencies. Once the course schedule is submitted to the Registrar's Office, any changes in teaching
assignments, courses offered and time offered must be authorized by the Dean. Any changes in classroom assignment, including class times, must be authorized by the Registrar's Office. Changes made after the first week of classes should be avoided.

7.31. Campus rooms for classroom instruction are scheduled at the beginning of each semester. These rooms should not be scheduled for any other events or classes during the semester unless such a change has been approved by the Registrar and the Vice President for Finance.

(Academic Council, Approved May 1998)

Degree Programs

7.32. Degree programs offered by Regent University must be approved by the University's Board of Trustees. The University academic structure consists of the School of Communication and the Arts, the School of Divinity, the School of Education, School of Global Leadership and Entrepreneurship, the Robertson School of Government, the School of Law, the School of Psychology and Counseling, and the School of Undergraduate Studies. Each unit is administered by a Dean who is responsible for the unit's overall program. Authorized degree programs among the Schools are identified in the current University undergraduate and graduate catalogs.

(Academic Council, Approved June 2009)

Posthumous Degree Policy

7.33. Regent University may award, at its discretion, a degree posthumously if the following conditions are met:

7.33.1. The student was enrolled at Regent and in good academic standing at the time of his or her death.
7.33.2. There were no disciplinary actions pending against the student.
7.33.3. The death was not a result of illegal behavior on the part of the student.
7.33.4. A student in a baccalaureate degree program must have earned a minimum of 30 credits at Regent and was within 30 credits of completing his or her degree.
7.33.5. A student in an associate degree program must have earned a minimum of 16 credits at Regent and was within 16 credits of completing his or her degree.
7.33.6. A graduate student must have made equivalent progress toward degree completion. Such progress will be determined by the school dean in cooperation with the academic department.

7.34. A recommendation to award the degree posthumously should be made by the school dean to the Executive Vice President, who will make the final determination.

7.35. If approved, a notation that the degree was awarded posthumously may be made in the commencement program and on the transcript, but not on the diploma.

(Academic Council, Approved June 2011)

Graduate Assistantships

7.36. **Description.** The graduate assistantship is intended to be an integral and valuable part of the graduate student's education. It should be viewed as an apprenticeship in teaching, research or administrative service. It should be a learning experience for the graduate student, facilitate completing degree requirements, help prepare for a professional career and support the University's teaching, research and administrative needs.

7.37. **Categories of Graduate Assistants.**

7.37.1. Graduate Teaching Assistant (GTA): The appointee is expected to directly participate in teaching activities-such as teaching a course or holding responsibility for a laboratory section-or be assigned to activities related to instructional support. GTAs should be given a written job description.

7.37.2. Graduate Research Assistant (GRA): The appointee is expected to directly participate in research-support activities conducted by faculty members or administrators. When possible, GRAs should be given a written job description.

7.37.3. Special Doctoral Research Assistant (SDRA): The appointee shall be a doctoral student who directly participates in research and maintains full-time graduate enrollment status.

7.37.4. Graduate Assistant (GA): The appointee is expected to provide administrative, clerical or service-related activities that support academic or administrative units.

7.38. **Eligibility.**
7.38.1. Only students admitted to degree programs on regular or provisional status, on the basis of complete and fully evaluated credentials and in good academic standing as determined by the academic unit, are eligible for appointment as graduate assistants.

7.38.2. Applicants for GTA appointments must demonstrate written and oral fluency in the English language. For international students, a good command of written English will be evidenced by acceptable TOEFL scores and required entrance essays. Non-degree graduate students are not eligible for appointment.

7.38.3. GTAs may teach master's-level courses if they possess a master's degree appropriate to the area being taught. GTAs for doctoral-level programs—who will have significant responsibility for teaching a course for credit, conducting discussion groups and/or assigning final grades—must be under the direct supervision of a regular faculty member experienced in the teaching field, receive regular in-service training, be regularly evaluated and have earned at least 18 graduate semester hours toward her/his doctorate. These requirements do not apply to GTAs who are assigned responsibilities such as attending or helping to prepare lectures, grading papers and keeping class records.

7.38.4. All graduate assistants are required to verify their identity and employment eligibility and conform to the requirements issued by the Office of Human Resources.

7.38.5. All graduate assistants are required to be enrolled each semester of their appointment and must be making reasonable progress toward completion of this degree.

7.39. Application. Application forms for graduate assistants are available in the School Dean's office. The student completes the form, writes a brief essay discussing academic interests and career goals and submits it to the appropriate individual or office. Applications for GRA positions funded through grants are made through the faculty member who is the principal investigator, or Dean of the School, college or center in which the grant resides. Applications should be received no later than 30 days before the semester of employment in order to assure adequate time for processing. Regent University is an affirmative action, equal opportunity employer.

7.40. Appointment. Graduate assistant appointments are generally made for a period of one academic year with a nine-month performance period. Graduate assistants funded through a grant or contract may be appointed for shorter periods if required by the conditions of the grant or contract. Appointments may be divided between teaching and
research duties with the approval of the Dean. Such an appointment should not normally exceed the equivalent of a half-time assistantship. An appointment may be renewed upon nomination, review of qualifications and satisfactory previous performance. Prior to or upon appointment, a written job description should be given to the graduate assistant. Graduate assistants shall be assigned responsibilities appropriate to their job title. For a GTA, the workload should include no more than six credit hours of classroom teaching, plus normal preparation time.

7.41. Training. Schools are encouraged to develop their own follow-up programs for training GTAs. Such programs should be tailored to the specific needs of the discipline and department policies. The Center for Teaching and Learning (CTL) is available to assist in the development of these programs, at the request of the Deans. Adjuncts and GTAs will also be introduced and encouraged to take advantage of the CTL's online faculty development resources and may participate in the CTL's faculty development activities, upon the approval of their Dean.

7.42. Evaluation and Monitoring.

7.42.1. Performance is evaluated at least once during the period of the assistantship award by the faculty member or administrator to whom the graduate assistant is assigned, preferably before the end of the first semester of service is completed. The evaluation is discussed with the assistant and a copy forwarded to the appropriate Dean or director. A faculty mentor certified through the Master Instructor Program (MIP) or the Teacher-Scholar Program (TSP) should coach a GTA to increased levels of instructional proficiency as the evaluations warrant. This applies to nontraditional and traditional teaching situations.

7.42.2. Departments using GTAs are required to conduct the following evaluations during the initial semester of appointment, and at least once a year thereafter.

7.42.2.1. Initial Class Visit: The department chair or her/his designee (preferably a certified TSP teacher who could be assigned an appropriate teaching load based on this activity) will attend representative recitation, laboratory or lecture class at the earliest possible time.

7.42.2.2. Evaluation of Instructional Quality: The evaluator will conduct an oral evaluation of the GTA's presentation, indicating strengths and weaknesses.

7.42.2.3. Preliminary Written Evaluation: At the time of the oral evaluation, the evaluator will give a brief written evaluation to the GTA and forward it to the
academic unit. The evaluation should include subject content, communication skills, overall teaching effectiveness and suggestions for improvement.

7.42.2.4. Evaluation: At some point after mid-term, the evaluator may want to make a follow-up visit to the GTA's class. A follow-up visit should be made for GTAs who were evaluated as performing poorly on the first visit or for further evaluations of GTAs being considered for a teaching award. After this visit, the evaluator will make a written evaluation of teaching effectiveness, forwarding that evaluation to the Dean or director. The evaluation will state whether overall teaching effectiveness was judged to: be exceptional, meet expectations or need improvement, with explanations to justify the evaluation in all of the categories.

7.43. Funding. All categories of graduate assistants may be funded through the regular University budget process. However, funding may also be obtained through grants, contracts and local sources to provide salary stipends for graduate assistants.

7.44. Salary. The University establishes salaries. Some graduate assistants are compensated via assistantship awards rather than by hourly rates. Awards are only given for research and academic-related projects. These awards may vary in amounts depending on the conditions of the award.

7.45. Termination. A graduate assistantship normally ends when the period of appointment is concluded and the terms of the assistantship agreement are fulfilled. Otherwise, a graduate assistant may be terminated for the following reasons:

7.45.1. Student resigns: Resignation shall be in writing to the supervisor with a copy to the appropriate department chair, program director and associate/assistant Dean of academics or equivalent administrator.

7.45.2. Student fails to adequately perform assigned duties: Termination must be recommended by the student's supervisor and approved by the department chair, graduate program director and the appropriate associate/assistant Dean of academics or equivalent administrator.

7.45.3. Student fails to remain in good academic standing in accordance with graduate study continuance regulations.

7.45.4. Grant or contract funding position expires.
7.46. Any overpayment must be reimbursed to the University by the student as soon as possible after termination. Failure to repay the amount owed may result in legal action against the student for recovery.

7.47. If a student resigns from an assistantship or is terminated for reasons other than the completion of the appointment or expiration of the funding contract, the program director notifies the appropriate Dean or administrator as soon as possible and nominate a replacement if necessary.

7.48. *Oversight.* Academic Council has administrative responsibility over the Schools as it relates to this policy. As such, any information, forms, training materials and other documents developed and used by the Schools, as required by this policy, should be sent to the Executive Vice President for her/his and/or Academic Council's review and approval. Schools submit an annual report in June to Academic Council, through the Executive Vice President, that includes an executive summary of the School's use of GTAs and recommendations for improvement to procedure or policy. Academic Council's role is to ensure University conformity to the policy and procedures.

(Academic Council, Revision Approved April 2000)

**Honorary Degrees**

7.49. Regent University confers honorary degrees for the purpose of recognizing selected individuals whose life and work have exemplified, in outstanding fashion, the values and ideals that the community espouses. Recognition of outstanding scholars, authors, artists and leaders-national and international-should be primarily considered. Individuals whose contributions are principally local or regional are generally not considered. When such an individual is recommended, we encourage the nominator to seek appropriate recognition or honor from institutions operating in the geographic area in which the one nominated has made her/his greatest contribution.

7.50. *Qualities of the Nominee.*

7.50.1. The nominee should have achieved some distinction that can command widespread admiration. Most nominations go to individuals who have achieved extraordinary levels of success and visibility, and through these accomplishments have contributed to the assembling of God's kingdom.

7.50.2. The candidate's life and qualities should exemplify the spiritual and intellectual goals of the institution.
7.50.3. The candidate should be clearly outstanding, distinguished and recognized by the discipline and University community for accomplishments and service in the public good. Formal academic achievement is a desired, but not a necessary qualification.

7.50.4. The accomplishments for which an individual is awarded an honorary degree may be in any of several dimensions, but they should exemplify one or more of the University's values.

7.51. Policy.

7.51.1. Candidates should be nominated by the University Chancellor, the President, a member of the Board of Trustees, or a faculty member. Students and those outside the University community may suggest candidates to a faculty member. Honorary degrees should not be considered for a current faculty member, current student, employee of the University, or any person on active duty in the University.

7.51.2. Candidates nominated by the Chancellor, President, or a member of the Board of Trustees will be automatically considered by the Board of Trustees for final decision.

7.51.3. A candidate nominated by someone other than the Chancellor, the President, or a member of the Board of Trustees should be evaluated by the Faculty Senate. The Faculty Senate will make a recommendation to the President. The President will evaluate the candidate and offer a recommendation to the Board of Trustees.

7.51.4. The nominator should provide supporting documentation to the Faculty Senate, who will evaluate the candidate and offer a recommendation to the President, who will then determine whether to submit the recommendation to the Board of Trustees for final approval.

7.51.5. Ordinarily, no more than one honorary degree should be granted in any one academic year.

7.51.6. The honorary degree to be awarded any candidate will be entitled the Doctor of Arts, Doctor of Science, Doctor of Laws, Doctor of Divinity, Doctor of Humane Letters or Doctor of Humanities.

7.52. Procedure.
7.52.1. Nominations from persons other than the President, Chancellor, or a Trustee can be submitted at any time during the year and should be sent to the chairperson of the Faculty Senate. Ordinarily, all names should be submitted to the chairperson one month prior to the fall meeting of the Board of Trustees for degrees that are to be awarded at the subsequent spring graduation.

7.52.2. The nominator should submit the following supporting documentation:

7.52.2.1. A letter of nomination from the President, a Board of Trustees member or a member of the faculty. This letter should address those specific contributions that distinguish the candidate as an individual worthy of an honorary degree.

7.52.2.2. Curriculum vitae, including the candidate's educational background, a list of publications or creative efforts, a list of positions held, honors received, etc.

7.52.2.3. A short (one-page maximum) narrative that includes an abbreviated version of the material requested in a. and b. above, which will be submitted to the Faculty Senate for review.

7.52.2.4. Two letters of recommendation or support from within the University from senior professors, distinguished scholars and/or administrators, who have knowledge of the individual or who have reviewed the candidate's record and have determined if the candidate's achievements are consistent with the University mission and are worthy of consideration for an honorary doctorate.

7.52.2.5. Two letters of recommendation from distinguished scholars, artists or leaders from outside the University who can speak to the significance of the candidate's work or contribution.

7.52.2.6. Any other materials that the nominator would like to bring to the attention of the Faculty Senate. Note: It is important for all involved that strict confidentiality be observed at each step to avoid embarrassment until the entire process is completed and the nominee has formally agreed to accept the honor.

7.53. The Faculty Senate will then conduct a formal evaluation of the documentation and submit findings to the President who will determine whether to make a recommendation to the Board of Trustees.
7.54. Upon approval of the Board of Trustees, the nominee becomes an official candidate for an honorary degree. After approval, the President will contact the candidate to offer the honorary doctorate.

7.55. If the candidate accepts, the doctorate will be conferred, in person, at the time of commencement ceremony, or in a rare instance, at another special occasion, within two years following approval by the trustees. No honorary degrees will be awarded in absentia.

(Academic Council, Approved November 1997; revised 11-Sep-07)

Sexual Harassment

7.56. Policy.

7.56.1. It is Regent University's policy to provide students and employees with an environment for learning and working that is free of sexual harassment whether by members of the same sex or opposite sex. University administrators and supervisors are responsible for assuring that effective measures are taken to implement this policy's procedures.

7.56.2. It is a violation of this policy for any member of the University community to seek gain, advancement or consideration in return for sexual favors, or to make an intentionally false accusation of sexual harassment. It is a violation of this policy for any member of the University to engage in verbal or physical sexual harassment.

7.56.3. Any person who feels offended by the behavior of any other person in the Regent community is encouraged to resolve the problem informally prior to filing a complaint according to the enforcement procedures below.

7.56.4. Any person who has been accused of sexual harassment pursuant to the terms of this policy, who retaliates against her/his accuser in any manner, shall be charged with violating this policy. Any member of this University community who is found in violation of this policy will be subject to appropriate sanctions, which may include discharge, expulsion or probation.

7.57. Definitions.
7.57.1. "Work," for the purposes of this policy, means employment-related activities carried out by University employees and University-sponsored activities carried out by volunteers.

7.57.2. "Member of the University community," means student or employee, or an alumnus or volunteer involved in any University-sponsored activity.

7.57.3. "Sexual harassment" is defined as unwelcomed and unsolicited conduct of a sexual nature, physical or verbal, by a member of the University community of the opposite sex or same sex.

7.58. **Procedure.**

7.58.1. Any member of the University community who believes that s/he has experienced sexual harassment as defined in this policy should immediately notify her/his immediate supervisor, Dean or department head, Student Services or the Vice President for Human Resources.

7.58.2. Complaints of sexual harassment must be filed with Student Services or the Vice President for Human Resources within 180 days from the date the alleged harassment occurred. The complainant shall explain, in writing, the nature of the harassment and indicate what remedy s/he seeks.

7.58.3. The Dean/director shall forward a copy of the complaint and a copy of this policy to the accused member of the University community and the appropriate supervisor/administrator advising them that an investigation of charges will be conducted.

7.58.4. If the supervisor/administrator is involved in the charge, Student Services/Vice President for Human Resources should choose another appropriate supervisor/administrator.

7.58.5. The supervisor/administrator, working with the Dean/director, shall promptly and confidentially investigate the complaint. In determining whether the alleged conduct constitutes sexual harassment, the supervisor/administrator will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual conduct, the context in which the conduct occurred and the history of the relationship between the parties.

7.58.6. During the investigation, the individual accused of sexual harassment must be given an opportunity to respond, either orally or in writing, to the complaint.
7.58.7. After the investigation of the complaint, the supervisor/administrator may propose mediation in order to secure a written agreement that satisfies all parties to the complaint. (See Mediation Agreement in the Appendix.) A resolution by agreement of the parties may include the imposition of a sanction upon the accused individual, which the accused individual agrees to accept as a sanction.

7.58.8. If such an agreement is reached, a copy of the agreement shall be provided to each of the parties involved and Student Services or Vice President for Human Resources.

7.58.9. If, within 30 days of the supervisor/administrator's receipt of a complaint, the complaint is not resolved, Student Services or Vice President for Human Resources shall notify the parties, in writing, that the matter cannot be resolved and shall advise the complainant of her/his right to proceed with the charge.

7.58.10. If the complainant desires to proceed with the charge, the record of the complaint shall be provided to a committee appointed by the Executive Vice President in consultation with the director of human resources. The committee will be composed of two Deans and three representatives from the University community of faculty, staff or students, depending on the individuals involved.

7.58.11. The committee shall hear testimony and evidence from both parties and shall make a finding regarding the truthfulness of the charge(s).

7.58.11.1. If the charge is proven true, the committee shall make a recommendation regarding sanctions, if appropriate. The imposition of sanctions shall occur in accordance with applicable University disciplinary and sanction procedures. The sanctions that may be imposed by the committee shall include, but not be limited to: censure/reprimand, demotion, suspension without pay or recommendation for termination.

7.58.11.2. If the charge is proven false, all references to the charge shall be expunged from the records of the accused.

7.58.11.3. If the charge is found to be false and malicious, the matter should be referred to the Executive Vice President for further action.

7.58.12. The final decision rests with the President acting on behalf of the Board of Trustees.

(Academic Council, Revision Approved January 2000)
Faculty/Staff-Student Relationships

7.59. It is misconduct for faculty- (whether regular, part-time or adjunct), or academic staff members to have an amorous relationship, whether face to face, or by written, or by any electronic means, with students in any instance. For purposes of this policy, academic staff members are those in a position to have oversight and/or power over students within an academic context, such as Deans, associate/assistant Deans, as well as the staff of Academic Affairs, Academic Services, the Business Office, and certain Student Services staff (e.g. International Student Director). Students, faculty, and academic staff members are to avoid dual relationships that compromise the instruction, advising, evaluation, supervision, and administration processes.

7.60. In addition, Regent University discourages amorous (romantic or sexual) relationships between students and other staff. When one of the individuals involved has direct professional influence or direct authority over the other, or otherwise a conflict of interest exists, both the University and the person in the position of influence and power are vulnerable to charges of sexual harassment from the person in the position of lesser power and/or by third parties. In situations of a conflict of interest, amorous relations are also prohibited. Codes of ethics for most professional associations forbid professional-client sexual relationships and the relationships enumerated above should be viewed in this context.

7.61. In the case of instructor and student, for example, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving grades, advice, evaluations, and recommendations for further study and future employment, may greatly diminish the student's actual freedom of choice concerning a romantic or sexual relationship. The integrity of the faculty-student relationship is the foundation of the University's educational mission. This relationship vests considerable trust in the faculty member, who, in turn, bears authority and accountability as mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between faculty member and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the University. Whenever a faculty member is responsible for academic supervision of a student, a personal relationship between them of a romantic or sexual nature, even if consensual, is inappropriate. Any such relationship jeopardizes the integrity of the educational process.

7.62. Faculty and staff members should avoid such liaisons, which can harm affected students, and damage the spiritual and academic integrity of the institution. An amorous
relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in romantic partnering or courtship that may or may not have been consummated sexually.

7.63. It is misconduct subject to disciplinary action for the above stated behavior(s) to occur. It is also misconduct subject to disciplinary action to make a charge of violation of this policy, which has no reasonable basis in fact.

7.64. While it is impossible to enumerate situations in which professionalism may be compromised, faculty and staff members, as well as students, are required to refrain from any conduct that may create a semblance of impropriety. Students should report improper relationships to their Program Director and/or to the Dean. It is not a defense to a charge of misconduct that the conduct was consensual or instigated by the other party.

(Academic Council, Approved January 2006; amended February 2006)

Speakers on Campus

7.65. Policy.

7.65.1. Regent University is a private Christian University that values the sharing of knowledge, the search for truth and the social intellectual and spiritual development of students. Free inquiry and free expression are essential to learning. An atmosphere in which one can ask questions and evaluate divergent points of view is promoted. The University is committed to an open expression of views that challenge us to more effectively fulfill our Christian responsibilities in society.

7.65.2. The University reserves the right to authorize to speak on campus only those speakers who, in some way, will contribute to the mission and vision of the University, and who agree in advance to conduct themselves in a manner consistent with traditional Christian values. This includes avoiding profane language, potentially slanderous statements, advocacy of violent change or overthrow of the government.

7.66. Procedure.

7.66.1. Any University-recognized group may invite and sponsor speakers to appear before its group with the approval of the advisor. Recognized student organizations are not authorized to present programs to all-University audiences
unless they receive specific approval from Student Services. Exceptions to this policy must be approved by Student Services.

7.66.2. Student Services may prescribe conditions for the conduct of a speaker if there is reason to believe that such person or persons may behave in a manner inconsistent with the Christian tenets of the institution.

7.66.3. An event open to an all-University audience shall generally be defined as one that is promoted as being open to persons who are not members of the sponsoring organizations.

7.66.4. Student Services should be contacted if there are questions about the advisability of inviting a speaker to campus.

7.66.5. The arrangements for a speaker, the conduct of the speaker on campus and the appropriateness of the activity are the concern of both the inviting group and the University. The privilege to invite speakers carries with it important responsibilities to ensure that the proper objectives of the University are not compromised.

7.66.6. The University reserves the right to cancel any event it deems likely to cause an interruption in the University's orderly activities. The President or her/his duly authorized representative may order an event to be terminated on grounds that it constitutes a disruptive activity. Any member of the faculty or staff or any student who resists such an order shall be subject to disciplinary action.

7.66.7. A recognized student organization that sponsors a speaker at an off-campus site may not use the Regent University name or logo nor may they infer directly or indirectly that it is a University sponsored event without the approval of Student Services.

7.66.8. Approval of speakers to speak on campus does not necessarily imply approval or sponsorship of their views by the University or by the organization inviting them.

(Academic Council, Approved November 1995)

**Student Records Retention**

7.67. This policy provides guidelines for the retention and disposal of student records and to ensure the physical security of those records.
7.68.  *Student Records Committee.*

7.68.1. The Student Records Committee is a standing committee whose members include the Registrar, Executive Director of Student Services, Vice President for Enrollment Management and Information Technology, Vice President for Finance, Bursar and Archivist. The Registrar serves as chairman of the committee.

7.68.2. Duties include:

7.68.2.1. For various departments: supervise the initial records inventory; review and update records inventory forms annually; and determine the academic, administrative, fiscal, legal and historical research value of maintained student data/documents.

7.68.2.2. Develop and publish a retention and disposal schedule that is in compliance with local, state and federal laws and consistent with fair information practices.

7.68.2.2.1. Review the schedule periodically; recommend appropriate changes to Academic Council for approval.

7.68.2.2.2. Ensure that all departments adhere to the schedule.

7.68.2.3. Ensure that valuable records and documents are adequately protected and maintained; recommend a back-up system for records maintained for five or more years.

7.68.2.4. Designate a committee member(s) to monitor the legislative impact of records retention and record keeping practices.


7.69.1. Confidential records must be stored to prevent unauthorized persons from gaining access. This includes both hard copy and computer-generated records.

7.69.2. Back-up files (microfiche) of student records should be made.

7.69.3. New Student Files (registered students)

Each School must send their new student hard copy files for each term, sometime during that term, to the Registrar's Office for microfiching by the following dates:
Fall       November 1
Spring     March 1
Summer    July 1

The Registrar's Office contacts the School registration representatives to remind them to send a list of all registered students for that term to their admissions office. The School's admissions office sends the hard copy file to the Registrar's Office for microfiching. All documents in the files are microfiched and returned to the Schools within 30 days. For joint degree students, the original transcripts from other institutions are returned to the School to which the student originally applied.

7.69.4. Other original documents sent to the Registrar's Office for microfiching include:

7.69.4.1. Academic petitions
7.69.4.2. Academic probation/dismissal and disciplinary letters (copies)
7.69.4.3. Add/drop forms (only when a student has withdrawn from the University)
7.69.4.4. Advanced standing/transfer of credit forms
7.69.4.5. Degree clearance forms
7.69.4.6. Grade change and grade extension forms
7.69.4.7. Joint degree forms
7.69.4.8. Letters requesting student information
7.69.4.9. Right of access letters
7.69.4.10. Transcripts from other Schools/universities
7.69.4.11. Any other documents deemed important to the student's file

7.69.5. Back-up files (such as microfilms or electronic magnetic tape) should be retained for five or more years and stored in a separate location from the original.

7.69.6. Confidentiality of confidential records should be maintained until the records are destroyed.
7.69.7. If the University ceases to operate or approval to operate in Virginia is revoked, the University would consider a number of options for the preservation of student transcripts by another institution or agency and make a decision that would be in the best interests of its former students.

7.70. Retention Schedule.

7.70.1. Following is a list of documents with the retention period for file hard copies. Microfilm records are retained permanently by the Registrar's Office.

7.70.1.1. Admissions Data/Documents for Applicants Who Do Not Enter

<table>
<thead>
<tr>
<th>Acceptance Letters</th>
<th>3 yrs after application term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant Data Form (green sheet)</td>
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<tr>
<td>Application for Admission</td>
<td>&quot;</td>
</tr>
<tr>
<td>Correspondence, Relevant</td>
<td>&quot;</td>
</tr>
<tr>
<td>Entrance Test Scores</td>
<td>&quot;</td>
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<tr>
<td>Interview Forms</td>
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<tr>
<td>Letters of Recommendation</td>
<td>&quot;</td>
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<tr>
<td>Personal Goals Statement</td>
<td>&quot;</td>
</tr>
<tr>
<td>Transcripts--other colleges</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

7.70.1.2. Admissions Data/Documents for Applicants Who Enter

<table>
<thead>
<tr>
<th>Acceptance Letters</th>
<th>5 yrs after graduation or date of last attendance</th>
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</thead>
<tbody>
<tr>
<td>Applicant Data Form (green sheet)</td>
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</tr>
<tr>
<td>Applications for Admission</td>
<td>&quot;</td>
</tr>
<tr>
<td>Correspondence, Relevant</td>
<td>&quot;</td>
</tr>
<tr>
<td>Entrance Test Scores (GRE, LSAT, etc.)</td>
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<tr>
<td>Interview Forms</td>
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<td>Letters of Recommendation</td>
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<td>Transcripts--other colleges</td>
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### 7.70.1.3. Registration and Records Data/Documents

<table>
<thead>
<tr>
<th>Academic action authorizations (dismissal, etc.)</th>
<th>5 yrs after graduation or date of last attendance</th>
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</thead>
<tbody>
<tr>
<td>Degree clearance authorization forms</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Applications for readmission</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Audit authorization</td>
<td>1 yr after date submitted</td>
</tr>
<tr>
<td>Change of advisor forms</td>
<td>1 yr after date submitted</td>
</tr>
<tr>
<td>Change of course (add/drop)</td>
<td>5 yrs after date submitted</td>
</tr>
<tr>
<td>Change of grade forms (update documents)</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Course rosters (original grade sheets)</td>
<td>5 yrs after date submitted</td>
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<tr>
<td>Correspondence, Relevant</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Curriculum change (Academic Petition, change of Schools, etc.)</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Degree audit records (ADP)</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Disciplinary action documents (Maintained by Student Services)</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Financial aid documents</td>
<td>3 years after date of last attendance</td>
</tr>
<tr>
<td>Foreign student forms (I-20, etc.)</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
</tbody>
</table>
(Maintained by Student Services)  
Graduation lists  
Hold or encumbrance authorizations  
Name change authorizations  
Personal data information forms  
Registration forms (course in other School)  
Individual Study Forms  
Transcript requests (student)  
Transcripts (including notice of academic probation, dismissal)  
Transfer credit evaluations  
Tuition and fee charges  
Tuition deferment requests  
Withdrawal authorizations  

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<tbody>
<tr>
<td>Graduation lists</td>
<td>Computer reports available anytime</td>
</tr>
<tr>
<td>Hold or encumbrance authorizations</td>
<td>Until released</td>
</tr>
<tr>
<td>Name change authorizations</td>
<td>5 yrs after graduation or date of last attendance</td>
</tr>
<tr>
<td>Personal data information forms</td>
<td>1 yr after date submitted</td>
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<tr>
<td>Registration forms (course in other School)</td>
<td>1 yr after date submitted</td>
</tr>
<tr>
<td>Individual Study Forms</td>
<td>3 yrs after date submitted</td>
</tr>
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<td>Transcript requests (student)</td>
<td>1 yr after date submitted</td>
</tr>
<tr>
<td>Transcripts (including notice of academic probation, dismissal)</td>
<td>1 semester (computer updates available anytime)</td>
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<tr>
<td>Transfer credit evaluations</td>
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<tr>
<td>Tuition and fee charges</td>
<td>5 yrs after date submitted</td>
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<tr>
<td>Tuition deferment requests</td>
<td>2 yrs after date submitted</td>
</tr>
<tr>
<td>Withdrawal authorizations</td>
<td>5 yrs after date submitted</td>
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7.70.1.4. Certification Data/Documents

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<tr>
<td>Enrollment verifications</td>
<td>1 yr after verification</td>
</tr>
<tr>
<td>Veterans Administration certifications</td>
<td>3 yrs after graduation or date of last attendance</td>
</tr>
</tbody>
</table>

7.70.1.5. Publications, Statistical Data/Documents, and Institutional Reports

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<table>
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<tbody>
<tr>
<td>Catalogs</td>
<td>Permanent Archives</td>
</tr>
<tr>
<td>Commencement program</td>
<td>Permanent Archives</td>
</tr>
<tr>
<td>Degree statistics</td>
<td>Permanent</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Enrollment statistics</td>
<td>10 yrs</td>
</tr>
<tr>
<td>Grade statistics</td>
<td>Permanent</td>
</tr>
<tr>
<td>Recruitment brochures/materials</td>
<td>3 yrs from date of publication</td>
</tr>
<tr>
<td>Schedule of classes (institutional)</td>
<td>10 yrs</td>
</tr>
</tbody>
</table>

7.70.1.6. **Documents Pertaining to the Confidentiality of Student Records**

<table>
<thead>
<tr>
<th>Hearing panels' written decisions</th>
<th>Life of affected record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requests for formal hearings</td>
<td>Life of affected record</td>
</tr>
<tr>
<td>Requests and disclosures of personally identifiable information</td>
<td>Life of affected record</td>
</tr>
<tr>
<td>Student requests for nondisclosure of directory information</td>
<td>1 yr after date submitted</td>
</tr>
<tr>
<td>Student statements on content of records regarding hearing panel decisions</td>
<td>Life of affected record</td>
</tr>
<tr>
<td>Student's written consent for records disclosure</td>
<td>Until terminated by student or life of affected record</td>
</tr>
<tr>
<td>Waivers for rights of access</td>
<td>Life of affected record</td>
</tr>
</tbody>
</table>

(Academic Council, Approved March 1998)

**Textbook Ordering**

7.71. Faculty members select required and recommended textbooks for courses for which they are responsible. They determine the number of required textbooks based on the needs of the course and what is a reasonable financial burden for the students.

7.72. *Textbooks for Students.*
7.72.1. At the beginning of each semester, the Regent Bookstore Textbook Manager sends Textbook Adoption forms to faculty with a memo requesting textbook orders for the following semester. Faculty return the completed Adoption form to the Bookstore by the deadline (even if no text is required). If initial Adoption forms are submitted late, postage for these books is charged to the faculty member's department. If the order is to be modified more than 10%, the textbook manager consults with the faculty member.

7.72.2. The Textbook Manager determines final quantities and places orders for all textbooks. Latest editions and paperbacks (if available) will always be ordered, unless specified differently on the order form. If a textbook is unavailable or will be received later, the textbook manager notifies the appropriate faculty member immediately.

7.73.  

Textbooks for Faculty Use.

7.73.1. Whenever possible, each faculty member obtains desk copies of all textbooks required and recommended for the course. The Bookstore sends Desk Copy Request forms to the faculty. Faculty return the completed form with the Textbook Adoption form by the specified deadline.

7.73.2. If Desk Copy Requests are not returned by the deadline, the Bookstore will not be able to offer the service of sending the request to the publisher, and it becomes the School's responsibility to obtain a desk copy. If desk copies are not available, faculty may, upon the Dean's approval, obtain copies of required textbooks at University expense. If so acquired, such texts must be ordered through the library and become the University's property.

7.73.3. Faculty desiring complimentary textbooks to review for consideration for adoption in the future should contact the publisher directly on departmental stationery. Recommended and supplemental textbooks for courses, if not available on a complimentary basis, may be obtained only at the faculty member's personal expense.

(Academic Council, Approved April 1994)

Internet/Web Publishing and Access

7.74. Regent University owns and maintains a web server to publish the Regent University website--www.regent.edu. The Information Technology server/network
administrator maintains the web server and upgrades the server, meeting normal demands for drive space and system performance.

7.75.  **General Guidelines** (http://www.regent.edu/it/web/policies.cfm):

7.75.1. Every School/department is responsible for having at least one web publisher, a person trained in creating and updating web pages. That person may be an existing staff/faculty member or a GA.

7.75.2. All staff responsible for updating web pages are encouraged to utilize the training CD-ROMs offered by IT. These CD-ROMs are designed to train and empower web publishers in various web authoring and graphic design software.

7.75.3. Each School/department appoints a "web supervisor" responsible for the overall content of their website. He or she oversees the work of the web publishers. A web supervisor may not be a GA.

7.75.4. Web publishing access should be limited to those people who require access and who are qualified to make changes to the website. Requests for web publishing access need to be justified and submitted to Web Development via the "R" Drive Access Request Form.

**Tax Exemptions**

7.76.  Tax Exemption. The Omnibus Budget Reconciliation Act of 1987 (OBRA) requires a tax-exempt organization to make available for public inspection its original exemption application (Form 1023) with any supporting documents as well as the most recent three annual information returns for tax years after December 31, 1986 (Form 990). The foregoing documents will be available for inspection in the Business Office during regular business hours Monday-Friday. The University will furnish copies and allow copies to be made should this action be required. If you have any questions or receive any inquiries from the public, staff or students, please refer such requests to the Business Office.
APPENDICES

Appendix A – Overview and Guiding Principles to Inform the Role of Spiritual Vitality in the T&P Review Process (Précis)

1. On August 10, 2010, Academic Council endorsed the “Faculty Tenure and Promotion Policy and Guidelines” draft. This document was then forwarded to the Board of Trustees for review. On October 28, 2010, the Chairman of the Board provided comments related to strengthening the spiritual vitality component of the tenure and promotion (T&P) policy. In response to this request, this précis not only elucidates the process of spiritual formation and vitality generally but also contextualizes its priority specifically within the context of the T&P process. The overall purpose of this précis is to show the direct link between personal spiritual vitality, community spiritual vitality, and the fulfillment of Regent’s mission and vision to be a prophetic witness to the world through Christ-centered, Spirit-empowered higher education.

2. We heartily affirm the Board of Trustees’ commitment to the Christ-centered spiritual vitality of Regent University and their recognition of the critical role that faculty play in fulfilling our mission, vision, and Kingdom mandate to equip Christian leaders to change the world through our shared educational enterprise. Further, we are indebted to our founder, Chancellor Robertson, for his responding in faithfulness to chart a course for this University of obedience through reinforcing Biblical authority, moral integrity, and Holy Spirit empowerment. The commitment of the President, Vice Presidents, and Deans affirming spiritual vitality as the cornerstone of our *raison d'être* further reinforces this trajectory.

3. A careful reading of Scripture reveals that spiritual growth in Christ is both a responsive and proactive process. The *responsive* dimension of spiritual growth and vitality may include navigating challenging relationships, events, and circumstances in which we find ourselves, not by choice, and thus with little control. However, these relationships, events, and circumstances have a keen shaping quality - as is the case in navigating through an injustice, interpersonal conflict, financial setback, serious illness, or family crisis that work to God’s glory when one seeks God more deeply as a result. Conversely, the *proactive* dimension involves volitionally choosing to engage in situations that often test and hopefully strengthen our faith and engaging in personal spiritual practices that also have a formidable shaping influence and fuel spiritual vitality. Hence, the life of Christ is demonstrated in our lives through the presence, power, and fruit of the Holy Spirit (Gal 5:22-23, NIV).
4. Overall, the Holy Spirit has an endless repertoire of ways to work “all things together for our good” (Rom 8:28). Along with the apostle Paul, we acknowledge that this process involves mystery (cf., Col 2:2, 1 Tim 3:16). At the same time, we must heed Paul’s exhortation to Timothy: “Train yourself to be godly” (1 Tim 4:7b). This training in godliness particularly applies to the Regent faculty who play a vital role in equipping students who in turn will change the world. Faculty members not only facilitate instruction through the integration of faith and learning but also serve as valuable role models and mentors.

5. As the Preamble of our Regent University catalog affirms, Regent University “exists to bring glory to God the Father and His Son Jesus Christ through the work of the Holy Spirit.” In order to fulfill our mission of equipping Christian leaders to change the world and our vision of transforming society through Biblical principles, we acknowledge that a vibrant individual and corporate spiritual culture rooted in faithful obedience to the Scriptures is essential. Clearly, a tepid spiritual atmosphere will foster neither individual growth in Christ nor an effective witness in the world for Christ. Therefore, we hereby present five guiding principles with regard to the faculty T&P process to affirm the primacy of spiritual vitality in enacting and achieving the University mission and vision while simultaneously affirming an ethos of grace (2 Cor 9:14, Col 4:6, 2 Pe 3:18). Desiring to be faithful stewards, we recognize the gift of God’s grace that has been bestowed upon Regent University, such that we are not living for ourselves but for future generations who will come after us while the Lord tarries.

6. Consistent with Regent’s rich history of encompassing a broad but historically orthodox range of Christian theological traditions and practices, this policy will not be used in a manner that privileges a sectarian, denominational or other particular Christian perspective beyond that specifically addressed by the University’s Statement of Faith. The following five guiding principles characterize the philosophy and objectives underpinning this policy.

6.1. **Principle 1: The Faculty Member Reveals a Christ-centered Spiritual Formation Process.** Christian spiritual formation is an ongoing process that is interactive in nature with God and others (1 Jn 4:12, 20-21) and is grace-based (Rom 5:2, Jas 4:6), with the goal of becoming more like Jesus (Rom 8:29, Eph 4:15) through the work of the Holy Spirit (Rom 8:14, Eph 3:16-19, 2 Thes 2:13), while being nurtured within a faith community (1 Cor 12:11, Eph 2:19). **Spiritual vitality is the outgrowth of the spiritual formation process, which is ongoing and holistic in nature.** In other words, we cannot separate our spiritual life from other life dimensions (i.e., emotional, intellectual, relational, vocational). Ultimately, spiritual formation and vitality are about loving and serving God and others for His glory. Spiritual vitality is demonstrated in observable actions; as James 3:13 states, “Who is wise and understanding among you? Let him show it by his good life, by deeds done in the humility that comes from wisdom.” We affirm A. W. Tozer’s statement, “To have found God and still to pursue Him is the soul’s paradox of love, scorned indeed by the too-easily-satisfied religionist, but justified...
in happy experience by the children of the burning heart.” If our pursuit of God through spiritual formation and vitality are cornerstones of our individual and community life at Regent, then prioritizing this in the T&P process is essential. Christian spiritual formation and godly character should underscore all academic endeavors.

6.2. **Principle 2: The Faculty Member Shares in Regent’s Unique Faith Community.** Faculty members within the Regent community reflect a tapestry of Christian faith traditions and expressions. For this reason, it is important to foster a culture of mutual respect and deference to one another (1 Pe 2:17), upholding our shared Christian heritage around the person of Jesus Christ and the University Statement of Faith, while at the same time affirming the richness and uniqueness of our backgrounds. We have much to learn from one another. Therefore, during the T&P process, an unstructured, narrative approach to expressing one’s spiritual growth, goals, and vitality is preferred over that of a pre-defined, structured approach, thereby allowing reflective consideration of one’s unique life situation, to include family considerations. Each faculty member must be an active participant in an intentional Christian faith community such as a local church or local faith assembly meeting regularly, contributing to and receiving from that fellowship those things that nurture spiritual vitality in the context of mutual submission and accountability (Heb 10:25). The nature of this participation is to be clearly reflected in the dossier. In addition to such active participation, it is appropriate to ask T&P candidates to describe their active spiritual practices/rhythms, spiritual growth goals, and how they currently seek to display the fruit of the Spirit in their lives within the context of (a) their relationship with God and others, (b) the classroom and interaction with students, and (c) the Regent community as a whole.

6.3. **Principle 3: The Faculty Member Embraces the Role of the Holy Spirit in the Transformation Process.** As the Holy Spirit is the person of the Trinity who is the ultimate conveyor of truth (Jn 15:26, 16:13) and the One who fosters spiritual vitality (Eph 1:17), we acknowledge in humility our need of Him and our absolute bankruptcy in our own strength (Jas 4:6, 10). Therefore, making room for the Holy Spirit’s activity among us individually and in community necessitates evidence of participation in Regent activities including department, school, and University events such that Jesus will be glorified and His name declared among and through us. The active participation of Regent faculty provides the traction needed for a spiritually alive campus, both in and out of the classroom, as enacted through spiritually-focused community events. This kind of participation should be reinforced throughout a faculty member’s Regent employment and modeled at every level of leadership within the University. The most fundamental feature of the spiritual transformation process on the part of the faculty member remains the faculty member’s deep desire and willful seeking of all that the Holy Spirit desires to do in one’s life.
6.4. **Principle 4: The Faculty Member Serves Students as the Focus of Our Labor.**
Students are the principal focus of our labor. Faculty are “on the front lines” of fostering spiritual transformation and should be exemplars of “Christian leadership to change the world.” Keeping a healthy focus on faculty investment in the lives of students through curricular and co-curricular activity is essential. Viewing the faculty role first and foremost as serving students (1 Pet 4:10), rather than merely securing and maintaining tenure and promotion, is one that cannot be overstated. Hence, serving students in humility (Phil 2:3) calls upon faculty to invest in their own spiritual development and in students’ spiritual development, such that the life of Christ not only will be seen in and through faculty, but also that a life-giving exchange will mutually transform faculty, staff, and students for the glory of God (2 Cor 3:18).

6.5. **Principle 5: The Spiritual Vitality Review Manifests a Balance between Expectation and Grace.** Although it is assumed that faculty members are followers of Jesus and growing in their faith, we acknowledge that the demands of personal and professional life may become consuming with seemingly little margin for investment in nurturing personal spiritual growth. The T&P process can assist to set a reasonable expectation that each faculty member will consistently invest in his or her faith walk with Christ. Without a clear expectation, anyone is prone to drift and lose his or her first love (Rev 2:4). That stated, if during the T&P process a faculty member does not reflect a sincere, spiritual passion and desire for personal spiritual growth, the University response should be grace-based rather than judgmental or punitive (Mt 7:1), as only God knows the heart (1 Sam 16:7b). Those called to review the candidate’s dossier must exercise spiritual discernment in the review process in an attitude of love and support, while at the same time extending grace that could be a critical link in motivating a T&P candidate towards further growth in Christ. Spiritual vitality is fostered in an environment of love, trust, and mutual support as we honor one another (Rom 12:10). We must avoid any hint of religious legalism in the T&P process, while simultaneously speaking the truth in love (Eph 4:15).
Appendix B – Faculty Performance Plan Template

Variations to this template are permitted with approval of the Executive Vice President.

[Name and Rank of Faculty Member]

[School or Library]

[Academic Year]

[Program]

[Position Description]

<table>
<thead>
<tr>
<th>Teaching Load</th>
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<tbody>
<tr>
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<td>Semester</td>
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<th>Dissertations and Theses</th>
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<table>
<thead>
<tr>
<th>Other Teaching &amp; Mentoring Activities</th>
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<td>Semester</td>
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### Total Work Units for Teaching

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**Total Work Units for Scholarship**

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**Total Work Units for Service**

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**Grand Total Work Units for the Year**

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<th>Scholarship</th>
<th>Service</th>
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</thead>
<tbody>
<tr>
<td>Work Units</td>
<td>%*</td>
<td>Work Units</td>
</tr>
</tbody>
</table>

**Fall Semester**
Notes: *Percentages are to be entered for Total Academic Year only; % Teaching, % Scholarship, and % Service must add to 100%.

A narrative summary that reflects upon the faculty member’s experiences and insights related to spiritual vitality. Include how the faculty member’s faith journey influences love for God with the heart and mind.

Performance Goals

(The faculty member, in consultation with and approval by the Dean or Dean’s designee, plans and establishes yearly position performance goals and criteria for success. Goals should be clear, challenging, measurable, and achievable.)

Comments

(Including identification and justification of anticipated overload pay and reassigned time from teaching.)

________________________________________________________________________________________

(Faculty Member) Date (Dean or Designee) Date

(Academic Council, Approved August, 2010)
Appendix C – Mediation Agreement

Sample

This is an agreement between ____________________________________________ and ___________________________________________ (hereafter referred to as the parties) and Regent University represented by ___________________________________ (hereafter referred to as the mediator). The parties have entered into mediation with the mediator with the intention of reaching a consensual settlement of their concerns regarding issues related to ________________________________________________________________ and _______________________________________________________________. Mediation sessions are private. Representatives of the parties and other persons may attend only with the permission of the parties and with the consent of the mediator. The provisions of this agreement are as follows:

1. The mediator is a neutral facilitator who will assist the parties to reach their own settlement. The mediator will not make decisions about "right" or "wrong" or tell the parties what to do.

2. The mediator does not offer legal advice nor provide legal counsel. Each party is advised to seek her/his own counsel in order to be properly counseled about her/his legal interests, rights and obligations.

3. It is understood that in order for mediation to work, open and honest communications are essential. Accordingly, all written and oral communications, negotiations and statements made in the course of mediation will be treated as privileged settlement discussions and are absolutely confidential. Therefore:

   a. The mediator will not reveal anything discussed in mediation without the permission of both parties or unless required to do so by law. It is understood that the mediator is not required to maintain confidentiality if either party or a third party is in danger of bodily harm or there are allegations of child abuse.

   b. The parties agree that they will not at any time before, during or after mediation call the mediator as witness or attempt to subpoena any documents produced in this process, in any legal or administrative proceeding concerning this dispute. To the extent that they may have a right to call the mediator or anyone as witness, that right is hereby waived. The parties also agree that anything said or any admission made in the course of the mediation is not admissible in evidence and disclosure of any such evidence shall not be compelled in any civil action in which, pursuant to law, testimony can be compelled to be given. Also, unless the document otherwise provides, no document prepared for the purpose of, or in the course of, or pursuant to, the mediation, or
copy thereof, is admissible in evidence, and disclosure of any such document shall not be compelled, in any civil action in which, pursuant to law, testimony can be compelled to be given.

c. The parties agree not to subpoena or demand the production of any records, notes, work product or the like of the mediator in any legal or administrative proceeding concerning this dispute. To the extent that they may have a right to demand these documents, that right is hereby waived.

d. If, at a later time, either party decides to subpoena the mediator, the mediator may move to quash the subpoena.

e. Should any complaint against the mediator arise as a result of this mediation, confidentiality is waived with respect to that information necessary to present and defend against such a complaint.

f. If any party causes a subpoena to be issued violating the terms of paragraph 3a - 3e, the responsible party shall pay the mediator's reasonable attorneys' fees and costs incurred to resist the subpoena and enforce the privacy terms of this agreement.

g. The exception to the above is that this agreement to mediate and any written agreement made and signed by the parties as a result of mediation may be used in any relevant proceeding, unless the parties make a written agreement not to do so.

4. It is understood that full disclosure of all relevant and pertinent information is essential to the mediation process. Accordingly, there will be a complete and honest disclosure by each of the parties to the other and the mediator of all-relevant information and documents. This includes providing each other and the mediator with all information and documentation that usually would be available through the discovery process in a legal proceeding. If either party fails to make such full disclosure, then the agreement reached in mediation may be set aside.

5. While both parties intend to continue with mediation until a settlement agreement is reached, it is understood that either or both parties may withdraw from mediation at any time. It is agreed that if one of both of the parties decide to withdraw from mediation, best efforts will be made to discuss this decision in the presence of both parties and the mediator.

6. If the mediator determines that it is not possible to resolve the issues through mediation, the process can be terminated once this has been conveyed to the parties and confirmed in writing.

7. The fact and substance of any settlement of agreement reached in this mediation is not confidential unless the parties make such confidentiality a part of the settlement.
8. The mediator and Regent University, including its employees, and officers, shall not be liable to the parties for any act or omission relating to the mediation.

9. If the parties reach an agreement, the mediator will prepare a memorandum recording their understanding, which may then be submitted to the parties' personal attorneys for incorporation into a formal agreement.

10. Any fees for these mediation services shall be discussed prior to any costs being incurred and shall be paid in advance of each session.

I have read, understand and agree to each of the provisions of the agreement.

__________________________________________  ______________________________________
(Party, date)                                  (Party, date)

For Regent University

By: ______________________________________
(Mediator, date)
Appendix D – Consulting or External Work Request Approval Form

Instructions: Faculty members desiring to undertake any consulting or external work must complete this form and obtain approval from their Dean. After approval has been given, the original form will be filed in the Dean's Office, a copy made for the faculty member and a copy sent to the Academic Affairs Office.

Faculty Name: _______________________________________ Date: __________

Describe the requested consulting or external work.

Describe the frequency and duration of the activity from a weekly, quarterly and yearly perspective.

What is the potential impact on teaching, scholarship and other professional activities?

What is the potential benefit of this activity to the University and to your professional development?

Do you anticipate the need for secretarial or financial support from the University? If so, please describe.

Approved__________                    Denied__________

Approved _________ with the attached modifications or restrictions.

______________________________________________________________________

Dean
Appendix E – Human Subjects Review Board Proposal Approval Form

REGENT UNIVERSITY

HUMAN SUBJECTS REVIEW BOARD APPLICATION

Please submit an electronic copy of this form at www.regent.edu/irb. Supporting documents can be submitted in hardcopy as necessary.

1. PROJECT REVIEW

☐ New Project (The HSRB will assign an ID#) ____________________________

☐ Revised Project (Enter ID#) ____________________________

☐ Renewal (Enter ID#) ____________________________

2. PRINCIPAL INVESTIGATOR ____________________________________________

Address ____________________________ Phone ___________________

E-Mail ____________________________ Date ___________________

List of all project personnel (including faculty, staff, outside individuals or agencies)

________________________________________________________________________

If you are a student, please provide the following additional information:

This research is for

☐ Dissertation ☐ Thesis ☐ Independent Study

☐ Other ____________________________

Faculty Advisor’s Name: ____________________________

3. TRAINING
☐ I have completed human subjects research training. Training Date: _____________

4. PROJECT TITLE __________________________________________________________

5. IS THIS RESEARCH BEING SUBMITTED AS PART OF A FUNDED RESEARCH
   PROPOSAL? ☐ Yes  ☐ No

   If yes, please identify the funding source:

_____________________________________________________________________

6. ANTICIPATED LENGTH OF HUMAN SUBJECTS CONTACT:

   Beginning Date ________________ Ending Date ________________

7. DESCRIPTION OF PARTICIPANTS:

   Number __________ Age Range ________________

   Briefly describe subject population: _______________________________________

_____________________________________________________________________

8. INDICATE THE REVIEW CATEGORY FOR WHICH YOU ARE APPLYING.

   ☐ I am applying for an exempt review, based on one or more of the following categories
      (check all that apply):

      Note: Exempt review cannot be claimed for any research involving prisoners and most
      research involving children.

      ☐ Research conducted in established or commonly accepted educational settings and
      involving normal educational practices such as (i) research on regular and special
      education instructional strategies, or (ii) research on the effectiveness of or the
      comparison among instructional techniques, curricula, or classroom management
      methods

      ☐ Research involving the use of survey procedures, educational tests (cognitive,
      diagnostic, aptitude, achievement), interview procedures or observation of public
      behavior, if information from these sources is recorded in such a manner that
      participants cannot be identified, directly or through identifiers linked to the subjects;
      and (ii) any disclosure of the human subjects' responses outside the research could
      reasonably place the subjects at risk of criminal or civil liability or be damaging to
      the subjects' financial standing, employability, or reputation

      Note: This category cannot be used for research involving children
Research involving the use of survey procedures, educational tests (cognitive, diagnostic, aptitude, achievement), interview procedures, or observation of public behavior, if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects

Research and demonstration projects which are conducted by or subject to the approval of federal department or agency heads, and which are designed to study, evaluate, or otherwise examine (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs

I am applying for an expedited review, based on meeting all of the following conditions (check all that apply):

Note: Expedited review cannot be claimed for research involving prisoners.

Research poses no more than minimal risk to subjects (defined as "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.")

Research limited to one or more of the following data collection procedures:

- Collection of data through noninvasive procedures routinely employed in clinical practice
- Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes
- Collection of data from voice, video, digital, or image recordings made for research purposes
- Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Note: Some research in this category may be classified as exempt; this listing refers only to research that is not exempt.

Continuing review of research previously approved by the convened HSRB as follows: (a) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related
interventions; and (iii) the research remains active only for long-term follow-up of subjects; or (b) where no subjects have been enrolled and no additional risks have been identified; or (c) where the remaining research activities are limited to data analysis.

☐ I am applying for full board review.

9. PROJECT DESCRIPTION

Briefly describe (or attach) the methodology and objectives of your research (including hypotheses and/or research questions), the data collection procedures, and any features of the research design that involve procedures or special conditions for participants, including the frequency, duration, and location of their participation. The description should be no longer than 3 pages single space. Attach addendums for materials and detailed descriptions of the research if more space is needed. Please note that complete chapters of thesis/dissertation proposals will not be accepted.

HSRB Project Description Checklist

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Is your data completely anonymous, where there are no possible identifications of the participants.</td>
</tr>
<tr>
<td>b)</td>
<td>Will you be using existing data or records? If yes, describe in project description (#9 above)</td>
</tr>
<tr>
<td>c)</td>
<td>Will you be using surveys, questionnaires, interviews or focus groups with subjects? If yes, describe in #9 and include copies of all in</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>d)</td>
<td>Will you be using videotape, audiotape, film? If yes, describe in #9</td>
</tr>
<tr>
<td>e)</td>
<td>Do you plan to use any of the following populations? Regent students,</td>
</tr>
<tr>
<td></td>
<td>Regent employees, Non-English speaking, cognitively impaired, patients/</td>
</tr>
<tr>
<td></td>
<td>clients, prisoners, pregnant women? If yes, describe which ones in #9</td>
</tr>
<tr>
<td>f)</td>
<td>Do you plan to use minors (under 18)? If yes, describe in #9 and give</td>
</tr>
<tr>
<td></td>
<td>age ranges</td>
</tr>
<tr>
<td>g)</td>
<td>Are sites outside of Regent engaged in the research? If yes, describe</td>
</tr>
<tr>
<td></td>
<td>in #9 and give consent letter or their IRB information</td>
</tr>
<tr>
<td>h)</td>
<td>Are you collecting sensitive information such as sexual behavior, HIV</td>
</tr>
<tr>
<td></td>
<td>status, recreational drug use, illegal behaviors, child/elder/physical</td>
</tr>
<tr>
<td></td>
<td>abuse, immigrations status, etc? If yes, describe in #9.</td>
</tr>
<tr>
<td>i)</td>
<td>Are you using machines, software, internet devices? If so describe in</td>
</tr>
<tr>
<td></td>
<td>#9</td>
</tr>
<tr>
<td>j)</td>
<td>Are you collecting any biological specimens? If yes, describe in #9</td>
</tr>
<tr>
<td>k)</td>
<td>Will any of the following identifying information be collected: names,</td>
</tr>
<tr>
<td></td>
<td>telephone numbers, social security number, fax numbers, email</td>
</tr>
<tr>
<td></td>
<td>addresses, medical records numbers, certificate/license numbers,</td>
</tr>
<tr>
<td></td>
<td>Web universal resource locators (URLs), Internet protocol (IP) address</td>
</tr>
<tr>
<td></td>
<td>numbers, fingerprint, voice recording, face photographic image, or any</td>
</tr>
<tr>
<td></td>
<td>other unique identifying number, code or characteristic other than</td>
</tr>
<tr>
<td></td>
<td>“dummy” identifiers? If yes, describe in #9</td>
</tr>
<tr>
<td>l)</td>
<td>Will there be data sharing with any entity outside your research team?</td>
</tr>
<tr>
<td></td>
<td>If so, describe who in #9</td>
</tr>
<tr>
<td>m)</td>
<td>Does any member of the research team or their family members have a</td>
</tr>
<tr>
<td></td>
<td>personal financial interest in the project (for commercialization of</td>
</tr>
<tr>
<td></td>
<td>product, process or technology, or stand to gain personal financial</td>
</tr>
<tr>
<td></td>
<td>income from the project)? If yes, describe in #9.</td>
</tr>
<tr>
<td>n)</td>
<td>As applicable, do you plan to provide a debriefing to your participants?</td>
</tr>
<tr>
<td></td>
<td>If written, include in application as addendum</td>
</tr>
<tr>
<td>o)</td>
<td>Will there be any inducement to participate, either monetary or</td>
</tr>
<tr>
<td></td>
<td>nonmonetary? If there is inducement please describe how the amount is</td>
</tr>
<tr>
<td></td>
<td>not coercive in #9.</td>
</tr>
<tr>
<td>p)</td>
<td>Will there be any costs that subjects will bear (travel expenses,</td>
</tr>
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</tbody>
</table>
parking fees, professional fees, etc.  If no costs other than their time to participate, please indicate)?  If yes describe in #9

| q) Will subjects be studied on Regent University campus?  If yes, please describe where the study will be done in #9 |
|--------------------------------------------------|--------------------------------------------------|
| No | Yes |

r) Will subjects be obtained by internet only?  If yes, please describe what internet forums or venues will be used to obtain participants in #9

| No | Yes |

s) Are you using the Regent University consent form template?  Whether using the template or requesting an alternate form, you must include a copy in your submission.

| No | Yes |

10. PARTICIPANT RECRUITMENT

Describe the sources of potential participants, how they will be selected and recruited, and how and where you will contact them. Describe all relevant characteristics of the participants with regard to age, ethnic background, sex, institutional status (e.g., patients or prisoners), and their general state of mental and physical health.

_______________________________________________________________________

_______________________________________________________________________

11. INFORMED CONSENT

Describe how you will inform participants of the nature of the study. Attach a copy of your cover letter, script, informed consent form and other information provided to potential participants.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
12. WRITTEN CONSENT

☐ I am requesting permission to waive written consent, based on one or more of the following categories (check all that apply):

☐ The only record linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from a breach of confidentiality.

☐ The research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.

☐ I will be using a written consent form. Attach a copy of the written consent form with this application.

13. CONFIDENTIALITY OF DATA

What procedures will be used to safeguard identifiable records of individuals and protect the confidentiality of participants?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

** EXPEDITED APPLICATIONS SKIP TO QUESTION 17: ATTACHMENTS **

14. RISKS AND BENEFITS

Describe in detail the immediate or long-range risks, if any, to participants that may arise from the procedures used in this study. Indicate any precautions that will be taken to minimize these risks. Also describe the anticipated benefits to participants and to society from the knowledge that may be reasonably expected to result from this study.

_____________________________________________________________________

225 | P a g e
15. DEBRIEFING STATEMENT

The two major goals of debriefing are dehoaxing and desensitizing. Participants should be debriefed about any deception that was used in the study. Participants also should be debriefed about their behavioral response(s) to the study. Please describe your debriefing plans and include any statements that you will be providing to the participants.

16. DISSEMINATION & STORAGE OF RESULTS

a) How and where do you plan on disseminating the results of your study?
b) For electronic data stored on a computer, how will it be stored and secured (password, encryption, other comparable safeguard)?
c) For hardcopy data, how will it be stored (locked office or suite, locked cabinet, data coded by team with master list secured separately, other)?
d) What are your plans for disposing of data once the study is ended (give method and time)?

17. ATTACHMENTS:

Attach copies of all relevant project materials and documents, including (check all that apply):
A copy of your training certificate (required for principal investigator)
Surveys, questionnaires, and/or interview instruments
Informed consent forms or statements
Letters of approval from cooperative agencies, Schools, or education boards
Debriefing statements or explanation sheet

18. **AFFIRMATION OF COMPLIANCE:**

By submitting this application, I attest that I am aware of the applicable principles, policies, regulations, and laws governing the protection of human subjects in research and that I will be guided by them in the conduct of this research. I agree to follow the University policy as outlined in the *Faculty and Academic Policy Handbook* to ensure that the rights and welfare of human participants in my project are properly protected. I understand that the study will not commence until I have received approval of these procedures from the Human Subjects Review Board. I further understand that if data collection continues for more than one year from the approval date, a renewal application must be submitted.

I understand that failure to comply with Federal Regulations (45 CFR 46, available online at [http://ohsr.od.nih.gov/guidelines/45cfr46.html](http://ohsr.od.nih.gov/guidelines/45cfr46.html)) can result in confiscation and possible destruction of data, suspension of all current and future research involving human subjects, or other institutional sanctions, until compliance is assured.

_____________________________________  _________________
Signature of Principal Investigator    Date

_____________________________________  _________________
Signature of Co-Investigator (if applicable)    Date

_____________________________________  _________________
Signature of Faculty Advisor (if applicable)    Date

<table>
<thead>
<tr>
<th>To Be Completed By HSRB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned ID #</td>
</tr>
</tbody>
</table>

□ Approve ________________________________
☐ Recommend Revisions

☐ Reject

_____________________________________  _________________
HSRB Member                     Date

_____________________________________  _________________
HSRB Member (if applicable)   Date

_____________________________________  _________________
HSRB Member (if applicable)   Date
Appendix F – Sabbatical Request Form

This form should be completed by faculty when requesting a sabbatical and should accompany the Dean’s letter of recommendation to the Executive Vice President. The form is due to Academic Affairs by March 1.

Name:_____________________________________

School:_______________________________________

Address (local):____________________________________________________________________________

___________________________________Telephone:_________________________________________

Address while on leave (if applicable): _____________________________________________________

___________________________________Telephone:_________________________________________

Date employed by Regent: _______________________________________________________________

Period of last sabbatical leave (if applicable): ________________________________________________

Years employed at Regent when sabbatical commences: _______________________________________

Duration of sabbatical (one or two semesters): Which semester(s) ______________________________

Sabbatical to commence on _____________ (first day of semester) and terminate on ________________
(last day of semester).

Is salary or compensation other than from Regent to be received? Yes___ No___
If yes, amount expected: ________________

Please explain____________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
Purpose of sabbatical (check all that apply): Scholarship ______, Study ______, Writing ______, Other ______

What is the specific nature of the work or activity of this leave and the topic of study/work? (Attach extra sheets, if necessary.)

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What are the specific expected results of your sabbatical and how will they benefit you and advance the mission of the School and the University? (Attach extra sheets if necessary.)

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

In signing this agreement, I acknowledge that I have read this University policy on sabbatical leave contained in the Faculty and Academic Policy Handbook and fully understand the terms and conditions thereof. I understand that in requesting the above listed period of sabbatical leave, I agree to return to Regent University for a period of one regular academic year from the termination of the leave and if I do not return to refund the portion of the compensation received from the University while on leave, unless otherwise provided. I further agree to provide within 30 days of my return a detailed report on my professional activities during the leave period.

Applicant’s signature____________________________________________

Date____________________

Additional information to be attached to the form:

1. Copy of any previous sabbatical leave reports that were submitted.

2. Current curriculum vitae.

The Dean Completes the Following Section

How will this faculty member’s responsibilities (teaching, advising, committee work, etc.) be handled while s/he is on sabbatical and have you made plans for this in your budget?
How specifically will this sabbatical contribute to the faculty member’s performance and the School’s mission in terms of scholarship, teaching or service?

Dean’s signature _______________________________ Date ________________
# Appendix G – Undergraduate General Education Written Communication Rubric

## English 101 Major Essays

### 100 Points

<table>
<thead>
<tr>
<th>Section</th>
<th>Excellent Points: 18-20</th>
<th>Good Points: 16-17</th>
<th>Fair Points: 14-15</th>
<th>Poor Points: &lt; 14</th>
<th>Comments: [Enter any comments here]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis or Organizing Principle</strong></td>
<td>The essay includes a focused, polished thesis or sophisticated organizing principle, and develops a convincing position or compelling, unified narrative, as appropriate to the assignment.</td>
<td>The essay includes an appropriate, focused thesis or organizing principle, and develops a clear position or unified narrative, as appropriate to the assignment.</td>
<td>The essay includes a thesis or organizing principle and develops a position or clear narrative, although the position/narrative might not be exceptionally focused, polished, or convincing.</td>
<td>The essay lacks an evident organizing principle or thesis statement and fails to adequately develop a convincing position or unified narrative.</td>
<td>[Enter any comments here]</td>
</tr>
<tr>
<td><strong>Organization, Development and Support</strong></td>
<td>The essay demonstrates exceptional critical thinking skills and includes well-chosen, effective supporting information or narrative details. This evidence is organized and presented logically and coherently.</td>
<td>The essay demonstrates strong critical thinking skills and includes good supporting information or narrative details. This evidence is organized and presented logically and coherently.</td>
<td>The essay demonstrates some critical thinking skills and includes adequate supporting information or narrative details. This evidence is organized and presented logically, within an observable plan for development.</td>
<td>The essay fails to demonstrate adequate critical thinking skills or include enough supporting information or narrative details. This evidence or development is presented haphazardly or coherently.</td>
<td>[Enter any comments here]</td>
</tr>
<tr>
<td>Academic Credibility/Format/Documentation</td>
<td>presented persuasively, coherently and logically, with one point leading smoothly to the next.</td>
<td>coherently, within an appropriate plan of organization.</td>
<td>organization. There may be some logical fallacies, points left underdeveloped, or some ineffective narrative development.</td>
<td>illogically or ineffectively.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td>[Enter any comments here]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Academic Credibility/Format/Documentation | The essay demonstrates exceptional academic credibility and polished formatting within system of MLA documentation. If outside sources are used, these sources are well-chosen through excellent research skills and flawlessly integrated into the essay. | The essay demonstrates good academic credibility and effective formatting within the system of MLA documentation. If outside sources are used, these sources are well-chosen through good research skills and effectively integrated into the essay. | The essay demonstrates basic academic credibility and suitable formatting within the system of MLA documentation. If outside sources are used, these sources are appropriate and suitably integrated into the essay, although there may be errors in documentation or less than thorough research. | The essay fails to demonstrate academic credibility and/or is not appropriately formatted within the system of MLA documentation. If outside sources are used, these sources are either inappropriate to the essay and or are insufficiently documented. The essay may fail to demonstrate research appropriate research for the assignment. |
| Comments: | [Enter any comments here] | |

| Style | The essay demonstrates a polished and effective writing | The essay demonstrates an effective writing style. | The essay demonstrates a suitable writing style. The tone | The essay fails to demonstrate an effective writing style. |
| **Style** | The tone and vocabulary are most appropriate for the audience, topic, and purpose. The essay conveys an effective, distinct author’s voice. | The tone and vocabulary are appropriate for the audience, topic, and purpose. The essay conveys an effective, author’s voice. | and vocabulary are appropriate for the audience, topic and purpose. The essay gives the reader some sense of the author’s voice. | The tone and vocabulary are inappropriate for the audience, topic, and purpose. The essay fails to give the reader some sense of the author’s voice. |
| Comments: | [Enter any comments here] |
| **Mechanics** | The essay is free of errors in the convention of the English language. | The essay is mostly free of errors in the convention of the English language (only three or four minor errors for the document) | Although the essay may contain some errors in the convention of the English language, it will be free of egregious grammatical errors (only one or two minor errors per page of the document; fewer than three major errors for the document) | The essay includes multiple errors in the convention of the English language, and some of these errors are egregious (more than one serious error per page) |
| Comments: | [Enter any comments here] |
| Total Points: | | | |
| Overall Comments: | [Enter any comments here] |