



BETHUNE-COOKMAN UNIVERSITY

Enter to learn. Depart to serve.



FACULTY HANDBOOK



2020 - 2021

"I leave you the challenge of developing confidence in one another."

-Dr. Mary McLeod Bethune





Faculty Handbook

24TH EDITION 2020-2021

Revised 04/2019

This handbook was originally approved by the Board of Trustees of Bethune-Cookman College in 1959, as were changes in 1964, 1968, 1971, 1975, 1978, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1992-93, 1993-94, 1995-96, 1998-99, 2000, 2005-06, 2006-07, and March 2009. This Handbook supersedes all previous editions.

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SECTION I: INTRODUCTION

This handbook contains policies and guidelines adopted by the University that are applicable to the University's faculty. This handbook is not intended to be, and should not be construed as a contract between the University and its faculty. In the event that, or to the extent which, any policy or provision set forth in this handbook conflicts with any term or provision set forth in a faculty member's contract, the contract will always supersede any other policy or provision. Nothing contained in this handbook shall be construed to amend or modify the expressed terms of a faculty member's contract. This handbook is a living document that will be periodically updated. For the latest edition of the Handbook, faculty should consult the document posted on the Bethune-Cookman University website.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION POLICY

Bethune-Cookman University is an equal opportunity/affirmative action employer. The University is committed to building a diverse community in which opportunity is equal for all faculty, staff, students, and applicants regardless of race, color, religion, sex, age, national origin or ancestry, marital status, physical disability, military status or status as a Vietnam veteran in compliance with applicable federal and state laws that pertain to nondiscrimination. Such action shall include, but is not limited to, employment, promotion, demotion or transfer; recruitment or recruitment advertising; lay-off or separation; rates of pay or other forms of compensation and selection for training programs.

The University, through its employment practices and procedures recruits and employs qualified personnel for all of its diverse activities and at all of its facilities. The University provides equal opportunities before and during employment by administering each and every phase of its personnel program without regard to race, color, religion, sex, age, national origin or ancestry, marital status, physical disability, military status or status as a Vietnam veteran. The University, in this regard continues to develop and maintain affirmative action programs and activities to assure this commitment.

The University is also committed to providing equal educational opportunity for all qualified student applicants and enrolled students without regard to race, color, religion, sex, age, national origin or ancestry, physical handicap, and military or marital status. This commitment to equal opportunity includes recruitment, admission, access to and usage of facilities, counseling and testing, financial assistance, placement and curricular programs and activities.

The Office of Human Resources [Phone: (386) 481-2048] has been designated to handle inquiries regarding the nondiscrimination policies.

ACADEMIC FREEDOM

Academic freedom allows faculty and students to explore new ideas and value systems, criticize accepted doctrine, and defend traditional views without fear of reprisal. At Bethune-Cookman University, faculty exercise independent academic judgment in their teaching, scholarship, research, and community service in terms of methods of instruction, and methods and direction of scholarly inquiry. Free expression of ideas is accorded to all faculty and students to create a culture of openness, creativity, and collaboration.

Policy on Academic Freedom

Within the University community, trustees, the president, administrators, faculty, students, and staff share the responsibility for the pursuit of the University's mission and the achievement of institutional goals. Responsibilities specific to faculty are discussed throughout sections in the *Handbook*. Especially important, however, are the responsibilities pertaining to academic and individual freedom as well as both the protection of academic freedom and the requirements of academic responsibility.

The central function of Bethune-Cookman University is to promote learning through teaching, research, scholarship and service. Academic personnel accepting appointments into this community of scholars neither surrender rights nor escape fundamental responsibilities of law-abiding citizens. As educators, they are guaranteed academic freedom relative to the pursuit of teaching, research, scholarship, and service.

The University respects the 1940 American Association of University Professors' statement on *Academic Freedom and Tenure* and its *1970 Interpretive Comments*:

"Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

"Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

- a. *Teachers are entitled to full freedom in research and in the publication of the results subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.*
- b. *Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.*
- c. *College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make a demonstrated effort to indicate that they are not speaking for the institution."*

Based on the principles of academic freedom and professional security, each faculty member is assured individual freedom of inquiry and expression in teaching, research, and publication. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate and to discuss facts and ideas concerning all branches and fields of learning. No limitations on such freedom shall be imposed other than those required by generally accepted standards of responsible scholarship and research.

A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline. Reasonable steps should be undertaken, however, to avoid conveying the impression that one is speaking on behalf of the institution.

No individual shall be excluded from initial appointment or from academic tenure, nor shall any individual be deprived of appointment, renewal of appointment, or academic tenure because of the individual's views or association.

In the event of an alleged violation of academic freedom, a faculty member has the right of a hearing following a grievance process as set forth in Section V, or, in cases of tenure denial, in an appeals process as set forth in Section VI. Appeals to academic freedom are not acceptable as a shield for professional incompetence or irresponsibility.

THE UNIVERSITY

Mission

The mission of Bethune-Cookman University is to educate a diverse community of learners to become responsible, productive citizens and solution seekers through the promotion of faith, scholarship, creative endeavors, leadership and service.

Revised and approved by the Board of Trustees, January 2020

Vision

Bethune-Cookman University seeks to define a new standard for academic excellence as a way to become the best small college in the southern region. To educate and empower people to seek their own solutions; to advocate for opportunities for all citizens to improve their quality of life; and to inculcate an international perspective that would facilitate a keen appreciation of the new global realities.

Values

Bethune-Cookman University is guided by its core values: **F.I.R.S.T.**

FAITH: We recognize and uphold the Christian tradition while welcoming the diversity of faiths.

INTEGRITY: We live in a way that reflects our deepest convictions.

RESPECT: We recognize the inherent dignity and worth of each person.

SERVICE: We seek social justice through civic engagement.

THIRST FOR KNOWLEDGE: We are engaged in the continuous pursuit of learning that transforms us and the world.

Approved by the Board of Trustees, October 2013

HISTORY

The year was 1904 when a very determined young Black woman, Mary McLeod Bethune, opened the Daytona Educational and Industrial Training School for Negro Girls. The School underwent several stages of growth and development throughout the following years and, in 1923, as a result of a merger with the Cookman Institute of Jacksonville, Florida, became a co-ed high school. One year later, in 1924, the School became affiliated with The United Methodist Church and, in 1931, further evolved into a junior college known as Bethune-Cookman College. On February 14, 2007, Bethune-Cookman achieved university status.

In 1941, the Florida State Department of Education approved a 4-year baccalaureate program offering post-secondary and teacher education. Dr. Bethune retired in 1942 at which time James E. Colston became the College's second president, having served until 1946 when Dr. Bethune resumed the presidency for a year.

In 1947, Richard V. Moore Sr. was named as the third president of the institution. Under his tenure, the curriculum expanded; student enrollment increased; new buildings were constructed for residential housing and classrooms; the College became accredited by the Southern Association of Colleges and Schools; and, in 1970, joined the United Negro College Fund as well as other academic and professional organizations.

Oswald P. Bronson Sr., Ph.D., an alumnus of the College, served as the fourth and longest serving president of the College from 1975 to 2004. During his tenure, increased student enrollment led to continuous development and expansion of the College. A rapidly increasing student enrollment led to construction of additional student housing, classroom buildings, and a state of the art Performing Arts Center. Major fields of study increased from 12 in 1974 to 37 by 2003. In addition, seven continuing education centers for students began operating throughout the state of Florida. While maintaining accreditation by SACS, the Florida State Board of Education, and its affiliation with The University Senate of The United Methodist Church General Board of Higher Education and Ministry, the College added new accreditations in the Nursing and the Teacher Education programs.

In August 2004, Trudie Kibbe Reed, Ed.D. was appointed to the presidency by the Board of Trustees. The fifth president of the institution, Dr. Reed was the first woman to serve in this capacity since Dr. Bethune. Under her leadership, in 2006 the first Master's degree program was added, and in 2007 the College achieved university-status, officially becoming Bethune-Cookman University. Further, Dr. Reed launched the International Institute for Civic Participation and Social Responsibility as a way to increase student learning about citizenship and leadership development. Additionally, the University's physical plan expanded and improved with the purchase of nearby properties and construction, which included the Michael and Libby Johnson Center for Civic Engagement, the L. Gale Lemerand School of Nursing Building, Lee Rhyant Residential Life Center, and the Alexis Pugh and Eugene Zimmerman Scholarship Houses.

In May 2012, the Board of Trustees appointed Edison O. Jackson, Ed.D. as Interim President and in March 2013 he was appointed to serve as the sixth president of Bethune-Cookman University. Under Dr. Jackson's leadership, the University increased enrollment; added new undergraduate and graduate degree programs as well as program accreditations; increased internship and study-abroad opportunities; established the Online College, the Center for Entrepreneurship & Economic Development (B-CU CEED), and the Mike Curb Institute; strengthened its town and gown relationships; and enhanced the infrastructure through new construction and expansive renovations. Upon his resignation in July 2017, the Board of Trustees appointed Judge Hubert L. Grimes (retired) as Interim President. Prior to this appointment, Judge Grimes served as the University's General Counsel and Director of the Center for Law and Social Justice.

On July 1, 2019, following a national search, the Board of Trustees appointed E. LaBrent Chrite, Ph.D. to serve as the seventh president of B-CU. Dr. Chrite brings extensive global and executive academic leadership experience. Since his arrival, he has focused on the placement of talented and capable leaders as well as the reorganization of key departments in support of the University's vision. His strategic efforts and innovation have included an overhaul of the academic enterprise, enhanced student support systems, and improved fiscal stability and constituent relationships.

ACCREDITATIONS AND AFFILIATIONS

Institutional Accreditation

Bethune-Cookman University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Bethune-Cookman University.

Florida Department of Education

Bethune-Cookman University is a nonprofit, independent postsecondary education institution, chartered and located in, and authorized by the State of Florida to operate educational programs beyond the secondary level in Florida and grant postsecondary diplomas and degrees. The University, accredited by SACSCOC, is exempt from the Commission for Independent Education licensure and is eligible to participate in Florida's student financial aid programs.

Carnegie Classification

Bethune-Cookman University is classified by The Carnegie Classification of Institutions of Higher Education as Baccalaureate Colleges: Arts & Sciences Focus.

Program Accreditations

B-CU is accredited by the Accreditation Commission for Education in Nursing (ACEN); the Accreditation Commission for Programs in Hospitality Administration (ACPHA); Council for the Accreditation of Educator Preparation (CAEP – formerly NCATE) and Florida Department of Education (FLDOE); Accreditation Board for Engineering and Technology (ABET); the National Association of Schools of Music (NASM); and Accreditation Council for Business Schools and Programs (ACBSP).

Collegiate Athletics Affiliation

B-CU is a member of the National Collegiate Athletic Association (NCAA), participating at the Division I level and has been affiliated with the Mid-Eastern Athletic Conference since 1979.

Affiliations

The University is approved for listing as a United Methodist Church-affiliated University by the University Senate of the General Board of Higher Education and Ministry of the United Methodist Church. The University is a member of the United Negro College Fund.

SECTION II: ORGANIZATION AND GOVERNANCE

Under its charter, a Board of Trustees (“the Board”), vested with the legal authority for the governance of all policies and decisions pertaining to the property, business, and affairs of the corporation, manages the institution. This Board appoints a President who is responsible for the administration of University affairs.

THE BOARD OF TRUSTEES

The Board establishes University policy and lends financial support. The Board, in accordance with the University’s understanding of shared governance, carries out fundamental fiduciary accountability and is responsible for overall good stewardship. The Board actively participates in the University’s strategic planning through its five standing committees: Educational Policies, Institutional Advancement, Finance, Nominations and Governance, and Student Life. The current Board consists of members from the corporate business sector, government, legal, medical, religious community (United Methodist Church), and higher education. The Board meets four times per year, with its annual meeting held in October.

The Board has delegated the day-to-day operation of the University to the President who is the Chief Executive Officer, selected and appointed by the Board, responsible to and reporting directly to the Board. All education and/or administrative policies are approved by the President and the Board with a clear distinction, observed in practice, between the policy-making functions of the Board and the responsibility of the administration and faculty to administer and implement policies.

THE PRESIDENT

The President operates the University as a representative of the Board of Trustees and reports to the Board as required. The duties of the President include supervising all of the interests of the University and providing overall leadership and administrative direction to ensure that the institution meets its strategic goals and objectives with the aid of the faculty and administrative staff. The President is the chief executive officer and an ex-officio member of the Board and all committees of the institution. With the approval of the Board of Trustees, the President appoints all senior executive officers and employs all administrative and faculty personnel as necessary for operation of the University. The administrative divisions directly reporting to the President are the Provost and Senior Vice President for Academic Affairs, Finance and Business Affairs, Institutional Advancement, Student Affairs, and Enrollment Management. In addition, the President’s division consists of Board Relations, General Counsel, Institutional Effectiveness and Compliance, and Title III and Sponsored Research. The executive officers are members of the University Cabinet and are directly responsible to the President. The President, with the Board or its Executive Committee, establishes or restructures administrative offices as may be necessary for carrying on the work of the University.

THE UNIVERSITY CABINET

The President’s Cabinet serves as a decision-making committee, engages in critical policy decisions, and provides advice and counsel to the University President. The officers of the Cabinet report directly to the President, and assist the President and the Board of Trustees in providing leadership in all university activities. The University’s Cabinet structure enables faculty, staff and administration to fulfill their service responsibility to the orderly and effective functioning of colleges/schools, departments, and the University. The Cabinet meets weekly to coordinate campus-wide projects, set goals and budgets, and discuss various needs of the University.

THE FACULTY SENATE

The Senate is the chief governing body of the faculty. It is responsible for developing, reviewing/revising and recommending academic policies to the University on behalf of the faculty. (See Appendix XII for the **Constitution of the Faculty Senate** revised by the Faculty Association and approved by the Board of Trustees in 2014).

SHARED GOVERNANCE

In an era of significant educational change, the success of the University and the positive morale of the faculty and administration are dependent upon continued use of the collective intelligence of the University community in planning and decision-making. Shared governance refers to the joint responsibility of faculty, staff, and administrators for making decisions about the goals, practices, and policies of the University. Shared governance requires mutual participation in policy decisions by faculty, staff, students, administrators, and members of the Board of Trustees along with shared confidence. Therefore, faculty, staff, students, and administrators must share valid, relevant, and reliable information and an understanding that faculty representatives and administrators strive for informed mutual support through the dialogue of shared governance.

In accordance with the principles of shared governance and participatory democracy, the University faculty and administration operate collaboratively as a whole and through committees of the faculty and administration. There are several interrelated governance entities, such as the Faculty Senate; the Academic Advisory Council; the Student Government Association; and the Staff Association. These groups are empowered by the President or the trustees to consider, investigate, advise and make recommendations to the appropriate decision-making bodies of the University concerning matters of general university governing policies, interests and issues, and any other matter related to the welfare of the University.

Findings from faculty, staff, and student concerns, environmental scan, SWOT, and document analysis are reviewed, analyzed and incorporated into operational objectives which are designed to improve day-to-day policies, procedures, and practices. Such reviews are reflective of the President's focus on assessment and accountability systems that enhance learning in a safe, caring and nurturing environment. Final decisions are made with input from all constituent stakeholders and in compliance with the University's mission, vision, core values, priorities, goals and objectives.

The University's strategic priorities are continually identified and developed for implementation to meet the complex needs for organizational change, growth and improvement in efficiency and economics to incorporate standards, guidelines and regulations of the University Senate of the United Methodist Church, Southern Association of Colleges and Schools Commission on Colleges and other professional accrediting agencies and federal, state, local regulatory bodies.

Bethune-Cookman University demonstrates the commitment of both faculty and administration to the principles of shared governance by their support for structures that permit and encourage faculty participation in shared governance. The faculty members, in particular, have primary responsibilities concerning the curriculum, content and methods of instruction, research and scholarship, faculty status, and new faculty recruitment

Faculty have the right to participate in shared governance through representation at the Faculty Senate. Faculty representatives to the Senate are elected by the faculty in general, fair, and impartial elections inclusive of all faculty using a transparent electoral process. The Faculty Senate will have regular meetings with administration and the Board of Trustees as described in the Senate constitution. The Faculty Senate submits proposals for consideration by the administration and

receives timely responses from the administration concerning the disposition of these recommendations from the faculty.

Faculty have the right to participate in shared governance through representation at administrative committees formed to decide policies and procedures related to curriculum, delivery of academic content and/or faculty credentialing. In addition, all faculty shall be included in regular meetings of colleges/schools and of academic departments and given opportunity to shape and direct academic policies, procedures, and budget planning relative to teaching, assessment, advising of students, faculty development, and scholarship or research.

Depending on the issues, faculty consultation with the administration can take many forms and involve a multitude of faculty members. The administration may choose to weigh the counsel of various faculty members or faculty groups differently, depending on the circumstances. The administration will consult with students and staff members and their organizations as well as faculty and weigh their concerns. However, the administration must routinely consult with the primary bodies including the Faculty Senate, Staff Association, and the Student Government Association.

SECTION III-A: FACULTY APPOINTMENTS

With recommendations from Department Chairs, College/School Deans, and the Provost, the University President appoints candidates to the University faculty. The University faculty may include: (1) ranked full-time regular faculty; (2) ranked part-time pro rata regular faculty; (3) part-time per course regular faculty; (4) full-time research faculty and (5) faculty with special appointments.

REGULAR FACULTY

Regular faculty hold ranked appointments and may engage in undergraduate and graduate teaching, student engagement beyond the classroom, individual student mentoring, research, scholarship and creative activities; grantsmanship, professional development, and service in accordance with the strategic initiatives of the University.

Ranked Regular Faculty Appointments

Ranked regular faculty may be either full-time or part-time employees of Bethune-Cookman University appointed by the President to one of the following academic ranks: Instructor, Assistant Professor, Associate Professor, or Professor. At the time of initial appointment of a regular faculty member, the College/School Dean in consultation with the Department Chair recommends to the Provost an appropriate academic rank defined below. The Provost recommends candidates to the University President for approval. The University President approves subsequent changes in academic rank in accordance with the University's regular faculty promotion process.

Instructors

Instructors hold master's degrees, commensurate professional experience, and have potential to become excellent teachers, student advisors, researchers, scholars, and producers of creative works. Instructors must demonstrate an active commitment to the life of the University. Per satisfactory performance evaluations, the University President appoints Instructors annually. Instructors are not eligible for tenure.

Assistant Professors (Non-Tenure Track)

Assistant Professors shall have demonstrated high ability and promise as a college teacher. Normally, the earned doctorate or an appropriate terminal professional or academic degree and a demonstrated professional competence in the discipline are required for appointment to this rank. Their primary responsibility is teaching. They are eligible for promotion but they are not eligible for tenure.

The University President initially appoints non-tenure track Assistant Professors for one (1)-year contracts. Subsequent to receipt of recommendations by the Department Chair, College/School Dean, and the Provost, the President may reappoint an Assistant Professor to additional one (1) year contract.

Assistant Professors (Tenure Track)

Assistant Professors shall have demonstrated high ability and promise as a college teacher. Normally, the earned doctorate or an appropriate terminal professional or academic degree and a

demonstrated professional competence in the discipline are required for appointment to this rank. There must be evidence of (1) excellence in teaching; (2) a developing agenda for research, scholarship, and creative works; and (3) service to the academic community. In addition, Assistant Professors engage their students beyond the classroom and participate in the life of the University.

The University President initially appoints Assistant Professors for one (1) year notice/contracts. Subsequent to receipt of recommendations by the Department Chair, College/School Dean, and the Provost, the President may reappoint an Assistant Professor for up to five (5) years before he/she goes up for promotion and tenure.

Associate Professors

Associate Professors hold earned doctorate degrees or appropriate terminal degrees for their academic disciplines. They have demonstrated fulfillment of the University's established criteria as a measure of excellence in teaching, research, scholarship, and creative activities, and service to the academic community. For initial appointment to this academic rank, the candidate shall have had five (5) years of professional experience in teaching, research, scholarship, and creative works. For promotion to this rank, the applicant will have served at the rank of Assistant Professor for not less than five (5) years. In addition, Associate Professors engage their students beyond the classroom and participate in the life of the University.

Subsequent to receipt of recommendations by the Department Chair, College/School Dean, and the Provost, the President may reappoint an Associate Professor to additional one (1) year notice/contracts.

Professors

Professors hold earned doctorate degrees or appropriate terminal degrees in their academic disciplines. They have demonstrated exceptional professional competence in teaching, research, scholarship, and creative activities, and service to the academic community. Promotion to Professor normally requires that the candidate has not less than five (5) years of experience in rank as an Associate Professor and a minimum of ten (10) years of academic experience. Candidates shall have a record of distinction in teaching, research, scholarship, and/or creative activity, in public life, education, or administration. Candidates for promotion to Professor shall have produced peer-reviewed publications (or recognition by other indices appropriate to their disciplines) and/or creative works as evidence of significant scholarship at national and international levels. Finally, Professors must engage their students in ongoing research, scholarship, and/or creative activities and participate significantly in the life of the University.

OTHER FACULTY APPOINTMENTS

The University President may appoint part-time and full-time, academically qualified faculty, who meet special criteria such as excellence in teaching, research, scholarship, and/or creative works and/or service.

Adjunct Faculty

Every effort should be made to cover courses with fulltime faculty before assigning courses to adjuncts. Department Chairs should use adjunct appointments to respond to course demands when student enrollments exceed planned course offerings and full-time faculty are not available for additional instructor assignments or when specialty qualifications are needed that cannot be met by

full-time faculty. Adjunct faculty members hold part-time appointments with primary responsibilities for teaching. Adjunct faculty should not perform more than 30% of instructional requirements for any degree or certificate program and should not be assigned to teach more than 9 credits per academic term. In extreme situations, an adjunct instructor may teach up to 12 hours in a semester but cannot exceed more than 27 hours of work per week. The University may assign adjunct faculty to the academic rank of Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor, depending on their qualifications.

Adjunct faculty members will always receive term contracts and are not eligible for fringe benefits, tuition remission, promotion, tenure, and sabbatical leaves. Adjunct faculty members have no assurance of re-appointment or subsequent term appointments.

Visiting Faculty

The University President appoints Visiting Faculty for limited periods with no intent of ongoing employment. Visiting faculty may hold faculty appointments at other institutions and will hold comparable rank at Bethune-Cookman University. Visiting faculty may also include Professors Emeriti and others distinguished in their academic disciplines.

Joint Appointments

Joint faculty appointments are appointments which are divided among different academic units of the University. Faculty other than full-time ranked faculty may also hold joint appointments but are not eligible for tenure.

Scholars-in-Residence

Scholars-in-Residence are faculty whose academic backgrounds and career expertise in areas such as business, law, education leadership, the arts and sciences, government, and social work make them valuable contributors to the University's mission. Normally, Scholars-in-Residence hold terminal degrees appropriate for their disciplines but have spent much of their careers outside of academia. Scholars-in-Residence are under contract primarily to provide classroom instruction in their area of expertise. In addition to instructional activities, they also may have additional responsibilities that require the talents and experiences developed in their careers outside of academia. Scholars-in-Residence may hold full-time or part-time appointments. Scholars-in-Residence are not eligible for tenure.

Distinguished Professors

Distinguished Professors shall be eligible for appointment as (*Full*) Professors and have attained the highest degree of research, scholarship, and creativity as evidenced by national or international recognition of their peers. In consultation with the Department Chair, College/School Dean, and the Provost, the University President appoints Distinguished Professors. Distinguished Professor is not a tenure track appointment, has no prescribed time limit, and is subject to annual renewal by the President. The President will notify Distinguished Professors in writing of nonrenewal not less than one (1) year in advance of the termination date of their appointments.

Emeritus Status

Emeritus status is an honor conferred by the University to show respect for a distinguished career. The University President may grant emeritus status to B-CU tenured faculty retirees upon

recommendations by their Department Chair, College/School Dean, Promotion and Tenure Committee (see Policy on Promotion and Tenure below) and the Provost. Upon retirement, eligible tenured faculty must have held the rank of Associate or Full Professor, served the University with distinction, and meet one (1) of the following criteria:

1. Have served on the faculty of Bethune-Cookman University for a minimum of 20 years; or
2. Have served on the faculty of Bethune-Cookman University for a minimum of 10 years and retired for other reasons such as physical disability.

The University will extend the following privileges and benefits to Emeritus faculty:

1. An Emeritus Employee Identification Card providing (subject to current policies, restrictions, and fees applicable to full-time faculty) access to University facilities, library, bookstore, faculty development center, campus parking permits, and cultural, athletic, and educational events.
2. Tuition free course registrations at the University.
3. Attendance at meetings and other activities of their former departments as nonvoting members.
4. Participation in University commencement exercises.

FACULTY REPORTING PROTOCOL

Proper protocol requires faculty members to address their department chair or immediate supervisor when making requests, reports, or sharing concerns, rather than skipping one or more levels depicted on the University Organizational Structure. Bypassing an immediate supervisor is considered a violation of protocol.

FACULTY PROFESSIONAL RIGHTS AND OBLIGATIONS

The following are RIGHTS of faculty members, which the University recognizes and upholds:

- The right to be governed by sincere, clear, and mutually binding terms of contract
- The right to remuneration for services commensurate with responsibility and contract
- The right to compensation for additionally assigned workload or responsibilities beyond that of the normal full-time position
- The right to full and impartial consideration in matters of promotion and tenure regardless of race and ethnicity, sexual orientation, gender, marital status, disability, age, religion, or national origin
- The right to assured protection by the University in matters of academic freedom and freedom of speech, (Federal constitutional law does not protect libel, slander, pornography, obscenity, inciting or fighting words)
- The right to orientation and ongoing faculty development
- The right to be provided adequate office and work space
- The rights prescribed by the American Association of University Professors (AAUP) when not in conflict with the policies of Bethune-Cookman University.
- The right to due process in cases of dismissal of tenured faculty or regular full-time faculty

The following are OBLIGATIONS that faculty members assume in correlation with the rights accorded to them. Faculty members are expected to:

- Know the mission and goals of the University, and to work toward the realization of these goals in the service of the University
- Fulfill all contractual duties and assignments
- Respect the rights of students, hold students to their responsibilities, and maintain cordial relations with the students and colleagues
- Exhibit moral and ethical leadership behavior
- Participate in the social and cultural life and assemblies of the University as stipulated in the contract
- Promote the interests and good reputation of the University
- Observe and enforce the regulations of the University to the best of their abilities
- Strive for professional development
- Maintain currency in their academic field

SECTION III-B: SCOPE OF WORK

GENERAL DUTIES

Academic Deans

The academic deans of colleges/schools report to the Provost and are responsible for the overall management of their respective academic college/school. Their responsibilities include (1) supervising courses and programs of instruction within their academic college/school; (2) updating academic school requirements and information published in the University catalogs; (3) recruiting faculty that meet the credential guidelines; (5) monitoring faculty workloads and class enrollments; (6) appointing academic advisors and ensuring identification of student competencies appropriate to major areas of study; (7) preparing and managing budget plans for the school; (8) recommending renewal of faculty contracts, compensation, promotion, tenure, honors and awards, non-renewal or dismissal; and (9) Academic school deans are expected to develop student recruitment materials unique to the programs that come under the areas of their respective schools. Finally, College/School Deans are responsible for other tasks as may be assigned by the Provost or the President. The academic college/school deans sit on the Academic Advisory Council and other standing and ad hoc committees of the University. Deans hold 12-month appointment contracts.

Department Chairs

The department chairs report to the deans of the academic colleges/schools and serves in administrative and academic capacities. Their responsibilities are to assist the academic deans by (1) recommending qualified faculty, supervision and evaluation of performance of departmental faculty members; (2) overseeing the design, development, and implementation of courses, curriculum, and programs of instruction in their departments; (3) development of class schedules and faculty teaching assignments; (4) developing student competencies appropriate to the department with faculty input; (5) supervising and advising students on academic regulations of the University within their departments; (6) assigning department academic advisers and recommending students for graduation; and (7) coordinating program-level assessments and providing the annual report. Department chairs serve on standing and ad hoc committees of the University and are responsible for submission of reports as required by the academic college/school dean. Appointment of department chairs is not permanent and may rotate among qualified faculty in the department. Unless specified otherwise, department chairs hold 10.5-month appointment contracts.

Faculty

Faculty members are responsible to the appropriate department chairs. Faculty (1) develop and design of courses and curriculum in their departments; (2) provide instruction for students; (3) advise and counsel students; (4) keep class records, attendance, and submit grade reports; (5) attend faculty and other required meetings; (6) serve on committees of the University upon election or appointment; (7) supervise student extra-curricular activities; (8) attend academic convocation, consecration, commencement ceremonies and other contractual events; (9) perform such administrative duties as may be specifically designated in annual or special contracts; (10) engage in research, scholarly and/ or creative works; and (11) engage in service to the discipline and the University. Faculty members are responsible for course-level evaluation and for providing assessment data to the department chair. In addition, faculty involved in teaching, scholarship and research, advising and working directly with students are responsible for determining curriculum content, degree requirements, procedures and standards of instruction, grading and other methods

of student evaluation. Faculty members are expected to be involved at the departmental, college/school, and university level with construction of the curriculum in their areas of expertise. Unless specified otherwise, regular teaching faculty members are on 9-month appointment contracts.

Adjunct faculty members are directly responsible to their department chairs, or in the absence of the latter, to the academic school dean. It is the responsibility of the department chair to secure office space through the academic school dean for the adjunct faculty members and to orient them to policies, procedures, and responsibilities associated with the teaching position.

CALENDARS

The Faculty Work Calendar normally provides the following holidays: Labor Day, Veterans' Day, Thanksgiving, Christmas, New Year's Day, Martin Luther King's Birthday, Spring Break, Good Friday, Memorial Day, and Independence Day. The actual dates are specified on the University Calendar for the current academic year. The University recesses for faculty members from the end of the contract period until the beginning of the new contract period.

The **Master Calendar** is published by the Office of Institutional Effectiveness and Compliance and includes annual events for the academic year July through June. The Master Calendar is posted on the University website.

The University's **Academic Calendar** is posted on the University website. The University operates on the semester plan during fall and spring, beginning in August and ending in April/May. During the summer sessions, classes are held Monday through Friday, beginning in May and ending in June.

WORK SCHEDULE

Faculty fulfill their contractual obligations through the expenditure of on-campus and off-campus hours, including teaching classes, maintaining office hours, attending faculty/school or committee meetings, advising students, supervising extra-curricular student activities, conducting research, scholarship, creative works, or service.

Office Hours

Based on instructional load, each faculty member is required to hold a minimum of two (2) office hours per three (3) hour course for consultation and advisement of students up to ten (10) hours per week. It is the responsibility of faculty members to ensure that office and class hours are posted each semester and are included in the syllabus.

Adjunct faculty members are not required to keep office hours; however, they should be available to students for course-related needs.

WORKLOAD

Typical Workload for Full-Time Faculty and Academic College/School Deans

The workload for a full-time faculty member and teaching academic college/school dean is distributed among the following categories of activities:

1. Formal instruction in a classroom, laboratory, studio, or online environment.
2. Academic advising of students.
3. Institutional service outside the designated instructional and advising functions, such

as standing committees, sponsors of student organizations and activities, and attendance at campus assemblies.

4. Mentoring and assistance to faculty and staff colleagues and associates.
5. Professional activity that is relevant to one's academic discipline or higher education in general such as publications, research, and professional meetings.
6. Public service that is local, state, national, or international in scope.
7. Research, scholarly and/ or creative works;
8. Service to the discipline and the University.
9. Any other administrative service that is relevant to the above duties and responsibilities as specifically designated in the contract.

Each of the above categories of activity or service has a normal workload or performance standard, and every effort is made to insure that the various workload and service requirements of the University are distributed fairly and equitably among all of its faculty members and academic school deans. These various categories of teaching, scholarship, and service are addressed separately below.

Full-Time Faculty Teaching Load

All full-time tenured or tenure-track faculty teach 12 credit hours (usually 4 courses) each semester of the academic year. Non-tenure track faculty teach 15 credit hours (usually 5 courses) each semester of the academic year. Eight-week term courses that are three (3) credit hours are considered to count toward the semester hour teaching load. Non-credit courses should count toward the teaching load in proportion to the contact hours per week. Department chairs receive a 1 course (3 hour) reduction in load.

Release Time

Release time from teaching responsibilities to fewer than the normal course load may also be approved according to the following:

- A. At least three semester hours for administrative work as the academic department chair. Consideration may be given for additional release time based on unusual conditions in the department. Committee work, student counseling, academic counseling and supervision, and other administrative-related work are considered to be normal and associated expectations for faculty members unless these require substantial, regular, and extended work, in which case other consideration may be given in developing the faculty member's schedule;
- B. Up to six semester hours for preplanned sponsored research activities, provided the instructional program is not adversely affected and no basic budget funds are required to cover the courses; and
- C. Other special projects/assignments, such as non-sponsored research, which require more than normal amounts of time are subject to approval by the Provost.

Faculty members applying for grants who wish to include release time in the grant are required to request grant funds to offset that amount of the faculty member's salary. It should be noted that irrespective of a faculty member's research grant responsibilities, the faculty member will be expected to teach at least one course each semester.

All faculty requests for release time from teaching must be made to the respective Dean preceding the term it is requested. The following procedures should be followed when faculty members are to be placed on release time:

- A. The percent of release time should be agreed upon by the faculty member, department chair and college/school dean. Written communication of a recommendation should be forwarded by the dean to the Provost for approval.
- B. Approval of release time should be conveyed to the Office of the Provost by the college/school dean or the department chair as early as possible, but always prior to the actual beginning of the arrangements if reimbursement for the release time is to come from outside funds or is to be used to meet cost-sharing obligations. This notice should include the percent of release time spent on other than normal responsibilities.
- C. The appropriate offices from Research and Sponsored Programs and from Finance and Business Affairs will verify whether or not adequate funds are available from outside sources as indicated above.

Overload Compensation

Faculty members will be compensated for extra teaching responsibility. To be eligible for additional compensation (overload pay) full-time faculty must first carry a full teaching load for each semester. Full-time faculty members may not carry more than six (6) hours of overload per semester above the normal teaching loads. Unless specified otherwise, department chairs should maintain a nine (9) or twelve (12) hour teaching load per semester depending on track.

Adjunct/Part-Time Faculty Teaching Load. Adjunct faculty load limits are up to nine (9) credit hours (usually 3 courses) each semester. Exceptions beyond the adjunct teaching load must be justified and approved by the Provost; however, the weekly maximum hours contracted is 27 hours per week. This maximum weekly workload can be comprised of teaching, student supervision, required out-of-classroom duties or a combination thereof.

TEACHING

Teaching students is central to the mission of the University and as such, faculty must demonstrate excellence in teaching, both in preparation and delivery of content. In addition, faculty must be ever mindful of the central goals of teaching effectiveness and that is student demonstration of knowledge, skills and dispositions. Effectiveness of teaching and learning may be measured through a variety of assessment methods. (See [Appendix III](#) and [Appendix XI](#))

Class Assignments

Department chairs assign classes to faculty members in their area. Class assignments will be made in accordance with each faculty member's academic qualifications, professional experience and skills. When determining its faculty's acceptable qualifications, the University gives primary consideration to the highest earned degree in the discipline. The University also considers demonstrated competencies, effectiveness, and capacity that contribute to effective teaching and student learning outcomes such as undergraduate and graduate degrees, related work experience in the field, professional licensure, certifications, publications, honors and awards, and other achievements. (See [Appendix XI - 1](#) for examples of qualifying activities)

Course Syllabi

Teaching faculty members must prepare a syllabus for each assigned class and submit a copy to the department chair or program director at the beginning of each semester. The syllabus should contain all of the information specified in the standard syllabus template and meet any additional program requirements for content. Online and blended courses should follow the standard online syllabus template when constructing the syllabus. Faculty should post or distribute a syllabus by the second meeting of the class. (See Appendix for standard syllabus template.)

A common syllabus shall be used in a course that has two or more class sections. It is expected that all faculty members involved will have input in development of the common syllabus. The purpose of the common syllabus is to give commonality to the experiences of students taking the same course in different class sections. This approach, however, should not suppress the creativity of the individual teacher. Academic college/school deans and department chairs are responsible for ensuring a common syllabus is used in these cases.

Scheduling of Classes

In preparing the class schedule, first consideration must be given to needs of students in relation to courses and times offered. Classes should be scheduled throughout the day and evening to avoid conflicts and to maximize the opportunity for students to enroll in needed courses. Department chairs develop class schedules for their respective areas in collaboration with their faculty members, and submit the schedules to their academic college/school dean. The college/school deans compile schedules and submit them to the Office of the Registrar who compiles the complete schedule, which is then posted online.

Minimum Class Sizes

In the fall and spring semesters, the minimum class size is ten (10) students in general education and other 100 - 200 level courses, and eight students in upper level courses. For the summer session, the minimum required number of students in each class is ten (10) for General Education and other lower level (100 - 200), and five (5) for upper level (300 - 400) and graduate level (500 - 600) courses. The Provost may make exceptions, on a case-by-case basis such as accommodating graduating seniors who need a class to graduate. The minimum class size policy applies regardless of modality.

Adding Course Sections

When recommendations are made to add a section, department chairs, and college/school deans must justify the addition.

Course Adjustment

Faculty members may not change published class schedules without going through proper channels. The procedure for making changes in published class schedules starts with the faculty member presenting an **Adjustment to Course Offering Form** to the appropriate department chair. If the department chair approves the request, it should be submitted to the Chair, then the Dean, and then the Office of the Registrar.

Class Period Cancellation

A faculty member who cancels any class session must notify the department chair with a reason for the cancellation as soon as reasonably possible.

Final Examination Schedule

This exam policy refers to an entire class. Faculty members must adhere to the published Final Examination Schedule compiled by the University Registrar. Faculty may not make changes to the final exam schedule without permission from the Dean followed by a written notification to the Registrar. This includes, but is not limited to, unauthorized changes of classrooms, days, hours, and/or course sections. The faculty member, on a case-by-case basis, may decide to allow an individual student to take an examination at another time.

Independent Study

Independent Study is not encouraged except in cases of absolute need. An undergraduate or graduate student who must have a specific course in a particular semester when that course is not being taught may apply for an independent study if the following criteria are met.

- take place only after all other alternatives have been exhausted
- be approved by the instructor, the department chair, and the college/school dean
- be taken only by matriculating students who are in acceptable standing
- be administered only by a full-time faculty
- be limited to two (2) courses during the student's matriculation
- student will pay the normal course fee

Under no circumstances will independent study be approved after two weeks from the start of a semester/term or after the first week of a summer session. Independent study will not be approved for any intersession. Independent study must be for a course listed in the University catalogs and meet course requirements and learning outcomes as outlined in the current syllabus for that course. Each academic college/school will keep a list of courses that may **not** be taught by independent study (e.g. lab courses, education methods courses, etc.).

The [Independent Study Application Form](#), available from the Office of the Registrar, serves as a contract outlining minimum expectations regarding course work and should be accompanied by a syllabus. The application for independent study must be signed by the student, the instructor, the department chair, and the college/school dean. A minimum of bi-weekly meetings between the student and the instructor are expected. (See [Appendix XIV](#))

Faculty members who administer independent studies will receive a stipend of \$100 per credit hour. The independent study course should not reduce an instructor's options to teach other courses as overloads.

Faculty Emergency

When one faculty member covers a class for another, the department chair must be notified as soon as possible. In cases of emergency, a student or students of the class could be responsible for taking attendance. Faculty are expected to make accommodation for missed contact hours. In the case of extended absence, the college/school dean, with the help of the department chair must secure substitute faculty. Every opportunity will be made to cover courses with fulltime faculty.

Part-Time Teaching for another Institution

Full-time faculty members shall advise their department chair and college/school dean of any employment at another institution, whether teaching online or face-to face. Such work must not interfere with teaching, office hours, or other responsibilities of the faculty member to Bethune-Cookman University. Each faculty member must submit the **Notification of Part-time Employment at Another Institution Form** to their department chair and college/school dean at the start of each academic year, updating the **form** each semester as necessary.

Textbook Orders

The University Bookstore provides online textbook adoption instructions. Orders are initiated by the faculty member in the preceding semester by scheduled deadline. Textbooks used across sections should be identical and specified in the common syllabus.

Relief from Assignments

A faculty member may make a written request in order to be relieved of an assignment made by the department chair or college/school dean. The department chair or the dean, as appropriate, may approve the relief. In the event that a faculty member believes that s/he has been unfairly treated the decision may be appealed through the grievance process.

Classroom Privacy

While it is important that classroom practices be observed for the purpose of improvement or for annual evaluations, faculty members are entitled to classroom privacy, academic freedom, and professional courtesy. Consequently, every effort should be made to give faculty the courtesy of advanced notification prior to observation or evaluation of any class.

Recording in the Classroom

Recording of classroom activities by any electronic means (including phones) by anyone (students, faculty, administrators, or others) requires permission of the instructor. All students in the class must be informed if permission has been given for a class to be recorded. Under no circumstances may verbatim recording of classroom lectures be conducted for (1) sale, whether or not it is for educational benefit, or (2) for the educational benefit of those not enrolled in the class.

RESEARCH, SCHOLARSHIP, AND CREATIVE WORKS

Full-time faculty members and academic school deans are expected to do research, scholarly work, or creative activities in their respective disciplines. This demonstrates currency with the profession and competency in one's particular field. Research/Scholarship/Creative Works might include publishing a book or article, or delivering a paper within the area of one's professional field, or undertaking a program of formal research, artistic performances or exhibitions, or composition of plays, poems, or musical works, etc. (See [Appendix III](#) and [Appendix XI - 1](#) for examples of qualifying activities)

Research and Scholarly Activities

Research, scholarship, and/or other creative activities involve intellectual and scholarly developments in a discipline, advanced study and other professional opportunities to enable faculty to remain at the forefront of new information, innovative changes, and technologies in their discipline. In order to fulfill scholarly requirements of the University, faculty members regularly engage in a range of activities which may include writing grants, conducting research, engaging in creative activities, giving performances, and/or holding forums or symposia (or other qualifying activities as noted in Appendices III and XI) that result in discovery of new knowledge, as well as intellectual exchanges and scholarly creative initiatives with their peers. Faculty members may also provide research, scholarly, and creative opportunities for undergraduate and graduate students, as well as collaborate with the Office of Research and Sponsored Programs (ORSP) in their research efforts. These efforts range from identifying grant opportunities to strengthening ties among researchers, research enterprises, and other interested parties such as business and industry partners and funding agencies.

Statement on Research and Scholarly Integrity

All types of research, scholarship, and creative works must clearly and completely acknowledge every debt to others whether it be for ideas, methods, or expressions. This not only applies to a faculty member's own work, but to the work produced by students under their guidance. When working on a collaborative project, scholars and researchers must clearly acknowledge the respective contributions of their colleagues. Professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student's ideas, research, or presentation to the professor's benefit. Professors must demonstrate to their students, both by precept and by example, the importance of scrupulous honesty in the use of sources and the works of others.

The Institutional Review Board and the Protection of Human Subjects

Bethune-Cookman University requires that all programs and grant proposals involving Human Subject Research be presented to B-CU's Institutional Review Board (IRB), unless otherwise exempt under these policies. Approval from the IRB must be obtained prior to initiating a Research project involving Human Subjects, regardless of whether such project is part of a class or class requirement. Failure to seek IRB approval prior to conducting Human Subject Research is a violation of federal law and B-CU policy.

SERVICE

“Enter to Learn, Depart to Serve” is Bethune-Cookman’s motto and it emphasizes the importance of service as part of our mission. Below are some examples of activities that are counted as service.

Service

Service is characterized by different types of institutional, professional, community engagement, and community outreach activities in which faculty members make significant contributions based on their knowledge, skills, and expertise as educators in a manner consistent with the mission and vision of the University. Faculty members fulfill the mission of service in several ways. In each School, full-time faculty participation in public service activities is a continuation of instructional processes conducted through a variety of outside classroom educational programs and services. Faculty respond to local and national needs of residents, schools, regulatory agencies, community organizations, and industry, and provide a wide array of services to organizations such as K-12 schools, family and youth service agencies, environmental groups, homeless shelters and housing organizations, and food banks/food kitchens. (See [Appendix III](#) and [Appendix XI – 1](#) for more examples of qualifying activities)

Service to the University

Full-time faculty members and academic school deans are expected to provide certain kinds of institutional service such as serving on standing and special committees for the University or the Faculty Senate. (See Part VI-Committees and Part VII-Faculty Senate Constitution in this Handbook). Service to the University community includes supervision for extra-curricular student activities which may or may not be related to the academic discipline that the faculty member was originally employed to teach. Attending and participating in a variety of special University activities that occur throughout the school year such as athletic events, Homecoming activities, and Founder’s Day all count as service. Faculty members are also encouraged to attend a variety of other institutional events that involve musical, dramatic, artistic, religious, and public affairs presentations.

Service to the Profession

Faculty members are encouraged to be active in their professional organizations and academic societies. Service to the profession includes holding office, organizing conferences, or moderating sessions at regional or national meetings.

Service to the Community

Faculty members and academic school deans are encouraged to be active supporters of, workers for, and contributors to public service activities and agencies, especially those related to the mission of the University. Volunteering at local schools, churches, and charitable organizations counts as service to the community.

PROFESSIONAL DEVELOPMENT

The University will assist faculty in the pursuit of professional development in alignment with its strategic priorities. To support teaching, research, scholarship, and creative activities, and service interests and expectations of the faculty, the University embraces initiatives and programs to facilitate development in these areas. To this end, the primary objectives of professional development are:

- A. To improve and strengthen academic instruction and research initiatives through the recruitment, retention and development of a core of faculty within all academic areas
- B. To make available, annually, to members of the faculty, advanced study and other professional development opportunities to enable them to remain at the forefront of new information, innovative changes, and technologies in their discipline
- C. To develop and refine teaching and instructional skills that respond to the global nature and diversity of the institutional body
- D. To support, a range of grantsmanship activity, forums, and symposia within which faculty have the opportunity to engage in intellectual exchanges, scholarly, and creative activity initiatives with their peers

Each faculty member is required to plan a program of professional development. This program should be in accordance with his or her personal abilities and needs to take into account the University's, the School's and the Department's goals. Faculty must submit their professional development plans for the following academic year to their Departmental Chairs for approval as part of their annual performance evaluations.

MEETINGS

Faculty members are expected to attend meetings. Notice of a meeting should be given at least forty-eight hours before a meeting is to convene. Cancellations should be announced in a timely matter and members notified. When an absence is unavoidable, notification of the absence should be provided.

Committee Chairs or Meeting Facilitators

The person in charge of a meeting should ensure that a written agenda is prepared and that minutes of the meeting are recorded.

Minutes

It is expected that minutes will give an articulate, accurate and complete account, and include all motions and significant statements made in the meeting. They should include the name of the group, reference to each item on the agenda, place and time of the meeting, and persons in attendance and those absent. The minutes should be archived as well as distributed to the members.

University Meetings

Attendance at certain B-CU meetings is required. Violations include unauthorized absences from meetings of the faculty called by the President, the Provost, or other representative of the President. Required meetings include Fall and Spring Planning meetings, joint meetings of faculty and staff, college/school and department meetings. Frequent unauthorized absences may be taken into consideration by the department chair or dean during performance evaluations.

Advisor-Advisee Meetings

Department chairs and faculty advisors are to hold a minimum of two meetings with their student advisees each semester. These meetings may be a part of the college/school schedules, and reports should be recorded and filed.

Meetings of the Faculty

Meetings of the faculty are to be held at the discretion of the Faculty Senate and/or as called by senior level University administrators.

Committee Meetings

Members of the academic committees who for some reason cannot attend a scheduled meeting are expected to notify the chair of the meeting committee. Such notification should be given upon receipt of the meeting notice, or as soon as one becomes aware of a need to be absent. It is the committee chair's responsibility to make such notes in the minutes.

Meetings of Academic Colleges/Schools

Each college/school and program in the academic sector shall schedule at least one monthly meeting during each semester for a total of nine (9) per year. At least one meeting of an academic school and one of each department in each semester should include students (Professional Seminar) to address academic matters and responsibilities of which students need to be knowledgeable, and should include discussions that will sensitize faculty members to students' situations and students to faculty concerns. Faculty attendance is required. Should a faculty member be unable to attend, the college/school dean, or in the dean's absence, an appropriate administrator, should be notified. The notification should provide sufficient information in order for the administrator to excuse the absence.

Reporting on Professional Meetings

Persons who attend professional meetings off campus with financial assistance from the University are obligated to prepare a trip report and file a copy with the college/school dean. A travel expense report is due within two weeks of the day of return. Refunds are approved only upon submission of these written reports. It is the responsibility of the academic school dean to ensure that trip reports are filed with the Office of the Provost.

SECTION IV: FACULTY RESPONSIBILITY TO STUDENTS

Faculty members should become familiar with the student handbook, honor code, and academic catalog. Policies and statutes governing students are available in the appendix. Faculty members are required to familiarize themselves with these policies:

- Statement on Ethics and Values (See Appendix I);
- Policy on ADA Compliance (See Appendix II)
- The FERPA Policy (See Appendix IV)
- The Academic Honesty-Honor Code Policy (See Appendix V)

Advisement

Entering freshmen and sophomores are advised by the assigned academic advisors. Juniors and seniors are advised by the Department chair and selected faculty in their academic areas. Graduate students are advised by their respective graduate faculty.

Drop-Add Procedure

Faculty members cannot drop students from classes. Students who wish to add a course late or one that is already filled must get the permission of the instructor for that course. Procedures are outlined in the Academic Catalog.

Verification of Attendance

It is the duty of the faculty member to keep accurate records of student attendance. Online Verification of attendance is critical for financial aid, scheduling, classroom management, and student advisement.

Student Evaluation and Grades

It is the duty of the faculty member to keep accurate records of class work, required reading, assignments, tests and other activities designed to satisfy requirements of a course in order that students may be informed of the quality of their achievements. Each course syllabus must show the grading system to be used. All factors in the evaluation of the students' performance in the course must be in accordance with the announced grading system. All evaluative criteria or activities used to determine students' grades are to be recorded, and a grade assigned in relation to each evaluative criterion or activity. Students are entitled to review their scored test papers, term papers, projects, and so forth, and to have questions regarding their performance evaluation clarified by the teacher. The standard grading scale adopted by the University is posted in the Undergraduate and Graduate Catalogs.

Examinations and Scoring Keys

A copy of each final examination and scoring key or rubric is to be filed with the department chair and/or the academic school office at the end of every semester.

Incomplete Grades

When instructors submit incomplete grades (“I”), they must indicate in their record entry (faculty roll book or digital memory) exactly what requirements the student must fulfill in order to remove the incomplete grade (papers, tests, activities, examination permit, and so forth). Faculty members should comply with the registrar’s deadlines and procedures for removal of Incompletes.

Change of Grades (Revised July 1, 2018)

All grades (A, B, C, D, F) are considered final when assigned by an instructor at the end of a term. Final grades can be changed if an instructor makes the request based on a computational or procedural error in the original assignment of a grade. A change of grade may not take place as a result of additional work submitted, re-evaluation, or other special arrangements. A grade can also be changed as a result of a grade appeal. See student grade appeal procedure. A request for a grade change is accompanied by supporting material.

Procedure:

1. The grade change is initiated by the instructor
2. The instructor submits the grade change form, with supporting documentation to the Department Chair. If the Chair approves, the form and supporting materials are submitted to the Academic Dean.
3. If the grade change is approved, the Academic Dean submits the form and supporting materials to the Provost.
4. If the grade change is approved, the Provost sends the form to the Registrar.

Grade changes can only happen within a year of the initially assigned grade. Additionally, grade changes may not occur after a student has graduated.

Policy for Change of Grade initiated by the student can be found in the University’s Undergraduate and Graduate Catalogs.

Class Excuse of Student Groups

When requests are made for groups of students to be excused from their classes for University-approved reasons, such as field trips, choir trips, athletic-team travel, on-campus programs and so forth, a list of the students who are to participate will be sent to the faculty members concerned by the faculty or staff person who is sponsoring the trip.

Academic Honesty

Bethune-Cookman University students are expected to abide by the B-CU Student Honor Code in all academic activities. As members of an academic community, which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present, as their own work, only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from any form of academic dishonesty.

Academic dishonesty, such as cheating, plagiarism or other actions to create an unfair academic advantage for oneself or a disadvantage for another other member or members of the academic community, is antithetical to learning and inconsistent with the Institutional Core Values. Students who are academically dishonest undermine the integrity of the University. If students receive recognition, the value of the recognition is diminished if the student is accused of academic

dishonesty. In such cases, the reputation of the University and its graduates are jeopardized. Academic dishonesty hurts the University and is unfair to other students. A complete definition of academic dishonesty and disciplinary procedures are found in the B-CU Student Honor Code.

Suspected violation of either a University policy on academic honesty or the instructor's specific codes, as found in the course syllabus, will be handled in accordance with the B-CU Honor Code.

Student Workers

B-CU faculty who supervise student workers in their offices are responsible for giving the students written job descriptions; orienting the students to their duties and responsibilities; insisting on proper office decorum in their behavior, dress, and attitude; making certain that students use telephone skills which are proper for the office; providing close supervision; insisting that students report to work on time and produce quality performance; reporting student worker problems; and reporting to the Office of Financial Aid only the actual times students have worked.

Student Grievances

The basic responsibility for solving problems of an academic nature between faculty and students lies with the appropriate department chair and college/school dean or with a grievance committee at the college/school level. All options for solving student and faculty problems should be exhausted at the department and/or college/school levels before the Provost is consulted and/or a University Grievance Committee is convened. If a grievance is of a sensitive or legal nature, however, the Provost should be informed when the grievance is initiated.

SECTION V: UNIVERSITY POLICIES AND PROCEDURES

EMPLOYMENT POLICIES AND PROCEDURES

Faculty members have the responsibility for shared governance. While faculty do not have exclusive responsibility for hiring new faculty, they do have a primary role in interviewing and recommending candidates for academic appointments. They have a continuing role in all decisions related to tenure, promotion, dismissal, sabbaticals, standards of faculty evaluation, and other measures of academic quality.

CREDENTIALS AND QUALIFICATIONS REQUIRED FOR TEACHING

It is the policy of Bethune-Cookman University to ensure that all instructional faculty members (*instructors of record*) possess the academic preparation, professional training, and qualified experience to teach in an academic setting at all times, and to meet or exceed the minimum requirements of institutional and professional accrediting agencies. The University has developed and implemented the *Instructional Faculty Academic Credentials and Qualifications Guidelines* to regularly review and document the credentials of each full-time and part-time/adjunct faculty member including graduate teaching assistants regardless of the method of instruction or mode of delivery.

HIRING

Position Announcements

When a position becomes vacant, or when it is known that one is to become vacant, the academic dean is responsible for developing a position announcement in collaboration with the department faculty and submitting it for approval to the Office of the Provost. Once approved by the Provost, the job description is sent to the Office of Human Resources for publication.

Recruitment

It is the responsibility of each department chair or program director to recruit and/or recommend faculty or staff personnel to his/her dean when a job opening exists. In the absence of the department chair, the academic dean will be immediately responsible for recruitment of a new faculty or staff member. Procedures for recruiting new personnel include locating prospective faculty members and collecting and forwarding necessary documents to the academic dean. Documents from each applicant should include a current vita or resume, a completed **B-CU Application for Employment Form**, official undergraduate and graduate transcripts, three letters of recommendation, completed copies of the **Credentials Evaluation Form** by three evaluators, copies of interview reports by three interviewers, and other data, which may be of assistance.

Interviews

An interview is defined as a step in the selection process and does not constitute an offer of employment. Candidates for appointment are interviewed by department faculty in related disciplines and evaluated jointly for hiring recommendation. Interview forms are to be completed by each faculty member on the interview committee.

Interview Expenses of Applicant

The hiring committee should consider expenses related to candidate interviews and secure authorization from the Office of the Provost before inviting a candidate to campus.

Faculty Appointments

To be considered for undergraduate instructional positions, the candidate must hold the master's degree with at least 18 graduate semester hours in their teaching fields, or hold a master's degree in their discipline. Graduate instructional faculty must hold an earned terminal degree in their discipline. In some cases, additional qualifications may be required. All degrees must be from a regionally or internationally accredited institution of higher education.

Appointments to a full-time position on the faculty specify rank (i.e. instructor, professor) and job title. A further distinction is made within the professorship rank, which in ascending order is assistant, associate, and full professor. In rare and special situations, the Board of Trustees may approve the title of distinguished professor. A position in any of those ranks entitles the incumbent to be addressed as professor. Special titles, not referring to rank, may be part-time instructor, adjunct instructor, visiting professor, and professor emeritus.

Once both the President and the faculty member have signed a faculty member's contract, and the original copy returned to the University by the faculty member, the University is under no obligation to negotiate the matter further in the current contract year. Modifications in University policy that alter the terms of the contract require renegotiation of the current contract. This policy applies, for example, to cases that relate to a faculty member's completion of a higher academic degree or additional college credit after the contract has been finalized.

Employment Contract

A faculty member's employment relationship is established by contract, and as part of the faculty member's employment contract, all faculty members agree to comply and abide by all applicable University rules and regulations, as described in the contract. Changes in status or promotion may only be reflected in the following contract year.

Hiring Adjunct Faculty

It shall be standard practice to offer current full-time faculty the opportunity to teach courses prior to employment of adjuncts. Adjunct faculty status is defined as faculty who teach temporarily on a part-time basis. Adjunct faculty may teach up to nine (9) semester hours per semester on a one-semester contract. In extreme situations, an adjunct instructor may teach up to 12 hours in a semester but cannot exceed more than 27 hours of work per week. If an adjunct is needed to teach a class section, the department chair and college/school dean shall see that the class is temporarily covered until an adjunct is contracted to assume the teaching responsibilities. An adjunct may not begin teaching until all signatures required on the contract have been affixed, and official transcripts of grades have been received in the Office of the Provost verifying that the individual's academic preparation meets the required credentials or qualifications. The adjunct faculty contract specifies the person to whom the faculty member is responsible, as well as the number of semester hours of teaching.

NEW FACULTY ORIENTATION

It is the responsibility of the Office of Human Resources to orient new employees regarding general personnel policies and procedures of Bethune-Cookman University (e.g., leaves, fringe benefits, general compensation, and Conflict-of-Interest).

The Office of the Provost ensures that all new faculty members have access to the current **Faculty Handbook** and are oriented to their responsibilities and privileges as faculty members of Bethune-Cookman University. College/School Deans and Department Chairs provide each new faculty member access to current college/school and department policies and procedures and other appropriate information, and they conduct both informal and formal orientation sessions for new faculty within the *first thirty (30) days* of the academic term in which they begin employment at the University.

NON-RENEWAL OR TERMINATION OF SERVICE

When an appointment is by written contract, in the absence of tenure, the service of an employee automatically terminates with the expiration of the contract. The decision of the University not to offer a new contract upon expiration of the existing contract may be without cause and the University is under no obligation to explain or justify a decision not to renew a contract.

Non-Renewal of Faculty Contract/Appointment

Academic college/school deans should submit recommendations for renewal and non-renewal of full-time non-tenured faculty appointments to the Provost by January 31st of each year. Such recommendations are based upon evaluation of many factors, including (but not limited to) performance in the teaching area.

The University is not required to give prior notice to any non-tenured faculty member if it does not offer a new contract upon or prior to expiration of the old. As a courtesy, however, the University will attempt to notify faculty members in writing, not later than January 15, if the contract will not be renewed, provided that the termination or non-renewal is other than for cause. Under no circumstances, however, will the failure to provide such notice obligate the University to renew a faculty member's contract; and provided further, that nothing contained in this handbook shall be construed so as to amend or modify the express terms of any faculty member's contract.

Retirement

Retirement involves self-termination from service by one who has been on tenure or continuing employment status, and dictates cessation of salary payment by Bethune-Cookman University.

Resignation

Resignation is the termination of service by voluntary action of a faculty member. A resignation must be submitted in writing to the President of the University with a copy to the department chair, school dean and the Provost at least 60 days prior to the date when it is to take effect.

Long-term Disability

A tenured faculty member's release for medical reasons will be based upon clear and convincing medical evidence that the employee cannot continue to fulfill the terms and conditions of the appointment beyond long-term disability. The decision to release will be reached after there has been appropriate consultation with the faculty member, or someone representing the member, and has been informed of the basis for the action and has been afforded an opportunity to present the faculty member's position and to respond to evidence.

TERMINATION OR SUSPENSION FOR CAUSE

In general, a faculty member holding tenure status, or a faculty member during the term of an appointment, may be terminated for cause for any of the following reasons:

1. Incompetence
2. Failure, unwillingness or neglect to perform professional academic duties
3. Delinquency
4. Violation of the University's policies regarding sexual harassment, discrimination, or harassment (Title IX)
5. Conduct in violation of law or commonly accepted standards of morality
6. Insubordination
7. Any other cause substantially prejudicing the effective performance of the duties of the person

Suspension, Pending Investigation or Hearing

The President may suspend any faculty member pending investigation, hearing and determination of charges against such member, not to exceed six months or until a final decision by the Administrative Board, whichever shall occur sooner. Such suspension may include suspension of salary. However, if the charges against such faculty member are not substantiated and the faculty member is not discharged, the salary that would normally have accrued had not the suspension occurred shall be paid.

Termination Proceedings

No faculty member shall be terminated for cause, except as contemplated in that faculty member's contract. The President shall mail or otherwise deliver to the faculty member a written statement, which shall:

1. Inform the faculty member of the reason for termination and the effective date of termination;
2. Advise the faculty member that he or she has 10 days to respond in writing, and to request in writing a Faculty Administrative Hearing; and
3. Advise the faculty member that unless the hearing is requested, he/she will be terminated at such time as may be set forth in the termination notice.

Scheduling of Hearing

If a faculty member requests a Faculty Administrative Hearing, the University President shall be responsible for scheduling the hearing to consider the termination for cause. The Faculty Administrative Hearing shall be scheduled within a reasonable timeframe.

Faculty Administrative Hearing Committee

The Faculty Administrative Hearing Committee shall be composed of five faculty members who are employed by the University at the time of the hearing and a chairperson. The President shall select three members of the Committee and appoint one as the chairperson, and the faculty member shall select three members. If the faculty member fails to select three members for the committee within ten business days after receiving official notification, this right shall be considered waived by the faculty member. The Committee shall proceed with three (3) members selected by the President.

The Committee shall afford the faculty member an opportunity to submit written materials and oral evidence that the faculty member deems relevant to the matter under review. The Committee shall; however, be entitled to reasonably restrict the volume and duration of evidence presented.

Within five business days after the hearing, the Committee shall render a written recommendation reflecting its findings and any recommended action to the President. The recommendation of the Faculty Administrative Committee is not binding on the University. The President will render a decision and inform the faculty member. The decision of the President is final.

LAYOFF BEFORE EXPIRATION OF CURRENT CONTRACT

Layoff is a severance action by which the University terminates the services of a ranked faculty member before the expiration of the current contract, without prejudice as to performance. Faculty members so laid off will have preference in rehiring according to procedures regarding layoff below.

Major Changes in Curricular Requirements, Academic Programs or Departments

Termination of a faculty member may occur as a result of a major change, including discontinuation of a curricular requirement, an academic program or department in whole or in part. Decisions about such major changes are made by the President after receiving recommendations from the Provost, the General Education Committee, the Undergraduate and Graduate Curriculum Committees and the Academic Advisory Council. Individual layoff decisions resulting from curricular changes will follow the "general procedures" and "order of layoff" described below. Faculty laid off under a curriculum change will receive at least one year's notice if on a continuous contract. The university will end such programs and the faculty member's relationship with the university at the end of an academic term.

Faculty members terminated for the above reasons have the same rights as those terminated as the result of Enrollment Emergency or Financial Exigency as delineated below.

Enrollment Emergency

Enrollment emergency shall be defined as either a sudden or unplanned progressive decline in student enrollment the detrimental financial effects of which are too great or too rapid to be offset by normal procedures outlined in the *Faculty Handbook*. The number of FTE students is calculated by the Registrar's Office and is used in determining an enrollment emergency. The President, after consultation with the Faculty Senate, the Cabinet, and the Executive Committee of the Board of Trustees, will make the policy declaration of a state of enrollment emergency to the University.

Financial Exigency

Financial exigency is a rare and serious institutional crisis which is defined as the critical, urgent need of the university to reorder its current monetary expenditures in such a way as to remedy and relieve its inability to meet the projected annual monetary expenditures with sufficient revenue.

The Board of Trustees, upon recommendation of the President, who will have consulted with the Faculty Senate, and the University Cabinet decides a) whether a financial crisis meets the criteria; and b) whether a financial exigency should be declared. Subsequently, the faculty shall be represented in administrative processes relating to program reorganization or the curtailment or termination of instructional programs because of financial exigency through the Undergraduate and Graduate Curriculum Committees and the Academic Advisory Council. Faculty; however, shall not necessarily be represented in individual personnel decisions. The President and the Board of Trustees shall have final authority in all matters related to financial exigency.

General Procedures Regarding Layoff

Once a state of enrollment emergency or financial exigency has been declared, the Provost, in consultation with the Academic Advisory Council, shall recommend action to the President. The President in consultation with the University Senate shall then recommend action to the Board of Trustees for their approval. Such action may be to eliminate some departments or programs in whole or in part, or to distribute layoffs throughout the faculty so as to prevent the elimination of any program or department.

If a ranked faculty member is to be laid off for reasons of enrollment emergency or financial exigency, no replacement for his/her position will be hired within a period of three years unless the terminated faculty member has been offered reappointment under conditions comparable to those held at the time of layoff. The faculty member must be given 30 days after written notice of the offer of reappointment within which to accept, in writing, the reappointment. It shall be the duty of a laid off faculty member to keep the University informed of his/her current address for this purpose, and notice sent to the address by the University shall be sent by certified mail postage prepaid.

Specific Procedures on Layoff

Once the department or academic program to be affected has been determined, the decision to lay off a particular faculty member shall be according to the following guidelines:

1. Layoff of specific faculty shall be recommended by the Provost in consultation with the Academic Advisory Council. The Provost recommends to the President, who makes the final decision.
2. In the case of financial exigency where short notices and effective actions are necessary, the following procedures will be followed:
 - a. The Academic Advisory Council in consultation with the Provost may advise the President to hold all contracts and serve notice to non-tenured faculty on nonrenewal of contracts, pending a final decision on the seriousness of the financial exigency.
 - b. All tenured faculty members will receive one year's notice from the date of officially receiving the decision of the Board of Trustees. Non-tenured notice contract or term faculty will complete the current academic semester in progress on the date of the decision by the Board of Trustees.
 - c. Tenured faculty members who have been laid off shall be offered

nonteaching positions in the University if there are openings for which they are qualified. This consideration is made at the department, dean and ultimately cabinet level in collaboration with the President, Provost, and Human Resources.

- d. The Office of Human Resources will attempt and document any assistance for displaced tenured faculty to find employment in industry, government, or other educational institutions.

Order of Layoff within a Department or Program

The decision for layoff of a faculty member in a particular Department or Program will be made according to the procedures outlined below.

Prior to involuntary dismissal, the following voluntary measures may be considered: 1) If a department must get by with one less person, it should consider retaining all faculty, but on a reduced salary and workload. Such a program shall not be implemented without the consent of all affected department members; 2) The possibility of voluntary early or phased retirements may also be investigated.

Involuntary Procedures:

1. All administrative ranked faculty shall first be laid off within the program or department involved, except as necessary to avoid serious distortion of program integrity.
2. Term contract faculty shall next be terminated within the program or department involved, except as necessary to avoid serious distortion of program integrity.
3. In making recommendation about the termination of a probationary/ notice contract faculty member, program integrity and seniority will be considered.
4. In making a recommendation about the termination of the appointment of a tenured faculty member, program integrity, rank, and seniority will be considered.
5. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result. The recommendation of extraordinary circumstances to the President will be made by the Provost in consultation with the department chair, respective dean and the Academic Advisory Council.
6. The Provost shall provide the appropriate committee and interested parties with appropriate documentation supporting program integrity as well as rank, degrees, and seniority.

Appeal of Layoff

If the University issues notice to a particular faculty member of an intention to terminate the appointment because of Enrollment Emergency, or Financial Exigency, the faculty member has the right to a full hearing before an **ad hoc** Grievance Committee as set forth under the grievance procedures below. The issue of the grievance shall be confined to procedural issues, including adequacy of sources of data. The layoff will not be delayed in the case that the grievance procedure is interrupted or denied.

FACULTY GRIEVANCE PROCEDURES

Bethune-Cookman University is committed to treating its faculty fairly and equitably. The University recognizes; however, that its best efforts notwithstanding, faculty members will on occasion believe that they have not been treated fairly. The University has, therefore, implemented the following grievance procedure to facilitate a prompt and fair review of faculty complaints. The grievance procedure outlined herein is available to all members of the University faculty.

In support of shared governance, faculty representatives are elected by schools or colleges for participation in university committees concerned with faculty evaluation and review in general, fair, and impartial elections inclusive of all faculty using a transparent electoral process. This includes committees for peer review when grievances are filed in accordance with the faculty handbook. Failure to abide with this policy may constitute grounds for an additional grievance.

Scope

This procedure does not apply to matters involving Title IX, sexual harassment, promotion, or tenure. Non-renewal of a term appointment is not contestable under this procedure, except to the extent that it is alleged that the University violated a specific policy or policies by so doing.

The Grievance Process:

1. All matters pertaining to the complaint shall remain confidential.
2. A faculty member who has a grievance should discuss the matter confidentially with his or her department chair as soon as possible. If the grievance involves the chair, the complainant may instead meet confidentially with the dean or next higher authority in the chain of command. If that authority proposes a resolution acceptable to the complainant, the matter shall be considered closed. **If the next highest authority in the chain of command is the Provost, the faculty member should skip to step eight below.**
3. No later than ten business days after the incident giving rise to the grievance, a faculty member who wishes to pursue a grievance shall provide to the authority with whom the complainant previously met, a written explanation of the specific nature and circumstances of the grievance, the policy or procedure alleged to have been violated, and the remedial action sought (hereinafter, the complaint). Pertinent documentation should be attached to the complaint.
4. If the complaint involves the actions of another person or persons the authority with whom the complainant previously met shall provide a copy of the written complaint to that person or persons (hereafter, the respondent). The respondent shall have five business days to respond in writing to the authority with an explanation and pertinent documentation.
5. If the complaint does not involve another party, the authority shall provide a proposed resolution in writing to the complainant within five business days of receiving the complaint. If a respondent has been identified, the same authority as above shall provide a proposed resolution in writing to the parties within five business days of receiving documents from the respondent. Additional documentation, if applicable, should be attached to the proposed resolution.
6. If either party is not satisfied with the proposed resolution, he or she shall submit a written request for a meeting to the next higher authority within the chain of command. The request must be submitted to this authority within five business days

after receiving the previous authority's response. All pertinent documentation including the original written complaint, the response (if there is a respondent), and the authority's proposed resolution must be attached to the request. A copy of the request shall be provided to the superiors of both parties. **If the next higher authority within the chain of command is the Provost, the parties should skip to step eight below.**

7. The authority contacted in the above step will meet with the parties within five business days after receiving the request. Within five business days after the meeting, the authority will provide a proposed resolution in writing to the parties. The superiors of the parties should also be provided a copy of the proposed resolution.
8. If the foregoing efforts have not produced a resolution satisfactory to the parties, then either party may submit a request for review of the grievance to the Provost within five business days of receiving the proposed resolution. All pertinent documentation, including the original complaint, responses, and proposed resolutions shall be attached to the request. The Provost will refer the matter to the Faculty Senate Chair.
9. The Faculty Senate Chair shall call a special meeting of the Senate Executive Committee Board within five business days to create an ad hoc Faculty Grievance Committee to hear the complaint. The Faculty Grievance Committee shall consist of seven faculty members appointed by the Executive Committee Board of the Faculty Senate. Temporary or visiting faculty members may not serve on the Grievance Committee.
10. The business of the ad hoc Faculty Grievance Committee shall be to conduct a formal hearing on the complaint. The Committee will choose a chair from its membership to preside over the hearing. At the hearing, five members of the Committee shall constitute a quorum.
11. Within five business days of the Committee's formation, the chair will contact the parties regarding a hearing date and location. The chair shall request that all pertinent documentation and the names of potential hearing witnesses be submitted within five business days.
12. Within ten business days of the committee's formation, the chair of the ad hoc Faculty Grievance Committee shall notify the parties of the hearing date and location. The parties will be responsible for notifying their respective witnesses. The chair shall confirm that all pertinent documents from the parties and names of witnesses have been submitted.
13. Prior to the hearing, the Grievance Committee members will receive and review all documentation pertinent to the grievance. Committee members are prohibited from discussing the grievance with the parties, their superiors, potential witnesses, University faculty or staff, and any other persons before or after the hearing.
14. The parties shall have an opportunity to make an oral or written statement, present witnesses, and submit documentary evidence at the hearing. The volume of evidence and number of witnesses presented at the hearing may be reasonably restricted at the discretion of the Committee.
15. At the conclusion of the hearing, the Committee will deliberate in closed session. The Committee shall render a decision by majority vote, which shall be in writing, dated, and signed by the chair.

16. The Committee shall immediately deliver its written decision to the Faculty Senate President, who shall forward the committee's decision to the Provost upon receiving it.
17. The Provost shall forward the committee's written decision to the parties within seven days of receiving it.
18. As a final step, either party may appeal in writing to the Provost within ten business days of receiving the Committee's decision. All pertinent documentation, including the original complaint, responses, previously proposed resolutions, and the Committee's decision must be attached to the appeal.
19. The Provost shall render a decision within fourteen of receiving the appeal. **The decision of the Provost will be final.**

LEAVES AND OTHER ABSENCES

This section concerns leaves and other absences from duty. Faculty members should report their absences by using one of the following forms: The Leave Form, the Faculty Request for Absence, and/or a letter of explanation/request. When academic sector personnel are to be away from the city on B-CU business during work hours, they are to give information to their supervisor as to how they can be contacted, should it become necessary to communicate with them.

There are several categories of leave:

1. **Annual Leave** pertains to 12-month faculty only.
2. **Personal Leave**, applicable to all other faculty, cannot exceed three days each semester. Personal leave does not accrue and cannot be carried over to another semester.
3. **Sick Leave** is to be used by the faculty member for personal illness or injury, exposure to contagious disease, *and* appointments with medical or dental practitioners.
4. **Worker's Compensation Leave** is absence due to work-related illness or injury. Contact HR for procedures.
5. **Administrative Leave** relates to one's involvement in court under jury duty or subpoena, natural disaster, meetings, conferences, military duty, or National Guard state service.
6. **Bereavement Leave** provides for 3 days leave for a death in the immediate family. Documentation must be attached.
7. **Leave Without Pay** - For leave without pay, faculty must seek approval from their department chair and academic dean. A completed approval form should be forwarded to the Office of the Provost and to the Payroll Department.

Leave Form

Paper leave forms are being replaced with electronic time and attendance software, Paycor. This software which contains categories relative to annual leave, sick leave (personal or family), administrative leave, and leave without pay. For more details, see the current B-CU *Personnel Policies Handbook* or contact the office of Human Resources.

Faculty Request for Absence Form

This form must be used when classes will be missed. Approval should be secured at least seven (7) days in advance from the department chair and academic school dean. Arrangements for classes and/or other duties to be missed will be made in consultation with the department chair. If it becomes necessary to be absent longer or to return earlier than planned, the faculty member is expected to promptly notify his or her department chair or academic school dean, if the department chair is unavailable.

Study Leave (or Educational Leave)

Study leave may be requested in writing when the absence is for the purpose of faculty development. The leave may be approved with or without remuneration to the faculty member, in the sole discretion of the University. Leave may be granted for one academic year or for a portion of an academic year. After one year, and upon review, the faculty member may request an extension for no more than two consecutive years. A faculty member will continue to accumulate longevity and retain academic rank and tenure status while on leave, provided that leave has been approved in writing by the institution.

The faculty member must present a letter of application for educational leave to the appropriate academic school dean. The dean should forward the faculty member's request and an accompanying recommendation to the Provost at least 90 days prior to the beginning date of the expected leave.

Sabbatical Leave

Any faculty member who has tenure, and has served the University for seven consecutive years, may be granted a sabbatical leave of absence for one semester on full salary or two semesters on half salary. Sabbatical leave is to be allowed for study, educational travel, or other professional development.

Qualified faculty members must request the sabbatical leave at least one semester in advance by presenting a letter of application to their academic school dean, with a copy to the Provost. The academic school dean must forward the letter along with a written recommendation to the Provost. The Provost will then make a recommendation to the President, who may choose to make a recommendation to the Board of Trustees. Consideration will be extended to applicants based on (1) the length of service to the University, (2) the financial ability of the University to support the program, and (3) the policy that a maximum of two faculty members will be approved for leave for the same academic year.

A sabbatical leave will not be granted to the same person more than once in seven years. A faculty member requesting such leave must indicate in the request letters his or her agreement to return to employment with the University at the expiration of the leave and to remain for one full year of service. Otherwise, should a faculty member not return, he/she must reimburse the University for all payments made on his or her behalf during the period of leave. Faculty members continue to accumulate longevity and retain academic rank and tenure while on such leave.

Family and Medical Leave

This is available to eligible employees (1) for the birth of a child, or to care for a newly-born child; (2) for placement of a child with the employee for adoption or foster care; (3) to care for an immediate family member with a serious health condition; or (4) for a serious health condition which makes the employee unable to perform the functions of his or her job. *(For leave rights and*

responsibilities under the Federal Family and Medical Leave Act, see the current Personnel Policies Handbook or contact the Office of Human Resources Management.)

Emergency Leave

Faculty members who must be unexpectedly absent from work due to personal illness, death in the family, or any other unforeseen event must notify their department chair, school dean, program director or Provost as soon as possible. The notice should include the anticipated period of absence to allow the University to make arrangements for a substitute teacher for the affected classes. Failure to give notification may result in prorated reduction of salary during the period of absence.

Off-Campus Trips

To take students on trips and other educational experiences outside the campus, one's supervisor must be notified and permission obtained from the Provost and/or the Vice President for Student Affairs. The sponsor justifying the basis of the trip or experience must submit a written plan and list of persons who will participate. If such experiences entail the absence of students from classes, arrangements must first be made through the Provost.

Absence without Leave (AWOL)

Any faculty member who is absent from his or her work responsibilities, without prior authorization, will forfeit salary payment for the time of such absence. That faculty member may also be subject to termination of his or her appointment with the University.

COMPENSATION

Salary Increases

Bethune-Cookman University normally considers salary increases on a fiscal year basis and issues contracts annually to full-time faculty members. The Provost reviews the salaries with recommendations from the academic college/school deans and submits contracts to the President for approval.

Issuance

The salaries of all faculty employed for the academic year (nine months) are effective at the beginning of that academic year. The first check is normally issued on the last business day of August. The salary of a teacher hired at any time other than the beginning of the academic year shall be prorated for the remainder of that year, and prorating shall be specified in the contract.

Nine-month contracts terminate at the end of the spring semester. Full-time faculty who are on nine-month contracts and who teach in the summer session will be offered separate contracts for that period.

Merit Increase

Merit increases may be considered for superior performance that brings merit and recognition to the University. Faculty requesting merit increase must follow a formal application procedure, which must include a recommendation by the faculty member's school dean. Merit increase may also be granted upon the recommendation of the President and the Provost. The merit increase shall not

exceed three percent of the faculty member's current salary. The academic school deans, in consultation with faculty members, must complete evaluation forms for merit increases.

Teaching Overload Pay

Faculty members may receive additional compensation for teaching courses above their normal teaching loads at the end of the semester. Overload compensation will be considered on a semester by semester basis. No full-time faculty member may exceed the normal teaching load by more than six (6) hours per semester.

Department Chairs, having verified faculty member's overload, must submit requests for faculty overload pay to the academic school deans for approval. The deans, having verified the faculty member's overload, will forward the requests to the Academic Affairs Office. The Academic Affairs Office will notify faculty members and academic school deans if the overload requests are not approved.

Holiday/Recess Pay

The University grants full pay to all employees for holidays and spring break as identified in the current *Personnel Policies Handbook*.

EMPLOYEE BENEFITS

Faculty members should review the current [Personnel Policies Handbook](#) or contact the Office of Human Resources for detailed information regarding employee benefits. Listed below are brief descriptions of benefits available to all employees at the time of publication. The University reserves the right to increase, decrease, or terminate the employee benefits contemplated herein, from time to time as the University deems appropriate.

1. Group Hospitalization Plan: The group insurance plan, basic health and major medical, is optional for all employees; the University, however, pays a share of the cost.
2. Life and Accidental Death Insurance – both equal to annual salary rounded up to nearest \$5,000.00 increment.
3. Short Term Disability pays an individual 2/3 pay (less taxes) for up to 22 weeks after a 30-day waiting period due to an injury or illness.
4. Long-term Disability pays an individual 60% of pay (less taxes) for up to five (5) years after 180-day waiting period.
5. Workers' Compensation Protection affords certain benefits to all employees if an injury is sustained or an occupational disease is contracted while performing official duties as a B-CU employee. Employees should be familiar with basic procedures for claiming benefits. Faculty members should know that students employed to work on campus are also protected by Workers' Compensation, if they sustain an injury.
6. Federal Social Security Program (FICA) covers all University employees under the provisions of the Social Security Act.
7. An Annuity/Retirement Plan is available to all full-time employees. The University will match the percentage contribution made by the employee, up to 7.5 percent. The individual may contribute additional funds without the University match.
8. Tuition Waiver is offered to full-time employees who have completed at least one year

of service at B-CU. Employees should contact the Office of Human Resources for details.

9. The University Bookstore allows bookstore discounts on cash purchases. Presentation of a current B-CU identification card to the cashier is required prior to the sale.
10. Automobile subsidy at current rate is available for personal vehicles used in the conduct of B-CU business. The University maintains a small fleet of motor vehicles for limited use by authorized employees in the conduct of B-CU business. Requests for use of a vehicle must be submitted on a B-CU Purchase Requisition form and approved by the Office of Business Affairs. Personal use of the B-CU vehicles is prohibited.

ADMINISTRATIVE POLICIES

Policy on Drug Free Campus

Unlawful manufacture, sale, distribution, dispensing, possession or use of a controlled substance is prohibited on the main campus and all affiliated campuses of B- CU. Action against employees and students in violation of such prohibition will range from warning to dismissal. As part of its Drug Free Awareness Program, the University conducts three workshops annually to ensure a drug free workplace environment. Such workshops call attention to the dangers of drug abuse and penalties for drug abuse in the workplace and offer counseling, rehabilitation and assistance programs.

Policy on Academic/Research Honesty

The University takes an uncompromising position against plagiarism, the willful distortion of data and research findings, the deliberate misrepresentation of data and research findings, and the deliberate omission and falsification of data and research findings. The integrity of the institution must be protected at all costs and failure to adhere to the above policy unnecessarily jeopardizes the academic and fiscal health of the University. This policy pertains to proposals submitted for external funding, papers presented as public presentations, written publications, both oral and written speeches, and the like.

Policy on Materials Produced

Any written materials, such as course outlines, syllabi, workbooks, textbooks, articles, or pamphlets, and any instructional aids, such as audio tapes, video tapes, films, slides, film strips, or other materials or equipment produced by the employee on campus and/or with the use of University materials or equipment, shall become the property of Bethune-Cookman University. Each employee who may have prepared any of the above shall be required to sign a form releasing the University from any obligation or liability to pay royalty or copyright fees to that employee. To foster research and writing, however, the President may establish procedures whereby the University divides royalty or copyright fees with the employee creating any of the above. Such written material, instructional aids, or equipment, produced by an employee entirely on his/her own time and at his/her own expense and on his/her personal equipment shall be the exclusive property of that employee. Cases not adequately covered by the policy will be determined by specific contractual agreement among all parties involved.

Policy on Submission of Funding Proposals

The Office of Title III/Sponsored Programs has been designated by the University President to review and sign off on all proposals EXCEPT those intended for submission to private and/or foundation funding sources. For example, the appropriate signature must appear on the Proposal Submission Sign-Off Sheet for proposals going to governmental agencies such as DOE, DOT, NSF, NIH, NEA, Office of Homeland Security, etc. **Proposals will not be accepted in the Office of the President prior to satisfying the above required procedure.** Official sign-off sheets are available through the Office of Sponsored Programs. The above procedure ensures the compilation of accurate records of both submitted and funded proposals, which are necessary for both institutional and Board of Trustees reporting. One copy of the completed proposal MUST be placed on file in the Sponsored Programs' Office at the time the Proposal Submission Sign-Off Sheet is completed. Faculty should allow ample time (48-72) hours to secure ALL required signatures before the posted deadline date.

Faculty wishing to submit proposals to foundations and other private funding sources should confer with staff in the Office of Institutional Advancement prior to responding to any request for proposals or submitting an unsolicited proposal.

Enrollment at Other Institutions

Full-time faculty members intending to enroll in courses at other institutions requiring class attendance that might conflict with duties at B-CU should first get written permission from their academic college/school dean. The request shall then be forwarded to the office of the Provost. If approved, the request will be passed along to the Office of Human Resources for final action. Full-time employees enrolled in courses at other institutions, where class attendance is required during the normal work day, are subject to the same requirements as those employees enrolled in courses at B-CU, including forfeiture of pay for lost time. Tuition assistance will not be granted to full-time teachers enrolled in courses at institutions other than B-CU, unless they have received outside grants, fellowships, or scholarships.

UNIVERSITY POLICY ON SEXUAL HARASSMENT

Bethune-Cookman University is committed to maintaining an educational and working environment free from unlawful sexual harassment. Sexual harassment by any employee or student is prohibited and will not be tolerated. A copy of the policy is available in Appendix VI.

PRESERVATION AND DISCLOSURE OF FACULTY PERSONNEL RECORDS POLICY

All official faculty personnel records upon which any university action may be based shall be maintained in one central location which for purposes of this *Faculty Handbook* shall be the Office of the Provost. It shall be the policy of the University to maintain personnel records in a manner that ensures the confidentiality and personal privacy of faculty members. Except as required by national or state law, the University shall not disclose a record or file of any individual other than the person to whom the record pertains without receiving prior written consent of that person.

Requests for information about personnel may be granted if the information is part of directory information (*names, titles and dates of appointment only*) or it is statistical information which may be given without the identification of individuals.

Statistical reports are available in the form held by the University, or the forms used for routine submission to government agencies, or as raw data. If raw data are provided, the requester must create his/her own finished product, a copy of which must be submitted to the office(s) from which

the data were obtained. Any individual seeking information from personnel records pertaining to anyone other than himself/herself must make a written request by letter or on university forms to the Office of the Provost, specifying the kind of information and the purpose for which it is to be used.

An individual has the right to review, upon request his/her own personnel records, except confidential references, and to obtain a copy thereof. An individual reviewing his/her records may object to information therein and request, in writing, for a correction, amendment, or deletion. Forms for such a request will be made available by the University through the Office of the Provost. If the request for correction, amendment or deletion is denied, a copy of the request and the response must be included in the file.

Faculty Files

This policy statement sets forth the regulations for governing the maintenance of faculty personnel records. While some faculty files may need to be maintained in several offices, the official file for each member of the faculty will reside in the Office of the Provost. The following regulations describe the character and content of the type of information to be kept in the Provost's files as well as indicate the contents expected to be maintained by the respective college/school dean and the department or program office.

Office of the Provost

The following items, maintained in the Office of the Provost, will constitute the official record for each full-time and part-time faculty member:

1. Confidential Personnel Records: All records supporting faculty actions relating to status, performance evaluations, remuneration, discipline, official transcripts, and all records related to appeals or grievances a member of the faculty has filed against the University; grievance documents and records shall be in a separate file available only to the Grievance Committee, the Office of the Provost, and the Office of Legal Affairs.
2. Appointment Form/Contracts: Copies of the appointment letters, contracts, and letters of recommendation made at the time of the initial appointment or reappointment.
3. Academic Records: A record of the faculty member's status (e.g. tenure, rank and promotions; assignment to university-wide committees and other special assignments; etc.); and educational leaves, such as sabbatical and professional leaves.

Office of the School Dean

The following items should be maintained for each full-time and part-time faculty member in the Office of the college/school Dean:

1. Appointment form
2. Academic records including academic achievements, such as publications, speeches, honors, study, educational travel and academic advancements, such as new degrees, licenses
3. Faculty curricular vita
4. Personal statement of one's educational philosophy
5. Faculty course assignments including number of semester hours, number of students enrolled and number of student credit hours — semester-by-semester

6. Courses taught at other institutions
7. Faculty Annual Performance Plan and Evaluations which includes individual program of professional development
8. Promotion and/or tenure applications and related materials

Department Office

The following items should be maintained for each full-time and part-time faculty member in the office of the department or program:

1. Faculty curricular vita
2. Personal statement
3. Faculty course assignment including number of semester hours, number of students enrolled and number of student credit hours —semester-by-semester
4. A record of courses taught at other institutions
5. Summary of peer evaluation
6. Promotion and/or tenure applications and related materials
7. Course syllabi
8. Copies of all books, publications, etc.
9. Copies of faculty Annual Performance Plan and Evaluations
10. Individual program of professional development

ADDITIONAL POLICIES

Academic Attire

Formal academic attire is worn by faculty members for Consecration, Commencement, and other events at the direction of the University. Gowns, hoods, and caps are expected to conform to national academic standards.

Written Reports

Written reports shall be submitted on or before the deadline and in accordance with prescribed guidelines. Such reports may include department and college/school meetings, grants, course loads and course outlines, accountability, and others.

Key Acquisition

Faculty may requisition keys to locks when needed. When one's professional relationship with the University is severed, it is the responsibility of the individual to submit all B-CU keys for doors, desks, files, and so forth to his/her department chair. Likewise, it is the department chair's responsibility to collect all such keys from the departing individual.

Prohibition against Salary Advance

The fiscal policies of the University preclude salary advances.

Prohibition against Moving Expense Reimbursement

The University does not provide funds for moving expenses, unless authorized by a program grant.

Financial Commitments

The University does not assume responsibility for defraying the cost of any financial expenditure without a properly processed **Purchase Requisition Form**, or other properly signed contract, even if an item is used in connection with University affairs. This includes, but is not limited to, invitations to prospective faculty personnel to visit the University, verbal or written agreements for hiring full- or part-time faculty personnel, and purchase of any item.

Unauthorized Leave

Faculty members must secure prior authorization for leave of absence. One must not be absent from duty without having properly processed the **Faculty Request for Absence** and the **Faculty Leave Form**, as approved by one's department chair. See further explanation in the [Employment Policies and Procedures](#) Section.

Use of Personal Car for University Business

Before one uses his/her personal car on University business, a purchase requisition for mileage reimbursement must first be completed and approved by the Office of Business Affairs. Otherwise, one may not be authorized reimbursement.

Student Use of University Keys

Keys to B-CU buildings, rooms, offices, and other places, are not to be placed in the hands of students. One exception is for access to music practice rooms, by authorization of the Department Chair for Music. Another exception is for access to computing laboratories by student assistants authorized by the director or laboratory supervisor under contract to B-CU. In the case of each authorization, the period of possession of such keys by a student will be as brief as possible to fulfill necessary duties.

Identification Cards and Parking Permits

All B-CU personnel will be required to carry a B-CU identification card. The ID cards may be obtained from the Office of the Vice President for Student Affairs. All B-CU personnel will be assessed a fee for the replacement of lost cards.

In order to park on campus, B-CU personnel must purchase a parking permit. Persons may contact the Cashier's Office, their respective academic college/school, or the Department of Campus Safety for information regarding current procedures.

Securing University Facilities, Properties and Equipment

Faculty members should make certain that facilities, properties and equipment are safely secured when not in use. Faculty should not share or give their keys to anyone without permission from the department chair or college/school dean.

Use of University Name, Stationery, and Seal

The University name or seal may not be used for commercial, personal, or political gain. University letterhead should not be used for personal business or in any instance that might imply University endorsement of a publication, political announcement, viewpoint or product. Faculty members should seek approval from the Office of Legal Affairs when proposed use of the University name seems questionable. University stationery should be used, however, when officially representing the University in writing.

News and Public Information

All official B-CU information on instruction, research, faculty, students and activities must be channeled through the B-CU Public Relations Office for publication. That office is responsible for informing the public on University matters through local, regional and national news media. Information should be submitted at least three weeks in advance of such publication; allowances, however, are made for breaking news, which bears some impact on the University. This policy does not apply to papers presented or published in scholarly journals.

Selling and/or Soliciting Funds

No university employee or student may solicit funds without prior approval from the Vice President for Administration and Finance. Application to solicit should be made in writing at least 30 days prior to the time of solicitation.

Purchasing

Purchase requisitions, for checks requested and necessary items to be purchased, must be received in the Office of the Provost no later than ten working days prior to the date an item is needed. To order supplies and/or equipment, purchase requisitions specifying budget number, dollar amounts, item names, and potential vendor must be filed through appropriate channels.

Physical Plant

Most maintenance is furnished through the Physical Plant Department. Repairs of electric items, heat, water, plumbing, and/or air conditioning, should be requested on a Work Order Form and sent through channels to the Fiscal Affairs Office. Emergencies should be reported to the Fiscal Affairs Office or the Physical Plant Department.

Health Matters

The University may require a medical evaluation and a physical or mental examination of employees after a conditional offer of employment has been made, but before they start work. In addition, the University may require physical or mental examinations of an employee when the University deems such examination to be job-related and consistent with business necessity. The results of such examinations will be kept confidential except to the extent disclosure is required or permitted by law.

Violation of Other Rules

Violation of other rules of conduct of the University, such as the University's discrimination, harassment, or sexual harassment policies, or irresponsible conduct that reflects unfavorably on the University or performance that fails to meet expectations, may also result in the University taking disciplinary measures.

Penalties for violating rules of the University may include, but not be limited to, verbal admonishment, verbal reprimand, written admonishment, written reprimand, suspension, non-issuance or non-renewal of contract, or dismissal. While the University generally applies discipline in a progressive way, the disciplinary action taken in any given instance will be determined at the sole discretion of the University, and will be based upon consideration of all relevant information including, but not limited to, the number of previous violations, the nature and severity of the violation in question, and the faculty member's past conduct and performance.

SECTION VI: FACULTY EVALUATION

FACULTY PERFORMANCE EVALUATION

Academic college/school deans will conduct faculty evaluations once each academic year. There are three types of faculty evaluations: the annual performance evaluation for contract continuance, a promotion and tenure review, and the post-tenure review. The focus will be on teaching, scholarship, and service with satisfactory evaluations providing the opportunity for continued employment, pay raise, bonus, and professional development. However, when a deficiency in preparation, competence, or performance is identified, the dean and/or appropriate academic supervisor will work with the faculty member to establish an action plan to improve the performance of the faculty member utilizing faculty development initiatives. If desired performance is not then attained within a reasonable specified time, termination may be justified.

Evaluation Philosophy

The evaluation of faculty is an important means for ensuring a high level of student learning. Faculty evaluation signifies that a particular faculty member is effective. It also formally recognizes a faculty member's continued refinement of pedagogical skills. It is therefore important that a procedure for evaluation be explicit and detailed. At the heart of the evaluation process is a system of faculty observation coupled with student evaluation and the administrative review of faculty qualifications and performance.

Annual Faculty Evaluation

Each year, every faculty member will have an Annual Performance Review. The procedure and the evaluation forms for this Annual Review are given in Appendix XI Faculty Evaluation. All evaluations must measure faculty performance by noting the faculty member's success at (or failure to) meet criteria for faculty performance as outlined in the Handbook.

Student Rating of Instruction

Each semester, selected classes taught by each faculty member will be reviewed by students before the end of the semester. The forms used for such evaluation will be determined by the Office of Institutional Effectiveness, in collaboration with the faculty. This assessment measure will be conducted by the Offices of Institutional Research and Institutional Effectiveness. All assessment data generated by student evaluations are to be reviewed by the Dean of each college/school, with copies of these evaluation instruments maintained in the files of the college/school. In the Dean's annual evaluation of faculty, the Dean should note strengths and weaknesses of the student evaluations of each faculty member, with recommendations for improvement in the teaching performance. The faculty member will have the right to respond to the Dean's assessment of the faculty member's teaching at the time of the annual Dean's evaluation.

Classroom/Online Course Observations

Full-time Regular Faculty: At least once each academic year, the Department Chair will arrange a formal, course observation of each faculty member's teaching. One course observation each academic year shall be conducted by: (a) the faculty member's Department Chair or (b) a peer in the faculty member's department selected by the Department Chair in collaboration with the Dean. Each faculty member will participate in a post-observation review with the observer. Prior to such an observation, the faculty member being reviewed will provide the observer, at least one week in advance, with a copy of the syllabus and any other pertinent information deemed appropriate.

Adjunct Faculty and First-year Faculty Observation

During the first semester, the Department Chair will arrange a formal, in-class observation of each faculty member's teaching. One in-class observation each semester shall be conducted by: (a) the faculty member's Department Chair or (b) a peer in the faculty member's department selected by the Department Chair in collaboration with the Dean. Each faculty member will participate in a post observation review with the observer as listed above. Prior to such an observation, the faculty member being reviewed will ensure that the reviewer, at least one week in advance, is provided a copy of the syllabus and any other pertinent information deemed appropriate.

At the conclusion of each post observation review, the faculty member being reviewed will ensure that formal documentation of the observation is forwarded to their respective Department Chair and the Dean. Copies of the peer and Department Chair's evaluations, along with the faculty member's response, will be maintained in each College/School files.

Peer Observer

The faculty member performing this peer observation will use the **Standard Observation Form** recommended for such review by the Office of Institutional Effectiveness in collaboration with the faculty. The reviewer shall observe at least 50 minutes of faculty instruction for face-to-face classes. Permission for access to observe online courses must be given for at least one week for observation. Online observation will be guided by the policies and procedures in the *Online Handbook* prepared by the Online College. The standard observation form shall be completed as soon as possible. A post observation review shall be conducted within one week of the observed teaching session or as soon thereafter as possible. This review shall consist of an open and constructive dialogue between the reviewed faculty member and observer. The observer shall provide completed copies of the formal observation form to the faculty member, Department Chair, and the Dean.

Department Chair

The department chair retains the same responsibilities in terms of observation and in-person review with the faculty member being observed. The department chair shall ensure that all observations and their comments are forwarded to their respective Dean in a timely manner. All reports must be submitted by the completion of each semester.

At the end of each academic year, all faculty will complete a self-evaluation. The dean of each College/School will also evaluate faculty members in the College/School, based on review of Department Chair evaluation. If such evaluation takes place, the Dean will meet with the faculty to discuss the faculty member's progress. Faculty will have the right to respond both orally and in writing to the Department Chair's and Dean's evaluation.

Copies of the self and Department Chair/Dean evaluations are to be kept in the files of the College/School, and the originals forwarded to the Office of the Provost. The Department Chair/Dean's evaluation, which must note the strengths and weaknesses demonstrated in the student, peer, and department chair evaluations, will provide the basis for yearly decisions regarding merit increases in salary, in the event that the Board of Trustees has authorized the President to offer such increases for the academic year in question.

All evaluations must measure faculty performance by noting the faculty member's success at (or failure to) meet criteria for faculty performance as outlined in the Handbook. All evaluation instruments should seek to measure faculty performance as determined by the criteria for faculty performance set forth in the Handbook. (See Appendix XI, XI-1, and XI-2 for evaluation criteria and forms.)

SECTION VII: PROMOTION AND TENURE

The granting of promotion and tenure by Bethune-Cookman University is recognition of faculty excellence in scholarship, teaching and community service. However, the promotion and tenure preparation process must be continuous, resulting, on the one hand, from effort, growth, and merit on the part of the individual faculty member, and on the other, from the desire of the administration to recognize and reward excellence of performance. Neither attainment of an academic degree, graduate credits nor seniority or length of service will dictate automatic promotion or tenure.

DEFINITIONS

Portfolio

A professional portfolio documents faculty performance in teaching, research/scholarship, and service. All three are fundamental components of the complete professional portfolio of each Bethune-Cookman University faculty member. The portfolio presents information on all three areas that must be supported by documentation and evidence. A professional portfolio requires a great deal of thought and planning and gives an overall picture of a faculty member's accomplishments as a teacher, scholar, and contributing member of the community.

Academic Promotion

The advancement from one rank to a higher rank within the series that, from lowest rank to highest rank, includes Instructor, Assistant Professor, Associate Professor, and Full Professor. Promotion in rank is based on the faculty member's productivity and achievements.

Tenure

Tenure is, on the one hand, the result of effort, growth, and merit on the part of the individual faculty member and, on the other hand, the result of the Administration's commitment to recognize and reward excellence of performance and dedication to the institution. It is based on the faculty member's teaching, research/scholarship/creative works and service. It is understood that neither attainment of an academic degree, graduate credits, nor seniority in length of service result in automatic tenure. Tenure status is awarded only to tenure-track faculty.

Tenure Track

A tenure track position is a faculty position at the level of assistant professor or associate professor in which an individual is eligible for tenure. Tenure-track professors should apply for tenure during their fifth year. Initial hiring and interview discussions will include identification of the position as either "tenure-track" or "non-tenure-track." In addition, a prospective faculty member will be given the opportunity to sign and receive a copy of a written job description that, if appropriate, includes its "tenure-track" designation. At the time of the initial appointment, the faculty member's contract will specify whether the faculty member is being appointed to a tenure track position or a non-tenure-track position. Unless renegotiated, faculty contracts in subsequent years will state this classification.

Tenure and Promotion Committee

The Tenure and Promotion Committee is a committee with the responsibility of reviewing the completed applications (portfolios) of those faculty members who have applied for tenure and/or promotion. The Tenure and Promotion Committee is made up of tenured professors who have been elected by their peers from the ranks of the faculty and functions as an independent body. Tenured faculty representatives are elected by schools or colleges for participation in the University committee for promotion and tenure in general, fair, and impartial elections inclusive of all faculty using a transparent electoral process. Following a review and vote on each candidate's portfolio, the Committee will make recommendations to the Provost for the awarding of promotion or tenure.

GENERAL INFORMATION

Tenure and Academic Freedom

While every faculty member is assured of academic freedom at Bethune-Cookman University, tenure is recognized as the most reliable instrument in higher education for incorporating academic freedom into the life of a University. Academic freedom allows faculty and students to explore new ideas and value systems, criticize accepted doctrine, and defend traditional views without fear of reprisal.

Promotion, Tenure, and Hiring

During the hiring process, positions are clearly identified as tenure-track or non-tenure track with a clear and accurate description with attending implications and benefits provided. Human Resources will have the responsibility of ensuring the words “tenure-track” or “non-tenure-track” are included on the contract of each faculty member.

Promotion and Tenure and the Small Private University

What attracts many students to Bethune-Cookman University is the sense of unity and pursuit of a common mission which is fostered by a dedicated faculty. There is a relationship between promotion and tenure and the sense of unity and common mission. The faculty member who is transient may be less personal, less rooted in the student body, and less involved in students through mentoring and club advisement activities. Promotion and tenure opportunities encourage faculty to make broader and more diverse commitments to the University.

Promotion and Tenure Commitment

The University is committed to ensuring an ethical and transparent Promotion and Tenure process for each promotion or tenure candidate and views the promotion and tenure process as continuous and on-going. The granting of promotion and tenure by Bethune-Cookman University is the recognition of faculty excellence in teaching, research/scholarship/creative works, and service. Academic freedom, shared governance, and faculty credibility are products of tenure. Tenured faculty will enjoy privileges commonly associated with tenure status, including an expectation of continued employment and compensation.

Faculty tenure and promotion at Bethune-Cookman University is designed to be an open and fair process. The University acknowledges the complexity and challenges associated with making judgments on professional performance in the large variety of disciplines represented among faculty members. The University accepts the responsibility of seeking a balance between the development of a quality faculty and individuality and academic freedom. There is a relationship between promotion and tenure and the development of a core group of faculty members who have a strong sense of commitment to Bethune-Cookman University, to its mission, its core values, its students, and the legacy of its founder.

Tenure and Extenuating Circumstances

The University recognizes a variety of extenuating and mitigating circumstances and developments in the life of its faculty, including serious personal or familial illness, special or reassignments resulting in significant changes in a faculty member’s responsibilities, and other circumstances which the University President may assess and determine to warrant an extension of the five-year period that the faculty member has to apply for tenure. The faculty member must initiate the request for an extension through a written request which is submitted, with appropriate documentation, to the Dean and Provost. If a faculty member is unable to file the request, the Department Chair or Dean may file the request on behalf of the faculty member. With the recommendation of the faculty

member's Academic Dean and the Provost, an additional year may be granted. The maximum extension is two years. The final decision on the extension rests with the President.

Failure to Apply for Tenure

Tenure is not automatic at Bethune-Cookman University. Persons hired in tenure-track positions must apply for tenure in their fifth year of service. Barring such extenuating circumstances as those outlined above, any faculty member who elects to not apply within the fifth year period will have effectively removed himself/herself from all consideration for tenure and will be moved to a non-tenure track status. In no case shall there be *de facto* tenure. The only tenured faculty members are those who have been given written notification from the Board of Trustees through the President.

APPLYING FOR PROMOTION AND/OR TENURE

The primary responsibility for assembling and presenting data about any faculty member's career development and professional performance rests solely with the individual faculty member. Each faculty member shall create and maintain on an ongoing basis a professional portfolio which documents his/her performance in the three evaluation areas that are tied to promotion and/or tenure: teaching, research/scholarship/creative works, and service. Each B-CU faculty member (undergraduate and graduate) shall be promoted and/or tenured based on criteria provided in the Faculty Handbook.

General Eligibility Requirements for Applying for Promotion and Tenure

Full-time tenure-track faculty members may apply for tenure during their fifth year of service to the University with promotion and/or tenure, if granted, beginning in the sixth year.

Determination of Appropriate Terminal Degree

Following the guidelines provided in the Faculty Qualifications and Credentials Guide Academic Deans will determine the appropriate degree for disciplines taught through their respective colleges/schools. Discussions about appropriate terminal degrees for promotion and/or tenure in the faculty member's field or discipline are included during the faculty member's initial interview, at the point of hire, and during new employee orientations with the Office of Human Resources for faculty in both tenure-track and non-tenure-track positions.

Teaching Assignment and Promotion and Tenure

Usually, faculty members are given teaching assignments in the area in which they were hired. If the faculty member is teaching outside of his/her area at the time the promotion and/or tenure application is submitted, the faculty member will disclose this as a part of his application letter and his application will be received and evaluated without penalty.

A faculty member seeks promotion and/or tenure only in the Department and College/School in which he/she was originally hired or to which he/she has been administratively reassigned. The faculty member and his/her Dean must indicate clearly the field/discipline and rank/tenure that is being sought.

Non-institutional Funds and Promotion and Tenure

A faculty member may apply for promotion while on soft money. If a faculty member is originally hired in a tenure-track position but, after applying for and receiving an externally funded grant, is then paid through the grant (soft money), the faculty member will retain their tenure-track status and will still be eligible to apply for tenure.

Portfolio Evaluation Areas for Promotion and Tenure

Faculty members will be evaluated in the areas of Teaching, Scholarship/Research/Creative Works, and Service. Evaluation will include a broad definition of research and/or scholarship to include creative activity in the Humanities and the Arts as well as in the Natural, Biological, and Physical Sciences. When considering promotion and tenure, faculty members are directed to review the following list of items that appear under each evaluation area. The goal is that individual faculty members will be able to document these characteristics, qualities, and accomplishments through

student evaluations, peer evaluations, and supervisor evaluations. Additional supporting documentation can also be provided by faculty member's colleagues who are in similar fields external to the University. The following is a list of examples, and it is not meant to be prescriptive. (See Appendix III for full listing of possible categories for consideration.)

Terminal Degree

The initial appointment for a tenure-track person with a terminal degree in an appropriate discipline is, under usual circumstances, that of Assistant Professor. The Provost reserves the right to recommend to the President the appointment of faculty at a higher rank in cases of special merit. Such recommendations will be made in consultation with the Dean of the College/School recommending hire of the faculty member.

- During the fifth year of quality service, a tenure-track Assistant Professor is eligible to apply for both promotion and tenure in accordance with the University's regulations and guidelines for promotion and tenure.
- The doctorate or approved terminal degree appropriate to the field is required for the rank of Associate Professor and for tenure.
- During the fifth year of quality service to the University as an Associate Professor, the Associate Professor is eligible to be considered for promotion to Full Professor.
- A faculty member cannot be promoted to the rank of Professor without already having tenure or without simultaneously applying for and receiving tenure.
- Exceptions may be made in the case of equated experience which is defined as either (1) transferable teaching at the same academic rank at another regionally accredited college or university, or (2) other professional experience in the teaching field of the faculty member. The provisions below are exception guidelines only and, in each instance, a current or prospective faculty member will be evaluated on a case-by-case basis at the discretion of the University and in accordance with its then applicable guidelines.

Teaching Experience

Two years of full-time teaching experience at the rank of Assistant Professor at a regionally accredited college or university may be transferred toward the five years required prior to consideration for promotion to Associate Professor, with one full year of such experience equal to one full year teaching at the rank of Assistant Professor at Bethune-Cookman University. A maximum of two years of full-time teaching experience at the associate level at another regionally accredited college or university may be transferred toward the five years required for consideration for promotion to Full Professor, with each year of such experience equal to a year of teaching at the rank of Associate Professor at Bethune-Cookman University. Teaching experience transferred toward the time required prior to consideration for promotion will be determined and agreed on at the time of hire in a consultative process involving the prospective faculty member, the Provost, and the Dean of the School proposing the hire of the faculty member, and is subject to Presidential approval.

Professional Experience

Professional experience in the faculty member's teaching field may be transferred toward the time required prior to consideration for promotion on the basis of two full years of such experience being equal to one full year of college teaching at an academic rank at B-CU. Professional experience

transferred toward the time required prior to consideration for promotion will be determined and agreed on at the time of hire in a consultative process involving the prospective faculty member, the Provost, and the Dean of the college/school proposing the hire of the faculty member, and is subject to Presidential approval.

- The maximum total of equated experience for teaching and professional experience that can be applied toward promotion is two years toward Associate Professor and two years toward Full Professor.
- Documentation of equated experience is the responsibility of the prospective faculty member. Evaluation of the experience is the responsibility of the Department Chair, the appropriate Dean, the Provost and will be done at the time of initial appointment. Final approval rests with the President.

PROMOTION POLICIES

All tenured and tenure-track faculty will be evaluated each year on each of the three evaluation areas previously identified. In particular, each course taught by a faculty member will be evaluated by students before the end of each semester, and at least one peer review and one Department Chair's review (only for first year faculty) of a course taught by each faculty member will be conducted annually. One self-evaluation and one Dean's evaluation of teaching performance, scholarship and service will be conducted at the end of each academic year for each faculty member. These evaluations will be included as documentation for promotion, tenure, and merit pay.

The evaluation of the candidate for promotion is a function of the Faculty Committee on Promotion and Tenure, composed of faculty members who have been elected from the general pool of tenured faculty.

Promotion Application Process

Responsibility to initiate the process for promotion belongs to the individual faculty member. Please review Appendix III for portfolio preparation guidelines and suggested areas of achievement to be included. Prior to completing letters, the Department Chair and/or the Dean must review the faculty member's portfolio.

The faculty member must:

1. Inform the Dean of the decision to apply for promotion;
2. Request a letter of recommendation/evaluation from the Dean and/or the Department Chair;
3. Complete the portfolio and submit it to the Dean, who will then submit the portfolio along with his/her letter of recommendation/evaluation to the Provost. The portfolio will be kept in the Office of the Provost until completion of the Promotion/Tenure Process, at which time, it will be returned to the faculty member; and
4. The academic Dean will submit the portfolio to the Office of the Provost no later than November 1 of each year. The portfolio must contain the Department Chair and College/School Dean Evaluation Findings forms (See Appendix XV), all evaluations for the previous three years, and a letter clearly articulating an assessment of the individual faculty member's contribution to teaching, service, and research.

The schedule for file closing is presented below:

1. Portfolio must be submitted to the Dean by October 15;
2. Dean's letter of recommendation and evaluations in file and portfolio submitted to the Provost by November 1;
3. Faculty Committee on Promotion and Tenure recommendations to the Provost by January 30;
4. Provost's recommendation to the President by February 15; and
5. President's review completed by March 1 for presentation to the Board of Trustees.

In addition:

1. The content of the committee discussions on these issues are confidential. The individual faculty member shall be responsible for being knowledgeable about the processes for promotion and tenure and for maintaining and supplying all required documentation required by those processes. The Committee, upon consideration of the documentation submitted, shall issue a report to the Provost.
2. The Provost evaluates the recommendation of the Committee and in turn makes recommendations to the President of the University. The President of the University evaluates the recommendations of the Provost and makes the recommendations to the Board of Trustees for final approval.
3. The Provost informs the faculty member of the final decision on promotion and/or tenure following action by the Board of Trustees. If the eligible faculty member has not been promoted and/or tenured, he/she may request the reasons in writing and may ask for a review by the Faculty Committee on Promotion and Tenure, including a personal appearance.

Appealing Promotion Decisions

1. After a final determination regarding promotion has been made, the first recourse of a faculty member who disagrees with a decision of non-promotion is to ask for a **review** by the Faculty Committee on Promotion and Tenure, including a personal interview. The request must be made in writing to the Provost within thirty days of decision.
2. If the Faculty Committee on Promotion and Tenure reaffirms its earlier decision, the faculty member is free to appeal to the Provost.
3. The request for appeal shall be made in writing to the Provost within three weeks of the date on which the faculty member was notified in writing of the decision of the Faculty Committee on Promotion and Tenure.
4. The Provost shall appoint, within a week of the written appeal request, a minimum of five full-time tenured faculty members to act as a final appeals board. The appeals board may also include members of the Faculty Committee on Promotion and Tenure. The Provost shall serve as Chair of the appeals committee and the Director of Human Resources as an ex-officio member (without vote).
5. The appeals board shall hold a hearing which shall include the faculty member requesting the appeal, the Chair of the Faculty Committee on Promotion and Tenure, and such others as may be designated by the University. This board shall conclude its proceedings within three weeks of its formation.

If the appeals board sustains the decision of the Committee on Promotion and Tenure, the decision shall be transmitted in writing by the Provost to all parties involved. The written affirmation must delineate specific reasons that the faculty member's application for promotion was denied. The decision shall be considered final. If the appeals board does not sustain the decision to deny promotion, the reasons shall be submitted in writing to the Provost, the faculty member and the Faculty Committee on Promotion and Tenure. Two weeks shall be allowed for a response from those involved before a final decision is made by the Provost. The decision of the Provost is final.

TENURE POLICY

1. Tenure is based on excellence; it is awarded only to those persons of demonstrated achievements as a public recognition of outstanding contributions and outstanding service to the University, its mission, core values, its students and its legacy.
2. A terminal degree appropriate to the field is required for tenure. The decision to grant tenure is oriented to the future as well as to the past. The judgment is made by the University that the candidate for tenure has the capacity to make on-going contributions to the development of an academic college/school, a department, and the University. Tenure, therefore, is an honor.
3. Tenure is understood as continuous appointment on the faculty of B-CU, and it will not be withdrawn except for cause. Financial exigency is also a reason that tenured faculty might be terminated. Notwithstanding the foregoing, nothing contained herein shall be construed to amend or modify a tenured faculty member's contract.
4. In order to make knowledgeable and equitable decisions on tenure, B-CU offers to the faculty member the opportunity of documenting his/her professional growth with a portfolio which contains a compilation of evidence documenting performance such as annual evaluations, accountability reports, and other supporting documents.
5. Following receipt of written recommendations/evaluations from the faculty member's Department Chair, and Academic Dean, along with supporting evidence, the Committee on Promotion and Tenure will be responsible for evaluating the faculty member's application for tenure. The Faculty Committee on Promotion and Tenure will communicate its recommendation for tenure to the Provost.
6. Tenure-track faculty members with the appropriate degree who hold the rank of Assistant Professor are eligible for tenure. A faculty member seeking promotion to Associate or Full Professor must apply for and receive tenure at the time of seeking promotion or already be tenured. Tenure is not available to Instructors.
7. Faculty at B-CU will be considered for tenure during their fifth year of full-time employment in academic rank, and if tenure is recommended and approved by the President and the Board of Trustees, tenure is awarded with the contract for the sixth year of teaching.
8. Up to two years of full-time teaching experience at academic rank at another accredited college or university may be transferred toward the five years required for tenure review if recommended by the Provost, the appropriate Dean, and the appropriate Department Chair. The decision to accept a transfer of prior teaching experience is made at time of hire at B-CU and is also subject to Presidential approval. Thus, a person with two or more years of previous teaching could be considered for tenure after the third year at B-CU, and tenure granted during the fourth contract year. A person with one year of previous teaching experience could be considered after the fourth year at B-CU with tenure awarded with the fifth contract year at B-CU.
9. Faculty who are tenured at an accredited college or university may negotiate at the time of hire to be tenured at B-CU.
10. Notwithstanding that tenured faculty are generally full-time, when a tenured faculty member voluntarily agrees to a reduction of teaching duties to less than 100%-time, the tenured faculty member is entitled to retain his/her tenure status and contract. An appropriate salary adjustment would usually be made in such cases.

Tenure Application Process

1. Responsibility to initiate the process for tenure belongs to the individual faculty member.
2. Prior to completing letters of recommendation, the Department Chair and/or the Dean must review the faculty member's portfolio.
3. The faculty member must:
 - a. Inform the Dean of the decision to apply for tenure;
 - b. Request a letter of recommendation/evaluation from the Dean and/or the Department Chair;
 - c. Complete the portfolio and submit to the Dean, who will then submit the portfolio and letter of recommendation/evaluation to the Provost. The portfolio will be kept in the Office of the Provost until completion of the Promotion/Tenure Process, at which time, it will be returned to the faculty member; and
 - d. The academic Dean will submit the portfolio to the Office of the Provost no later than November 1 of each year. The portfolio must contain the Department Chair and College/School Dean Evaluation Findings forms (See Appendix XV), all evaluations for the previous three years, and a letter clearly articulating an assessment of the individual faculty member's contribution to teaching, research, and service.

The schedule for file closing is presented below:

1. Portfolio must be submitted by October 15;
2. Dean's letter of recommendation and evaluations in file and portfolio submitted to the Provost by November 1;
3. Faculty Committee on Promotion and Tenure recommendations to the Provost by January 30;
4. The Provost's recommendation to the President by February 15; and
5. President's review completed by March 1 for presentation to the Board of Trustees.

In addition:

1. The content of the committee discussions on these issues are confidential. The individual faculty member shall be responsible for being knowledgeable about the processes for promotion and tenure and for maintaining and supplying all documentation required by those processes. The Committee, upon consideration of the documentation submitted, shall issue a report to the Office of the Provost.
2. The Provost evaluates the recommendation of the Committee and in turn makes recommendations to the President of the University. The President evaluates the recommendations of the Provost and makes the recommendations to the Board of Trustees for final approval.
3. The Provost informs the faculty member of the final decision on promotion and/or tenure following action by the Board of Trustees. If the eligible faculty member has not been given tenure, he/she may request the reasons in writing and may ask for a review by the Faculty Committee on Promotion and Tenure, including a personal appearance.

Appealing Tenure Decisions

1. After a final determination regarding tenure has been made, the first recourse of a faculty member who disagrees with a decision of non-tenure is to ask for a **review** by the Faculty Committee on Promotion and Tenure, including a personal interview. The request must be made in writing to the Provost within thirty days of the decision.
2. If the Faculty Committee on Promotion and Tenure reaffirms its earlier decision, the faculty member is free to appeal to the Provost.
3. The request for appeal shall be made in writing to the Provost within three weeks of the date on which the faculty member was notified in writing of the decision of the Faculty Committee on Promotion and Tenure.
4. The Provost shall appoint, within a week of the written appeal, a minimum of five full-time tenured faculty members to act as a final appeals board. The Provost's appeals board members may also include members of the Faculty Committee on Promotion and Tenure. The Provost shall serve as Chair of the Committee and the Director of Human Resources as ex-officio member (without vote).
5. The appeals board shall hold a hearing which shall include the faculty member making the appeal, the Chair of the Faculty Committee on Promotion and Tenure, and other individuals as may be designated by the University. The appeals board shall conclude its proceedings within three weeks of its formation.
6. If the appeals board sustains the decision of the Committee on Promotion and Tenure, the decision shall be transmitted in writing by the Provost to all parties involved. The decision of the appeals board shall be considered final. The faculty member's rank shall not be affected by his or her unsuccessful application for tenure.
7. If the Appeals Committee does not sustain the decision to deny tenure, the reasons shall be submitted in writing to the Provost, the faculty member and the Faculty Committee on Promotion and Tenure. Two weeks shall be allowed for a response from those involved before a final decision is made by the Provost. The decision of the Provost is final.

POST-TENURE REVIEW POLICY

A tenure system that insures permanence of appointment might also diminish faculty accountability and interest in the shared responsibility for the future of the University. The University, therefore, addresses itself to this possibility through its formalized evaluation process that includes the evaluation of tenured faculty. This evaluation documents ongoing achievement in the areas of teaching, scholarship/research, and service.

While the granting of tenure conveys a partnership and co-commitment in mission and expectations between faculty and institution, tenured faculty continue to undergo the same process of evaluation used to evaluate the effectiveness of all University faculty, including student evaluations of all classes, one annual peer evaluation, an annual Dean's evaluation, and a Department Chair's evaluation each semester.

The post-tenure review will be conducted every five years by a Post-Tenure Review Committee, which may be the same as the Promotion and Tenure Committee. At the beginning of each academic year, the Provost will establish a committee of tenured faculty peers as partners in the post-tenure review.

If a tenured faculty member receives an unsatisfactory evaluation from his/her academic dean, the following steps will be implemented:

1. When a tenured faculty member has an unsatisfactory annual review, he or she will work with the Post-Tenure Review Committee to formulate a plan for addressing documented concerns during the upcoming academic year.
2. The tenured faculty member will have the right (and obligation) to demonstrate enhanced performance throughout the year following an unsuccessful review.
3. If, at the end of the year, a second unsatisfactory review occurs, the faculty member will follow the same process for a second academic year.
4. Three consecutive years of unsuccessful evaluations shall be the basis for removal of tenured status from a tenured professor.
5. The tenured faculty member will have the right to respond to all unsatisfactory evaluations both orally and in writing, and in consultation with the Post-Tenure Review Committee.

RELEASE OF TENURED FACULTY

In cases where there exist financial exigencies and the need to make a bona fide decision to discontinue a program or academic area, every effort will be made to place a tenured faculty member in another suitable position within the University. Should no position be available, the faculty member will be informed according to the guidelines contained in the faculty member's contract. No tenured faculty member is to be terminated before all non-tenured faculty in the department have been terminated. An exception may be made in the case of a non-tenured faculty member whose responsibilities could not be met by another faculty member and whose loss would seriously damage the department's program.

If a tenured faculty member is released for medical reasons, the decision will be based upon clear and convincing medical evidence that the employee is unable to fulfill the terms and conditions of the appointment. The decision to release the faculty member will be reached only after there has been appropriate consultation with the faculty member or his or her designee and only after every effort had been made to hear the member's position and to evaluate all accompanying evidence.

TERMINATION OR SUSPENSION OF TENURED FACULTY

In general, a faculty member holding tenure status, like all other faculty members, may be terminated for cause during or at the end of a contract period for any of the following reasons:

1. Incompetence;
2. Failure, unwillingness or neglect to perform professional academic duties;
3. Delinquency;
4. Violation of the University's policies regarding sexual harassment, discrimination, or harassment (See Appendix VI for Title IX Policy);
5. Conduct in violation of the law or commonly accepted standards of morality;
6. Insubordination; and
7. Any other cause substantially prejudicing the effective performance of the duties of the person.

SECTION VIII: UNIVERSITY COMMITTEES

Bethune-Cookman University recognizes that the faculty members of each academic department and program have the primary responsibility for department and/or program curricula, and that the faculty members have a responsibility to maintain standards of academic excellence. However, the University also has an obligation to operate as a singular entity to fulfill its institutional and historical mission. Operation as a single entity requires coordination among departments, schools and colleges. The University Committees: General Education (GEC), Undergraduate Curriculum (UCC), the Graduate Curriculum (GCC) and the Academic Advisory Committee (AAC), are charged with such coordination, and at the same time with preserving the integrity of the individual academic programs. Faculty have the right to participate in shared governance through representation at these committees and at any other University committee that may be formed to decide policies and procedures related to curriculum, research, delivery of academic content and/or faculty credentialing.

These Committees review and make pertinent recommendations on all curricular matters including the approval of new courses and programs, changes in existing courses and programs as well as deletion of courses and programs. These committees may also review and make recommendations on academic policies and procedures related to curricular planning and evaluation, academic regulations, educational support services, and instructional development, delivery and improvements.

Whereby, the General Education Committee has responsibility for curricular matters pertaining to the general education core curriculum at undergraduate level; the Undergraduate Curriculum Committee has responsibility for curricular matters pertaining solely to undergraduate education; and the Graduate Curriculum Committee has the responsibility for curricular matters pertaining solely to graduate education. The GEC curricular recommendations also require review by the UCC. Curricular matters that pertain to both undergraduate and graduate education require review by both the undergraduate and graduate curriculum committees. The Academic Advisory Committee, chaired by the Provost and comprised of Deans and Associate Provosts, serves as an advisory body to the Provost and is responsible for providing leadership and vision regarding strategic and operational issues and opportunities for the academy.

COMMITTEE OPERATING PROCEDURES

Presentation of Proposals

Proposals to be considered by the Committees must be agenda-ready, which means that the proposal has been approved by the appropriate School/College Committee and the Academic Dean, and meets appropriate academic standards in the discipline. Proposals must be submitted via email to bcuasc@cookman.edu using the approved **Proposal Form**. The subject line of the email should be preceded by the initials of the committee (GEC, UCC or GCC) that will provide the initial review followed by an abbreviated department name and a brief descriptive title. (e.g. GEC: Nursing Language Waiver).

A representative from the appropriate area will present changes/proposals to the respective Committee. A member of the Committee may present proposals, but must then abstain from the associated vote. Proposals will be reviewed by the appropriate Committee and returned to the Office of the Provost along with the Committee's recommendations. Recommendations for proposals sent initially to the General Education Committee should be forwarded directly to the Undergraduate Curriculum Committee with a copy to the Office of the Provost. University committees, which serve in an advisory role, should receive timely written explanation if and when their formal recommendations are rejected or substantively altered by the administration.

A quorum for the transaction of business shall consist of a simple majority of the membership.

Committee Membership

Membership of all committees is constructed to provide representation from all academic units impacted by curricular changes reviewed by that specific committee. Faculty representatives to University committees are to be elected by their respective school or college faculty in general, fair, and impartial elections inclusive of all faculty using a transparent electoral process. The structure of each committee is outlined below.

THE GENERAL EDUCATION COMMITTEE

Committee Charge

The General Education Committee (GEC) is responsible for ensuring that the General Education Core curriculum supports the Mission of the university. The Committee provides faculty oversight for the General Education Core.

The responsibilities of the GEC include:

1. Developing and implementing policies and procedures for delivering the General Education core curriculum;
2. Promoting the General Education core to all constituents;
3. Reviewing all course proposals related to General Education requirements;
4. Mapping learning outcomes to courses;
5. Implementing and overseeing a course recertification process;
6. Determining transfer course equivalencies for General Education courses not offered at the University;
7. Developing and executing annual assessment plan for the General Education core to include alignment of learning outcomes and competencies, measures of assessment, and criteria for success;
8. Ensuring implementation of assessment plan and annual analysis of assessment findings for each of the General Education competency based SLOs;
9. Making recommendations for improvement on General Education core based on the results to the Office of the Provost;
10. Completing and submitting the Annual Planning, Assessment and Budgeting Report for the General Education core to the Office of Institutional Assessment with a copy to the Office of the Provost; and
11. Undertaking any other activities necessary to ensure success and improvement of the General Education core curriculum under the direction of the Provost.

Committee Composition

The General Education Committee membership consists of:

- One faculty member representing each academic College or School with undergraduate programs
- A representative from the program responsible for each of the general education competencies
- A representative from the library
- A representative from the Office of Institutional Assessment
- A member elected from the Faculty Senate

The Chair is appointed by the Provost and will serve a one-year term. The Chair will vote only in the event of a tie. Members appointed to the General Education Committee will serve a one-year term and will not serve more than three consecutive one-year terms.

THE UNDERGRADUATE CURRICULUM COMMITTEE

Committee Charge

The Undergraduate Curriculum Committee (UCC) is for upholding academic excellence at the University. It is responsible for reviewing and making recommendations regarding the overall quality of the undergraduate program offerings. The Committee provides faculty oversight for the Undergraduate programs.

The responsibilities of the UCC include:

1. Considering changes to existing undergraduate courses
2. Reviewing and making recommendations of new undergraduate courses
3. Reviewing and making recommendations regarding deletion of undergraduate course
4. Reviewing and making recommendations regarding undergraduate academic programs
5. Review for duplication of resources and effort
6. Review for impact on other colleges and schools, including other courses and programs
7. Considering consistency and appropriateness of course-level characteristics
8. Considering alignment with the University mission, core values and policies
9. Verifying that minimum credit hour standards, both total and component, are met for new programs
10. Representing the interests of the unit and report back to the unit on a regular basis

Committee Composition

The Undergraduate Curriculum Committee membership consists of:

1. One faculty member representing each academic College or School with undergraduate programs
2. A representative from the library
3. A member elected from the Faculty Senate

The Chair is appointed by the Provost and will serve a one-year term. The Chair will vote only in the event of a tie. Members appointed to the Undergraduate Curriculum Committee will serve a one-year term and will not serve more than three consecutive one-year terms.

THE GRADUATE CURRICULUM COMMITTEE

Committee Charge

The Graduate Curriculum Committee (GCC) is for upholding academic excellence at the University. It is responsible for reviewing and making recommendations regarding the overall quality of the graduate program offerings. The Committee provides faculty oversight for the Graduate programs.

The responsibilities of the GCC include:

1. Considering changes to existing graduate courses;
2. Reviewing and making recommendations of new graduate courses;
3. Reviewing and making recommendations regarding deletion of graduate course;
4. Reviewing and making recommendations regarding graduate academic programs; and
5. Review for duplication of resources and effort.
6. Review for impact on other colleges and schools, including other courses and programs
7. Considering consistency and appropriateness of course-level characteristics
8. Considering alignment with the University mission, core values and policies
9. Verifying that minimum credit hour standards, both total and component, are met for new programs
10. Representing the interests of the unit and report back to the unit on a regular basis

Committee Composition

The Graduate Curriculum Committee membership consists of:

- At least one representative from each of the graduate programs
- A representative from the Library

The Chair is appointed by the Provost and will serve a one-year term. The Chair will vote only in the event of a tie. Members appointed to the Graduate Curriculum Committee will serve a one-year term and will not serve more than three consecutive one-year terms.

ACADEMIC ADVISORY COUNCIL

Committee Charge

The Academic Advisory Council serves as an advisory body to the Provost and is responsible for providing leadership and vision regarding strategic and operational issues and opportunities for the academy.

The Academic Advisory Council has the responsibility to oversee, review and evaluate all university academic programs and related matters. The Council shall receive and review, from the various colleges/schools, proposals and policy decisions regarding their respective programs. The Council has the authority to make recommendations to the president on all matters which relate to the academic programs and mission of the university. As a policy recommending body, the Council may initiate studies, reviews and other academic. In all such cases, reviews which are initiated by the Council will be conducted in a manner that is consistent with procedures established by the colleges/schools and overseen by the respective deans. The Council may appoint subcommittees to help with special projects or assist in its deliberations. The Council, at the discretion of the provost and in consultation with the president of the university, will establish appropriate subcommittees and delegate authority to these bodies to conduct the business of the Council.

The responsibilities of the Academic Advisory Council include:

1. Oversee all academic programs, courses and curricula of the university;
2. Coordinate, review and evaluate institutional academic goals and assessment plans;
3. Receive for review proposals from the various colleges/schools regarding the schools' respective programs;
4. Conduct reviews of proposed new and existing degree programs;
5. Review and evaluate university's academic policies and procedures;
6. Make policy recommendations and may initiate studies of the need for new, university-wide academic programs in consultation with the colleges/schools;
7. Ensure academic policies and procedures are implemented;
8. Make recommendations to the President through the Provost (Chief Academic Officer) on all matters relating to the academic programs of the university, including layoff decisions; and
9. Establish advisory standing and ad hoc committees to assist it in the efficient conduct of its business. [These committees will have advisory and recommending role only and report only to the Advisory Council. The charge and responsibilities of these committees will be determined by the Council.

Committee Composition

The Academic Advisory Council membership consists of:

- Provost (Chair)
- Academic Deans from each degree granting college/school
- Dean of the Library
- Associate Provosts
- Special guests from across the campus as invited

The Academic Advisory Council is chaired by the Provost who presides over its meetings.

In the absence of the chair, the Associate Provost shall preside. If the Associate Provost is unavailable to preside in the absence of the chair, the Council shall elect a temporary chair to preside over a scheduled meeting. The presiding powers of the temporary chair shall be limited only to the particular meeting for which he/she is elected.

COMMITTEE ON PROMOTION AND TENURE

Committee Charge

The Committee of Promotion and Tenure serves in an advisory capacity to the Provost. The Committee is responsible for sustaining the quality of the University by engaging in objective, systematic and thorough assessment of candidates for awards of promotion and tenure. As such, the Committee is charged with reviewing and making recommendations for awards of tenure and promotion on the candidates' productivity to the Provost.

The responsibilities of the Committee on Promotion and Tenure include:

1. Conduct a formal review of all tenure-track regular faculty dossiers (portfolios) for promotion and/or tenure;
2. Ensure all requirements for the reviews are completed, signed, and dated by the Committee members;
3. Make recommendations for awards of promotion and/or tenure based on the candidates' productivity. [A concise rationale must be provided for the Committee's recommendations based upon the results recorded and the Committee's deliberations. The rationale should also address strengths and weaknesses of the dossier that are related to the recommendation(s)];
4. Provide a summary report from the individual reviews by committee members based on the applicant's dossier; and
5. Retain copies of the Committee members' report.

The Chair of the Promotion and Tenure Committee notifies the Provost in writing of the Committee's recommendations. The Provost transmits the applications with his/her recommendations and all other recommendations and documentation to the University President for approval. The Provost presents the candidates to the Educational Policies Committee of the Board of Trustees at its April Board Meeting for approval and final vote by the full Board.

Committee Composition

The Promotion and Tenure Committee membership consists of elected tenured faculty representatives from each of the respective colleges/schools.

The Provost appoints the Chair of the Committee and convenes the first meeting. Members appointed to the Committee serve a one-year term.

OTHER COMMITTEES

In addition to the above standing committees, faculty serve on other University committees which are selected and convened for specific needs such as the Institutional Review Board (IRB). Faculty representatives also serve on ad hoc committees and taskforces for academic appeals, faculty grievances, institutional self-study or Academic Program Reviews, University Effectiveness, Quality Enhancement Plans, or those committees that deal with student disciplinary issues and concerns.

APPENDICES

APPENDIX I: Statement on Ethics and Values

Bethune-Cookman University seeks to develop graduates who are honorable, democratic citizens capable of making worthwhile contributions to society. The University expects its students to uphold the highest moral and ethical standards by practicing self-discipline. Students are held accountable for their behavior. The University believes that commitment, perseverance, and high regard for the value and quality of work should be demonstrated with pride as tasks are completed with accuracy and timeliness. The University further affirms that students should respect the environment—including the University's property, grounds, and buildings.

Competence

Bethune-Cookman University seeks to develop graduates who demonstrate academic excellence. Graduates are expected to show competence in their academic careers and vocations through mastery of both, verbal and written communication skills, research, scholarly pursuit of knowledge, and major areas of study. Bethune-Cookman University believes that competent individuals will enter the future with confidence and self-esteem.

Human Worth and Dignity

Based on the premise that all human beings are worthy of respect, honor, and dignity,

Bethune-Cookman University propounds the concept of human worth that is deeply embodied in its founding and purpose. In communicating this fundamental belief, the University seeks to define those characteristics that reflect honesty, tolerance, and genuine sincerity in all phases of human relations. The University strives to instill within each student the value of human worth and to show justice, compassion, and equality toward all.

Spiritual Growth and Development

Bethune-Cookman University, founded in the Christian tradition, strives to instill spiritual growth by nurturing a continuous understanding and appreciation of the ecumenical tradition and heritage of our school. The study and acceptance of other religious cultures is shown with tolerance, understanding, acceptance, and love toward others. Students will be able to make wholesome decisions for themselves and contributions to their communities.

(Approved by Bethune-Cookman University Board of Trustees, October 16, 1992)

Cultural Diversity

We value the diversity of our students, employees, business colleagues, and visitors and treat them with kindness and respect, regardless of race, religion, creed or culture.

(Approved by the Board of Trustees of Bethune-Cookman University)

APPENDIX II: Americans with Disabilities Act Accommodations Policy

B-CU complies with Titles I and II of the Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act by ensuring that its campus and related activities are accessible to all employees and students. As the University strives to make its physical and virtual campuses universally accessible, it is University policy to make reasonable accommodations for qualified individuals with disabilities.

Under the ADA and Section 504, a qualified student must meet the general admission criteria of the University, and upon admission, must be offered an accessible academic environment.

The ADA recognizes that unnecessary visible and invisible barriers may discriminate against qualified individuals with disabilities just as much as overt exclusionary practices. Reasonable accommodations in the academic environment is a key nondiscrimination requirement of the ADA because of the special nature of discrimination faced by persons with disabilities. Refusing to make reasonable accommodations for a qualified student with a disability, unless the accommodations would pose an undue hardship on the organization, is a violation of University policy and the ADA. For this reason, the ADA requires reasonable accommodations as a means of overcoming unnecessary barriers that prevent or restrict participation in academic activities or employment opportunities for otherwise qualified individuals with disabilities.

A reasonable accommodation is a modification to the work or educational environment, a policy or practice, or the manner in which work is usually done that enables a qualified individual with a disability to enjoy an equal educational opportunity. A reasonable accommodation should reduce or eliminate unnecessary barriers, both visible and invisible, between the individual's abilities and the requirements for meeting academic requirements.

The Office of Student Accessibility Services (SAS) is tasked with ensuring accessibility, compliance and support for students with disabilities across campus. This office provide assistance for students in need of reasonable accommodations, as well as guidance for faculty on how to provide these accommodations.

Faculty, staff or students with questions about academic accommodations should contact the Office of Student Accessibility Services at (386) 481-2172.

Revised: October 2016

APPENDIX III: Guide for Portfolio Preparation

Below is one possible way to organize materials in a professional portfolio for tenure and/or promotion. While some portfolios put most of the documentation immediately after each part of the narrative, others keep the narrative together and put most of the documentation in appendices at the end; either approach is acceptable and the choice should be determined by personal preference and portfolio contents. Note: the list below is not exhaustive but serves as only as a guide. For additional qualifying activities in each category, see Appendix XI Faculty Performance Plan and Evaluation. ***(Keep in mind, however, that the portfolio must not exceed one 4- inch binder.)***

Part I. Documents

1. Promotion and Tenure Application Summary Form (See Appendix ? for related forms)
2. Current Vitae
3. Letter from faculty member clearly articulating contributions to teaching, service, and scholarship
4. Letter from School Dean and Department Head or Supervisor (if applicable), which addresses teaching, service, scholarship or other areas of performance commensurate with work assignment.
5. Letters of support from peers and colleagues addressing teaching, service, scholarship or other areas of performance.

Part II. Teaching

1. Description of teaching responsibilities including percentage of appointment devoted to teaching
2. Courses recently and currently taught reflective of content that is relevant and aligned with current professional practice
3. Reflective statement of teaching philosophy
4. Successful methods and strategies for effective teaching as evidenced by consistent assessment of student learning and improvement of courses
5. Faculty development and efforts to improve focused on fostering students' achievement by balancing high expectations and appropriate levels of support
6. Instructional innovations (novel use of instructional technology, collaboration outside department, school, or university, innovative pedagogies) promoting a respectful learning environment that stimulates student learning and engagement including curriculum development/revision
7. Work with individual students (independent study, research projects, etc.)
8. Consistently positive student Evaluations and letters including Student Rating of Instruction
9. Consistently positive peer Evaluations and letters from Colleagues Who Have Observed Classroom Practice and Reviewed Materials and Student Work
10. Detailed, Representative Course Syllabi, Assignments, Exams, Handouts, Web-based Materials evidencing planning and organization
11. Specific Products of Student Learning: Exams, Projects, Learning Portfolios, Student Conference Presentations and Publications, Essays in Drafts with Comments, Evidence of Successful Student Internships and Professional Achievement Tied to Teaching

12. Teaching Awards and Recognitions
13. Teaching Goals: Short and Long Term tied to Departmental and Institutional Strategic Priorities
14. Advisement and mentoring of students regarding career choices, academic improvement and the development of students' professional development as appropriate to their chosen field.

Part III. Scholarship/Research/Creative Works

1. Current projects including relationship to other research and possibilities for further work
2. Creative Activities: Creation (play writing, professional speech writing, etc.) and interpretation in the arts of the performing arts (dance recitals, choreography, theatrical directing, interpretation through set, sound, lighting design and innovation), directorship of performance group (marching band, theatre group, dance ensemble, featured artist for musical concerts) writing music for production, scores production, directing theatrical works, presenting exhibitions of graphic and performing arts. Also includes development of new teaching aids, new laboratory experiments, fabrication of scientific instruments for teaching
3. Publications: Refereed and non-refereed journal articles and conference proceedings, textbooks and textbook chapters, essays or chapters in edited volumes, publication of original compositions, recordings and documented performances
4. Presentations: peer-reviewed and non-peer-reviewed presentations at professional meetings, articles presented and published in conference proceedings, guest or public lecturing
5. Research, Grants and Contracts: Authorship of funded and non-funded, discipline-related research resulting in significant benefit to the university's academic community
6. Research Awards and Recognitions

Part IV. Service

1. Service to Department, School or College (administrative tasks, committees, advising, etc.)
2. Service to the University: Service on university committees and/or to the Faculty Senate, recruitment efforts, work with student organizations, etc.
3. Service to the Profession: Includes serving on external committees and consortia beyond the University, work for professional associations and conferences, holding office etc.
4. Service to the Community: Service activities connected with local or national charitable organizations, faith-based communities, or service to individuals or groups by tutoring, mentoring, etc.
5. Service Awards and Recognitions

Part V. Appendices

(This is where all evidence/support/verification of content included in your narrative is found.)

Note. Each of the lettered items above may be written as individual headings within the Narrative. Supporting evidence should be referenced as **(See Appendix 1.)** You may reference as many appendices as you want the reviewer to refer to for specific supporting evidence.

APPENDIX IV: FERPA Policy

Privacy Rights of Parents and Students. The Family Education Rights and Privacy Act (FERPA), 20 U.S.C.A 1232G, of 1974, was passed by the United States Government as part of Public Law 93-380. This Act, commonly known as the Buckley Amendment, concerns the protection of rights and privacy of parents and students. The law applies to public and private agencies and institutions that receive United States Department of Education funds.

The Act explains how institutions must provide students, and their parents, with access to official records directly related to the individual student and to provide them an opportunity for a hearing to challenge such records, if records are deemed inaccurate or misleading. It also describes the consent students, parents, or guardians must give before data is released to a third party, and how they must be notified of the privacy rights.

Bethune-Cookman University complies with the Act and, when appropriate, informs students and parents of University policies and procedures for release of student information. The purpose of the Act is two-fold: to provide the parents of students, and students themselves if age 18 or older, access to their education records, and to protect such individuals' rights to privacy by limiting the transfer of their records to a third party without their consent.

The Buckley Amendment specifically provides that a college may give "directory information" such as names, address, and telephone numbers. At times, Bethune-Cookman University may provide information for a campus directory. If any student objects, he/she should notify the Office of the Registrar at once, so that his/her name may be removed from such listing.

APPENDIX V: Academic Honesty-Honor Code Policy

ACADEMIC DISHONESTY AND MISCONDUCT

Academic dishonesty or misconduct is any action or an attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage. In the absence of clarity, students are responsible for seeking out information when unsure of what is expected. Below are some basic definitions and examples of academic dishonesty and misconduct. Please note that this list is not exhaustive.

A. Cheating

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Preprogramming a calculator to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam for you.

B. Plagiarism

Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source, for example:

- Wholesale copying of passages from works of others into your homework, essay, term paper, or dissertation without acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment.
- Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary devices without acknowledgment.

C. Course Material Tampering

- Removing, defacing, or deliberately keeping from other students library materials that are on reserve for specific courses.
- Contaminating laboratory samples or altering indicators during a practical exam, such as moving a pin in a dissection specimen for an anatomy course.
- Selling, distributing, website posting, or publishing course lecture notes, handouts, readers, recordings, or other information provided by an instructor, or using them for any commercial purpose without the express permission of the instructor.

D. False Information and Representation, Fabrication or Alteration of Information

- Furnishing false information in the context of an academic assignment.
- Failing to identify yourself honestly in the context of an academic obligation.
- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other University official.

E. Theft or Damage of Intellectual Property

- Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hardware or software.
- Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.
- Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

F. Alteration of University Documents

- Forgery of an instructor's signature on a letter of recommendation or any other document.
- Submitting an altered transcript of grades to or from another institution or employer.
- Putting your name on another person's exam or assignment.
- Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

G. Disturbances in the Classroom

- Disturbances in the classroom can also serve to create an unfair academic advantage for oneself or disadvantage for another member of the academic community. Below are some examples of events that may violate the Student Honor Code :
- Interference with the course of instruction to the detriment of other students.
- Disruption of classes or other academic activities in an attempt to stifle academic freedom of speech.
- Failure to comply with the instructions or directives of the course instructor.
- Phoning in falsified bomb threats.

APPENDIX VI: Title IX Policy—Sexual Harassment, Sexual Assault, Sexual Misconduct, Relationship (Dating) Violence and Stalking Policy

NONDISCRIMINATION STATEMENT

Bethune-Cookman University (B-CU) prohibits discrimination based on sex in employment and education programs and activities both on and off campus. This policy applies to all students and employees; to conduct on school grounds, off-campus, and at school-sponsored activities; and, through technology resources provided by or used at B- CU.

Title IX of the Education Amendments of 1972 and other laws,¹ prohibit discrimination on the basis of sex in employment and education programs and activities. Title IX protects all persons from sex discrimination, which includes sexual harassment and sexual violence. B-CU will process all sex discrimination complaints it receives, including complaints of sexual harassment and sexual violence, regardless of where the conduct occurred, to determine whether the conduct occurred in the context of an employment or education program or activity, or had continuing effects on campus. If alleged off-campus sexual harassment or sexual violence occurred in the context of an education program or activity or had continuing effects on campus, the complaint will be treated the same as a complaint involving campus conduct. This includes complaints of sexual assault or harassment by students, employees, and third parties.

A. TITLE IX COORDINATORS

Complaints of sexual assault, sexual harassment or other conduct prohibited under this policy and inquiries concerning the application of Title IX and its regulations should be directed to the B-CU Title IX Coordinator or the co-Coordinators listed below:

Title IX Coordinator for Faculty and Staff

Arletha McSwain, PhD
Dean, B-CU Global Online & Professional Studies White Hall 2nd Floor
640 Dr. Mary Mcleod Bethune Blvd Daytona Beach, FL 32114
Email: McSwainA@cookman.edu
Phone Number: 386-481-2094

Title IX Coordinator for Students

Bonisha Porter
Associate Vice President and Dean of Students Student Affairs Building
169 North Lincoln Street Daytona Beach, FL 32114
Email: PorterB@cookman.edu
Phone Number: 386-481-2451

Title IX Coordinator for Athletics

Sandra Booker
Senior Associate Director of Athletics & Senior Woman Administrator Center for Civic Engagement
740 W International Speedway Blvd Daytona Beach, FL 32114
Email: bookers@cookman.edu
Phone Number: 386-481-2212

¹Title IX of the Education Amendments of 1972, as amended, and its Implementing regulations, 34 C.F.R. Part 106 ("Title IX"); the Violence Against Women Reauthorization Act of 2013 (20 U.S.C. 1092(f)) (VAWA), also known as the Campus Sexual Violence Elimination Act (Campus SaVE Act); and Title VII of the Civil Rights Act of 1964, as amended.

The Title IX Coordinators' responsibilities include investigating or overseeing the investigation of all incidents of alleged sexual assault or harassment; ensuring that consistent standards and practices apply to all investigations; being available to meet with students and employees who believe sexual assault or harassment has occurred; and assisting campus security or law enforcement as needed. Students may also contact the U.S. Department of Education, Office for Civil Rights, (800)421-3481 or ocr@ed.gov.

B. POLICY DEFINITIONS

Sex discrimination is an adverse action taken against an individual because of sex, including sexual harassment, sexual violence, domestic violence, dating violence, and stalking as prohibited by Title IX, Title IV, VAWA/Campus SAVE Act, and other laws and regulations. Both men and women can be victims of sex discrimination.

Sexual harassment is any unwelcome conduct of a sexual nature. This includes unwelcome verbal, nonverbal or physical conduct including but not limited to unwelcome sexual advances; requests for sexual favors; and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual violence, sexual advances, requests for sexual favors, and indecent exposure, where:

1. Submission to, or rejection of, the conduct is explicitly or implicitly used as the basis for any decision affecting a student's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through B-CU; *or*
2. Such conduct is unwelcome; *or*
3. Submission to, or rejection of, the conduct by a B-CU employee is explicitly or implicitly used as the basis for any decision affecting a term or condition of employment, or an employment decision or action; *or*
4. Such conduct is sufficiently severe or pervasive to create a hostile educational or employment environment.

Sexual harassment also includes acts of verbal, non-verbal written) and physical aggression, intimidation or hostility based on sex or gender stereotyping, even if these acts are not sexual in nature.

Sexual Violence is a form of sexual harassment and means physical sexual acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, domestic violence, dating violence, and stalking (if based on sex), taken against an individual against his or her will and without consent or against an individual who is incapable of giving consent due to the use of drugs or alcohol, being a minor, or an intellectual or other disability. Sexual violence includes acts of physical force, violence, threats, and intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through drugs or alcohol, or taking advantage of another person's incapacitation, including voluntary drug or alcohol intoxication.

Incapacitated means the victim is temporarily incapable of appraising or controlling his/her conduct due to the influence of a narcotic, anesthetic or other substance administered without consent or due to any other act committed upon the victim without consent.²

Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX. Both men and women can be victims of sexual violence.

Statutory rape is unlawful sexual intercourse with a minor under 18 years old, even if the intercourse is consensual.

Sexual Assault is a form of sexual violence and means (1) forcing or coercing an individual to engage in any non-consensual sexual contact or sexual penetration; or (2) an attempt to commit an unlawful act that places another person in reasonable apprehension of immediate, non-consensual physical contact for sexual purposes.

Sexual Battery is a form of sexual violence and means oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.³

Rape⁴ is a form of sexual violence that may or may not involve force or a threat of force, coercion, violence, or immediate bodily injury, threats of future retaliation, or duress. Rape means nonconsensual sexual intercourse or sexual penetration, which, in addition to intercourse, means nonconsensual oral or anal intercourse, or any other intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body. Any sexual penetration is sufficient to constitute rape. Sexual acts are considered non-consensual when they involve a person who is physically incapacitated,⁵ physically helpless,⁶ incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or due to a mental or physical disability is incapable of giving consent.

Acquaintance Rape is a form of sexual violence committed by an individual known to the victim. This includes a person the victim may have just met, such as at a party, been introduced to through a friend, or met on a social networking website.

² Persons who are drugged, incapacitated, or under the age of 16 are unable to give consent.

³ "Sexual Battery" is a form of sexual violence, defined under Florida law by § 745.011, Fla. Stat.

⁴ Rape is a form of **sexual battery**, defined under Florida law by § 745.011, Fla. Stat.

⁵ "Physically incapacitated" means bodily impaired or handicapped and substantially limited in ability to resist or flee, defined under Florida law by §745.011, Fla. Stat.

⁶ "Physically helpless" means unconscious, asleep, or for any other reason physically unable to communicate unwillingness to an act. §7945.011, Fla. Stat.

Consent means intelligent, knowing, and voluntary consent and does not include coerced submission.⁷ "Consent" shall not be deemed or construed to mean the failure by the alleged victim to offer physical resistance to the offender. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

1. Consent must be **voluntary** and given without coercion, force, threats, or intimidation.
2. Consent can be **withdrawn or revoked**. Consent to one form of sexual activity (or one sexual act) does not constitute consent to other forms of sexual activity (or other sexual acts). Consent to sexual activity given on one occasion does not constitute consent to sexual activity on another occasion. The fact that two people are or were in a dating or sexual relationship does not constitute consent to engage in sexual activity.
3. Consent cannot be given by a person who is **incapacitated**. A person cannot give consent if s/he is unconscious or coming in and out of consciousness. Examples of incapacitation include unconsciousness, sleep and blackouts. Whether an *intoxicated* person (due to using alcohol or other drugs) is *incapacitated* depends on the extent to which the person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments is impaired.
4. Being intoxicated by drugs or alcohol does not diminish a person's responsibility to obtain consent from the other party before engaging in sexual activity. Factors to be considered when determining culpability include whether the person knew, or whether a reasonable person in the accused's position should have known, that the victim could not give, did not give, or revoked, consent; was incapacitated; or was otherwise incapable of giving consent.

Domestic violence is a form of sexual violence and means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member.⁸ "Family or household member" means spouse, former spouse, person related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.⁹

⁷ §745.011, Fla. Stat.

⁸ §741.028, Fla. Stat.

⁹ §794.028, Fla. Stat.

Dating violence is a form of sexual violence, and means violence between individuals who have or have had a continuing and significant relationship of a romantic or intimate nature.¹⁰ The existence of such a relationship shall be determined based on the consideration of the following factors:

1. A dating relationship must have existed within the past 6 months;
2. The nature of the relationship must have been characterized by the expectation of affection or sexual involvement between the parties; and
3. The frequency and type of interaction between the persons involved in the relationship must have included that the persons have been involved over time and on a continuous basis during the course of the relationship.

"Dating violence" does not include violence in a casual acquaintanceship or violence between individuals who only have engaged in ordinary fraternization in a business or social context.

Stalking means a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others, or suffer substantial emotional distress. For purposes of this definition:

1. "Course of conduct" means a pattern of conduct composed of a series of acts over a period of time, however short, evidencing a continuity of purpose.¹¹
2. "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
3. "Reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.

Cyber stalking means to engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.¹²

Hostile Educational Environment

Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

¹⁰ §784.046, Fla. Stat.

¹¹ §

¹² §

C. PROHIBITED CONDUCT

Any conduct by an employee, student, or third party that denies or limits the ability of a student or employee to participate in or receive the benefits, services, or opportunities of employment or any B-CU program or activity based on sex is prohibited. This includes any circumstance where:

1. An employment or educational decision or benefit is conditioned on submission to unwelcome sexual advances or conduct;
2. Submission to, or rejection of, unwelcome sexual conduct is used as a basis for denying employment or an opportunity to participate in or benefit from any school program or activity;
3. Conduct has the purpose or effect of unreasonably interfering with, denying or limiting a student's ability to participate in or benefit from any school program or activity or a term, condition or benefit of employment;
4. Conduct alters the educational environment to the degree that it adversely affects the student's ability to participate in or benefit from any school program whether or not that student is the target of the harassment;
5. There is a pattern and practice of sexual harassment;
6. A teacher, administrator or other person in a position of authority engages in sex discrimination or sexual harassment of a student or employee; and/or
7. A student or a group of students engages in sexual harassment of another student or students.

The following are examples of behaviors that are prohibited under this policy. This is not intended to be an exhaustive list:

1. Unwelcome sexual flirtations, advances or propositions;
2. Derogatory, vulgar or graphic written or oral statements regarding one's sexuality;
3. Unwanted touching, patting, pinching, or other attention to an individual's body;
4. Attempted or actual physical assault;
5. Any nonconsensual sexual act, including but not limited to, rape, sexual assault, sexual battery and sexual coercion;
6. Unwelcome sexual comments, innuendoes, suggestions or jokes;
7. Display of sexually suggestive pictures or objects;
8. Domestic violence, dating violence, sexual violence, and stalking, including cyberstalking;
9. Sending text messages, e-mails, or other electronic communications with nude or sexually suggestive photos, videos, or other images; and
10. Sharing or sending nude or sexually suggestive images over the Internet.

This policy specifically includes electronic communications, including but not limited to phone calls, text messages, e-mail, and communications using social media such as Instagram, Snapchat, Twitter, and Facebook.

D. REPORTING SEXUAL MISCONDUCT OR FILING A COMPLAINT

Where to Report

Sexual assault, sexual harassment and other behavior prohibited by this policy should be reported to:

- Arletha McSwain, Dean, B-CU Global Online & Professional Studies, at 386-481-2094 or mcswaina@cookman.edu
- Bonisha Porter, Associate Vice President and Dean of Students, at 386-481-2451 or porterb@cookman.edu
- Sandra Booker, Associate Director of Athletics & Senior Woman Administrator, at 386-481-2212 or bookers@cookman.edu

A complaint or report may be verbal or written and does not need to take a particular form.

Students may also report any incident of sexual violence or sexual harassment that may create or contribute to the creation of a hostile environment to any instructor or school employee. Students, staff and faculty may notify the head of their department or unit, their supervisor, or any member of the administration with whom they are comfortable. Any instructor or other employee receiving such a report is responsible for reporting it to the Title IX Coordinator. Failure to comply with this policy shall be grounds for disciplinary action, up to and including termination.

What to Expect:

A representative of B-CU, typically the Title IX Coordinator, will meet with the Complainant, give the Complainant a copy of this policy, and explain:

1. The importance of seeking immediate medical attention for sexual assaults;
2. The importance of preserving evidence;
3. The right to report a crime to campus or local law enforcement;
4. The right to *not* report a crime to law enforcement or file criminal charges;
5. The right to simultaneously file both a criminal complaint with campus security or local law enforcement and an institutional Title IX complaint;
6. The right to assistance from University officials with filing a criminal complaint, if assistance is requested;
7. Internal options, including informal and formal resolution;¹³
8. Available health care, victim advocacy, academic support, mental health, legal assistance resources and counseling services available both on and off campus, including the campus health center, the campus counseling center and sexual assault resource centers, and pastoral counselors, which can be found here;
9. Even if a Complainant asks B-CU not to take any action, the University is obligated to investigate the complaint;
10. Prohibitions against retaliation;
11. Interim measures that may be put in place, including a no-contact order pending the outcome of the investigation, providing support services, changing living arrangements or course schedules, assignments, or tests, and temporary removal of the Respondent from the campus community pending the outcome of an investigation; and,
12. Options for avoiding contact with the Respondent(s), including being allowed to change academic and extracurricular activities and living, transportation, dining, and working situations as appropriate.

When implementing interim protective measures and taking steps to separate Complainants from Respondents, B-CU will attempt to minimize the burden on the Complainant.

¹³ Mediation cannot be used in cases of alleged sexual assault.

Confidentiality

B-CU will make reasonable and appropriate efforts to preserve student Complainants' and student Respondents' privacy and to protect the confidentiality of information. B-CU will only disclose information regarding complaints under this policy on a need to know basis, primarily to persons who are responsible for its investigation and any reporting requirements.

B-CU strongly supports a Complainant's interest in confidentiality in cases involving sexual violence. If a student Complainant requests confidentiality, the Title IX Coordinator will determine whether B-CU can honor this request while providing a safe and nondiscriminatory environment for all students, including the student who reported the sexual violence. A request for confidentiality could preclude a meaningful investigation; therefore, B-CU will consider whether there are circumstances present that demonstrate a risk that the Respondent may commit additional acts of sexual violence or other violence. These include whether other sexual violence complaints have been received about the same Respondent; whether the Respondent has a history of arrests; whether the Respondent has records from a prior school indicating a history of violence; whether the Respondent threatened further sexual violence or other violence against the Complainant or others; and whether the sexual violence was committed by multiple perpetrators. Other factors include whether the sexual violence was perpetrated with a weapon, and the age of the student subjected to the sexual violence.

If the Complainant asks that the complaint not be pursued, B-CU will take reasonable steps to investigate and respond to the complaint consistent with the request not to pursue an investigation.

Even when a student asks that a complaint not be pursued or that information be kept confidential, if necessary, B-CU will take action to protect the student. This includes providing support services and changing living arrangements or course schedules, assignments, or tests as appropriate.

E. INVESTIGATION

Complaints under this policy will be investigated by the Title IX Coordinator or a designee (referred as the "Investigator"). Other University officials may assist in gathering facts during the investigation and information from B-CU campus security or local law enforcement officials may be considered. Both parties will be given the same opportunity to present relevant evidence and witnesses, including character witnesses. If the Respondent is allowed to review the Complainant's statement, the Complainant may also review any statement by the Respondent. No other witness statements or documents will be available for review by the parties during the investigation. In cases of alleged domestic violence, dating violence, sexual assault, or stalking, proceedings under this policy shall provide a prompt, fair, and impartial investigation and resolution; and be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.

Relevant Information for Investigation

At the outset of an investigation, the Title IX Coordinator/Investigator will notify the Respondent of the allegations against him or her and request a written response. In addition, the Title IX Coordinator/Investigator may collect and consider the following types of information:

1. Statements by the Complainant and Respondent about the alleged incident(s);
2. Statements by witnesses to the alleged incident(s);
3. Evidence about the credibility of the alleged victim and the alleged harasser;
4. Evidence that the alleged harasser has been found to have harassed other victims;
5. Evidence that the alleged victim has made false allegations against other individuals;
6. Evidence as to whether the alleged victim's reaction or behavior after the alleged harassment;
7. Evidence as to whether the alleged victim filed a complaint or took other action to protest the conduct soon after the incident occurred; and
8. Other evidence of the harassment (e.g., reporting conduct to parents, counselors or friends, or medical records)
9. The fact of a current or previous consensual dating or sexual relationship between the parties will not imply consent or preclude a finding of sexual violence.

Evidentiary/Fact Determinations

The Title IX Coordinator/Investigator has broad discretion in determining whether a proffered witness or documentary information would be relevant or helpful to a determination.

Evidentiary Standard

A "preponderance of the evidence" standard will be used.

Time Frame for Investigation and Completion of Report

An investigation and report should normally be completed within 60 calendar days after notice of a complaint. This time may be extended for good cause, including breaks or the unavailability of the Complainant or Respondent. A written decision should be completed and provided to the parties at the conclusion of the investigation.

Cooperation

All faculty, staff and students are required to cooperate in the investigation process. Refusal to cooperate will result in disciplinary action based on failure to cooperate in an official University investigation for employees and disciplinary action potentially leading to dismissal.

Notice of Investigation

At the outset of an investigation, the Investigator will advise the Respondent of the allegations against him or her in writing.

Opportunity to Participate

Both the Complainant and the Respondent will have the same opportunity to meet with the Investigator, to submit relevant documentary or other evidence, including character evidence, and to request that the Investigator speak with relevant witnesses and evaluate written documents and statements. The Investigator may exclude any third party (including legal counsel, family members, or character witnesses) from such meetings and interviews.

Pending Criminal Matters

The internal investigation will proceed whether a related criminal matter is pending or not. If there is an ongoing criminal investigation, B-CU will *not* wait for the conclusion of the criminal investigation or criminal proceeding to begin its own Title IX investigation. However, B-CU may temporarily delay the fact-finding portion of a Title IX investigation while the police or other law enforcement officials are gathering evidence.

F. HEARINGS

The hearing process will protect the safety of victims and promote accountability. When the complaint involves students, the Investigator's final report will be submitted to the Office of Student Conduct, a unit within the Division of Student Affairs and Enrollment Management, for review and determination as to proceeding with a hearing before Administrative Panel. If Student Conduct conducts a hearing, both the Complainant and Respondent will be given the opportunity to present evidence and witnesses, as well as have an advisor of their choice present, though that advisor may not participate in any of the proceedings. The Panel shall have no authority to compel the attendance of witnesses. The following applies:

1. Both parties will be given similar and timely access to information that will be used at the hearing.
2. Any conflicts of interest between a party and the fact-finder or decision-maker at a hearing must be disclosed.
3. Both parties will be given the same opportunity to present relevant evidence and witnesses, including character witnesses.
4. If the Respondent is allowed to review the Complainant's statement, the Complainant may also review the Respondent's statement.
5. The parties are prohibited from personally questioning each other at hearings.
6. If the institution allows attorneys to attend the disciplinary hearings, the attorneys for both sides must have the same opportunity to speak and participate.
7. If attorneys are allowed to attend in an advisory capacity both sides must have the same opportunity to provide advice.
8. B-CU will maintain documentation of all disciplinary hearing proceedings, including written findings of facts, transcripts, and any audio recordings.
9. The fact of a current or previous consensual dating or sexual relationship between the parties does not itself imply consent or preclude a finding of sexual violence.

The Board will then determine whether it is more likely than not that a violation of policy occurred and issue a written decision. The written decision will include, but not be limited to, whether the allegations were substantiated, and if so, recommended disciplinary sanctions and remedial measures. The hearing decision will be provided to both parties, although the content of each letter may be modified subject to the limitations of FERPA and other federal or state privacy laws. In cases of alleged sexual assault, the result of the hearing and any sanction imposed will be disclosed to both parties regardless of whether the hearing concludes an assault was committed.

The Complainant and Respondent will both be notified of the hearing board's findings in writing within the same 24-hour period. The written recommendation of the Student Conduct Committee will be relayed to the student Respondent and Complainant, with any restrictions or sanctions. If the complaint is against a faculty member or other employee, the hearing decision will be submitted to the EEO/Title IX Coordinator, who will make a recommendation concerning restrictions or sanctions to the Office of the President. The President, or the President's designee, will make the final determination as to any recommended actions or sanctions,

Any person who serves on a hearing board related to sexual misconduct will receive annual training on the University's policies and procedures related to sexual harassment and sexual violence.

G. APPEALS

A student may appeal a decision of the Administrative Panel to the Associate Vice President/Dean of Students or designee. The appeal must be submitted in writing within five business days of receiving written notification of hearing outcome.

Basis for Appeal

The Associate Vice President/Dean of Students or designee will convene a Disciplinary Review Committee where the student appeals based on one or more of the following:

Improper hearing procedures that materially affected the outcome of the hearing; New evidence (not available at time of original hearing) has surfaced; or Imposition of an inappropriate sanction for the offense in question.

The accused and accuser may file an appeal. Appeals filed after the deadline will not be considered.

The Associate Vice President/Dean of Students or designee will issue a decision in writing to the accused Student and the Chief Student Conduct Officer no later than 30 days after the request for an appeal has been submitted. This deadline may be extended in the event of complex or unusual circumstances. If this deadline is extended, the Associate Vice President/Dean of Students or designee shall notify the accused of the delay in writing.

H. SANCTIONS AND PROTECTIVE MEASURES

If a violation of this policy is proven by a preponderance of the evidence (*i.e.*, that it is more likely than not that sexual harassment occurred), immediate action, including protective measures, will be implemented to end the harassment and prevent its reoccurrence. The recommended action will depend on the degree of control the school has over the harasser and the nature, frequency and severity of the substantiated sexual harassment. In all instances, the Title IX Coordinator will

follow up and communicate with the Complainant at the conclusion of the investigation.

Depending on whether the alleged harasser is a student, teacher, staff member, or third party, sanctions can include a verbal warning, written reprimand, a no-contact order, short-term or long-term suspension, expulsion, or dismissal/termination. Counseling for the Complainant and the harasser will also be considered as remedial action. In addition, the following protective measures may be imposed following a final determination of rape, acquaintance rape, domestic violence, dating violence, sexual assault, or stalking:

Protective or Remedial Measures

Available protective and remedial measures include, but are not limited to:

- a. Providing an escort to ensure that the Complainant can move safely between classes and activities;
- b. Ensuring the Complainant and perpetrator do not share classes or extracurricular activities;
- c. Moving the perpetrator or Complainant (if the Complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- d. Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- e. Arranging for the Complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and
- f. Reviewing any disciplinary actions taken against the Complainant to see whether there is a causal connection between the sexual violence and the misconduct that may have resulted in the Complainant being disciplined.

Any sanction imposed on the perpetrator of sexual assault or harassment that relates directly to the victim, such as a "no contact" order, transfer to different classes or housing, or a suspension will be disclosed to the Complainant. The perpetrator will not be notified of the individual remedies offered or provided to the Complainant other than no -contact orders. In cases of alleged sexual violence, the result of the hearing and any sanction imposed with disclosed to both parties regardless of whether the hearing concludes an assault was committed.

I. INFORMAL RESOLUTION

If the Complainant requests mediation or informal resolution, he/she will not be required to work out problems directly with the accused individual. Mediation cannot be used in cases of alleged sexual assault. In addition, the Complainant has the right to terminate the informal resolution procedure at any time and pursue a formal complaint.

J. ALLEGED STUDENT PERPETRATOR'S RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Under FERPA, an alleged student perpetrator may ask to inspect and review information about the allegations against him or her if the information directly relates to the Respondent and is maintained as an education record. In such a case, B-CU will either redact the Complainant's name and all identifying information before allowing the Respondent to inspect and review the sections of the complaint that relate to him or her, or notify the Respondent of the specific information in the complaint that is about the Respondent. *See* 34 C.F.R. § 99.12(a).

K. NON-RETALIATION

Retaliation against a student, employee, or other individual who reports or complains about sex discrimination to an appropriate school official or participates in a report, investigation or proceeding involving a claim or allegation under this policy because he or she made a complaint, testified, or participated in an investigation or proceedings is prohibited.

L. DISSEMINATION OF POLICY

This policy must be distributed to:

1. Students
2. Administrators, faculty, and other employees
3. Applicants for admission
4. Applicants for employment

This policy must be available:

1. On the school website
2. In hard copy at multiple campus locations
3. In both printed and electronic publications, including student, staff, and faculty handbooks, codes of conduct, and catalogs

References:

The [Violence Against Women Reauthorization Act of 2013, O/AWA](#), also known as the Campus Sexual Violence Elimination Act (Campus SaVE Act).

Title IX of the Education Amendments of 1972, as amended. [Title VII of the Civil Rights Act of 1964](#), as amended.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended. October 26, 2010 [Dear Colleague Letter](#) on harassment and bullying, issued by the U.S. Department of Education

April 4, 2011 [Dear Colleague Letter](#) on sexual violence, issued by the U.S. Department of Education April 24, 2013 [Dear Colleague Letter](#) on Title IX retaliation, issued by the U.S. Department of Education;

April 29, 2014 [Questions and Answers on Title IX and Sexual Violence](#), issued by the U.S. Department of Education.

[Title IX Legal Manual](#)

APPENDIX VII: Policy on Determining Credit Hours Awarded for Courses and Programs

I. POLICY STATEMENT

For academic purposes, Bethune-Cookman University uses Carnegie units to measure semester credit hours awarded to students for course work. Normally, universities award a *Carnegie unit of credit* to students for satisfactory completion of *one (1) fifty (50)-minute session of classroom instruction for a minimum of three (3) hours of work per week for a semester of not less than fifteen (15) weeks*. For example:

1. ***For lecture classes***, a semester credit hour consists of the equivalent of at least one (1) hour (50-minute period) per week of "seat time" ***in-class*** and two (2) hours per week of ***out-of-class*** student work for fifteen (15) weeks. Hence, a standard three (3) semester credit hour lecture class meets for at least forty-five (45) contact hours per semester, plus a minimum average of six (6) hours of activities outside of the classroom per week for fifteen (15) weeks.
2. ***For laboratory classes***, one (1) semester credit hour consists of the equivalent of a minimum of three (3) hours of laboratory work per week for fifteen (15) weeks.
3. ***For Individual instruction classes***, instructors should make adjustments so that the total number of hours of work required by students is equivalent to that of a traditional class that meets ***face-to-face***.
4. ***For classes offered in a shortened format***, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen 15-week semester.
5. ***For graduate and professional students***, the required academic work normally will exceed three (3) hours per credit per week.

Ultimately, the responsibility for protecting the University's academic integrity of curricula, programs, and class schedules rests with the Office of the Provost. The University may adjust its basic measure for awarding academic credit proportionately to reflect modified academic calendars and formats of study as long as it meets the aforementioned criteria. The University grants semester credit hours for formalized instruction in a variety of delivery modes, such as a lecture course, which also requires laboratory work and/or supervised independent study or field activities. Regardless of the mode of instructional delivery or class scheduling, the University will assign academic credit consistently across academic programs as well as for transfer credit among accredited institutions of higher education. In all cases, the student learning outcomes must be equivalent.

II. REVIEW AND APPROVAL PROCESS

1. Course developers will ensure that the required quantity of student learning per credit is the equivalent to a minimum of forty-two (42) hours and a maximum of forty-five (45) hours of coursework over a fourteen to fifteen (14-15)-week semester through instructional activities that address and demonstrate student competencies in defined learning outcomes. These instructional activities should draw upon instructional practices approved by the Provost and the Office of Academic Affairs.
2. University Governance Bodies (e.g., the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, and the Academic Advisory Council) recommend to the Provost and the President the appropriate semester credit hour definition and application according to the following guidelines:
 - a. The University's semester calendar will not violate any accreditation standards, federal guidelines, etc.;
 - b. The University's semester calendar will facilitate the educational attainment of the University including the process for the award of transfer credit; and
 - c. A semester credit hour will be consistent throughout all the academic programs of the University.

III. POLICY ADMINISTRATION

1. For each academic term, the University Registrar and the Associate Provost for Academic Affairs will assist College/School Deans and Department Chairs to schedule classes in conformity to the University's semester credit hour policy.
2. Classes that meet for more than seventy-five (75) minutes consecutively will include a ten (10)-minute break for each seventy-five (75)-minute segment.
3. Prior to the beginning of student registration, the University Registrar will deliver an official report verifying that all proposed class schedules meet the University's semester credit hour policy to the Office of the Provost for approval.
4. If proposed class schedules do *not* meet minimum time requirements, the Provost will direct College/School Deans to coordinate with their Department Chairs to adjust class schedules to conform to the University's semester credit hour policy.
5. Periodically, the University's Undergraduate and Graduate Curriculum Committees, the Academic Advisory Council, and the Provost review the semester credit hour policy as defined by Carnegie unit measure and forward recommendations to the President for approval.
6. The University Registrar posts the policy to the University website and includes the policy in the B-CU Undergraduate and Graduate Catalogs.

APPENDIX VIII: Policy on Definition of Semester Credit Hour and Length of Semester Term

Policy Subject: Definition of Semester Credit Hour and Length of Semester Term

Cabinet Division: Provost and Senior Vice President for Academic Affairs

Date Created: 5/18 /18

(Recommended to the President for approval by the Provost and Senior Vice President for Academic Affairs)

I. BACKGROUND AND PURPOSE

1. New federal regulations (34 CFR parts 600 and 668), with an effective date of July 1, 2011, require that institutions submit their definitions and related policies regarding credit hours to their accrediting agencies and receive an official, recorded certification from that agency that the definitions meet the new minimum definition of a credit hour: 34CFR 600.2
2. The purpose of this Policy is to define a semester credit hour and the length of a semester term at Bethune-Cookman University in accordance with applicable federal, state, and regional regulations. The University recognizes that federal financial aid regulations already provide a definition and recommends using that established national guideline. Therefore, the University in its curricular review processes complies with the following US Department of Education Credit Hour definitions as adopted from the National Archives and Records Administration of 1985.

II. INTRODUCTION

For academic purposes, Bethune-Cookman University uses **Carnegie Units** to measure semester credit hours awarded to students for course work. Normally, universities award a Carnegie unit of credit to students for satisfactory completion of one (1) fifty (50)-minute session of classroom instruction equal to a minimum of three (3) hours of work per week for a semester of not less than fifteen (15) weeks. For example:

1. **For lecture classes**, a semester credit hour consists of the equivalent of at least one (1) hour (50-minute period) per week of "seat time" in class and two (2) hours per week of out-of-class student work for fifteen (15) weeks. Hence, a standard three-semester credit hour lecture class meets for at least forty-five (45) contact hours per semester, plus a minimum average of six (6) hours of outside of the classroom activities per week for fifteen (15) weeks.
2. **For laboratory classes**, one (1) semester credit hour consists of the equivalent of a minimum of three hours of laboratory work per week for fifteen (15) weeks.
3. **For Individual instruction classes**, instructors should make adjustments so that the total number of hours of work required by students is equivalent to that of a traditional class that meets face-to-face.
4. **For classes offered in a shortened format**, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full 15-week semester.
5. **For graduate and professional students**, the required academic work will normally exceed three (3) hours per credit per week.

III. DEFINITIONS

1. **Semester Credit Hour:** A semester credit hour is academic work related to course learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency reasonably approximating a minimum of one (1) clock-hour of classroom (*i.e.*, "seat time" **in-class**) or direct faculty instruction **plus a minimum** of two (2) clock-hours of **out-of-class** student work each week for an approximate fifteen (15) week semester. Alternatively, a semester credit hour is an equivalent amount of student work over an academic term of shorter or longer duration **or** at least an equivalent amount of work as required in paragraph (II) for other academic activities such as laboratory work, internships, practica, and studio work leading to the award of a semester credit hour.
2. **Clock-Hour:** A clock-hour is a period of time including the following:
 - a. A 50- to 60-minute class, lecture, or recitation in a sixty (60)-minute period **or**
 - b. A 50 to 60-minute faculty-supervised laboratory, field experience, or internship in a sixty (60)-minute period.
3. **Semester Length:** The length of a semester shall consist of a **minimum** of fourteen (14) calendar weeks and a **maximum** of sixteen (16) calendar weeks of instructional time. At the discretion of the University, breaks or holidays may be included within any semester as long as the University is in compliance with the criteria that defines a week of instructional time and is in compliance with the criteria for awarding semester credit hours. While awarding semester credit hours typically occurs for instruction delivered in accordance with an institution's standard semester calendar, semester credit hours may also be awarded for instruction that may not follow the University's standard semester calendar as long as the criteria for awarding such credit are met.

IV. POLICY

In the interest of accurate academic measurement and cross-campus comparability, the following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions constitute a formalization of current and historic policy in order to ensure consistency throughout the University. Courses may be composed of any combination of elements described, such as a lecture course, which also requires laboratory periods or a lecture course having an additional requirement for supervised independent study or field experience. The University will adjust this basic measure **proportionately** to reflect modified academic calendars and formats of study. The various modes of instructional delivery for which the University awards semester credit hours are as follows:

- A. **Lecture, Seminar, Quiz, Discussion, Recitation:** A semester credit hour is an academic unit earned for fifteen (15) fifty (50)-minute sessions of classroom instruction with a normal expectation of two (2) hours of outside study for each class session. Typically, a three (3)-semester credit hour course meets for three (3) fifty (50)-minute sessions per week for fifteen (15) weeks for a total of forty-five (45) sessions.
- B. **Supervised Group Activity (Laboratory, Field Trip, Practicum, Workshop, and Group Studio):** The University awards a semester credit hour for the equivalent of fifteen (15) periods of activity, where each activity period is one hundred and fifty (150) minutes or more in duration with little or no outside preparation expected. Alternatively, forty-five (45) fifty (50)-minute sessions of such activity

- would earn one semester credit hour. Where such activity involves substantial outside preparation by the student, the equivalent of fifteen (15) periods of one hundred (100) minutes duration each will earn one (1) semester credit hour.
- C. ***Supervised Individual Activity (Independent Study, Individual Studio, and Tutorial)***: One (1) semester credit hour for independent study (defined as study given initial guidance, criticism, and review and final evaluation of student performance by a faculty member) will be awarded for the equivalent of forty-five (45) fifty 50-minute sessions of student academic activity.
 - D. ***Internship, Student Teaching, Practicum***: If a student's academic activity is essentially full-time (as in student teaching), one (1) semester credit hour may be awarded for each week of work. At its discretion, the University may award semester credit hours for learning outside of the institution, which is an integral part of a program of study. Student training-related work will be credited as a concurrent portion of the design of an academic program, such as for an internship where one (1) semester credit hour will be awarded for each forty (40) to forty-five (45) clock-hour week of supervised academic activity that provides learning considered necessary to the program study.
 - E. ***Credit by Examination***: At its discretion, the University may award semester credit hours for mastery of learning outcomes demonstrated through credit by examination. When such credit by examination is allowed, it may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.
 - F. ***Variable Credit Courses***: When a course is undertaken for variable credit, the ***exact*** number of semester credit hours must be listed at the time of registration and cannot be changed during the semester.
 - G. ***Credit Regarding Audit Status***: Students may enroll in any given course for credit or for audit only if they have met the prerequisite(s) for that course. Students who enroll for audit attend classes but are not required to complete assignments and receive neither a final grade nor academic credit. Courses that are audited cannot be used to satisfy a prerequisite or co-requisite.
 - H. ***Short Sessions***: Semester credit hours may be earned in short sessions (e.g., summer sessions, inter-sessions, minimesters) proportionately to those earned for the same activity during a term of standard duration, normally at no more than one (1) semester credit hour per week of full-time study. Short session courses are prorated so that they include the same number of clock-hours as courses scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short session courses so that there is adequate time for students to complete outside-of-class assignments or by arrangement laboratory assignments.

V. APPEAL AND REVIEW

Academic departments and colleges/schools may present to the Office of the Provost for interpretation and approval (on an individual basis) justification for reasonable departures from these policy provisions.

VI. POLICY STATEMENTS – CALCULATIONS

1. **One “On-Campus Class” Credit** = a minimum of one (1) clock-hour of classroom **or** direct faculty instruction per week **and** two (2) clock hours of out-of-class student work each week.
2. **One Laboratory Credit** = a minimum of two (2) clock-hours of work per week in a laboratory under the supervision of a lab supervisor/instructor **and** an expectation of one (1) clock-hour of additional out-of-class student work each week.
3. **One Studio Credit** = a minimum of two (2) clock-hours of studio work each week under the direct supervision of an instructor and a minimum of one (1) clock-hour of individual studio work each week.
4. **One Music Ensemble Credit** = a minimum of one (1) clock-hour of supervised rehearsal each week and a minimum of two (2) clock-hours of individual student work each week.
5. **One Internship or Practicum Credit** = at least forty-five (45) clock-hours of supervised work in a field placement each semester.
6. **One Individualized (e.g. thesis, independent and applied music) Study Credit** = a minimum of three (3) clock-hours of direct instruction and/or individual student work each week.
7. **Lecture Classes:** A lecture class is one (1) clock-hour of in-class time and two (2) clock-hours of out-of-class student work per week. For a three (3)-semester credit hour course, students spend three (3) **in-class** clock-hours and six (6) **out-of-class** clock-hours student work per week during a fifteen (15)-week semester.
8. **Laboratory Classes:** For a laboratory class, students complete all clock-hours per week **in-class** with no **out-of-class** student work. Thus, one unit is three hours per week of laboratory time.
9. **By-Arrangement Laboratory Hours:** Where a course includes **by-arrangement** laboratory hours, these generally replace the clock-hours assigned to **out-of-class** student work because students are required to use supervised University facilities to complete their required assignments. For example, students may enroll in a three (3) semester credit hour lecture course in computer science, which also requires students to complete two (2) clock-hours of work per week in the computer laboratory. Therefore, students are only required to complete four (4) clock-hours per week of **out-of-class** work.

Per Semester Credit Hours of Student Work					
In Class Hours	Out of Class Hours	Total Hours	14-Week Total Semester Credit Hours	15-Week Total Semester Credit Hours	16-Week Total Semester Credit Hours
1	2	3	42	45	48
2	4	6	84	90	96
3	6	9	126	135	144
4	8	12	168	180	192
5	10	15	210	225	240
6	12	18	252	270	288

Course Type	Unit Value	Lecture Hours Per		Lab Hours Per		By Arrangement Hours Per		Homework Hours Per	
		Week	Semester	Week	Semester	Week	Semester	Week	Semester
Lecture Only Courses Homework Required									
Lecture	1 Unit	1	15					2	30
Lecture	2 Units	2	30					4	60
Lecture	3 Units	3	45					6	90
Laboratory Only Courses No Homework Or Other Outside Work									
Laboratory	1 Unit	3	48						
Laboratory	0.5 Unit	1.5	24						
COURSES WITH BY-ARRANGEMENT LAB HOURS HOMEWORK REQUIRED TO MAKE UP THE DIFFERENCE									
Lecture (With by Arrangement)	1 Unit	1	15			2	30		
Lecture (With by Arrangement)	1 Unit	1	15			1	15	1	15
Laboratory (All by Arrangement)	1 Unit					3	48		
Lecture (With by Arrangement)	3 Units	3	45			2	30	4	60
Lecture	1.5 Units	1.5	23			2	30	1	15

Ultimately, the responsibility for protecting the University's academic integrity of curricula, programs, and class schedules rests with the Office of the Provost. The University may adjust its basic measure for awarding academic credit proportionately to reflect modified academic calendars and formats of study as long as it meets the aforementioned criteria. The University awards semester credit hours for formalized instruction in a variety of delivery modes, such as a lecture course, which also requires laboratory work and/or supervised independent study or field activities. Regardless of the mode of instructional delivery or class scheduling, the University will assign academic credit consistently across academic programs as well as for transfer credit among accredited institutions of higher education. In all cases, the student learning outcomes must be equivalent.

VII. POLICY AND PROCEDURES

In determining the maximum semester credit hours assigned to a course, the following guidelines will apply:

- A. B-CU defines a semester credit hour as a reasonable approximation of the student learning outcome equivalency of a Carnegie Unit. Course developers will ensure that the required quantity of student learning *per credit* is the equivalent to a minimum of forty-two (42) hours and a maximum of forty-five (45) hours (14 weeks - 15 weeks) of coursework for the semester through instructional activities that address and demonstrate student competencies in defined learning outcomes. These instructional activities should draw upon instructional practices approved by the Provost.
- B. Equivalencies for student learning outcomes reflect the clock-hours of effort for:
 1. Time required of students to complete assigned learning activities, taking into account expectations based on degree level, discipline, and weight in students' final course grades;
 2. Time required of students to read and understand content developed by course faculty, excluding time required to read assignments in a course syllabus;
 3. Time required of course faculty to respond to student questions received via e-mail, posted in the online classroom, and/or discussed in the online class chat room; and

4. Time required of course faculty and students to participate in online conference activities.

Faculty base evaluations of students' mastery of learning outcomes and award of final grades on the quality of the work students submit, and on documented qualitative and quantitative expectations but **not** on the time required to complete course requirements.

- C. University Governance Bodies (e.g., the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, and the Academic Advisory Council) recommend to the Provost and the President the appropriate semester credit hour definition and application according to the following guidelines:

- a. The University's semester calendar will not violate any accreditation standards, federal guidelines, etc.;
- b. The University's semester calendar will facilitate the educational attainment of the University including the process for the award of transfer credit; and
- c. A semester credit hour will be consistent throughout all the academic programs of the University.

University Governance Bodies may incorporate other considerations into their recommendations regarding course credit and assign fewer than the maximum allowable credits. Periodically, University Governance Bodies and the Provost review the **Semester Credit Hour Policy** and forward recommendations to the President for approval.

VIII. ADMINISTRATION OF CLASS SCHEDULES

- A. For each academic term, the University Registrar will assist College/School Deans and Department Chairs to schedule classes in conformity to the University's semester credit hour policy.
- B. Classes that meet for more than seventy-five (75) minutes consecutively will include a ten (10)-minute break for each seventy-five (75)-minute segment.
- C. The University Registrar posts the policy to the University website and includes the policy in the B-CU Undergraduate and Graduate Catalogs.

APPENDIX IX: Policy on SACSCOC Substantive Change Policy and Procedures

INTRODUCTION

The federal government requires Bethune-Cookman University's regional accrediting agency, the **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**, to monitor compliance with the substantive change policy and to approve any major changes. Under the U.S. Department of Education regulations (**34 CFR 602.22**), substantive change is defined as "a significant modification or expansion in the nature and scope of an accredited institution."

A. POLICY

As a member institution, Bethune-Cookman University is responsible for notifying SACSCOC of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes as a condition of its continued accreditation by the SACSCOC. Failure to follow this substantive change policy and its procedures may place the accreditation of the University in jeopardy. The SACSCOC may impose a sanction on the University; the University may lose its Title IV funding; or the U.S. Department of Education may require the University to reimburse money received for Unreported Substantive Changes.

Substantive changes occur at different levels and the University may address them in several ways based on SACSCOC reporting requirements. Examples of substantive changes may include, but are not limited to, establishing a new site at which students can earn 50% or more of the credits toward a B-CU degree, or the first offering of a joint program with another institution through which B-CU credit may be earned. If a school, department or unit is considering one or more of the following changes, then the University must notify SACSCOC to obtain approval before implementing the change.

Program/Course Level Changes:

1. Adding courses or programs of study at a different degree or credential level than currently approved
2. Adding courses or programs that represent a significant departure from current practice, either in content or method of delivery (such as distance learning)
3. Initiating certificate programs at new off-campus sites or which differ significantly from existing programs
4. Initiating a collaborative academic arrangement, such as a joint or dual degree program with another institution
5. Increasing the length of a program significantly
6. Initiating degree completion programs
7. Closing a program approved at an off-campus site, branch campus, or institution

College/School/Department Level Changes:

1. Initiating an off-campus site (including Early College High School programs offered at a high school)
2. Expanding program offerings at previously approved off-campus sites
3. Initiating distance learning
4. Initiating programs or courses offered through contractual agreement or consortium
5. Entering into a contract with an entity not certified to participate in USDOE Title IV programs

Institutional Level Changes:

1. Altering significantly the educational mission of the institution
2. Initiating a branch campus
3. Initiating a merger/consolidation with another institution
4. Changing governance, ownership, control, or legal status of an institution
5. Relocating a main or branch campus
6. Moving an off-campus instructional site (serving the same geographical area)
7. Changing from clock hours to credit hours
8. Acquiring any program or site from another institution
9. Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing

B. RESPONSIBILITIES FOR SUBSTANTIVE CHANGE

Institutional Responsibility

Bethune-Cookman University is responsible for compliance with the SACSCOC Substantive Change Policy as a condition of its continued accreditation.

Administrative Responsibility

The University President, Provost, Vice Presidents, Associate Vice Presidents, College/School Deans, Academic Department Chairs, and Program Coordinators have the fundamental responsibility to be aware of the substantive change policy; inform the University's SACSCOC Accreditation Liaison at the earliest point regarding possible proposals that may be considered a substantive change; and provide the SACSCOC Accreditation Liaison with any data, information, or prospectus necessary to comply with SACSCOC policy when requested. The University President, or his/her designee, is responsible for notifying the SACSCOC of any substantive changes and must review and sign all substantive change notification letters.

Every SACSCOC member institution has an Accreditation Liaison, who reports directly to the University President and ensures compliance with accreditation requirements.

The current SACSCOC Liaison for Bethune-Cookman University is:

Dr. Narendra H. Patel

Senior Advisor to the President for Institutional Effectiveness and Compliance

386-481-2072

pateln@cookman.edu

The SACSCOC Accreditation Liaison is responsible for the following:

1. Providing the Provost, College/School Deans, Department Chairs and other University administrators with information about the SACSCOC substantive change policy, including annually maintaining the substantive change policy on the B-CU website.
2. Ensuring that all such proposed changes comply with SACSCOC regulations regarding substantive change; reviewing proposed changes in a timely fashion; assisting departments and other units in identifying the best way in which to meet the regulations; and for ensuring that the College/School Deans, Department Chairs and other University administrators meet their responsibilities with regard to substantive changes.
3. Notifying the Provost, College/School Deans, Department Chairs, and other University administrators about any changes in the SACSCOC policy on substantive change; ensuring of any actions that may qualify as substantive change and thus require compliance with this policy through University's Governance Committee attendance and periodic visits with college/school deans and other administrators SACSCOC.

Please contact the University's SACSCOC Accreditation Liaison with questions or requests for more information about any planned actions that will qualify as substantive changes and for the procedures to follow to obtain the necessary approvals prior to implementation of the proposed action. The SACSCOC Substantive Change Policy and the procedures for reporting the types of substantive changes can found at: <http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>.

C. PROCEDURES FOR PROCESSING SUBSTANTIVE CHANGE

A college/school, department or unit that is considering any possible substantive change or program modifications, including significant on-line program delivery or new degree programs, must discuss the required notification with the Provost and the SACSCOC Accreditation Liaison. Depending on the specific change, notification to SACSCOC must be made between 3 and 6 months before the change is made. Most substantive changes require the preparation of a comprehensive prospectus and the majority of them require approval from SACSCOC before implementation.

The SACSCOC procedures for processing a substantive change vary in depth and length of time required depending on the specific nature of the substantive change initiated by the University. The College/school, department or unit must first determine the precise nature of the substantive change. Contact the SACSCOC Accreditation Liaison in the Office of Institutional Effectiveness and Compliance early in the process for an unofficial determination of what category of change under which the proposal falls. Although only SACSCOC can make an official determination of the category of a change, the SACSCOC Accreditation Liaison will facilitate the process by assessing the change internally and coordinating all communication with SACSCOC.

1. The College/School Deans, Department Chairs, and other University administrators will inform the SACSCOC Accreditation Liaison and the Office of the Provost when discussing any changes that may constitute substantive in nature as described in this document.
2. The SACSCOC Accreditation Liaison and the Provost will determine if the proposed change is one that falls under the definition of Substantive Change.
3. With the assistance of the Office of the Provost, the college/school, department or unit proposing the change will complete the prospectus required by SACSCOC.
4. The SACSCOC Accreditation Liaison and the Provost will review the prospectus by before transmission to SACSCOC.
5. The University President (or his/her designee) will send the prospectus and other required materials to SACSCOC facilitated by the SACSCOC Accreditation Liaison.

****SACSCOC notification and/or approval cannot occur prior to securing all internal University approvals****

D. NOTIFICATION TO SACSCOC ACCREDITATION LIAISON OF PROPOSED CHANGES

If a change is substantive, the University must notify SACSCOC as much as 12 months in advance of implementing the change. The University must provide written notification of the change to the President of the Commission. Upon becoming aware of a proposed change that may be substantive, the University President, Provost, Vice Presidents, Associate Vice Presidents, College/School Deans, or Department Chairs proposing the change should notify the SACSCOC Accreditation Liaison utilizing the SACSCOC Checklist (*See Appendix XX*).

APPENDIX X: Notification and/or Approval Process for Substantive Change

STEP 1:

Submit Notification of Changes to SACSCOC – six (6) months prior to implementation (at least). The department/unit initiating the change must draft a written “Notification Letter” detailing the change. The University President signs the letter. The SACSCOC Accreditation Liaison will facilitate and support this process.

Elements of a Notification Letter include:

- Approximately 1-2 pages, depending on the nature of the change and in language understandable to an outside reader
- General statement of proposal (program, where, when)
- Degree (including how long in existence on the main campus)
- Location of site
- With Whom: Institution/University/Corporation
- When – When courses are scheduled to begin, length of degree
- Who – Targeted group, needs
- How it fits into University, school, department’s mission, vision, goals, and especially University academic themes
- Teaching Methodology: Face-to-face, Internet, video
- Percentage of curriculum – Classroom, internships, trips, guest speakers, etc., instructional language
- Student Enrollment: Numbers, cohorts or on-going
- Differences in admission and/or graduation requirements
- Faculty Qualifications – Roster for each individual teaching at site; must meet SACS standards
- Financial Resources
- Physical Resources
- Learning resources - Libraries, computers, computer networks
- Support Services – E.g., Admission, registration, advising, orientation
- Program Quality – Ways to monitor and ensure quality of courses, instruction and program as a whole: evaluation methods, instruments, who is responsible for implementation, how results will be used to make improvements

STEP 2:

Submit Substantive Change Prospectus – 3 months prior to implementation

- If the proposed change includes offering 50% or more of students’ credits toward a degree, it is advisable to submit the prospectus with the notification letter
- SACSCOC requires use of their *Substantive Change Prospectus Template*
- The Office of Institutional Effectiveness and Compliance provides support and background information for this process

STEP 3:

SACSCOC Response – A number of responses from SACSCOC are possible

- Accept notification letter and require no additional information
- Accept notification letter and require a Substantive Change Prospectus (template above)
- Accept Substantive Change Prospectus and require no additional information
- Accept Substantive Change Prospectus and require Substantive Change Visit

Late Notification of SACSCOC Accreditation Liaison

If an existing program may constitute a substantive change without notification of the SACSCOC Accreditation Liaison, the appropriate College/School Dean, Department Chair, or Program Coordinator has responsibility to notify the SACSCOC Accreditation Liaison immediately. It is then the responsibility of the SACSCOC Accreditation Liaison to notify SACSCOC as provided in the SACSCOC Substantive Change Policy. When reviewing *all* program proposals, the Provost, School Deans, Department Chairs, and other University administrators should consider the substantive change policy.

CHECKLIST FOR PROPOSALS INVOLVING A SUBSTANTIVE CHANGE

This change...		Yes	No
1.	Involves the proposal of coursework or programs at a more advanced level than currently approved		
2.	Expands current degree level (significant departure from current programs/no closely related counterpart exists among previously approved programs in the curriculum)		
3.	Requires new faculty		
4.	Involves courses of which at least 25% are new		
5.	Requires new library or other learning resources		
6.	Initiates a new branch campus		
7.	Involves coursework at foreign sites		
8.	Initiates off-campus sites where		
9.	Students can obtain 50% or more credits toward program		
10.	Students can obtain 25-49% or more credits toward program		
11.	Initiates or expands distance learning 50% or more course credits obtained through distance learning 25-49% of course credits obtained through distance learning		
12.	Involves a contractual agreement or consortium		
13.	Changes the number of credit hours required for successful program completion		
14.	Involves a change in governance, ownership/control or legal status		
15.	Involves a merger with another program		
16.	Significantly alters the length of a program		
17.	Involves closing a program		

Proposed Program: _____

School(s): _____

Point-of-Contact: _____

Date: _____

APPENDIX XI: B-CU Annual Faculty Performance Plan and Evaluations

The Annual Faculty Performance Plan and Evaluation process at Bethune-Cookman University allows Full-Time and Part-Time Regular Faculty to obtain constructive and balanced feedback, which will enable them to meet their contractual responsibilities and continue to pursue excellence in teaching and student advisement; research/scholarship/creative works; and service in alignment with the strategic goals and objectives of the University, Colleges/Schools, and Academic Departments.

Full-Time Faculty members receive Annual Performance Evaluations and have the responsibility to report on progress in their professional development programs. Academic Department Chairs are responsible for assisting each faculty member in their departments to develop and implement an appropriate professional development plan. While the University endorses teaching and student advisement, research/scholarship/creative works and scholarship, and service, the faculty member, in consultation with the respective Department Chair and College/School Dean, will determine appropriate evaluative weights for these areas. ***(See Appendix 1 for Faculty Annual Performance Plan and Evaluation)***

Each Part-Time or Adjunct Faculty receives an ***Adjunct Faculty Teaching Effectiveness Evaluation (See Appendix 2)*** at the conclusion of each academic term during which they are employed by the University.

Annually, Department Chairs and are responsible for overseeing the process and are expected to hold at least one formal performance evaluation interview with each faculty member in their departments. College/School Deans oversee the faculty performance evaluations and forward completed evaluations to the Provost for final review and archiving in each faculty member's official records. The annual faculty performance evaluation process should conclude no later than June 30th following the close of each academic year. Faculty members must receive copies of their completed evaluations no later than one week after the start of the next semester.

**APPENDIX XI-1:
Annual Faculty Performance Plan and Evaluation Form**

CONFIDENTIAL DOCUMENT

ANNUAL FACULTY PERFORMANCE PLAN AND EVALUATION

Annual

New Hire

Improvement Plan

FACULTY MEMBER INFORMATION:

Name: _____
(LAST, FIRST, MIDDLE)

Position Rank/Title: _____

Tenure Track (tenure/on-track/non-tenure track): _____

Starting Date in Position: _____

College/School: _____

Department: _____

Evaluation Period FROM: _____ TO: _____

Evaluation Date: _____

Periodic Reviews DATE: _____ DATE: _____

Evaluator

Evaluator Title

Date

ANNUAL FACULTY PERFORMANCE PLAN AND EVALUATION

INSTRUCTIONS

In the space provided under each of the three evaluation areas (1) teaching/advising, (2) research/scholarship/creative works and (3) service, the faculty member should list specific and measurable objectives and work projects to be accomplished during this performance period. Potential qualifying activities are listed in Appendix III Portfolio Preparation and in the following sections below.

These objectives/work projects should be submitted for review and discussion with the departmental chair or in the case of units without chairs, with the dean at the beginning of the annual performance period. Weights for each area should be established in accordance with the guidelines set forth in the Faculty Handbook (see Section VI).

At the end of the performance period, the faculty member should document the actual results accomplished and submit the completed form to the person conducting the evaluation. In the area of teaching/advising, the documented performance results must include results from the Student Rating of Instruction in addition to any other agreed upon objectives. The evaluator (chair or dean) will meet with the faculty member to conduct the performance evaluation in each of the three areas and to determine an overall annual rating. A sample rating calculation process is contained in Attachment 1 below. A copy of the completed evaluation form should be provided to the faculty member. The faculty member has the right to submit a rebuttal. In the event that a rebuttal is submitted, the rebuttal must be included, along with the completed evaluation form.

The rating scale for each of the areas of evaluation is:

- 5 = Exceeds Expectations**
- 4 = Meets Expectations/High Level**
- 3 = Meets Expectations/Average Level**
- 2 = Partially Meets Expectations**
- 1 = Does Not Meet Expectations**

A. Guide to Completing the Faculty Performance Plan

For additional qualifying activities in each category, see Appendix III Guide for Portfolio Preparation.

Teaching/Advising

Teaching students is central to the mission of the University and as such, faculty must demonstrate excellence in teaching, both in preparation and delivery of content. In addition, faculty must be ever mindful of the central goals of teaching effectiveness and that is student demonstration of knowledge, skills and dispositions. Effectiveness of teaching and learning may be measured through a variety of assessment methods.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

1. Course Delivery	2. Course Content	3. Advisement
<ul style="list-style-type: none"> • Foster students' achievement by balancing high expectations and appropriate levels of support • Measure learning through assessments • Instructional methods promote a respectful learning environment that stimulates student learning and engagement 	<ul style="list-style-type: none"> • Content of the course contributes to students' attainment of knowledge and skills • Course content is relevant and aligned with current professional practice • Recent course syllabus • Use research or scholarly and creative work to improve instruction • Incorporate scholarship from professional organizations in the field to improve teaching 	<ul style="list-style-type: none"> • Mentoring students • Advising students in the department • Advising students regarding career choices • Academic advisement contributes to students' professional development as appropriate for their chosen field.

Research/Scholarship and Creative Works

Faculty engagement in their respective disciplines is vital to a vibrant and strong academy. Faculty are expected to be engaged in research, scholarship and creative works in their disciplines and should be recognized for their expertise.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

<ul style="list-style-type: none"> • Research and/or scholarly and creative works contribute to the field • Research and/or scholarly and creative work will be submitted for external funding • Relationship and participation with professional organizations • Research and or scholarly and creative work will be published or presented • Involve students in research and/or scholarly and creative work • Chair or serve on thesis committees • Consultation with innovative practitioners in business, public sector, or non-profit organizations • Presentations to faculty discussing teaching innovation or early-stage intellectual contributions • Instructional development of new courses, curriculum, course content, software and other instructional innovations.
--

Service

Service to one's discipline, department, the University and community is essential to the University's success. Each faculty is responsible for performing a broad range of services that sustain the quality and legacy of the University. Faculty are expected to engage in service to their respective disciplines, department, the University and community.

Below are a few examples for the identification of objectives for the upcoming year (*examples are not exhaustive*):

- Service that contributes to needs of the institution (advisor to student organizations, etc.)
- Service that contributes to the faculty member's profession
- Committee work at the departmental or the University level
- Serving on boards or advisory councils
- Working with community groups to develop solutions to problems
- Service that contributes to work with colleagues to ensure their success
- Service that contributes to needs identified in the community, state, nation or the world
- Participation in institutional governance, including Faculty Senate Committees
- Working with the local community as a volunteer

Faculty Member Name: _____

EVALUTION AREA: TEACHING / ADVISING

Weight: _____

Rating: _____

Objectives:

Results/Outcome (*Include results of Student Rating of Instruction*):

Faculty Member Name: _____

EVALUTION AREA: RESEARCH/SCHOLARSHIP/CREATIVE WORKS

Weight: _____

Rating: _____

Objectives:

Results/Outcome (*Include results of Student Rating of Instruction*):

Faculty Member Name: _____

EVALUATION AREA: SERVICE

Weight: _____

Rating: _____

Objectives:

Results/Outcome (*Include results of Student Rating of Instruction*):

Faculty Member Name: _____

B. Evaluator's Summary and Overall Evaluation

Using the results from the three areas of evaluation previously noted, use this section to summarize and document the faculty member's overall evaluation results.

Performance Period/Academic Year: _____

Performance Area	Weight (%)	Rating
1. Teaching/Advising		
2. Research/Scholarship		
3. Service		
TOTAL		

COMMENTS:

OVERALL RATING: *(Please refer to Attachment 1 below for guidance on rounding)*

- 5 = Exceeds Expectations
- 4 = Meets Expectations/High Level
- 3 = Meets Expectations/Average Level
- 2 = Partially Meets Expectations
- 1 = Does Not Meet Expectations

Evaluator Name

Evaluator Signature

Date

Faculty Member Name: _____

C. Faculty Member's Comments

Use this section for faculty member to make any comments or observations about this evaluation.

The faculty member's signature indicates receipt and discussion of the evaluation but does not necessarily mean that the faculty member agrees with the evaluation. If the faculty does not agree, he/she should submit a rebuttal and in the end has the right to refuse to sign.

Faculty Member's Signature

Date

Reviewing Dean's Comments/Recommendation, if any:

Dean's Name

Dean's Signature

Date

ATTACHMENT 1: CALCULATION OF PERFORMANCE RATINGS

Calculation of the overall performance rating is to be carried out using the standard method for calculating weighted averages. Each area of service has a weight, expressed as a percent effort, and a rating. For each area of service, convert the percent weight to a decimal (i.e. 35%/0.35) and multiply the rating by this decimal. The result is the weighted contribution that each area of service makes to the overall rating. To determine the overall rating, simply add the contributions from the three areas of service. An example calculation is shown in Table 1 below.

In the example, the faculty member chose to be considered on the basis of 45% effort in Teaching, 35% effort in Research, and 20% effort in Service. The ratings for the example calculation are: Teaching = 4; Research = 3; and Service = 5.

Table 1.
SAMPLE CALCULATION OF OVERALL PERFORMANCE RATING

Area of Evaluation	Weight (0-100%)	Decimal (0.00 - 1.00)	Evaluator's Rating (1 - 5)	Weighted Contribution
<i>Teaching</i>	<i>45%</i>	<i>0.45</i>	<i>4</i>	<i>1.80</i>
<i>Research</i>	<i>35%</i>	<i>0.35</i>	<i>3</i>	<i>1.05</i>
<i>Service</i>	<i>20%</i>	<i>0.20</i>	<i>5</i>	<i>1.00</i>
<i>TOTAL</i>	<i>100%</i>	<i>1.00</i>	<i>-</i>	<i>3.85</i>

The faculty member's overall performance rating is determined to be 3.85. The rounding conventions are shown in Table 2 below.

Table 2.
ROUNDING CONVENTIONS TO BE USED FOR PERFORMANCE RATING

Calculated Rating	Overall Rating Given
<i>4.50-5.0</i>	<i>5</i>
<i>3.5-4.49</i>	<i>4</i>
<i>2.50-3.49</i>	<i>3</i>
<i>1.50-2.49</i>	<i>2</i>
<i>1.00-1.49</i>	<i>1</i>

Thus, the example faculty member would receive an **Overall Performance Rating of 4**.

**APPENDIX XI-2:
Adjunct Faculty Teaching Effectiveness Evaluation**

ADJUNCT FACULTY TEACHING EFFECTIVENESS EVALUATION

Adjunct Faculty Member Information:

Name: _____
(LAST, FIRST, MIDDLE)

College/School: _____

Department: _____

Course Title: _____ Course Number: _____

Evaluator (*Department Chair*): _____

Bethune-Cookman University recognizes that excellence in teaching is one of the most important attributes of all faculty members. Please assess the adjunct faculty member's *teaching effectiveness* based on your observations of his/her instructional techniques, course administration, Student Rating of Instruction, and course materials including course syllabi and indicate your ratings below.

Distribution: Following discussion with the adjunct instructor, the ***Department Chair*** forwards the original and a copy of the evaluation to the ***College/School Dean*** and a copy of the evaluation to the ***adjunct faculty member***. The ***Department Chair*** retains a copy of the evaluation for the department's files. The ***School Dean*** forwards the original evaluation to the Provost, who sends it to Human Resources for inclusion in the adjunct faculty member's personnel files.

ADJUNCT INSTRUCTOR'S NAME: _____

The rating scale for each of the areas of evaluation is:

- 5 = Exceeds Expectations
- 4 = Meets Expectations/High Level
- 3 = Meets Expectations/Average Level
- 2 = Partially Meets Expectations
- 1 = Does Not Meet Expectations

Evaluation Area	Rating
1. Command of the subject	
2. Knowledge of the relationship between the instructor's discipline and the liberal arts tradition	
3. Knowledge of current developments and pedagogy in the instructor's discipline	
4. Ability to relate one's subject to other areas of knowledge	
5. Skill in communicating with students	
6. Ability to plan and execute a substantive, well-organized course	
7. Ability to stimulate and broaden student interest in the subject matter	
8. Capacity to challenge students	
9. Ability to use effective teaching methods and student evaluation methods	
10. Demonstrates attributes of integrity, open-mindedness, and objectivity in teaching	
11. Exceeded average student evaluation scores for school and department faculty	
12. Availability and completeness of course syllabi (including student learning outcomes) in accordance with University requirements	
13. Effective use of instructional technology including the University's Learning Management System to teach and administrate assigned courses	
14. Timely submission of midterm and final student grades	
Total Points	
Average Overall Rating (Total Points divided by 14)	

ADJUNCT INSTRUCTOR'S NAME: _____

DEPARTMENT CHAIR'S COMMENTS:

Department Chair's Signature

Date

ADJUNCT INSTRUCTOR'S COMMENTS:

Adjunct Instructor's Signature

Date

Dean's Signature

Date

APPENDIX XI-3

Academic Program Reviews

In coordination with the Office of Assessment, the Office of the Provost is responsible for scheduling and conducting **Academic Program Reviews (APRs)**. Each **APR** evaluates the quality, productivity, competitiveness, and the role of each academic unit and degree program in support of the University's mission, vision, and strategic academic priorities, goals, and objectives. **Academic Program Reviews** encourage self-study and planning within Academic Departments to ensure comparability among review reports, and strengthen the linkages connecting the planning agendas and practices of these units with those of their Colleges/Schools and the University. **Academic Program Reviews** form a basis for informed budgetary decisions at every level of administration.

Normally, the Office of the Provost will schedule **Academic Program Reviews** at **seven (7)-year** intervals. However, in exceptional cases, the Provost may accelerate **Academic Program Review** schedules. Whenever possible, the Provost will schedule **Academic Program Reviews** in conjunction with accreditation or other mandated reviews. The Provost may request recommendations from Academic Council regarding Academic Departments and degree programs for review. The Office of Assessment coordinates all **Academic Program Reviews** with the academic units scheduled for review and with the **Internal Review Teams** to ensure that the process remains efficient, effective, and unbiased.

In consultation with College/School Deans, Department Chairs, and the faculty of the academic units under review, the Provost appoints three to five faculty to each **Internal Review Team (IRT)**. One or two members appointed to each IRT will be from the academic unit under review. Remaining **IRT** members must be from **outside** of the academic unit and degree programs under review. The Provost appoints the Chairpersons of the **Internal Review Teams**, who must not be members of the academic units under review. Upon approval of the Dean and the Provost an academic unit under review may engage external reviewers with subject-matter expertise who are employed by institutions of higher education.

APPENDIX XII: Constitution of the University Senate

PREAMBLE

The mission of Bethune-Cookman University is to develop global leaders committed to service, life-long learning and diversity by providing a faith-based environment of academic excellence and transformative experiences. In order to ensure the continued development of the university, to ensure effective faculty participation in the governance of the institution, and to provide the means for the faculty to exercise its responsibilities, we, the faculty of Bethune-Cookman University, do hereby subscribe to this Constitution as the statement of the function and responsibilities of the Faculty Senate.

ARTICLE I. NAME, FUNCTIONS AND RESPONSIBILITIES

Section 1. Name

The name of this organization shall be the Faculty Senate of Bethune-Cookman University.

Section 2. Function

The Faculty Senate is the representative body of the faculty. It will serve as a channel of communication between the faculty and the administration and, through the administration or Faculty Senate representatives, the Board of Trustees. It will seek means to ensure the quality of all aspects of professional performance.

Section 3. Responsibilities

The responsibilities of the Faculty Senate are to review, discuss, and make recommendations in such areas as policy, curriculum, standards, research, faculty status, student activities related to the academic life of the University.

ARTICLE II. MEMBERSHIP AND ELECTIONS

Section 1. Eligibility

Only “permanent” faculty, defined as full-time faculty members with 50% or more teaching responsibility (including teaching release time for research or non-administrative service), are eligible for membership in the Faculty Senate through their respective departments or areas.

Section 2. Membership

The Faculty Senate will consist of its elected Officers and Senators and such *ex-officio* members as herein designated.

- A. Each academic department will be entitled to one elected faculty member for the first five members of the department or less, and one additional elected member for each additional five members of the department or fractional part thereof
- B. Each elected Faculty Senator will serve for a term of two academic years, from 1 May to 30 April. A senator may serve for two consecutive terms, after which a department must elect a different representative. Any eligible faculty member who has previously served on the senate may be reelected in subsequent terms.
- C. A faculty member with a joint appointment can be eligible for membership from only one department. Unless otherwise specified, a faculty member will be eligible for membership only from the department possessing their major teaching responsibilities

Section 3. Election of Senators

- A. Annual departmental elections by secret ballot will occur in January of each Academic Year for Senators who will begin their term May 1st. The results of this election will be forwarded to the Secretary of the Senate
- B. Challenges may be made until the end of February to any member-elect whose election was in violation of Faculty Senate procedures. Challenged members will not be seated until after the Officers of the Faculty Senate have submitted a written report to the Senators disposing of the challenge, which must be completed within 30 working days. Successfully challenged senators must be replaced by the department using proper procedures as indicated in A and B of Section 3
- C. Vacancies due to departure, termination, or similar actions will be filled by departmental election within 30 days after the vacancy is created, and the representative will serve the unexpired term without penalty of ineligibility for formal election for two successive terms
- D. Each department will elect or appoint one alternate for each Senator in case of conflicts in attending Faculty Senate meetings

Section 4. Duties and Responsibilities of Faculty Senators

- A. To attend all Faculty Senate meetings
- B. To communicate to their respective departments, at departmental meetings, all actions of the Faculty Senate
- C. To communicate to the full Senate any of their respective department's concerns
- D. To supervise the election of new senators in their departments and to report the election results to the secretary of the senate in April

Section 5. Other Representatives

- A. Faculty members (including adjuncts) who are not members of the Senate may attend the meeting of the Faculty Senate and may participate in the discussion with prior approval and recognition of the Chair, but may not vote
- B. The Chair of the Faculty Senate may invite University representatives or guests to attend meetings of the Faculty Senate. These persons may take part in the discussion upon recognition of the Chair, but will have no voting privileges
- C. Other administrative offices (ex. Academic Affairs, Library, etc.) may, at their discretion, request to assign an ex-officio (non-voting) member to the Faculty Senate to provide information for discussions pertaining to their areas

ARTICLE III. OFFICERS AND DUTIES

Section 1. Officers

The elected Officers of the Faculty Senate are Chair, Vice Chair, Treasurer, Secretary, and Representative to the Board of Trustees. Parliamentarian/Historian is an appointed position (see Section 2 below).

Section 2. Eligibility

All permanent faculty (defined as in Article II, Section 1) are eligible to be officers of the Senate. The elected Officers will be chosen by secret ballot at the first meeting of the Faculty Senate every other academic year for a term of office of two years, extending from May 1 to April 30. A simple majority of the senators present and voting will be required for election. The Parliamentarian/Historian will be appointed by the Chair of the Faculty Senate at the last Faculty Senate meeting of each academic year for a term beginning with the first Faculty Senate meeting of the following academic year, and will be available to oversee the operation of the election in that following year.

Section 3. Duties of Officers

- A. The Chair of the Faculty Senate will preside at all meetings of the Senate and arrange for the proper conduct of all Faculty Senate Business. The Chair (in conjunction with the Vice Chair and Faculty Senate Representative to the Board of Trustees) shall also meet with the President monthly during the academic year to discuss the concerns of the faculty identified in Faculty Senate meetings, and bring back any relevant information to the Senate at the following meeting
- B. The Vice Chair will fulfill the duties of the Chair when the Chair is absent and those tasks assigned by the Chair. The Vice Chair will also attend the monthly meetings with the President described in Article III, Section 3A, and will be responsible both for the transmission of faculty agenda items for said meeting to the President's Office in advance and for relaying the agenda items submitted by the President in advance to the Chair and Faculty Senate Representative to the Board of Trustees.
- C. The Treasurer will keep control and maintain record keeping for the budget line of the Faculty Senate, and be responsible for office charges related to the running of the Faculty Senate (such as printing and related office supplies)
- D. The Secretary will keep minutes of all regular meetings of the Senate and maintain a roster of all elected members. The Secretary will distribute copies of the minutes to all members of the Senate at least one week before the next meeting. The Secretary will make the minutes available after they have been approved by the Senate. Motions that have been passed by the Senate will be made available within seven days of being passed
- E. The Parliamentarian/Historian will rule on matters of parliamentary procedure and ensure that the business of the Faculty Senate is conducted in an orderly and procedurally correct manner. The Parliamentarian/Historian will also maintain an ongoing archive of the important papers of the Senate
- F. The Faculty Senate Representative to the Board of Trustees will represent the Faculty Senate with the Board of Trustees and act as an information conduit between the Board and the Senate through the Chair and Vice Chair. The representative will also attend the monthly meetings with the President described in Article III, Section 3A

ARTICLE IV. BUSINESS OF THE FACULTY SENATE

Section 1. Meetings

The Faculty Senate will meet once per month during the academic year. The Chair of the Faculty Senate may call special meetings at any time with at least forty-eight hour notice. The forty-eight hour requirement is to be waived when the President of the University or Provost and Vice President for Academic Affairs requests the Chair to call a special meeting

Section 2. Quorum

A simple majority of all members of the Faculty Senate will constitute a quorum, and must be maintained to conduct official business of the Senate.

Section 3. Agenda

The agenda of each meeting will be prepared by the Chair of the Faculty Senate and circulated to all faculty members prior to each meeting. Committee chairpersons will submit reports containing items requiring Senate deliberation to the Secretary at least ten days in advance of the Senate meeting during which the report is to be considered. Senators must have reports at least five days in advance of the meeting. If the report is not delivered within this schedule, consideration of the issue will require approval by a show of hands of two-thirds of the members present and voting.

Section 4. Initiation of Action

The Faculty Senate may receive items for the agenda from any department through their Senator, or from individual members of the Faculty, Administration, Staff, or Student Government in writing or online (using the Faculty Senate Request for Action Form) to the Chair of the Faculty Senate. Items from individual members will be assigned to a committee of the Senate for review and recommendation before presenting them to the Faculty Senate. Emergency situations will be reviewed by the executive committee (consisting of the elected Officers of the Faculty Senate) for inclusion in the agenda, provided that the request is made to the Chair of the Faculty Senate at least forty-eight hours prior to the meeting. The President of the University and the Provost may present emergency matters directly to the Senate. Such emergency issues may be acted upon by the Faculty Senate at the next meeting or, by vote of the Faculty Senate, referred to a committee for further deliberation before an action is taken. A record of all requests and their dispositions will be kept by the Secretary and become a part of the published minutes.

Section 5. Review

Any action of the Faculty Senate may be subject to review of the full faculty on the basis of a written petition signed by not less than fifteen percent of the total permanent faculty (see Article II, Section 1) and representing at least three departments, and presented to the Chair of the Faculty Senate at least 14 (fourteen) days after the minutes of the Faculty Senate are distributed. All senate actions challenged by faculty petition will be subject to a full vote at the next regularly scheduled Faculty Senate meeting. Failure to petition within the specified time constitutes the full approval of the faculty. Should the faculty senate approve the motion for a second time, a petition of 25% of the total permanent faculty (see Article II, Section 1) and representing at least six departments may force the action to a vote by the full faculty, whose decision is final.

Section 6. Disposition of Faculty Senate Actions

Actions of the Faculty Senate requiring administrative review and approval will be transmitted to the Provost for distribution to appropriate committees and the President if necessary. If approval is required by the President of the University and the President approves the recommended action, then s/he will send the entire matter to the Board of Trustees if necessary. The President and/or Faculty Senate representative then informs the faculty of the Board's disposition. If, however, the President does not approve the recommended action, then he will so inform the Chair of the Faculty Senate. The Chair of the Faculty Senate, upon feedback

from the Faculty Senate concerning the report of the recommendation, may arrange a hearing with the President or the Provost to discuss the decision.

The Representative to the Board of Trustees is responsible for presenting Faculty Senate matters to the appropriate committee of the Board of Trustees; however, s/he may invite other faculty members to appear. After full consideration by the committee, the committee makes its recommendation to the full Board of Trustees. The Representative to the Board of Trustees may request to speak on the matter before the full Board, but the action of the Board is final.

In matters that do not require Board approval, all Faculty Senate recommendations are to be transmitted to the President through the Provost and appropriate administrative committees. In the event of a rejection by the President, the President will inform the Vice Chair of the Senate. The Senate may appeal to the President to reconsider his decision, at which point the Provost will arrange a meeting with the Vice Chair of the Senate and the President and/or his/her representatives.

Section 7. Hearings

Any committee of the Senate may request persons to appear before it for consultation or advice in the areas of faculty responsibility as specified in this Constitution or the committee's charter. When appropriate, committees can and should hold hearings open to the faculty to discuss issues which are of concern to the faculty.

Section 8. Other Meetings

A meeting of the entire faculty must be called if a written request signed by a minimum of 25% of the total permanent faculty (see Article II, Section 1) and representing at least six departments is presented to the Chair of the Faculty Senate along with the issue(s) to be discussed.

ARTICLE V. COMMITTEES OF THE SENATE

Section 1. Selection of Committees

The Faculty Senate will have standing committees to consider the broad spectrum of faculty concerns within its jurisdiction (see Article I, Section 3). These committees will review, study, and report their recommendations to the Faculty Senate for action. The Faculty Senate will have the power to create or dissolve standing committees of the Senate. Ad Hoc committees may be created and appointed by the Chair of the Faculty Senate for the purpose of expediting important but temporary business.

Section 2. General Structure and Operation

- A. The Standing Committees of the Faculty Senate are the following: Executive Committee, Academic Affairs, Budget and Planning, Faculty Affairs, Student Affairs, Professional Education, and the Committee on Committees.
- B. All standing committees will be chaired by an elected Senator, except in those cases where the senate by-laws specify a particular position as Chair
- C. Within these major committees, subcommittees can and should be formed by the Committee Chair when necessary
- D. No one will be Chair of more than one standing committee, or a Chair of a subcommittee or ad hoc committee that is a part of a Standing Committee for which they serve as Chair; this does not preclude a standing Committee Chair from serving as Chair of a subcommittee or an ad hoc committee that is a part of another standing committee
- E. The majority of each committee will consist of faculty members elected or appointed from the full permanent (see Article II, Section 1) faculty. Students may serve on appropriate standing committees
- F. The standing committees will act on instructions from the Senate and initiate proposals for Senate or Faculty action
- G. Standing committees will maintain an active liaison with the appropriate university administrative offices associated with their responsibilities
- H. Standing committees will establish and coordinate meeting dates at the beginning of the academic year and provide such dates to the Chair and Secretary of the Faculty Senate
- I. Any person who fails to carry out assigned responsibilities can be removed by petition of a majority of the committee members, with the recommendation approved by the Faculty Senate
- J. All committees will keep reports and minutes (including meeting participants), and will submit required reports as specified in their charge. At the final Faculty Senate Meeting at the end of the academic year, each standing, joint, and sub-committee will submit a final written report detailing all major business conducted during that academic year, including a summarization of major actions plus the minutes of all meetings. A copy of each committee's report will be made available to all faculty
- K. The minutes, official papers, and documents of each standing committee, subcommittee, and the Faculty Senate will be filed by the Parliamentarian/Historian and in electronic form in the university archives by academic year and in chronological order for easy access
- L. Committees requiring budgets will manage those budgets according to University financial procedures
- M. Subcommittee Chairs must be members of the associated standing committee

Section 3. Eligibility

All permanent faculty, students, and those administrative staff deemed necessary by the Senate are eligible to serve on standing or ad hoc committees of the Faculty Senate. No faculty member will be required to serve on more than one, nor be allowed to serve on more than two, standing committees of the Faculty Senate.

Section 4. Term of Office

The term of office of members of Faculty Senate standing committees and the chairs of the committees will be two years with staggered terms, with the right to be re-elected. Terms will begin May 1st and end April 30th. A secretary for each committee will be elected by the committee.

Section 5. Election of the Committee Chairperson

Only permanent full time faculty (see Article II, Section 1) who are faculty Senators are eligible for election as Chairs of standing committees. The Chairs will be elected by the Faculty Senate, except in those cases where the Senate Bylaws specify a particular position as Chairperson. The Committee on Committees will provide at least two nominees for the Chairs of each committee. The election of Chairs will be held at the April Faculty Senate meeting for start in the following year's term.

Section 6. Vacancies

Vacancies on standing committees will be filled by the Committee Chairperson. Appointments to the vacancies which occur will be to fill the remainder of the vacant committee member's term.

Section 7. Meetings

Each committee will meet at least once per semester. Meetings may occur at the discretion of the Committee Chair, the request of at least three members of the committee, or the request of the Chair of the Faculty Senate.

Section 8. Committees – Membership and Duties

The standing committees of the Faculty Senate will be those identified in Article V, Section 11, and are subject to addition or removal by vote on a resolution thereto by the Faculty Senate. All members of the permanent faculty (see Article II, Section 1) and professional library staff are eligible for election and appointment to committees. All committee members are expected to make positive contributions toward the goals of the committee. Individual committee members will be asked to lead the committee's efforts to accomplish specific task as described in the committee's functions. Task leaders may use the other members of the committee as resources and may also request the services of faculty and staff that are not on the committee. Each committee member has one vote.

Section 9. Meetings When the Faculty is not in Session

When the Faculty is not in session, the Executive Committee (consisting of the elected Officers of the Faculty Senate) may approve an Ad Hoc Committee consisting of one faculty senator from each School or College. If no Senators from a School or College are available during that time (for example, over the summer) then the Chair of the Faculty Senate may select an alternate. An Ad Hoc Committee will act only on necessary, time-sensitive matters, and any actions will be reviewed and voted on, and may be rejected, by the full Faculty Senate at its next regular meeting.

Section 10. Nominations and Elections to Committees

- A. In February of each year, the Committee on Committees will poll the permanent faculty (see Article II, Section 1) and faculty administrators electronically or in writing for nominees to fill the expected vacancies on the various faculty committees
- B. In March of each year, the Committee on Committees will distribute to the Faculty Senate nominations for the various committees
- C. In April of each year, the Faculty Senate will elect faculty to two-year staggered terms, and these newly elected committee members will assume their responsibilities on May 1st. Voting will be by secret ballot. A majority of those present and voting will elect
- D. The Committee on Committees retains the right to fill any unfilled membership positions (as defined below) by appointment from the list of senators not assigned to a committee for that academic year. A faculty senator may refuse one assignment, but must then accept a second assignment by the Committee on Committees

Section 11. Composition and Function of Committees

I. Executive Committee

Functions: The Executive Committee, consisting of the elected Officers of the Faculty Senate, will meet with the Board of Trustees and President's Cabinet for regularly scheduled meetings as indicated in Article III, Section 3 to act as the conduit for faculty concerns and issues in these administrative bodies. The Executive Committee of the Faculty Senate or the President's Cabinet may call meetings as necessary. The Executive Committee will also represent the Senate and thus the faculty at large as an advisory and consultative body to the Board of Trustees, the President, and the President's Cabinet regarding matters of general concern to the faculty pertaining to the welfare and effectiveness of the University. The Executive Committee will report regularly to the Senate.

II. Academic Affairs Committee

Functions: The Academic Affairs Committee reviews the policies and standards of all phases of academic programs, both graduate and undergraduate. The committee will be available to assist the Provost in the preparation of Faculty Institutes. The Committee will also study and recommend to the Faculty Senate policies governing curriculum, recruitment, selection, admission, financial aid and scholarships, readmission of students, the development (in conjunction with the Admissions Office) of a program for recruitment and retention of students, and to advise and aid the Director of Admissions and the Registrar. The Academic Affairs Committee reviews, interprets and provides recommendations for the undergraduate and graduate student handbooks. Representatives of the above listed administrative offices are welcome to provide an ad hoc (nonvoting) member to this committee for advisement and information.

III. Budget and Planning Committee

Functions: This committee considers recommendations of priorities for the use of financial resources for purposes impacting the academic mission of the university, including but not limited to the establishment of new courses and programs, the improvement of teaching and learning, and other instructional and financial operations matters, for forwarding to the Faculty Senate and, if approved, the Provost.

IV. Faculty Affairs Committee

Functions: The Faculty Affairs Committee is concerned with policies and procedures that influence the personal, social, and professional welfare or development of the faculty, including working relationships and environment, promotion and encouragement of research, professional development opportunities, and the periodic review of policies stated in the Faculty Handbook. This committee acts as the liaison to the Provost's Office for information concerning candidates for excellence awards and the allocation of any internal research or development funding, and may form recommendations for the originating university office or officer. This committee is also responsible for the review of faculty concerns for recommendation to the Faculty Senate as a resolution, and disposition to the appropriate university office or administrator as needed.

V. Student Affairs Committee

Functions: The Student Affairs Committee is concerned with university policies and procedures regarding students, including recruitment and retention, advising, mentoring, class attendance, international and at-risk student support, campus student life, student athletic and other organized activities, cultural programs of interest to the student body and the community, and other student issues impacting the faculty's responsibilities at the university. This committee may appoint a representative to the university Judiciary Council for the purpose of providing information for the committee's work.

VI. Professional Education

Functions: This committee makes recommendations to the Faculty Senate concerning the operation and issues associated with the School of Professional Studies of Bethune-Cookman University, including issues pertaining to program operation (non-degree, degree, certificate, and continuing education), admissions, readmission, retention, and transfers.

VII. Committee on Committees

Functions: To provide the Faculty Senate each year with the nominees to fill the vacancies on the various Faculty Senate committees, to provide at least two nominations for the Chair of each standing committee (drawn from the entire permanent faculty; see Article II, Section 1), and to match faculty interests as closely as possible with the goals and objectives of the Faculty Senate committees. This committee will also address issues pertaining to the Faculty Senate Constitution.

ARTICLE VI. AMENDMENTS

Section 1. Amendments

Amendments to the Constitution and Bylaws may be proposed by any faculty member. All proposed amendments to the Constitution and Bylaws will be submitted in writing to the Chair of the Faculty Senate and forwarded to the Committee on Committees for discussion and recommendation. The proposed amendment and recommendation will then be submitted to all members of the Senate at least one month prior to the meeting in which they are to be acted upon.

If two-thirds of the Senators present and voting approve the amendments, they will then be transmitted to the full faculty for ratification.

Section 2. Faculty Approval of Amendments

Amendments approved by the Faculty Senate must be ratified by a two-thirds majority of the faculty present and voting at a general faculty meeting. A quorum for such a general faculty meeting will be a two-thirds majority of the "permanent" faculty of the university (as defined under Article II, Section 1) at the time of the meeting. The proposed amendments will be submitted to all members of the faculty at least one (1) month

prior to the meeting in which they are to be acted upon. Amendments approved by the faculty will be transmitted by the Chair of the Faculty Senate via the Provost to the President and, if necessary, to the Board of Trustees for placement on the official agenda. Upon approval of the ratification by the President and/or Board, the amendment will become effective immediately unless otherwise specified by the language of the amendment. If the amendment is rejected by the President and/or Board, notification of the rejection including the reasons for rejection will be transmitted to the Chair of the Faculty Senate and may be considered for further review or comment as specified in Article IV, Section 6.

ARTICLE VII. PARLIAMENTARY AUTHORITY

Section 1. Rules of Procedure

The most recent revision of Robert's Rules of Order will be the governing rules of the Faculty Senate, and enforced by the Senate Parliamentarian/Historian.

APPENDIX XIII-A: Standard Course Syllabus Template



BETHUNE- COOKMAN UNIVERSITY

Standard Course Syllabus Template

The syllabus is an agreement between you, the student and professor. It is intended to give you an outline of your course and what will be covered during the semester. Many questions that you may have are typically covered in the syllabus. You are expected to read the course syllabus in its entirety at the beginning of the semester, and reference it frequently throughout the semester. **Disclaimer:** *The syllabus will be followed as closely as possible. The professor reserves the right to make modifications as deemed necessary.*

Course Information



Click here to enter College/School

Click here to enter Course Title

Click here to enter Course prefix, number, and section.

Click here to enter Credit Hours.

Click here to enter Semester and Year.

Instructor Information

Instructor/Professor Name:

Title:

Office Location:

Office Phone:

Email:

Office Hours:

Course Description

Click here to enter text. Description should match University catalogue.

Prerequisite(s)

Click here to enter text.

Required Textbook(s) and Materials

Click here to enter text.

Course Goals and Objectives

Minimum Technical Requirements

Access to a reliable computer with internet.

Word Processing software.

A BCU email account.

Meeting Days and Times:

Classroom location:



Main Course Goal

Click here to enter text.

Impact on BCU Mission and Institutional Student Learning Outcomes (ISLOs)

Through the attainment of the course student learning objectives (CSLOs), students will acquire knowledge, skills, and competencies outlined in the [Institutional Student Learning Outcome](#) (ISLOs), School Student Learning Outcomes (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan; as well as, the School Goals.

Program Student Learning Outcomes (PSLOs)

Add any PSLOs addressed in your Course Learning Objectives.

Course Student Learning Objectives(CSLOs)

Upon successful completion of this course, students will be able to:

Course Delivery

Course Structure

Provide a statement on how the course is organized. (i.e. units, chapters, weeks, modules, etc.). "This course is organized by..."

Methods of Instruction

Describe your instructional method. What do you use to teach/share content? Lecture Notes, PowerPoint Presentations, Video Lessons, textbook, podcasts, etc.

Course Activities

List and describe types of activities used in your course (exams, papers, quizzes, projects, presentations, reports, forum discussions, etc.)

Assessment and Grading



Methods of Evaluation

Graded Assessments	Points	Percentage
	Total:	

Letter Grade Assignment/Grading Scale

The following grading scale will be observed:*

Points	Percentages	Grades	Interpretation
900 – 1000	90% to 100%	A	Excellent
800 – 899	80% to 89.99%	B	Good
700 – 799	70% to 79.99%	C	Average
600 – 699	60% to 69.99%	D	Poor
0 – 599	0% to 59.99%	F	Fail

*Please check grading scale of your college/school as it may differ from the University grading scale

Grading Policy

Course Policies and Expectations



Instructor Feedback/Communication

Provide your communication and feedback plan.

Student Responsibilities

Late Work Policy

How do you handle late submissions of assignments? Provide a statement on your policy.

Disaster/Emergency Policy

In the event of a disaster, course communication, content delivery, grading procedures, and deadlines are subject to change. Communication methods may include Wildcat email, phone, or video conference. The contact information provided at the beginning of the syllabus should be kept in a safe place; it should be used to reach me in the case of an emergency. Content delivery may encompass a variety of methods such as video lessons, narrated PowerPoint presentations, podcasts, etc. Group work may use tools such as Google Docs, Google Sheets, or Google Slides which all provide opportunities for collaboration. It is imperative that you save or print a copy of your course syllabus. This will help keep you on track by using the course schedule which lists assignments, readings, and other course activities.

Institutional Policies



Academic Honesty

A student is required to maintain an honor code. As members of an academic community, which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present, as their own work, only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other form of academic dishonesty. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person's work as his or her own, that person is guilty of plagiarism.

Charges of cheating on tests or examinations, plagiarism in the production of written papers, other products or processes will result in disciplinary action by the faculty and administration. This includes a reduction of grades, loss of grades, possible removal from class, or suspension. Plagiarism and cheating are major violations of the Distance Education Student Participation Agreement and Student Honor Code and may result in the student's indefinite suspension from the university. For more on this policy, reference the [Academic Catalog](#). For more on Plagiarism, visit Plagiarism.org.

Americans with Disabilities Act

B-CU is committed to accessibility and usability for all students. Online courses are delivered using the Jenzabar eLearning platform, Jenzabar Internet Campus Solution is updated to address and resolve certain Americans with Disabilities Act compliance items. You will find that documents provided in the course are fully accessible and videos are captioned or accompanied by transcripts.

If you anticipate barriers related to the format or requirements of a course, please contact the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with the [Office of Disability Services](#) located in the Charles C. Parlin Center, 635 State Street, Room 101; (386-481-2172). When you have met the eligibility requirement you will be given documents to notify the course instructor of your approval for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973. The student, course instructor, and the Office of Student Accessibility will coordinate a plan for accommodations.

Student Attendance & Participation

Class attendance is necessary for your academic success and faculty take attendance to verify your presence in the class. Attendance records are used by the Registrar and by the Financial Aid office. Attendance may be used as part of a participation grade for the course. Students are responsible for all work, assignments, tests, and notes whether or not an absence is excused or unexcused.

Drop, Withdrawal, and Issuance of Incomplete

Visit the [Bursar Office's Withdrawal Page](#) for the universities' policies on dropping courses and withdrawal. Students may only receive refunds for courses that are cancelled by the University or courses that are dropped before the last day of late registration. [Academic Calendar](#) includes the "Last Day to Withdraw" for each semester. Forms to drop/withdraw from a course may also be found under forms on the [B-CU Cyber Wildcat Center](#) page.

Instructors may issue "I" or Incomplete grades to students who, for legitimate reasons, have not completed coursework at the time final grades must be submitted. At the time the request is made, the student must be passing the course with the required minimum grade for the course. At the discretion of the instructor, an "I" grade may be given to a student who is experiencing extraordinary personal challenges, but who has not formally requested an Incomplete grade.

Wildcat Email

All students are required to use Wildcat Email for all official college email communications.

Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords students at Bethune-Cookman University certain rights with respect to their education records. Information about your rights as a student under FERPA can be found in the Student Handbook, Student Catalog, and on the [Registrar's webpage](#).

Student Grievances

Bethune-Cookman University is committed to fostering mutual respect among students, faculty, staff, and administration on the campus. In the event of concerns about fairness and equity, we seek to find solutions that do not involve having to resort to formal grievance procedures. However, when such solutions are not possible, we are committed to a formal grievance process that will result in fair and reasonable resolutions. The Student Handbook details the full grievance policy and procedures.

Reference the [Academic Catalog](#) for complete policies and details: [Academic Regulations and Policies](#).

Bibliography

About your Instructor

Tentative Course Schedule



1 Below is the schedule with deadlines. The “Complete?” column is there to help you keep up with what you have done.

Week Date Range Topic	Activity (w/Due Dates)	Complete?
Week 1 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 2 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 3 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 4 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 5 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 6 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 7 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 8 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 9 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 10 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 11 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 12 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>

Week Date Range Topic	Activity (w/Due Dates)	Complete?
Week 13 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 14 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 15 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 16 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>

APPENDIX XIII-B: Online and Blended Course Syllabus Template



BETHUNE- COOKMAN UNIVERSITY

Online and Blended Course Syllabus Template

The syllabus is an agreement between student and professor. It is intended to give you an outline of your course and what will be covered during the semester. Many questions that you may have are typically covered in the syllabus. You are expected to read the course syllabus in its entirety at the beginning of the semester, and reference it frequently throughout the semester. **Disclaimer:** *The syllabus will be followed as closely as possible. The professor reserves the right to make modifications as deemed necessary.*

Contents

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<u>Course Policies and Expectations</u>	146
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Course Information



Click here to enter College/School

Click here to enter Course Title

Click here to enter Course prefix, number, and section.

Click here to enter Credit Hours.

Click here to enter Semester and Year.

Instructor Information

Instructor/Professor Name:

Title:

Office Location:

Office Phone:

Email:

Office Hours:

Course Description

Click here to enter text.

Prerequisite(s)

Click here to enter text.

Required Textbook(s) and Materials

Click here to enter text.

Technical Competencies

Students taking online courses should be able to:

Perform a number of functions within an Operating System and have basic file skills.

Navigate and use various functions of the Internet.

Use internet-based email to perform a number of email related tasks.

Use productivity software to create documents using various formatting options.

Minimum Technical Requirements

A reliable computer with internet access.

Word Processing software.

Adobe Reader ([latest version](#)).

Course Modality

This course is delivered in the format checked:

Online (100% Fully Online)

Blended (50% Online & 50% Face-to-Face)

Course Goals and Objectives



Main Course Goal

Click here to enter text.

Impact on BCU Mission and Institutional Student Learning Outcomes (ISLOs)

Through the attainment of the course student learning objectives (CSLOs), students will acquire knowledge, skills, and competencies outlined in the [Institutional Student Learning Outcome](#) (ISLOs), School Student Learning Outcomes (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan; as well as, the School Goals.

Program Student Learning Outcomes (PSLOs)

Add any PSLOs addressed in your Course Learning Objectives.

Course Student Learning Objectives (CSLOs)

Upon successful completion of this course, you will be able to:

Course Delivery



The Jenzabar eLearning System

This course is managed using an online Learning Management System (LMS) known as Jenzabar eLearning. Jenzabar eLearning is accessed using a web browser over the Internet. You will log in using the [Wildcat Web](#) and find current courses listed under **My Courses** on the left sidebar. For help using eLearning, contact the Help Desk.

Table 2 - This table describes some of the main areas in your eLearning course.

Course Navigation	Description
Start Here	Starting point in the course; contact information, start-up information, and important documents.
Overview	Contains the Course Organizer which gives an overview/snapshot of a course and your status.
Coursework	Course content, weekly modules, instructional material, and assignments are located here.
Help & Resources	Technical Support and supplemental course resources are located in this area.
Syllabus	Find a downloadable version of your course syllabus.
Course Calendar	View the due dates and events for your course.
Gradebook	Use the Gradebook to review your grades throughout the semester.
Attendance	Review your attendance record.
Roster & Email	Communicate with your instructor and classmates via email.

Course Structure

Provide a statement on how the course is organized. (i.e. units, chapters, weeks, modules, etc.). “This course is organized by...”

Online Meetings

Important: This course will have three synchronous online sessions. One will be scheduled during the first week of class, midterm week, and the last week of the semester. The dates, times, and details will be announced in advance.

Methods of Instruction

Describe your instructional method. What do you use to teach/share content? Lecture Notes, PowerPoint Presentations, Video Lessons, textbook, podcasts, etc.

Course Activities

List and describe types of activities used in your course (exams, papers, quizzes, projects, presentations, reports, forum discussions, etc.)

Assessment and Grading



Methods of Evaluation

Graded Assessments	Points	Percentage
	Total:	

Letter Grade Assignment/Grading Scale

The following grading scale will be observed:*

Points	Percentages	Grades	Interpretation
900 – 1000	90% to 100%	A	Excellent
800 – 899	80% to 89.99%	B	Good
700 – 799	70% to 79.99%	C	Average
600 – 699	60% to 69.99%	D	Poor
0 – 599	0% to 59.99%	F	Fail

*Please check grading scale of your college/school as it may differ from the University grading scale

Grading Policy

Course Policies and Expectations



Instructor Feedback/Communication

Provide your communication and feedback plan.

Student Responsibilities

Late Work Policy

How do you handle late submissions of assignments? Provide a statement on your policy.

Online Classroom Rules (Netiquette)

Just as you are expected to conduct yourself in a professional manner offline, you are expected to do the same in the online environment. It is important to remember these guidelines when communicating in your online courses:

Do not dominate any discussion.

Do not use offensive language.

Never make fun of someone's ability to read or write.

Use correct spelling and grammar in all written communications. Always proofread.

Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.

Keep an "open-mind" and be willing to express even your minority opinion.

Be aware of the University's Academic Honesty Policy.

Think before you push the "Send" button.

Do not hesitate to ask for feedback.

When in doubt, always check with your instructor for clarification.

Adapted from "Netiquette: Make it Part of Your Syllabus" by Alma Mintu-Wimsatt, Courtney Kernek, Hector R. Lozada. Licensed under [CC BY-NC-SA 3.0 US](https://creativecommons.org/licenses/by-nc-sa/3.0/us/).

NOTE: Your instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the and Netiquette guidelines listed above.

Disaster/Emergency Policy

In the event of a disaster, course communication, content delivery, grading procedures, and deadlines are subject to change. Communication methods may include Wildcat email, phone, or video conference. The contact information provided at the beginning of the syllabus should be kept in a safe place; it should be used to reach me in the case of an emergency. Content delivery may encompass a variety of methods such as video lessons, narrated PowerPoint presentations, podcasts, etc. Group work may use tools such as Google Docs, Google Sheets, or Google Slides which all provide opportunities for collaboration. It is imperative that you save or print a copy of your course syllabus. This will help keep you on track by using the course schedule which lists assignments, readings, and other course activities.

Institutional Policies



Academic Honesty

A student is required to maintain an honor code. As members of an academic community, which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present, as their own work, only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other form of academic dishonesty. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person's work as his or her own, that person is guilty of plagiarism.

Charges of cheating on tests or examinations, plagiarism in the production of written papers, other products or processes will result in disciplinary action by the faculty and administration. This includes a reduction of grades, loss of grades, possible removal from class, or suspension. Plagiarism and cheating are major violations of the Distance Education Student Participation Agreement and Student Honor Code and may result in the student's indefinite suspension from the university. For more on this policy, reference the [Academic Catalog](#). For more on Plagiarism, [visit Plagiarism.org](#).

Americans with Disabilities Act

B-CU is committed to accessibility and usability for all students. Online courses are delivered using the Jenzabar eLearning platform, Jenzabar Internet Campus Solution is updated to address and resolve certain Americans with Disabilities Act compliance items. You will find that documents provided in the course are fully accessible and videos are captioned or accompanied by transcripts.

If you anticipate barriers related to the format or requirements of a course, please contact the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with the [Office of Disability Services](#) located in the Charles C. Parlin Center, 635 State Street, Room 101; (386-481-2172). When you have met the eligibility requirement you will be given documents to notify the course instructor of your approval for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973. The student, course instructor, and the Office of Student Accessibility will coordinate a plan for accommodations.

Student Attendance & Participation

While a minimum weekly login to include a submission of an activity or assignment is required; we strongly encourage a daily login to include a completion of an activity or assignment. Full details of this policy are provided in the Student Attendance and Student Participation Agreements in your Jenzabar eLearning course. In each of your online courses, you are required to acknowledge both agreements.

Drop, Withdrawal, and Issuance of Incomplete

Visit the [Bursar Office's Withdrawal Page](#) for the universities' policies on dropping courses and withdrawal. Students may only receive refunds for courses that are cancelled by the University or courses that are dropped before the last day of late registration. [Academic Calendar](#) includes the "Last Day to Withdraw" for each semester. Forms to drop/withdraw from a course may also be found under forms on the [B-CU Cyber Wildcat Center](#) page.

Instructors may issue “I” or Incomplete grades to students who, for legitimate reasons, have not completed coursework at the time final grades must be submitted. At the time the request is made, the student must be passing the course with the required minimum grade for the course. At the discretion of the instructor, an “I” grade may be given to a student who is experiencing extraordinary personal challenges, but who has not formally requested an Incomplete grade.

Wildcat Email

All students are required to use Wildcat Email for all official college email communications.

Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords students at Bethune-Cookman University certain rights with respect to their education records. Information about your rights as a student under FERPA can be found in the Student Handbook, Student Catalog, and on the [Registrar’s webpage](#).

Proctoring

Per B-CU Distance Education Student Participation agreement, all midterm and final exams will be proctored for all online courses and blended courses when the instructor administers the midterm and final exam online. The proctor ensures the security and integrity of the exam process. Authentic assessments do not require proctoring. It is the student’s responsibility to schedule proctored exams through the proctoring service. If applicable, students are responsible for any fees incurred from proctored exam. Reference the Help & Resources page in your course for more information. You can find the Proctoring FAQ and the Proctoring Approval Application on the [university’s webpage](#).

Student Grievances

Bethune-Cookman University is committed to fostering mutual respect among students, faculty, staff, and administration on the campus. In the event of concerns about fairness and equity, we seek to find solutions that do not involve having to resort to formal grievance procedures. However, when such solutions are not possible, we are committed to a formal grievance process that will result in fair and reasonable resolutions. The Student Handbook details the full grievance policy and procedures.

While attending Bethune-Cookman University, students residing outside of the state of Florida who desire to resolve a grievance, should first follow the University’s student grievance procedure. However, if a grievance cannot be resolved internally, students may file a grievance with their state. Find [state contact information](#).

Reference the [Academic Catalog](#) for complete policies and details: [Academic Regulations and Policies](#).

Technical Assistance



Help Desk

[Bethune-Cookman University Help Desk & Client Services](#)

For technical assistance with eLearning and your online courses contact the B-CU Help Desk.

Phone - (386) 481-2070

You are encouraged to leave a message if no one answers. A support staff will be assigned your ticket and contact you once it's received.

Website - [Helpdesk Request](#)

Submit a ticket online by completing a Help Desk Request using the link provided.

Email - helpdesk@cookman.edu

Submit your request via email with your request details and a ticket will automatically be generated.

Visit - Faith Hall, 620 Dr. Mary McLeod Bethune Blvd., Daytona Beach, FL 32114.

Respondus Lockdown Browser

You may be required to use **Respondus Lockdown Browser**, a custom browser that locks down the testing environment, when taking online exams. You will be able to download the eLearning installer whenever a test requires this browser. For more information, reference the Respondus Student Guide in the Help & Resources area of the course.

Bibliography

Tentative Course Schedule

3 Below is the schedule with deadlines. The “Complete?” column is there to help you keep up with what you have done.

Week Date Range Topic	Activity (w/Due Dates)	Complete?
Week 1 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 2 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 3 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 4 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 5 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 6 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 7 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 8 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 9 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 10 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 11 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 12 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 13 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 14 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 15 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 16 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>

APPENDIX XIV: Application for Independent Study



Bethune-Cookman University APPLICATION FOR INDEPENDENT STUDY

When applying for Independent Study, please consider the following before completing this form:

- Independent Study may take place only after other alternatives have been exhausted.
- Independent Study may be taken only during the student’s final two semesters and only if there is an absolute need for the course in order to satisfy **major area** requirements for graduation.
- Independent Study may be taken only by matriculating students who are in acceptable standing.
- Independent Study courses are limited to **two (2)** during the student’s matriculation.
- A student will pay the normal course fee for an Independent Study course.
- Under no circumstances will Independent Study be approved after two weeks from the start of a semester or after the first week of a summer session.
- Independent Study must be for a course listed in the undergraduate catalog and taught by a full time faculty.
- This Independent Study policy applies to all students.
- Check B-CU Email for notifications regarding your application.

Name: _____ B-CU ID # _____ Date: _____
 Major: _____ Minor: _____
 Last Semester GPA: _____ Cumulative GPA: _____
 Anticipated Graduation Date: _____ B-CU Email: _____
 Phone (Day): _____ Phone (Evening): _____
 Permanent Address: _____
 City: _____ State: _____ Zip: _____

COURSE INFORMATION

Semester and Year: _____
 Course #: _____ Course Title: _____
 Reason for Request: _____

ALL SIGNATURES ARE NEEDED BEFORE THIS FORM CAN BE PROCESSED

Student Signature	Print Name	Date
Student Success Coach Signature	Print Name	Date
Instructor Signature	Print Name	Date
School Dean Signature	Print Name	Date

7/9/2015
Office of the Registrar

**APPENDIX XV:
Promotion and Tenure Evaluation Findings Form**

Promotion and Tenure Evaluation Findings Form

SUMMARY OF FINDINGS OF THE DEPARTMENT CHAIR

(This form must be completed and accompany the letter from the applicant's Department Chair.

All items must be delivered by the Office of the Provost.)

SCHOOL OF _____

Name of Faculty Applicant_

Please write a concise statement regarding the applicant's ability in each of the areas below.

1. Teaching

2. Service (Community and University)

3. Scholarship

Signature of Department Chair

Date

Promotion and Tenure Evaluation Findings Form

SUMMARY OF FINDINGS OF THE DEAN

(This form must be completed and accompany the letter from the applicant's School/College Dean.

All items must be delivered by the Office of the Provost.)

SCHOOL OF _____

Name of Faculty Applicant_

Please write a concise statement regarding the candidate's ability in each of the areas below.

1. Teaching

2. Service (Community and University)

3. Scholarship

Signature of Dean

Date

**Enter to Learn,
Depart to Serve.**

**BETHUNE-COOKMAN
UNIVERSITY**

