

BENEDICT

COLLEGE

FACULTY MANUAL



Dr. Roslyn Clark Artis
President and CEO

#TheBESTofBC

IMPORTANT NOTICE

The policies and procedures included in the faculty manual are not all-inclusive. Faculty members should also refer to the Benedict College Human Resources Policies and Procedures Manual. Other policies may also be found in other divisional or departmental policies and procedures manuals and memorandums, the Benedict College catalog, departmental pamphlets, and the student handbook.

The contents of this manual are presented only as guidelines regarding some of the current policies and procedures of Benedict College, and they will be changed and updated by Benedict College when necessary. Changes in this manual may be made by written policy or procedure memorandum without revising this manual. Such written procedures will be distributed to all faculty, personnel, and administrators. We would suggest that a faculty member check with a dean or the vice president for academic affairs to verify that a policy is still in place before relying on the faculty manual. This manual will be reviewed and revised as necessary every five years.

The contents of this manual do not create a contract between Benedict College and any employee. This manual provides information concerning specific procedures, policies, benefits, working conditions, and privileges pertaining specifically to employment as a faculty member. Nothing in this faculty manual may override any terms and conditions of employment stated in the annual contract. Should there be any inconsistencies or contradictions between this manual and the annual contract, the contract shall prevail.

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President and CEO

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1. INTRODUCTION

The purpose of the Faculty Manual is to provide information on the policies, procedures and expectations that affect the faculty at Benedict College. This document is provided for informational purposes and does not claim to be all-inclusive. The [Benedict College Human Resources Policies and Procedures Manual](#) is a comprehensive document for the policies of the institution.

2. MISSION, VISION, AND STRATEGIC PLAN OF THE COLLEGE

MISSION

Benedict College is committed to providing transformative learning experiences characterized by high quality academic, co-curricular and extra-curricular programming, intentionally designed to develop superior cultural and professional competencies for a diverse student body.

VISION

Benedict College aspires to be a leader in providing transformative learning experiences for a diverse student body; defined by superior cultural and professional competencies that are nurtured and developed by faculty, staff, and stakeholders who value innovation, customer service, community and industry engagement.

Benedict College is an institution where each student's experience in academic, residential, and co-curricular activities should be transformative, and customer-service focused. Benedict's faculty and staff work in a collaborative, transparent environment where data-based decisions are grounded by empathy and compassion.

Benedict College is a place of full-time learning—from the classroom to the playing field, to residence halls and into the community—where the legacy of “BC” as inclusive, pioneering, and “family-oriented” is respected and cherished.

Inclusivity, innovation in technology and enterprise, transformative educational experiences, and commitment to community all merge in a dynamic environment where students receive an education that prepares them to enter the global marketplace with exceptional cultural and professional competencies that empower them to contribute to the sustainability and economic growth of the communities where they live, work, and play.

Benedict College is not only a power for good in society, but Benedict is committed to providing a transformative learning environment, created by highly trained and culturally competent professionals, that empowers all students to realize their highest potential.

STRATEGIC PLAN

Developed with input from constituencies including students, faculty, staff, and alumni and approved by the Board of Trustees, the strategic plan of Benedict College guides the work of all units of the institution. The three strategic priorities are: (1) Success of Our Students; (2) Organizational Excellence; and (3) Local, State, National, and International Engagement.

3. ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

Benedict College is governed by a self-perpetuating Board of Trustees (hereafter referred to as “The Board”). The Board makes a conscious effort to be as representative as possible and includes among its members qualified individuals representing higher education, the church, business and community leaders, and alumni. The Board is assisted in its work by several standing committees.

The President of the College is the Chief Executive Officer of the College. He/she is appointed by the Board of Trustees and is charged with the day-to-day operation of the College. In carrying out his/her duties, the President is assisted by the following cabinet members: Chief of Staff, Vice President for Academic Affairs, Vice President for Finance and Operations, Vice President for Enrollment Management, Vice President for Institutional Advancement, Vice President for Student Affairs, and the Athletics Director. The Executive Director for Human Resources serves as an ex officio member of the President's cabinet.

4. DIVISION OF ACADEMIC AFFAIRS

In keeping with the mission of the College, the Division of Academic Affairs is responsible for the delivery of high-quality education programs in teaching, research, and service. The Division consists of the following units: the Tyrone Adam Burroughs School of Business and Entrepreneurship; the School of Communication, Arts and Social Sciences; the School of Education, Health and Human Services; the School of Science and Engineering; the Office of Academic Grant Management; the Office of Research; the B.E.S.T. Lives Center; the Library; ROTC; the Honors Program; the Center for Teaching and Learning; the Office of Accessibility Services and Accommodations; Career Development Services; the Student Success Center; and the Office of the Registrar and Student Records.

4.1 OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs is a member of the faculty and is appointed by and administratively responsible to the President for all matters relative to instruction, academic research, selected programs, curriculum, academic policy, standards, affiliations, faculty personnel, and the academic aspects of student life. The Vice President is the chief academic officer of the College and is a member of the President's Cabinet. In consultation with school deans and other administrators in the Division, the Vice President is responsible for (a) recommending the employment, promotion, and tenure of all academic personnel; (b) conducting suitable searches for new personnel; (c) overseeing the teaching, research, and service activities of the faculty; (d) recommending and implementing budgets for all academic activities; (e) overseeing academic program planning, development, and evaluation, (f) directing the preparation, review, assessment, and revision of annual and five-year academic plans; (g) overseeing the development and implementation of an annual faculty and staff development plan; and (h) direct supervision of school deans, associate vice president(s) for Academic Affairs and Research, and directors assigned to the Division.

4.2 OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Associate Vice President for Academic Affairs is a member of the faculty, administratively appointed by the Vice President for Academic Affairs with the approval of the President. He/she supports the Vice President in carrying out his/her responsibilities. The directors of the library, ROTC, and Honors Program report directly to the Associate Vice President for Academic Affairs. He/she supports all units of the Division through provision of academic leadership and oversight of critical functions, including standing committees, curriculum, articulation agreements, documentation for the College's catalogue, and other related support functions.

4.3 OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR RESEARCH

The Associate Vice President for Research is a member of the faculty, administratively appointed by the Vice President for Academic Affairs with the approval of the President. He/she provides leadership and support for the scholarship and research functions of faculty, students, and academic staff. He/she supports the Vice President in carrying out his/her responsibilities. He/she supports all units of the Division through the provision of leadership for research programs.

4.4 THE SCHOOLS AND DEPARTMENTS

The instructional program of the Academic Affairs Division is divided administratively into four schools.

Tyrone Adam Burroughs School of Business and Entrepreneurship

School of Communication, Arts and Social Sciences

- Department of Communication and Arts
- Department of Criminal Justice Administration and Social Sciences

School of Science and Engineering

- Department of Biology
- Department of Chemistry, Physics, and Environmental Health Science
- Department of Engineering and Computer Science

School of Education, Health and Human Services

- Department of Psychology and Educational Studies
- Department of Social Work
- Department of Health & Sport Management

4.5 ACADEMIC DEANS

Academic Deans are administratively appointed by the Vice President for Academic Affairs with the approval of the President and are administratively responsible to the Vice President for Academic Affairs for managing the affairs of their respective Schools. Deans should be tenured (or tenure-eligible) faculty members. They serve as the chief administrative officers in their respective Schools. Deans are expected to provide bold leadership and extraordinary vision for the schools to develop the faculty, prepare students for competition in the global economy, improve curriculum, and provide instruction and other resources to carry out the mission of the school. Deans provide leadership and oversight for the development and implementation of strategic plans and budgets for departments and units within the School; manage the development, implementation and assessment of curriculum and instruction; supervise department chairs; implement the faculty and staff evaluation process within the school; oversee the process of recruiting, searching for, and hiring appropriate faculty and staff for the school and its departments to ensure high quality hires; develop and oversee the implementation of a faculty and academic staff development program to ensure continuous improvement of the faculty and staff, and ensure that faculty, staff, and students in the area achieve the results included the strategic plans. Deans make recommendations to the VPAA regarding evaluations, appointments, promotions, and dismissals of the faculty and staff in the school after consultation with the respective department chairs.

4.6 DEPARTMENT CHAIRS

In most cases, upon recommendation of the dean, with input from a departmental committee, department chairs are appointed by the Vice President for Academic Affairs (VPAA) with approval of the President for a term of four years, with the possibility of being appointed for a second four-year term. Chairs typically serve a maximum of eight consecutive years. In cases where a specialized accrediting agency prohibits rotation in the Chair position using this cycle, the Dean and VPAA must adjust the appointment and rotation of department chairs accordingly. The Department Chair is most often a tenured faculty member or tenure-eligible faculty member in good standing with the rank of Associate Professor or higher. Exceptions may be taken into consideration should no one in the department with the preferred qualifications be selected and approved to serve as Chair. The process of selecting a department chair should commence the semester prior to the end of the current Chair's term to allow time for a smooth transition period.

Department chairs serve as the administrative heads of academic departments within the School and report to the School Dean. Chairs are responsible for coordinating short- and long-range planning in their departments. The Chair oversees searches for part-time and full-time faculty; recommends part-time and full-time faculty appointments,

retention, and promotion; develops and manages the departmental budget; conducts annual evaluation of faculty and staff under the leadership of the dean; develops class schedules; assigns classrooms and other departmental resources; assigns teaching and advising responsibilities; supervises support staff; and provides general oversight for departmental operations. Chairs usually serve on a 12-month basis with 50% release time for administrative duties during the academic year. During transition and restructuring, area coordinators may be appointed to serve in place of department chairs.

5. FACULTY MEMBERSHIP, ROLES, RIGHTS, AND RESPONSIBILITIES

Benedict College's faculty consists of the President, Vice President for Academic Affairs, Associate Vice Presidents of Academic Affairs, Associate Vice President for Research, the Academic Deans, the Department Chairs, the Library Director, and the instructional faculty.

5.1 THE FACULTY FORUM

The Faculty Forum of Benedict College includes all people contracted to render full-time service as a faculty member or as an academic administrator. The President of the College is the chair of the Faculty Forum, sets the agenda for the meeting, and presides at all meetings when present. The Vice President for Academic Affairs is vice chair and presides at all meetings in the absence of the President. A faculty member designated by the Vice President for Academic Affairs serves as Secretary of the faculty to keep accurate minutes and/or recordings of the meetings.

The purposes of the Faculty Forum are to facilitate the dissemination of important information from the administration to the faculty, provide a forum for discussion and input by the faculty on important College matters, and to approve faculty recommendations to the administration on matters such as the curriculum, prospective graduates, honorary degrees, appointments to standing committees, etc. The Faculty Forum should be convened monthly (usually on the third Thursday), encouraged to submit items for inclusion on the agenda through regular channels, and attendance is required of all full-time faculty members. Standing committees of the Division of Academic Affairs are updated annually. The committee descriptions and rosters are documented in the Standing Committee Handbook. Faculty members are urged to submit, through regular channels, items for inclusion on the agenda.

At a regularly scheduled Faculty Forum, the full-time faculty present shall constitute a quorum to conduct all faculty business before the Forum. Roberts' Rules of Order shall govern the conduct of the monthly forums. Voting shall ordinarily be by voice or by show of hands, but the presiding officer may, at his/her discretion, require a paper or electronic ballot. The President or his/her designee shall preside at the Faculty Forum. No activities shall be scheduled to conflict with Faculty Forums, and faculty members unable to attend are obligated to request permission, in writing, from the Vice President for Academic Affairs to be excused from attending.

5.2 MEMBERSHIP, RIGHTS, AND RESPONSIBILITIES

Each faculty member at Benedict College plays a major role in implementing the Vision and Mission of the College. To carry out the strategic plan, Benedict requires excellent, qualified, and committed faculty. The faculty has primary responsibility for advising the administration on matters pertaining to its educational program. The faculty carries out its shared governance function through individual faculty member appointments to College committees or special task forces, through its participation in regular and special meetings of the Faculty Forum, and through service on School and Department committees. The faculty is also the principal implementer of the educational program. Benedict College's Faculty is committed to carrying out, with excellence, its responsibilities for teaching and scholarship.

5.2.1 MEMBERSHIP IN THE FACULTY

A Benedict College faculty member is an employee of the College who has a primary responsibility for full-time or part-time teaching (instruction, advising or counseling, academic service) or scholarly activities (discipline-related

research and/or professional service). A librarian may be a member of the faculty. All members of the faculty must hold a faculty appointment.

Types of Appointment

Faculty appointments fall into the following categories:

Full-time

A full-time faculty member at Benedict College is one who works full-time at the College and who holds one of the academic ranks. The academic rank is the designated title, e.g., "Associate Professor", in all official appointment documents.

Adjunct

An adjunct faculty member at Benedict College is one who works part-time at the College and holds an academic rank. The word "Adjunct" must precede the rank, e.g., "Adjunct Instructor", in all official appointment documents.

Librarian

A member of the library staff who meets the qualifications for a regular appointment as an instructor may be appointed to the faculty.

Tenured

A tenured faculty member is a faculty member who has successfully been awarded tenure by the College. Tenure means that a faculty member will have continuous employment at Benedict College except for termination for cause, or financial exigency, or restructuring. The probationary period for a tenure-track faculty member will normally be a maximum of seven (7) years and a minimum of five (5) years, three of which must be served at the College. In exceptional cases, with the approval of the President and the Board of Trustees, tenure may be granted upon appointment to the faculty.

Non-Tenured

A non-tenured faculty member is a faculty member who has not yet been awarded tenure or who holds one of the non-tenure track positions.

Visiting

A visiting faculty member is one who has a temporary appointment at the College and holds an academic rank. The word "Visiting" must precede the title, e.g., "Visiting Assistant Professor", in all official appointment documents.

Professor of Practice

This position is specifically designed to bring highly qualified professionals with a depth of practical experience into the college to better enable our students and faculty to succeed in their respective roles. A professor of practice holds an academic rank. The words "of Practice" must follow the rank, e.g., "Associate Professor of Practice", in all official appointment documents. The position is a non-tenure track, term appointment. The appointment is renewable based on the needs of the College.

Research

The term Research appended to the title of a faculty member reflects full-time, a non-teaching appointment (e.g. Research Associate Professor). Such a faculty member will be primarily engaged in scholarly activity.

Emeritus

An emeritus faculty member is a faculty member who has retired from regular faculty status and continues to hold an honorary faculty rank. The word "Emeritus" must follow the title, e.g., "Professor Emeritus", in all official appointment documents.

Named or Endowed Chair or Professorship

This is a special rank designating a professorship that has a separate endowment fund associated with it. These appointments will be reserved for outstanding or exceptional faculty members whose accomplishments and/or credentials will generally exceed the merit of a regular faculty appointment.

Academic Rank

For appointment to one of the academic ranks, an individual must have a minimum of a master's degree in the field and show evidence of teaching and scholarly ability. Exceptions may be made for people with special credentials and/or experience. Adjunct faculty must meet the same credentialing requirements as full-time faculty. The following academic ranks are recognized at Benedict College:

Instructor

A rank that designates a regular non-tenure track appointment to the faculty whose primary obligation is teaching. The appointee will not generally meet the scholarship and education requirements for appointments to a tenure-track position.

Lecturer

A rank that designates a regular non-tenure track appointment to the faculty whose primary obligation is teaching. The appointee will not generally be expected to meet the scholarship requirements, but will generally be expected to meet the education requirements for appointment to a tenure-track position.

Assistant Professor

This rank designates the initial or lowest level tenure track appointment with both teaching and scholarship obligations. The appointee will generally be expected to be capable of meeting or exceeding the scholarship and teaching requirements for promotion to Associate Professor within the probationary period.

Associate Professor

This rank designates the second rank or next level of the tenure track appointment with both teaching and scholarship obligations. The appointee will generally be expected to have a demonstrable record of excellence in scholarship and teaching. The appointee must be fully expected to meet requirements for awarding tenure within the probationary period.

Professor

This rank designates the highest-ranked tenure-track appointment with both teaching and scholarship obligations. The appointee will generally be expected to have a demonstrable record of exemplary or outstanding scholarship and teaching that is recognized as such by his/her peers within the academy. The appointee must have tenure or demonstrably exceed requirements for the awarding of tenure.

5.2.2 FACULTY RIGHTS

Academic Freedom

The Benedict College Board of Trustees and Administration generally subscribe to the following principles of academic freedom that are consistent with the principles adhered to by the American Association of University Professors and the Association of American Colleges.

- a. Faculty members at Benedict College are entitled to full freedom in research and in the publication of their research findings, subject to the satisfactory performance of other duties and responsibilities. However, research undertaken for pecuniary gain must be based upon an understanding with the appropriate authorities of the College.

- b. Faculty members at Benedict College are entitled to full freedom in their classrooms to teach and discuss anything relevant and pertinent to the subject being taught. However, faculty members should be careful to refrain from introducing controversial matters unrelated to the subject being taught into their teaching.
- c. Benedict College faculty members are citizens, members of learned professions, and officials of the College. They are entitled to full freedom to act and speak in the capacity of a citizen without institutional censorship or discipline. However, their special position in the community imposes special obligations. As members of learned professions and Benedict College officials, they should always remember that the public might judge their profession and Benedict College by their utterances. Hence, they should always be accurate, should exercise appropriate restraint, should respect the opinion of others, and indicate that they are not speaking for Benedict College.

5.2.3 FACULTY RESPONSIBILITY FOR TEACHING EFFECTIVENESS

- **Regular Full-time Teaching Load:** Each undergraduate faculty member is responsible for teaching 12 semester credit hours per semester as their regular teaching load. If possible, the teaching load should include no more than three preparations and four sections (except when teaching 1-credit sections). The regular advising load is 30 advisees. Depending on departmental circumstances, this load may be increased by up to 9 students without creating an overload. After the number of advisees exceeds 39, the faculty member will be considered to be in an overload situation. For each 10 advisees beyond 30, the faculty member will be considered to have 1 Semester Credit Hour overload. Faculty members are also expected to serve on Departmental, School, and College committees. The amount of committee work should be kept to a reasonable amount. Generally, no more than three committee assignments should be given to any faculty member except under special circumstances.
- **Overloads:** Teaching overloads are discouraged except in emergency situations and with permission of the faculty member's Department Chair and Dean. If an overload is taught, faculty must receive extra compensation at the existing approved rate.
- **Release Time:** A faculty member may be given up to 3 credits per semester of release time to pursue additional professional development, to work on funded research, to compensate for an excessive advising load, to compensate for an excessive number of 1 credit sections, to compensate for exceptionally large class size, or to pursue any other special project that advances the interest of the College and requires a commitment of time in excess of the normal service or scholarship expectation. A faculty member desiring release time must submit a written request to the Dean through the Department Chair. The request must indicate the rationale or purpose for the release time, the amount of release sought, and the source of funds, if any, to pay the College for that portion of the faculty member's time that is to be released. The Dean must review and respond to all requests for release time. The Vice President for Academic Affairs must approve release time beyond 3 credit hours.
- **Regular Adjunct Faculty Load:** The teaching load for adjunct faculty should not exceed nine (9) semester credit hours. Chairs should be discouraged from assigning more than 2 preparations for adjunct faculty in each academic term. The Dean and the Academic Vice President must give explicit written approval for these limits to be exceeded.
- **Graduate Teaching Load:** The standard teaching load for graduate faculty members is nine (9) semester credit hours per semester.

Instructional Quality Expectations

Providing quality instruction and advising are the most important responsibilities of a Benedict College faculty member. Every faculty member, whether full-time or part-time, should thoroughly plan their course and each lesson, thoroughly prepare for each class and advising session, and use their best efforts, in and out of the classroom, to ensure maximum student learning. All Benedict College faculty members should be prepared to teach and advise students from a wide diversity of backgrounds. They should be committed to providing extra help where required to improve student outcomes. Faculty are also responsible for motivating students to attend and participate in class activities so that they may achieve their maximum potential. Benedict College faculty are expected to be imaginative and innovative as they strive to prepare our students to be the best in a highly competitive, global, high-technology world. Faculty are expected to seek new pedagogical techniques and technologies that may improve teaching, recognize the individual needs of the student, and provide challenging learning opportunities for all learners. All course syllabi and learning materials must be posted in the current learning management system (currently Canvas). Department chairs are responsible for reviewing course syllabi to ensure access by students and compliance with departmental standards set by the faculty. Teaching in a virtual learning environment requires a specific set of expectations. Faculty approved to teach virtually are required to participate in the training and support sessions aligned with the Quality Matters standards. The evaluation of virtual courses will be conducted in accordance with Quality Matters standards.

Some of the expectations for each faculty member include:

Syllabi

Each faculty member shall prepare or adopt for distribution and/or posting in the learning management system one week prior to the first day of class using the approved syllabus template provided by the Center for Teaching and Learning. At a minimum, each syllabus should contain the following:

- A Concise Course Description Outlining the Content and Value of the Course
- An Outline and Schedule for Presentation of the Course Content
- All Course Requirements and Policies of the Instructor
- A Statement on the Attendance Policy for the Course
- A List of All Reading Material and Other Resources to Be Used in the Class
- A Statement on the Accessibility Provisions for the Course
- A Clear Statement of Grading Policies and Procedures

Course syllabi should be approved by the respective department chair at least one week prior to the first day of classes for adjustments to be made.

Class Meeting Expectations

Each faculty member shall be expected to meet every class promptly and on time, in the assigned location using the assigned instructional modality, to conduct class for the entire class period, and to dismiss class on time. Teaching or other classroom activities should occur for the entire scheduled class period.

Responsibility for Absences

No faculty member shall miss a class except in case of emergency or absence due to required College business. If an emergency arises that causes the faculty member to be absent, the faculty member is responsible for notifying the Department Chair. If the Department Chair is unavailable, the faculty member should notify the Dean. If the absence is planned, then the faculty member must make satisfactory alternative arrangements to cover the class. A faculty member may miss a class to attend a mandatory meeting called by the President, the Academic Vice President, or the Dean. Faculty members are not authorized to cancel classes or shift classes to a virtual mode without prior approval. Faculty are required to use the learning management system for notifications to students

regarding changes to class meetings. Private chat groups must include the department chair in cases where this communication method is also used to communicate with students.

Quality Instruction Expected

- Each faculty member must be well-prepared for each class meeting.
- Faculty members must use up-to-date information, materials, and techniques.
- Faculty members must incorporate computer technology and writing assignments wherever possible in class assignments.
- Faculty members must incorporate a global perspective into their classes whenever feasible.
- Faculty members must maintain a classroom atmosphere conducive to and foster a stimulating and productive learning environment in which the intellectual freedom of students and the pros and cons of debatable issues are fairly acknowledged.

Respect and Empathy for all Students Expected

- It is expected that faculty will always conduct themselves professionally and display attitudes of respect, civility, and empathy when interacting with students.
- Faculty members are expected to assume that all students are capable of learning and employ their best efforts to empower each student to learn.
- Faculty members must always address students with courtesy and respect.

Fair and Impartial Evaluation

- All faculty members must use fair and impartial methods to evaluate students based solely on course content and requirements. These fair and impartial methods must be clearly stated in the syllabi.
- All faculty members must provide any student who makes such a request with a clear explanation of how the grade was derived or a review of the grade for any assignment, the midterm, or the final grade.

Maintenance of Accurate Records

Faculty members are required to use the approved systems to maintain accurate records of grades, attendance, assignments, tests, quizzes, meetings, and appointments and other relevant records required by the College. The approved systems include the learning management system (currently Canvas), the early alert system for progress surveys and advising notes (currently Starfish), and the class attendance system (currently Qwickly). Regardless of the impact of class attendance on the grading approach, faculty members are required to record the class attendance of each student in the approved system on a daily or weekly basis. Reports on student attendance for in-person and virtual courses must be submitted upon request from the Registrar, Chair, Dean, or other administrators. Failure to maintain and/or submit accurate records may result in disciplinary action.

Office Hours

Full-time faculty are expected to post and maintain a minimum of ten (10) office hours per week. A minimum of eight (8) hours must be held in person on campus. Two (2) office hours per week may be conducted virtually via Zoom or Teams. Exceptions may be made for faculty whose teaching assignments are 100% virtual, as in the case of some graduate faculty. Faculty members are also expected to keep all scheduled office hours and be prepared to meet with advisees during scheduled office hours. All advisee appointments should be kept except for unavoidable occurrences. If a scheduled appointment cannot be kept, the student and the department chair should be notified as soon as possible before the scheduled appointment.

All office hours must be posted on office doors and in the early alert system (Starfish/Tiger Connect), included in each course in Canvas, and updated each academic term. Faculty members will arrange office hours that meet the needs of the students. An instructor's office hours and email address should be communicated to the students and be on file in the department office. Part-time faculty should hold one office hour per week for every three credits

assigned. Full-time faculty who teaches during the summer term will maintain a ratio of the regular academic year required office hours equivalent to the percentage of a full-time schedule they are teaching during the summer. For example, a faculty member teaching half of their regular load would maintain half of the normal office hours. Faculty members are required to provide documentation of appointment outcomes in the approved early alert system.

Faculty Advising

Full-time faculty are expected to serve as academic advisors for students in their program of study. Advising includes guiding students in long-range academic and career planning and approving student schedules each semester. Advising can also include responding to early academic alerts, suggesting opportunities for study abroad, internships, and research opportunities. While advising sessions with students can happen throughout the academic year, the period immediately prior to course registration is designated to assist students with creating meaningful educational plans and making purposeful decisions based on the student's program of study and academic interests. Advising sessions are required to be documented in the approved early alert system (currently Starfish/Tiger Connect).

Prompt Reports

Faculty members are required to turn in all grades, attendance records, progress surveys, and other required reports on time. Faculty members who fail to submit such records and reports may be subjected to disciplinary action up to and including the withholding of the paycheck and termination.

5.2.4 FACULTY RESPONSIBILITIES FOR SCHOLARSHIP

Faculty are responsible for engaging in scholarly activities to contribute to the advancement or application of knowledge in their field of expertise, and to keep themselves current in their fields. Faculty are expected to conduct relevant studies in their area of expertise. They are expected to disseminate the results of these studies through publications and/or presentations before peers and professionals in their disciplines. They are also expected to provide their expertise to help society find solutions to pressing societal problems through reports, newspaper articles, lectures, testimony, media appearances, consulting, and /or other methods of dissemination. Each faculty member is expected to achieve some scholarly activity each year that they hold a faculty appointment.

5.2.5 FACULTY RESPONSIBILITIES FOR SERVICE

College service consists of documented participation in departmental, school, or College committees or special task forces. This may consist of faculty recruitment, program development, sponsoring, or other involvement with student organizations or other documented contributions to college life. Every faculty member is expected to contribute to the College through service.

Faculty members are also required to attend selected College Events. Unless officially excused in advance, faculty members are expected to attend each of the following:

- All Regular and Called Colleges, Division of Academic Affairs, School, and Department Meetings
- Opening Fall Convocations (regalia required)
- Founders Day Convocations (regalia required)
- Graduation Exercises
- Faculty Institute
- Opening Fall and Spring Institutes
- Special Convocations

Excused absences must be approved in advance by the chair, dean, and/or Vice President for Academic Affairs.

Faculty members are encouraged to attend and support as many other College events as possible to show their support of the College and its programs. Events that faculty may consider attending include:

- Fine Arts Performances by the Performing Arts Groups
- Athletic Competitions for Each Varsity Sport
- Senior Week Events
- Gallery Receptions/Openings
- Other Events

5.2.6 FACULTY RESPONSIBILITIES FOR PROFESSIONAL DEVELOPMENT

Faculty members are required to participate in the professional development activities prescribed in their Faculty Performance Plans, Professional Improvement Plans, and those designated as mandatory for all faculty. Failure to review the HR Manual does not exempt faculty from responsibility. Faculty are encouraged to review all policies and seek clarification, if needed.

5.2.7 FACULTY RESPONSIBILITIES FOR ADHERING TO AND ENFORCING COLLEGE POLICIES

Faculty members are expected to adhere to all institutional policies. This section summarizes several policies that specifically address instructional matters. Additional college policies are provided in the [Human Resources Manual](#).

Class Attendance Policies

Each faculty member is required to provide an explanation of the class attendance policy for each assigned course on the syllabus.

Student Attendance Policy

Students are expected to attend all their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected; however, excessive absences may result in a grade reduction or administrative withdrawal from the course. Students are responsible for providing instructors with Official Class Excuses issued by the Division of Student Affairs. Faculty members are required to permit students to make up missed work when there is an official class excuse issued by the College. Faculty members are reminded that, due to privacy matters, details pertaining to class absences by students may not be included on the official excuse form, and should be assured that the Division of Student Affairs has abided by college policies in determining the legitimacy of students' documentation for their class absences.

Attendance Verification

Faculty are required to verify the accuracy of class rosters on a date designated by the Registrar (generally 1-2 weeks after the drop/add period has concluded for each term). Class rosters are not official until drop/add has ended. The attendance verification periods will be listed on the academic calendar for the term, and an email message will be sent to the faculty/staff each term to notify them of the attendance verification dates. The official class rosters are located in the approved student information system (currently Jenzabar).

The purpose of the attendance verification process is to prevent future problems associated with tuition refunds, federal financial aid relative to Title IV refunding rules, and issuance of grades of 'NR' (not reported), 'WF', or 'F' for students who never attended class. Instructors should check their rosters for attendance throughout the semester to ensure that students have not stopped attending the class without processing an official withdrawal. Faculty members will be held accountable for the accuracy of their attendance reports.

Accommodations for Students with Documented Special Needs

Faculty members are required to adhere to accommodations for students with special needs that have been documented and approved by the Office of Accessibility Services and Accommodations. Faculty members are informed when students in their courses have approved accommodation requirements. Faculty members should not provide accommodations that have not been approved by the Office of Accessibility Services and should refer and

require students to register with the Office of Accessibility Services for each academic term. Failure to adhere to requirements pertaining to approved accommodations may result in disciplinary action. Training and support for the implementation of approved accommodations are provided by the Office of Accessibility Services and Accommodations on an annual basis and upon request by faculty members.

College Email

College-issued email is the official channel of communication between Benedict College and its faculty and students regarding college policies, procedures, and/or deadlines. The responsibility lies with faculty and students to regularly monitor their email accounts and be aware of the information sent by the College. Failure to monitor college email communications will not excuse faculty or students from complying with policies, procedures, and/or deadlines and will not be considered grounds for appeal for relief from those policies, procedures, and deadlines.

Final Examinations

It is expected that all faculty will require a final examination, final project, or final assessment for each course they teach. Non-traditional courses (internships, practicum student teaching etc.) that would not necessarily hold final examinations may be exempt from this requirement. The date and time for a final examination/project/assessment is a scheduled part of the course. When a student registers for a class, s/he is registering for the scheduled final examination period as well. Therefore, it is the responsibility of the student to be available for the final examination/assessment or for presentation (or submission) of the final project at the time scheduled and the responsibility of the faculty member to adhere to the published final examination schedule. Take-home examinations/ projects/assessments requiring more than two hours to complete should be provided to students prior to the last day of class. All faculty members are expected to adhere to the published final exam schedule. In the case of fully online courses, it is incumbent on the faculty member teaching the faculty member's responsibility to determine whether to administer the course to determine whether to give a proctored exam, use an online exam, or require a final project. the faculty member's responsibility to determine whether to administer

Final Exam Schedule

The final exam periods are published in the Academic Calendar. The details of the final exam schedule are distributed each academic term and are released simultaneously with the Master Course Schedule so that students and faculty are aware of the final exam timeline prior to the start of the academic term. Failure to adhere to the final exam schedule may result in disciplinary actions.

Grades & Student Records

The Registrar uses email to inform faculty of deadlines for submitting mid-term grades, final term grades, and final grades for Incomplete designations. These dates are also published in the Academic Calendar. Final grades submitted at the end of the semester are comprised of the student's permanent record. Students are provided with access to their final grades through the student information system. An incomplete grade (I) indicates the student was doing satisfactory work and has completed the major portion (60%) of coursework, but for reasons beyond his/her control, was unable to meet the full requirements of the course. An "I" must be removed prior to the last day of class of the next semester of enrollment or within twelve months, whichever comes first. A grade of "I" that is not satisfactorily removed by the deadline will automatically be changed to an "F" and will be computed in the grade point average.

Grade Changes

Grade changes are not to be regular practice by faculty members. However, if a grade must be updated or changed (e.g., because it was improperly recorded, or an incomplete has been completed), the Request for Grade Change form must be completed by the instructor by the published date in the academic calendar and catalog. The form must include the reason for the change, the prior grade, the new grade, and signatures from the instructor, the instructor's department chair (or designee), and the dean (or designee).

Student Grade Appeals

Students may appeal grades, but an appeal is only applicable for final course grades. The grade appeal policy and procedure can be found in the [Student Handbook](#). In cases of grade appeals, faculty members are required to provide detailed calculations documenting the method by which the final grade was determined.

Independent Study

Independent studies should be determined at the departmental level. The department chair has the responsibility of ensuring the quality and comparability within their program. Faculty members may agree to but cannot be required to offer a course to a student on an independent study basis. It is expected that students will receive syllabi for independent study courses and that copies of syllabi will be placed in the student advisement file. Independent Study records should be retained for five years after graduation or the date of last attendance. The faculty member is responsible for submitting a final grade in accordance with the applicable deadlines. While faculty members are generally not given extra pay for independent study sections, they should be given service credit in the annual evaluation.

Confidentiality of Student Records

Benedict College is in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, U.S. Public Law 93-380. This Act was designated to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. For more information, please visit the U.S. Department of Education FERPA website or contact the Office of the Registrar and Student Records. Faculty members are responsible for adhering to FERPA and should confirm students' FERPA status in the student information system prior to sharing or discussing students' progress with parents, family members or non-Benedict employees. Faculty members should refrain from allowing students to grade the papers of other students and should avoid communicating student performance matters in ways that violate students' privacy.

Compensation for Overloads and Summer Courses

Compensation for overloads and summer teaching by academic year faculty and for adjunct faculty will be based on the prevailing rate (currently \$600 per semester credit hour for master's level faculty and \$700 per semester credit hour for doctoral level faculty). The minimum class size for full compensation is 10 students. Classes enrolling fewer than five students will be cancelled. The faculty member has the option of teaching courses with reduced compensation when enrollment is between five (5) and nine (9) students. The faculty member must decide whether they will teach the course at a prorated amount at least five (5) weekdays prior to the first scheduled day of class. Compensation will be 90% for 8 or 9 students; 70% for 6 or 7 students; and 50% for 5 students. Once a faculty member signs their commitment to teach at a pro-rated level of pay, no changes will be made, even in cases where additional students are enrolled. Similarly, for courses that initially meet the minimum class size, the pay rate will not be decreased in cases where students withdraw or drop the course. There is no extra pay for courses with high enrollments.

Outside Activities

Full-time faculty members on academic year contracts of nine months or more must obtain written approval prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a Benedict College faculty member. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Failure to receive prior approval will be considered a direct violation of this policy and is grounds for disciplinary action up to and including suspension and dismissal. Approval by the chair, dean, and VPAA must be granted prior to the provision of services.

Human Subjects

Faculty and students who are conducting research on human subjects must complete an online ethics training. The full IRB policy manual and application form can be found in the Center for Teaching and Learning community in Canvas.

Academic Calendar

The academic calendar for the new academic year is posted on the institution's website by March 1st of each year. The College operates on a semester credit hour system with fall and spring semesters and one or more summer terms. Benedict College follows the standard clock schedule for efficient and effective course scheduling. A minimum of 15 clock hours of instruction is required for each semester credit hour per course (e.g. 45 clock hours per 3 semester credit hour course). A course offered in fewer than 15 instructional weeks, such as Block I and Block II and summer shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

6.0 QUALIFICATIONS FOR INITIAL APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE

Because the College is committed to the pursuit of its vision and mission with the intent of being the best, Benedict College seeks to employ excellent faculty members who are fully committed to its vision and mission. Therefore, the College has established a set of minimum eligibility requirements that establishes a threshold for considering persons for appointment at each rank. Meeting the minimum eligibility requirements will not generally be sufficient to warrant an appointment at Benedict College. Persons applying for appointment, promotion, or tenure to or at each rank also must meet the appointment, reappointment, and promotion Criteria/Standards specific to that rank.

6.1 ELIGIBILITY CRITERIA

Benedict College faculty eligibility criteria define basic minimum threshold requirements to be considered for appointment or promotion to a specific rank. Anyone seeking tenure or reappointment must meet the threshold requirements except where they have earned rank or tenure under previously existing standards. Current standards apply to all new appointments, promotions, or tenure decisions. Anyone not meeting current eligibility standards cannot be recommended for promotion or tenure. Meeting basic eligibility requirements is not sufficient to guarantee appointment, re-appointment, promotion, or tenure. Meeting eligibility requirements merely guarantees consideration. From the pool of eligible candidates, the College attempts to select the worthiest candidate in light of standards and criteria established for each rank and the College's needs, mission, and vision.

Instructor

To be eligible for an initial appointment at the rank of Instructor, a candidate must have a master's degree with a major in the teaching discipline or a master's degree in a related field with at least 18 graduate credits in the teaching discipline. Exceptions based on exceptional professional contributions and/or demonstrated contributions to the teaching discipline must be explicitly recommended in writing by the Dean and the Academic Vice President and approved by the President. An instructor is a non-tenure-track position and is not eligible for tenure.

Lecturer

To be eligible for an initial appointment as a Lecturer, a candidate must meet the eligibility requirements for an appointment at the Assistant Professor rank.

Assistant Professor

To be eligible for an initial appointment at the rank of Assistant Professor, a candidate normally must have a terminal degree in teaching, research, or a closely related discipline. The terminal degree, in most cases, will be the doctorate. However, the MFA will be considered terminal in performing disciplines in Theatre and Visual Arts, the JD or LLD with an appropriate master's degree may be considered terminal in Criminal Justice, and an appropriate master's

degree will be considered terminal in athletics for teaching or instruction in athletic technique or performance courses. A candidate who is ABD (all Requirements Except the Dissertation completed) in the teaching or research discipline may be appointed if the candidate is expected to complete all requirements for the terminal degree within the first two contract years as specified in the appointment documents. In this case, failure to complete the degree requirements within the required time will result in automatic non-reappointment. In exceptional cases, significant and outstanding professional service/employment at high levels for a long duration in the discipline, and a suitable master's degree, may substitute for the terminal degree. Each exception must be made in writing and approved by the President.

Associate Professor

To be eligible to be considered for initial appointment to the rank of Associate Professor, a candidate must meet the eligibility qualifications for an Assistant Professor in the teaching/research or closely related discipline and provide evidence of at least three complete years of teaching and scholarship as an Assistant Professor.

Professor

To be eligible to be considered for initial appointment to the rank of Professor, a candidate must meet the Associate Professor eligibility requirements in the teaching/research or closely related discipline and provide evidence of at least six complete years of teaching and scholarship at the Associate Professor level.

Tenure

To be eligible for tenure, a faculty member must hold a tenure track position and have at least five years of successful service in a tenure track position. Normally, at least three years of service will be at Benedict College. The College reserves the right to make exceptions to the service requirement at Benedict College for truly exceptional candidates with outstanding service at other accredited Colleges or Universities and to award tenure upon initial appointment. All such exceptions must be approved by the President and the Executive Committee of the Board of Trustees in writing at the time of the initial appointment.

Full-time vs Adjunct

To be eligible for both full-time and adjunct appointments, candidates must meet the eligibility requirements for the rank to which the full-time or adjunct appointment applies. Adjuncts are expected to meet the same eligibility requirements as full-time faculty. For example, eligibility for appointment as an Adjunct Assistant Professor requires meeting the eligibility requirements for an Assistant Professor. Adjunct faculty may also be labeled as "part-time" faculty.

Emeritus

To be eligible for an Emeritus appointment, a candidate must be a faculty member who has retired in good standing and is at least 65 years old.

6.2 STANDARDS AND CRITERIA FOR INITIAL APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE

In all cases, whatever personnel action is contemplated it is in the interest of the College to appoint, promote, reappoint, and award tenure to the best faculty possible. Therefore, in addition to meeting the eligibility requirements for each anticipated personnel action, the following criteria and standards must be used to recommend approval of the action.

Instructor

- Meet the eligibility requirements
- Expectation that the candidate will be an excellent teacher (instructor, advisor and counselor, and provider of academic service)
- An ability to effectively relate to the entire student body of Benedict College

- Strong support for the vision and mission of the college
- Capable and willing to be an effective, cooperative, and supportive colleague

Assistant Professor

- Meet the eligibility requirements
- Expectation that the candidate will be an excellent teacher (instructor, advisor and counselor, and provider of academic service)
- Evidence of potential for excellent scholarship (research and professional service)
- An ability to effectively relate to the entire student body of Benedict College
- Strong support for the vision and mission of the college
- Capable and willing to be an effective, cooperative, and supportive colleague

Associate Professor

- Meet the eligibility requirements
- Evidence that the candidate is an excellent teacher (instructor, advisor and counselor and provider of academic service)
- Evidence of excellence in scholarship (research and professional service)
- Evidence of the ability to effectively relate to the entire student body of Benedict College
- Evidence of strong commitment and support for the vision and mission of the college
- Evidence of ability and willingness to be an effective, cooperative, and supportive colleague

Professor

- Meet the eligibility requirements
- Evidence that the candidate is an outstanding teacher (instructor, advisor, counselor, and provider of academic service)
- Evidence of exceptional scholarship (research and professional service)
- Evidence of an ability to effectively relate to the entire student body of Benedict College
- Evidence of strong commitment and support for the vision and mission of the college
- Evidence of ability and willingness to be an effective, cooperative, and supportive colleague

Lecturer

- Meet the criteria and standards for an appointment at the Assistant Professor rank.

Adjunct

- To be eligible for an Adjunct appointment, a candidate must meet the Standards and Criteria of the rank to which the Adjunct appointment applies, except that the expectations of quantity of effort would be suitably lowered in light of the part-time nature of the adjunct relationship. For example, eligibility for appointments as an Adjunct Associate Professor requires meeting the qualitative but not quantitative Standards and Criteria for an Associate Professor.

Emeritus

- Meet the criteria and standards of the appropriate rank at retirement
- Evidence of ability and willingness to continue to be an interested, effective, cooperative, and supportive colleague
- Recommended by the school dean, Vice President for Academic Affairs, and President

7.0 POLICIES AND PROCEDURES FOR FACULTY PERSONNEL ACTIONS

7.1 INITIAL APPOINTMENT

7.1.1 FACULTY RECRUITMENT AND SEARCH

Because of the College's interest in obtaining the best possible faculty for full-time and part-time appointments, each Department must undertake a search whose scope is appropriate for the position being filled. Searches for full-time faculty will naturally be more intense and wide-reaching than searches for adjunct faculty. Each department chair, with the concurrence of the Dean and with the assistance of the Search Committee, will use a range of methods to find excellent faculty. These could include advertisements in appropriate higher education or professional journals, sending announcements to higher education institutions and graduate programs, recruiting at professional meetings, advertising on the Benedict College website, and other appropriate methods.

7.1.2 APPOINTMENT AND RESPONSIBILITIES OF SEARCH COMMITTEE

A School or Department Search Committee should be appointed to conduct a search for every full-time faculty appointment. The Search Committee is appointed by the Dean of the School in consultation with the Department Chair. The Search Committee, at the discretion of the Dean, may be a school-wide or departmental committee. Every Search Committee should have at least two members who are faculty from the searching department, one member from other departments within the School, one member from the other School, one student from the applicant's major, and other members at the discretion of the Dean. The Chair and the Dean are ex officio members of every search committee. Exceptions for membership on search committee may be made in cases of expedited searches and those that take place during the summer or winter breaks. Ideally the Search Committee is responsible for: developing the position description, developing advertisements/announcements, acquiring, receiving, and assembling all applications, reviewing and ranking all candidates in accordance with college evaluation methodology, checking all candidate references and verifying all credentials, preparing preliminary rankings and inviting 1 to 5 candidates to campus for a visit and round of interviews, hosting and scheduling activities for candidates invited for campus visits, preparing and submitting the final report to the department chair, recommending up to 3 approved candidates for hire.

7.1.3 DEPARTMENT CHAIR REPORT

The Department Chair receives and reviews the Committee Report and passes it on to the Dean along with her/his recommendation.

7.1.4 DEAN MAKES HIRING RECOMMENDATION TO THE VPAA

The School Dean receives recommendations from the Department Chair and the Search Committee. The School Dean then makes the final selection and negotiates with the candidate concerning the terms of the offer. If the Dean has adequate budget authority to extend the offer, then the Dean makes his/her recommendation for hire, salary, moving expenses, and other conditions of the offer to the President through the Vice President for Academic Affairs (VPAA). The Dean submits all appropriately signed Personnel Action Forms, Budget Transfers, and any other required documents with his/her package. If the Dean does not have adequate budget authority after the negotiations with the candidate are completed, then the Dean either moves to the next choice candidate or negotiates with the President and Academic Vice President for additional Budget. If this is successful, he/she submits the package to the VPAA. If not, the Dean goes to the next choice candidate.

7.1.5 VICE PRESIDENT FORWARDS TO HUMAN RESOURCES

The VPAA reviews the recommendation for completeness and conformity to College Policy. The VPAA (or his/her designee) will interview faculty candidates. If the recommendation is approved, the VPAA passes the recommendation to Human Resources.

7.1.6 HUMAN RESOURCES PREPARES CONTRACT AND COVER LETTER CONTAINING THE OFFER

The Human Resources office reviews all hiring packages, checking for completeness and conformity, and obtains required budget approval from the Business Office. Human Resources will then prepare the final contract and offer letter for submission to the Vice President for Academic Affairs for final approval. When the President approves, the Human Resources Office completes processing the offer and forwards it to the successful applicant, and makes all necessary arrangements to implement the offer and complete the hiring process.

7.1.7 THE VICE PRESIDENT FOR ACADEMIC AFFAIRS SIGNS FACULTY CONTRACT

The Vice President for Academic Affairs reviews the final hiring package, signs the faculty contract, and returns it to Human Resources for final processing.

7.1.8 THE INITIAL CONTRACT MUST CONTAIN ALL TERMS

The initial contract must contain all agreements relating to rank, tenure, months of employment, and salary. Special conditions, such as reduced loads or support for summer, etc., may be included in the cover letter. The rank indicated in the initial contract is the rank until action to promote the faculty member. Any years awarded towards tenure for prior service at another institution must be stated in the initial contract. Ordinarily, a maximum of three years may be awarded for prior service. The initial starting salary, the number of months covered, and the starting and ending dates of the contract must also be indicated.

The initial salary for a full-time faculty member is set at the time of initial hire. The salary is determined through a process of negotiation with the applicant and is included in the terms of the offer. In general, the College attempts to set a competitive salary depending on the credentials or qualifications of the new hire, the salary history of the new hire, market rates for persons in the same discipline and rank, availability of funds at the College, and internal considerations. The College does not operate from a fixed salary scale and attempts to recruit the best faculty possible, given its limited resources and market conditions. The College may pay new faculty members more or less than existing faculty members in the same discipline, depending on its needs and conditions in the market.

7.2 ANNUAL RAISES

Based on the availability of funds, the College determines the amount of the annual raise. In applicable years, the Colleges use a performance-based system to determine the annual percentage raise for each faculty member. The percentage raise depends directly on the results of the annual evaluation. The highest annual percentage increase is awarded to those who obtained the highest evaluation, and the percentage increase declines as the evaluation declines. In general, an unsatisfactory evaluation results in a zero raise. The President and the Board set the amount of the raise for each evaluation category depending on the financial ability of the College. The College attempts to provide a raise each year for those evaluated at satisfactory or above but this is not guaranteed and is subject to the financial ability of the College as determined by the President and the Board.

7.3 OTHER SALARY ADJUSTMENTS

In addition to the annual merit raise, the College also provides salary adjustments for promotions, completion of the terminal degree, and tenure. If a faculty member achieves any of these milestones, the College will automatically adjust their rate of pay in accordance with the following scale:

Promotion Assistant to Associate Professor \$3,000
Promotion Associate to Professor \$3,500
Achievement of Tenure \$3,000
Achievement of Doctorate Degree \$3,000

The adjustment of pay will take place with the next contract year. If budgetary approval is granted for merit raises, the annual merit raise will be calculated on the old base and added to the milestone adjustment. A new faculty

member hired as an ABD on the condition that the Doctorate will be achieved will not generally be entitled to a salary adjustment for completing this condition of hire unless this is specified in the letter of offer.

In addition, from time to time, the College may adjust the salary of one or more faculty members when, in the judgment of the administration, such a raise is in the best interest of the College.

7.4 FACULTY REAPPOINTMENTS AND NON-REAPPOINTMENTS

All faculty members are subject to reappointment annually. Tenured faculty members will be automatically reappointed each year except for reasons of cause, financial exigency, or restructuring. **Reappointment of non-tenured faculty members is at the sole discretion of Benedict College.** All tenure-track probationary faculty members will be explicitly considered for reappointment each year, with no guarantee of reappointment during the probationary period. Non-tenure track employees will be explicitly considered for reappointment each year during their employment at Benedict College.

7.4.1 REAPPOINTMENT PROCEDURE FOR NON-TENURED FACULTY MEMBERS

Each spring, the Vice President for Academic Affairs will request recommendations from each Dean concerning the reappointment of each and every non-tenured faculty member. The Dean may receive recommendations from the Department Chair, review faculty evaluations, and any other information desired. Upon review of the recommendations of a faculty member's Dean, the Vice President for Academic Affairs will make recommendations to the President concerning appointments and non-reappointments. The President will then make the final decision concerning reappointment, and he/she (or a designee) will inform the faculty member no later than March 15th each year. Any faculty member not receiving notice of non-reappointment by March 15th will be reappointed. The College reserves the right to reappoint or not reappoint any non-tenured faculty member at its sole discretion. The non-reappointment of a faculty member is not subject to the faculty grievance process, nor may such a decision be appealed.

7.4.2 REAPPOINTMENT TIMETABLE FOR TENURED FACULTY

Tenured faculty will normally be automatically reappointed except for termination for cause, financial exigency, or program discontinuation. Wherever feasible, notice of non-reappointment of tenured faculty generally will be provided no later than December 15 of the academic year in which employment will terminate.

7.4.3 TERMINAL CONTRACTS FOR NON-TENURED FACULTY

Any tenure-track faculty who is not awarded tenure during the seven-year probationary period will be issued a terminal contract for the seventh year. If tenure is awarded during the seventh year, then the contract will be renewed. If tenure is not awarded during the seventh year, then the contract will not be renewed and the faculty member's employment at Benedict College will end with the seventh year.

All faculty members who have not received a notice of non-reappointment will be reappointed and will be issued a new contract no later than July 1st of each year, if feasible, to take effect in the new Academic year. If the College is unable to issue the contract by July 1st, the terms and conditions of the new contract will be retroactive to July 1st of the contract year. Upon receipt of the contract, it must be returned within 15 calendar days to guarantee employment for the following year. Failure to return the contract in a timely manner could result in non-reemployment.

IMPORTANT NOTICE

Benedict College reserves the right to change the timetable for non-reappointment of *tenured, tenure track, and/or non-tenure track* faculty members in cases involving cause, discontinuation of programs, and financial exigency whenever this is judged to be in the best interest of the College.

7.5 TERMINATION

The College reserves the right, at any time, to terminate the services of both tenured and non-tenured faculty members under appropriate circumstances, which shall include but are not limited to:

1. Adequate cause (which may include, but is not limited to: incompetence; significant neglect of duty; persistent refusal to comply with the College's policies; violations of the College's standards of professional responsibility in teaching and research; violation of the College's nondiscrimination, harassment, or equal opportunity policies; dishonesty in teaching or research; falsification of information concerning the qualifications for a position; felony conviction (which means a guilty verdict in a trial, an imposition of a sentence, a plea of no contest, or a plea of guilty), inability to perform essential functions of the job; moral turpitude; and other conduct or behavior prejudicial to the College)
2. Financial exigency (financial exigency shall mean an imminent financial crisis which threatens the survival of the institution as a whole.)
3. Institutional restructuring and/or elimination of academic programs/majors.

At the discretion of the College, a person may be placed on leave with or without pay pending the outcomes of the hearing and appeals process.

7.5.1 PROCEDURES FOR TERMINATING FACULTY MEMBERS FOR CAUSE

1. Action to terminate a faculty member for cause may be initiated by any Department Chair, Assistant or Associate Dean of a School, the Academic Vice President, or the President upon determination that probable cause may exist to justify termination of the faculty member.
2. The initiating party must submit a written request to the Academic Vice President requesting the convening of the standing faculty hearing committee to consider the charges or other circumstances motivating the request to terminate the faculty member.
3. With the consent of the President, the Vice President for Academic Affairs will convene a standing faculty hearing committee.
4. The hearing committee will conduct a fair and impartial hearing of the evidence and make a recommendation to the Vice President for Academic Affairs.
5. The Vice President for Academic Affairs will review the recommendation of the standing hearing committee concerning the matter and notify both the initiating party, the faculty member, and the Dean of the decision.

7.5.2 APPEAL OF TERMINATION

A faculty member terminated for cause or the party initiating the complaint may appeal the decision by requesting a hearing before the Faculty and Staff Grievance and Appeals Committee within ten (10) days of notification. The request for an appeal must be submitted in writing to the Vice President for Academic Affairs.

The Vice President for Academic Affairs will convene the Faculty and Staff Grievance and Appeals (Standing) Committee. The Committee will review the petition for appeal and will hear the appeal within ten (10) days of receipt of the appeal or as soon thereafter as feasible. The Committee will, after due deliberation, with or without the benefit of further hearings, issue its recommendation to the President.

The President will review the recommendation of the Faculty and Staff Grievance and Appeals Committee and make the final decision concerning whether to uphold, vacate, or modify the recommendation of the Appeals Committee. The President or the President's designee will then notify all parties of the final decision. The decision of the President is final, and no further appeal is possible.

8.0 POLICIES AND PROCEDURES FOR ANNUAL FACULTY EVALUATION

Benedict College evaluates all faculty personnel on an annual basis. The purpose of faculty evaluation is to help the College achieve its Mission at the highest level of quality by assuring that the College maintains the highest level of faculty performance feasible. The process is designed to identify outstanding performance and target areas where improvements are needed so that professional development activities can be undertaken and provides a basis for recommendations to improve performance, annual merit raises and/or bonus pay, reappointment/non-reappointment, promotions to higher rank, and tenure. All personnel actions resulting from performance evaluations are effective upon the drawing up and execution of the new contract. This section of the Faculty Manual outlines the faculty evaluation process. Additional details are provided in the Center for Teaching and Learning course in Canvas. Training and support on the faculty evaluation process is provided for all faculty on an annual basis and upon request.

8.1 FACULTY PERFORMANCE EVALUATION PROCEDURES

A schedule with timelines for annual faculty evaluations is posted and/or distributed for each academic year. For returning faculty members, the evaluation process should begin with a review of the Faculty Performance Plan based on feedback from the previous evaluation. The Chair should develop the Faculty Performance Plan with input from the faculty member at the end of each annual evaluation. The Dean must approve each faculty performance plan. Such plans should include goals and steps to be taken for improvement in teaching, research, and service. The annual faculty evaluations should be conducted in the following manner:

1. Formal performance evaluations are conducted annually for tenured and non-tenured faculty members. The Vice President for Academic Affairs will initiate the Annual Performance Evaluation process with a memorandum that provides the timelines, forms, and instructions for the year. The Vice President for Academic Affairs will also ensure that all assessment data that is collected by the College is made available to the Dean of each School for distribution to the Chairs and Faculty.
2. Each faculty member must assemble and submit an electronic portfolio to his/her department chair that will contain all the evidence to evaluate performance for the year. [Guidelines and details on the format and submission of the portfolios](#) are provided in the Center for Teaching and Learning community in Canvas. Additionally, workshops and technical assistance sessions are provided annually for faculty through the Center for Teaching and Learning.
3. The Dean is responsible for overseeing the Annual Performance Evaluation of the faculty in his/her School. The Department Chair will conduct the initial evaluation of each faculty. These evaluations will then be submitted to the Dean. The Dean will discuss each evaluation with the Chair before the Dean and the Chair meet with each faculty member.
4. After the Dean and the Chair finalize the evaluation, the Dean and Department Chair are required to meet with each faculty member for the purpose of reviewing the Faculty Evaluation. After meeting with the Dean and/or Department Chair, the faculty member is required to sign the completed faculty evaluation form to acknowledge that it has been presented to him/her.
5. The faculty member has the right, if he/she disagrees with the results of the evaluation, to place a written statement in the evaluation file recording this disagreement.

6. The Dean will submit the results of the Faculty Evaluations to the Vice President for Academic Affairs, who will review for conformity with procedures and policy, and Collegewide fairness and uniformity. If the Vice President does not approve the results, he/she will return the appraisals to the Dean for adjustments. If the Vice President is satisfied with the results, he/she will place them in the official file of each faculty member and will advance them to the Office of Human Resources for the record.

In cases where faculty performance needs to be addressed prior to the annual review period, the chair or dean may develop a Performance Improvement Plan (PIP) outlining the area(s) of concern, training and/or support to be provided to address the concern(s), steps to be taken by the faculty member, and a timeline for completion. The faculty member may choose to file a rebuttal statement for the record. However, the faculty member must sign the PIP and follow the prescribed steps. Failure to attend the PIP meeting, sign the PIP, or satisfactorily complete the PIP may result in disciplinary action, up to and including termination.

8.2 METHODOLOGY FOR EVALUATIONS OF FULL-TIME FACULTY

Full-time faculty are to be assessed in three major performance areas:

1. Teaching Effectiveness (50%)
2. Scholarship (30%)
3. Service (20%)

Faculty are expected to meet the standards in teaching, scholarship, and service during each annual performance assessment. The following general expectations apply for all faculty.

1. TEACHING EFFECTIVENESS

Definition: The goal of the teaching performance assessment is to clarify how faculty members have facilitated student growth through instruction and advising. Effective teaching requires that faculty engage with resources and teaching methods appropriate to their discipline.

Evidence of Teaching Effectiveness: Faculty members will be evaluated using the following criteria

- **Student Evaluations:** Faculty will earn up to 5 points based on their average scores from the Student Evaluation of Faculty (SEOF). (up to 5 points)
- **Evidence of student achievement:** Evidence of achievement of student learning outcomes for the course and program level outcomes results, course assessment data, grade distribution, etc. (up to 15 points)
- **Departmental Evaluation of Teaching:** Department Chair's evaluation and classroom observation results. (up to 5 points)
- **Use of Technology in Teaching:** Includes the LMS Course Evaluation as well as other educational technologies used within the online course environment. (% of points=%of assigned courses in compliance, up to 10 Points)
- **Advisor Evaluation Results:** Results from the Advisor Evaluation Survey. (up to 5 points)
- **Advising and Counseling Records/Pre-Registration Results:** Documentation from Starfish on student advising and counseling activities and pre-registration results. (up to 10 Points)
- Other pertinent data may be included.

2. SCHOLARSHIP

The College divides scholarship into two broad categories: The Scholarship of Teaching and Learning, and the Scholarship of Discovery.

i. The Scholarship of Teaching and Learning

Definition: The Scholarship of Teaching and Learning is the study of instructional methodologies, student learning, and instructional conditions that promote effective teaching and learning and is shared with the professional community.

ii. The Scholarship of Discovery

Definition: The Scholarship of Discovery includes basic, pure, and applied research as well as creative work in the literary, visual, and performing arts.

Evidence of the Scholarship: Faculty members will be evaluated using the following criteria

- Publications in Refereed Journal, Peer Reviewed Performances and/or Recitals in Peer Reviewed Venues, Visual Arts Commissions, Exhibitions, Competitions and/or Juried Published Illustrations, Evidence of Intellectual Property (e.g., patents, trademarks, etc.). (up to 8 points)
- Publications or Presentations of non-referred papers; Internal Publications or Presentations; or non-peer-reviewed publicly, Visual Arts Commissions, Exhibitions, Competitions, and/or Published Illustrations. (up to 6 points)
- Grant Proposals Submitted and/or funded. (up to 8 points)
- Internal and External Collaboration on Research or Grantsmanship. (up to 5 points)
- Active and ongoing engagement in faculty development opportunities. (up to 3 points)
- Other pertinent data may be included.

3. SERVICE

Definition: Service is outreach or engagement designed to contribute to the public or institutional good. Contributions to the public good may include activities that help to provide solutions that increase the quality of life. This might include activities that may improve the quality of teaching and learning, student engagement, and our community.

Evidence of Service: Faculty members will be evaluated using the following criteria

- Service to Benedict College Community, Committees, and/or Advisory Boards. (up to 5 points)
- Student Mentorship and Support Beyond the Classroom. (up to 7 points)
- Service as a reviewer, editor, or evaluator for journals, publishing houses, government agencies, accrediting agencies, or Juror for Artistic Exhibitions or Performances. (up to 5 points)
- Service on Local, State, Regional, or National Boards of Professional Organizations. (up to 3 points)
- Other pertinent data may be included.

8.3 METHODOLOGY FOR EVALUATION OF ADJUNCT FACULTY

The College will conduct annual Faculty Evaluations for all adjunct faculty members at the College. The evaluations are designed to identify outstanding performance and target areas where improvements are needed so that professional development activities can be undertaken.

All adjunct faculty at the College will be assessed in two major performance areas:

- a. Teaching Effectiveness (75%)
- b. Scholarship (25%)

Adjunct faculty are expected to meet the standards in teaching and scholarship. Continuing adjunct faculty will be evaluated on an annual basis following the regular evaluation period. Adjuncts who are hired for one semester only must be evaluated at the end of that semester prior to being rehired. All applicable forms and guidelines for the evaluation of adjunct faculty are available in the Center for Teaching and Learning community in Canvas.

The following general expectations apply to all **adjunct faculty**.

1. TEACHING EFFECTIVENESS

Definition: Effective teaching requires that adjunct faculty members engage with resources and teaching methods appropriate to their discipline. The goal of teaching performance assessment is to clarify how faculty members have facilitated student growth.

Points possible have been adjusted for Adjunct Faculty to meet the 75% Teaching and the 25% Scholarship.

Evidence of Teaching Effectiveness: Faculty members will be evaluated using the following criteria

- **Student Evaluations:** Faculty will earn up to 5 points based on their average scores from the Student Evaluation of Faculty (SEOF). (up to 5 points)
- **Evidence of student achievement:** Evidence of achievement of student learning outcomes for the course and program level outcomes results, course assessment data, grade distribution, etc. (up to 25 points)
- **Departmental Evaluation of Teaching:** Department Chair's evaluation and classroom observation results. (up to 15 points)
- **Use of Technology in Teaching:** Includes the LMS Course Evaluation as well as other educational technologies used within the online course environment. (% of points=% of assigned courses in compliance, up to 15 Points)
- **Advisor Evaluation Results:** Results from the Advisor Evaluation Survey. (up to 5 points)
- **Advising and Counseling Records/Pre-Registration Results:** Documentation from Starfish on student advising and counseling activities and pre-registration results. (up to 10 Points)
- Other pertinent data may be included.

2. The Scholarship of Teaching and Learning (Professional Development)

Definition: The Scholarship of Teaching and Learning for Adjuncts is defined as professional development activities that enhance proficiency in the discipline and foster student learning outcomes. These activities may include the study of instructional methodologies, student learning, and instructional conditions that promote effective teaching and learning, and are shared with the professional community.

Evidence of the Scholarship: Faculty members will be evaluated using the following criteria

- Publications in Refereed Journal, Peer Reviewed Performances and/or Recitals in Peer Reviewed Venues, Visual Arts Commissions, Exhibitions, Competitions and/or Juried Published Illustrations. (up to 5 points)
- Publications or Presentations of non-referred papers; Internal Publications or Presentations; or non-peer-reviewed publicly, Visual Arts Commissions, Exhibitions, Competitions, and/or Published Illustrations. (up to 5 points)
- Grant Proposals Submitted and/or Funded. (up to 5 points)
- Internal and External Collaboration on Research or Grantsmanship. (up to 5 points)

- Active and ongoing engagement in faculty development opportunities. (up to 5 points)
- Other pertinent data may be included.

8.4 PERFORMANCE EVALUATION FOR ACADEMIC ADMINISTRATORS

1. Formal performance appraisals are conducted annually for all academic administrators. If the administrator holds a faculty rank and teaches at least two courses a year, he/she must be partially evaluated on the basis of his/her performance as a faculty member. This faculty evaluation must be based on the same methodology, criteria, standards, and evidence as for a regular faculty member. In the case of a Dean, the Vice President for Academic Affairs will take the role of the Dean in the evaluation process. In the case of a Chair, the Dean will take the role of the Chair. The weight given to the faculty portion of the evaluation will be no more than one-half of the proportion of time devoted to faculty responsibilities, whichever is less. At least one-half of the evaluation must be based on the administrator's performance as an administrator.
2. The immediate supervisor is responsible for initiating the performance evaluation of the administrator in his or her unit.
3. The evaluation of academic administrators will consist of assessments of individual performance and the performance of their unit on available assessment indicators.
4. The faculty evaluation and the performance appraisal components are combined into one evaluation report for each academic administrator. The Vice President for Academic Affairs is responsible for submitting the evaluation reports to the Office of Human Resources.

8.5 FACULTY DEVELOPMENT

Given Benedict College's commitment to developing and maintaining a quality faculty, it encourages all faculty members to regularly participate in activities that offer opportunities for professional development on- and off-campus. Most on-campus faculty development resources and services are provided through the Center for Teaching and Learning. This unit builds a faculty development program for each year based on the faculty performance plans, feedback results, and learning outcomes for students, and institutional priorities. Faculty are expected to be active in their profession, to participate on a regular basis in the professional associations in their disciplines, to regularly participate in scholarly activities, and to engage in continuous activities to improve themselves as a scholar and a teacher. Whenever possible and subject to the availability of resources, the College is pleased to offer the faculty financial support to undertake professional development activities.

The College may offer support for participation in professional meetings as a presenter, to discuss papers, or to preside or chair a session. The College may offer support to faculty members who serve as officers or board members of professional associations. The College may share the cost of professional seminars or courses that enhance the skills of the faculty members when such activities will provide the College with high-priority skills in shortage areas. The College may also assist a faculty member in paying expenses to take credit courses towards an advanced degree if the degree is in an area of shortage and is a priority interest for the College. All support for professional development is at the discretion of the College and subject to the availability of resources.

8.6 POLICY AND PROCEDURE FOR TENURE AND PROMOTION TO HIGHER RANK

A tenure track faculty member may apply for tenure and/or promotion to a higher rank if he/she believes that he/she meets the Eligibility Criteria for tenure or the rank as outlined. All applicable forms, guidelines, portfolio examples, and directions for submission are located in the Center for Teaching and Learning community in Canvas. The following steps are to be used to apply for promotion and/or tenure:

1. The faculty member who wishes to be considered for promotion or tenure must complete and submit the promotion or tenure application and electronic portfolio per the current system that contains all of the information, evidence, and documentation required to make the promotion or tenure decision by the published deadline.
2. The Department Chair will review the application and portfolio for completeness and present it to a departmental Promotion or Tenure Committee for review and recommendation.
3. The departmental Tenure Committee shall consist of all tenured members of the department's faculty, and the departmental Promotion Committee shall consist of all department members at or above the rank of the professor being considered. If there are fewer than three eligible departmental faculty for either the Promotion or Tenure Committee, then the Dean will appoint members from a closely related department to ensure that at least three faculty members are on the committees. The Department Chair will be the chair of the committees. After the committee reviews all information and deliberates, it will write up its recommendations. The committee's evaluation must address each element of the criteria by assigning a score and providing a written justification for each score, as well as providing an overall recommendation. The department chair shall be responsible for writing the committee report on approved committee recommendation forms, as well as providing a separate department chair recommendation on the approved forms.
4. The Department Chair will submit the completed promotion or tenure recommendation to the School Promotion or Tenure Committee for evaluation and recommendation.
5. The School promotion and tenure committees will consist of four senior faculty members from departments in the school appointed by the Dean, one student appointed by the Dean, and two tenured faculty members from the other school. The Dean will appoint the chair of the committee. If there are fewer than four eligible school faculty for the Promotion and Tenure Committee then the Dean will appoint members from a closely related school to ensure that at least four faculty members are on the committees. After the committee reviews all information and deliberates, it will write up its recommendations. The committee's evaluation must address each element of the criteria by assigning a score and providing a written justification for each score as well as providing an overall recommendation. The committee chair shall be responsible for writing the committee report on the approved recommendation forms.
6. The Committee's report and recommendations will then be submitted to the Dean by the committee chair. The Dean will review the recommendations of the Department committee, the school committee, and the Department Chair. The dean will review the faculty portfolio and will submit a final recommendation to the Vice President for Academic Affairs.
7. The Vice President for Academic Affairs forwards all recommendations to the College's Faculty Promotion and Tenure Committee. This committee is a standing committee of the College. The Faculty Promotions and Tenure Committee reviews all applications and materials for promotion, checking for completeness, fairness, consistency, and compliance with all college policies and procedures. Based on these procedural issues, it makes recommendations to the Vice President for Academic Affairs to support the recommendation of the Dean or to send the application back for further deliberation.
8. The Vice President for Academic Affairs reviews all recommendations and either forwards the recommendations to the President with support or opposition or returns the portfolio if recommended by the College Committee.

9. The President reviews and evaluates all recommendations for promotion and tenure submitted by the Vice President and determines his/her recommendation. The President will then submit his/her recommendation to the Board of Trustees for action at the Spring meeting. The President or his/her designee shall notify each applicant of the outcome of his/her application after the Spring Board meeting.
10. Faculty may file a grievance against an adverse tenure or promotion decision through the normal grievance process. The appeal must focus on procedural and process errors in the process as opposed to the judgment of the different decision makers.

8.7 PROMOTION AND TENURE FOR TENURE TRACK FACULTY

A. General Criteria and Expectations for Promotion

Candidates for promotion may be on the tenure or non-tenure track.

Faculty at the College will be assessed in three major performance areas:

1. Teaching Effectiveness (50%)
2. Scholarship (30%)
3. Service (20%)

1: Promotion Criteria for Tenure Track

Performance Expectations for:

Assistant Professor. An Assistant Professor is eligible to apply for promotion to Associate Professor upon completion of three years of service as an Assistant Professor with at least two years completed as an Assistant Professor at Benedict College. An Assistant Professor applying for promotion should meet performance expectations in Scholarship, Teaching, and Service. Faculty should have engaged in scholarly activity, disseminated their work, and grown in their abilities as scholars. Benedict College values diverse forms of scholarly activity, including works not published in peer-reviewed outlets. Scholarship will be assessed as to a creative nature or more traditional publications as appropriate to the quality standards and unique, substantive contributions to the work in the candidate's discipline or professional affiliation. If recommended, the new rank will go into effect at the beginning of their next contract period. Candidates must have a terminal degree in their discipline. Assistant Professors are not eligible to apply for tenure.

Associate Professor: An Associate Professor is eligible to apply for promotion to (Full) Professor upon completion of their fifth year of service as a collegiate faculty member with three complete years of service as an Associate Professor and at least two years as an Associate Professor at Benedict College. The applicant should meet performance expectations in Scholarship, Teaching, and Service. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Candidates for promotion to Associate Professor should greatly exceed performance expectations in *both* Scholarship of Discovery and Scholarship in Teaching and Learning, and meet or exceed expectations in Service. Faculty should have engaged in scholarly activity, disseminated their work, and grown in their abilities as scholars. Benedict College values diverse forms of scholarly activity, including works not published in peer-reviewed outlets. Scholarship will be assessed according to discipline-appropriate quality standards and unique, substantive contributions to the work made by the candidate. Candidates must demonstrate their impact on student success and how they have grown as scholars or made unique, substantive contributions to their discipline since the time of their last promotion. Faculty who significantly exceed the expectations for their rank may be considered for early promotion. However, these cases require approval by the President.

An Associate Professor is eligible to apply for tenure upon the completion of at least five years of collegiate teaching, with at least two years at Benedict College. Eligible faculty at the rank of Associate Professor may apply for promotion to (full) Professor and tenure in the same year/cycle. However, if the promotion to (full) Professor is not approved, tenure will not be granted in that cycle.

Professor

Faculty at the rank of (full) Professor are eligible to apply for tenure after completion of their fifth year of tenure track service. A tenure candidate must greatly exceed performance expectations in all categories of review. Candidates should have a record of demonstrated success in teaching, scholarship, and service to the profession, the institution, and the community, with remarkable achievement in students' success and professional placement. The candidate for Professor is expected to engage in grant-writing activities and be a consistent presence at conferences appropriate to their discipline. Candidates should be able to clearly discuss the contribution of their work to the discipline and demonstrate the promise of continued achievement in the future. Faculty should have engaged in scholarly activity, disseminated their work, and grown in their abilities as scholars. Benedict College values diverse forms of scholarly activity, including works not published in peer-reviewed outlets. Scholarship will be assessed according to discipline-appropriate quality standards and unique, substantive contributions to the work made by the candidate. Candidates must demonstrate their impact on student success and how they have grown as scholars or made unique, substantive contributions to their discipline since the time of their last promotion. All tenured professors must complete a post-tenure review in accordance with the established timeline.

B. Criteria and Expectations for Tenure Review

Faculty applying for tenure at the College will be assessed on three major performance areas:

1. Teaching Effectiveness (50%)
2. Scholarship (30%)
3. Service (20%)

I. Expectations for Teaching.

A. *Teaching Engagement.* Candidates for tenure will demonstrate outstanding teaching. Benedict College expects faculty to engage diverse teaching strategies to clearly communicate course material to a diverse body of students. Benedict College supports instructional and curricular innovations designed to meet the needs of its students. Faculty members are also expected to be knowledgeable and effective mentors to students by providing opportunities to learn both inside and outside of the classroom.

Outstanding teachers at Benedict College possess theoretical and practical understanding of the subject matter, demonstrate curriculum planning skills, supervise student interns when applicable, enhance student growth through diverse teaching techniques, hold regular office hours, provide fair and valid assessment of educational objectives, and adapt instructional innovation.

Teaching Engagement. Candidates for tenure will be evaluated according to the following criteria for effective teaching.

1. *Demonstrates Knowledge of the Subject Matter.* An outstanding teacher will have up-to-date knowledge of course content, including both applied and theoretical knowledge.
2. *Demonstrates Knowledge of Planning and Communication of Curriculum.* An outstanding faculty will clearly define student learning outcomes, arrive well prepared for every class, maintain

syllabi and outlines according to College guidelines, and utilize course discussions to explore course material when appropriate. Outstanding teachers make decisions about the use of technology and other innovations in teaching in accordance with what will best promote student learning, as opposed to adopting the latest fads. Outstanding teachers also adhere to basic expectations for all instructors such as beginning and ending class on time and only cancelling classes for College-approved reasons.

3. Demonstrates Creation of Engaging Learning Environments and Student Development. Outstanding teachers will create a classroom, laboratory, or clinical environment that enhances engaging learning environments through the use of diverse teaching techniques and technologies, and be clear communicators to facilitate student engagement in all classroom activities. An outstanding teacher will create opportunities for critical thinking and analysis by students.

4. Demonstrates Availability and Receptivity to Students. All teachers at Benedict College are expected to be reasonably available to students, whether inside (e.g., receptivity to questions) or outside (e.g., maintaining office hours).

5. Regular Fair Evaluation of Student Performance. An outstanding teacher will assess student performance regularly. Assessments should be clearly connected to classroom activities and student learning outcomes. Grading criteria and rubrics should be transparent and discussed both before and after completion of assignments.

B. Forms of Evidence. Tenure candidates will prepare a portfolio, the content of which is described below, that demonstrates s/he has met or exceeded the criteria for tenure. Evidence in the portfolio should be focused primarily on time spent on the tenure track at Benedict College, including years of credit toward tenure. Examples of evidence that can support a candidate's tenure case include:

- Summaries of course evaluations from the past 5 years.
- Results of annual review of teaching.
- Evidence that the faculty member has engaged in course assessment.
- Any other evidence that reflects teaching excellence.

II. Expectations for Scholarship.

A. Scholarly Engagement. Benedict College expects that its faculty members will participate in scholarship, research, and/or creative endeavors and will disseminate their work to relevant audiences. Benedict College values diverse forms of scholarly activity, but candidates must be able to justify why their work offers a substantive contribution to either specific audiences or the academic discipline. Scholarship will be evaluated according to discipline-appropriate quality standards and the unique contributions of the candidate to the work. Although candidates are encouraged to collaborate, they are also expected to play leadership roles in scholarly endeavors.

B. Forms of Evidence. The candidate's tenure portfolio should include evidence that demonstrates how the candidate met or exceeded standards for scholarship. Portfolios should be limited to the candidate's time at Benedict College and must be organized in reverse chronological order. Example forms of evidence

include, but are not limited to:

- A list of all the faculty members' peer-reviewed publications. A list of the faculty members' creative or artistic exhibitions, recitals, theatrical performances, etc.
- A list of all grants applied for or received, fellowships, and scholarships awarded to the candidate during the evaluation period.
- A list of invited seminars and presentations.
- A list of refereed conference presentations.
- Evidence of peer recognition for sustained high-quality contributions to scholarship.

III. Expectations for Service

A. Service Engagement. Faculty members at Benedict College are also members of communities at the College, local, and professional levels. To be tenured, faculty members must make substantive contributions to these communities through their service activities, especially when those activities draw upon faculty expertise.

B. Forms of Evidence. The candidate for tenure will produce a portfolio that demonstrates how they meet or exceed the criteria for tenure. While candidates who have been granted years on their initial contract towards promotion or tenure by virtue of works completed at other institutions must include those works in their portfolio, evidence for tenure is primarily focused on work completed while at Benedict College and may include the following:

- A list of community or professional committee memberships, including a description of faculty contributions to that committee.
- A list of college committee memberships, including a description of faculty contributions to each committee.
- Evidence that the faculty member's service contributes to significant social issues or quality of life.
- Evidence that the faculty member advances the goals of higher education or Benedict College.

8.8 POST-TENURE REVIEW (BEGINNING 2026-2027 ACADEMIC YEAR)

A. Purpose

Benedict College will conduct a post-tenure review for all tenured faculty members. The post-tenure review process is designed to identify and encourage outstanding performance, target areas where improvements are needed, and recommend professional development activities consistent with institutional goals. It is also designed for recognition of exemplary service with applicable incentives such as merit pay, and other incentives and rewards as applicable. The assessment will follow the general assessment criteria for tenure and promotions to the rank of a professor.

All faculty at the College will be assessed on three major performance areas:

- Teaching Effectiveness
- Scholarship
- Service

B. Post Tenure Review Committee

The Vice President for Academic Affairs will appoint a standing Post Tenure Review Committee. The Committee will comprise faculty members who are tenured full professors at Benedict College, include faculty from each of the academic schools.

Tenured faculty will be evaluated every four years beyond their tenure in accordance with the College's Promotion and Tenure instrument. Documentation for the post-tenure review should only include documentation of work completed AFTER tenure was awarded, and will include four-year Faculty Performance Assessment results, and student course evaluations. The Department Chair will evaluate the post-tenure review file and forward it to the School Dean, who will forward recommendations to the Office of Academic Affairs.

It is expected that candidates applying for post-tenure review will meet all post-tenure criteria, include:

- Engagement in service to committees within his/her department, school, college, or community.
- Professional engagement in scholarship.
- Continued achievement of student learning outcomes.
- Engagement in grant writing activities as appropriate to the discipline.
- Continue to demonstrate active student engagement through advisement, mentorship, and research.
- Recognition of exemplary achievements in the profession.

The review will include performances in teaching, scholarship, and service, which will be based on faculty performance expectations and assessment scores beyond the tenure review and post-tenure review portfolio. Evidence of teaching, scholarship, and service in the post-tenure review portfolio should follow the guidelines for tenure portfolios discussed above. Insufficient performance in an area for three years shall be deemed unsatisfactory.

C. Teaching

Statement of Teaching

This narrative will explain how the candidate's teaching promotes student learning. Candidates should also highlight their advising and mentoring.

Evidence of Teaching (since the time of last review or promotion).

The candidate should concisely explain how their performance continues to exceed Benedict College expectations. Evidence can include, but is not limited to:

- i. Course Evaluation summary sheets for the past 5 years. (required)
- ii. Faculty Evaluation summary sheets for the past 5 years. (required)
- iii. Results of peer review from senior faculty members. (required)
- iv. Examples of significant student work or achievements.
 - v. Descriptions and explanations of course or program development activity.
- vi. Evidence that the candidate engages in and utilizes assessment of student learning outcomes.

D. Scholarship

Statement of Scholarship

Candidates will highlight the significance of their research to scholarly, professional, and public audiences.

Evidence of Scholarship Summary (since the time of last review or promotion).

The candidate should concisely explain how their performance continues to exceed Benedict College expectations. Evidence of scholarship can include, but is not limited to:

1. List of peer-reviewed publications.
2. List of non-peer-reviewed publications.
3. Creative and/or artistic exhibitions, recitals, performances, etc.
4. Grants, fellowships, and scholarships awarded to the candidate during the evaluation period.
5. Invited seminars and presentations.
6. Refereed conference presentations.

Every publication/endeavor is not of equal intellectual merit. Candidates are encouraged to detail why their scholarship is important as well as their personal contributions to collaborative work.

E. Service

Statement of Service

The candidate will describe their service to the profession, department, school, and college.

Evidence of Service (since the time of last review or promotion).

The candidate should concisely explain how their performance continues to exceed Benedict College expectations. Evidence of service can include but is not limited to:

- Service on professional committees, including any offices held.
- Committee memberships and/or leadership roles on college, school, and department committees. Contributions to each committee should be clearly explained.
- Service to students or student organizations.
- Evidence of faculty member's service activity that contributes to significant social issues.
- Evidence of substantive participation in professional committees.

F. Documentation and Assessment for Post-Tenure Review

Documentation required for post-tenure review is the same as established for tenure and promotions and should include summative evaluation of a faculty member's performance to include the results of annual evaluations for the previous years.

Each faculty member will receive from the Post-Tenure Review Committee a rating based upon the content of his/her portfolio along with written commentary, as appropriate. The ratings will be as follows:

- Exceeds Performance Expectations
- Meets Performance Expectations
- Does Not Meet Performance Expectations

i. Exceeds Performance Expectations

A faculty member who receives an *Exceeds Performance Expectations* rating will, when available, receive merit pay equivalent to the award made for earning tenure. Associate professors can then proceed with their application for full professor.

ii Meets Performance Expectations

A faculty member who receives a *Meets Performance Expectations* rating will, when available, receive a merit raise equivalent to the award made for earning tenure. Associate Professors may need extra work before their application for full professor and will be encouraged to delay such application for one year.

iii Does Not Meet Performance Expectations

A faculty member who *Does Not Meet Performance Expectations* rating must, in consultation with his or her Chair, prepare a written Post-Tenure Development Plan (PTDP) that includes specific performance goals for improvement in deficient areas. This specific performance plan must be approved by the Chair, Dean, and VP for Academic Affairs. The faculty is also expected to have meetings with the Director of the Center for Teaching and Learning, Research Office and VP for Academic Affairs and expect a follow-up assessment within one year. Faculty in this category are not eligible for salary and/or merit increases.

The PTDP must be developed within 60 days of the review, to be approved by the departmental Chair and the dean of the faculty member's college/school and Vice President for Academic Affairs. The plan will begin by the Fall semester of the next academic year and run for four academic years with annual re-appraisals. Faculty members who fail to meet the PTDP after the four-year assessment may risk losing tenure and/or demotion in rank. The PTDP must include:

- Specific goals to be achieved, assessment criteria and measurable indices.
- Realistic timeline for completion of plan goals and benchmark assessments.
- Student course evaluation, peer and annual evaluation.
- Research and or collaboration on research and other scholarly activities.
- Teaching enhancement in collaboration with the Center for Teaching and Learning.
- Other developmental activities as specified in the improvement plan.

G. Exceptions/Exemptions (Post-Tenure Review Process)

a. Faculty members on sabbatical or leave

Tenured faculty who are participating in a leave of absence or sabbatical leave, or development/improvement process during the sixth-year post-tenure review period, are provided an additional year for each full year away for a maximum of four years. A tenured associate professor's successful review for promotion will constitute a successful post-tenure review.

b. Tenured Full-time administrators

Tenured faculty members who served or are currently serving in full time administrative positions will be exempt from post-tenure review process until five years after their administrative term. This will be sufficient time to re-start their portfolios and consistent with those given to new faculty employees.

9.0 FACULTY GRIEVANCE PROCEDURES

The academic administrative officers are primarily responsible for resolving grievances raised by faculty members. A standing committee, specifically the Faculty and Staff Grievance and Appeals Committee, is designed as a mechanism in cases where an aggrieved faculty member feels that the academic administrators did not resolve his or her grievance satisfactorily.

This grievance procedure is not intended to prevent any faculty member from discussing any matter with any level of management, including the President. Faculty members, however, are encouraged to follow the procedures set forth in this section. **The procedures described in this section of the Manual apply only to non-termination grievances.**

9.1 INFORMAL GRIEVANCE PROCEDURES

In most situations, a faculty member should discuss a complaint or problem with his or her immediate supervisor. If the supervisor is unable to resolve the complaint or problem or if the faculty member is uncomfortable discussing it with the immediate supervisor, he or she may discuss it with his or her Department Chair or Dean of the appropriate school. If the department Chair or Dean is unable to resolve the complaint or problem, or if the faculty member is uncomfortable discussing it with either administrator, he or she may discuss the complaint or problem with the Vice President for Academic Affairs.

Grievances should be discussed first with the faculty member's immediate supervisor who should give prompt attention to any complaint. The Vice President for Academic Affairs is available to supervisors and faculty members to assist in resolving conflicts and eliminating conditions that may lead to possible grievances.

9.2 FORMAL GRIEVANCE PROCEDURES

If the faculty member is unable to resolve his or her complaint or problem through the informal administrative process in Section 9.1, he or she may seek recourse to the Faculty and Staff Grievance and Appeals Committee (GAC). This process does not apply to grievances regarding termination. The following procedures should be used to bring a complaint before the GAC.

1. The faculty member must submit a written grievance to the Vice President for Academic Affairs, who will submit the same to the Faculty and Staff Grievance and Appeals Committee. All grievances must be submitted in writing no later than fourteen (14) calendar days after the occurrence of the event for which relief is sought.
2. The Chair and the Committee membership will meet and examine the grievance and its related issues, and suggest a solution to the grievance to the Vice President for Academic Affairs. The Committee's proposed solution is not binding on the parties. The Vice President for Academic Affairs will notify the faculty member within seven (7) calendar days following the receipt of the Committee's proposed solution.
3. If the faculty member is dissatisfied with the proposed solution, or if the Vice President fails to respond within the seven (7) calendar day period, the faculty member has 14 calendar days to request in writing a formal hearing before the Faculty and Staff Grievance and Appeals Committee. Failure of a faculty member to respond within the 14-day period shall be deemed a withdrawal of his or her grievance, and the matter will be closed.
4. Upon receipt of a written request for a formal hearing, the Committee will then issue a written invitation to the faculty member to attend a formal hearing. The parties may bring an advisor or counsel. The Faculty Grievance and Appeals Committee has the right to utilize the services of an attorney provided by the College.

5. The Faculty and Staff Grievance and Appeals Committee will hear the charge, receive facts and evidence, and entertain arguments from the parties or representatives. The Chair of the Committee will preside over the hearing.
6. The faculty member will receive notification to be present at the hearing, and, along with the College, is invited to present evidence and cross-examine non-student witnesses. In the event that the faculty member does not appear, the hearing will proceed in his or her absence.
7. At the conclusion of the hearing, and within 10 calendar days, the Committee shall issue written findings of fact and recommendations to the Vice President for Academic Affairs. Within 5 days of receipt of the committee's recommendation, the Vice President for Academic Affairs will report the committee's decision to all parties. The Committee and the Vice President shall make every effort to issue the ruling within 15 calendar days.
8. If the faculty member is dissatisfied with the proposed solution, the faculty member has 7 calendar days from the receipt of the Committee's ruling to appeal the decision to the President. The appeal must be in writing and state the grounds for appeal and the relief sought. Failure of a faculty member to file an appeal within the 7 calendar days shall be deemed to resolve the grievance of the faculty member satisfactorily, and the matter will be closed.
9. Upon receipt of a written appeal, the President will review the Committee's decision. The President may issue a written invitation to the faculty member to attend a formal appeal hearing or the President may decide the matter on the basis of the record and the letter of appeal.
10. If the President grants an appeal hearing, the parties may bring an advisor or counsel to the appeals hearing. The President may utilize the services of the College attorney.
11. After considering all evidence, the President will issue a final decision in writing to all parties. The decision of the President is final.

10.0 FACULTY CHECK-IN AND END-OF-YEAR CLEARANCE PROCEDURES

10.1 START OF TERM CHECK-IN PROCEDURES

All faculty, new and returning, are required to follow certain check-in procedures at the start of each term, including:

1. Attend all opening Faculty Institutes and Workshops at the College, School, and Department level. A faculty member who has a legitimate reason to miss an opening activity must obtain permission to be absent from the Dean. Failure to attend opening activities or obtain an excused absence could result in loss of pay for the days missed.
2. Each member of the faculty must submit to the Department Chair at the opening departmental meeting but no later than August 30 and January 30, respectively, up-to-date directory information and professional data to include transcripts for any additional education obtained and updated vitae to include in all publications, other scholarly activities, professional service, and all College service.
3. Each member of the faculty must submit to the Department Chair, by the FIRST day of classes, course syllabi for each section to be taught during the semester, a completed Office Hours form showing the

allocation across the week of the required ten office hours, and the signed Faculty Composite form. The Department Chair will retain one copy of each document and forward one to the Dean.

4. Each faculty member must participate in the student orientation and registration activities for the amount of time and in the fashion designated by the Department Chair and/or Dean. The orientation and/or registration activities may require the faculty member to work some evening hours.

10.2 FACULTY CLEARANCE PROCEDURES

At the end of each semester, faculty will be required to submit a clearance form to the Dean with all appropriate signatures showing that:

1. All final examinations, final grades, and gradebook information for each section taught have been posted in the designation systems.
2. The preliminary course outline for each class to be taught during the new semester must be uploaded for the Department Chair to review. It is recognized that this outline may be revised before the start of the new semester.
3. All equipment, materials, inventory, etc., issued through the Department, School, and/or College have been returned and/or accounted for to the Department Chair and/or the School Dean.
4. All other year-end reports for Deans and Departments have been submitted.
5. **THE COLLEGE RESERVES THE RIGHT TO WITHHOLD THE FINAL PAYMENT OF EACH SEMESTER UNTIL ALL SEMESTER-END CLEARANCE REQUIREMENTS ARE COMPLETED.**

11.0 ACADEMIC POLICIES

11.1 FACULTY RESPONSIBILITY

The teaching faculty of Benedict College is an integral part of the system of academic program delivery and administration. Each teaching faculty member, upon his/her appointment or reappointment, is required to adhere to or successfully implement the academic policies described in this section.

11.2 ACADEMIC PROCEDURES

1. Each faculty member assigned to a class must utilize the electronic grade book system for recording the names of all students enrolled in the class and keep an accurate record of the grades, performance, and attendance of each student at each class meeting. At the end of each semester these electronic grade books must be submitted to the Department Chair or the Dean's designee in accordance with directions issued each academic term by the Office of Academic Affairs.
2. Faculty members must take attendance daily, keep a record of class attendance, and enter attendance records as required by the Office of the Vice President for Academic Affairs.
3. A student enrolled in a course should be kept on the roster until he or she drops the course or is administratively withdrawn by the College.
4. Faculty members must meet and end all classes at the scheduled times conducting appropriate class activities for the entire class period.

5. In any and all instances where a faculty member must be absent from class, he or she must make suitable arrangements that must be approved by the department chair for the class to be covered by another qualified faculty member. In case of an emergency the faculty member must notify the Department Chair who will make the appropriate arrangements or notify the students. In no instances should a faculty member miss a class without consent of or notification to the Department Chair. Unexcused absences will result in disciplinary actions up to and including termination of employment. A termination for unexcused failure to cover more than three classes in one semester is not subject to the faculty grievance process. Such a termination must be recommended by the Dean and approved by the Vice President for Academic Affairs. Suitable arrangements to cover the class include but are not limited to:
 - a. Another faculty member or laboratory technician in the discipline may serve as a substitute for the absent instructor and conduct the class according to a plan provided by the regular instructor.
 - b. Library assignments or other designated assignments may be used, but only where they fulfill a specific objective and/or activity on the course outline. If the activity takes place in the classroom, another faculty member or lab technician must be present during the activity. If the activity takes place in the library, a librarian must conduct the activity.
 - c. He or she may hold make-up classes in lieu of classes missed for approved leave of absences.
 - d. He or she may arrange a full period of examination to be administered by another faculty member or a laboratory technician.
6. Faculty members are encouraged to use a variety of evaluative instruments to test the effectiveness of their teaching. These may include, but are not limited to, the following: teacher-made exams, standardized subject exams, class participation, written term papers and projects, student portfolios, and student surveys. The faculty should keep accurate records of the results for each method of evaluation employed.
7. There should be no change in the time or location of scheduled examinations without the explicit written permission of the appropriate Department **Chair**, **Dean**, and the **Vice President for Academic Affairs**. A request to change class meeting time or location must be submitted on the appropriate form. To the extent feasible, all enrolled students must agree to the change in time. The Registrar must be notified of all approved class changes (time and location).
8. Each instructor who is assigned a class is expected to give at least a mid-term and a final examination to each student enrolled in his/her class unless the Department Chair and the Dean has given prior written consent. Within **48 hours** after the final examination is given, final grades must be submitted to the Registrar, and a copy of the same must be submitted to the department chair within one week. In cases where the department has authorized the use of common exams, each faculty member teaching those courses must adhere to the examination requirements.
9. To obtain permission to eliminate the mid-term or final examination, a detailed statement setting forth the method of evaluation to be used in the course in lieu of the mid-term and/or the final exam should be submitted through the Department **Chair** to the **Dean**.

10. Classroom visitation

- a. Faculty members wishing to invite outsiders to visit, lecture to participate in, or in any way attend regularly scheduled classes must obtain prior approval from the appropriate Department **Chair, Dean,** and the **Vice President for Academic Affairs.** In no case should a student be allowed to audit a class without the permission of the Dean and the Academic Vice President. Faculty members will be held responsible for the conduct of outsiders whom they invite to their class.
 - b. Faculty members wishing to attend, visit, or participate in classes held by other members of the faculty must notify and gain consent from the faculty member who is in charge of the class. This does not apply to a faculty member conducting a Department, School, or College authorized Peer Review.
 - c. The President, the Vice President for Academic Affairs or his/her designee, and within their jurisdictions, Deans, and Department Chairs reserve the right to visit any classroom at any time.
11. Faculty members accepting invitations to act as sponsors or chaperones for events held by student organizations are expected to attend such events and remain for the duration of the event.
12. Faculty members are expected and encouraged to maintain memberships in professional societies and academic organizations within their teaching disciplines.

11.3 GRADING SYSTEM, CREDITS, AND TEACHING RESPONSIBILITY

The faculty is fully accountable for evaluating the work of students. Each faculty has the responsibility of maintaining class records in sufficient detail as to the performance of each student enrolled in his/her respective classes. These records should be recorded in the electronic grading system as authorized by the College. The electronic grade book is the Official Class Record and remains the property of the College. It must be submitted to the Department Chair or designee at the end of each academic semester/session. Such records should be kept in accordance with the grading system described in the course outline and should serve as the basis for the final grade in the course. The Official Class Record should include, at a minimum, all examination, quiz, and test scores for each student along with information as to attendance and performance in class and on assignments. Final course grades for each course must be reported to the Registrar using the system made available to faculty each semester for that purpose.

11.4 CHANGE OF GRADES

Faculty members wishing to change a grade may access the required form in the Tiger Portal. The Department Chair and Dean must approve all grade change requests. All changes of grades must be reported to the Vice President for Academic Affairs. Acceptable reasons for changing student grades include: a demonstrable error in the computation of a grade; a substantial error in the evaluation of student performance; and completion of course requirements not completed during a preceding academic term due to good cause such as illness, death in the family, military service, or other sufficient reason.

11.5 SELECTION OF LEARNING RESOURCES

The responsibility for selecting learning materials rests with the faculty member(s) teaching the course, with approval of the Department **Chair** and **Dean.** If the faculty member fails to choose learning resources (textbooks, etc.), the Department Chair may assign such resources with input from the departmental faculty. Faculty are not permitted to require students to make purchases that are not a part of the tuition and fee structure.

11.6 ADVISEMENT

Department Chairs assign Faculty Advisors to students at the time of the student's initial enrollment. The regular advising load is 30 students. Depending on Departmental circumstances, this load may be increased by up to 9 students without creating an overload. After the number of advisees exceeds 39, the faculty member will be considered to be in an overload situation. Faculty members will receive 1 Semester Credit Hour overload for each 10 students above thirty. An overload may be compensated by released time from other duties or by pay at the regular overload scale.

Faculty advisors will assist students with academic concerns, class selections, and career options. The advisor should also monitor the progress of his/her advisees towards completing the requirements of their degrees. The advisor should also assist each advisee with schedule selection and pre-registration. The advisor should also advise the advisee on minor personal and social matters. Matters concerning financial aid, student accounts, or significant academic and/or personal problems that the advisor cannot resolve should be referred to the Counseling Service or to other appropriate College officials. Each advisor must conduct a minimum of two advising sessions per semester with each assigned advisee. Advising notes must be documented in Tiger Connect (Starfish) or the prevailing, authorized system.

11.7 CLASS SCHEDULING

The Vice President for Academic Affairs publishes a master schedule of courses, sections, classrooms and instructors each semester on the basis of recommendations from Department Chairs and Deans. The Department Chair, with input from the Faculty, has responsibility for preparing a preliminary schedule for his/her Department. Classes are to be scheduled based on the needs of the students. Each Dean has the ultimate responsibility for approving the schedule for each Department in his or her School. Faculty members are encouraged to provide input on scheduling to the Department Chair. The Vice President for Academic Affairs or his or her designee must approve all changes in the master schedule.

11.8 FIELD TRIPS

Faculty wishing to take students off-campus on special outings or field trips must obtain approval from the administration before planning an off-campus trip. The Vice President for Academic Affairs and the Associate Vice President or Vice President for Student Affairs must approve the following details: date, time, purpose, mode of transportation, destination of students, names of individuals concerned, student emergency contact information, chaperones, faculty members in charge of the travel party, estimated duration of absence from campus, time of return, and medical-student insurance information where appropriate. The approvals are obtained by submitting the external trip request form through the Department Chair. Faculty are expected to assume responsibility for the safety of students while off-campus. Administrative approval should be sought at least 5 days in advance, whenever possible, for all planned field trips.

11.9 FACULTY CONSULTING

The College encourages faculty consulting, including research relating to the educational activities of the College. Consulting should not conflict with the faculty members' duties to the College. Faculty members engaged in consulting activities should notify the Vice President for Academic Affairs of consulting activities for which they receive compensation from sources outside the College. Consulting should not exceed one day a week during the fall and spring semesters.

12.10 WORK SCHEDULES

The work schedules of full-time faculty cannot be changed except with the written permission of the Office of the Vice President for Academic Affairs. Whereas there is no limit to the amount of time faculty may choose to devote to their profession, all faculty are expected to work for the College during regular workday hours of 8:30 a.m. to 5:00 p.m. Reasonable adjustments should be made for faculty who teach evening courses. The full-time teaching load for a faculty member is 12 hours per week in the classroom. Within the constraints of their regularly scheduled

classes, faculty members are required to set aside and post in a prominent place a minimum of ten hours per week during which they will hold office hours, eight (8) of which must take place in person on campus. In general, faculty are expected to be in their offices at all times during regularly scheduled office hours. During the regularly scheduled office hours, they are to make themselves available for conferences with student advisees as well as students enrolled in their classes. Students should not be required to have an appointment during regular office hours, but may make appointments during this time.

Faculty are also required to devote some time to regular administrative duties related to their work as members of the faculty, to professional scholarship, and service as members of committees. As teachers and scholars, faculty are expected to make themselves available for both formal and informal meetings with other members of the faculty, the student body, and the administration of the College.

It is expected that the business of the College must be conducted on campus and not in private homes or at other locations. Any business of the College, including teaching, tutoring, counseling, evaluating, or meetings conducted off campus, must receive prior approval from the Vice President for Academic Affairs. Faculty members are expected to provide their Chair with information concerning their whereabouts whenever they are absent from their office during the regularly scheduled work hours of 8:30 am to 5:00 pm.

Part-time faculty are required to hold a minimum of one conference hour each week for each course taught. In addition, they are required to make themselves available by appointment to help students in their courses. Finally, they must make themselves available as required to meet College officials as needed. Otherwise, they are not responsible for time on the campus beyond their teaching requirements.

11.11 ATTENDANCE AT SPECIAL CONVOCATIONS AND FACULTY MEETINGS

Special Convocations

Faculty members are required to attend public meetings that have traditional or special significance for the College, such as Founder's Day Convocation, Fall Convocation, Commencement, All College Assemblies, monthly Faculty Forums, Faculty/Staff meetings, and special assemblies called by the President. Faculty members and principal administrative officers shall wear full academic regalia for Fall Convocation, Founder's Day Convocation, and Commencement Exercises. Each faculty member is responsible for the provision of their own regalia.

Faculty Meetings

In addition to the Faculty Forum, full-time faculty are also required to attend regularly scheduled department and school meetings of the faculty. These meetings are typically scheduled on Thursdays between the hours of 11:00 a.m. and 1:00 p.m.

12.0 INTELLECTUAL PROPERTY RIGHTS POLICY

The Intellectual Property Rights Policy at Benedict College is intended to clarify ownership of intellectual property rights, establish an opportunity for commercialization of works, inventions, and discoveries, and provide for equitable distribution of resources, monetary and other benefits accruing from Benedict College's exploitation of these works, inventions, and discoveries. The Intellectual Property Rights Policy at Benedict College is applicable to all faculty (including visiting faculty) and staff, as well as full-time and part-time students at Benedict College. The full policy is provided in the [Benedict College Human Resources Handbook](#).

13.0 EXTERNALLY FUNDED GRANTS AND CONTRACTS

EXTERNALLY FUNDED GRANTS AND CONTRACTS AND EXTRA SERVICE PAY

The College encourages all faculty members to seek external funding to assist in their work.

External funding may be sought to support research, service, or teaching. External funding may enable the College and the faculty member to pursue

worthwhile projects that cannot be funded with internal resources alone. However, all proposals for external funding should seek to advance work that promotes and is consistent with the mission and goals of the College and the unit in which the proposal is

being written. Funding should not be sought for funding's sake. External funding should be sought only if it advances the mission and goals of the College.

REQUIRED APPROVALS AND REPORTS

All proposals submitted to an external funding agency must be approved before submission through the regular administrative approval process. Faculty proposing to develop proposals should consult with their Chair, Dean, and Vice President prior to developing a proposal for external funding to ensure that the project is consistent with College goals and priorities. Prior to submission of the proposal, the Proposal Approval Form must be signed by the approving authorities. The College must also approve all grant agreements once an award is made.

On receipt of a contract or grant award, it is the expectation of the College that those working on the project grant will use their best efforts to ensure successful completion of the project. It is the responsibility of the Principal Investigator and/or Project Director to ensure that the project is implemented in accordance with the approved grant agreement and any regulations applicable to the award. All faculty members directing externally funded projects must make periodic reports on the activities and budgets of such awards to the Office of Academic Grant Management, Grant Accounting Office, and their Department Chairs, Deans and Vice President for Academic Affairs as requested.

The Office of Academic Grant Management provides training for faculty in the development of proposals and budgets and supports principal investigators through all stages of the contract, sub-contract, and/or grant lifecycle. Details regarding release time, extra service pay, indirect costs, grant director incentive policy, and related matters are provided in the [Academic Grants and Contracts Guidance Handbook](#).

14.0 HUMAN RESOURCES INFORMATION

All faculty are governed by the policies and procedures outlined in the [Benedict College Human Resources Manual](#), which provides details applicable to all Benedict College employees, including faculty. This section of the Faculty Manual addresses selected policies for which faculty are to be informed and reminded.

14.1 HARASSMENT

It has long been the policy of Benedict College and it will continue to be the College's policy that all employees shall have the opportunity to perform their work in an atmosphere and environment free from any form of unlawful discriminatory or retaliatory treatment or physical or mental abuse, including, but not limited to, harassment based on race, color, religion, sex, national origin, age, disability, or veteran status. It is also the policy of Benedict College to provide a working environment free from discomfort or pressure resulting from jokes, ridicule, slurs, threats, or harassment related to the above distinctions or simply resulting from a lack of consideration of a fellow human being.

In keeping with this policy, the College will not tolerate any form of harassment of any of its employees based on race, color, religion, sex, national origin, age, or disability. By way of example, conduct will be considered harassing, and therefore a violation of this policy, if:

- Submission to the conduct is made either an explicit or implicit condition of employment;
- Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee;
- The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Disputes sometimes arise as to whether conduct was “welcome” or “unwelcome.” Conduct that would violate the policy if it were unwelcome will be considered to violate this policy if anyone complains of it.

Any employee who feels he/she has suffered any form of harassment should report such incident to his/her supervisor or to any member of management without fear of reprisal. In the alternative, the employee may discuss the matter with the Director of Human Resources. Complaints against the President may be made to the Chairman of the Board of Trustees. In addition to reporting the matter to your supervisor, the Director of Human Resources, or a higher level of your chain of command, you may report such harassment on audio tape by dialing 803-705-4808.

Such a complaint will be treated confidentially to the extent possible. A prompt and thorough investigation of any such complaint will be discreetly carried out, and appropriate action will be taken after an investigation. Any manager, supervisor, agent, or other employee who has been found, after a thorough investigation, to have harassed another employee will be subject to appropriate discipline. The making of accusations which are known by the accusing person to be false is a form of misconduct likely to result in serious impairment of the College's effort to administer this policy properly and effectively for the benefit of all employees, and, accordingly, such misconduct may also result in disciplinary action.

In order to avoid misunderstandings, complaints made to members of management or to the Human Resources department must include completion of the report form reproduced as part of this policy. You will be given a copy of the completed form. If you report on the answering machine, you must remember the date that you did so. These procedures have been established to provide you with relief if you feel you are the victim of harassment. The U.S. Supreme Court has said that, as a general rule, you may not sue the College for violation of your rights unless you first give us notice and opportunity to end the harassment. The reporting procedures that we have adopted are intended to establish a clear record of what has been reported.

14.2 STUDENT RELATIONSHIPS

Benedict College students are their most valuable assets, and their welfare is its highest concern. The College expects its employees to conduct themselves in a professional and appropriate manner, particularly when dealing with students. Benedict College discourages employees from engaging in romantic or sexual relationships with any of its students or from engaging in activities that give the appearance of such inappropriate conduct.

In particular, the College believes it is highly inappropriate and unprofessional for an employee to engage in a romantic or sexual relationship with a student when the employee and student are working together or the employee is involved with the student in an administrative, coaching, counseling, teaching, supervisory, or other authoritative role. Such conduct may result in disciplinary action.

Questions regarding Title IX, and/or concerns about noncompliance, should be directed to the Title IX Coordinator. To view a complete copy of the Title IX Policy contact the Title IX Coordinator:

Latoria Williams, 1600 Harden Street, Columbia, SC 29204, Phone: 803-705-3227,

Latoria.williams@benedict.edu

14.3 OUTSIDE EMPLOYMENT

Full-time Benedict College faculty may not accept full-time employment with other agencies or institutions while under contract with the College, except with the written permission of the President. Subject to approval by their Department Chair, Dean, and the Vice President for Academic Affairs, faculty members may hold part-time outside employment so long as it does not conflict with the faculty member's responsibilities to the College and does not create a conflict of interest or competition for the College. The acceptance of outside employment without written permission or failure to disclose such employment may be considered a substantial violation of the faculty member's contract and could lead to discipline up to and including termination.

14.8 SOLICITATION AND DISTRIBUTION

Solicitation of Benedict College employees and students and distribution of Faculty and Staff lists require the specific approval of the President or his/her designee. Solicitation of employees and students or distribution by persons other than employees or students of Benedict College on official College business is prohibited on the campus. Solicitation by College employees for non-College-sponsored activities on campus during working time is prohibited.

The unauthorized distribution, release, or sale of business records, lists, or personally identifiable information, or other College records maintained in the course of business of Benedict College is prohibited. Authorization for release shall be the responsibility of the custodian of the records upon approval of the President or his/her designee. College employees who violate this policy shall be subject to disciplinary action.

14.9 BENEFITS PROGRAM

The Benefits Program is currently available to qualifying employees of Benedict College and their eligible dependents, which includes health, dental, life, long-term and supplemental disability insurance, as well as a retirement plan and tuition remission. The Benefits Program is subject to change without notice at the discretion of the College. The current benefits are published on the Human Resources webpage. New employees will receive detailed information upon onboarding, and updates will be provided to employees by the Office of Human Resources as changes occur. This section of the Faculty Manual addresses the types of leave that are only applicable to faculty. All other benefits and leave categories are outlined in the [Human Resources Manual](#).

Leave Applicable Only to Faculty

Personal Leave: Academic year (nine-month) faculty members do not earn vacation but are entitled to two (2) days of personal leave with pay during the nine-month school year and one-half day during each summer session that they teach. Faculty members must arrange for coverage of any classes in their absence as outlined in the Faculty Manual. Personal leave for faculty members cannot be carried forward past the semester or summer session in which leave is earned.

Study Leave: The purpose of study leave is to stimulate professional development and similar scholarly activities for the improvement of one's qualifications or ability to serve the institution.

Employees wishing to pursue further study at an accredited institution, in order to improve qualifications, earn additional degrees or earn a terminal degree, may apply for a leave of absence for that purpose. In the discretion of the College, such leave may be granted without pay for up to one year at a time. Faculty and staff are urged to seek grants to support such leave. However, the College may obtain funds through funded projects to support some employees on leave. Such leave will be governed by the guidelines of the source of funding.

When granted, study leave will be granted for definite periods of time up to one year in duration. Employees on study leave will be reinstated to their positions at the end of the study leave of absence or at the beginning of the next academic semester following the end of the study leave of absence, as deemed appropriate by the College. Employees who wish to extend their study leave of absence beyond the initial one-year period should apply for subsequent leave at least 90 days before the termination date of their current study leave period.

Sabbatical Leave: The purpose of sabbatical leave at Benedict College is to provide the faculty member an extended opportunity for enrichment in one or more of the elements that the College considers essential to academic professionalism: teaching effectiveness, scholarly activity, and professional service. In granting sabbatical leave, the College affirms the faculty member's previous accomplishments in one or more of these essential elements and approves the faculty member's sabbatical plan for his/her continued enhancement. In accepting sabbatical leave, the faculty member affirms a commitment both to participate fully in the sabbatical project(s) contained in the proposal and, at the conclusion of the leave, to return to the College more enriched because of such participation.

Eligibility

The opportunity to apply for sabbatical leave is open to those who hold faculty rank at the College and who:

- a. Possesses the terminal degree in field
- b. Is tenured
- c. Has been employed full-time for the previous six continuous academic years at Benedict College
- d. Has not taken sabbatical leave in the last six academic years
- e. Agree in writing to return to full-time employment at Benedict College for two consecutive semesters immediately following the completion of the sabbatical leave, or to refund the salary and benefits earned while on sabbatical leave.

Compensation During Sabbatical Leave

Sabbatical leave may be taken for one semester (full pay) or for the full academic year (half pay). During the period of the leave, it is intended that no changes take place in the faculty member's benefits. For example, the College will continue to make the normal payroll deductions and employer contributions, leave time will accrue, the faculty member may apply to the Faculty Development Program for grants, and the faculty member's eligibility for salary increase the following year will not be adversely affected. In the event that a faculty member is scheduled for sabbatical leave the spring in which the faculty member is bringing forward his/her name for promotion consideration, the faculty member must prepare the appropriate promotion materials and submit them to his/her

Department Chair/School Dean prior to taking sabbatical leave. In no other way will the possibility of promotion differ as a result of sabbatical leave.

External Funding During Sabbatical Leave

Faculty members are encouraged to secure funding, where appropriate, to support their proposed sabbatical project(s). Any employment or compensation must be for the purpose of covering out-of-pocket living expenses during the sabbatical period, may not be for the purpose of financial gain, and must not interfere with the pursuit of the sabbatical project(s). A faculty member's total compensation for services rendered during the sabbatical leave, including sabbatical leave salary, is not to exceed the faculty member's normal salary at the College for the same period plus all out-of-pocket expenses related to the sabbatical. Thus, when salary is earned for services rendered during the sabbatical leave period, the College will normally adjust the faculty member's sabbatical leave salary accordingly so that the total compensation will equal the compensation the faculty member would normally have received plus these out-of-pocket expenses.

Application Process

The number of sabbatical leaves granted at any one time is limited and depends on the extent to which the applications meet the purpose of the sabbatical leave program, the quality both of the sabbatical projects being proposed and of the proposals themselves, and the amount of funds available for replacing those faculty members whose absence during the sabbatical period cannot be absorbed by the College.

The quality of the projects and of the proposals and the likelihood of successful completion will be the primary reasons for being awarded sabbatical leave. Seniority is taken into consideration only when applications of equal quality are submitted, but it should never be the overriding criterion.

Applications for sabbatical leave must be completed and filed in the Office of the Vice President for Academic Affairs no later than November 1 of the academic year prior to the academic year in which the sabbatical is to be taken. Judgment of the quality of a sabbatical leave will be made solely on the basis of the information contained in the sabbatical leave proposal.

Each proposal must contain the following:

1. An abstract indicating the specific period for which the sabbatical leave is being requested, describing the project(s), and summarizing the purposes and anticipated results;
2. A narrative fully detailing the significance, objectives, rationale, and method of the sabbatical project(s);
3. A full discussion of the sabbatical project's significance to, and impact on, the enhancement of the faculty member's teaching effectiveness, scholarly activity, and/or professional service;
4. The faculty member's curriculum vitae;
5. A signed statement acknowledging the faculty member's obligation to return to full-time employment at the College for the two consecutive semesters immediately following completion of the sabbatical or to refund to the College the salary and benefits earned while on leave;
6. An appendix containing any supportive materials essential to understanding and appreciating the proposal, including:
 - a. Any applicable financial information relating to the sabbatical project(s), including grant proposals for project funding, out-of-pocket living expenses, and details concerning any reposed services for which compensation is anticipated or being negotiated;
 - b. A letter from the faculty member's Department Chair and Dean outlining the qualifications for the applicant and the merits of the proposal;

- c. Correspondence from host institution(s), including libraries, regarding such matters as contractual agreements, commitments, compensation, access to facilities, and fees or other expenses.

Proposals for sabbatical leave will be reviewed by the Academic Council in November of the academic year prior to the academic year of the proposed sabbatical and by December 1 will be forwarded to the Office of the Vice President for Academic Affairs in recommended priority order. The Council will include in writing any additional observations it chooses to make. The Vice President for Academic Affairs will forward the Council's recommendations and observations, together with a written recommendation in priority order and any additional observations he/she chooses to make to the President by December 15. The President of the College will make final decisions regarding sabbatical leaves. Announcements of final decisions will be made by February 15 in time for the results of these decisions to be included in planning course offerings for the subsequent academic year.

Vacation: Academic year (Nine-Month), part-time and temporary employees are not eligible for vacation benefits.

Other Absences:

1. Employees requested by the Administration to be absent from duty for the purpose of attending professional meetings, conferences, workshops, internships, athletic schedules, etc., shall be granted leave with pay for that purpose.
2. Requests for leave for similar purposes originating from employees may be granted by the Administration with or without pay, according to circumstances.