



REGENT UNIVERSITY

FACULTY & ACADEMIC
POLICY HANDBOOK

Effective July 2018

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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PREFACE

- 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 10,000 students, offering associate, bachelor's, master's, and doctoral degrees through on-campus and online programs.

Vision, Mission, and Values

- 2.4. *Vision.* Our vision, through our graduates and scholarly activities, is to provide Christian leadership in transforming 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. *Soli Deo Gloria.*
- 2.5. *Mission.* Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.
- 2.6. *Values.* These values are central to Regent and have guided it since its founding:
 - 2.6.1. **Excellence**
Regent University models Christ-first leadership well beyond standard performance in accomplishing tasks or producing work outcomes.
 - 2.6.2. **Innovation**
Regent University demonstrates leadership by introducing new and improved methods of work accomplishment, cost savings, program ideas, and new or improved procedures.
 - 2.6.3. **Integrity**
Regent University exhibits Christian commitment, honesty, uprightness, and sincerity. A reflection of the life and commandments of Jesus Christ; consistently pursuing God's standards, even when they may not be recognized for it, and even when it entails personal sacrifice. Representing a wholeness and completeness that is, as much as possible, in accordance with the biblical ideal.

Policy Statement Regarding Regent University's Christian Community and Mission

- 2.7. Key Characteristics of Regent's Christian Community and Mission.

Regent University is a Christian community that exists to exercise and express Regent's Christian beliefs.

2.7.1. Regent's Christian Beliefs.

The Regent Christian community is based on Regent's Christian beliefs, which include the Statement of Faith.

2.7.2. Representatives and Other Participants.

Regent's Christian community is represented by all of Regent's trustees, officers, employees and student or volunteer leaders, each of whom serves Regent's mission and is an integral part of the community (each such person is described for purposes of this Statement only as a "Regent representative"). The other community participants, including Regent students, alumni, and volunteers, contribute to Regent's Christian community, but they do not represent Regent unless they are also employees or leaders. For purposes of this policy, with respect to students, a "Regent representative" is a student leader, who by virtue of his or her leadership position: (1) regularly represents Regent to outside audiences or who is seen as speaking for Regent's mission to internal audiences, (2) regularly exercise leadership in the context of distinctly Christian activities (such as student chaplain), or (3) is engaged in student government.

2.7.3. Christian Exercise and Expression.

2.7.3.1. As a Community. Regent's Christian community is an exercise and expression of both Regent as an institution and of each Regent representative individually.

2.7.3.2. Through its Mission Based Activities. Regent subscribes to the Christian belief that all of its activities, including the duties of every Regent representative, should express Regent's beliefs and be rendered in service to God as a form of worship. Therefore, all Regent activities further Regent's mission and are an exercise and an expression by Regent and by each Regent representative of Regent's Christian beliefs.

2.7.3.3. All Regent Employees Are Ministers. All Regent employees, regardless of position are called to serve at the University. As such, each employee is to be anointed with oil and commissioned at a ceremony. As such, each employee is deemed a minister to our student body.

2.7.3.4. University Facilities. The Chapel and all other Regent facilities have been built for the glory of God and dedicated to Him. They shall not be used for any purpose contrary to the Statement of Faith of Regent. Determination whether a use is contrary to the Statement of Faith shall require the spiritual determination of Regent, and shall be reserved exclusively by Regent.

2.8. Community Standards for Regent Representatives.

2.8.1. Roles and Expectations.

In response to God's calling on their lives, Regent representatives exercise and express Regent's Christian beliefs by working together to advance Regent's Christian mission. Regent representatives are responsible for defining, cultivating, leading and/or representing Regent's Christian community as an expression and exercise of Regent's Christian beliefs. Accordingly, each Regent representative shall be expected to (i) model Regent's Christian beliefs for others, (ii) perform all of their duties as a service to God and (iii) comply with the following obligations.

2.8.1.1. Christian Beliefs. Each Regent representative shall affirm their agreement with Regent's Statement of Faith and other Christian beliefs and shall not subscribe to or promote any religious beliefs inconsistent with these beliefs.

2.8.1.2. Christian Conduct Standards. Regent representatives shall at all times (both during working and nonworking hours) endeavor to conduct themselves in a manner that affirms Biblical standards of conduct in accordance with Regent's Christian beliefs. Such conduct standards include Regent's Standards of Personal Conduct.

2.8.1.3. Distinctly Christian Activities. Each Regent representative shall be ready, willing and able to lead or contribute to distinctly Christian activities such as worship or prayer services.

2.9. Community Standards for Regent Students.

In furtherance of its mission, Regent's Christian community educates and equips for Christian leadership students who have agreed to learn and participate in the life of the Regent community. Although students generally do not represent the Regent Christian community, they do contribute to the community and to the accomplishment of Regent's mission. Accordingly, Regent students should understand the applicable Christian community standards and must agree to certain commitments as community participants.

2.9.1. Equal Opportunity Policy for Students.

Regent University does not discriminate on the basis of race, color, gender, national or ethnic origin, disability or veteran status in admissions, or in the administration of educational policies, scholarships, loan programs, athletics or other University administered student programs. In addition, Regent does not deny admission or participation in academic programs, scholarships, loan programs, athletics or other University administered student programs based on religion, except as necessary to comply with Regent's community standards for students.

2.9.2. Preferences.

To further Regent's mission of equipping Christian leaders and to support student contributions to Regent's Christian community (including student leadership and

employment positions), Regent may give preference to students who subscribe to Regent's Statement of Faith in admissions, and in the administration of educational policies, scholarships, loan programs, athletics or other University administered student programs.

2.9.3. Christ-Centered Education.

All students must acknowledge that Regent is a Christian community and must agree to receive an education in accordance with Regent's mission, Statement of Faith, and community standards, including Christian standards of personal conduct. Students in the School of Divinity in the following programs shall subscribe in writing to the Statement of Faith: Master of Arts in Practical Theology, Master of Divinity, Doctor of Ministry, and students seeking the Military Chaplain certificate.

2.9.4. Christian Standards of Personal Conduct.

All students must abide by Biblical standards of personal conduct as set forth in the Student Handbook.

2.9.5. Student Leaders and Employees.

Only students who subscribe to Regent's Statement of Faith are eligible for employment or leadership positions at Regent.

2.10. Additional Christian Community Standards.

2.10.1. Alumni, Volunteers and Contract Workers.

Alumni, volunteers and contract workers are not considered to be representatives of Regent's Christian community unless they are serving in leadership positions. Nevertheless, when such persons serve with Regent, they shall be required to acknowledge that they understand and agree to support Regent's mission and values. Regent reserves the right to give preference for such service to alumni, volunteers and contract workers who share Regent's Christian beliefs.

2.10.2. Current Trends.

In response to current cultural and legal trends, Regent has determined to articulate more specifically its Christian beliefs and associated community standards on the following subjects.

2.10.2.1. Marriage. Regent subscribes to the Christian belief that God has instituted marriage as a covenant relationship between one man and one woman. Regent shall recognize only such marriages for all policies and programs in the Regent Christian community.

2.10.2.2. Sexual Conduct. 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). Husbands and wives are called to exclusive sexual fidelity to one another and single persons are called to abstinence. 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.

2.10.2.3. Abortion. Regent affirms the Christian belief that all individuals are created by God in His image. Regent accordingly believes as a matter of Christian conviction that no procedures should be performed or medicines taken to terminate a pregnancy and take the life of an unborn child (such procedures are referred to herein as abortions), except in extraordinary circumstances where other Biblical, moral principles prevail, such as where medically necessary to preserve the life of the mother. Regent's beliefs also prohibit paying for or otherwise facilitating such procedures.

As dictated by these beliefs, Regent as an institution shall not fund abortions in any manner, including through a health care benefit plan that covers drugs used to induce abortions, except in the foregoing extraordinary circumstances. In addition, Regent shall not participate through its health care benefit plan in a program that uses the plan as a means for providing drugs used to induce abortions.

Any requirement to facilitate abortions by offering such coverage or participating in such a program, and any penalty for failing to offer such coverage or participate in such a program, would directly and substantially burden and undermine Regent's exercise and expression of its Christian beliefs.

2.10.2.4. Religious Activities. Regent engages solely in activities that further its Christian mission. In addition, Regent believes that, because all knowledge comes from God, the learning process in all subjects can and should be one of spiritual growth. Therefore, Regent considers its instructional activities in all subjects to be a form of religious worship.

Regent distinguishes between exclusively religious activities and integrated religious activities. Exclusively religious activities include courses in Regent's theology and other seminary training (i.e., pervasively sectarian instruction), as well as devotional worship services such as chapel services conducted by Regent.

Integrated religious activities include courses in subjects taught by public and other nonreligious institutions (i.e., "secular" subjects). Such activities also include student activities (such as athletics and clubs) similar to those conducted at public and other nonreligious institutions. Regent teaches "secular" subjects according to academic standards applicable to all accredited institutions. In addition, Regent teaches its Christian viewpoints on such subjects as applicable

and encourages supplemental instructional activities to foster spiritual growth, such as prayer. Regent shall not agree to any limitations on its integrated religious activities.

2.10.3. Implementation.

To the extent the President determines necessary or advisable to further Regent's mission or to cultivate Regent's Christian community, the President may establish additional standards based on Regent's Christian beliefs for the activities and programs conducted within the community or for Regent representatives or other community participants.

Statement of Faith

2.11. 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:

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

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

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

2.11.4. 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.

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

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

2.11.7. 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

- 2.12. 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.
- 2.13. 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.
- 2.14. The University has adopted the following standards of personal conduct:
 - 2.14.1. 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.
 - 2.14.2. 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.
 - 2.14.3. 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.

- 2.14.4. 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.
- 2.14.5. 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.
- 2.14.6. 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.
- 2.14.7. 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.
 - 2.14.7.1. 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.

2.14.7.2. 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, nun chucks, 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.

2.14.8. 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.

2.14.9. 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.

2.14.10. Additional policies of the University include the following:

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

<http://www.regent.edu/campus/housing/pdf/ResidenceLifeHandbook.pdf>.

2.14.10.2. 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).

2.14.10.3. 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:

<https://www.regent.edu/admin/hr/documents/AcceptableUsePolicy.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.

2.14.10.4. 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.

2.14.10.5. 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/ResidenceLifeHandbook.pdf>.

2.14.10.6. 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

2.15. 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 university 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

2.16. 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).

- 2.17. 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 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 3).
- 2.18. 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 (Articles of Incorporation, Article 6; Bylaws, Article 2, SECTION II).
- 2.19. 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.

University Administrative Officers

- 2.20. *President.* The President is the chief executive officer 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. The President has ultimate control over and responsibility for the University's fund-raising activities and the intercollegiate athletics program. In the event of a vacancy in the office of President, the Chancellor serves as the Chief Executive Officer of the University.
- 2.21. *Executive Vice President for Academic Affairs.* The Executive Vice President for Academic Affairs oversees all academic programs, university services in support of the academic programs and the enrollment management division of the university.
 - 2.21.1. The Executive Vice President for Academic Affairs is responsible for the institution-wide general direction of the instruction, research and outreach activities of the university, and is the senior member of the Cabinet. The individual in this position chairs the Executive Council and Academic Council and helps coordinate the activities of the vice presidents and other senior

administrators. The Executive Council has responsibility to develop and recommend policy and budget priorities for consideration and action by the president. Acting for the president, and within delegated responsibility, the Executive Vice President for Academic Affairs develops and assures compliance with administrative directives as are reasonable and necessary to support the Christian mission and vision of the university.

- 2.21.2. Some of the specific oversight responsibilities of the Executive Vice President for Academic Affairs include: ensuring Regent University stays true to its Christ-centered foundation and mission; implementation of the strategic plan; operational oversight of academic departments; fostering sustainable and holistic excellence in schools, departments and divisions; general direction of curriculum planning; general direction of the university's faith-teaching-learning philosophy; promotion of academic freedom and tenure; development of plans and budgets for academic programs and services; student recruitment and enrollment; student retention, persistence and graduation; general direction of academic support programs and services; general direction and evaluation of academic administrators; and oversight of faculty personnel system and faculty development and support programs.
- 2.21.3. The school deans, associate vice presidents for teaching and learning and academic affairs, and the enrollment and advising executive directors report to, and work closely with, the Executive Vice President for Academic Affairs in these responsibilities.
- 2.22. Other officers. Other officers of the University include the Executive Vice President for Student Life, the Senior Vice President and General Counsel, the Vice President for University Marketing and Public Relations, the Vice President for Human Resources and Administration, and the Vice President for Finance.
- 2.23. Academic Unit Leadership. Schools and colleges are typically operated under the oversight of a dean. Schools that exist within a college are operated under the oversight of a director.
 - 2.23.1. *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.
 - 2.23.2. *Dean of a School or College.* The dean of a school or college serves as its chief administrative officer. The dean is appointed by the trustees upon the recommendation of the President. As the academic leader, 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

- 2.24. *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.
- 2.25. *Academic Council.* Academic Council exercises overall supervision of the academic policies of the University. It recommends to the President the adoption and/or the deletion of the academic policies that govern the University. The Executive Vice President for Academic Affairs serves as chairman.
- 2.25.1. Academic Council is composed of the Executive Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, the Associate Vice President for Teaching and Learning, the dean of each school/college, the dean of the university library, the director of the law library, the Registrar, the President of the Faculty Senate, the SACSCOC Liaison Officer, the Executive Director of Student Services, and the Curriculum and Instruction Review Committee (CIRC) chair. The assistant to the Executive Vice President for Academic Affairs serves as Academic Council secretary.
- 2.25.2. The Council may meet once each month and/or as often as deemed necessary by the chairman.
- 2.26. *Curriculum and Instruction Review Committee (CIRC).*
- 2.26.1. The Curriculum and Instruction Review Committee (CIRC) is a standing university committee under the direct supervision of the Executive Vice President for Academic Affairs (or his/her designee). CIRC shall be composed of a full-time faculty member (or other designee with faculty rank appointed by the school dean) from each of the Regent schools and the University library (the "voting" members of CIRC), along with a representative of the Faculty Senate, the university registrar, the SACSCOC accreditation liaison, and another designee from Academic Affairs. The members of CIRC do not have a formal term 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, 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 voting member of the committee and a vice chairperson who is a voting member of the committee and serves as assistant to the chair. If the CIRC chairperson is not a voting member of the committee, 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.

2.26.2. CIRC normally meets once per month; however, additional meetings or e-mail reviews of proposals may be called by the chair as necessary. Curricular proposals for new degrees requiring SACSCOC approval 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 fall meeting; however, the Executive Vice President will decide if Board approval is necessary and, thus, can waive this requirement.

Faculty

- 2.27. The faculty of each School or College is composed of the Executive Vice President for Academic Affairs, the Dean of the School or college, and all full-time individuals of the rank of full instructor or above who are engaged in work from which recognized college degrees are awarded.
- 2.28. In cooperation with the President, the Executive Vice President for Academic Affairs and officers of the University, the faculty of each School and College is responsible for the conduct of instruction and research in that School or College. Each School or College faculty, with the consent of the Deans and the Executive Vice President for Academic Affairs, 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 programs.
- 2.29. Each School or College faculty may request information relating to the affairs of the University which is found necessary for the exercise of its functions. 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 for Academic Affairs 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.

Faculty Senate

- 2.30. The Faculty Senate is a representative University faculty body and is composed of one full-time faculty member from each School (including colleges), 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.

- 2.31. 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.
- 2.32. 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.

School Governance

- 2.33. Each School or College faculty participates with the Dean in the academic 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.

FACULTY EMPLOYMENT

Academic Freedom

3.1. *Definitions and Applicability.*

- 3.1.1. The term "Academic Freedom" refers to a sphere of specified faculty activities that is generally accorded protection from certain types of University restraint, interference, or sanction, as detailed in this policy. The underlying purpose of Academic Freedom is to foster the free exchange of knowledge and ideas, and it is to be construed in a manner that is consistent with the Statement of Faith and the Faculty and Academic Policy Handbook of Regent University. Academic Freedom applies to all full-time faculty members of any rank or title, all part-time and adjunct faculty members, and all University administrators who engage in "academic activities" as defined herein. Academic Freedom does not apply to a faculty member who is acting in an administrative capacity. The "academic activities" to which this policy applies are (a) teaching in assigned classes or at other University-sponsored events; (b) research within the faculty member's academic areas of expertise; (c) speaking in public on a topic within the faculty member's academic areas of expertise; (d) publication within the faculty member's academic areas of expertise, and (e) service activities in which the faculty member is called upon to contribute from the perspective of his/her

academic areas of expertise. As used in this policy, “within the faculty member’s academic areas of expertise” refers to all subjects and fields commonly taught, discussed, or researched within the program(s) or school(s) in which the faculty member is appointed. “Academic Freedom” means that a faculty member in teaching is free to convey to students his/her opinions, conclusions, and analysis with regard to the subject being taught, and (within the accepted academic parameters of the course, consistent with the Statement of Faith, and subject to reasonable University direction and oversight) to exercise discretion with regard to teaching methods, materials used, mode of delivery, and course structure. In research, public speaking, and publication, “Academic Freedom” means that the faculty member may choose topics, may pursue any line of approach or inquiry, and may disseminate his/her opinions and conclusions in whatever form and forum he/she chooses, again, consistent with the parameters of this Policy.

3.2. *Protection of Academic Freedom.*

- 3.2.1. Protection of Academic Freedom is only accorded to academic activities within the faculty member’s academic areas of expertise. If the faculty member is identified (by experience or education) with additional academic areas of expertise, the faculty member may request (and the University may not unreasonably refuse) to have additional academic areas of expertise included within the protection of Academic Freedom.
- 3.2.2. The University shall not seek to restrict or interfere with a faculty member’s Academic Freedom within the faculty member’s academic areas of expertise, nor adversely sanction the faculty member’s exercise of Academic Freedom, by taking (or threatening to take) any of the following actions: terminating employment; denying tenure; removing from tenure-track; non-renewing a faculty contract; revoking tenure; denying promotion; denying an otherwise-earned or available increase in compensation; or any other action relating to a benefit or privilege of employment.
- 3.2.3. It is not a violation of this policy, or of a faculty member’s Academic Freedom, for a Dean or Program Chair (or other appropriate University representative) to discuss and counsel with a faculty member regarding the school’s (or program’s) needs, focus, or strategic goals in the areas of research. The ultimate choice of which research area(s) to pursue, and how to disseminate the results of that research, remains in the faculty member, and is protected as Academic Freedom.
- 3.2.4. Course, research, or service assignments to faculty members are in the sole discretion of the Dean of each school, and are not a matter of Academic Freedom protection. In teaching, the University may counsel and evaluate a faculty member on the method, quality, and effectiveness of the faculty member’s teaching. The Dean may also require that certain content be taught in particular courses, though the manner in which such content shall be taught shall be within the discretion of the faculty member, consistent with the parameters of this Policy.

- 3.2.5. Normally, faculty members are free to speak and engage in activities in a variety of contexts, but protection under this policy is not accorded to activities of a faculty member not within the faculty member's academic areas of expertise. When engaging in such activities, faculty members should take into account that the public may identify them as members of the Regent community; in appropriate contexts the faculty member should make it clear that he/she does not represent or speak for the University.
- 3.3. *Relation to the Statement of Faith.*
 - 3.3.1. Nothing in this policy shall be construed to allow a faculty member to disavow, contradict, or advocate against the University's Statement of Faith, or any specific provision thereof; such actions are not protected as Academic Freedom.
 - 3.3.2. Outside of the specific provisions of the Statement of Faith, faculty members in their academic activities are not required to conform to or espouse any particular religious doctrine or practice.
- 3.4. *Violations of Academic Freedom.*
 - 3.4.1. A faculty member (or former faculty member) who believes his/her Academic Freedom has been violated, or is threatened, shall provide a concise written description of the violation or threat to the President, and the President shall determine what action, if any, should be taken. The decision of the President shall be final.

Teaching, Mentoring, and Evaluation

- 3.5. 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.
- 3.6. 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.
- 3.7. *Peer Review of Teaching.*
 - 3.7.1. General.
 - 3.7.1.1. 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.

3.7.1.2. 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.

3.7.1.3. 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.

3.7.1.4. Each academic unit should have a documented process for peer review of every faculty member's teaching efforts.

3.7.1.5. 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.

3.7.1.6. 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.

3.7.1.7. Faculty Members may select their own peer reviewers.

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

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

3.7.1.8.2. 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.

3.7.1.9. 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.

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

3.7.1.11. 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.

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

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

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

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

3.7.2. Peer review process.

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

3.7.2.2. 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).

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

3.7.2.4. The reviewer observes the course (face-to-face or online).

3.7.2.5. Peer reviews of all courses shall include, as a minimum, assessment of each of the following areas:

3.7.2.5.1. Faculty member's mastery of course content.

3.7.2.5.2. Currency and accuracy of the course content.

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

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

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

3.7.2.5.6. Course design and pedagogy.

3.7.2.5.7. Integration of faith and learning.

3.7.2.5.8. Faculty member's discussion moderation skills.

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

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

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

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

3.7.2.6.4. Achievement of day's objectives.

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

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

3.7.2.7.2. Comments should be more observational than judgmental.

3.7.2.7.3. Issues in teaching must never be explicitly identified unless accompanied by alternative solutions. Any recommended changes in teaching must be achievable.

3.7.2.8. 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.

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

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

3.8. *Student Evaluation of Teaching (SET)*. All faculty members and administrators who teach shall be evaluated using the University Online Course Evaluation System containing a

SET Form approved by the Executive Vice President for Academic Affairs. This system will be used to give students a voice regarding their educational experiences while at Regent University. These evaluations are also used to:

- 3.8.1. provide teachers with anonymous student feedback to support the ongoing refinement of instructional practice.
 - 3.8.2. support faculty tenure, promotion, and performance management processes.
 - 3.8.3. help administrators in monitoring the quality of teaching.
 - 3.8.4. assist the identification of exceptional teachers for special recognition.
- 3.9. Students are to be encouraged by faculty at any point during the academic term to offer comments that may be helpful to the improvement or refinement of the course (Ephesians 5:21). The final course evaluation is also an essential element for continued course improvement.
- 3.9.1. Student responses will be anonymous.
 - 3.9.2. Faculty will encourage their students to complete the SET survey.
 - 3.9.3. Faculty will not have access to course evaluations until after grades have been submitted each academic term.
- 3.10. Student evaluations should not be the only evidence of teaching effectiveness considered in faculty personnel decisions. They should be combined with other sources of information, such as peer evaluations and supervisor evaluations. Student evaluations are to be interpreted with caution as they represent only one view of teaching effectiveness.

Job Descriptions for Faculty and Teaching Assistants

- 3.11. 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.
- 3.12. 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.

3.12.1 Faculty Expectations. All faculty members (full-time, part-time, and adjunct) are required to observe the following protocols.

3.12.2 Any email from a student, or from another Regent employee, or a specific student question posted on Blackboard, or a voice mail from a student, must be answered within 24 hours from the time of receipt, on weekdays when the University is open. In the case of weekends and holidays, the 24-hour period is extended into the next business day (e.g., an email received on Friday afternoon at 3:00 p.m. must normally be answered by 3:00 p.m. on Monday). If a course assignment is due on a weekend (Saturday or Sunday), the professor must either monitor and answer student emails and posted questions within 24 hours on those weekend days, or must give clear advance notice to students in the course that the instructor will not be available to answer those questions over the weekend, so that students should know to review the assignment in advance and pose any questions by close of business Thursday. The requirement of answering emails and posted questions within 24 hours envisions a substantive answer (i.e., not an auto response; not "I will get back to you later"); if a substantive answer is not available, the faculty member must indicate in a timely email or other communication what steps are being taken to discern the answer, and the expected time frame (as early as possible) within which a substantive response will be given.

3.12.3 For any assignment in any course, final and complete detailed instructions must be made available to students at least one week in advance of the due date of the assignment. Assignment requirements, instructions, or changes made available less than one week in advance of the due date may not be enforced or required of students, and may not be taken into account in grading.

3.12.4 During the academic term, course instructors must provide to all students detailed substantive feedback (and grades) for all course assignments, within one week from the date the assignment was turned in. If a turned-in assignment is followed by another similar assignment (e.g., two consecutive papers) due less than 10 days later, the substantive feedback and grade must be provided at least three days prior to the due date of the second assignment, to allow the student time to incorporate improvements derived from the feedback in the student's next similar assignment.

3.12.5 These expectations will be published to students, and will also be enforced by deans at all times, including upon formal reviews of faculty performance.

3.13. *Instructional Team*

3.13.1. 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 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 SACSCOC guidelines.

3.13.2. 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.

3.14. *Teaching Assistants (TAs)*

3.14.1. TA responsibility for a course should be less than 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.

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

3.14.2.1. Assisting with classroom management.

3.14.2.2. Providing individualized instruction (i.e., not instruction for the entire class).

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

3.14.2.4. Supervising students during excursions, activities, etc.

3.14.2.5. Assisting with class presentations and evaluating student deliverables.

3.14.2.6. Assisting students/groups who are working independently.

- 3.14.2.7. Attending to course logistic requirements (e.g., scheduling resources, photocopying).
- 3.14.3. TAs who hold at least a master's 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.
- 3.14.4. The "Special Project Approval/Payment Authorization Form" 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>.
- 3.15. *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.
- 3.16. *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.
- 3.17. *Teaching and Mentoring*. In teaching, faculty are expected to teach assigned courses, develop standardized course syllabi and course materials, communicate relevant content, set clear course learning outcomes and foster student learning. They should continually evaluate the effectiveness of teaching style, content and student learning, and make appropriate modifications to maximize instructional effectiveness. Faculty should advise students regarding academic, spiritual and (when appropriate) personal matters. Faculty should also supervise students' culminating experiences to successful and timely completion.
- 3.18. *Research, Scholarship and/or Creative Works*. The faculty member is expected to conduct research that advances the mission of the University, reflects commitment to a Biblical worldview, expands the knowledge-base in her/his field of endeavor, and impacts culture and society in demonstrable and transformative ways. 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. Faculty members engaging in research involving human subjects must comply with procedures

set forth on the University's human subjects review webpage, https://www.regent.edu/academics/academic_affairs/HSR/.

- 3.19. *University Administration and Community and Professional Service.* The 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.
- 3.20. *Qualifications.*
 - 3.20.1. 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.
 - 3.20.2. 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.
 - 3.20.3. Scholarship – Demonstrated scholarly productivity in publications and participation on scholarly programs at appropriate professional meetings.
 - 3.20.4. Personal – Vibrant personal Christian faith. 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.
- 3.21. *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 Faculty” (“Qualifications” section). Experience, scholarship, and professional development shall support the graduate program and be of a caliber appropriate to graduate faculty.
- 3.22. Priority of responsibilities may vary depending on the gifts of the faculty member and the need of the School or college.

Job Description for Library Faculty

- 3.23. 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.

- 3.24. *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.
- 3.25. *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.
- 3.26. *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.
- 3.27. *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.
- 3.28. *Qualifications.*
 - 3.28.1. Education – A master’s degree in library science from an ALA accredited School. A second graduate degree is recommended.
 - 3.28.2. Experience – Several years of appropriate academic library experience or equivalent with demonstrated competence in reference or collection services.
 - 3.28.3. Scholarship – Demonstrated scholarly productivity and/or creative activity and participation on scholarly programs at appropriate professional meetings.
 - 3.28.4. 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.

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

Worldview and Hermeneutics Understanding

3.30. Prospective Faculty

3.30.1. 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.

3.30.2. 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:

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

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

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

3.30.3. 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.

- 3.31. *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.

Faculty Recruitment

- 3.32. 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.
- 3.33. 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.
- 3.34. 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.
- 3.35. All candidates for employment are interviewed by the Executive Vice President for Academic Affairs (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.
- 3.36. 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 for Academic Affairs.
- 3.37. Upon the Dean's recommendation, and in consultation with the Executive Vice President for Academic Affairs, the President determines whether to appoint the interviewed candidate in accordance with the University bylaws and the policies of the Board of Trustees.

General Appointment and Promotion Policy

- 3.38. It is the policy of Regent University to foster the advancement of its faculty.
- 3.39. Regent University seeks to appoint and promote faculty members whose personal and professional lives reflect a vitality of Christian experience.
- 3.40. 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.
- 3.41. 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.

- 3.42. 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.
- 3.43. 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.
- 3.44. Exceptions to the promotion and appointment criteria below may be justified by distinguished achievement.
- 3.45. Each School must establish, and have approved by the President and Executive Vice President for Academic Affairs, specific written criteria conforming to the guidelines of this document that it will employ in its review of applications for appointment and promotion.
- 3.46. 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.
- 3.47. 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.

Minimum Appointment and Promotion Criteria

- 3.48. Academic ranks for 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. Unless approved by the Executive Vice President for Academic Affairs, only tenured faculty members will hold ranks above assistant professor; this applies to both initial appointments and promotions.
- 3.49. 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 for Academic Affairs may initiate such considerations.

- 3.50. 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.
- 3.51. The University appoints and promotes competent faculty members qualified to accomplish the mission and goals of the University. When determining acceptable qualifications of its faculty, the University gives primary consideration to the highest earned degree in the discipline in accordance with the guidelines listed below. The University also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the University is responsible for justifying and documenting the qualifications of its faculty.
- 3.51.1. Faculty teaching general education courses at the undergraduate level: doctoral or master's degree in the teaching discipline or master's degree with coursework in the teaching discipline and/or other appropriate qualifications.
- 3.51.2. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctoral or master's degree in the teaching discipline or master's degree with coursework in the teaching discipline and/or other appropriate qualifications.
- 3.51.3. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate degree and demonstrated competencies in the teaching discipline.
- 3.51.4. Faculty teaching baccalaureate courses: doctoral or master's degree in the teaching discipline or master's degree with coursework in the teaching discipline and/or other appropriate qualifications.
- 3.51.5. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- 3.51.6. Graduate teaching assistants: master's in the teaching discipline or graduate coursework in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.
- 3.52. University Policies Concerning Terminal Degrees for Faculty

Verification of faculty credentials is an issue at every major university in the world. The purpose of this section is to clarify Regent University's policies regarding faculty members who have not yet verified receipt of the terminal degrees in their disciplines.

Until the Office of Academic Affairs receives verification that a faculty member has completed the terminal degree (Ph.D., Ed.D., JD, MFA, or whatever is appropriate in his/her discipline), the appointment is at the rank of Instructor. A rare exception to this policy may occur when it can be demonstrated to the satisfaction of the university administration that the faculty member would ordinarily be recognized as having sufficient expertise to warrant the higher faculty rank within his/her field based on some exceptional background, experiences or credentials other than a terminal degree. If hired in the tenure track, this appointment automatically changes to the rank of Assistant Professor when Academic Affairs receives proper verification.

If the faculty member is hired as a tenure-track faculty, the schedule of his/her mandatory reappointment and tenure decisions remains the same as if he/she had joined the University faculty as an Assistant Professor. In particular, time spent in rank as an Instructor does not constitute grounds for delaying the tenure decision or for relaxing the expectations for tenure. In no case does the University grant tenure to individuals who still hold the rank of Instructor at the time of their tenure decisions. As a general practice, the University does not reappoint faculty members who hold the Instructor rank in a tenure line faculty slot at the time of their second-year reappointment decision.

Proper verification that the faculty member has completed the terminal degree consists of an official transcript, sent directly to the Office of Academic Affairs by the degree-granting institution, verifying that the institution has conferred the degree. Photocopies of transcripts, transcripts not sent directly to Academic Affairs from the degree-granting institution, and letters from the faculty member's former department head or doctoral committee members are not acceptable as substitutes.

The uniform application of this policy is necessary to protect the University's academic integrity. A faculty member should feel free to discuss these policies with his/her department head, dean, or administrators in the Office of Academic Affairs if questions arise.

- 3.53. *Faculty Ranks.* 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.

3.53.1. *Professor*

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

3.53.1.2. Have a minimum of 10 years full-time college-level teaching experience or an outstanding equivalent professional record.

3.53.1.3. Normally have a minimum of 5 years at the rank of Associate Professor.

3.53.1.4. 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.

3.53.1.5. 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.

3.53.1.6. Candidates are expected to have taken leadership roles in School, University, or professional governance.

3.53.1.7. 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.

3.53.1.8. 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.

3.53.1.9. 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.

3.53.2. *Associate Professor*

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

3.53.2.2. Have a minimum of 5 years full-time college-level teaching experience or an equivalent outstanding professional record.

3.53.2.3. 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.

3.53.2.4. 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.

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

3.53.2.6. Teaching and mentoring excellence is demonstrated through 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.

3.53.2.7. 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.

3.53.2.8. University, School, Community and Professional Service

3.53.2.8.1. Effective service on school and university committees.

3.53.2.8.2. 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.

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

3.53.2.8.4. Membership and participation in professional organizations related to the faculty member's specialty.

3.53.2.9. 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.

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

3.53.3. *Assistant Professor*

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

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

3.53.3.3. Have potential as an effective faculty member with a clear indication that the individual will grow in professional stature.

3.53.3.4. Demonstrated scholarly or creative work that reflects the University's mission and goals.

3.53.3.5. 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.

3.53.3.6. University, School, Community and Professional Service

3.53.3.6.1. Effective service on School and University committees.

3.53.3.6.2. 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.

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

3.53.3.6.4. Membership and participation in professional organizations related to the faculty member's specialty.

3.53.3.7. Evidence of Christ-centered spiritual vitality.

3.53.4. *Instructor*

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

3.53.4.2. 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.

3.53.4.3. Demonstrate a significant aptitude for teaching.

3.53.4.4. Evidence of Christ-centered spiritual vitality.

3.53.5. 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.

3.54. *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.

3.54.1. *Librarian*

3.54.1.1. 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.).

3.54.1.2. 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.

3.54.1.3. 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.

3.54.1.4. 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.

3.54.2. *Associate Librarian*

3.54.2.1. 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.

3.54.2.2. 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.

3.54.2.3. 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.

3.54.2.4. 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.

3.54.3. *Assistant Librarian*

3.54.3.1. 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.

3.54.3.2. 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.

3.54.3.3. 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.

3.54.3.4. 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.

3.54.4. *Affiliate Librarian*

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

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

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

3.54.4.4. 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)

3.55. *Administrative Faculty.* Faculty members with administrative responsibilities are classified as faculty. Deans and executive administrators who hold faculty rank are classified as administrative faculty.

3.55.1. Upon initial appointment, administrative faculty who do not already hold academic rank at Regent University may be awarded rank in a School by the Executive Vice President for Academic Affairs with approval of the President.

3.55.2. Administrative faculty are 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 for Academic Affairs 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.

3.55.3. 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.

3.55.4. 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.

3.55.5. *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.

- 3.55.6. 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.

Joint Appointments

3.56. General.

- 3.56.1. A joint appointment is understood to refer to a sharing of a faculty member's services between two schools based on the member's academic and scholarly credentials and/or a demonstrated strong interdisciplinary proficiency in scholarship and teaching. A joint appointee shall be assigned to a primary and a secondary academic unit. Joint appointees will retain all of their rights and privileges in their primary units. The joint appointment may be between two graduate schools, or may be between a graduate school and the College of Arts and Sciences.
- 3.56.2. Where the joint appointees are assigned to a graduate school and the College of Arts and Sciences, the joint appointments shall develop and maintain discipline-based coherency between undergraduate and graduate programs. Furthermore, such appointments may add an interdisciplinary vantage point to the learning experience. Most importantly, such appointments give students access to talented faculty from across the University thereby enhancing their educational journeys.
- 3.56.3. The salary line for a joint appointment may reside solely in one school or may be shared between schools. Joint appointments will be for a fixed-term and may be renewed at the end of the term by mutual agreement of the two schools and the faculty member. A joint appointment may be negotiated when a faculty member is hired or at any time in a faculty member's career when opportunities warrant formal affiliation with a secondary school. Initiation of a joint appointment requires the consent of the primary and secondary schools at the University. Similarly, the continuation of a joint appointment requires the consent of the primary and secondary schools involved.

3.57. Appointment Guidelines.

- 3.57.1. In general, to initiate the joint appointment process, either (a) a letter is submitted by the interested faculty member to the dean of the secondary school, along with a

current CV, with the approval of the primary dean, or (b) an individual may be recommended for a joint appointment by a school. The request or recommendation should clearly indicate the benefits to both schools that are likely to result from the approval of a joint appointment. On receipt of this material, if the secondary dean deems this desirable, the secondary school dean will confer with the secondary unit faculty, as appropriate. The secondary school dean shall also contact the primary school dean to negotiate terms and conditions of the appointment. Based on the successful conclusion of these negotiations, the secondary school dean will recommend a joint appointment and its specific terms set out in a Letter of Joint Appointment (LOJA; see appendix).

- 3.57.2. The primary school serves as the tenure home if the faculty member is eligible for or has tenure. The primary school administers practices regarding pay, benefits eligibility and other funding, provides voting rights, if any, consistent with the title and rank and the practices of that school, and determines primary teaching, scholarship, and service obligations within the negotiated work units allotment related to the joint appointment. The appointment document must specify the extent of the individual's responsibilities in the secondary school, the arrangement for consultation between the schools concerning the individual's assignments, and the percentage (if any) of the individual's salary that will be paid by the secondary unit. Alternatively, compensation for teaching in the secondary school can be provided on an adjunct basis if the faculty member's workload is not reduced by the primary school.
- 3.57.3. The Faculty Performance Plan, prepared by the primary school dean or dean's designee in consultation with the secondary school dean, will identify the expectations for the joint appointee in the areas of teaching, scholarship, and service in accordance with the Faculty and Academic Policy Handbook. Details may be changed with the approval of all constituent parties.
- 3.57.4. Faculty members holding joint appointments shall be evaluated in a collaborative manner according to the approved policies and procedures for faculty evaluation in the primary school with inputs from the secondary school.
- 3.57.5. The nature and extent of teaching, scholarship, and service expectations shall determine the need for office space, computers, telephones, and other support, if any, from the secondary school. The provision of resources by the primary and secondary schools shall be stipulated at the time of appointment and reviewed and revised as appropriate.
- 3.57.6. For courses taught by faculty holding joint appointments, the credit hours generated by student enrollments shall accrue to the schools listing the courses unless otherwise agreed. Overload pay, if any, will be charged to the school where the overload occurred.

- 3.57.7. The duration of a joint appointment shall be articulated in the LOJA. To initiate a renewal process after the initial term, a letter of application should be submitted by the secondary school dean. Reappointment will be considered by the secondary school dean in consultation with the primary school dean. Renewal or continuation of joint appointments will depend on the continued assumption of significant academic responsibilities and a level of professional deportment consistent with the highest standards of the profession.
- 3.57.8. A joint appointment can be terminated at any time by either school for any reason. Tenure in the primary school is not be affected by termination of a joint appointment.

Non-Tenure Track Faculty

- 3.58. 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.
- 3.59. 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.
- 3.60. 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%).
- 3.61. 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 (SACSCOC). Official transcripts must be on file for all faculty. Additionally:
- 3.61.1. 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.
- 3.61.2. 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 substantial graduate semester hours in the teaching discipline, or a master's degree in a related discipline with substantial 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.

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 (SACSCOC).

3.62. *Other Faculty Ranks.* 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.

3.62.1. *Senior Lecturer (comparable to the rank of Professor)*

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

3.62.1.2. Have a minimum of 10 years full-time college-level teaching experience or an outstanding equivalent professional record.

3.62.1.3. Normally have a minimum of 8 years at the rank of Principal Lecturer.

3.62.1.4. 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.

3.62.1.5. Candidates are expected to have taken leadership roles in the discipline-specific department, School/College, or University.

3.62.1.6. Promotion to the rank of Senior Lecturer is not exclusively the consequence of the number of years in rank but constitutes recognition of sustained professional achievement in teaching and service.

3.62.1.7. Candidates for promotion to Senior Lecturer are expected to meet all the qualifications for the rank of Principal Lecturer.

3.62.1.8. The decision on promotion to Senior Lecturer is based primarily on evidence of accomplishments since the last promotion, continued fidelity to the University's mission, and Christ-centered spiritual vitality.

3.62.2. *Principal Lecturer (comparable to the rank of Associate Professor)*

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

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

3.62.2.3. Promotion to this rank is based on strength of teaching and service.

3.62.2.4. This rank is reserved for those who are competent in all assigned duties and have established an excellent record in teaching. A record of service is an important part of this rank yet is less important for promotion to the rank of Principal Lecturer than teaching. An exceptional service record cannot substitute for excellent teaching.

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

3.62.2.6. Teaching and mentoring excellence is demonstrated through 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.

3.62.2.7. The decision on promotion to Principal Lecturer is based primarily on evidence of accomplishments since the last promotion, continued fidelity to the University's mission, and Christ-centered spiritual vitality.

3.62.3. *Lecturer (comparable to the rank of Assistant Professor)*

3.62.3.1. Hold an earned doctorate, a terminal degree or its academic equivalent, a master's degree (as appropriate for undergraduate teaching), or have evidence of outstanding contributions and/or creative works in the faculty member's discipline.

3.62.3.2. Have potential as an effective faculty member with a clear indication that the individual will grow to exhibit exceptional teaching and mentoring and be a role model for students, staff, and other faculty members.

3.62.3.3. If promoted to this rank from the rank of Instructor, a minimum of 5 years of full-time college-level teaching at the rank of Instructor. Promotion is based primarily on strength in teaching.

3.62.3.4. Demonstrated excellence in teaching and mentoring as evidenced by supervisor, peer, and student evaluations. Demonstrated potential for service contributions to the discipline-specific department, School/College, or University.

3.62.4. *Instructor*

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

3.62.4.2. 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.

3.62.4.3. Demonstrate a significant aptitude for teaching.

3.62.4.4. Evidence of Christ-centered spiritual vitality.

3.63. *Adjunct Faculty.*

3.63.1. Adjunct faculty members are normally employed to teach one or more specific courses. 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.

3.63.2. 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.

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

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

3.63.5. Adjunct faculty appointments, terms, and conditions are addressed in the adjunct contract.

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

3.63.6.1. 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.

3.63.6.2. 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 master's degree for undergraduate instruction and a terminal degree for graduate instruction.

3.63.7. The Executive Vice President for Academic Affairs shall approve appointment of adjunct faculty members on the recommendation of the School Dean or designee by signing the adjunct contract.

3.63.8. Adjunct faculty workload apportionment shall be 100% for teaching and mentoring.

- 3.63.9. Adjunct faculty members are not eligible for tenure or sabbaticals.
- 3.63.10. Adjunct faculty members should receive periodic performance reviews from their Dean or designee.
- 3.63.11. The following adjunct faculty classifications are intended to meet the University's needs.
- 3.63.11.1. *Adjunct Professor.*
- 3.63.11.1.1. This classification is held by adjunct faculty members selected by their Dean who have fulfilled the requirements for adjunct associate professor.
- 3.63.11.1.2. Served as adjunct associate professor for a minimum of two years.
- 3.63.11.1.3. Successfully taught a minimum of seven courses for a Regent University School.
- 3.63.11.1.4. Possesses a terminal degree in the teaching field or a related field.
- 3.63.11.1.5. Served as a mentor while at Regent University.
- 3.63.11.2. *Adjunct Associate Professor.*
- 3.63.11.2.1. This classification is held by adjunct faculty members selected by their Dean who have fulfilled the requirements for adjunct assistant professor.
- 3.63.11.2.2. Served as adjunct assistant professor for a minimum of three years.
- 3.63.11.2.3. Successfully taught a minimum of five courses for a Regent University School.
- 3.63.11.2.4. Completed at least one of the following:
- 3.63.11.2.4.1. A minimum of seven Continuing Education Courses.
- 3.63.11.2.4.2. Two graduate-level courses in the teaching field.
- 3.63.11.2.4.3. Active enrollment in pursuit of an additional educational degree in the teaching or related field (or already holds such a degree).

3.63.11.2.4.4. Attendance at a national conference within the adjunct professor's field.

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

3.63.11.3. *Adjunct Assistant Professor.*

3.63.11.3.1. 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.

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

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

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

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

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

3.63.11.4. *Adjunct Instructor.*

3.63.11.4.1. All new adjunct faculty members normally begin teaching their first contracted course at this level.

3.63.11.4.2. 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.

3.63.11.5. 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.

3.64. *Terms of Employment for Full-time Faculty.*

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

3.64.1.1. 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.

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

3.64.1.3. 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.

3.64.2. 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 for Academic Affairs.

3.64.3. 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 for Academic Affairs and the President. The promotion process should follow the promotion timetable and review process found in the Tenure and Promotion policy.

3.64.4. 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.

3.64.5. 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.

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

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

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

3.64.6.3. Prior to placing a faculty member on a tenure-track contract, the Dean and Executive Vice President for Academic Affairs 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 member's previous service at the University. In no case should that timeframe exceed six years.

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

3.64.7. *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:

3.64.7.1. *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.

3.64.7.2. *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.

3.64.7.3. *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.

3.64.7.4. *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.

3.64.7.5. *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.

3.64.7.6. *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.

3.64.7.6.1. 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.

3.64.7.6.2. 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.)

3.64.7.6.3. 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 for Academic Affairs 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.

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

3.64.8. *Distinguished Professor*. Distinguished Professor is a title of distinction for faculty members who have a record comprised of either convincing evidence of significant national/international contribution in their academic discipline through research and publication or through extraordinary public/governmental service. Consideration for this title is based on either an extraordinary level of recognition by academic peers of a national/international context within the discipline of the candidate or on particular recognition in public/governmental service. Implicit in these criteria is an ongoing demonstration of the distinguished faculty member's Christian witness and excellence in the integration of faith and practice.

3.64.8.1. Distinguished Professor is not conferred in the promotion context; that is, it is not the highest rank for professors whose primary responsibilities are teaching and research. Distinguished Professor is a title and not a faculty rank and, as such, the title is outside of the review procedures for promotion.

3.64.8.2. For academic assignments and budgetary support, distinguished professors will be accountable to the academic departments in which they are appointed; however, as holders of a University title, distinguished professors will also be accountable to the Executive Vice President for Academic Affairs.

3.64.8.3. 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 for Academic Affairs will discuss and communicate opportunities for contributions to the advancement of the University to the distinguished professors as necessary.

3.64.8.4. Nominations for the Distinguished Professor title may come from any member of the University at any time. The Executive Vice President for Academic Affairs has the sole authority in deciding how best to evaluate the nominee for potential appointment.

3.64.8.5. The Executive Vice President for Academic Affairs has the sole authority in deciding how best to evaluate title rescission.

Procedure for Employment

3.65. The Dean makes a recommendation to the Executive Vice President for Academic Affairs 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.

- 3.66. The Executive Vice President for Academic Affairs 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 for Academic Affairs and faculty member. Contracts for full-time faculty members are signed by the Dean, faculty member and the President (or the Executive Vice President for Academic Affairs).
- 3.67. 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.
 - 3.67.1. Non-tenured full-time faculty members may transfer to a tenure track with the approval of the Dean and Executive Vice President for Academic Affairs. 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.
- 3.68. *Unusual Circumstances.*
 - 3.68.1. 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.
 - 3.68.2. In such circumstances, the Executive Vice President for Academic Affairs 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.

General Tenure Policy

- 3.69. Tenure is conferred only by action of the Board of Trustees.
- 3.70. The purpose of tenure is to assure the University faculty members' academic freedom and security and to protect the best interests of the University.

- 3.71. 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. 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.
- 3.72. 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.
- 3.73. 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.
- 3.74. 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.
- 3.75. 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.
- 3.76. 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

- 3.77. A faculty member holding a tenure-track appointment may 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.

- 3.78. Tenure review may be offered earlier than in the sixth year of service upon mutual agreement between the Executive Vice President for Academic Affairs, 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.
 - 3.78.1. Evidence of sustained teaching and scholarly achievement and recognition at the national level is a minimum expectation for consideration of early tenure.
 - 3.78.2. Candidates requesting early tenure must also make a persuasive case that early tenure is of clear advantage to the University.
- 3.79. 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.
- 3.80. Only faculty members who hold the rank of associate professor or above are eligible for tenure.
- 3.81. Assistant professors may be considered for tenure only if they are simultaneously being considered for promotion to the rank of associate professor.
- 3.82. 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.
- 3.83. 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.

Reviews for Granting of Initial Tenure

- 3.84. 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.
- 3.85. 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.
- 3.86. 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.

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

3.86.2. 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.

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

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

3.86.3.2. 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.

3.86.3.3. The reviewer should comment on the significance of the candidate's work and its impact on the field.

3.86.3.4. The reviewer should rate the candidate's scholarly achievements in comparison with other persons at similar stages in their careers.

Removal from Tenure Track or Tenure Status

3.87. If, in consultation with the Executive Vice President for Academic Affairs, 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, at the discretion of the Executive Vice President for Academic Affairs.

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

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

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

Criteria for Granting Tenure

3.91. The granting of tenure shall be based on:

- 3.91.1. Sound evidence of:
- 3.91.1.1. 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.
 - 3.91.1.2. 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.
 - 3.91.1.3. Meaningful service to the University, the community, and/or to the faculty member's profession.
- 3.91.2. 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.
- 3.91.3. 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.
- 3.92. 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. 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.
- 3.93. 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.
- 3.94. If after the date the then contract ends or if tenure is not awarded following a tenure review because the University determines at its sole discretion that granting tenure or continued employment is not appropriate, and provided that the faculty member is not in breach of contract, a faculty member may either:
- (a) be awarded a terminal year contract if such is in the best interest of the University, and in such event employment with the University will end with the completion of the terminal year contract;
 - (b) receive severance as set forth in the Employee Handbook if the University determines at its sole discretion that circumstances warrant, or
 - (c) be awarded a one year extension (to defer review for tenure) or be transferred to a non-tenure-track contract when there are extenuating circumstances approved by the President that provide a compelling case for such an extension.

- 3.95. Each School must establish, and have approved by the President and Executive Vice President for Academic Affairs, 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.

Post-Tenure Review

- 3.96. Periodically, 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.
- 3.97. 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.
- 3.98. 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 or Executive Vice President for Academic Affairs.
- 3.99. 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.
- 3.100. 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:
- 3.100.1. 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.
- 3.100.2. 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 if such is in the best interest of the University, or the faculty member may be terminated at the end of the then-current contract.

- 3.100.3. 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 or be terminated at the end of the then-current contract.
- 3.101. The Dean shall provide her/his recommendation and, if appropriate, the Faculty Development Plan to the Executive Vice President for Academic Affairs for final approval. The termination, or the awarding of a terminal contract or appointment to a non-tenure contract, shall require consultation with and approval by the President.

School Tenure and Promotion Review Committee

- 3.102. Each School has a single School Tenure and Promotion Review Committee 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 Committee is comprised of tenured faculty of the School and has a chair; the Dean may appoint the members and/or chair or approve of an appointment procedure. If an appointment procedure is used, the Dean must still approve of the members and/or chair and has the authority to make changes. If a School has an insufficient number of tenured faculty members to constitute the Committee, the Dean must coordinate with other Deans to solicit tenured faculty members in related disciplines from other Schools. Exceptions to this policy (e.g., the formation of more than one Committee to manage the work required for a large number of applications) must have the written approval of the Executive Vice President for Academic Affairs.
- 3.103. 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.
- 3.104. The School Tenure and Promotion Review Committee shall:
- 3.104.1. Consist of not less than 3 members.
 - 3.104.2. Meet separately and independently of the School Dean.
 - 3.104.3. Meet face-to-face, or synchronously if electronic.
 - 3.104.4. 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 for Academic Affairs. Quality over quantity shall be emphasized.
 - 3.104.5. 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.

- 3.105. The School Dean shall inform the candidate of the recommendations of both the Committee and Dean.
- 3.106. 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.

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

- 3.107. The Dean shall have copies of the School tenure and promotion guidelines available to all faculty members.
- 3.108. The University shall attempt to meet the following 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), subject to change as the University may determine.
- 3.108.1. *October 1.* Tenure and promotion materials from each candidate for promotion and/or tenure are to be presented to the Dean or designee.
- 3.108.2. *October 7.* School Tenure and Promotion Committees are formed and are provided candidate tenure and promotion materials.
- 3.108.3. *October 15.* The Dean or designee solicits inputs from present and former students, Regent University faculty, and external reviewers, as appropriate.
- 3.108.4. *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.
- 3.108.5. *January 10.* 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.
- 3.108.6. *January 17.* Each candidate responds to the Dean in writing, if desired, to request a review of the process and/or respond to the recommendation.

- 3.108.7. *February 1.* Deans lodge their recommendations with the Executive Vice President for Academic Affairs, to include the rationales upon which those recommendations are based and to include each candidate's application dossier and any written candidate responses.
- 3.108.8. *April 1.* The Executive Vice President for Academic Affairs makes recommendations to the President regarding the award of tenure and/or promotion.
- 3.108.8.1. The Executive Vice President for Academic Affairs 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.
- 3.108.8.2. The Executive Vice President for Academic Affairs 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.
- 3.108.9. *April Board of Trustees Meeting.*
- 3.108.9.1. The President makes final recommendations to the Board of Trustees regarding the award of tenure and/or promotion.
- 3.108.9.2. The ultimate decisions are made by the Board of Trustees.
- 3.108.9.3. The decisions of the Board of Trustees are final.
- 3.108.9.4. The Board of Trustees notifies the President, Executive Vice President for Academic Affairs, and respective Deans of all decisions.
- 3.108.9.5. Deans notify candidates.
- 3.108.10. At any stage prior to the decision of the Board of Trustees, a candidate may exercise the right to withdraw from the process.

Outline for Faculty Tenure and Promotion Dossier

- 3.109. The purpose of the dossier is to provide supporting evidence for the candidate's application for tenure or promotion, or both, or post tenure review.
- 3.110. 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.

- 3.111. Integrating Christian principles in personal behavior and excellence in proficiency, performance, and collegiality are to be addressed throughout the dossier, as appropriate.
- 3.112. Materials presented should be representative rather than exhaustive, and only be included in direct support of the application.
- 3.113. 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.
- 3.114. All information should be clear and succinct, and without unnecessary and unexplained jargon.
- 3.115. The dossier and all correspondence in conjunction with the dossier (e.g., Dean's letter of recommendation, School Tenure and Promotion Committee recommendation; note that correspondence outside of the applicant's control are submitted separately from the dossier via individual files) are to be submitted to the Office of the Executive Vice President for Academic Affairs electronically in pdf format (unless the EVP grants a special exception). The file name for each separate file must include the names of the candidate and the School as well as appropriate descriptive information (e.g., John Smith – SOE – Dossier, John Smith – SOE – Dean Recommendation).
- 3.116. A tenure or promotion dossier is not to exceed 200 single-sided pages. A post-tenure review dossier is not to exceed 30 single-sided pages.
- 3.117. 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 for Academic Affairs, any materials mentioned as evidence in the dossier.
- 3.118. A dossier in support of an application for post tenure review is to concentrate on, and clearly identify, accomplishments since the last review.
- 3.119. *Dossier Table of Contents.*
 - 3.119.1. Introduction.
 - 3.119.2. Candidate's letter of application.
 - 3.119.3. External review letters (if applicable and acquired by the applicant).
 - 3.119.4. Statements and letters from School faculty members.
 - 3.119.5. Current curriculum vita.
 - 3.119.6. Copy of School-specific criteria for tenure and promotion.
 - 3.119.7. Copy of current Faculty Performance Plan.

3.119.8. *Teaching.*

- 3.119.8.1. Statement of teaching philosophy.
- 3.119.8.2. 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.
- 3.119.8.3. Evidence that courses are presented from Biblical perspectives.
- 3.119.8.4. Evidence that each student is provided with an opportunity for intellectual and spiritual growth.
- 3.119.8.5. Other appropriate evidence of effective teaching.

3.119.9. *Scholarship.*

- 3.119.9.1. Tables of contents and abstracts or summaries of monographs and books.
- 3.119.9.2. Examples of complete published reviews of books and monographs, including published peer reviews.
- 3.119.9.3. Examples and abstracts of book chapters, and monographs, journal or dictionary or magazine articles.
- 3.119.9.4. 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.)
- 3.119.9.5. List of book, performance and production reviews.
- 3.119.9.6. List of professional journals, encyclopedias, and books edited.
- 3.119.9.7. List service on editorial boards, to include dates of service.
- 3.119.9.8. List research grants (specify as project director, or principal investigator or team member).
- 3.119.9.9. Peer recognition exemplified, for example, by awards or other honors.
- 3.119.9.10. Sabbatical report for any sabbaticals that have been taken during the period under review.

- 3.119.9.11. Other appropriate evidence.
- 3.119.10. *Service.*
 - 3.119.10.1. University committees or administration.
 - 3.119.10.2. School committees or administration.
 - 3.119.10.3. Community service.
 - 3.119.10.4. Professional service, e.g., society, association, or conference committees, editorial boards, etc.
 - 3.119.10.5. Consulting activities.
 - 3.119.10.6. Commendations by individuals and organizations.
 - 3.119.10.7. Evidence of professional development.
 - 3.119.10.8. Other appropriate evidence.
- 3.119.11. *Conclusion.*
 - 3.119.11.1. A two- to three-page statement describing the candidate's philosophy and practice in creating a unity of faith and learning.
 - 3.119.11.2. 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.
 - 3.119.11.3. Discuss how the fruit of the Spirit, as articulated by Paul in Galatians 5:22-23, is evident in the candidate's life.
 - 3.119.11.4. A description of activities or events demonstrating a significant degree of leadership including moral leadership and activities where there was substantive initiative shown.
 - 3.119.11.5. Brief summary statement regarding collegiality.
- 3.119.12. *Appendix.* Material deemed necessary to support specific claims in the dossier.
- 3.120. *Dossier Evidence Structure*
 - 3.120.1. 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.

- 3.120.2. *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:
- 3.120.2.1. Statement of teaching philosophy and description of strategies related to teaching and learning and integration of faith and learning.
 - 3.120.2.2. Description of courses or programs developed with feedback from students and colleagues that addresses quality.
 - 3.120.2.3. List of courses taught, enrollments, and number of instructional team members by semester.
 - 3.120.2.4. Sample syllabi, handouts, examinations, corrected student papers (one or two examples are sufficient.)
 - 3.120.2.5. 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.
 - 3.120.2.6. Documentation of student learning outcomes.
 - 3.120.2.7. Student evaluation of teaching results to include a description of ways student evaluations were used to improve instruction.
 - 3.120.2.8. Results of peer observation of classes.
 - 3.120.2.9. Evidence that courses are presented from Biblical perspectives.
 - 3.120.2.10. Evidence that students are mentored both academically and spiritually.

- 3.120.2.11. Description of mentoring and collaborative relationships with students.
 - 3.120.2.12. Numbers and titles of dissertation and thesis committees chaired or served on, listed by academic year.
 - 3.120.2.13. Supervision of internships, fellowships, or independent study projects.
 - 3.120.2.14. Evidence of collection development and management (for librarians).
 - 3.120.2.15. Evidence of excellence in information services (for librarians).
 - 3.120.2.16. Awards, acknowledgements, or honors for excellence in teaching.
 - 3.120.2.17. Communication from students, alumni, and colleagues.
 - 3.120.2.18. Description of major course revisions.
 - 3.120.2.19. Unsolicited (or School or committee solicited) letters and e-mails from students, alumni, colleagues, and professional groups that reveal the candidate's teaching effectiveness.
 - 3.120.2.20. Evidence of innovative methods and participation in programs to develop teaching skills, with dates completed.
 - 3.120.2.21. Description of practicum/internship experience supervised.
 - 3.120.2.22. Description of teaching professional development programs and courses successfully completed.
- 3.120.3. *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 is not limited to:

3.120.3.1. 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).

3.120.3.2. Identification of the candidate's scholarly journal or magazine articles or performances.

3.120.3.3. 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).

3.120.3.4. 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.

3.120.3.5. 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.

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

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

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

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

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

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

- 3.120.3.12. Designation as editor of a scholarly journal or special issue.
 - 3.120.3.13. Departmental or School evaluation of the quality and reputation of the journals in which the candidate's publications appear.
 - 3.120.3.14. Abstracts of presentations at professional conferences, listed by date and conference name.
 - 3.120.3.15. 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.
 - 3.120.3.16. Abstracts of grants, funded and unfunded, including identification of principal investigators or project directors.
 - 3.120.3.17. Membership on editorial boards of scholarly publications and evidence of work completed as a member.
 - 3.120.3.18. Awards, acknowledgements, or honors for excellence in scholarship.
- 3.120.4. *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 is not limited to:
- 3.120.4.1. Service on department, School, and University committees or task forces.
 - 3.120.4.2. Active participation in University governance and department, School, and University activities.
 - 3.120.4.3. Membership and active participation in professional organizations.
 - 3.120.4.4. Evaluation of an individual's service contributions by peers, administrators, and constituents.
 - 3.120.4.5. Description of ongoing/sustained community service in one's academic area.

- 3.120.4.6. Descriptions of mentoring relationships with faculty members and peer reviews.
 - 3.120.4.7. Awards, acknowledgements, or honors for excellence in service.
 - 3.120.4.8. Participation in University curricular and program development.
 - 3.120.4.9. Leadership and organization of off-campus programs, including international programs.
 - 3.120.4.10. Participation in student and faculty recruitment activities.
 - 3.120.4.11. Academic program director.
 - 3.120.4.12. Active participation in School and University meetings.
 - 3.120.4.13. Involvement with student activities, organizations, and programs.
 - 3.120.4.14. Involvement in accreditation activities.
 - 3.120.4.15. Professional consultation, by organization and description of work.
 - 3.120.4.16. Community leadership and/or volunteer work accomplishments.
- 3.120.5. *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.
- 3.120.5.1. Collegiality functions in at least these ways:
 - 3.120.5.1.1. Civility: respect, courteousness and propriety in relationships;
 - 3.120.5.1.2. Collaboration: working together with colleagues toward the achievement of professional goals;

- 3.120.5.1.3. Cooperation: functioning with others in a manner that promotes the achievement of purposes and goals;
- 3.120.5.1.4. Professionalism: a commitment to high standards for the profession, evident in attitudes, speech, work ethic and appearance.

3.120.5.2. 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:

- 3.120.5.2.1. Participated regularly in School or University meetings.
- 3.120.5.2.2. Shared his or her work in School or University colloquia and informal discussions with colleagues.
- 3.120.5.2.3. Provided guest lectures in colleagues' classes.
- 3.120.5.2.4. Participated in School or University projects such as curriculum reviews and annual retreats.
- 3.120.5.2.5. Represented the School or University at open houses and at similar events.
- 3.120.5.2.6. Collaborated with colleagues and/or students in the pursuit of scholarly activities.
- 3.120.5.2.7. Worked with others respectfully and courteously.
- 3.120.5.2.8. Demonstrated a willingness to teach in a variety of formats (e.g., online and face-to-face).
- 3.120.5.2.9. Volunteered to design and teach new courses.

3.120.5.3. 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.

3.120.6. *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.

3.120.6.1. 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.”

3.120.6.2. 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

3.121. 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:

3.121.1. *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.

3.121.2. *August.* The Dean submits an electronic letter to the Executive Vice President certifying the completion of Faculty Performance Plans and Faculty Development Plans, if any, for the School. The certification letter is located on the Academic Affairs website under forms at http://www.regent.edu/academics/academic_affairs/faculty_res.cfm.

Annual Faculty Performance Review

3.122. 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:

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

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

3.122.3. Establish new goals for the coming year.

- 3.122.4. Provide the necessary support (resources, environment, personal and official encouragement) to achieve these goals.
- 3.122.5. Develop a Faculty Performance Plan for the coming year.
- 3.123. 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 for Academic Affairs.
- 3.124. 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.
- 3.125. 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.
- 3.126. 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.
- 3.127. In advance, each faculty member under review shall provide to the Dean or designee review materials that contain the following:
- 3.127.1. A copy of the previous year’s Faculty Performance Plan.
- 3.127.2. A self-evaluation to include a summary of the faculty member’s activities and accomplishments during the review period in teaching, scholarship, and service.
- 3.127.3. 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.
- 3.127.4. Summary of student evaluation of teaching for each course taught.
- 3.127.5. Peer evaluations, if any.
- 3.127.6. Other materials identified by the School or University library.
- 3.128. Workloads for the coming academic year will also be discussed at the annual performance review (see workload policy).

- 3.129. In conjunction with the annual performance review, each faculty member shall sign a Faculty Performance Plan. The Performance Plan formalizes projected workload, 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.
- 3.130. Guidelines for writing the Faculty Performance Plan:
- 3.130.1. The Performance Plan will be for the next performance review cycle (typically the next contract period).
 - 3.130.2. The focus of each faculty member's workload is to be informed by the mission and vision of the University and School needs.
 - 3.130.3. The plan should be written in terms of outcomes and the measurements that will be used to evaluate performance.
- 3.131. 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. The Dean will certify via electronic letter to the Executive Vice President that the performance plan has been completed no later than August of each year.
- 3.132. 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.

Faculty Development Plan

- 3.133. 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.
- 3.134. 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.
- 3.135. The plan should include, but not be limited to, the following:
- 3.135.1. 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.)

- 3.135.2. Specific actions and timelines to advance the School toward the achievement of its mission.
- 3.135.3. Matters related to collegiality should also be addressed.
- 3.135.4. 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.
- 3.135.5. 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.

Faculty Performance Evaluation

- 3.136. 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.
- 3.137. The Performance Evaluation must reference the Performance Plan agreed to for the period being evaluated (prior contract period).
- 3.138. Deans or designees should encourage faculty to prepare a self-evaluation of performance.
- 3.139. The Performance Evaluation must include specific qualitative and quantitative measures of performance against the expectations set forth in the Performance Plan.
- 3.140. The Performance Evaluation must be reviewed with the faculty member. Copies of faculty evaluations are to be retained in School files.
 - 3.140.1. Deans shall regularly evaluate the performance of adjunct faculty members, utilizing the same principles and criteria as for full-time faculty, but without the full formal structure outlined in this Handbook. The evaluation should normally include review of Student Evaluation of Teaching results, periodic class visits for face-to-face courses, observation of the adjunct faculty member's work in Blackboard in online classes, and assessment of timeliness and quality of feedback and grading.

Library Faculty Performance Review

- 3.141. 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.

3.142. 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.

3.143. 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.

3.143.1. Professional Librarianship.

3.143.2. 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.

3.143.3. 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.

3.143.3.1. *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.

3.143.3.2. *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.

3.143.3.3. *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.

3.143.4. *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.

3.143.4.1. 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.

3.143.4.2. 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).

3.143.4.3. 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.

3.143.4.4. 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.

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

3.143.4.6. Peer recognition exemplified by awards or other honors.

3.143.5. *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.

3.143.5.1. *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.

3.143.5.2. *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.

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

Sabbatical Leave

3.144. 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.

3.145. 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.

3.146. 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.

- 3.147. 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.
- 3.148. *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:
 - 3.148.1. 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.
 - 3.148.2. 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.
 - 3.148.3. 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.
 - 3.148.4. 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 for Academic Affairs on or before March 1. The request is approved by the Dean, the Executive Vice President for Academic Affairs and the President.
- 3.149. *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:
 - 3.149.1. For one semester of leave, the salary will be 100% of the contractual salary.
 - 3.149.2. For two semesters of leave, the salary will be 50% of the full contractual salary.
 - 3.149.3. Sabbatical compensation for administrators will be individually negotiated and paid at a level commensurate with the amount of leave.

- 3.149.4. 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.
- 3.149.5. 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.
- 3.150. *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 for Academic Affairs 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. The sabbatical report shall also be submitted as part of the scholarship evidence in the faculty member's tenure or promotion review dossier. Success in achieving planned goals and/or in realizing alternative goals approved by the dean will be considered in any determination to support tenure, tenure renewal, or promotion.
- 3.151. The Sabbatical Request Form is available on the Faculty Essentials web page.

Salary Increases

- 3.152. Criteria.
- 3.152.1. 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.
- 3.152.2. 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.
- 3.152.3. Salary increases may be postponed for University financial reasons.

3.153. Procedure

- 3.153.1. 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.
- 3.153.2. 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.
- 3.153.3. A faculty member may request, through the Dean and Executive Vice President for Academic Affairs, 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.

Releasing Faculty from Contract

- 3.154. 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.
- 3.155. 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.
- 3.156. 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:
 - 3.156.1. 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
 - 3.156.2. The position in question represents an opportunity for significant professional advancement.
 - 3.156.3. Final judgment as to whether the foregoing conditions have been met is to be made by the Executive Vice President for Academic Affairs.

Contract Termination

- 3.157. *Definition of Dismissal.* Dismissal, as used in this policy, means the termination of a tenured faculty member or the termination of a non-tenured 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.
- 3.158. *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.
- 3.159. *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.
- 3.160. *Procedure.*
- 3.160.1. The Dean shall consult with the Executive Vice President for Academic Affairs 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 for Academic Affairs may act upon the recommendation of the Dean or upon her/his own initiative.
- 3.160.2. The faculty member may be immediately relieved from any and all academic duties at the discretion of the Executive Vice President for Academic Affairs when reason arises to consider dismissal of the faculty member. Such suspension of duties shall be without loss of compensation.
- 3.160.3. 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 for Academic Affairs that formal proceedings to dismiss be initiated by

giving the Executive Vice President for Academic Affairs a written statement about the faculty member. This statement shall contain:

- 3.160.3.1. The reason for dismissal.
 - 3.160.3.2. The names of witnesses—if known—who will testify in support of the specific reasons stated.
 - 3.160.3.3. The nature of the testimony likely to be presented by each of the witnesses.
- 3.160.4. 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.
- 3.160.5. The faculty member may submit to the Executive Vice President for Academic Affairs 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 for Academic Affairs may recommend to the President that the faculty member be dismissed. Any such dismissal by the President shall be final.
- 3.160.6. If the faculty member answers the Executive Vice President for Academic Affairs in 15 calendar days disagreeing with the statement, and the Executive Vice President for Academic Affairs decides to proceed with dismissal, the Executive Vice President for Academic Affairs or the Executive Vice President's 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.
- 3.160.7. Within 15 calendar days of receipt of notification from the Executive Vice President for Academic Affairs, the faculty member shall notify the Executive Vice President of Academic Affairs 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 for Academic Affairs may recommend to the President that the faculty member be dismissed. Any such dismissal by the President shall be final.
- 3.160.8. Within 30 days, if the faculty member has, in a timely manner, requested a hearing, the standing Hearing Committee shall proceed as follows:
- 3.160.8.1. The Hearing Committee shall consist of five members. Three members shall be selected from tenured faculty members by the Executive Vice President for Academic Affairs 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.

3.160.8.2. The Executive Vice President for Academic Affairs 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.

3.160.9. 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.

3.160.10. 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.

3.160.11. 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.

3.160.12. 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.

Retirement

3.161. 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.

3.162. 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:

- 3.162.1. Continuance as a full-time faculty member under contract, with the continuance of the same benefits previously received.
 - 3.162.2. 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.
 - 3.162.3. *Full Retirement.* Retired faculty will receive library privileges. They are invited, indeed encouraged, to continue to participate in the life of the University community.
 - 3.162.4. *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>
- 3.163. When a faculty member determines her/his personal retirement plans, s/he should consult with her/his Dean who will notify the Executive Vice President for Academic Affairs.

Emeritus Status

3.164. Policy.

- 3.164.1. 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.
- 3.164.2. Persons accepting this title are indicating their concern for and their commitment to Regent 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; tuition discounts for emeritus faculty members or their dependents as approved on a case-by-case basis; and listing in the Catalog.

3.165. Procedure.

- 3.165.1. 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.
 - 3.165.2. The supervisor makes a written recommendation to the next higher level of supervision and shall submit it concurrently to the Executive Vice President for Academic Affairs and the Vice President for Human Resources. Recommendations shall include rationale that explains the expected benefits to the University of granting emeritus status.
 - 3.165.3. The Vice President for Human Resources shall forward her/his comments and recommendation for approval/disapproval to the Executive Vice President for Academic Affairs.
 - 3.165.4. The Executive Vice President for Academic Affairs shall forward her/his comments and recommendation, together with those from the Vice President for Human Resources, to the President for approval/disapproval.
 - 3.165.5. The President shall submit recommended approvals to the Board of Trustees for ratification.
- 3.166. Upon ratification by the Board, the Executive Vice President for Academic Affairs 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. A copy of the written notice shall be forwarded to the Vice President for Human Resources to be placed in the individual's personnel file.

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. 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. 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 for Academic Affairs.

- 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 for Academic Affairs, 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. Every faculty member is expected to engage in teaching of students.
 - 4.3.3. Every full-time, tenured or tenure-track faculty member is expected to engage in scholarly activity.
 - 4.3.4. Every full-time, tenured or tenure-track faculty member is expected to engage in service to the University, School, community, and/or profession.
 - 4.3.5. Faculty workload should, to the extent possible, be linked to specific, identifiable tasks and responsibilities, rather than to more general constructs or issues.
 - 4.3.6. 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).
 - 4.3.7. 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. Teaching workload is measured primarily by student credit hours (SCH), pursuant to guidelines issued by the Office of Academic Affairs.
- 4.5. Workload in the areas of scholarship and service are to be determined by each school/college, subject to approval by the Office of Academic Affairs, to take into account the time available to faculty members after fulfilling their teaching workload responsibilities.
- 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 for Academic Affairs 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 for Academic Affairs 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.
 - 4.11.1.14. Integrating teaching, learning, and spiritual vitality.
 - 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. Creating artistic works.

4.11.4.3. Presenting papers at professional conferences.

4.11.4.4. Performing artistically or creatively.

4.11.4.5. 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.
- 4.12. 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 SACSCOC 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 sign a workload apportionment agreement that is consistent with University policy as part of the annual performance review process (see Faculty Performance Plan).
- 4.14. Teaching workload targets for full-time faculty members are established annually by the Office of Academic Affairs.
- 4.15. New faculty members may be awarded a reduced teaching apportionment during their first full year at Regent University.

- 4.16. 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).
- 4.17. 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.
- 4.18. Either the faculty member or the Dean or the responsible unit administrator may initiate a mid-year discussion in relation to workload.

Minimum Course Enrollments

- 4.19. 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.
- 4.20. 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.
- 4.21. 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 for Academic Affairs.

Temporary Workload Reduction Faculty Members

- 4.22. The Dean may, in consultation with the faculty member, and if approved by the Executive Vice President for Academic Affairs, 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.
- 4.23. 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.
- 4.24. At the Dean's discretion, subject to the approval of the Executive Vice President for Academic Affairs 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.

- 4.25. 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.
- 4.26. 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

- 4.27. Guidelines regarding overload compensation (if any) for faculty members are issued annually by the Office of Academic Affairs.

Faculty Stipends

- 4.28. Guidelines regarding stipends (if any) for faculty members are issued annually by the Office of Academic Affairs.

Faculty Workload Planning, Monitoring and Reporting

- 4.29. 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).
- 4.30. *Responsibility for monitoring workload.*
 - 4.30.1. Deans of Schools and the University Library.

- 4.30.1.1. Assigns and monitors the workloads of individuals within his or her unit to ensure compliance with University workload policies.
 - 4.30.1.2. Ensures academic duties are assigned equitably within the unit.
 - 4.30.1.3. Completes Faculty Performance Plans by August of each year and notifies the Office of Academic Affairs when complete.
 - 4.30.1.4. 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.
- 4.30.2. Office of Academic Affairs.
- 4.30.2.1. Reviews selected/requested Faculty Performance Plans from the units.
 - 4.30.2.2. Monitors compliance with institutional workload policies.

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 shall maintain sufficient on-campus 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. In an online course, faculty members must inform students clearly of availability for and modality of contact, amounting to the functional equivalent of six in-person office hours per week. 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 (and in each Blackboard course) 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.

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), forward the form to his or her Dean for a recommendation, and forward the form to the Executive Vice President for Academic Affairs for 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 Executive Vice President for Academic Affairs.
- 5.5. The Dean will maintain a log of consulting, external work approvals and will review these with the Executive Vice President for Academic Affairs 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 Executive Vice President for Academic Affairs determines there is a legitimate reason for the University to cover such support because of unusual benefit to the University.
 - 5.6.1. University offices seeking to utilize faculty for special events, formal speaking opportunities and structured teaching arrangements are to provide significant advance notification of such opportunities and requests. International opportunities normally require a 120-day advance notification and domestic opportunities a 60-day advance notification. Exceptions to this notification requirement can occur in the case of emergencies or unforeseen situations (e.g., speaker cancellation, etc.).
 - 5.6.1.1. Faculty are to evaluate such internal work requests with their respective deans and must gain approval from their dean to participate in such opportunities.
 - 5.6.1.2. Any faculty costs and compensation for these opportunities must be borne either by the inviting organization, a related grant/gift or the inviting university office; university compensation may not be provided to faculty in cases where said faculty have unfilled workload capacity, as determined in consultation with their Dean.
 - 5.6.1.3. Requests for faculty participation under this policy should normally be addressed by email to the faculty member, with a copy to the Dean.

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.**

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 for Academic Affairs (EVPAA) may represent the University in curricular matters that come before the Board of Trustees or its Faculty and Academic 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 EVPAA approval. This process takes place within a formalized committee structure with a faculty member other than the Dean chairing a faculty curriculum committee; that is, a discipline-based curriculum committee (DCC) should it exist (see "Discipline-Based Curriculum Committees" for programs under DCC authority) or a school curriculum committee should a DCC not exist. The appropriate

reviewing committee will have the primary responsibility for providing recommendations to the Dean with respect to proposed curriculum changes.

- 5.11. Students may also propose course changes and other instructional content changes to the Dean for review.
- 5.12. The Dean (or the Dean's designee such as the CIRC representative) submits proposed changes to the Executive Vice President for Academic Affairs via the University Curriculum and Instruction Review Committee (CIRC).
- 5.13. Curricular changes will not be implemented without the approval of the Executive Vice President for Academic Affairs. Changes will be effective ordinarily at the beginning of the next academic year, but exceptions may be approved by the Executive Vice President for Academic Affairs. 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 for Academic Affairs. No further revisions will typically be permitted past the established deadline.
- 5.14. Curricula Review. Each School's curricula shall be congruent with the purpose/mission of the School and of the mission of the University as stated in each of their purpose/mission statements. Schools shall conduct regular, ongoing evaluation of their curricula.
 - 5.14.1. The faculty and the Dean shall review all courses in the current Catalog in preparation for publishing the next Catalog. Schools shall coordinate their work with the Office of Institutional Assessment in order to show evidence of planning and use of evaluations to improve educational results, student outcomes, stated goals and objectives.
 - 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 reviewed for possible removal from the Catalog (See "Automatic Course Deletions" below).
- 5.15. Catalog Changes. All catalog changes must be submitted to CIRC for its review and subsequent recommendation to the Executive Vice President for Academic Affairs with the following caveats: (a) the CIRC chair can decide which proposals will go directly to the Executive Vice President for Academic Affairs without CIRC review, which typically will involve minor or non-curricular catalog changes, and (b) the Executive Vice President for Academic Affairs can decide which proposals will bypass CIRC review.
- 5.16. CIRC will review all proposed changes in order to help avoid 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.

- 5.17. CIRC will then forward, via the chair, its comments and recommendations to the Executive Vice President for Academic Affairs who will review and make a final decision regarding the proposed changes. The Executive Vice President for Academic Affairs will then authorize the changes to the University Catalog, the Registrar's Office, and any other department or office deemed necessary as well as approve reporting requirements to SACSCOC for the Accreditation Liaison to facilitate.
- 5.17.1. Any new program, major, or degree (graduate or undergraduate) which requires SACSCOC approval may be marketed pending that approval, but all promotional materials must carry the designation, "Pending approval by the Southern Association of Colleges and Schools Commission on Colleges," and any oral presentation must indicate that SACSCOC approval is pending.
- 5.17.2. Students may be accepted into and enrolled/registered in a program, major, or degree (graduate or undergraduate) which is pending SACSCOC approval, but that acceptance/enrollment/registration must convey, in writing, the following: "This [program/major/degree] has not yet received approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). If SACSCOC approval is not received prior to the date you are to begin classes, [for CAS] you may not be able to take courses in this program/major/degree until approval is granted. [for graduate schools] you may be required to defer your start date until approval is granted."
- 5.17.3. A new student who begins classes in CAS intending to pursue a program/major/degree that has not yet been approved by SACSCOC may be enrolled as an undeclared major or a general studies student, but must be notified in writing no later than the end of the first week of classes that SACSCOC approval has not yet been granted.
- 5.17.4. A new student who intends to begin classes in a graduate program that has not yet received SACSCOC approval will normally have his matriculation deferred until a later term, in other words, until SACSCOC approval is received. That deferral decision should be made and communicated to the student no later than 30 days prior to the start date of the academic term in which the student originally planned to enroll.
- 5.18. Submissions must be made to CIRC according to announced deadlines. Any submissions after that date will be continued to the subsequent catalog period unless the Executive Vice President for Academic Affairs decides otherwise.
- 5.19. 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 for Academic Affairs (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 Academic Affairs for the retention of the course.

- 5.20. **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 should be submitted to 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.
- 5.21. **Non-English Programs.** Academic units desiring to offer programs in languages other than English must receive approval from the Executive Vice President for Academic Affairs.
- 5.22. **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 full-term courses.

Discipline-Based Curriculum Committees

- 5.23. Discipline-based curriculum committees improve communication among discipline specific curriculum content providers and thus allow a transparent decision-making process and a coherent curriculum structure between undergraduate and graduate levels within the same discipline. Accordingly, discipline-based curriculum committees shall be established for each of the following disciplines:

Discipline-based Curriculum Committee	Undergraduate Programs	Graduate Programs
Business and Leadership	<ul style="list-style-type: none"> • BS: Business • AA: Business • Minor: Business • BA: Leadership Studies • Minor: Leadership 	<ul style="list-style-type: none"> • All School of Business & Leadership Programs
Communication	<ul style="list-style-type: none"> • BA: Communication Studies • Minor: Communication 	<ul style="list-style-type: none"> • PhD: Communication • MA: Communication: Strategic Communication • MA: Journalism
Education	<ul style="list-style-type: none"> • BS: Interdisciplinary Studies PreK-6 	<ul style="list-style-type: none"> • All School of Education Programs
General Education	<ul style="list-style-type: none"> • All 	N/A
Government	<ul style="list-style-type: none"> • BA: Government, International Studies • Minors: American Government and Politics, Homeland and International Security, International Studies, International Relations and Foreign Policy, Political Philosophy 	<ul style="list-style-type: none"> • All Robertson School of Government Programs
Psychology	<ul style="list-style-type: none"> • BS: Psychology • AA: Psychology • Minor: Psychology 	<ul style="list-style-type: none"> • PsyD: Clinical Psychology • MS: Psychology
Performing Arts	<ul style="list-style-type: none"> • BA: Theatre • Minor: Theatre 	<ul style="list-style-type: none"> • MA: Theatre • MFA: Acting
Production-Based Arts	<ul style="list-style-type: none"> • BA: Cinema-Television • Minor: Cinema-Television 	<ul style="list-style-type: none"> • MA: Cinema-Television • MFA: Cinema-Television

Theological Studies	<ul style="list-style-type: none"> • BA: Biblical and Theological Studies, Christian Ministry • Minor: Biblical Studies, Christian Ministry • AA: Christian Studies 	<ul style="list-style-type: none"> • All School of Divinity Programs
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- 5.24. The General Education Committee will serve as a university-level committee for the purposes of creating, developing, and assessing the General Education core curriculum in the College of Arts and Sciences (CAS). It will be chaired by a representative of CAS as selected by the CAS Dean. In addition, two graduate faculty members will be invited to participate in the committee. The graduate faculty members will be nominated by the CAS Dean with approval from the respective graduate dean(s). This committee will serve to ensure that CAS students receive an exceptional, holistic, and mission-centric education by leveraging university-wide expertise and fostering cooperation, collaboration, and seamless integration among academic units. Changes to the General Education program will proceed to the full CAS faculty and then to the CAS Dean for approval.
- 5.25. Each discipline-based curriculum committee will:
- 5.25.1. Encourage the incorporation of university goals into the curriculum.
 - 5.25.2. Implement established procedures for review and approval of new courses and programs as well as changes in existing courses or program requirements.
 - 5.25.3. Recommend curricular matters to CIRC through appropriate deans.
 - 5.25.4. Encourage the incorporation of the vision, mission, and identity of the school for which curriculum changes are being considered.
 - 5.25.5. Serve on search committees for new faculty considered for programs under its respective purview. Note: The Executive Vice President for Academic Affairs will assign either a discipline-based curriculum committee or any ad hoc body of faculty to search committees for programs without a corresponding discipline-based curriculum committee.
- 5.26. Each committee, except for the General Education Committee, will be co-chaired. The CIRC representative from the participating graduate school and a faculty member from the discipline-specific CAS department in the committee shall co-chair each discipline-based curriculum committee. In cases where the number of committees in a school is such that it is impractical for the school's CIRC representative to chair several committees, discipline-based committees can be chaired by the appropriate graduate department chair or designee and a faculty member from the discipline-specific CAS department.
- 5.27. Each committee will normally have up to six members, including the co-chairs; if this is not possible based on limited disciplinary faculty, related disciplines should be identified

for potential committee members. Program directors or department chairs will nominate faculty from their respective schools/departments—where applicable—to serve on discipline-based curriculum committees. The faculty member’s respective dean must approve his or her committee membership. These curriculum committees will function as the reviewing authority for curriculum changes after program faculty members propose a curriculum change.

- 5.28. Apart from the policies described above, all other current policies and procedures will operate in the same manner:
- 5.29. The dean of the school in which curriculum changes are being considered for a program housed within his or her school will continue to function as the dean-level reviewing/approval authority for the program.
- 5.30. Once the dean(s) concur with the discipline-based curriculum committee recommendations, the proposed curriculum changes will be forwarded by the respective dean(s) to the University CIRC through the school’s CIRC representative.
- 5.31. CIRC will forward its recommendation to the Office of Academic Affairs for review and approval.

Outline for Proposals for New Programs

- 5.32. *Executive Summary.* At the discretion of the Executive Vice President for Academic Affairs, schools proposing new programs may be required to submit 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? In addition, schools may be required to address the following matters.
- 5.33. *Strategic Plan Compatibility.*
 - 5.33.1. How does this program further the mission of the School/college and the University?
 - 5.33.2. How does the School/college Strategic Plan (or equivalent) justify pursuit of the proposed program?
 - 5.33.3. Is there anything in the Strategic Plan that will be a barrier to the program in terms of start-up or implementation?
 - 5.33.4. What specific results are you hoping to achieve with this program and in what period of time?
 - 5.33.5. 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.)

5.33.6. What opportunity does the proposed program provide for building strategic alliances? If you plan to enter into any alliances describe them in detail.

5.34. *Market Analysis.*

5.34.1. 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.

5.34.2. 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?

5.34.3. What trends are discernible in the market? Is it growing? At what rate?

5.34.4. Is the learner market relatively stable? Will it be viable 5, 10, 15 years from now?

5.34.5. What kinds of jobs will be available to graduates of the proposed program?

5.34.6. Where (geographic location, target market, positioning with respect to competition) should we focus our efforts during the initial start-up?

5.34.7. Is there an attractive price (tuition) to value relationship?

5.34.8. Who is the competition? What Schools are already established in this market and already are delivering a comparable program? How successful have they been?

5.34.9. What other institutions are or will likely be competing in this market?

5.34.10. Do we have the necessary capabilities to compete in this market?

5.34.11. 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?

5.34.12. Present a brief layout of a marketing plan that will achieve your enrollment projections and include price, promotion activities, timelines, etc.

5.34.13. How will this new program affect the enrollment in other programs which we already offer?

5.34.14. Is there any other reasonable way to meet the market need without starting a completely new and separate program?

5.34.15. Are there specific characteristics of this new program which would improve our current program offerings?

5.35. *Internal Analysis and Assessment.*

5.35.1. Program Management and Staffing.

5.35.1.1. 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).

5.35.1.2. What are the critical tasks these people will accomplish?

5.35.1.3. What specific credentials and/or track record will they require for employment?

5.35.1.4. If these individuals currently work in your unit, how will their new assignment affect the work they are currently accomplishing?

5.35.1.5. If the key individuals do not work in your School, how will you find them and employ them?

5.35.1.6. Has Human Resources been involved in helping craft positions, determine salaries and meet all employment requirements?

5.35.1.7. Provide an organizational chart that shows structure of people supporting the new program or functions.

5.35.2. 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?

5.35.3. Support Services.

5.35.3.1. 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?

5.35.3.2. 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.

5.35.4. Finances and Timeline.

5.35.4.1. 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.

5.35.4.2. Prepare a cash flow projection for the next three years.

5.35.4.3. 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.

5.35.4.4. How will you measure the success of the program at various points on your timeline?

5.35.4.5. If the program does not meet its goals, what will you do?

Program Review

5.36. Each program shall be reviewed on a six-year cycle utilizing the University Program Review template. A three-year interim report shall be employed to centralize and update information between reviews. Through a partnership with the Director of University Assessment, the Program Review process will be completed under the leadership of the Program Coordinator(s) and/or Faculty Representatives within the program.

5.36.1. *Program Coordinator.* Each major shall be assigned a Program Coordinator by the dean to oversee required administrative responsibilities. These responsibilities include program coordination, curriculum development, and curriculum review and may be embedded within administrative positions of the school or college (e.g., department chair).

5.36.2. *Faculty Representative.* If a Program Coordinator is not academically qualified to fulfill all responsibilities, particularly with respect to curricular matters, a Faculty Representative shall be appointed to assist the Program Coordinator with these responsibilities.

Online Courses

5.37. *General.* This policy applies to regular online courses with a “MAD” (i.e., Main Campus Distance) campus code. It applies to courses that are 100% online, as well as blended courses that have both online and face-to-face components. It does not apply to special courses such as dissertation, thesis, and independent study courses.

5.38. *Online course standards.*

5.38.1. Courses taught online must maintain the same high standards of quality and pedagogical excellence as those that are taught in the traditional format. Any online course should be equal in rigor, depth, and breadth in order to be considered equivalent to traditionally delivered courses.

5.38.2. The responsibility of the faculty member to provide quality content and fair assessment and be available to assist the students applies equally for online and on campus classes.

5.38.3. Academic units offering online courses will regularly assess the methods by which they are delivered and their content in order to maintain quality.

5.39. *Before the start of a course.*

5.39.1. Faculty must be prepared to teach online. Consequently, faculty members who have no previous experience teaching online must complete appropriate training.

5.39.2. Faculty members shall prepare their online courses for the new term after the course shells are posted in the Blackboard Learning Management System (LMS).

5.39.3. Faculty members shall have their online courses completed and available to students one week prior to the start of the course to include the complete course syllabus (with assignments), announcements, faculty information, significant course content, and discussion board forums. Individual schools may require earlier completion and availability.

5.40. *At the start of a course.*

5.40.1. Courses shall be ready and available to students.

5.40.2. Faculty members shall establish teacher presence.

5.41. *During the course.*

5.41.1. Faculty members shall:

5.41.1.1. Maintain teacher presence.

5.41.1.2. Create and nurture a supportive online community through interaction.

5.41.1.3. Promote cognitive presence through student-student and student-instructor interaction, which includes such techniques as reflective questioning and problem solving.

5.41.1.4. Provide feedback to students that is well-planned, constructive, and specific to the task at hand, as well as being timely, accurate, and encouraging.

5.41.1.5. Seek formative evaluation of the course from students and encourage students to complete the University Student Evaluation of Teaching Survey at the end of the course.

5.41.1.6. Make material, e.g., learning objects and discussion topics, available to students at least two weeks (one week with approval of the program director) in advance of their use. This can be done via manual uploads throughout the term or by setting availability options in advance.

- 5.41.2. Faculty members are encouraged to be innovators and to integrate applicable online tools and resources unique to their discipline and teaching areas.
 - 5.41.3. Since Blackboard is the official University LMS, faculty members are not permitted to use another LMS in place of Blackboard. The usage and integration of other tools, such as social networking sites, is permitted as long as they are complementary to the primary Blackboard LMS.
 - 5.41.4. The University is not responsible for content linked from the LMS to external web sites.
- 5.42. *At the end of the course.*
- 5.42.1. Faculty members shall perform optional “end of term” tasks such as downloading and saving/printing the Blackboard grade book.
 - 5.42.2. Courses may be removed from the Blackboard LMS by IT in order to (a) maintain a manageable database size, (b) ensure speed and performance of the system, and (c) contain costs regarding the amount of storage needed.

Hybrid or Blended Courses

- 5.43. 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:
- 5.43.1. 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.
 - 5.43.2. 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.
 - 5.43.3. 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 or J-1 visa status.

Grievance

- 5.44. This policy supplements the administrative and academic procedures of Regent University and provides a grievance procedure that fosters 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.

- 5.45. 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.
- 5.46. 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.
- 5.47. *Mediation.*
- 5.47.1. 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.
- 5.47.2. 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.
- 5.47.3. 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.
- 5.48. *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:
- 5.48.1. A description of events leading to the action which the faculty member is grieving.
- 5.48.2. A description of the grievance.
- 5.48.3. The grounds upon which the faculty member is grieving the action and any applicable policies or procedures if any.
- 5.48.4. A statement of the remedy sought by the faculty member.
- 5.48.5. Other supporting documents.

- 5.49. 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 for Academic Affairs, submitting the original Statement of Grievance, supporting documents, if any, and the administrator's written response. The Executive Vice President for Academic Affairs shall review the appeal within 15 calendar days. If the Executive Vice President for Academic Affairs determines that the appeal warrants review, it will be referred to a Hearing Committee.
- 5.50. *Review by Hearing Committee.* The Executive Vice President for Academic Affairs shall arrange for a Hearing Committee to hold a hearing on the faculty member's grievance within 30 days of its receipt by the Executive Vice President for Academic Affairs. The Hearing Committee shall proceed as follows:
- 5.50.1. The Hearing Committee shall consist of five members and two alternates. The Executive Vice President for Academic Affairs shall select, in consultation with the Faculty Senate President, three members from the tenured faculty and two members from the President's Cabinet who hold faculty rank. The Executive Vice President for Academic Affairs shall appoint the chairperson from its membership.
- 5.50.2. The Executive Vice President for Academic Affairs 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.
- 5.50.3. 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 Executive Vice President for Academic Affairs.
- 5.50.4. 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 for Academic Affairs.
- 5.50.5. The Hearing Committee chairperson shall conduct the hearing and prepare a final report that shall contain findings of fact and recommendations to the Executive Vice President. The final report shall be submitted to the Executive Vice President for Academic Affairs within 21 calendar days of the conclusion of the hearing and a copy delivered to the faculty member.
- 5.50.6. The Executive Vice President for Academic Affairs shall render a decision based upon the Committee's report and recommendations. The faculty member may appeal the decision by the Executive Vice President for Academic Affairs within

21 calendar days to the President of the University. The President has sole discretion in deciding if the appeal shall be considered as well as the manner in which it shall be reviewed. If the President decides to consider the appeal and render a decision, no further appeal is permitted.

Faculty Research

- 5.51. *Sponsored Research.* Regent recognizes the potential 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.
- 5.52. The Executive Vice President for Academic Affairs (EVPAA) is the University's principal research officer. The President is the official University signatory for all research and sponsored programs. The EVPAA or his/her designee 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. In this capacity, the EVPAA may consult with the Senior Vice President and General Counsel as the EVPAA deems necessary.
- 5.53. 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 for Academic Affairs' written approval.
- 5.54. *Guidelines.*
- 5.54.1. The University supports faculty members engaged in sponsored research, as long as that research does not compromise the instructional and educational objectives established by the academic unit and the institution. The Executive Vice President for Academic Affairs and Dean and/or director review each proposal to determine its appropriateness, and to weigh its cost against its benefit. Emphasis is given to research that supports the University's mission.
- 5.54.2. Academic-year salary supplements, summer salaries and consultation service fees to faculty paid from grants and contract funds will be discussed with the appropriate Deans and approved by the Executive Vice President for Academic Affairs, in consultation with (if necessary, as determined by the EVPAA) the Vice President for Finance (or chief financial officer of the University). All grants and projects should provide for appropriate University overhead expenses.
- 5.54.3. *Procedure.* Preliminary discussions between faculty members and potential sponsors may precede the preparation of a formal proposal. The EVPAA or her/his designee are available for discussion at any stage in the preparation of proposals.

5.54.3.1. The faculty member interested in submitting a proposal should consult with the Dean to determine whether or not the proposed project is appropriate to the goals of the unit.

5.54.3.2. The faculty member should consult with the EVPAA or her/his designee regarding application and proposal development guidelines. Before a formal proposal is prepared, the Dean and the faculty member should submit to the EVPAA a preliminary description of the proposed project, and obtain preliminary approval to move forward.

5.54.3.3. The faculty member submits a formal proposal to the Dean of his/her school or college. The Dean reviews the proposal and assesses whether it complies with all the parameters of this policy, and is appropriate to move forward in the evaluation process.

5.54.3.4. The Dean submits the proposal to the EVPAA or his/her designee for review. The EVPAA or his/her designee reviews the proposal and (if necessary, in the EVPAA's discretion) solicits the review of the CFO (or designee) and the Senior Vice President and General Counsel. Upon a completed review cycle, the EVPAA (or designee) either approves or denies the proposal based on University priorities and any specific requirements or conditions existing at that time.

5.54.3.5. If warranted, the EVPAA obtains the President's signature on the final copy.

5.54.3.6. 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.

5.54.3.7. 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.

5.54.3.8. The University in its discretion may from time to time restrict the pursuit of grant funding to research pursued by certain designated University faculty members deemed most appropriate for such pursuits, or may adopt policies and practices preferring grants involving those specified faculty members.

Syllabi

5.55. 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.

5.56. The syllabi shall include but not be limited to:

5.56.1. Area for the student to initial indicating familiarity and understanding of the requirements outlined in the syllabus.

5.56.2. Contact information of the instructor.

5.56.3. Instructor's office hours, location and phone number, as well as preferred times and methods for being contacted by the students.

5.56.4. Personal greeting from the instructor.

5.56.5. A brief description of the instructor's qualifications/credentials to teach the course.

5.56.6. Course description from the catalog.

5.56.7. Description of how faith and learning will be integrated in the course.

5.56.8. Course objectives and learning outcomes.

5.56.9. School and program, demonstrating alignment of School goals, program goals, and course objectives/learning outcomes, as appropriate.

5.56.10. Course procedures (a summary statement of the means of accomplishing course objectives).

5.56.11. 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.)

5.56.12. Method of evaluating student performance indicating weights of the various required course activities and the grading scale/criteria for grading.

5.56.13. The required texts.

5.56.14. Any recommended texts.

5.56.15. A schedule of course assignments (e.g., papers, exercises, reports, examinations, etc.), activities, readings, etc., with required due dates.

- 5.56.16. An indication of the methods by which instruction in the course will be evaluated.
- 5.56.17. A statement that the student evaluations of teaching (SET) are both required and anonymous.
- 5.57. For the University Syllabus Template (Graduate Schools and Undergraduate), refer to the Faculty Essentials website.
- 5.58. Syllabi shall be developed according to approved templates and submitted to the respective Dean's office in electronic form one week prior to the start of the course (individual schools may require earlier delivery). A course syllabus shall be provided to each student on or before the first scheduled meeting of the course and should not be altered significantly after this meeting without the respective Dean's approval.

Telecommuting Faculty

- 5.59. 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.
- 5.60. 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.
- 5.61. 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.
- 5.62. 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 for Academic Affairs 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 for Academic Affairs, with the recommendation of the Dean, makes the final decision based on ratios and any unique requirements of each academic unit.
- 5.63. *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.

- 5.64. *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.
- 5.65. 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.
- 5.66. *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.
- 5.67. Upon approval of the teleworking/telecommuting proposal, the telecommuting faculty will be required to sign:
- 5.67.1. Regent University Teleworking/Telecommuting Agreement (please use as a template, modifying wording as needed for the agreed-upon terms).
- 5.67.2. Regent University Computer Support Agreement for Teleworkers.
- 5.68. 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.

STUDENT PROCEDURES

Independent Study

- 6.1. 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 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:

- 6.1.1. The subject matter or academic activity is not included in regular course offerings and is pertinent to student's degree interests.
 - 6.1.2. The subject matter or academic activity is significantly beyond the scope of scheduled course offerings. An independent study 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.
- 6.2. 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. Each School may establish limits to the total number of independent study credits that may be applied toward degree requirements.
- 6.2.1. 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.
 - 6.2.2. The student shall complete an Individual Study form and obtain the approval signatures of the advisor and the independent study director.
 - 6.2.3. 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.
 - 6.2.4. The School shall distribute a copy of the Individual Study form to the Dean, advisor, independent study director and the student.
 - 6.2.5. The student and director shall make periodic contact during the course of study with a system of mutual accountability established.
 - 6.2.6. The study director shall perform the final evaluation and shall assign a final grade.

Internship

- 6.3. 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.
- 6.4. The internship shall be supervised by a faculty director and by a professional practitioner in the student's field of concentration. 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

normally 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.

Practicum

- 6.5. 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 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.
- 6.6. 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.
 - 6.6.1. 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.
 - 6.6.2. The student shall complete an Individual Study form and obtain the approval signatures of the faculty practicum director.
 - 6.6.3. 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.
 - 6.6.4. The School shall distribute a copy of the approved Individual Study form to the Dean, the advisor, the practicum director and the student.
 - 6.6.5. The student and faculty director shall make periodic contact during the course of study with a system of mutual accountability established.
 - 6.6.6. The faculty practicum director shall perform the final evaluation and shall assign a final grade.

Thesis/Professional Portfolio

- 6.7. Depending on the program, the thesis is one of several options that master's students may choose. 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.

- 6.8. 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 have been met and verified by the Registrar's Office.
 - 6.8.1. 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.
 - 6.8.2. 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.
 - 6.8.3. Schools provide students with forms, guidelines and deadlines for its thesis/portfolio requirements.
 - 6.8.4. Students prepare and receive approval for the thesis/portfolio proposal from the committee before beginning the actual work.
 - 6.8.5. Students complete an Individual Study form and obtain approval from the thesis committee chairman.
 - 6.8.6. 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.
 - 6.8.7. The School distributes a copy of the Individual Study form to the Dean, the advisor, the thesis/portfolio committee chairman and the student.
 - 6.8.8. Students conduct the thesis/portfolio activity with periodic consultation with the committee chairman.
 - 6.8.9. Students submit a copy of the completed thesis/portfolio to each member of the committee for final evaluation.
 - 6.8.10. 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.

- 6.8.11. The thesis/portfolio committee performs the final evaluation. The committee continues to work with the student until all revisions and corrections have been made.
- 6.8.12. When all revisions and corrections have been verified, the student submits a Thesis/Portfolio form.

Thesis and Dissertation Writing Guidelines

- 6.9. Theses, portfolios, dissertations and other final projects shall be prepared pursuant to and in compliance with each school's writing style and substance guidelines.

Transcripts

- 6.10. The Registrar's Office maintains a permanent, complete record of each student's educational progress. Printed transcripts include the following information:
 - 6.10.1. Name and address of the institution.
 - 6.10.2. Name and ID number of student.
 - 6.10.3. Regent University School in which student is enrolled.
 - 6.10.4. Major area of concentration.
 - 6.10.5. Dates of attendance.
 - 6.10.6. Course identification and credit hours.
 - 6.10.7. Grades and grade points.
 - 6.10.8. Statement of credits by advanced standing and transfer where applicable.
 - 6.10.9. Statement of academic probation and dismissal where applicable.
 - 6.10.10. Identification of degree and date granted.
 - 6.10.11. Identification of calendar system.
 - 6.10.12. Explanation of grading system.
 - 6.10.13. Applicable accreditations.
- 6.11. 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."

- 6.12. All requests for transcripts must be made in writing to the Registrar's Office or to the National Student Clearinghouse, which requires a secure paperless consent from the student. 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.

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 doctoral 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 assistance.*

7.5.1 The University will assist up to a maximum of \$250 for a onetime purchase of a robe, hood, and cap (or any combination thereof) for full-time and part-time regular faculty and professional staff members required to wear regalia in University functions. The employee will pay for the item(s) and then submit an expense report for the onetime reimbursement to the Business Office.

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 are under the supervision of the Dean of Library.

7.7 The University administration, including Deans and department heads, may be called upon to aid in identification and collection of the official University records that should be retained and preserved in the Archives.

Credit Hour

7.8 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.

7.9 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.

- 7.10 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.
- 7.11 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:
- 7.11.1 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.
 - 7.11.2 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.
 - 7.11.3 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.
 - 7.11.4 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.
- 7.12 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.
- 7.12.1 For undergraduate nursing students, one clinical credit hour as a measure of student practical engagement time approximates no less than 30 hours of hands-on clinical time and 15 hours of clinical related work (i.e., clinical prep time and assignments related to clinical experience). One clinical credit hour thus corresponds to 45 total hours of student engagement.

- 7.13 Adjustments to this policy are permitted where professional accrediting bodies recognized by the U.S. Department of Education specify different standards.

Intellectual Property Rights

- 7.14 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.
- 7.15 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.
- 7.16 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.
- 7.17 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.
- 7.18 *Sale of Teaching Materials Produced by Faculty Members.*
- 7.18.1 Faculty members may include material that they have written in “course packs” 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.

- 7.18.2 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 for Academic Affairs. 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.
- 7.18.3 This policy also applies to course materials sold at vendors other than the University Bookstore.
- 7.18.4 If departments seek royalties on materials, they must seek approval from the Dean.
- 7.18.5 If Schools seek royalties on materials, they must seek approval from the Office of Academic Affairs.
- 7.18.6 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.
- 7.18.7 **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://aaup.org/report/professors-assigning-their-own-texts-students>).

Course and Classroom Scheduling

- 7.19 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.
- 7.20 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.

Combining Bachelor's Programs and Master's Programs.

- 7.21 Regent University offers combinations of programs that allow selected undergraduate students to take specified courses related to their majors from an appropriate designated Regent graduate school (e.g., College of Arts and Sciences Government majors taking master's courses in the Robertson School of Government.) Undergraduate students must still complete 120 hours for their bachelor's degree, with the master's courses counting toward that total. Students may then enter the master's program (if accepted) with master's credit and/or advance standing. Nine (9) credits of master's coursework is the maximum that an undergraduate student may take under this policy, and that may subsequently apply as credit toward the master's degree. In addition, or in the alternative, the graduate school may grant up to nine (9) hours of advanced standing credit toward the master's degree for specified undergraduate courses taken in the student's major. Students who intend to obtain master's credit for these undergraduate courses must complete additional coursework, more advanced in academic content, as determined by faculty members who teach in the two programs. The total number of credit hours by which the master's program may be impacted, either by counting undergraduate courses taken, or master's courses taken as a part of the student's undergraduate major, or in combination, is twelve (12) credits. These program combinations are adopted and implemented by Regent after agreement between the dean(s) and the faculties of the schools involved (and Academic Affairs approval) regarding courses that can be taken, number of credit hours permitted, and other program details. The schools (through their deans or deans' designees) may also agree on a minimum grade that must be earned in the courses involved before they may count toward the master's degree. To participate in a combination of programs under this policy, an undergraduate student must normally request permission to do so during the student's junior year.

Substantive Change Compliance Policy

7.22 General.

- 7.22.1 Regent University will ensure that all substantive changes as defined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Substantive Change Policy* (available at <http://sacscoc.org/pdf/081705/SubstantiveChange.pdf>) will be reported in a timely and accurate manner. The purpose of this policy is to describe the manner in which this shall be accomplished at the University, which recognizes the necessity to comply with SACSCOC requirements in support of the institution's mission. Compliance is mandatory by all University personnel.
- 7.22.2 As per the SACSCOC policy (p. 1), a “substantive change is a significant modification or expansion of the nature and scope of an accredited institution [and] under federal regulations” includes the following:
- 7.22.2.1 Any change in the established mission or objectives of the institution.
 - 7.22.2.2 Any change in legal status, form of control, or ownership of the institution.
 - 7.22.2.3 The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
 - 7.22.2.4 The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
 - 7.22.2.5 A change from clock hours to credit hours.
 - 7.22.2.6 A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
 - 7.22.2.7 The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
 - 7.22.2.8 The establishment of a branch campus.
 - 7.22.2.9 Closing a program, off-campus site, branch campus or institution.
 - 7.22.2.10 Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution.

7.22.2.11 Acquiring another institution or a program or location of another institution.

7.22.2.12 Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.

7.22.2.13 Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

7.22.3 Note that specific examples, time frames for reporting, and reporting requirements are included in the SACSCOC policy and will be followed at the University.

7.22.4 Prior approval by SACSCOC may be required before implementation of a change by the University. If prior approval is required, (a) no marketing of a change may commence before approval is received, and (b) catalog changes (e.g., a new program) must clearly indicate the change is "pending SACSCOC approval" in the catalog.

7.23 *Procedures.*

7.23.1 The President and Accreditation Liaison serve as the sole liaising officers between the University and SACSCOC.

7.23.2 The Accreditation Liaison will serve as a nonvoting member of the Curriculum and Instruction Review Committee (CIRC) and will monitor all University curriculum proposals for potential substantive changes.

7.23.3 All potential substantive changes will be discussed by the President, EVPAA, and the Accreditation Liaison in order to determine appropriate SACSCOC reporting.

7.23.4 The Accreditation Liaison will record the status of all substantive change reporting in a file located on the University server and will be responsible for the timely updating of this file. As a minimum, this file will be available to the President and EVPAA.

7.23.5 All substantive change reporting to SACSCOC will be monitored by the President, EVPAA, and the Accreditation Liaison in order to insure compliance with SACSCOC and University policies.

Posthumous Degree Policy

7.24 Regent University may award, at its discretion, a degree posthumously if the following conditions are met:

- 7.24.1 The student was enrolled at Regent and in good academic standing at the time of his or her death.
- 7.24.2 There were no disciplinary actions pending against the student.
- 7.24.3 The death was not a result of illegal behavior on the part of the student.
- 7.24.4 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.
- 7.24.5 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.
- 7.24.6 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.
- 7.25 A recommendation to award the degree posthumously should be made by the school dean to the Executive Vice President for Academic Affairs, who will make the final determination.
- 7.26 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.

Graduate Assistantships

- 7.27 *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.
- 7.28 *Categories of Graduate Assistants.*
 - 7.28.1 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.
 - 7.28.2 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.
 - 7.28.3 Special Doctoral Research Assistant (SDRA): The appointee shall be a doctoral student who directly participates in research and maintains full-time graduate enrollment status.

- 7.28.4 Graduate Assistant (GA): The appointee is expected to provide administrative, clerical or service-related activities that support academic or administrative units.
- 7.29 *Eligibility.*
- 7.29.1 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.
- 7.29.2 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.
- 7.29.3 GTAs may participate in teaching 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.
- 7.29.4 All graduate assistants are required to verify their identity and employment eligibility and conform to the requirements issued by the Office of Human Resources.
- 7.29.5 All graduate assistants are required to be enrolled each semester of their appointment and must be making reasonable progress toward completion of this degree.
- 7.30 *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.
- 7.31 *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.

7.32 *Training.* Schools should develop their own follow-up programs for training GTAs. Such programs should be tailored to the specific needs of the discipline and department policies.

7.33 *Evaluation and Monitoring.*

7.33.1 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 should coach a GTA to increased levels of instructional proficiency as the evaluations warrant. This applies to nontraditional and traditional teaching situations.

7.33.2 Departments using GTAs should conduct the following evaluations during the initial semester of appointment, and at least once a year thereafter.

7.33.2.1 **Initial Class Visit:** The department chair or her/his designee will observe a class at the earliest possible time and review the GTA's activity in Blackboard.

7.33.2.2 **Evaluation of Instructional Quality:** The evaluator will conduct an oral evaluation of the GTA's teaching activity, indicating strengths and weaknesses.

7.33.2.3 **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.

7.33.2.4 **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. After this visit, the evaluator will make a written evaluation of teaching effectiveness, forwarding that evaluation to the Dean or director.

- 7.34 *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.
- 7.35 *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.
- 7.36 *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:
- 7.36.1 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.
- 7.36.2 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.
- 7.36.3 Student fails to remain in good academic standing in accordance with graduate study continuance regulations.
- 7.36.4 Grant or contract funding position expires.
- 7.37 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.
- 7.38 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 nominates a replacement if necessary.
- 7.39 *Oversight.* The Office of Academic Affairs 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 Academic Affairs for her/his review and approval.

Honorary Degrees

- 7.40 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.

7.41 *Qualities of the Nominee.*

- 7.41.1 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.
- 7.41.2 The candidate's life and qualities should exemplify the spiritual and intellectual goals of the institution.
- 7.41.3 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.
- 7.41.4 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.

7.42 *Policy.*

- 7.42.1 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.
- 7.42.2 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.
- 7.42.3 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.
- 7.42.4 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.

7.42.5 Ordinarily, no more than one honorary degree should be granted in any one academic year.

7.42.6 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.

7.43 *Procedure.*

7.43.1 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.

7.43.2 The nominator should submit the following supporting documentation:

7.43.2.1 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.

7.43.2.2 Curriculum vitae, including the candidate's educational background, a list of publications or creative efforts, a list of positions held, honors received, etc.

7.43.2.3 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.

7.43.2.4 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.

7.43.2.5 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.

7.43.2.6 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.

- 7.44 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.
- 7.45 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.
- 7.46 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*.

Faculty/Staff-Student Relationships

- 7.47 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.
- 7.48 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.
- 7.49 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.

- 7.50 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.
- 7.51 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.
- 7.52 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.

Textbook Ordering

- 7.53 Faculty members select required and recommended textbooks, print materials, and electronic resources for courses for which they are responsible. They determine the number of required materials based on the needs of the course and what is a reasonable financial burden for the students.
- 7.54 *Textbooks and Materials for Students.*
- 7.54.1 Information regarding adopted materials is typically due to the adoption coordinator for each school approximately 2 months prior to registration opening for a given semester. If no textbooks or materials are required for a given course, this information must also be communicated to the adoption coordinator.
- 7.54.2 Adopted materials are made available for students to view and purchase at the time that class registration opens, per federal regulations. Therefore, changes to adopted materials should only occur in rare cases once course registration opens. If changes are made after that time, the school will be responsible for any shipping costs associated with students returning incorrect materials and obtaining new ones.
- 7.54.3 Faculty are strongly encouraged to proactively check the Blackboard Store for accuracy at the time course registration opens, or at the very least within one month of the start of a semester.

7.55 *Textbooks for Faculty Use.*

7.55.1 Whenever possible, each faculty member obtains desk copies of all textbooks required and recommended for the course. Faculty should contact publishers directly to request desk copies. In some cases, School/College staff may be able to assist with making these requests. If desk copies are not available, faculty may, upon the Dean's approval, obtain copies of required textbooks at University expense.

7.55.2 Faculty desiring complimentary textbooks to review for consideration for adoption in the future should contact the publisher directly. Recommended and supplemental textbooks for courses, if not available on a complimentary basis, may be obtained only at the faculty member's personal expense.

Tax Documents

7.56 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 through 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.

International Agreements

7.57 The Office of Academic Affairs (OAA) will coordinate the approval process of all and any agreements between Regent University's units (schools, departments, centers or administrative offices) and international institutions or organizations.

7.58 All dealings between the University and any international institution or organization shall strictly comply with all laws, rules and regulations of both the U.S. and the other country, including without limitation the U.S. Foreign Corrupt Practices Act. This Act prohibits U.S. persons from making certain payments or engaging in certain transactions. Any questions about the Act should be directed to the Office of General Counsel.

7.59 All and any agreements between any University unit and an international institution or organization must be submitted for approval to OAA which will coordinate the approval process. Once the agreement is signed, the OAA will send a copy of the agreement to the Registrar's Office for record keeping purposes.

7.60 All and any letters of intent, documents of intent, or memoranda of intent expected to be jointly signed by Regent University and an international institution or organization are considered agreements and cannot be issued independently of the OAA approval process.

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 Pet. 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 Pet. 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 (Matt. 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 – 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 _____.

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 or 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 or 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 C – Consulting or External Work Request Approval Form (*Document is not to exceed one page.*)

You shall devote all of your contracted professional time, attention, knowledge and skills solely and exclusively to the mission and interests of the University. You may, however, with the prior approval of the Executive Vice President for Academic Affairs, undertake consulting work, speaking engagements, writing, lecturing or other activities that contribute to your professional development as outlined in the *Faculty & Academic Policy Handbook* (see “Consulting and External Work”).

Instructions: Faculty members desiring to undertake any consulting or external work must complete this form and obtain approval from the Executive Vice President for Academic Affairs. 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.

M	T	W	Th	F	S
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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?

Dean’s Recommendation to EVP:

Support _____ Deny _____

Dean

Executive Vice President’s Decision:

Approve _____ Deny _____

Approve _____ with the attached modifications or restrictions.

Executive Vice President for Academic Affairs

Rev. 8-3-15

Appendix D – 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 for Academic Affairs. 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 E – Letter of Joint Appointment (LOJA)

Faculty member name:

Faculty member rank:

Tenure status:

Duration of joint appointment:

Date:

Nature of Joint Appointment

School (Primary School Denoted with *)	Teaching & Service Workload Apportionment (%)	If Fiscally Split, \$ Amount

The dean of your primary school will have the responsibility for all performance, tenure, and promotion reviews. Office space and other necessary resources related to your responsibilities within both schools will be provided by the deans of the respective schools. On an annual basis, your primary school dean will seek input(s) from the dean(s) of the secondary school(s) regarding your performance. All workload and performance planning concerning your responsibilities will be conducted in collaboration between the dean of the primary school, the dean of the secondary school, and yourself each academic year in accordance with the *Faculty and Academic Policy Handbook*. In addition to all other obligations, you are also required to attend at least one faculty meeting per semester in your secondary school(s). Other requirements may be assigned by primary and secondary school deans.

The secondary school dean will provide an annual evaluative report to your primary school dean concerning your teaching and service. This report will be reviewed as part of your annual performance review as well as for tenure and promotion considerations. Scholarship will be under the oversight of your primary school unless otherwise negotiated, with input from the secondary school as needed. The schedule for your tenure and promotion review as well as your performance review will follow the timeline delineated in the University's *Faculty and Academic Policy Handbook*.

Other terms: <add as appropriate>

Any desired changes to this joint appointment must be agreed upon by the deans of both schools, in consultation with you, and must be approved by the Office of Academic Affairs.

APPROVED BY:

Faculty Member

Date

Primary School Dean

Date

Secondary School Dean

Date

Executive Vice President for Academic Affairs

Date