



**Alderson
Broaddus**

UNIVERSITY

2022-2023 FACULTY HANDBOOK

This document contains faculty, teaching, and instruction-specific guidance in matters regarding academic affairs, classroom instruction policies and procedures, and faculty personnel and development information.

Alderson Broaddus University

Faculty Handbook

NOTICE OF NON-DISCRIMINATION

Alderson Broaddus University is committed to providing and maintaining a learning and working environment that is free from any form of illegal discrimination or harassment in accordance with federal, state and local law, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Americans with Disabilities Amendments Act, the Age Discrimination in Employment Act, the West Virginia Human Rights Act, and their implementing regulations. Specifically, the University does not discriminate on the basis of sex, age, race, color, national origin, disability, religion, veteran status, or any other characteristic protected by federal, state and local law in recruitment, admission, educational programs, University activities or employment. There will be no retaliation against any individual who makes a good faith report of discrimination or harassment or participates in or cooperates with any investigation of alleged discrimination or harassment.

The following person has been designated to handle inquiries regarding the University's non-discrimination policies:

Amy Kittle
Title IX Coordinator
101 College Hill Drive
Philippi, WV 26416
(304) 621-1316
Email: kittleal@ab.edu

Additionally, you may contact the United States Department of Education, Office for Civil Rights:

U.S. Department of Education, Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
FAX: (202) 453-6012;
TDD: (877) 521-2172
Email: OCR@ed.gov

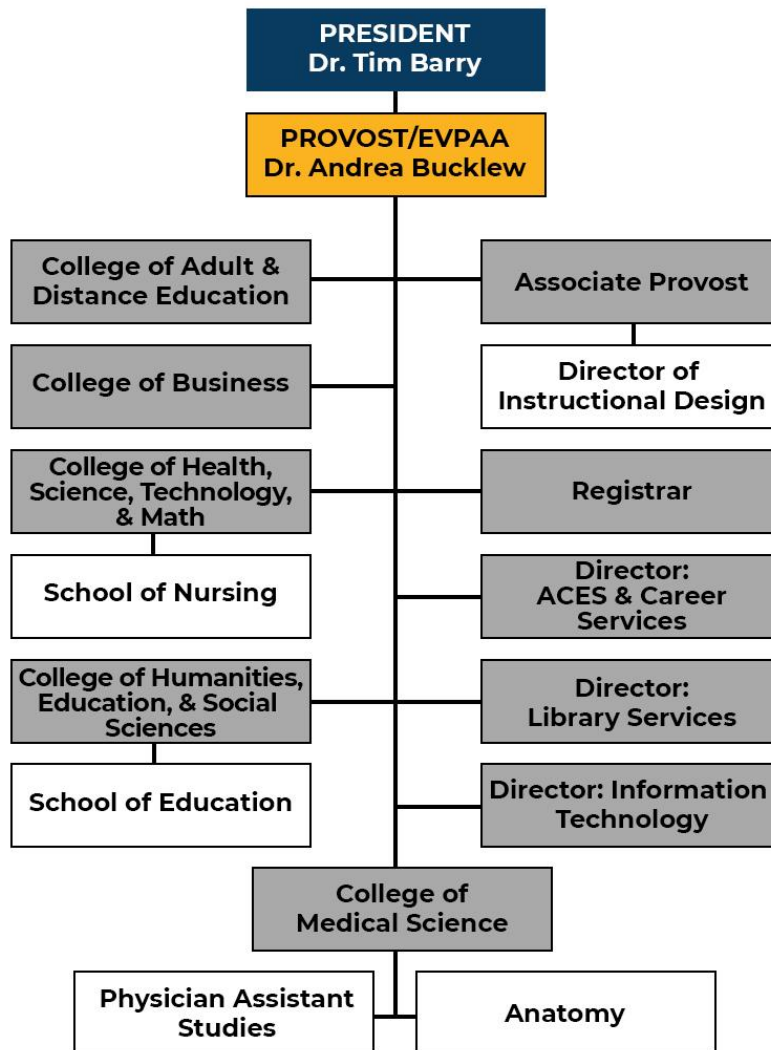
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Faculty Personnel Policies

1.0 Organizational Chart: Academic Affairs			
Authority:	Academic Affairs	Effective Date:	August 1, 2022
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2022
		Review Cycle:	Annually

ACADEMIC AFFAIRS 2022-2023



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1.1 Operational Structure of the Faculty			
Authority:	Faculty Assembly	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2011; 2015; 2018, 2021
		Review Cycle:	Every 3 years

- A. Voting privileges on faculty committees and in Faculty Assembly meeting are extended to:
1. Senior staff reporting directly to the President
 2. Those in positions who report directly to the Provost
 3. The Deans of each respective academic college and chairpersons of the respective school
 4. All persons teaching at least half-time
 5. Professional support staff granted voting privilege by action of the voting faculty
- B. Other members of the campus community (i.e., staff) that have not been granted voting privileges:
1. Professional support staff
 2. Technical support staff
 3. Administrative support staff
 4. Campus support staff
- C. Faculty Assembly Meetings
1. Composition and Voting Privilege
 - a. Faculty Assembly Meetings. Attendance at regular monthly faculty assembly is required of all voting members of the faculty. Reasons for absence should be communicated to the Provost/Executive Vice President for Academic Affairs prior to the meeting if possible. Faculty should also make every effort to attend special meetings called to deal with pressing business or problems requiring immediate attention.
 - b. All members of the instructional and administrative staffs are eligible to participate in the regular meetings of the faculty.
 - c. An annual listing of those with voting privilege will be compiled by the Provost/Executive Vice President for Academic Affairs and will be distributed at the time of the fall workshop. Any additional persons receiving voting privilege during the academic year will be added to the list.

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- d. Other University administrative and staff personnel, emeriti, part-time and adjunct faculty are also welcomed to attend faculty meetings. They have full right of participation but are not eligible to present motions or to vote.

2. Frequency of Meetings

- a. Regularly scheduled meetings are held monthly during the academic year, with a minimum of two meetings per semester required.
- b. A regularly scheduled meeting may be canceled or postponed by the presiding officer or by a majority vote of the faculty, as long as the minimum number of required meetings is held.
- c. The chairperson or vice chairperson may call special sessions of the faculty assembly, either during the academic year or during the summer, to present matters requiring immediate attention. A written notice stating time, place, and purpose of the meeting should be sent to all faculty at least 24 hours prior to the called meeting.

3. Conduct of the Meetings

a. Chairperson

The President of the University and the Provost/Executive Vice President for Academic Affairs will serve as chairperson and vice chairperson respectively. If both these officers are absent, the Dean with the greatest seniority in that position will assume leadership responsibility.

b. Quorum

One-half of the members of the faculty with voting privilege shall constitute a quorum. During the summer, a quorum will consist of one-third of the members of the faculty with voting privilege. For purposes of calculating these percentages, the total number of faculty will not include those on sabbatical or educational leave.

c. Parliamentary Authority

The parliamentary authority for all meetings of the faculty assembly will be the current edition of *Robert's Rules of Order Newly Revised*.

d. Agenda

The agenda for each regularly scheduled meeting of the faculty is determined and published by order of the presiding officer. Each agenda includes a place in the order of business for faculty committee reports and recommendations which have been properly submitted, as well as a place for "other business," during which time individual faculty members may raise issues or concerns.

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- e. Recommendations of Faculty Committees
 - i. All recommendations of standing or *ad hoc* committees should be distributed in writing to each faculty member at least 48 hours before the meeting in which they are to be presented.
 - ii. All recommendations will be presented to the faculty during the business session and will be discussed in sufficient depth to answer questions and address objections.
 - iii. Official action on all recommendations will be by formal vote.
- f. Rights and Responsibilities of Individuals with Respect to Business
 - i. With respect to faculty committees, each member of the faculty has the right and responsibility to recommend to the appropriate committee chairperson that a committee consider specific problems or concerns. The chairperson and the committee then have the responsibility to consider the issue raised and to respond to the inquirer.
 - ii. With respect to faculty meetings, each voting faculty member has the right and responsibility to raise questions or present items of concern during the time on the agenda set aside for “other business.” The presiding officer, with the advice and consent of those present, will then determine the appropriate disposition of such items.
- g. Secretarial and Recording Functions
 - i. The secretary of the faculty assembly must be a voting member of the faculty. Elected by the faculty upon nomination of the Committee on Committees, the secretary serves throughout the academic year, beginning with the fall workshop.
 - ii. The secretary is responsible for noting attendance and determining that a quorum is present.
 - iii. The secretary is responsible for preparing and preserving the minutes of all business meetings of the faculty assembly and for providing all faculty with a copy of the minutes within a reasonable period of time.
 - iv. The secretary is responsible for preserving a file of official minutes of the faculty.

D. Standing Committees of the Faculty

1. Committee Descriptions

Detailed information about the responsibilities and membership of each standing committee is made available through the Committee on Committees (see Faculty Committee Handbook).

2. Committee Appointments

Recommendations for committee appointments are made by a Committee on Committees and submitted for approval to the faculty assembly. In some instances, the responsibilities of certain personnel include service on a specific committee. The President and Provost/Executive Vice President for Academic Affairs are understood to be *ex officio* members of those standing committees to which they are not specifically appointed.

3. Student Appointments

Students serve on several committees with full voting privilege. Some students are designated for service on specific committees by virtue of their offices; all other student representatives are recommended by the Executive Council of the Student Senate and approved by the full Senate.

4. Chairpersons

Each committee chairperson must fulfill the following responsibilities:

- a. Serve as the presiding officer at all meetings of the committee;
- b. Select meeting times (generally at least once a month throughout the academic year) and notify committee members, including student representatives and *ex-officio* members, of such times;
- c. Prepare and distribute (in advance if possible) an agenda for each meeting;
- d. Ensure that the minutes of each meeting are recorded, distributed in a timely fashion to committee members and to the President and Provost/Executive Vice President for Academic Affairs, and preserved in a file for use by subsequent chairpersons;
- e. Report (or designate another committee member to report) to the faculty assembly or the President's Cabinet when requested to do so by the President, another administrative officer, or the committee itself;
- f. Present recommendations to the faculty assembly as appropriate, according to procedures outlined above for faculty assembly meetings;
- g. Submit an annual report by May 31 of each year summarizing actions, changes, additions/deletions made or recommended by committees each year; this report should include:
 - i. Number of meetings held;

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- ii. Attendance by committee members;
- iii. Highlighted outcomes of the committee.

E. Advisory Councils

- 1. Advisory Councils are appointed at times to oversee professionally oriented academic areas. Requests to form or to discontinue an advisory council should be forwarded to the President.
- 2. Advisory councils serve as an arena within which representatives from professional groups, the faculty, and the student body may discuss and/or appraise programs and make recommendations to the appropriate academic unit.
- 3. Persons serving on advisory councils are identified on the annual committee roster.

F. Committee on Committees

1. Composition

Two members of the faculty are elected bi-annually to the Committee on Committees through nominations from the floor at the April faculty assembly meeting. Their duties begin on May 1 of the same year. The committee also includes the President of the University and the Provost/Executive Vice President for Academic Affairs. One of the two faculty members is elected to serve as chairperson.

2. Responsibilities

The Committee on Committees nominates persons for the following:

a. Standing Committees

The committee presents to the faculty assembly a slate of nominees for the various committees, as specified in the official committee descriptions

b. Faculty Representatives to Board of Trustees Committees

The committee nominates one faculty member to represent the faculty on the academic and student affairs committee; advancement and investment committee; business, finance and properties committee; and, recruitment and retention committee.

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1.2 Faculty Responsibilities			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2021
		Review Cycle:	Every 5 years

The Board of Trustees has delegated to the President, in cooperation with the faculty, responsibility for developing and implementing a program of liberal education in harmony with the Christian commitments of the University. The Board legally retains final authority in all matters of policy, including the right to initiate policy and to review all programs and procedures, both administrative and academic.

Under the guidance of the President, the faculty is charged with specific responsibilities in the following areas:

A. Curriculum and Academic Standards

Members of the Faculty are responsible for the following:

1. Recommending policies to implement the programs of the University as defined in its statements of purpose and objectives;
2. Determining the University curriculum and course structure;
3. Setting the standards for academic admission, retention, and graduation, and reviewing and recommending to the Board of Trustees candidates for degrees;
4. Aiding in the development and direction of programs in such areas as health, religious life, scholarships and student aid, social life, student publications, convocations, and student discipline through the committee structure of the University under the guidance of appropriate administrative officers.

B. Committees

Appointments to faculty committees are made at the beginning of each academic year. Each member of the faculty may normally expect to serve on at least one standing committee each year. In addition, members of the faculty may be expected to serve on *ad hoc* committees appointed by the President or his representative for specific University business which cannot be handled well by the regular standing committees.

C. Faculty Assembly Meetings (see Operational Structure of the Faculty)

D. Faculty Workshop

Scheduled just prior to the beginning of the academic year, the faculty workshop affords opportunity for more extended study of issues than is possible in the regular faculty assembly meetings. The agenda for workshop sessions is set by the academic administrative offices. Members of the faculty are required to attend all sessions of the workshop.

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E. Orientation of New Faculty

All new full-time faculty personnel are required to attend a one-day orientation session, which ordinarily takes place one day before faculty workshop begins. Selected members of the faculty and administrative staff may be requested to assist in the orientation of new faculty personnel.

F. Instruction

Faculty and other staff with teaching responsibilities are expected to engage in teaching that:

1. Is of high quality, creative and imaginative in presentation, and planned and organized to meet the needs of students and the demands of the subject matter;
2. Helps to fulfill the purpose and objectives of the University;
3. Maintains the intellectual integrity of their academic disciplines.
4. Expectations for the Use of the University's Learning Management System (LMS) to support the delivery of instructional content and courses. At a minimum, all faculty are expected to:
 - a. Participate in an orientation to the use of the LMS
 - b. Participate in periodic professional development sessions on the use of the LMS and supporting technologies
 - c. Post the course syllabus for access by all students enrolled in each course
 - d. Post evaluation outcomes (i.e., grades, feedback regarding assignments) using the LMS

G. Academic Advising

After the first year of teaching, each full-time faculty member is expected to serve as an academic advisor for students majoring in his or her college or school. Faculty and selected staff members may also be asked to advise students who are undecided about their majors. Academic advisors are chiefly responsible for the following:

1. Helping students plan their semester schedules and their long-term (usually four-year) schedules so that all requirements are met in a timely fashion;
2. Counseling students about course sequencing and prerequisites, liberal studies and elective choices, course substitutions, and course withdrawals;
3. Being available to counsel and register students for courses during the designated advance registration and registration confirmation periods;
4. Maintaining records on each student so as to facilitate the possible transfer of a student from one advisor to another and to facilitate confirmation of students for graduation.

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Although academic advisors have clearly delineated responsibilities, students are also responsible for knowing requirements and for meeting them satisfactorily for graduation.

H. Counseling

Faculty members as well as those staff members who work with students are expected to become acquainted with students, to give assistance with problems when requested, and to be familiar with resources available so as to refer students for further help when needed (see appropriate Student Affairs publications). Faculty interaction with students should be such as to promote students' appreciation for the values of liberal education as well as for the purposes and objectives of the University.

I. Offices and Office Hours

Each full-time faculty member is provided with office space and is expected to be available to students in that office on a regular basis. Each faculty member is expected to designate on the office door a minimum of five hours per week, one hour each day Monday through Friday, during which he or she will be available to students. In order to accommodate the students' diverse schedules, hours should vary from day to day, and students should be made aware that they can make appointments at times other than the designated hours. Faculty with academic advising duties will be expected to be available beyond their usual office hours during advance registration and registration confirmation periods.

Staff members with teaching responsibilities should also make themselves available to students on a regular basis.

J. Advising Student Organizations

Each student organization is authorized under the provisions of a written charter, subject to review and acceptance by the Office of Student Affairs. Each organization is to have an advisor who is a member of the University staff or faculty. The advisor shall be responsible for:

1. Attending meetings of the organization;
2. Assisting the organization in developing programs and projects;
3. Insuring that the organization's operations are consistent with University policy and with the chartered purposes of the organization;
4. Assisting the organization in the proper handling of organization funds.

K. University Activities

1. Convocations

Faculty are expected to participate in the Opening Convocation of the academic year, Honors Convocation, Baccalaureate, and Commencement. Academic regalia is required.

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Persons unable to attend these events should inform the Provost/Executive Vice President for Academic Affairs of their reasons prior to the occasion.

2. Other Activities

Faculty are encouraged to support activities designed to enrich the religious, cultural, and intellectual life of the campus, including worship and other religious services, lectures, concerts, recitals, dramatic productions, art exhibitions, and special programs sponsored by academic colleges and schools.

L. Public Relations

1. Church

Selected members of the Faculty may be invited to represent the University by participating in the worship services of churches throughout the state or region. Participation is voluntary, and travel expenses are compensated by the University. Faculty are also encouraged to share their professional expertise through lectures or other contributions to church education programs.

2. Professional

Faculty members may occasionally be requested to represent the University at meetings of organizations to which the institution as a whole bears relationship. In such instances, expenses will be underwritten by the University, and the faculty member will report to the appropriate individual or group on campus.

3. Community

Faculty members are encouraged to help promote wholesome University-community relationships through the following means:

- a. Affiliating with and participating in a local church;
- b. Participating in local civic groups;
- c. Encouraging area residents to attend University-sponsored events.

M. Professional Development

All full-time faculty as well as those staff members with regular teaching responsibilities are expected to maintain professional growth and awareness through one or more of the following means:

1. Formal Graduate Study

Whether undertaken in pursuit of a degree or as a means of increasing knowledge and competence in specific fields directly or indirectly related to a faculty member's area of instruction, graduate study may help keep an instructor abreast of new developments and provide for an exchange of ideas with others working in the same or similar areas.

2. Research

Although teaching rather than formal research is the focus of the Alderson Broaddus University faculty, instructors are encouraged to pursue intellectual inquiry and continual study which may result in publication or formal presentation at professional conferences.

3. Outside Employment

Professional work experience may help an instructor keep abreast of new developments in his or her field and provide an opportunity to update instruction through practical experience with new techniques. Therefore, an individual may be allowed to undertake such relevant employment, provided that the work will not conflict with professional obligations to the University. He or she must have prior written approval from the President of the University, each semester, before undertaking such employment.

4. Participation in Professional Organizations

Meetings or conferences of professional organizations and the publications of professional organizations may provide opportunities for intellectual and personal stimulation as well as keep an instructor abreast of new information and innovative teaching methods. Faculty members are therefore expected to maintain membership in the leading professional organizations in their fields and to attend meetings with reasonable frequency. To facilitate attendance, professional travel funds are available through the annual budget of each faculty member's college or school. These funds are to be distributed specifically for travel to professional conferences upon request of the faculty member and approval of the college Dean or school chairperson. Faculty who will be absent from classes to attend professional meetings must provide for instruction or other activities in their classes while they are absent.

5. On-Campus Opportunities

Opportunities for professional development are provided through faculty workshops and meetings and through presentations on campus by guest lecturers. In addition, full-time faculty members may, under certain prescribed conditions, enroll in University courses. With few exceptions (individual instruction in applied music, for example), there is no tuition charge.

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1.3 Statement of Professional Ethics			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 5 years

The following statement is derived from the “Statement on Professional Ethics” of the American Association of University Professors, originally adopted in 1966. Revisions were made and approved by the Association’s Council in 1987 and 2009.

- A. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- B. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- C. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution and are loyal to the institution as well as to their profession.
- D. As members of an academic institution, professors seek above all to be effective teachers and scholars, and members of the institutional organization. Although professors observe the stated regulations of the institution, provided those regulations do not contravene academic freedom, they maintain their right to criticize and seek revision through appropriate means. It is their privilege and responsibility to help improve the total University. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of intentions.
- E. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or

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University. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

- F. At Alderson Broaddus University, professional obligations encompass personal support for the purposes and objectives of the institution and a commitment to work for its total well-being by fulfilling the "responsibilities" explained in this handbook.

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1.4 Professional Rights			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 5 years

Statements which follow generally adhere to the published standards of the American Association of University Professors.

A. Academic Freedom

Alderson Broaddus University subscribes to the following generally accepted statement of principles respecting academic freedom as adopted by the American Association of University Professors. The statement is fully applicable to both tenured and non-tenured faculty.

1. 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.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matters which have 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 appointment.
3. College or 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 every effort to indicate that they are not speaking for the institution.

B. Political Activities of Faculty Members

1. Faculty members, as citizens, are free to engage in political activities, subject to the provisions of the policy on academic freedom and responsibility given above.
2. When necessary, unpaid leaves of absence may be granted for the duration of an election campaign or a term of office, on timely application, and for a reasonable period of time, but only if this does not create impossible problems for the scheduled instruction or other work of the institution. The terms of such unpaid leaves of absence shall be stated in writing. The leave will not affect unfavorably the tenure status of a faculty member, but time spent on such leaves will not count as probationary service unless otherwise agreed in writing.

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1.6.1 Faculty Qualifications			
Authority:	Academic Affairs	Effective Date:	2019
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2022
		Review Cycle:	Every 3 years

Alderson Broaddus University (AB) recognizes and adheres to the AB Board of Trustees and the Higher Learning Commission (HLC) guidelines for determining qualified faculty, based on the following purposes:

A. Purpose:

1. Qualified faculty members are competent to accomplish the mission of the institution. When determining acceptable qualifications, primary consideration is given to the highest earned degree in the discipline.
2. Additional considerations as a qualified faculty include competence, effectiveness, and a full scope of knowledge, skills and dispositions appropriate to the program, including related work experience in the field, professional licensure and certifications, and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for validating, justifying and documenting the qualifications of faculty.
3. Minimum Qualifications for a Faculty Member: Faculty teaching at Alderson Broaddus University should have completed a program of study in the discipline or subfield (as applicable) of the area of teaching assignment and/or for which they develop curricula. The following classifications provide guidance to the designation of rank as a member of the faculty at Alderson Broaddus University. Job titles and classifications may be changed by action of the Board of Trustees.
 - a. Instructor. Preferred: graduate degree with two years' teaching experience.
 - b. Assistant Professor. Preferred: terminal degree with five years' teaching experience.
 - c. Associate Professor. Preferred: terminal degree with five years at assistant professor.
 - d. Professor. Preferred: terminal degree with seven years at associate professor.

B. Procedures for Determining Faculty Qualifications:

These procedures are intended for all faculty teaching courses, and/or involved with the development of curricula and must be followed for hiring of all teaching faculty – regular, full-time, or adjunct faculty. A Faculty Qualifications Assurance Form must be completed and submitted, along with a current resume/curriculum vita and transcripts, as part of the hiring process for all teaching faculty.

C. Minimum Qualifications for a Faculty Member

1. Qualified faculty members are identified primarily by academic credentials, but other factors, including but not limited to equivalent, tested experience, are considered by the institution in determining whether a faculty member is qualified.
2. Faculty (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.
 - a. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.
 - b. Faculty members teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
 - c. Faculty guiding doctoral education should have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be appropriate to the program and degree offered.
3. Using academic credentials to qualify faculty:
 - a. Faculty have an academic degree in the discipline, or subfield of the discipline, in which they teach, and/or for which they develop curricula, with coursework at least one level above that of the courses being taught or developed, except in programs for terminal degrees or when equivalent experience is established. An academic subfield refers to a component of the discipline in which the instruction is delivered. The key consideration is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches the courses, including the Liberal Studies courses, the faculty member would teach in accordance with the conventions of the academic field.
 - b. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, the faculty member is expected to have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.
 - c. Faculty who are not the instructor of record (often leading a discussion [seminar] or lab section) have at least the same level of degree as the course being taught. In such cases, the instructor of record has the qualifications outlined above or below and has regular interaction with, and guidance of, the faculty members who are not the lead instructors in the course. The instructor of record is responsible for final assessment of the students in the course, including assigning grades.

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4. Using equivalent, tested experience (tested experience is defined as depth and breadth of experience outside of the classroom in non-academic situations relevant to the discipline in which the faculty member would be teaching) to qualify faculty if academic credentials are not met:
 - a. Faculty teaching bachelor's-level courses:
 - i. Have a minimum of a bachelor's degree in the discipline or subfield, AND a minimum of five years of tested experience in a related discipline to the courses; OR
 - ii. Have a minimum of a bachelor's degree in any discipline, AND a nationally recognized credential (i.e., certification, license, etc.) for the discipline or subfield, AND a minimum of five years of tested experience in a related discipline to the courses.
 - b. Faculty teaching master's-level courses:
 - i. Have a minimum of a master's degree in the discipline or subfield, AND a minimum of five years of tested experience in a related discipline to the courses; OR
 - ii. Have a minimum of a master's degree in any discipline, AND a nationally recognized credential (i.e., certification, license, etc.) for the discipline or subfield, AND a minimum of five years of tested experience in a related discipline to the courses; OR
 - iii. In limited special circumstances, a faculty member may teach a master's-level course with a bachelor's degree if they are recognized by their peers for distinguished professional accomplishments, AND are considered an expert in the content covered in the course.
- D. Ensuring Hiring of Qualified Faculty
1. All faculty position postings or solicitations must include requirements consistent with the Minimum Qualifications for a Faculty Member.
 2. A current resume or curriculum vita, along with academic transcripts or other documents verifying credentials, must be submitted prior to the hire for all faculty positions. Records of the resume/curriculum vita and academic credentials will be kept by the Office of the Provost for all faculty hires. It is the responsibility of the Dean to ensure that these documents are collected and submitted to the Provost/Executive Vice President for Academic Affairs.
 3. For regular, full-time faculty, the University hiring process will be followed for selecting a qualified pool of candidates for interviews. This process includes the Dean and search committee (designated by the Dean). The review will use the Minimum Qualifications for a Faculty Member when selecting and approving the pool of candidates for interviews.

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4. For adjunct (part-time), interim, or visiting faculty, and for clinical appointments or other types of teaching appointments, the Dean will ensure that candidates meet the Minimum Qualifications for a Faculty Member prior to their hiring.
 5. A Faculty Qualifications Assurance Form* must be completed for every faculty hire. This form is kept with the faculty resume/curriculum vita and academic credentials by the Provost/Executive Vice President for Academic Affairs for all faculty hires.
- E. Ensuring Staffing of Courses with Qualified Faculty
1. Documentation of faculty credentials is reviewed annually. For regular, full-time faculty, credentials will be updated annually via the performance review schedule; and for adjunct faculty, new credentials will be submitted whenever the faculty member indicates a change in their credentials when confirming their appointment.
 2. Each semester, the Dean will review staffing plans prior to submitting teaching assignments to the Office of the Provost/Executive Vice President for Academic Affairs to ensure that courses are staffed by faculty with appropriate credentials. The Dean and the Provost/Executive Vice President for Academic Affairs will perform a final review of the staffing plan each semester to ensure that courses are appropriately staffed.

*See Appendix A: Faculty Qualification Assurance Form

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1.6.2 Academic Appointments			
Authority:	Academic Affairs	Effective Date:	2019
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2021
		Review Cycle:	Every 3 years
	Policy Replacement: No; revision	Policy 1.6.2 Types of Academic Appointments	

The academic ranks for full-time faculty include professor, associate professor, assistant professor, and instructor. The initial rank is determined at the time of commencement of employment and is based on faculty qualifications (see Policy 1.6.1, Faculty Qualifications) and (Policy 1.7, Faculty Contracts).

Except for temporary appointments (which include adjunct faculty, interim or visiting faculty, clinical faculty and physicians teaching part time), all regular full-time appointments above the rank of instructor are of two kinds: probationary and tenured. This policy provides guidance regarding the types of appointments for full-time, part-time, clinical appointments, physicians teaching part-time and other (i.e., interim or visiting).

I. Definitions

- A. Probationary Faculty positions are regular, full-time instructional appointments with academic rank which may be for one year, or for other stated periods, and are eligible for renewal.
- B. Tenure-track appointments are for designated faculty who are employed in a Probationary Faculty position and eligible for consideration for tenure within not more than 7 years from their date of hire as a Probationary Faculty member. Tenure-track appointments shall not include any right to permanent or continuous employment, shall not create any manner of legal right, interest, or expectancy of renewal or any other type of appointment, but shall be eligible for annual renewal.
- C. Tenured Faculty are appointments of full-time faculty who have been awarded tenure by the Board of Trustees pursuant to the provisions of Policy 1.6.3, Tenure Appointments. To protect academic freedom, tenure appointments include the assurance of continued employment for an indefinite period, subject to expiration, relinquishment, or termination of tenure according to Policy 1.15, Separation from the Institution.
- D. Adjunct Faculty are employed by the University in a capacity other than full-time instruction, including internal staff or personnel from businesses, industries and other agencies and organizations who are appointed by the institution on a part-time basis to carry out instructional, research or public service functions on a part-time basis.
- E. Interim or Visiting Faculty for purposes of the *Faculty Handbook* denotes an appointment for a stated, usually short, period.
- F. Clinical Faculty includes physicians and other academically qualified health professionals who make their services available on a part-time basis in a clinical setting, in a preceptor/instructional capacity, within the health professions programs of the University. Clinical appointments may be at the level of clinical instructor or clinical professor, as designated at the time of appointment through recommendation of the Dean of the College of

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Health, Science, Technology and Mathematics or the Dean of the College of Medical Science. Persons in clinical appointments are not eligible for academic tenure or promotion.

- G. Physicians Teaching Part-Time include all physicians (those holding M. D. or D. O. degrees) who are teaching on a part-time basis in the graduate physician assistant program and shall be assigned the title of “Clinical Professor of Physician Assistant Studies.” Such persons shall not be eligible for tenure or promotion.

II. Procedure for Appointments of Faculty

A. Probationary Appointments

1. For persons at the rank of assistant professor or higher, the total period of full-time teaching prior to tenure consideration will not exceed seven years, including any years of credit given for previous full-time teaching at the rank of instructor or higher in other institutions of higher education.
2. No more than four years of credit toward tenure consideration for teaching elsewhere may be awarded. The exact amount of such credit, if any, will be stated in writing at the time of initial appointment.
3. At the beginning of the final year of the probationary period, a faculty member may be eligible for tenure consideration; policies and criteria pertaining to tenure are outlined in Policy 1.6.3, Tenure Appointments.

B. Adjunct Appointments

1. Adjunct appointments are for classroom instruction on a part-time basis.
2. Persons holding adjunct appointments may not be considered for tenure. They are invited to attend regular meetings of the faculty assembly and to enter discussion, but they possess no voting rights. They are permitted but not required to take part in academic processions and in other public functions of the faculty.
3. In any published roster, the names of persons with adjunct appointments will appear in a list separate from that of full-time faculty.
4. Adjunct faculty will be assigned the rank of either “Lecturer” or “Senior Lecturer.”
 - a. Appointment to the rank of lecturer requires the following:
 - i. Possession of at least a master’s degree in the appropriate field; or possession of the professional degree ordinarily required for teaching in certain technical and professional fields.
 - b. Appointment or promotion to the rank of senior lecturer requires the following:
 - i. Possession of at least a master’s degree or its equivalent.
 - ii. Ten semesters of successful teaching (with each full summer of teaching counting as one semester) at Alderson Broaddus University.
 - c. When advancement to the rank of senior lecturer is warranted, the school chairperson or college Dean will inform the Committee on Tenure, Promotions, and Sabbatical Leaves. The committee chairperson will invite the adjunct faculty member to submit appropriate data, after which the committee will follow the same procedures that are used in considering promotion for full-time faculty.

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- C. Other Appointments – Interim, Visiting, Clinical and Physicians Teaching Part-Time
 1. These are temporary appointments for a defined period not to exceed one year as set forth in the letter of appointment.
 2. Faculty in these classifications (Interim, Visiting, Clinical and Physicians Teaching Part-time) may not be considered for tenure.
 3. In any published roster, the names of persons with these types of appointments will appear in a list separate from that of full-time faculty.
 4. The necessary qualifications for these appointments will be determined by the Provost/Executive Vice President for Academic Affairs in accordance with Policy 1.6.1, Faculty Qualifications.

III. Faculty Salary

No faculty appointment includes any assurance of continued employment at any specified salary, which may be increased or decreased in the University's sole discretion. Further, such appointments do not include assurance of employment in any position or salary level during summer sessions or intersessions.

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1.6.3 Tenure Appointments			
Authority:	Academic Affairs	Effective Date:	NEW
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2021
		Review Cycle:	Every 3 years
	Policy Replacement:		

I. Definitions:

- A. Tenured appointments are for full-time faculty who have been awarded tenure by the Board of Trustees pursuant to the provisions of this policy. To protect academic freedom, tenured appointments include the assurance of continued employment for an indefinite period, subject to expiration, relinquishment, or termination of tenure according to Policy 1.15, Separation from the Institution. Such appointments do not include assurance of continued employment at any specified salary, which may be increased or decreased in the University's discretion. Further, such appointments do not include assurance of employment in any position or salary level during summer sessions or intersessions.

II. Standards for Tenure

A. Tenured Appointments

1. Only full-time faculty who have attained the rank of assistant professor are eligible to be considered for tenure. Although persons with the rank of instructor shall not be eligible for tenure so long as they remain at that rank, their years of service at the level of instructor will, upon their promotion, be counted toward their eligibility for tenure.
2. Persons with part-time teaching responsibilities become eligible for tenure only if they become full-time faculty. All part-time teaching service at the University will be counted toward tenure on a pro-rated basis, with twenty-four semester credits of undergraduate teaching equal to one year of full-time instructional service, and eighteen semester credits of graduate teaching equal to one year of full-time instructional service.
3. In the event that a tenured faculty member assumes an administrative position, that person's tenured appointment will remain in force should the employee return to the faculty rank *only* if tenure was earned *prior* to the administrative appointment. If an administrative officer also holds an academic appointment with tenure, the tenure status applies only to the teaching function, not to any administrative or other non-faculty position with the University.
4. Persons on educational leave, regardless of other provisions, will not be considered for tenured appointment until they have returned to active teaching status. The leave period will not be counted as teaching service for purposes of tenure consideration.

III. Recommendations for Tenure Eligibility

1. Each Dean will annually review the qualifications of all faculty members of the Dean's respective college to determine eligibility for tenure and extend an invitation to apply for

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consideration for tenure, with a copy to the Provost/Executive Vice President for Academic Affairs.

2. The Dean will provide a written statement to the Provost/Executive Vice President for Academic Affairs of each applicant's fitness for tenure as measured by the standards and criteria published in the *Faculty Handbook*. If there is a school chairperson to whom the faculty member reports, the Dean will obtain a written statement from that chairperson as well.

IV. Criteria for Tenure

- A. Faculty members who are designated as Tenure-Track and otherwise eligible for tenure will prepare a portfolio of artifacts and evidence at the beginning of the final year of the probationary period. The documentation may be submitted to the Dean and/or Chairperson for pre-committee review prior to submission to the Committee on Tenure, Promotion and Sabbatical Leaves, allowing sufficient time for the Committee to review the submitted materials.
- B. The portfolio should demonstrate the faculty member's knowledge, skills, and abilities according to the following criteria and as may be exemplified in Policy 1.2, Faculty Responsibilities. The criteria are to be equally weighted in the tenure review process:
 - i. Teaching effectiveness, including academic advising and counseling. (Refer to Policy 1.2, Faculty Responsibilities, section A. Curriculum and Academic Standards; section F. Instruction; section G. Academic Advising; section H., Counseling; and/or section I. Office and Office Hours.)
 - ii. Evidence of professional growth and scholarly activity. (Refer to Policy 1.2, Faculty Responsibilities, section D. Faculty Workshop; and/or section M. Professional Development.)
 - iii. Effectiveness in working with colleagues on committees and within academic affairs, including ability to maintain supportive and respectful relationships with faculty and staff. (Refer to Policy 1.2, Faculty Responsibilities, section B. Committees; section C. Faculty Assembly Meetings; section J. Advising Student Organizations; and/or section K.1 University Activities.)
 - iv. Support of the religious and ethical values of the University. (Refer to Policy 1.2, Faculty Responsibilities, section K.2 University Activities and /or section L. Public Relations.)
 - v. Support of co- and extracurricular activities and events of the University. (Refer to Policy 1.2, Faculty Responsibilities, section J. Advising Student Organizations and/or section K.2 University Activities.)
 - vi. Support of the University's various programs for public relations and outreach. (Refer to Policy 1.2, Faculty Responsibilities, section L. Public Relations.)

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- C. In determining whether to grant tenure, the University must consider its academic and operational needs. Although the University does not maintain a fixed quota on tenured positions, it does recognize the necessity of retaining flexibility in the operations of its academic programs. Thus, tenure may not be awarded to qualified candidates where there are legitimate financial, programmatic, or other operational bases for that decision.

V. Tenure Decisions

- A. Within the framework of this policy, the Tenure, Promotions, and Sabbatical Leaves Committee, chaired by the Provost/Executive Vice President for Academic Affairs, will make written recommendations to the President regarding the awarding of tenure to faculty members. A copy of the recommendation will be shared with the faculty member being reviewed for tenure consideration.
- B. The President will present the report of the Tenure, Promotions, and Sabbatical Leaves Committee to the Board of Trustees, indicating in writing whether the President concurs or wishes to make alternate recommendations. A copy of the President's recommendation will also be provided to the faculty member in advance of the Board of Trustees' meeting.
- C. The Board of Trustees will review the recommendation of the Tenure, Promotions, and Sabbatical Leaves Committee and vote on whether to grant or deny tenure to the faculty member. The decision will be made by a majority vote of the Board members who are present at the meeting.

VI. Appeal Process regarding Tenure Decisions

- A. A faculty member who receives an adverse tenure decision will be informed of the decision once action has been taken by the Board of Trustees. The communication will indicate that the contract under which the faculty is currently employed is terminal and ends with the date specified on the contract. The faculty member receiving an adverse tenure decision is entitled to be informed of the reason(s) for the decision and advised regarding the appeal process. This communication will be the responsibility of the Chair of the Tenure, Promotions and Sabbatical Leaves Committee.
- B. An appeal is a challenge to the final tenure decision of the Board with the burden of proof resting with the faculty member to prove that the decision was in contravention of the University's tenure criteria and policies. The appeal must be submitted in writing to the Chair of the Tenure, Promotions, and Sabbatical Leaves Committee no later than 30 days following receipt of the notification of the Board's decision to deny tenure.
- C. The written appeal must be a written rebuttal statement to indicate why the faculty member disagrees with the original decision and may include any supporting evidence.
- D. An Appeal Committee will be appointed by the President and be comprised of five tenured faculty members not originally part of the Tenure, Promotions and Sabbatical Leaves Committee deliberations. The Appeal Committee will convene a hearing within 30 days of submission of the appeal during which the faculty member receiving the adverse decision will present the rebuttal statement and any supporting evidence. The faculty member will not be

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permitted to provide new information regarding his/her accomplishments as it relates to the tenure criteria, as that information was required to be submitted as part of the faculty member's portfolio to the Tenure, Promotions, and Sabbatical Leaves Committee. The faculty member may, however, provide supporting evidence that was included as part of his/her portfolio. The Chair of the Tenure, Promotions, and Sabbatical Leaves Committee will also be present to set forth the reasons for the denial of tenure. The Appeal Committee may deliberate by reviewing the original portfolio and the submitted appeal materials prior to making a formal recommendation to the President within 20 days of the hearing.

- E. If the Appeal Committee concludes that the adverse tenure decision was consistent with the University's tenure criteria and policies, based on the information presented in the faculty member's original portfolio and in consideration of the rebuttal statement and any supporting evidence, the denial of tenure shall be final and no further action shall be taken. The Appeal Committee shall notify the faculty member, the Chair of the Tenure, Promotions, and Sabbatical Leaves Committee and the President of its decision.
- F. If the Appeal Committee concludes that the adverse tenure decision was in contravention of the University's tenure criteria and policies based on the information presented in the faculty member's original portfolio and in consideration of the rebuttal statement and any supporting evidence, it will report its finding to the President. The President will review the finding of the Appeal Committee and send the finding to the Board of Trustees, along with a written statement setting forth the President's agreement or disagreement with the findings of the Appeal Committee.
- G. The Board of Trustees will review the findings of the Appeal Committee, along with the record from the appeal (including the written statement and materials provided by the faculty member). The Board of Trustees will provide opportunity for argument, oral or written or both, by the faculty member and a representative of the Appeal Committee. The Board of Trustees will decide whether to accept or reject the recommendation of the Appeal Committee. The decision of the Board of Trustees will be final, and no further appeal will be available.

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1.6.4 Post-Tenure Review			
Authority:	Tenure, Promotion, and Sabbatical Leave Committee	Effective Date:	NEW
Responsible Official	Provost/Executive Vice President for Academic Affairs, TPSL Chair	Last Revision/Review Date:	2022
		Review Cycle:	Every 3 years

The mission of Alderson Broaddus University is to provide students with the highest quality education, striving to prepare students to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens. The ability of the University to achieve and maintain this mission requires the delivery of high-quality instruction by well qualified faculty. Helping faculty to reach their potential and rewarding extraordinary performance, as well as retaining those who are outstanding contributors in their respective fields, requires regular and effective communication and collaboration with tenured faculty.

I. Definition:

- A. Post-Tenure Review is a system of regular appraisal of all tenured faculty; it is both developmental and evaluative in purpose and scope. It provides the opportunity for self-reflection for the purpose of determining opportunities for growth and/or service to the University through specific forms of faculty development. Additionally, it provides for a system of evaluation whereby the faculty demonstrates continuing commitment to excellence in teaching, scholarly activity and service to the mission and goals of Alderson Broaddus University.

II. Post-Tenure Review Purpose and Process

- A. Purpose: Having earned tenure, a faculty member is expected to continue to demonstrate and be accountable for his/her commitment to the mission of Alderson Broaddus University and to enhance student success through teaching effectiveness, professional growth and scholarly activity, as well as service to the University and the greater community. All tenured faculty will be evaluated according to the following:
 - i. Evaluation. Post-tenure review evaluations will be conducted at least once every three years (or more frequently as the discretion of the dean or chair) after a faculty member receives tenure. The evaluation will typically be conducted by the Dean of the College in which the tenured faculty maintains primary teaching responsibilities; in some cases, however, the evaluation will be completed by the Chairperson of the School. The evaluation sets forth the opportunity for tenured faculty members to review their past performance and to establish future goals and objectives for development. The evaluation includes, but is not limited to, preparation and review of the following:
 1. A narrative of self-reported accomplishments, including an updated curriculum vita;
 2. Classroom observation(s) by the dean and/or a peer;
 3. Student evaluation(s) of courses and instruction;
 4. Evidence in support of professional and scholarly achievement;
 5. Demonstration of service to the University and the greater community through work with colleagues, committees, etc.; support of religious and ethical values of the University; support of co- and extracurricular activities

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and events of the University; and/or support of the University's various programs for public relations and outreach.

- B. Process: The post-tenure review process is carried out at two or three levels of the University and begins with the tenured faculty member. The faculty member will assemble and submit an evaluation file to the Dean (or Chairperson, as applicable) of the College of primary teaching assignment. The evaluation file should include exhibits and artifacts assembled by the tenured faculty demonstrating the faculty member's continued commitment to the mission of Alderson Broaddus University, including: quality and quantity of work (teaching, advising, counseling); professional development and scholarly activity; support of the religious and ethical goals of Alderson Broaddus University; collegiality; support of co- and extra-curricular activities; and support of public relations and outreach.
- i. Level one review. The Dean of the College (or Chairperson of the School, if applicable) will review the submitted materials and provide a summary of the faculty member's contribution to the teaching effectiveness and overall performance as a member of the tenured faculty. Using a rubric for scoring purposes, the Dean (or Chairperson, if applicable) will rate the tenured faculty as one of the following: exceeds expectations, meets expectations or needs improvement. The rating will be based upon the following categories of review:
 1. Quality and quantity of work (teaching, advising, counseling);
 2. Professional development and scholarly activity;
 3. Support of the religious and ethical goals of Alderson Broaddus University;
 4. Collegiality;
 5. Support of co- and extra-curricular activities; and
 6. Support of public relations and outreach.
 - ii. Level two review. In the event there is a Chairperson for the School (such as the School of Nursing), the level two review will involve the Dean of the College where the tenured faculty holds the faculty member's primary teaching assignments. The Dean will review the summary and rating provided by the Chairperson and provide a rating of the Chair's own using the categories of review in Level one.
 - iii. Level three review. A review at this level involves the Provost/Executive Vice President for Academic Affairs who will review the evaluation file submitted by the tenured faculty member and the ratings from the prior review levels. The Provost/EVPAA may, at his/her discretion, add his/her own summary and rating according to the established rubric. The Provost/Executive Vice President for Academic Affairs, the Chairperson (if applicable), the Dean of the College and the faculty member will meet to review the summary and discuss the evaluation with the tenured faculty member.
- C. During the faculty member's review, if the faculty member's performance is rated as needs improvement, the Provost/Executive Vice President for Academic Affairs will work with the Dean (and the Chairperson, if applicable) to develop a plan for improvement.

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- i. The plan for improvement will be shared with the tenured faculty member and evaluated by the Dean (and Chairperson, if applicable) on a regular basis.
- ii. If the tenured faculty member disputes the needs improvement rating, the Appeal Process (see Section IV below) may be invoked.

III. Review Period and Timeline

- A. Post-tenure reviews will begin in the fall of each academic year and must be completed by March 1st of the current academic year. The review process is considered complete when the Provost/Executive Vice President for Academic Affairs meets with all involved in the review discussion.
- B. Between March 1st through March 15th, any faculty member who receives a needs improvement rating and who is therefore subject to an improvement plan will be notified and permitted to file an appeal pursuant to the appeal process (See Section IV). The faculty member must file an appeal no later than March 25 of that academic year.
- C. Any plans for improved performance must be in place by May 1st of the current academic year and remain in place until the next evaluation cycle one year from that time. For example, if an improvement plan is in place by May 1, 2021, the next evaluation would be in the fall semester, 2023 (affording more than 12 months under the improvement period).
- D. If at the completion of the timeline for any improvement plan the faculty member is found to still be in need of improvement, the Provost/Executive Vice President for Academic Affairs may initiate appropriate measures to include, but not be limited to, termination of employment. (See Policy 1.15, Separation from the Institution).

IV. Appeal Process regarding Post-Tenure Review

- A. A faculty member who receives a post-tenure review evaluation with a needs improvement rating which results in the need for an improvement plan will be informed of the evaluation summary during the meeting in which the evaluation summary and ratings are shared.
- B. Following this meeting, if the tenured faculty member disputes the performance rating of needs improvement, the faculty member may appeal that rating. In order to invoke the appeal procedure, the faculty member must provide a written statement which addresses the specific areas in need of improvement and the dispute of this rating to the Dean (or Chairperson, if applicable) and the Provost/Executive Vice President for Academic Affairs no later than March 25 of that academic year.
- C. Upon receipt of the tenured faculty member's post-tenure review appeal, the Provost/Executive Vice President for Academic Affairs will schedule a hearing with the Committee on Tenure, Promotions, and Sabbatical Leaves ("the Committee") with the faculty member in question, to review the evaluation rating of needs improvement. This hearing is to be conducted no later than April 15th of the current academic year. The Committee will

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select a temporary chairperson for the purpose of the hearing and provide a written summary of their findings to the Provost/Executive Vice President for Academic Affairs within 14 days.

- i. At the hearing, the faculty member will present information and evidence to support the faculty member's dispute of the needs improvement rating, and the Dean (or Chairperson, if applicable) will present information and evidence to support the basis for that rating.
 - ii. The Committee will review the information provided by the faculty member and the Dean (or Chairperson) at the hearing, including any written materials submitted by the parties. Based upon that information, the Committee will determine whether the evaluation summary and needs improvement rating is supported by the evidence. If the Committee concludes that the evaluation summary and needs improvement rating was appropriate based upon the evidence submitted at the hearing, the improvement plan will remain in effect and no further action shall be taken. This finding shall be communicated to the Provost/Executive Vice President for Academic Affairs and the tenured faculty member involved.
 - iii. If the Committee concludes that the evaluation summary and plan for improvement is not appropriate based upon the information in the hearing, the faculty member will not be placed on an improvement plan and will return to the regular post-tenure evaluation review cycle.
- D. The decision of the Committee on Tenure, Promotions and Sabbatical Leaves shall be final and binding, and a copy of the written decision will be placed in the faculty member's personnel file.

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1.7 Faculty Contracts			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2014; 2015; 2016; 2017; 2018; 2019; 2020, 2021; 2022
		Review Cycle:	Annually

A. General Understandings

1. The terms and conditions of every appointment to the faculty will be confirmed in writing, with copies of the contract going to both the University and the appointee, before the agreement is considered to be final.
2. Any subsequent extensions or modifications of an appointment will be stated in writing, in an addendum to the contract, with a copy given to the faculty member.
3. The principles and criteria governing expectations for professional performance, duration of appointment, promotion, salary increases, and retirement and other fringe benefits shall be explicitly stated to the faculty member.

B. Specific Understandings

1. Unless otherwise and especially agreed, the normal contract for faculty is on a nine-month basis.
 - a. Ordinarily, the nine-month contract is for two consecutive semesters (mid-August through mid-May of a given academic year). Exceptions to this normal distribution may occasionally be required for the effective management of faculty loads or the fulfillment of the University's instructional needs. In all such cases, any modifications of the normal contract are arrived at by discussion and written agreement between the faculty member concerned and the academic administrators (i.e., school chairpersons, college Deans, Provost/Executive Vice President for Academic Affairs).
 - b. Revisions of contracts ordinarily do not become effective until a new contract takes effect in August.
2. Deans are contracted on a ten-month basis and receive release teaching credit (3 teaching credits/semester) for administrative responsibilities. Full-time administrators are normally contracted on a twelve-month basis. Chairpersons are contracted on a nine-month basis (unless accreditation or other needs necessitate a longer term), receive variable release teaching credits (depending upon the needs of the academic area), and are given a stipend for summer responsibilities.
3. The University will normally notify faculty members of the terms and conditions of their renewals on or before May 1st preceding any academic year for which services are to be contracted.

C. Appointments to Summer Term Instruction

1. For faculty on a nine-month contract, agreements for summer term instruction will be separately negotiated. Summer term remuneration will be based on the existing Adjunct/Overload schedule available from the Office of the Provost/Executive Vice President for Academic Affairs.
2. In the event that a particular student requires a guided or independent study over the summer to fulfill a graduation requirement, faculty may supervise only two such studies during the summer sessions, offered for six or twelve-week periods. Pay for such a guided or independent study will be at the rate of 37.5% of the tuition income generated by that student. Stipends for summer internships will be compensated at the rate of 20% of the tuition generated.
3. Faculty members on nine-month contracts who are offering six-week summer courses may offer no more than six credits of regular instruction during any summer session (except up to two lab science courses may be offered). If offering twelve-week courses, no more than 12 credits of instruction may be offered during the summer. If some combination of six and twelve-week courses is to be offered, the Dean of the College and Provost will determine what load is reasonable.
4. Contact hours for summer school classes are required to be the same number of hours as required during the regular semester. Courses arranged on a lesser meeting schedule will be treated as guided or independent studies for compensation purposes. Also, courses may not be “stacked”; e.g., teaching two computer courses or science courses in a lab at the same time on separate contracts.
5. Suggestions for summer courses may originate with faculty, administration, students, or other constituents of the University, but course proposals must be presented by the faculty who will teach the courses. Courses may be placed on the summer schedule only after approval by the Provost/Executive Vice President for Academic Affairs and the Dean’s Council. The minimum number of students required for the course and the dates for deciding on that basis whether a given course will be offered will be specified in the course proposal or otherwise made clear at the time summer contracts are issued. On the designated date, the Provost will determine whether the specified minimum number of students has enrolled. In the event the minimum number has not enrolled, the Provost/Executive Vice President for Academic Affairs may negotiate a pro-rated contract with the faculty member, but in no case will the faculty member be required to teach the course with fewer than the originally specified minimum number of students. In any event, the Provost will discuss the decision with the faculty member on the date specified, provided that the faculty member is available for consultation.
6. When more than one faculty member wishes to teach a particular course for which projected enrollment would not justify more than one section, preference will be given to the instructor who normally teaches the course. If more than one faculty member who normally teaches a course wishes to offer the course in the summer, the Dean of the college or school chairperson will be responsible for making equitable assignments.

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7. The University reserves the right to make instructional assignments to members of the faculty or to staff with teaching expertise who are on twelve-month contracts.
8. Only after it is established that none of the regularly employed faculty is available to teach a needed course will it be offered to an instructor not ordinarily employed by the University.

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1.8 Teaching Loads			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2016; 2019; 2022
		Review Cycle:	Every 3 years

- A. Assignments to instructional responsibilities are finalized by the Office of the Provost/Executive Vice President for Academic Affairs based upon recommendations by the chairpersons of the school and/or the Dean of the respective college, following consultation with the faculty affected.
- B. A sincere attempt is made to equalize loads, both between semesters and among individuals. For a number of reasons, however, complete equity may never be attained in the matter of load distribution.
- C. The normal annual teaching load, under a nine-month contract, is twenty-four semester credits (or specified teaching credit equivalents).
- D. When a faculty member teaches more than a twenty-four-credit load (or equivalent) during a given academic year, overload compensation will be paid at a rate equal to the current rate for part-time teaching. Administrative personnel who teach part-time will also receive compensation at this rate except when the administrator's job description includes teaching responsibilities.
- E. Faculty are also expected to assume responsibility for independent and guided studies as provided by the faculty-approved policy (see Individual Studies) and for committee and advising assignments.
- F. Faculty teaching courses considered as excess enrollment (with an enrollment of 55-74 students) will receive one additional teaching load credit or (with an enrollment of 75+ students) will receive two additional teaching load credits.
- G. Faculty teaching courses considered as low enrollment (with an enrollment of four or less) will be compensated at 20% of the compensation scale up to the fully enrolled minimum of five students in a course.

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1.9 Faculty Absences			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013
		Review Cycle:	Every 10 years

Except in the circumstances described below, faculty members are expected to meet all classes as scheduled.

A. Planned Absences

Professional meetings or other commitments may require an instructor to be absent from one or more class sessions. These planned absences must be approved in advance by the faculty member's Dean and/or school chairperson. Provisions for the classes must be made – for instance, asking a colleague to teach the class, arranging for an audio-visual presentation, assigning appropriate library or other independent work – and must be reported to the chairperson and/or Dean on the appropriate form. The chairperson and/or Dean will keep on file all reports of such absences and will make them available to the Provost/Executive Vice President for Academic Affairs if requested to do so.

D. Emergency Absences

When a faculty member must miss class because of illness or some other emergency, the Dean and/or school chairperson or secretary should be informed as quickly as possible so that arrangements can be made for the classes. If arrangements cannot be made, appropriate notices will be placed on the classroom door and/or chalkboard.

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1.10.1 Faculty Evaluations			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2021
		Review Cycle:	Every 4 years
	Policy Replacement: Yes	Policy 1.10 Faculty Evaluation and Student Evaluation of Courses and Instruction	

FACULTY EVALUATION

I. Probationary Faculty

- A. Written evaluations will be completed annually for each probationary faculty member by the appropriate Dean and/or school chairperson, according to the schedule and format established by the Provost/Executive Vice President for Academic Affairs.
- B. Formal review of the faculty member's performance will occur at the end of each academic year of the probationary period prior to the faculty member being considered for tenure and will involve the cooperative efforts of the school chairperson (if applicable), the Dean of the applicable college, and the Provost/Executive Vice President for Academic Affairs. Included as a final step in annual evaluations will be a conference with the faculty member, during which the written evaluation will be shared. Such evaluation in no way predetermines a tenure decision which will be made at the end of the probationary period.
- C. All evaluations will be submitted to the Provost/Executive Vice President for Academic Affairs, who may add evaluative comments.
- D. Where school chairpersons' function, they will prepare the written evaluation and both the Dean of the college and the Provost/Executive Vice President for Academic Affairs will have the opportunity to add evaluative comments.
- E. The school chairperson and/or Dean of the applicable college will then share the evaluation with the faculty member. The faculty member may respond in writing, after which the written evaluation becomes part of the faculty member's permanent personnel record along with the written comments from the faculty member.
- F. The written evaluation will include attention to the criteria listed for granting tenure and promotion. Bases for the evaluation will include student evaluation of classes; the Dean of the college and/or school chairperson's observation of the faculty member's performance; and information provided by the faculty member related to tenure and promotion criteria.

II. Faculty with Temporary Appointments

Evaluations of faculty with temporary appointments (including adjunct faculty, interim or visiting faculty, clinical faculty and physicians teaching part time) shall be done at the discretion of the applicable Dean.

III. Tenured Faculty

After receiving tenure, each faculty member will be evaluated at least every four years following the procedures outlined above in Section I.

IV. Student Evaluations of Faculty

- E. All faculty are also subject to student evaluations (see Policy 1.10.2 Student Evaluations), according to the following schedules:
1. During the first four years, all new faculty must have every course section evaluated.
 2. Faculty who have taught at the University for at least four years, but are not yet tenured, must have each course evaluated at least once a year.
 3. Tenured faculty must have each course evaluated at least once every two years, except that even/odd or odd/even course offerings are to be evaluated every four years.
 4. Classes with four or fewer students will ordinarily not be evaluated unless evaluation is requested by the school chairperson, the Dean of the college or by the faculty member.
- F. School chairpersons or college Deans may request more frequent evaluation for any faculty member in their respective departments and/or colleges, either at their discretion or at the request of the faculty member.

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1.10.2 Student Evaluation of Courses and Instruction			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2021
		Review Cycle:	Every 4 years
	Policy Replacement: Yes	Policy 1.10 Faculty Evaluation and Student Evaluation of Courses and Instruction	

STUDENT EVALUATION OF COURSES AND INSTRUCTION

- A. All evaluations must be done on the standard University data collection tool available from the Office of the Provost/Executive Vice President for Academic Affairs. Customization of the survey instrument may be used to solicit specific feedback at the discretion of the faculty member whose course is under evaluation.
- B. The following procedures must be followed in administering the evaluations:
 1. Courses to be evaluated will be identified by the school chairperson and/or the dean of the college and communicated to the instructional designer by November 1st (fall semester), April 1st (spring semester), June 1st (first six-week summer session) and/or July 1st (second six-week summer session and full twelve-week summer session).
 2. All evaluations will be conducted and tabulated electronically via the learning management system (LMS). Space will be provided on the evaluation form for commentary by students enrolled in the course.
 3. Anonymity of the student is provided to the extent possible via the learning management system (LMS).
- C. Course evaluations are processed and used as follows:
 1. Course evaluation summaries will not be viewable by faculty until final grades have been submitted to the Office of the Registrar a minimum of 72 hours after the last final examination.
 2. Deans and/or school chairpersons may request printed summaries of course evaluation results from the instructional designer and/or the faculty member.
 3. Results of student evaluations are used by school chairperson and/or Dean of the college in writing annual evaluations and by the Committee on Tenure, Promotions, and Sabbatical Leaves in making decisions about tenure and promotion. Faculty members are also encouraged to share and discuss evaluations with their school chairperson, college Dean, or other colleagues and to use feedback from evaluations to improve instruction.

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1.11 Faculty Development Funding			
Authority:	Committee on Tenure, Promotion and Sabbatical Leaves	Effective Date:	2013
Responsible Official	Provost/Executive Vice President for Academic Affairs (as chair of the committee)	Last Revision/Review Date:	2014; 2015; 2016; 2017; 2018; 2019; 2020; 2021; 2022
		Review Cycle:	Annually

In addition to its sabbatical and educational leave programs, Alderson Broaddus University encourages and supports professional development through graduate study and other forms of scholarly growth by its faculty.

Each year the Committee on Tenure, Promotions, and Sabbatical Leaves announces the availability of, reviews applications for, and makes recommendations regarding distribution of funding for those faculty members who teach full time for the University.

A. Purposes of the Faculty Development Program:

1. To support faculty efforts to improve the quality of instruction at Alderson Broaddus University;
2. To increase effectiveness of instruction and improve the public and professional image of the University by supporting completion of terminal degrees;
3. To increase the percentage of terminal degrees in all divisions;
4. To encourage long-term commitment to the institution on the part of faculty members proven to be effective teachers; and
5. To provide an opportunity to engage in meaningful professional development.

B. Guidelines applicable for requesting funds:

1. Seventy percent of faculty development funds will be prioritized in favor of completion of terminal degrees. Over the long term, these awards should be distributed equitably among the Colleges of the University. Thirty percent of the total available funds are prioritized for purposes other than graduate study.
2. All full-time employees of the University who hold faculty rank are eligible to submit proposals. Proposals should be submitted to the Chairperson of the Committee on Tenure, Promotion, and Sabbatical Leaves, and should be accompanied by a letter of support from appropriate College and/or School chairperson. Proposals for graduate study funding must be accompanied by an academic plan for degree completion.
3. Proposals should be submitted by the deadline (normally in February) for funding during the following summer, fall and spring semesters. Stated outcomes must be achievable within this timeframe.

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4. Evaluation of proposals by the Committee on Tenure, Promotions, and Sabbatical Leaves shall take into consideration the potential of the faculty development experience for:
 - a. Increasing the relevance and currency of the knowledge content of instruction;
 - b. Enhancing the pedagogical effectiveness of the instructor;
 - c. Making contributions to the profession through presentations or publications;
 - d. Broadening an instructor's perspective through interdisciplinary study, significant travel, artistic accomplishment, language studies, or other means; and
 - e. Establishing a direct link with an existing project or with the strategic initiatives of the University.
 5. The committee will review the applications and make recommendations to the President for approval of those applications which are judged to meet appropriate standards. The President will present the committee's report to the Board of Trustees, indicating whether he concurs or wishes to make alternate recommendations. The Board of Trustees will then take final action.
 6. The faculty member who receives funding for graduate study will be asked to sign a promissory note at a rate of interest which will be set and announced each year by the Board of Trustees.
 7. Faculty members who receive funding for graduate study may be eligible for forgiveness of loaned amounts and accrued interest only if both of the following conditions are met:
 - a. The faculty member must complete two consecutive years of service with the University after the completion of the year in which the grant was made; **and**
 - a. The faculty member must complete the funded project by the deadline established and agreed to by the faculty member and the Committee on Tenure, Promotions and Sabbatical Leaves in writing prior to the receipt of the grant funding.
- NOTE: If a faculty member does not meet both of these conditions, the entire amount of any balance of the principal of the loan, plus interest owed to the University, is due on the last day of contracted employment.
8. Any faculty member who fails to complete a funded project by the deadline agreed upon in writing by the faculty member and the Committee on Tenure, Promotions and Sabbatical Leaves may appeal to the Committee on Tenure, Promotions and Sabbatical Leaves to request an extension or arrange for fund repayment. Extensions will be considered on a case-by-case basis, in the sole discretion of the Committee on Tenure, Promotions and Sabbatical Leaves.
 9. Persons receiving faculty development funds will be expected to present results of their professional development experience at an appropriate location on campus. It is the

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responsibility of the faculty member who has received funding and the Dean of the College (or Chair of the School, if applicable) to whom that faculty reports, working through the Office of the Provost, to make arrangements for the on-campus presentation of results. Documentation of the presentation, including a concise written summary, shall be submitted to the Provost by the recipient of the funds.

10. Funds are awarded on an annual basis and are not subject to automatic renewal. Therefore, requests should outline projects and outcomes for one year only.
11. If funds remain from faculty development funds after all such appropriate requests submitted in the spring have been funded, the Provost may notify the full faculty of the availability of these funds. As early as possible in the fall, the TPSL Committee will meet to consider additional requests for these funds to be used during the current academic year. These funds may be requested and allocated for either graduate or non-graduate study purposes.

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1.12 Promotion in Rank			
Authority:	Committee on Tenure, Promotions and Sabbatical Leaves	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs (as chair of the committee)	Last Revision/Review Date:	2008; 2013; 2016; 2019; 2022
		Review Cycle:	Every 3 years

A. Criteria for Promotion in Rank:

1. Excellence in quality of teaching performance, including effectiveness in academic advising and counseling, as measured by student, peer, and chairperson evaluations and by students' scholastic achievements;
2. Evidence of professional achievement and growth through graduate study and other recent and relevant educational experiences, including institutes, seminars, or short courses; and/or through significant writing, research and/or creative achievement (for more specific guidelines for each rank, see Section C, Guidelines for Promotion in Rank, narrative 1-3);
3. Evidence of unusual ability in performing service to the University and its constituencies through significant work on committees and within the academic area of responsibility, including ability to maintain supportive and respectful relationships with faculty and staff; and participation in co-curricular, extracurricular, recruitment, public relations, and/or outreach activities;
4. Support of the religious and ethical values of the University; and
5. Academic training, length of teaching experience, and years of service at Alderson Broaddus University as specified in the criteria for each rank.

B. Recommendations for Promotion in Rank

Each Dean will review annually the qualifications of all faculty members of the college and invite those who meet the minimum requirements for promotion to apply for consideration for promotion by writing a letter of application to the Dean, with a copy to the Provost/Executive Vice President for Academic Affairs.

The Dean will provide a written evaluation to the Provost/Executive Vice President for Academic Affairs of each applicant's fitness for promotion as measured by the standards and categories given in this *Handbook*. If there is a school chairperson to whom the faculty member reports, the Dean will obtain a written evaluation and recommendation from that chairperson as well.

Using the criteria listed above, the Committee on Tenure, Promotions, and Sabbatical Leaves (of which the President is a member *ex officio*), chaired by the Provost/Executive Vice President for Academic Affairs, will evaluate available data (including the results of a peer evaluation instrument approved and administered by the committee) and will forward to the President recommendations for promotions. Committee decisions not to recommend promotion will require no further action. The President will present the report of the committee to the Board of Trustees, indicating whether he concurs or wishes to make alternate recommendations. The Board of Trustees takes final action.

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C. Guidelines for Promotion in Rank for Full-Time Faculty

The following guidelines are employed in assessing professional training, service, and experience in the appraisal of eligibility for promotion in rank. Promotion is not automatic upon achievement of these standards alone, however, but is based on the criteria given above.

Any credit toward time in rank for prior teaching experience will be stated in writing at the time of employment. Credit toward experience elsewhere will be limited to four years. In any event, a faculty member must have completed three full years of successful teaching at Alderson Broaddus University before being considered for promotion.

All part-time teaching service at the University, either by part-time faculty or by full-time employees of the University with part-time teaching assignments, will be counted toward promotion on a pro-rated basis, with twenty-four semester credits of teaching equal to one year of full-time instructional service. Persons who hold an administrative appointment who are employed full time by Alderson Broaddus University, and who hold a faculty appointment with designated academic rank (Instructor, Assistant Professor, Associate Professor) are eligible for consideration for promotion in academic rank. However, part-time employees become eligible for regular promotion only if they become full-time employees.

For promotion to assistant professor, all three years of the required time in rank must have been completed before promotion can be considered. For all other promotions, application may be made during the final year of the required time in rank.

The minimum quantitative standards for promotion are as follows:

1. Promotion from instructor to assistant professor:

Achievement of at least a master's degree from a regionally accredited institution, plus at least three years of successful teaching experience at the preceding rank at Alderson Broaddus University.

2. Promotion from assistant to associate professor:

Achievement of an earned doctorate (such as Ed.D, Th.D., Sc.D., D. S., Ph.D.) or equivalent or a professionally recognized terminal master's degree (e.g., M.P.A.S., M.M.Sc., M.Div., M.F.A.) from a regionally accredited institution, plus at least five years of successful teaching experience at the previous rank, including those years accepted for credit toward promotion at Alderson Broaddus University;

OR

Achievement of a master's degree from a regionally accredited institution, plus thirty semester hours of graduate study beyond the master's degree plus at least seven years of successful teaching experience completed at the preceding rank, including those years accepted for credit toward promotion by Alderson Broaddus University;

OR

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Achievement of a master's degree from a regionally accredited institution, plus significant evidence of current professional accomplishment in partial fulfillment of thirty hours of graduate work plus at least seven years of successful teaching experience completed at the preceding rank, including those years accepted for credit toward promotion by Alderson Broaddus University. Current and significant professional accomplishment may include any of the following that have occurred since the previous promotion in rank: publications in juried professional publications, presentations at professional meetings, a key role in a significant research grant, service to the University that has received external recognition by a professional organization, and/or an earned advanced credential (but not activity that only maintains current level of licensure or certification).

NOTE: Graduate work from an institution that has not been regionally accredited may, in some instances, be considered as partial fulfillment of the thirty semester hours of additional work required for promotion to associate professor, with requests regarding such work to be considered on a case-by-case basis. However, degrees from such institutions shall not be considered terminal degrees for the purpose of promotion to full professor.

3. Promotion from associate to full professor

Achievement of an earned doctorate (such as Ed.D., Th.D., Sc.D., D.S., Ph.D., or equivalent) from a regionally accredited institution, plus at least seven years of distinguished teaching experience at the preceding rank, including those years accepted for credit toward promotion at Alderson Broaddus University AND current and significant professional accomplishment, which may include any of the following that have occurred since the previous promotion in rank: publications in juried professional publications, presentations at professional meetings, a key role in a significant research grant, service to the University that has received external recognition by a professional organization, and/or an earned advanced credential (but not activity that only maintains current level of licensure or certification);

OR

By invitation of the Committee on Tenure, Promotions, and Sabbatical Leaves only, in a truly exceptional case of service or accomplishment, an individual may apply for promotion to full professor with a master's degree from a regionally accredited institution, plus at least ten years of superior teaching experience at the preceding rank, and a minimum of twenty total years of outstanding full-time teaching at Alderson Broaddus University.

D. Equivalencies

The term "equivalent" is used in the preceding section to indicate achievements or experiences other than formal education that may qualify a person to teach in a particular field and which therefore may be considered legitimate substitutes for formal academic preparation. When such experiences or achievements occur prior to employment at Alderson Broaddus University, they should become a part of the individual's personnel record at the time of initial employment. Such equivalencies may be taken into account by the Committee on Tenure, Promotions, and Sabbatical Leaves as it reviews candidates for promotion in rank.

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E. Effect of Educational Leave

Persons on educational leave, regardless of other provisions, will not be considered for either tenure or promotion in rank until they have returned once more to active teaching.

F. Record Keeping for Purposes of Promotion

1. It is the personal responsibility of each faculty member to keep the President and Provost/Executive Vice President for Academic Affairs aware of attainments through written documentation. Such documentation becomes part of each faculty member's confidential personnel file.
2. The Committee on Tenure, Promotions, and Sabbatical Leaves recommends that each faculty member maintain a file that can be submitted to the committee when a faculty member is being considered for tenure or promotion. The file should contain a current vita, unsolicited letters of appreciation, student evaluations, and any other materials that the faculty member feels would aid the committee. The file should not contain solicited testimonials from students, faculty, or others.

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1.13 Appointment to Emeritus Status			
Authority:	Committee on Tenure, Promotions and Sabbatical Leaves	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs (as chair of the committee)	Last Revision/Review Date:	2013
		Review Cycle:	Every 10 years

American colleges and universities traditionally recognize the retirement of selected faculty and staff members by conferring upon them the designation “Emeritus.” This title conveys a deep sense of appreciation for the retiring individual. It suggests that the institution is honored by continuing an association which has been marked by unusually dedicated service, collegiality, and good will.

The Committee on Tenure, Promotions, and Sabbatical Leaves may make appropriate recommendations for emeritus status to the President. These recommendations will be reported by the President to the Board of Trustees. The President will also indicate whether he concurs with the recommendations, after which the Board will decide whether to approve the appointments.

- A. Such appointments carry with them for life the rights and privileges described elsewhere in this *Handbook*, including non-voting participation in meetings of the faculty assembly and participation in academic processions and other public events.
- B. Qualifications for such designation include both of the following:
 - 1. Retirement from the academic profession following at least ten years of full-time service to Alderson Broaddus University in an instructional and/or administrative capacity; and
 - 2. Evidence of extraordinarily distinguished and committed service to the University.
- C. Emeritus status is ordinarily granted to senior faculty and staff members. However, in exceptional cases, a younger individual leaving the academic profession for another career might be appropriately designated “Emeritus” provided only that he or she meets the other qualifications described above.
- D. Designation of emeritus status usually occurs at least one year after retirement; but the Committee on Tenure, Promotions, and Sabbatical Leaves may properly consider such an appointment at any time after retirement.
- E. The conferring of emeritus status does not preclude the individual’s being invited to return to short-term employment at the University.
- F. The Board of Trustees may itself confer emeritus status directly upon trustees or other non-instructional personnel who have served the institution with distinction over a significant period of time.

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1.14 Leaves of Absence (Sabbatical, Educational, Special Leaves)			
Authority:	Committee on Tenure, Promotions and Sabbatical Leaves	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs (as chair of the committee)	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 5 years

A. Sabbatical Leaves

1. The primary purpose of the sabbatical leave program is to strengthen and improve the quality of instruction at Alderson Broaddus University through providing eligible faculty members an opportunity to engage in meaningful professional growth, during which time they are freed from responsibilities at the University.
2. Full-time tenured faculty who have completed at least seven years of teaching (including any half-time or greater teaching counted as service toward tenure) may apply for sabbatical leave.
3. Full-time tenured faculty who receive sabbaticals may apply for subsequent sabbatical leaves after accumulating an additional seven years of service. Less than full-time service at a half-time or greater level will be counted as the equivalent of up to one year of full-time service toward subsequent sabbaticals.
4. If a faculty member's proposal is not approved, or he or she chooses not to apply during the first or subsequent years of eligibility, eligibility continues. However, seniority will not be a factor in determining the merit of a request. Merit will always be determined in light of the stated guidelines.
5. An approved unpaid leave of absence other than a sabbatical does not cause loss of faculty status but will make the individual ineligible for a sabbatical until another four years have elapsed.
6. The eligible faculty member may request a sabbatical leave of one semester with full pay or two semesters with half pay.
7. Sabbatical leaves are a privilege rather than a right, and each proposal will be considered on its merits as a professional growth opportunity which will strengthen instruction at Alderson Broaddus University. The Committee on Tenure, Promotions, and Sabbatical Leaves will consider the following, as reviewed in the submitted vita:
 - a. Evidence of professional growth and scholarly activity.
 - b. Effectiveness in working with colleagues on committees and within the academic division, including ability to maintain supportive and respectful relationships with faculty and staff.
 - c. Support of the religious and ethical values of the University.

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Impact of the leave on teaching schedules and on the overall academic program and resources of the University will also be considered.

8. Evaluation of sabbatical project proposals by the Committee on Tenure, Promotions, and Sabbatical Leaves takes into consideration the potential of a project for:
 - a. Increasing the relevance and currency of the knowledge content of instruction;
 - b. Enhancing pedagogical effectiveness of the instructor;
 - c. Making contributions to the profession through presentations or publication;
 - d. Broadening an instructor's perspective through interdisciplinary study, significant travel, artistic accomplishment, language studies, or other means; and
 - e. Furthering formal credentials through graduate study and/or the acquiring of certifications or additional degrees.
9. Each year, in August, the Committee on Tenure, Promotions, and Sabbatical Leaves will prepare and send to each faculty member a list of those eligible to apply for sabbatical leave. Applications for sabbatical leave should be directed to the chairperson of the Committee on Tenure, Promotions, and Sabbatical Leaves by September prior to the academic year in which the projected sabbatical would occur. Applications should include the following:
 - a. Description of how the leave time will be spent, including goals and time tables;
 - b. Budget;
 - c. Vita;
 - d. Letter of support from the school chairperson (if applicable) and Dean of the college; and
 - e. Statement of how the project will benefit the University.
10. The Committee will review the applications and make recommendations to the President for approval of those applications which are judged to meet appropriate standards. The sabbatical proposals will accompany the recommendations. The President will present the Committee's report to the Board of Trustees, indicating whether he concurs or wishes to make alternate recommendations. The Board of Trustees will take final action.
11. Persons receiving sabbaticals will be expected to present results of their sabbatical experience at an appropriate location on campus. Documentation of the presentation, including a concise written summary, shall be submitted to the Provost.
12. Acceptance of a sabbatical leave obligates the recipient to two full academic years of service to the University after the leave is completed. The faculty member will be asked to sign a promissory note, at an interest rate set annually by the Board of Trustees, equal in amount to

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the salary received by the faculty member during the leave period. No payment on the loan will be required during the leave period or during subsequent continued employment at the University. The principal and accrued interest on such a loan will be forgiven for continued service as follows:

1 year of service	50 percent of original principal
2 years of service	100 percent of original principal plus accrued interest

If a faculty member does not continue in service for the required two years, the entire amount of any balance plus interest owed to the University is due on the last day of contracted employment.

B. Educational Leaves

Any member of the faculty may apply for educational leave by submitting an explanatory petition to the chief administrator of his or her school and/or college, with copies to the President and the Provost/Executive Vice President for Academic Affairs. Such leave will be without pay and subject to the following conditions:

1. Approval will be granted only after due consideration among the administrative personnel concerned to assure that the work of the University unit affected can be continued without serious interruption.
2. Persons on educational leave of at least one semester duration, regardless of other provisions, will not be considered for either tenured appointment or promotion in rank until they have returned to active employment status.

G. Special Leaves

Members of the faculty may be granted special leaves to allow them to pursue private interests, or for other purposes which may or may not be related to responsibilities at the University: for example, a leave of absence for the duration of an election campaign or a term of elected office. Whatever the purpose of the leave, the following terms would apply:

1. As with other types of leave, this category of leave is a privilege not a right and would be considered only if the leave would not result in a disruption of instruction or other work of the University.
2. Persons on special leaves lasting one semester or more, regardless of other provisions, will not be considered for tenure or promotion until they have returned to active employment status.
3. For faculty members, a special leave does not cause loss of faculty status but will make the individual ineligible for a sabbatical until another four years have elapsed.

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1.15 Separation from the Institution			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018; 2020
		Review Cycle:	Every 5 years

I. DEFINITIONS

- A. “Termination of appointment” means separation from the institution for causes which are not personal to the individual concerned.
- B. “Dismissal” means separation from the institution for instances in which serious personal fault is deemed to exist, related either to an individual’s misconduct or to serious failure in professional performance.
- C. “Financial exigency” means any decline in the University’s financial resources brought about by decline in enrollment, cuts in funding, or any other actions or events that create a need for the University to reduce financial expenditures for personnel.
- D. “Program change” means any elimination, curtailment or reorganization of a curriculum offering, program or institutional operation because of a lack of student responses to particular course offerings, revisions to program funding or a reorganization or consolidation of two or more divisions or departments.

II. TERMINATION AND DISMISSAL OF FACULTY

- A. Probationary (Non-Tenured Faculty)
 - 1. Termination through non-reappointment
 - a. Regardless of the stated terms or other provisions of an appointment, written notice that a probationary appointment is not to be renewed will be given to the faculty member in advance of the expiration of his or her appointment as follows:
 - i. Not later than March 1st of the first academic year of service, if the appointment expires at the end of the academic year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination;
 - OR-**
 - ii. Not later than January 1st of the second or any subsequent year of academic service, if the appointment expires at the end of the academic year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of the termination.

2. Termination due to Financial Exigency or Program Closure

- a. Probationary faculty positions may be eliminated when the President and the Board of Trustees determine that a financial exigency or program change requires the reduction of faculty, staff or administrative positions. Such a determination constitutes the necessary cause for termination.
- b. When termination of appointment is based upon an administratively declared financial exigency or program change, the faculty concerned will be given notice as soon as possible.

3. Dismissal Procedures for Probationary (Non-Tenured) Faculty

- a. A probationary faculty member may be dismissed at any time for adequate causes, including professional incompetence; failure to perform academic duties satisfactorily; incompatibility with the purpose and objectives of the University; or other forms of misconduct. "Adequate cause" must therefore be related, directly and substantially, to the fitness of the instructor. Dismissal will not be used to deny faculty members academic freedom.
- b. Dismissal of any faculty member before the end of the specified term of appointment will be preceded by discussion among the faculty member, the President, the Provost/Executive Vice President for Academic Affairs, and the appropriate Dean and/or school chairperson(s) in an attempt to reach a mutually acceptable settlement.

B. Tenured Faculty

1. Termination Procedures for Tenured Faculty

- a. Tenured faculty positions may be eliminated when the President and the Board of Trustees determine that a financial exigency or program change requires the reduction of faculty, staff or administrative positions. Such a determination constitutes the necessary cause for termination.
- b. When termination of appointment is based upon an administratively declared financial exigency or program change, the faculty concerned will be given notice as soon as possible.
- c. Before terminating an appointment because of a program change, the University will make every effort to place affected faculty in other suitable positions.
- d. If an appointment is terminated before the end of the period of appointment because of financial exigency or program change, the released faculty member's position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered and has declined reappointment.

2. Dismissal Procedures for Tenured Faculty

- a. A member of the faculty who has achieved tenure shall not be dismissed except for adequate causes, including professional incompetence; failure to perform academic duties satisfactorily; incompatibility with the purpose and objectives of the University; or other forms of misconduct. “Adequate cause” must therefore be related, directly and substantially, to the fitness of the instructor. Dismissal will not be used to deny faculty members academic freedom.
- b. Dismissal of any tenured faculty member before the end of the specified term of appointment will be preceded by discussion among the faculty member, the President, the Provost/Executive Vice President for Academic Affairs, and the appropriate Dean and/or school chairperson(s) in an attempt to reach a mutually acceptable settlement.
- c. Should the above group fail to reach a mutually satisfactory understanding, the faculty member may, if he or she chooses, invoke the dismissal procedures in accordance with the provisions of Regulations 5 and 6, *2018 Recommended Institutional Regulations on Academic Freedom and Tenure* of the American Association of University Professors.

C. Termination for Medical Reasons

Any faculty appointment (tenured, non-tenured or special) may be terminated at any time where the University determines, based upon medical information from a health care provider, that the faculty member is unable to effectively or safely perform his or her essential job functions, with or without a reasonable accommodation, as a result of the employee’s medical or health condition.

D. Termination at Retirement

Termination may occur upon a faculty member’s retirement.

TEACHING AND INSTRUCTIONAL MATTERS

2.0 Preparation of Syllabi			
Authority:	Academic Affairs	Effective Date:	2014
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2015; 2017; 2020; 2022
		Review Cycle:	Every 3 years

- A. An instructor is expected to prepare and publish a syllabus for each course taught. Unless the nature of the course or composition of the class necessitates otherwise, the syllabus is distributed during the first-class session and posted on the University's learning management system (LMS).
- B. The syllabus should include the following information:
1. Course Identification
 - a. Course name
 - b. Course number
 - c. Credit hours earnable
 - d. Time of Day
 - e. Day of Week
 - f. Semester and year (e.g., Fall Semester 2020)
 - g. Academic building and room number where class meets
 2. Course Instructor
 - a. Name
 - b. Office Hours
 - c. E-mail address
 - d. Phone number (campus; or home (if appropriate))
 - e. Office address (room, academic building)
 - f. Instructor availability (usually more tailored to the course; may or may not include regular office hours)
 3. Course Overview
 - a. Catalog Description, including prerequisites
 - b. Course goals/objectives (learning outcomes)
 - c. Course assessment techniques and standards (e.g., exams, papers, projects, demonstrations – also grading, points, extra credit [if appropriate], etc.)
 - d. Identify program and/or liberal studies outcomes to be achieved in this course
 - e. Identify Institutional Student Learning Outcomes (ISLOs) to be achieved in this course
 - f. A daily or weekly schedule of assignments or calendar
 4. Course Materials and/or Equipment
 - a. Required text(s)
 - b. Required materials
 - c. Suggested/recommended materials (if appropriate)
 - d. Arrangements, if any, for use of resources and participation in activities outside the classroom

5. Course Policies
 - a. Attendance
 - b. Missed or delayed exams, assignments, projects, papers, etc. procedures (e.g., notification expectations, time limits, grade impact)
 - c. Class participation (expectations, points, guidelines, etc.)
 - d. Ethics (academic integrity which addresses plagiarism, cheating, and other behaviors or actions; consequences or penalties for violations; refer to the Honor Code: Policies and Procedures)
 - i. If you plan to use Turnitin.com or another plagiarism detection program in your class, please include a statement such as, “As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.”
 - e. With wireless capabilities in all classrooms, a statement such as, “Students are permitted to use computers during class for note taking and other class related work **ONLY**. Those using computers during class for work not related to the class must leave the classroom for the remainder of the class period.”
 - f. Decorum (with regard to certain professional courses or regarding lab apparel, etc. as well as cell phones, iPods/iPads, bringing food to class, respect for others, general civility)
 - g. Statement regarding disability services (to be included in each syllabus): “If you are a student with a disability and would like to discuss eligibility for accommodations, please visit the Academic Center for Educational Success (ACES) on the 3rd floor of Burbick Hall. ACES supports students with disabilities and coordinates provisions of services between students and faculty. Contact the Director of ACES for assistance at (304) 457-6586.”
 - h. Commitment to non-discrimination (to be included in each syllabus): Alderson Broaddus University is committed to creating and fostering a learning environment based on open communication and mutual respect. This is an integral part of the University’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. Therefore, if a student chooses to confide in a member of the Alderson Broaddus faculty regarding an issue of sexual misconduct or any form of discrimination, that faculty member is obligated to inform the Alderson Broaddus Title IX Coordinator. The Title IX Coordinator will assist the student in connecting with all possible resources both on and off campus.
 - i. Additional provisions for online or hybrid courses may be needed pursuant to policy 2.10.

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2.1 Academic Integrity			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2014; 2017; 2020
		Review Cycle:	Every 3 years

Faculty has primary responsibility for upholding ideals and standards of independent work and academic integrity.

- A. Creativity of thought and originality of effort on the part of students should be encouraged and recognized.
- B. Faculty should eliminate as much as possible the temptation and the opportunity to cheat through physical arrangement of the classroom and careful proctoring of examinations. Plagiarism should be discouraged through reasonable research paper assignments, monitoring of the research process, and careful checking of research papers.
- C. Specific penalties for dishonesty are set by the individual instructor. The penalties should be stated on syllabi or announced at the beginning of each course. Any clear case of dishonesty should be promptly, firmly, and fairly dealt with by the instructor. The instructor should report the incident, in writing, to the school chairperson (if applicable), college Dean and to the Provost/Executive Vice President for Academic Affairs. When students dispute the charge of dishonesty, a written appeal will be made first to the instructor, then to the appropriate academic leader, and then, if the matter is not resolved, to the Provost/Executive Vice President for Academic Affairs. If the matter is still not resolved, the Deans' Council will affect a final resolution.
- D. Plagiarism is generally defined as the use of ideas or words of another without documentation. Citations must be given, therefore, not only for direct quotations but for paraphrasing as well. Paraphrasing should not imitate the wording of the original passage; more than three or four important words quoted in sequence as they occur in an original passage should be enclosed in quotation marks. Students should be taught that whether they use direct quotations or paraphrasing, all material which comes from a source other than their own knowledge or experience must be properly documented.
- E. Software and Intellectual Rights

The following is from EDUCOM, "Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community," 1987:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations may be grounds for sanctions against members of the academic community.

NOTE: See also, [Student Handbook](#), The Code of Honor

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2.2 Field Trips			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013
		Review Cycle:	Every 10 years

- A. If field trips are required in a course, this fact must be specified in the course syllabus.
- B. Expenses related to a field trip are the responsibility of the individual student, not the University; therefore, information about projected expenses should be indicated in the syllabus.
- C. Whenever possible, field trips should be held on Saturday. However, if a field trip is held at a time when students must miss other classes, information including a list of students, time of departure and return, and transportation arrangements should be submitted to the Provost/Executive Vice President for Academic Affairs two weeks in advance of the trip. This information in itself does not constitute an excuse for the students to miss classes. Students must still clear these absences with their instructors and are subject to their instructors' attendance policies.
- D. Field trips are not to be held during the week before final examinations.

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2.3 Course Examinations			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2016; 2017; 2020
		Review Cycle:	Every 3 years

- A. The nature and frequency of course examinations are determined by the instructor on the basis of the objectives and materials for the course. Students should be informed in advance of the dates of major tests.
- B. Instructors should use a variety of approaches to testing throughout a course, since not all students respond with equal facility to any specific type of examination.
- C. To discourage cheating, instructors should use new examinations for a course each time it is taught. In addition, before being administered, examinations should not be left for any length of time in the copy center, the secretary's office, or the instructor's office, even if under lock and key. They should never be left overnight in the copy center. A test administered to a student at a time other than the regularly scheduled class period should be different from the test given to the class as a whole.
- D. Policies on Final Examinations
1. It is expected that faculty will administer final examinations in their courses, unless the nature of the course would make it inappropriate to administer a final examination (i.e., independent studies, applied music courses, studio art courses, etc.). The format of the examination should be appropriate to and consistent with the nature of the course. Thus, final examinations may be oral, written, administered on the computer, etc., but must be consistent with the nature of the course.
 2. Dates and times for final examinations for each course are assigned by the Office of the Registrar and the schedule is published at the beginning of each semester and distributed to students and faculty. Faculty are to administer final examinations in each course **ONLY** during the times designated by the Office of the Registrar unless special written permission is received from the appropriate Dean or Chairperson to administer the examination at some other time. Final examinations are **NOT** to be administered prior to the end of classes, on Reading Day or during any class session, including the last class session of the semester. If the final examination is administered as a "take-home" examination, or as a final paper, or to be submitted electronically, it **MUST** be due on the day assigned by the Office of the Registrar for that specific examination and faculty are expected to be present on campus during that assigned time.
 3. Since they receive the final examination schedule at the beginning of the semester, students are expected to plan accordingly and to adhere to the schedule. Requests from students to take an examination at a time different from the time assigned by the Office of the Registrar are to be considered only under the most unusual and unavoidable circumstances. Such requests are to be in writing on a form available in the Office of the Registrar and must first be made to the course instructor. If the instructor is willing to administer the final examination to that student at a different time, the instructor will indicate when the examination is to be administered and sign the form. The student must then submit the form

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to the appropriate Dean or Chairperson for approval. Instructors are discouraged from agreeing to such arrangements except in the most extreme circumstances, or if the student has three final examinations scheduled on the same day. In no case will the appropriate Dean or Chairperson consider a request unless the instructor has already agreed to it. If the appropriate Dean or Chairperson grants the request, it is assumed that the test administered to the student will be different from the one administered to the rest of the class. Alternative times for any final must be administered during the final examination scheduled dates only.

4. Final examination periods vary between two and three hours in length. It is expected that for a three-credit or four-credit course, a final examination may take up to three hours; while for a one-credit or two-credit course, it may take up to two hours. Final examinations should be structured in such a way that they can be completed within the designated time.

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2.4 Grading Policies and Procedures			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 5 years

A. Grading Practices

1. The means and standards for evaluation in a course should be included on the syllabus and should be explained in greater depth by the instructor early in the semester, along with the instructor's grading philosophy.
2. A fair number of testing situations and a variety of approaches to evaluation should be used in determining a final grade.
3. Every means of comparison necessary should be used to ensure that all students in a class are graded equitably, by the same standards, and with the same expectations.
4. Whenever possible, comments should explain the strong and weak points that led to a grade. The instructor should be willing, within reason, to explain evaluations to students who inquire.
5. Written evaluations, including grades, should be given to students early enough, frequently enough, and promptly enough to allow students to determine their standing in the course and to improve their performance before midterm or final grades are due.

B. Grade Reporting

1. Midterm Grades

Grades generated near the middle of a semester are referred to as "midterm grades." The reporting of grades at this juncture is intended to help students monitor and understand their academic performance in their classes. To that end, the following general principles are promulgated:

- a. Midterm grades go to the student, not to the parents.
- b. Midterm grades are not part of the student's permanent record.
- c. The reporting of all grades at the midterm point creates an opportunity for the student to dialogue with their advisor and/or the professor about their academic progress.

Near the middle of each semester (except summer), on a date specified on the academic calendar of events, instructors are asked to report all grades for all students in their classes. The administrative assistant of the College distributes to faculty a form provided by the Registrar, on which each instructor identifies the possible reasons for each student's grade and writes any comments which might be helpful to someone counseling the student.

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These forms are then returned to the administrative assistant. The administrative assistant places the information into the student information system, forwarding the report forms to the Office of the Provost. The Provost then sends a letter to the student. Compiled lists of all students and the respective midterm grades are distributed to the Dean of Students, the Director of the Academic Center for Educational Success (ACES), the athletic coach (for student athletes) and to the academic advisor. The persons receiving compiled lists will confer with each student regarding their midterm performance.

2. Final Grades

Final grades are assigned by the faculty based on the established criteria of the course and reflect student academic performance in the course. In contrast to midterm grades, final grades are permanent and are entered on the student's transcript. Once entered, final grades may not be changed except under the circumstance of erroneous calculation or other errors of entry.

Final course grades must be filed with the Registrar within 72 hours (including Saturday and Sunday) of the end of the final examination period for the course. Grades are reported on forms provided by the Registrar. These forms, when signed by the instructor, become legal documents and should be delivered in person to the Registrar's office.

For the protection and privacy of both students and faculty, final grades should be revealed only through the Registrar's official grade reports. However, an instructor may, in conformity with the provisions of the Buckley Amendment, privately communicate a student's grade to the student.

C. Incomplete Grades

1. A mark of "I" (Incomplete) may be temporarily entered on a student's record if the student is unable to complete specific course requirements due to illness or another emergency. The following conditions must be met:
 - a. The student must have maintained a passing grade during the period of attendance, and the period of attendance must include at least twelve weeks of a fifteen-week semester or the equivalent amount (four-fifths) of a summer term; and
 - b. A request to grant an incomplete, including justification for the request, must be submitted by the appropriate instructor to the Dean of the College in which the course has been conducted. In the absence of the Dean, the request may be authorized by the Provost/Executive Vice President for Academic Affairs. If the Dean or Provost approves the request, it is then sent to the Registrar.
2. If the course work has not been completed and the final grade recorded by the end of the fourth week of the term immediately following, a grade of F will be entered by the Registrar on the official record.
3. In the event a student is unable to complete the course work by the end of the fourth week of the following term, an extension may be authorized upon justification of the extension

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request and the permission of the Dean of the College in which the course has been conducted or the Provost/Executive Vice President for Academic Affairs (in the absence of the Dean). An extension may not exceed the end of the semester of the term immediately following the original course.

D. Procedure for Changing a Grade Already Reported

1. Within the official grading period (that is, within 72 hours of the end of the last final exam of the semester), the instructor may change a grade in the Registrar's office on the official grade report form already submitted. The change must be personally made and initialed by the instructor.
2. After the official grading period ends, the instructor must submit to the Provost a "Request for Change of Grade," using a form available from the Registrar or the Provost/Executive Vice President for Academic Affairs. If the Provost approves the request, the change is recorded, initialed, and dated by the instructor on the grade report form already submitted. If grade reports have already been provided to students, an amended grade report is provided to the student and to the academic advisor.

E. Instructors' Records

Each instructor should record student attendance and grades. Records should document student performance in such a way that, in the event the instructor becomes incapacitated, a replacement will be able to determine the standing of each student in a course.

Upon an instructor's permanent departure from the University, his or her most recent class records should be left with the appropriate Dean or school chairperson for use in the event of a grade appeal.

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2.5 Process for Addressing Concerns Regarding Instructional or Evaluation Practices Arising During a Course

Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 5 years

A healthy questioning of the instructional or evaluation practices used in courses can be valuable. Students are encouraged to be concerned about the quality of instruction and the teaching models they see in the University classroom. Typically, at the end of each semester faculty members will ask students to complete a course and faculty evaluation form. Faculty without tenure will be required to do evaluations more often than those with tenure. The University uses the results of these evaluations to improve instruction. It is very important that a student give careful consideration when filling out these forms.

However, questions concerning instructional or evaluation practices may also arise during the course of the semester, and these may need more immediate attention. If so, the following steps should be taken **during the course of the semester**:

- A. The student should share the concerns with the faculty member involved.
- B. If the concern is of such a nature that the student does not feel comfortable sharing the information with the faculty member, or if the student feels that the concern has not been adequately dealt with, the student may contact the chairperson of the school involved.
- C. If there is no chairperson of a particular school, or if the student feels that the concern has not been adequately dealt with, he or she may address the concern to the Dean of the college.
- H. If the student feels that the Dean of the college has not adequately dealt with the concern, he or she may appeal to the Provost/Executive Vice President for Academic Affairs, who may require that the concerns be put in writing. The decision of the Provost/Executive Vice President for Academic Affairs will be final.
- I. If the issue has to do with calculation of the final course grade, students should use the grade appeal process as described in the *Alderson Broaddus University Undergraduate Catalog*, the *Alderson Broaddus University Graduate Catalog* and as cited in this *Faculty Handbook*, Section 2.6. Only the miscalculation of the final grade or failure by the instructor to credit work required for the final grade are bases for appealing a final course grade. Issues that arise during a course and that involve instructional and evaluation practices will be addressed only through the process described in items A through D in this section, not through the grade appeal process.

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2.6 Process for Appeal of a Final Grade			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 5 years

Only a final course grade may be appealed. Students have only two bases for appeal: miscalculation of the final grade by the instructor or failure by the instructor to credit work required for the final grade. This process will not address matters such as course content, interpretations of items on evaluative instruments, approaches to instruction, and grading standards (see *Faculty Handbook*, Section 2.5, Process for Addressing Concerns Regarding Instructional or Evaluation Practices Arising During a Course).

The student must submit his or her written appeal to the appropriate party, as described below, within four days of the beginning of the next semester, including registration days. The written appeal must include all reasons in support of the appeal. The grade originally assigned will stand unless and until it is changed following appeal.

- A. A student will first present the written appeal to the instructor. Within two days of receipt of the written appeal, the instructor will meet with the student and review the basis for the grade assigned. No other persons will be present and no recording devices will be allowed. Within two days of meeting with the student, the instructor will submit his or her decision and rationale in writing to the student and the school chairperson (if there is one) or the Dean of the college.
- B. If the student wishes to continue with his or her appeal, the written appeal must be submitted to the school chairperson (if there is one) within two days of the receipt of the written decision of the instructor (if there is no school chairperson, the student should proceed to step C). Within two days of receipt of the written appeal, a meeting will be held among the school chairperson, the instructor, and the student, to discuss the student's appeal. No other persons will be present and no recording devices will be allowed. The school chairperson will submit his or her written decision and rationale within four days to the student and the instructor, with copies to the Provost/Executive Vice President for Academic Affairs and the Dean of the college.
- C. If the student wishes to continue with his or her appeal, the written appeal must be submitted to the Dean of the college within two days of the receipt of the written decision of the school chairperson, if there is one, or the instructor. Within two days of receipt of the written appeal, a meeting will be held among the Dean, the school chairperson (if there is one) the instructor, and the student, to discuss the student's appeal. No other persons will be present, and no recording devices will be allowed. The Dean of the college will submit his or her written decision and rationale within four days to the student, the instructor, and the school chairperson (if there is one) with a copy to the Provost/Executive Vice President for Academic Affairs.
- D. If the student wishes to continue with his or her appeal, the student must submit the written appeal to the Provost/Executive Vice President for Academic Affairs within two days of receipt of the written decision of the Dean. Within two days of receipt of the student's written appeal, a meeting will be held among the Provost/Executive Vice President for Academic Affairs, the school chairperson and/or Dean of the college, the instructor, and the student. No other persons will be present and no recording devices will be allowed. The Provost/Executive Vice President for Academic Affairs will submit his or her written decision and rationale within five days to the student, the instructor, and the

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school chairperson and/or Dean of the college. The decision of the Provost/Executive Vice President for Academic Affairs will be final.

- E. If the school chairperson is also the instructor, the student will submit the written appeal to the Dean. If the Dean of the college is the instructor, the student will submit the appeal directly to the Provost/Executive Vice President for Academic Affairs.
- F. If the instructor has permanently left the institution, the written appeal will be submitted to the school chairperson or to the Dean of the college if there is no school chairperson.

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2.7 Individual Studies			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018; 2019
		Review Cycle:	Every 10 years

In many academic areas, individual studies, under appropriate faculty direction, provide students with opportunities to assume more responsibility for their own education. These opportunities include guided studies and independent studies.

- Guided studies may be based on courses within the traditional curriculum and are directed learning opportunities that require frequent and regular supervision by the study advisor.
- Independent studies provide motivated students with the opportunity to pursue a topic of interest that does not fit into the traditional academic curriculum; it is designed to allow students to explore topics in more detail, to delve deeper into an interest, and to work in a situation that requires less supervision than a guided study.

Following are the regulations governing individual studies:

- A. The student is responsible for completing the procedures related to registering for and completing an individual study.
- B. Only in exceptional cases will students be permitted to enroll in individual studies to make up courses which the student has failed or from which the student has withdrawn. Unless it is required for graduation, an individual study which a student has failed (with an F, NF or U) may not be repeated.
- C. An individual study is not to be used as a substitute for any regularly offered course.
- D. Permission to enroll in individual studies as make up for previous courses in which the student was enrolled may only be granted by the Provost/Executive Vice President for Academic Affairs.
- E. A student who does not have adequate resources to complete an individual study should not attempt it.
- F. The intended faculty advisor and the appropriate Dean of the college and/or chairperson of the school should be informed of the need for an individual study by the middle of the semester preceding the semester in which the study will be done. Study advisors must be selected from the academic area involved; preference is given to the faculty who typically teaches the material or course during the semester.
- G. Study advisors should be particularly careful to use defensible criteria in evaluating individual studies. Although one consideration should be the number of credits to be earned, the following considerations are paramount in evaluation and should apply regardless of the number of credits involved:
 - 1. Quality and organization of content;

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2. Validity of resource material;
 3. Correctness of style;
 4. Logic of argument;
 5. Scope of project;
 6. Creativity and originality.
- H. The study advisor should require regular progress reports from the student during the semester in which the study is done. Some colleges or schools provide special forms for this purpose.
- I. Courses labeled as Individual Studies are designated with the following numbering schema:
1. Guided Study courses will be designated with the subject and number of the course as found in the Catalog; a specific section number (i.e., .74, .75 or .76) will be used to identify a Guided Study for this purpose.
 2. Independent Study 393 followed by the title of the topic of interest.
- J. If an individual study is required in the student's major or minor, letter grading, should be used.
- K. A faculty member will not be expected to serve as study advisor for more than three individual studies in any semester. Responsibility beyond this number will be approved by the Dean of the college and/or the chair of the school through special arrangement with the faculty member.

Additional information regarding individual studies is available in the Registrar's office and in the Office of the Provost/Executive Vice President for Academic Affairs.

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2.8 Student/Advisor Records			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2013; 2018
		Review Cycle:	Every 10 years

A. Academic

Permanent record cards, transcripts from other institutions, and all other academic records for students are filed in the Office of the Registrar. Four-year program plans are stored electronically and accessible to instructors and advisors. Instructors and administrators who have legitimate interest are permitted to examine these records in the Registrar's office.

B. Personal

Applications for admission and miscellaneous admissions data are filed for each student in the Office of the Registrar and may be examined there by instructors and administrators upon request. Co-curricular activity records are filed for students in the Office of Student Affairs and Career Services.

C. Advisors' Records

Academic advisors should keep accurate records of each advisee's admissions information and collegiate achievement. After the student graduates or otherwise permanently leaves the University or upon departure of the faculty advisor from the institution, these records should be forwarded to the Office of the Registrar.

D. Release of Student Records

Release of all student records will be in accordance with the *Family Educational Rights and Privacy Act of 1974* (Buckley Amendment). Policies established by the University are available from the Office of the Registrar.

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2.9 Guidelines for Research Activities involving Human Subjects

Authority:	Institutional Review Board	Effective Date:	2003
Responsible Official	Chair, Institutional Review Board	Last Revision/Review Date:	2013; 2016; 2019
		Review Cycle:	Every 3 years

Alderson Broaddus University is committed to safeguarding the welfare, rights, and privacy of all persons who participate as subjects in research projects conducted under its auspices, and to ensuring that the subjects of such research are aware of their rights and the protections available to them. These safeguards derive from the following ethical principles, which were first articulated in the Belmont Report issued by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1979:

- *Respect for Persons*: Recognition of the personal dignity and autonomy of individuals and special protection of those persons with diminished autonomy or particular vulnerabilities, including prisoners, children, those who are mentally or cognitively disabled, pregnant women, or economically or educationally disadvantaged persons. Human subjects should enter into research voluntarily and with adequate information about the research project and the potential consequences of participation in the study.
- *Beneficence*: The obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks. Possible risks to human subjects should be weighed against possible benefits to the subjects, as well as against the possible improvement of knowledge.
- *Justice*: Fairness in the distribution of research benefits and burdens. In selecting human subjects for research, investigators should ensure that no group of participants is either consistently selected to participate in research, or consistently deprived of the opportunity to do so.

The procedures for review adhere to the regulations of the Department of Health and Human Services, 45 CFR 46, as amended and published in the Federal Register on June 18, 1991. In addition, the IRB has repeatedly consulted *Protecting Human Subjects: Institutional Review Guidebook* (1993) – prepared by the Office for Human Research Protections (OHRP) of the National Institutes of Health – which you can view or download via <http://www.hhs.gov/ohrp/>. Last but not least, Alderson Broaddus University’s IRB would like to acknowledge assistance received from colleagues at the Office for Human Research Protections, Bryn Mawr University, Dowling University, Middlebury University, University of Massachusetts, University of Mississippi, University of Tennessee, and Wellesley University.

The Institutional Review Board

The IRB is the body charged with reviewing, prior to its commencement, all research, whether funded or not, involving human subjects conducted under the auspices of Alderson Broaddus University by its faculty members, students, or staff, as well as research by outside investigators using Alderson Broaddus University students, personnel, or facilities.

- *Research* is defined in the Code of Federal Regulations (CFR) as “systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalized knowledge” (45 CFR 46.102d). Research subject to review thus includes, but is not

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limited to, pilot studies, class projects aimed for publication, master's theses, Ph.D. dissertations, co-supervised work, independent research, and senior theses, whether such research takes place on or off the Alderson Broaddus University campus, including work done outside of the United States.

Members of the IRB are appointed by Alderson Broaddus University's Committee on Committees, are approved by the Faculty Assembly and should represent a wide range of academic disciplines. The IRB selects the chair of the committee. An investigator can be a member of the IRB; however, the investigator-as-member cannot participate in the review and approval process for any project in which he or she has a present or potential conflict of interest. Where the investigator-member has a conflicting interest, he or she is present only to provide information requested by the IRB.

Additional information and guidelines for research activities involving human subjects are available from members of the Institutional Review Board and online as part of the Faculty Resources on the AB Portal.

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2.10 Guidelines for Online and Distance Education			
Authority:	Distance Learning Committee	Effective Date:	2018
Responsible Official	Associate Provost/ Online Administrator	Last Revision/Review Date:	2018; 2019, 2020, 2021
		Review Cycle:	Annually

Alderson Broaddus University is committed to high academic quality in the delivery of all instruction and has created institutional policies and procedures to govern those practices. These guidelines have been developed to provide guidance in the conduct of online and hybrid education and to assist those responsible for the quality of instruction. These guidelines and policies provide faculty involved with distance education an overview of the online orientation and professional development process, policies and procedures, and learning resources relevant to the distance education environment.

A. Institutional Polices

1. Change of Student Registration.

- a. Any changes to a student's registration for online courses must be processed through the Registrar's Office following the policies outlined in the Undergraduate and Graduate Catalogs.

2. Definitions and Policies

- a. For purposes of this document, distance education is defined as instruction delivered via (1) the Internet on a Learning Management System (asynchronous and synchronous), (2) interactive teleconferencing, (3) audio/video media, and (4) other emerging technologies.
- b. Asynchronous – Delivery methodology using online learning resources to facilitate information sharing outside the constraints of time and place. Asynchronous tools, such as e-mail and discussion boards, allow participants to communicate without having to be online at the same time.
- c. Class Attendance – Requires active participation in the course not just logging into the learning management system. Attendance in online courses is determined by active participation of the student through the completion of class discussions, assignments, quizzes, exams and posts to discussion forums. Students at a minimum must log in at least once a week but multiple log-ins are highly recommended.
- d. Delivery Mode - The primary method or technology used to deliver instructional information to the student and used for communication between the instructor and the students. At Alderson Broaddus University, courses are delivered in the following modes:
 - i. Online courses are defined as 100% of the course being taught online using a combination of asynchronous and synchronous activities. This provides a greater flexibility of participation and convenience of access to students, while meeting the same student learning outcomes and level of rigor achieved in the traditional classroom.

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- ii. Hybrid courses are defined any course in which 25% or more of face-to-face instruction has been replaced with online learning opportunities.
- iii. Traditional courses are taught in a face-to-face classroom setting. The syllabus and student grades must be posted on the LMS, and assignments may be submitted electronically.
- e. Distance Learning/Online Distance Education terms are used interchangeably. This includes fully online and hybrid courses and is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Interaction between the instructor and the student is regular and substantive and can be initiated by the instructor or the student.
- f. Learning Management System (LMS) – Learning Management System (LMS) is a web accessible software application that provides for the administration of course content, delivery of assessments and communication with students and instructors, and the ability to track grades and other relevant assessment data. AB is currently using Moodle 3.6.1 as its learning management system. Moodle can also be accessed as an app on mobile devices. However, students are strongly encouraged to complete all course work on a laptop.
- g. Synchronous – is delivery methodology occurring at the same time. Synchronous tools at AB include, text chat, audio chat or video chat, which requires all participants to be online at the same time.

3. Holidays and Breaks

Students will follow the official AB academic calendar; however, if the University is scheduled to be closed, online courses WILL continue to meet that day unless otherwise stated in the course syllabus.

4. Weather

- a. When the AB Campus is closed due to inclement weather, online courses will not be cancelled unless otherwise notified. Faculty and students are expected to follow course assignments as scheduled.
- b. Hybrid courses - the online component of a hybrid course is not affected when University campuses are closed for inclement weather. If a scheduled face-to-face class time is cancelled, faculty will notify students and reschedule accordingly.

B. Curriculum and Instruction

1. Academic Integrity

See Academic Integrity Policy at AB in the Student Handbook at www.ab.edu. During the first week of every distance education course, each student is required to take an academic

integrity quiz. By completing this quiz and answering all the questions, the student is accepting the Alderson Broaddus academic integrity policies. The student must accept the academic integrity policies in order to receive credit for the work they complete throughout each course. Faculty should contact the Director of Instructional Design or Online Administrator for assistance in uploading the quiz to their courses.

2. Accessibility (ADA)

AB makes every effort to select instructional technologies that are accessible to individuals with disabilities. As with traditional, campus-based courses, students taking distance learning courses may request accommodations to meet the individual needs of the learner. In distance learning courses, special arrangements may be made to deliver the course in an alternative format as needed. All requests must be coordinated with the University's Office of Disability Services.

3. Course Oversight

AB adheres to the policy that all courses of the same prefix and number will have the same student learning outcomes and level of rigor, regardless of delivery mode. The process for approval of new online courses follows the same institutional policies as new seated courses. If an existing course is also offered in a distance learning format, the course will be reviewed by the College Dean to ensure that it meets all criteria of consistency of content and method of evaluation. If the Dean of the College determines that the course proposal is appropriate for distance delivery, the course will be submitted to the Dean's Council with a completed Course Prospectus Form. Once completed the course prospectus will be forwarded to the Distance Learning Committee to review. It is the responsibility of the faculty to ensure that the rigor of programs and quality of instruction are maintained within their courses.

4. Course Review

All online and hybrid courses that have been taught at least twice are subject to review by the Distance Learning Committee following a standardized course evaluation rubric, drawn from the Quality Matters Rubric. Results of the review are forwarded to the appropriate College Dean and/or School Chair (as applicable) to be discussed with the faculty. Ongoing monitoring of all distance learning courses is the responsibility of the Deans and/or Chairs (as applicable), the Distance Learning Committee, and the Director of Instructional Design.

5. Faculty Responsibility

Faculty, as subject matter experts, are responsible for the course content, delivery of instruction, evaluating student progress, assessing student learning outcomes, and timely communication in a distance learning course. Before distance learning course is placed on the Course Schedule, faculty are expected to submit a completed Course Prospectus and updated course syllabus to the Online Administrator. Failure to submit any of the required documentation may result in the course being removed from the Course Schedule and the loss of online teaching approval for the faculty member.

6. Waiver of Rights

All users of AB who access computing resources, waive any right to privacy and consent to access and disclosure by authorized University personnel of any electronic files, email, or any other transmissions created, stored, or transported using University computing resources. The University reserves the right to monitor and if necessary, to disclose the contents on a need-to-know basis of any electronic transmission, file or communication for the purpose of troubleshooting, preventing system misuse, assuring compliance with policies, and complying with legal and regulatory requests for information. Users should recognize that under some circumstances, as a result of investigations, subpoenas or lawsuits, the University might be required by law to disclose the contents of electronic communication.

C. Distance Education Course Assistance

1. Alderson Broaddus University's Director of Instructional Design is available to assist with the distance education course development process, to provide a supportive role, and to assist faculty, as the subject matter experts, in building courses.
2. Alderson Broaddus University uses the latest version of the Open Source Moodle LMS. Access to this system can be found from the University Home page, www.ab.edu, or directly at moodle.ab.edu. The following online tutorials are available to assist you in acquiring or honing the skills needed to develop and teach online courses:

Login and Password

Using a Discussion Forum

Tests and Quizzes

Assignments and Grading

3. Completion of these tutorials is REQUIRED for faculty teaching their first distance course and is highly recommended for all faculty. New traditional and online faculty are also required to meet with the Director of Instructional Design (in person or virtually) concerning their unique needs in the LMS and to review Quality Matters design standards.

D. Syllabus

All syllabi at Alderson Broaddus must follow the Syllabus Template included here in 2.0. However, a syllabus for a distance education course will need to include additional provisions unique to an online setting such as netiquette expectations, technical and software requirements, etc. Faculty should contact the Director of Instructional Design or Online Administrator for samples of these provisions.

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E. Faculty Support and Supervision

Full and part-time faculty who teach distance education courses are supervised as a regular activity of the Chair of the School (as applicable) or Dean of the appropriate college. The IT department at AB will assist with technical/computer related issues. Course design related issues should be directed to the Director of Instructional Design.

F. Instructional Design Guidelines

1. Authentication

National attention has been focused on the identity of students who take online courses. The 2008 reauthorization of the Higher Education Opportunity Act requires that institutions ensure that students who receive credit in online courses are the same students who complete the work. One method that AB has introduced to ensure this is by requiring every student to login with a unique username and password assigned to them when they are enrolled in the University.

Students and administrators automatically receive email notifications any time their username or password is changed in the LMS. This security measure helps to prevent unauthorized password changes, or to alert the student if their password is changed without their permission. Online instructors are required to use Moodle as the entry point to their online courses so that this integrity is maintained. Furthermore, every click that a student makes in the LMS is logged with a timestamp and the student's IP address. This helps to ensure that the student is not logging in from multiple locations simultaneously.

Here are some additional recommended ways that online faculty can help ensure that the students who are doing the work are the students getting credit for the class:

- Techniques to limit cheating on exams (i.e. randomized questions, multiple questions from pools, time limits on exams, limited availability of exams)
- Extensive writing tasks throughout the semester
- Revision of writing tasks throughout the semester
- "Plagiarism training" for students
- Requiring students to use TurnItIn
- Informal checking for plagiarism

2. Online Communication: Regular & Effective Contact

- a. All online classes at AB must include regular contact between instructors and students. Communication on the LMS should be frequent and ongoing and should include announcements, discussions forums, peer/group forums, etc.
- b. The use of video, and other interactive communication and media is strongly suggested within all distance learning courses at AB. Effective communication, including the announcement of any changes to course requirements or schedule, is imperative for online faculty.

- c. Guidelines and Expectations Regarding Communication include:
 - i. Course faculty are expected to respond to students' questions or emails within one business day (24 hours) during the week and 48 hours over the weekend.
 - ii. Instructor's contact information, including an introductory biography, shall be included in the course syllabus and/or posted on the main course page.
 - iii. Weekly office hours will be posted via email or placed on Announcements.
 - iv. If an instructor will be unable to login for more than four business days, students will be notified via announcements and email.
 - v. All correspondences should be conducted using official AB email addresses.
 - vi. Assignments must be submitted using the LMS drop boxes, and should not be accepted via email.
 - vii. All data is stored on institutionally managed systems to ensure confidentiality and security.

ACADEMIC SUPPORT SERVICES

Library Services			
Authority:	Academic Affairs	Effective Date:	2003
Responsible Official	Director of Library Services	Last Revision/Review Date:	2013; 2015; 2016; 2018; 2019; 2021

Library Mission Statement

The mission of the library is to provide authoritative sources of information students need to complete their academic courses and promote student acquisition of information literacy skills.

Library Resources

Library materials, most of which are found in electronic databases and are available anywhere and anytime on or off campus, provide the information students need to complete their academic studies. Library resources also meet or exceed the standards for AB's three nationally accredited professional programs.

Online paid subscription academic resources account for over 95% of student use of library resources. Over 250,000 books, 11,000 journals, magazines, and newspapers are available anytime, anywhere via The Battler Portal. Over 60,000 books and 1,000 audio-visual materials are housed in the library.

Library Services

Librarians provide classroom instruction on how to locate subject-specific information to complete course-related assignments, and they also provide individualized tutorial assistance to make sure students retrieve the information they need to complete their course work. Students can also request research assistance via email, and the librarians will provide the information requested as pdf documents attached to the email reply.

The library is open 78 hours per week and librarians are available days, evenings, and weekends to provide research assistance to students.

Library Hours (Fall & Spring Semesters)

Monday-Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	1:00 p.m. - 5:00 p.m.
Sunday	1:00 p.m. - 10:00 p.m.

Students in graduate degree programs have extended library hours.

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Academic Center for Educational Success (ACES)			
Authority:	Academic Affairs	Effective Date:	2011
Responsible Official	Director, Academic Center for Educational Success	Last Revision/Revision Date:	2022

The Academic Center for Educational Success (ACES), located on the 3rd floor of Burbick Hall, is a service that provides a variety of academic support services to AB students. ACES offers services in the four primary categories that are included below.

Services for Students with Disabilities

ACES supports students with disabilities, and coordinates provision of accommodations between students and faculty members. Please contact the ACES Director for additional information and assistance: (304) 457-6274.

General Learning Skill Development ("Academic Coaching")

ACES assists students in developing or enhancing the learning skills necessary for students to be successful in college. Services are provided individually and in groups, and can be targeted to students' specific needs. Current learning skill development assistance includes, but is not limited to:

- Time Management and Academic Organization
- Learning Styles and Processes
- Effective Study Techniques
- Note-taking (including active listening strategies and textbook usage)
- Memory Enhancement
- Test Taking Strategies
- Managing Test Anxiety

Subject Matter Tutoring

ACES offers subject matter tutoring using a "Peer-to-Peer" tutoring model. ACES also hosts a virtual Writing Lab that is managed by a former AB professor. Math tutoring is offered in the Math Department and managed by a math professor.

Tutors are recommended by faculty and employed to work one-on-one and in small groups within specific subject areas, for students who require concentrated, on-going assistance. In addition, tutors are also available to provide assistance to students requiring short-term services to "catch-up" on course material they may have missed. Tutors are students who have completed a specific course with a high level of mastery.

Study Group Moderators are recommended by faculty and employed to guide study for students who commit to a weekly congregate study session. Study Group Moderators are students who are currently taking a specific course.

Test Review Leaders are Tutors or Teaching Assistants who guide study specifically for an upcoming test. These sessions are open to students who are currently tutor-assisted as well as for those who do not require ongoing assistance.

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Alternative Study Space

ACES Lab is available to students who are studying individually as well as to those who prefer congregate study options. With five computer terminals, both individual and group tables, a separate small group study area, and a distraction-reduced study room, ACES Lab serves a variety of student study needs.

Services for Faculty

The Director of ACES can design specific workshops to present in a class at the request of a faculty member. The Director is available to consult with faculty who are concerned about the performance of groups of students within their courses, or who have questions about how to present course material using multimodal teaching strategies. The Director is also able to provide support to advising faculty who are working with at-risk or probationary students who must repair GPA. Because ACES has testing rooms that are used for students with disabilities, ACES may be able to assist faculty who have students that need to make up tests, with prior notice.

While hours may vary, ACES standard hours of operation are:

Monday – Thursday 9:00 a.m. - 8:00 p.m.

Friday 9:00 a.m. - 4:00 p.m.

Please contact the ACES Director for additional information and assistance: (304) 457-6274

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Career Services			
Authority:	Academic Affairs	Effective Date:	2011
Responsible Official	Director, Career Services	Last Revision/Review Date:	2013; 2016; 2018; 2019

Discover the Value of an AB Education!

At Alderson Broaddus University, we want to provide all students and alumni with the information and resources they need to successfully prepare for and transition into their chosen career field. We are pleased to partner with College Central Network to provide the most up-to-date and convenient services available regarding creation of resumes, career portfolios, interviewing, national Job and internship search boards, and a bulletin board for posting upcoming events and local job openings.

Additionally, we offer SIGI³, a self-directed search tool to aid in choosing a major or career. This service allows students to take interest, values, and personality inventories that will match the results with suggested occupations. Students can then thoroughly examine these options using a broad range of categories to determine which would be a best fit.

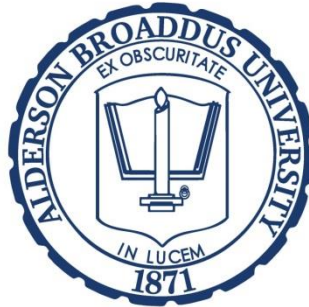
Career Services also offers one-on-one guidance on the following topics: Choosing a Major or Career, Resume Creation and Review, Interview Preparation, Searching for a Job, and Graduate School consideration.

Services offered

- Guidance in choosing or changing a major
- Resume and cover letter development
- Interview preparation
- Internship and job shadowing opportunity
- Graduate school application assistance
- Job search
- Job fairs
- Career assessment and exploration

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Faculty Qualification Assurance Form

This form must be completed for hiring all faculty (regular, full-time and adjuncts) who teach classes and/or are involved with development of curricula.

Faculty Name: _____ Proposed Rank: _____

College (and/or School): _____

Faculty Member will teach at the following course level(s) (check all that apply):

Bachelor's

Master's

Specify the College and/or courses in which the faculty member may be qualified to teach. A faculty member is qualified to teach independent study or special topic courses related to their qualifications as described in this form; however, such courses do not need to be listed here.

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Faculty member has the following Academic Credential(s) (circle all that apply) AND attach resume/CV:

- | | | |
|-----|----|--|
| Yes | No | Terminal degree related to the discipline or subfield of the discipline in which the person will teach and/or develop curricula and or supervise scholarly activity. |
| Yes | No | Master's degree related to the discipline or subfield of the discipline in which the person will teach and/or develop curricula and or supervise scholarly activity. |
| Yes | No | Bachelor's degree related to the discipline or subfield of the discipline in which the person will teach and/or develop curricula and or supervise scholarly activity. |
| Yes | No | Nationally-recognized credential (i.e., certification, license, etc.) related to the discipline or subfield of the discipline in which the person will teach and/or develop curricula and or supervise scholarly activity. |

Provide a summary of the faculty member's academic qualifications indicating the relevance of the qualifications to the course(s) that will be taught and/or the scholarly activity that will be supervised. Attach additional information if space provided is not sufficient.

Faculty member has the following Tested Experience (indicate Yes or No for each item):

- | | | |
|-----|----|---|
| Yes | No | Evidence of ____ years of tested experience related to the content of the course(s) that will be taught and/or the scholarly activity that will be supervised. (NOTE: Tested experience is only to be counted as experience obtained post-degree completion.) |
| Yes | No | Is recognized by peers for distinguished professional accomplishments, and is considered an expert in the content covered in the course(s) that will be taught and/or the scholarly activity that will be supervised. |

Provide a summary of the person's tested experience addressing relevance of the experience to the expertise of the course(s) that will be taught and/or the scholarly activity that will be supervised (if applicable). Attach additional information if space is not sufficient.

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I have verified that this candidate does/does not meets the AB Faculty Qualifications based on the following reasons:

- Academic Credentials qualify the faculty member
- Academic Credentials plus tested experience qualify the faculty member
- Not currently qualified but an agreed-upon plan to achieve qualifications is attached (please describe plan, below)

Plan to Achieve Qualifications:

Faculty Name: _____

Faculty Signature: _____ Date: _____

Dean Name: _____

Dean Signature: _____ Date: _____

Provost/EVPAA Name: _____

Provost/EVPAA Signature: _____ Date: _____