



Faculty Handbook 2024-2025



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Welcome to Bellevue University!

This handbook is for all Bellevue University faculty, but I would like to extend a warm welcome to our new faculty members. You are joining a dedicated and talented team of professors and instructors.

I cannot emphasize enough the important role our faculty serve in providing an educational experience that builds confidence, develops expertise, creates community, and sustains our American vision and values. We selected you because of your passion for teaching and the strong credentials you have developed through your education and career.

Bellevue University values collaborative achievement, high productivity, and applied critical thinking toward the advancement of student success. Our success depends on our mutual understanding. Thus, this handbook has been prepared to provide you with information about your job and the University. If you have questions, please contact your Dean or Program Director.

I encourage you to give us your ideas and suggestions on how we can improve the practices described in the handbook, or make improvements that benefit our students and other members of the University community.

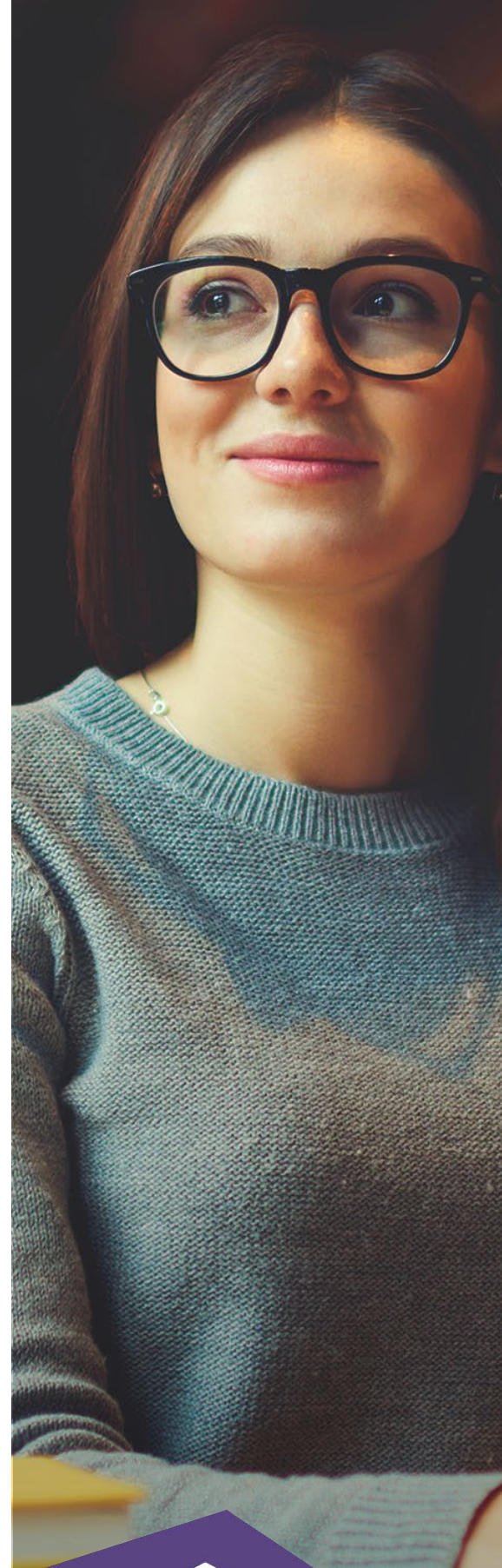
To your success,

A handwritten signature in black ink that reads "Mary Hawkins". The signature is written in a cursive, flowing style.

President

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mission, vision and values

mission

To deliver career-focused, cost-effective education, with unmatched care and respect for our learners.

vision

To boldly adapt to a rapidly changing world to ensure our learners have the skills and support they need to make an impact in the global workforce.

values

Integrity | We keep our promises

Empathy | We listen intently and embrace everyone and their ideas.

Courage | We are willing to go farther and act fearlessly to help our learners achieve their goals.

Innovation | We move with urgency and don't wait for others to take action.

Collaboration | We step up and work together to create a better world.

purpose of this handbook

Faculty members of Bellevue University (BU) are key to the delivery of outstanding educational services to students. By engaging students in skills and performance-based learning and by sharing knowledge and applied expertise, faculty have an immediate impact on students. In tandem with Bellevue University faculty's excellent qualifications, their engagement and commitment to the learning process help ensure the quality of a Bellevue University education. Each instructor is a valued member of the Bellevue University community and is invited to participate in the faculty development opportunities, commencement ceremonies, University activities, and volunteer opportunities.

The information in this handbook is provided to help ensure success as a faculty member. Do not hesitate to direct any questions that are not answered in this document to the Adjunct Manager, Program Director, or Dean of the College. This Faculty Handbook outlines the practices and procedures related to the role of faculty. Additional information for all employees may be found in the Bellevue University Employee Handbook.

general policies

The Bellevue University Faculty Handbook is designed to inform and guide the faculty. Items not directly relevant to the faculty that are stated in the University Academic Catalog or other official University publications or needing only momentary emphasis as the academic year progresses are not included in this handbook. The provisions of this handbook reflect University policies and expectations of all faculty. Faculty are responsible for adhering to these policies, in addition to those found in the Bellevue University Employee Handbook, University policy statements found at [bellevue.edu/student-support/policies](https://www.bellevue.edu/student-support/policies), and other University policy and procedure documents.

Bellevue University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from discrimination, harassment, and retaliation based upon race, color, religion, sex, national origin, age, disability, genetic information, military obligations, or status in any other group protected by local, state, or federal law. More information can be found in Policy Statement 6-Non-Discrimination Policy and Policy Statement 4-Title IX Policy.

Bellevue University adheres to the requirements and principles encompassed by the Americans with Disabilities Act (ADA) and similar state requirements in all circumstances. Reasonable accommodations will be made whenever necessary for disabled individuals as defined by law who are otherwise qualified to perform the essential functions of the job, provided the accommodations do not impose an undue hardship on the University and do not create a direct threat to the safety or health of themselves or others.

As a post-secondary institution of higher education, Bellevue University protects information and personal records in compliance with the regulations of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Bellevue University is accredited by the Higher Learning Commission, <https://www.hlcommission.org/>.

Bellevue University complies with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) (20 U.S.C. § 1092(f); 34 CFR 668.46). The Director of Compliance is responsible for administering this Act.

Those with inquiries concerning Bellevue University's compliance with the regulations implementing Title VI, Title IX, or Section 504, should contact the Title IX Office at 402-557-5299. Inquires may also be addressed to the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding Bellevue University's compliance with the regulations implementing Title VI, Title IX, or Section 504.

The Higher Learning Commission may also be contacted, directly, once internal complaint procedures have been exhausted.





faculty roles

full-time faculty

Full-time faculty are appointed by the President upon recommendation of the Dean(s). In the case of Endowed Chairs, the President will take into consideration any specific criteria attached as a condition of the endowment when making the faculty appointment to the Endowed Chair.

Each of the University's full-time faculty will be issued a contract of employment and an accompanying statement of work (SOW), which specifies the nature of the appointment in terms of rank, position, college assignment, responsibilities and other terms and conditions of employment.

instructor faculty

A full-time faculty member hired under an instructor contract is assigned to teach a defined course load over a defined period, which is typically one year. The renewal of this contract is evaluated each year and is dependent on enrollment and organizational needs, as well as other teaching performance expectations. An instructor contract may be renewed annually for a maximum of three one-year terms.

adjunct faculty

An adjunct faculty member at Bellevue University is defined as any person who is employed by the University in a teaching capacity and who is not employed under a full-time faculty contract at the University.

faculty status

Faculty status is awarded to University staff who are not on faculty contract but whose role is academic in nature. Examples include the Chief Academic Officer, Library Director and Assistant Director, Deans, Associate and Assistant Deans, and Instructional Design staff. Staff with faculty status will be listed in the University catalog and considered part of the University academic unit(s).

Faculty status does not convey voting rights nor membership in the Faculty Senate. Faculty with rank who move into administrative roles will be able to retain their professional rank but will not be considered a voting member of the faculty. Faculty status may be granted at the assistant or associate professor level and professor level.



faculty qualifications

academic qualifications/credentials

If qualified faculty members are identified by academic credentials, the following criteria apply:

- **Undergraduate courses: the faculty member shall hold one (1) or more of the following:**
 - An academic degree relevant to what they are teaching and at least one level above the level at which they teach.
 - A master's degree or higher in any discipline AND a minimum of 18 graduate semester hours in the discipline or subfield being taught.

Note: Academic qualification is required for teaching General Education courses.

- **Master's courses: the faculty member shall hold:**
 - A doctorate or terminal degree in the discipline or subfield being taught, or the accepted terminal qualification in the field of study.
AND
 - Have a record of research, scholarship or achievement appropriate for the master's program.

- **Doctoral courses: the faculty member shall hold:**
 - A doctorate or terminal degree in the discipline or subfield being taught, or the accepted terminal qualification in the field of study.
AND
 - Have a record of research, scholarship or achievement appropriate for the doctoral program.

faculty qualifications (cont.)

tested experience

If qualified faculty are identified by tested experience, the college Dean will determine the procedure for deciding when a faculty member's experience is sufficient and that the faculty member has the expertise necessary to teach students in a discipline.

If qualified faculty members are identified by tested experience, the following criteria apply:

- **Undergraduate courses: the faculty member shall hold a combination of education, training and tested experience that meets at least one (1) of the criteria below:**
 - An academic degree relevant to what they are teaching, combined with one or more years of work experience relevant to the content being taught.
 - Three or more years of work experience relevant to the content being taught, combined with relevant training/education experience.
 - Demonstrated professional contributions to the content being taught.
 - Professional licensure or certification in the field.
- **Master's courses: the faculty member shall hold a master's degree in the discipline or subfield being taught AND one or more of the following:**
 - Demonstrated professional experience (five years preferred outside work experience relevant to the content area of the courses).
 - Demonstrated contributions to the discipline being taught.
 - Established tested experience for particular programs.

There is no tested experience for doctoral-level courses.

Applicants are selected for interviews based on either their academic qualifications or tested experience. The Bellevue University Faculty Qualifications Rubric (see Appendix A) is used to make and document interview and hiring decisions.

In addition, records will be maintained by the University for every faculty hire to document their academic qualifications.



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faculty qualifications (cont.)

additional considerations

In team teaching scenarios in which linked courses are offered in multiple general education categories, the involved faculty combined should meet these minimum requirements:

- In terminal degree programs, faculty members possess the same level of degree or are terminally qualified as determined by the discipline.
- Qualified faculty members are obligated to maintain their credentials and expand any and all equivalent experience that was considered previously by the University in determining whether they were qualified per their contract. Annually, contracted faculty are required to report any and all professional development, supplemental education and relevant/applicable service or experience that has expanded their qualifications portfolio regardless of the level of instruction (e.g., undergraduate, graduate, doctoral programs).
- Faculty should be aware that additional qualification requirements may be relevant in programs with specialized accreditation.

terminal degree

A terminal degree is either an earned doctorate in a recognized discipline from an accredited institution as validated by the U.S. Department of Education (DOE) and/or Council for Higher Education Accreditation (CHEA), or, for those teaching in a professional area, the highest degree recognized within the professional.

An area of study is considered relevant for purposes of earning a degree if:

- [a]** It is directly related to the individual's duties at Bellevue University.
- [b]** It is directly related to the disciplinary subjects the individual teaches.
- [c]** It demonstrably enhances the faculty member's ability to carry out their primary duties at the University.
- [d]** It is commonly recognized throughout the faculty member's discipline or the higher education profession.



faculty rank

Rank is awarded initially to full-time faculty at the time of employment by the President upon recommendation of the appropriate Dean. Only full-time professional faculty currently employed by Bellevue University may apply for promotion by following the appropriate policies and procedures.

Instructors and adjunct faculty not eligible for promotion. For promotion, degrees are recognized when received from an accredited institution as validated by the U.S. Department of Education (DOE) and/or Council for Higher Education Accreditation (CHEA). The minimum criteria for each rank are specified below.

[a] Assistant Professor: The rank of Assistant Professor is granted upon appointment to full-time faculty status reflecting a combination of education and experience which uniquely enables the appointee to reach in a designated area within one of the University's colleges.

[b] Associate Professor: Full-time faculty of Bellevue University holding the rank of Assistant Professor may apply for promotion to the rank of Associate Professor following the policies and procedures governing promotion provided that the faculty member has completed at least three full academic years of teaching experience at Bellevue University. In special circumstances, the rank of Associate Professor may be granted to newly appointed full-time faculty who may have held the rank

of Assistant Professor in a full-time teaching position at another accredited institution of higher education for no less than five years and who have demonstrated excellence in classroom teaching, as well as professional contributions to the academic life of that institution.

Documentation must be provided at the time of application to the University.

[c] Professor: The rank of Professor has the prerequisite of an earned doctorate degree or relevant terminal degree from an accredited institution of higher education in a relevant area. Full-time faculty of Bellevue University holding the rank of Associate Professor may apply for promotion to the rank of Professor following the policies and procedures governing promotion provided that the faculty member meets the doctoral requirement and has completed at least five full academic years of teaching experience at Bellevue University. In special circumstances, the rank of Professor may be granted to newly appointed full-time faculty who meet the doctoral requirement, who have a documented record of at least 10 years of teaching in higher education, who have held the rank of Associate Professor in a full-time faculty position at another accredited institution for no less than five years, and who have demonstrated excellence in classroom teaching, as well as professional contributions to the academic life of that institution. Documentation must be provided at the time of application to the University.

[d] Emeritus: This is an honorary faculty rank to recognize faculty who have served Bellevue University for a minimum of 15 full academic years in full-time status and have

significantly contributed to the academic life of the University. The title Emeritus would be appended as a suffix to the faculty rank last held during full-time faculty employment at Bellevue University (e.g., Associate Professor Emeritus of Management).

- The Dean of the faculty member's College will submit the nomination for the faculty member for Emeritus rank to the Rank and Promotions Committee. At the recommendation of the Rank and Promotions Committee, the Emeritus rank is sent to the University President for approval. Upon final approval by the University's Board of Directors, the rank of Emeritus would become official on the first day of the faculty member's retirement.
- The rank would continue many privileges normally reserved for full-time faculty.
- The faculty member will be issued a Bellevue University Faculty Identification Card that specifies the rank of Emeritus and will allow, for example, use of the library, use of the computer laboratory, use of an email account, admission to athletic events, the ability to purchase discounted services, and tuition remission normally allowed to all full-time faculty.
- As an honorary title, it does not, however, provide for compensation and other associated benefits, such as health insurance. An Emeritus faculty person may still serve as adjunct faculty at the request of a college Dean following normal contract procedures but retaining the rank of Emeritus.

employment obligations

The following information is provided for faculty of Bellevue University and is intended for clarity of employment.

qualification verification

Faculty members must verify the information provided to the University regarding their education, teaching experience, contact information, professional experience and general qualifications to ensure the information is accurate and complete. Documentation to verify this information may be requested by the University at any time. Faculty members will promptly notify the University and the college office of any additions or changes.

All faculty are required to submit an updated profile to their college on an annual basis.

statement of work for full-time faculty

Full-time faculty members are responsible for performing the duties and responsibilities as described in their job description, as well as in their Statement of Work document that accompanies their full-time contract.

The Statement of Work identifies the courses assigned to the faculty member for an academic year and specifies other University- and college-related responsibilities for the same time period. The Statement of Work also identifies goals in the areas of professional oversight, service to the college, service to the University and curriculum oversight.

on-campus class obligations

The University expects on-campus faculty to teach every class session for the length of time scheduled. Official announcements of campus closings are made on the University website, by official University email and on local media. If on-campus classes are cancelled due to inclement weather, faculty should arrange for curriculum to be delivered in the enhanced online course shell. Faculty should contact college staff to coordinate on the cancellation of an on-campus class.



faculty absences

If faculty need to miss a class due to illness or an unexpected emergency, they must contact their respective college administration team as soon as possible. Timely notice is required to allow the college to find another instructor to conduct the class.

In the event that an instructor cannot be found, students will be notified by the college staff of the class cancellation.

Faculty who are absent must submit a Faculty Absence Report to their college Dean as soon as possible; prior to the absence if possible or, if not, directly after. All substitute instructors must be approved by the Program Director and the college Dean. Faculty should coordinate with the Program Director and Dean on all arrangements for a substitute.

Full-time faculty absences from required functions as defined by the Statement of Work will require advance approval by the college Dean.

subcontracting

Bellevue University appoints faculty to teach specific courses/programs for its students. Faculty may not subcontract with another person to teach a class or portion of a class. In cases where guest speakers are used, faculty must be present throughout the entire class.

civility and professionalism

Faculty and administrators should always be conscious of the expectation for civility and professionalism when representing the University. This is true in the classroom, in professional meetings, in all communication and during University activities.

The culture of the University encourages extending courtesy and respect to all. Faculty are also expected to follow the University professionalism and ethics policies found in the Employee Handbook and Policy Statement 22-Code of Ethical Conduct.

confidentiality/ownership of work product

Faculty members will be expected to do creative work, which may lead to inventions, discoveries, developments, modifications, procedures, ideas, innovations, systems, programs, know-how, literary properties, and other work products (collectively, the “Work Product”). With the exception of scholarly works, which will be evaluated on a case-by-case basis, such Work Product constitutes a “work for hire” under U.S. Copyright Law to the extent applicable.

Bellevue University retains any and all right, title and interest in and to all Work Product previously created or developed by him/her (the faculty member) for or on behalf of the University, and all Work Product, which may be developed by him/her (the faculty member) for or on behalf of the University.

The University may, at its discretion, affix such notices and take such steps as it deems reasonably necessary to secure and perfect its rights in the Work Product anywhere in the world.

Faculty shall take all additional actions that may be reasonably requested by the University, including the execution of any additional documents, to secure the University's sole and exclusive ownership of the Work Product as defined in Policy Statement 12-Confidential Information and Intellectual Property.

full-time faculty office hours

Full-time faculty must maintain office hours as required and in accordance with the following guidelines:

- Each full-time faculty member shall keep a minimum of 10 hours per week (M-F) of posted office time for availability to students, peers and administrators.
- Faculty teaching only online classes may hold virtual and/or on-campus office hours.
- Faculty teaching one or more residential courses are asked to hold at least some of their office hours on campus.
- All scheduled office hours, including any changes, must be approved by the college Dean.

- Office hours must be held 12 months a year when University classes are in session.
- Office hours are to be distributed across the days of the week and held during times that maximize availability to students, peers and administrators.

adjunct faculty consultation hours

In order to provide the best educational service for students and to ensure they are able to reach faculty when needed, adjunct faculty are required to communicate preferred methods of contact to students.

Adjunct faculty will either create an instructor profile in the learning management system or will use the staff information area of the learning management system term-coded course to provide contact information and availability.

Adjunct faculty will need to include the time zone (i.e., Central, Eastern, etc.) to provide clarity for students in other time zones.

outside employment

Full-time faculty may not accept employment without first seeking and receiving approval as in accordance with Policy Statement 3-Outside Employment. Permission must be obtained prior to beginning outside employment.

Full-time employees who teach as adjunct faculty should notify the college Dean of any additional approved outside employment.

instructional responsibilities

Faculty play an essential role in the academic teaching experience and the overall student learning experience. Faculty have the following responsibilities related to classroom instruction:

- Faculty are expected to be actively engaged in teaching their classes each week during the academic term.
- Faculty are responsible for maintaining a professional instructional environment. This includes dress, conduct and all forms of communication.
- Faculty must reply to student communications with 48 hours, seven days per week (with the exception of official holidays and scheduled breaks).
- Faculty must maintain regular and substantive interaction with students in all courses, as defined in Bellevue University Policy Statement 1031.
- Faculty must provide weekly guidance or instruction.
- Faculty are required to inform students of the timeline for grade postings.
- Faculty must provide timely commentary and feedback on student performance in all classes they teach within six days of the assignment due date, unless otherwise specified in the course syllabus or other course documents or communications.
- Faculty are required to use the grade center in the University's learning management system for recording student assignment grades and feedback.
- Faculty must submit final grades to the directed University system, in the required timeframe.

classroom assignments/ changing classrooms

Classroom assignments are designated by the University. If faculty wish to change the location of their classes, the change must be approved in advance by the college.

learning management system (LMS) for university courses

Faculty members must use the learning management system(s) (LMS) designated by the University in all courses.

Faculty are required to use the learning management system to record all student grades. The LMS is also the preferred method for recording feedback.

University guidelines for course template,

course design and conducting classes must be followed. Faculty are required to complete assigned training and development activities to ensure quality and consistency in the delivery of University courses.

course evaluations

The University maintains a course evaluation system to solicit feedback from students and to report that feedback to faculty, Program Directors and College Deans.



classroom management

Class rosters – Faculty can access their class rosters in the BRUIN portal (Bellevue Real-Time User Information Network).

Student participation verification –

Federal compliance and Policy Statement 1150-Verification of Academic Participation require academic participation to be verified for every student in all of their courses within 14 days of the class start date. This requirement is for courses of any length, type or delivery format. Faculty must verify academic participation for students who receive permission for late admission within three days of being enrolled. Academic participation is defined as a student's demonstrated academic activity in an enrolled course. The activity must indicate that a student participated in a class or was otherwise engaged academically.

Demonstrated academic activity includes, but is not limited to, the following:

- Physical presence in a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an exam, an interactive tutorial or a computer-assisted instruction.
- Participating in a study group that is assigned by the school.
- Participating in an online discussion about academic matters that is assigned by the school.
- Initiating contacting with a faculty member about the academic subject matter studied in the course.
- Making progress in achieving course objectives enumerated in the course syllabus.

Academic activity does NOT include an activity where the student may be present, but not academically engaged, such as:

- Living in institutional housing.
- Participating in the school's meal plan.
- Logging into an online class without active participation.
- Participating in academic counseling or advisement.

For additional information, please refer to Policy Statement 1150.

Performance warning and administrative withdrawal – Lack of academic performance or participation that, in the professional judgment of the faculty member, jeopardizes the academic progress of the student should be reported by faculty members through the University's performance warning process.

The process notifies the student, the Dean of Students, and the Academic Advising team that there is a participation concern. The performance warning process facilitates the potential re-engagement of the student and promotes further dialogue about the student's academic progress.

Faculty may request for administrative withdrawal to initiate the withdrawal of a student who is not meeting the participation requirements stated in the course syllabus. An administrative withdrawal results in the removal of a student from the course and in a "WP" status being added to the student's academic transcript. Not meeting participation expectations for two or more classes may be grounds for administrative withdrawal.

Faculty may submit an administrative withdrawal request to adminwd@bellevue.edu.

The request must include the student's name, student ID, course ID, section number and the last date of the student's academic participation. A request for administrative withdrawal may only be submitted after academic participation has been established through the academic participation verification process.

Final grade submission/online grading –

Federal compliance requires that all final course grades be submitted within the prescribed period of time. Bellevue University's grading period is seven calendar days following the class end date.

Final course grades are submitted through the BRUIN portal. At the end of the grading period, faculty members and appropriate College Deans will be notified if there are any students for whom final grades have not been received or are missing.

Faculty should be aware that:

- A final undergraduate course grade of "F" or "I" requires a last date of participation to be submitted with the earned grade.
- A final graduate course grade of "C-" or below requires a last date of participation to be submitted with the earned grade.
- An "I" (Incomplete) is a temporary grade that a faculty member may give at the end of a course to indicate the student has not completed the required course work. A faculty member will provide time to complete the required work, which is 12 weeks following the end of the class. If a student does not complete the work within the specified time, the student will officially receive the grade earned up to that point.

Recording of grades – Faculty must use the learning management system grade center to record all assignment grades for all courses.

Grade change request form – Once submitted to the Office of the Registrar, grades may be changed upon recommendation of the instructor and with approval of the college Dean. To initiate this process, faculty must complete a grade change request form and submit it to the appropriate college Dean or designate for signature.

Faculty should be aware that a grade may only be changed within the one-year period following the date the course ended. After this one-year period, a grade may not be changed and the student must officially retake the course to have their transcript reflect a changed grade. Exceptions to this process must be approved by the Chief Academic Officer or designate.



curriculum

course creation guidelines

Faculty should be aware that all courses must be created in accordance with Bellevue University's Curriculum Lifecycle Process and Course Master Design Standards & Principles. Faculty should consult with their college Dean to obtain the latest version of these standards.

course master readiness

Faculty who have course curriculum responsibilities must ensure the readiness of their course masters in the LMS. Faculty must ensure that all elements of a course are prepared for student access and instruction.

course syllabi

Every University course must contain a course syllabus, which will reside in the learning management system term-coded and master shells of the course.

Faculty must use the University-approved syllabus template, and the final course syllabus will be used as a reference for any formal grade appeals. Syllabus changes that would affect grading or course requirements must be approved by the responsible party/Program Director prior to posting an updated syllabus in a course.

development opportunities

Faculty have access to and benefit from a variety of professional development opportunities and resources at Bellevue University.

new faculty orientation

All new faculty members are required to complete new faculty orientation activities. These activities are coordinated through the College Deans and the Adjunct Faculty Managers in collaboration with other University departments.

college meetings

College meetings composed of staff and all full-time faculty assigned to each college are held regularly. Instructors may attend as non-voting full-time faculty members.

Purpose: The College Meeting is a forum to address academic initiatives, such as strategic planning; curriculum design; course development, maintenance and delivery; scholarly activity; academic assessment; student academic performance; student co-curricular activities; and University and College updates.

Function:

[a] There will typically be a monthly scheduled College Meeting, or its equivalent, during the academic year. The meeting will be scheduled at times that do not conflict with classes or regularly scheduled functions of the full-time University faculty. Part of the meeting may be conducted in a combined format with all colleges attending.

[b] Each College Meeting is chaired by the Dean of the College, or the Dean's designate as

determined by the practice of the College. The President may also attend any meeting in an ex-officio capacity for cause.

[c] The College Meeting will be conducted according to the latest edition of the Standard Code of Parliamentary Procedure (Robert's Rules of Order may be substituted). Minutes will be distributed to all faculty and staff of the College within 10 days of the meeting. Files of minutes of all College meetings will be maintained and available to all faculty via a designated repository.

[d] Special meetings of college faculty may be called by the Deans of their own volition, upon request of the President, or upon written request of more than 50% of the college faculty. All guidelines for regular meetings apply to special meetings, except that at least 48 hours of written notification must be given to all college faculty and administrative support staff, specifying the time, place and purpose of the meeting.

[e] The agenda of the College Meeting will be prepared by the Dean, or the Dean's designate, and distributed to college staff and faculty three working days in advance of the meeting, when possible. The agenda for a combined College Meeting will be prepared by the Deans' Council and distributed three working days in advance of the meeting, when possible. The agenda for special meetings will be submitted with the written request for the meeting.

all-faculty meeting

The All-Faculty Meeting of the University is composed of full time, professorial University faculty (i.e., Assistant Professor, Associate Professor and Professor). Instructors may attend as non-voting full-time faculty members. Non-full-time professorial University faculty may attend in an ex-officio capacity for cause with 72-hour notice to the Faculty Senate President.

Purpose: The All-Faculty Meeting is a forum for the faculty to address its responsibility for recommendations on curriculum development and maintenance; methods of instruction; academic assessment, academic planning; student academic performance; faculty evaluation; student issues; scholarship activity; professional development; and other areas related to the academic programs of the University.

Function:

[a] The University All-Faculty Meeting is chaired by the President of the Faculty Senate.

[b] The All-Faculty Meeting will be conducted according to the latest edition of the Standard Code of Parliamentary Procedure (Robert's Rules of Order may be substituted). The Faculty Senate Secretary or designee will take minutes, which will be taken at all meetings. The All-

Faculty Meeting minutes will be approved at the following All-Faculty Meeting by the University faculty. Only approved minutes will be distributed and accessible to administrators and faculty via a designated repository.

[c] A simple majority vote of the faculty in attendance at the meeting shall constitute a quorum for any purpose within the scope of the meeting's responsibilities.

[d] There will be two regularly scheduled meetings during the academic year to provide the faculty time to review and to vote in support of the candidates for graduation, so that the list of qualified candidates is ready for presentation to the Board of Directors. A vote will also be taken to select the student graduation speaker.

[e] Special meetings of the faculty may be called by the President of the Faculty Senate on their own volition, upon request by Administration, or upon written request of more than 50% of the full-time, professorial University faculty. Special meetings can be "closed," meaning that only full-time, professorial University faculty may attend.

development opportunities (cont.)

professional growth

Full-time professorial faculty are required to participate in professional growth activities that maintain disciplinary expertise and meet Statement of Work guidelines. Professional growth goals are identified as part of the annual performance management process and must be approved by the College Dean. Professional growth activities funded by the University must be pre-approved by the College Dean by submitting the Professional Growth/Travel Request Form.

faculty mentoring

Any faculty member may request a mentor at any time. Mentors can provide valuable assistance in areas such as:

- Curriculum development
- Faculty scholarship
- Teaching methods
- Improving student engagement
- University processes

All newly hired full-time faculty may be assigned a mentor from the full-time faculty for a period of one year. Adjunct faculty are mentored by the full-time faculty member who serves as the responsible party and/or by the Program Director for the courses taught by the adjunct.

faculty training and development opportunities

Throughout the year, faculty have the option to attend a variety of development and training events. Information about these activities is distributed via email.

Additionally, faculty members are encouraged to submit ideas for faculty training and development workshops and presentations to their respective College Deans.

course shadowing for adjunct faculty

Prior to teaching for the University, adjunct faculty may be asked to shadow a course. The aim of this experience is to expose the adjunct to an active course environment for observation and to ingrate the adjunct faculty member into the University community. Adjunct Faculty Managers will work with Program Directors and full-time faculty to identify an appropriate course to shadow.

performance management for full-time faculty

The College Deans oversee the faculty performance management process.

Professional full-time faculty are assessed in four categories:

- Teaching engagement
- Curriculum oversight
- Professional development
- Service and involvement

Performance management for full-time faculty begins with a statement of work, which details responsibilities within the four categories. The statement of work must also list performance goals that align to those categories. Deans typically meet with full-time faculty in the spring to draft the statement of work for the next year and to review progress for the current year.

Prior to the meeting, full-time faculty complete a self-assessment using the Full-Time Faculty Performance Evaluation Rubric (Appendix B). After the meeting, the designated Dean completes an assessment using the same rubric. Data inputs used by both Deans and faculty for the performance management process may include student feedback, class observations, peer observations, curriculum reviews, and professional growth and service activities. The goal is to complete the rubric by the end of the academic year. Completed rubrics are collected and retained by the Colleges.

In addition to meeting in the spring, faculty members and their Deans are encouraged to meet during winter term to discuss progress toward goals.

Full-time instructors are assessed in one category:

- Teaching engagement

Performance management for instructors begins with a statement of work, which details the teaching responsibilities and professional development goals. Deans typically meet with instructors in the spring to draft the statement of work for the next year and to review progress for the current year.

Prior to the meeting, instructors complete a self-assessment using the Instructor Performance Evaluation Rubric (Appendix C). After the meeting, the designated Dean completes an assessment using the same rubric. Data inputs used by both Deans and instructor for the performance management process may include student feedback, class observations, peer observations and professional growth activities. The rubric should be completed by the end of the academic year, if possible. Completed rubrics are collected and retained by the Colleges.

In addition to meeting in the spring, instructors and Deans are encouraged to meet during winter term to discuss progress toward goals.

Adjunct faculty performance management is handled by the Program Directors/Responsible Parties, under the supervision of the college Deans.

Prior to the first teaching assignment of any year, the Program Directors/Responsible Parties meet with each adjunct faculty member to review all course-specific expectations and the Adjunct Performance Management Evaluation Rubric (Appendix C). The Program Directors/Responsible Parties observe at least one class per year for each adjunct they oversee (Appendix D). After the conclusion of that class, the Program Directors/Responsible Parties will meet with the adjunct faculty member to discuss observations and engage in mentoring/coaching, as appropriate.

disciplinary procedures

student conduct expectations

Bellevue University expects students to act with a sense of discretion and a regard for the dignity of others. Those who are unable or unwilling to participate in the University community in a mature, responsible manner that reflects the University's mission may be withdrawn, refused the privilege of re-registration, suspended or expelled from the University.

The rights and privileges of Bellevue University students, with respect to conduct, and the student's right to appeal are described in Policy Statement 1901-Student Code of Conduct, and the Bellevue University academic catalog, available online at bellevue.edu/degrees/academic-catalog/

Students should conduct themselves in a professional manner. In all classes, including online classes, all communication should follow standards for student conduct, as described in the University academic catalog. If in-person student conduct is disruptive to the class and they do not respond to admonishment contact the Security Office at 402-557-5000 and they will assist in taking the necessary action.

reporting inappropriate student behavior

Student conduct incidents should be reported to bellevue-advocate.symplcity.com/public-report/index.php. It is very important to document inappropriate behavior and detailed information is essential for appropriate follow-through. Do

not communicate student conduct issues via email, as response time may not be immediate.

If faculty members witness or become aware of behavior that may be considered a potential harm to self or others, they should immediately contact the Security Office at 402-557-5000, securityofficers@bellevue.edu, or in person at the Security Office in the Maintenance Building.

If there is an immediate threat or emergency, faculty should call 911. Refer to the Guide to Emergency Preparedness online at bellevue.edu/student-support/center-for-health-and-safety/security-and-emergencies for more information.

Immediately following any incident, faculty should document as much information as possible, including names of all parties, contact information, times, dates, and details of the conduct or situation. This information can be submitted via the Incident Report Form found in BRUIN.

reporting academic misconduct

Bellevue University expects academic honesty from all members of the University community and believes it is essential for academic excellence and integrity. Incidents of academic misconduct should be reported to bellevue-advocate.symplcity.com/public-reporting/index.php.

Academic integrity includes adherence to guidelines established by the instructor in a particular course for both individual and group work. Failing to act with academic integrity is a violation of the academic misconduct policy. This includes, but is not limited to, the following prohibited conduct:

- **Academic dishonesty**, which includes, but is not limited to: representing the work of others to be one's own, including the unacknowledged word-for-word use and/or paraphrasing of another's work, the unacknowledged use of works generated by technological means (artificial intelligence or similar technologies), and/or the inappropriate unacknowledged use of another's ideas (plagiarism); reusing one's own work that has already been submitted for another class or that has already been published (self-plagiarism); making false statements for personal academic benefit; making up or purposefully misstating information or sources; acts of sabotage on another's academic work; and assisting another student in engaging in academic dishonesty.
- **Cheating**, which includes, but is not limited to: copying the work of another student or former student; receiving unauthorized aid on an assignment; using unauthorized materials, devices or resources on academic work (e.g., using reference materials, calculators, artificial intelligence, etc., when not permitted by the instructor); submitted another's work as one's own; reproducing or retaining exam materials; submitting substantially the same work product for a course that has already been used to fulfill the obligations of different classes without the instructor's permission;

violating explicit instructions or syllabi guidelines in use of unauthorized materials in completing academic work; and assisting other student to cheat.

Penalties for academic misconduct may include a warning, a grade of "F" on the work in question, or with prior Dean approval, a grade of "F" for the course. In addition, any student engaged in academic misconduct may be subject to further disciplinary action by the Dean of Students Office. This action may include reprimand, short-term suspension, long-term suspension, and/or expulsion.

When a faculty member believes that a student's conduct constitutes academic misconduct, the faculty member will have a (verbal or written) discussion with the student to give the student an opportunity to provide an explanation. If the student provides an adequate explanation to the satisfaction of the faculty member, the matter will be deemed resolved. If, in the opinion of the faculty member, an adequate explanation is not provided by the student, the faculty member may sanction the student in accordance with the academic misconduct penalties section below.

The faculty member is responsible for documenting the student discussion and decision, and for notifying the Dean of Students Office. The Dean of Students Office is responsible for notifying the student of the decision, the sanction being imposed, and the right to appeal.

Faculty should refer to Policy Statement 1035-Student Academic Misconduct, and Policy Statement 1035-Student Code of Conduct for additional information.



payroll and benefits

payroll

Faculty are paid on schedules established by the University. All faculty should consult their college administrative staff for the most current information regarding the payroll schedule.

full-time faculty benefits

The University provides a benefits program that embraces our faculty's value. The benefits program includes: competitive base salary and variable pay; recognition; health care; retirement savings; career development and learning experiences; tuition remission for full-time faculty members and their spouses and dependents; performance management and support; leadership; and work/life balance.

Bellevue University

academic units

College of Arts and Sciences

The mission of the College of Arts and Sciences is to provide students with educational opportunities in the liberal arts; to engage students in critical thinking and active learning environments that build knowledge and skills important to work, citizenship, lifelong learning and personal fulfillment; and to prepare students for careers, as well as advanced work, in selected disciplines and professions. To achieve this mission, the College focuses on an array of traditional and accelerated undergraduate and graduate programs. The College also oversees teaching and innovation in courses offered in the Bellevue University General Education core curriculum.

College of Business

The College of Business is dedicated to developing high-performing professionals ready to innovate and lead in a competitive and international business environment. The College's programs are market-oriented and focus on how to apply the latest business principles and practices to real-world business scenarios and settings. Course work emphasizes and cultivates innovation, and students are encouraged to bring their work experiences to the classroom and apply what they learn on the job.

College of Science and Technology

The College of Science and Technology combines knowledge and skills from multiple industries to foster critical thinking, intellectual capacity and professional competence ready for real-world application. Programs focus on science, health, technology, security, math, graphic design, project management and data science. Students benefit from hands-on course work, professional development and dedicated faculty with first-hand, real-world industry knowledge.

College of Engineering, Technology and Management

The College of Engineering, Technology and Management provides students with sustainable, affordable and accessible education specifically developed to meet the needs of an ever-evolving global industry. Programs include traditional degrees, as well as industry certifications, stackable technical credentials and other flexible formats. Through the integration of expert faculty, working adult-centered learning design and a job-ready skillset, students receive the education needed to build and accelerate their careers.

administrative support for faculty

general office support

Administrative support, such as photocopying and other tasks related to official University business, can be completed by submitting the material to the College administrative staff at least 24 hours in advance of the due date. Faculty requests are completed on a first-come, first serve basis.

Faculty members who need assistance with office supplies, special equipment orders, book orders, etc., should contact their respective College for support.

work orders

Faculty members who need assistance with an item that needs to be repaired or presents a safety hazard, should submit a work order. College administrative staff are available to help submit work orders.

reporting technology outages

Faculty members who need computer or Internet assistance should submit a ticket to BRUIN Support Services by calling 402-293-2000 or 1-800-756-7920, or emailing bruinsupportservices@bellevue.edu.

student support services

While key student supports are highlighted below, all student services and supports can be viewed on the Bellevue University website/

dean of students

The Dean of Students Office is committed to helping all students at Bellevue University reach their fullest potential. The office provides a variety of student support services along with specialized resources, and works across student affairs and academic areas with a holistic approach to resolving student issues.

The office includes these specialized service areas:

- Student conduct and academic integrity
- Student emergency services
- Accommodations Resource Center
- BRUIN Support services
- Title IX training and investigations

Faculty can contact the Dean of Students Office by email at dso@bellevue.edu or by phone at 402-557-7744.

Freeman/Lozier Library

Housing over 60,000 print volumes (includes media), nearly 700,000 e-books and e-videos and more than 74,000 current periodical titles, the Freeman Lozier Library serves as a significant academic resource to the University community. The following services are provided:

- **Library Instruction** – This service is conducted for any class at the University, either on-campus or online, and includes in-depth, customized instruction for upper-division courses.
- **24/7 Librarian** – Faculty and students can talk with reference librarians 24 hours a day, seven days a week.
- **Zoom reference** – Faculty and students can schedule an appointment to access this service. Appointments must be scheduled at least 24 hours in advance and can be made online at bellevue.libcal.com/appointments/ZoomReference.
- **Online Access** – Faculty and students can access to more than 150 full-text, full-image databases by logging in and using Discovery Search through the Library's home page. Also, Lean Library and LibKey Nomad browser extensions are now available to help users access Library resources through Google searches. Faculty can download the extensions at leanlibrary.com/download/ and thirdiron.com/downloadnomad/.
- **Research** – The Senior Director of Library Services assists faculty in the compilation of research, bibliographies, or LibGuides for professional development or course use.
- **Turnitin** – Available via Blackboard, Turnitin is the world's most widely recognized and trusted resource for preventing Internet plagiarism. This service helps faculty identify and deter digital plagiarism by comparing papers against more than two billion pages on the Internet, including most paper mills and cheat sites. For more information on how to access Turnitin through Blackboard, contact the Senior Director of Library Services at 402-557-7300.
- **Copyright Center** – The Library maintains a Copyright Center to help faculty obtain permissions to use printed or electronic materials in class or online, as well as pay for copyright fees that are reasonable and within budget. To learn more about the Center, visit libguides.bellevue.edu/copyright.
- **Leganto** – This is a new, robust and integrated solution for creating, maintaining and sharing interactive course resource lists. Leganto optimizes the use of Library collections, reduces administrative burden on faculty and creates the opportunity to bring the Library into the classroom. Leganto allows users to search directly within a Blackboard course and ensures compliance with copyright throughout automated licensing.
- **Noodletools** – This web application allows faculty and students to create and edit Modern Language Association (MLA) or American Psychological Association (APA) style source lists to produce a polished source list for import into Microsoft Word. For more information, visit my.noodletools.com/logon/signin.
- **BUILD IT** – This online tutorial uses a building

student support services (cont.)

theme to introduce students to all of the services and resources that are available through the University Library and to guide them through the research process.

- **LibGuides** – This collection of materials includes subject guides and other useful resources that provide research assistance. Each LibGuide can be customized and embedded into Blackboard. To request a LibGuide, contact the Senior Director of Library Services at 402-557-7300 or via email at rbernstein@bellevue.edu. There is also a special LibGuide for faculty titled “Learning and Instructional Resources for Full-Time and Adjunct Faculty.”
- **Collection Development** – Faculty can request materials for purchase, and the Library offers many selection tools to help faculty with their department ordering. Any faculty member who is interested in helping select new books can sign up for email alerts (bellevue.libwizard.com/f/title_alerts) and request materials using the Library Materials Purchase Request form.
- **Institutional Repository** – Housed with the Digital Archives, the Institutional Repository contains abstracts and digital copies of scholarly works and academic articles written by members of the Bellevue University community (students, faculty and/or staff). Submission guidelines and rules are available in the Instructional Repository Guidelines LibGuide. (library.bellevue.edu/services/research-assistance-program/)
- **Research Assistance Program** – Experienced

reference librarians will collaborate with faculty to personally expose students to the Library and help them navigate databases, Library resources, citations and more.

To learn more about this program and/or plan to have a class be a part of this program, contact the Senior Director of Library Services at 402-557-7300 or via email at rbernstein@bellevue.edu.

- **Faculty Toolkit** – This resource provides a one-stop shop for all faculty Library needs. Faculty can access the toolkit at libguides.bellevue.edu/facultytoolkit.
- **Additional Information** – More information about the Library and the resources and services available can be located in the following locations:
 - Library website: library.bellevue.edu
 - Library blog: library.bellevue.edu/blog/
 - More Than Books newsletter: library.bellevue.edu/about/library-newsletter/
 - Facebook: www.facebook.com/BellevueUniversityLibrary/
 - Pinterest: www.pinterest.com/bellunivlibrary/
 - Instagram: www.instagram.com/bulibrary
 - Facts from the Stacks podcast: library.bellevue.edu/articles/category/podcast/
 - TikTok: www.tiktok.com/@bulibrary

academic advising

Every student is assigned a dedicated advisor, called a Student Coach. Coaches provide multiple integrated services encompassing course registration/withdrawal, degree planning, academic support referrals and financial guidance to students. Non-participation and participation-warning interventions will alert the Student coach to reach out and follow up on the concern. Each student's assigned Student Coach email address and phone number can be found by clicking "Contact Info" icon within the Class Roster listing in BRUIN.

career services

Career Services provides comprehensive career and professional development services to guide students and alumni to make informed career choices and connections.

Resources available to faculty include:

- **Information and Resources** – Students and alumni look to Career Services for guidance, information and networking opportunities. Career Services is able to assist faculty in facilitating students' career development across various domains and provide resources to support faculty efforts to address career-related topics with students.
- **Class Assignments** – Career Services can work to integrated career readiness into faculty members' classroom activities (both on campus and online).
- **Presentations and Outreach** – Career Services offers customizable programs and presentations to suite the unique needs and values of students. Typical topics covered include career planning, job search strategies,

resume writing and interview preparation. Faculty and staff are encouraged to reach out to Career Services for more information on career development.

- **Employer Referrals** – Faculty should direct all employer inquiries to Career Services, as it serves as the central hub for employer job postings and recruiting activities.
- **Student Referrals from Outside Entities** – If or when faculty are approached by employers who are seeking student referrals or references, faculty should consult with Career Services for guidance. This will ensure the appropriate navigation of situations that may potentially have legal or ethical consequences.

For more information, contact Career Services at careerservices@bellevue.edu.

accommodations resource center

Students who request accommodations under the Americans with Disabilities Act (ADA) are asked to make the Accommodations Resource Center their first point of contact (402-557-7417 or disabilityservices@bellevue.edu).

Faculty will be notified by the Accommodations Resource Center when a student has met the disability criteria. Faculty will then be responsible for ensuring approved accommodations are carried out in the academic setting. If there are questions or concerns about a student's accommodations, faculty should contact the Accommodations Resource Center for help or review the center's web page at www.bellevue.edu/student-support/disability-services/disability-services for information about policies and procedures.

student support services (cont.)

test center

The Test Center offers National College Testing Association (NCTA)-certified, proctored test sessions at Bellevue University's main campus, as well as 24/7 online proctoring.

Faculty may contact the Test Center for assistance with the following services:

- Full-class test proctoring is available to faculty on campus. Instructors may request in-person proctoring services for on-campus exams in advance of the exam date or if they are unable to attend class. Instructors may also require students to report to the Test Center to take their exams. Proctors and Test Center space will be assigned on a first-come, first-serve basis.
- Proctored make-up and advance testing are available to help students who miss a scheduled class testing session. Instructors may drop off paper copies of tests for absent students at the Test Center or may arrange with Test Center staff for tests to be proctored remotely. This flexibility allows instructors to maintain test integrity and ensures students have ample opportunities to complete their testing requirements when circumstances impede class attendance.
- College credit equivalency tests, including CLEP and DSST undergraduate equivalency tests can be arranged for students through the Test Center to help students earn college credit for what they already know. These exams are available to both Bellevue University students and non-students. There may be a fee involved with students

taking credit equivalency tests; this will be discussed with the student when they request information from the Test Center.

For more information on available services, visit www.bellevue.edu/student-support/testing-center/test-center

writing center

The Writing Center is a place where students can access help and support with their writing. Because reading and writing are integrally connected, students often engage with the Writing Center to work through complicated ideas in their own writing or to hear additional perspectives on their interpretations of course readings.

The Writing Center offers students many forms of assistance, including:

- Brainstorming
- Idea development
- Expository strategies
- Style and voice
- Academic conventions
- Documentation styles (e.g., formatting, citations and references)
- Readability (e.g., grammar and mechanics)
- Workshops on a variety of writing topics

Writing Center consultants can help students with decision-making on topics, generating and focusing ideas, organization and many other writing-related issues.

Students can choose from three appointment formats – face-to-face, online video conference and online review – when accessing Writing Center support. In all of these formats, students

may ask questions or submit their papers to be read by Writing Center consultants.

In addition, faculty may contact the Writing Center Coordinator to build a workshop for a specific course or to learn more about available workshops.

Writing Center assistance is available seven days a week during select timeframes. These timeframes can be viewed on the Academic Support appointment schedule.

For more information, email writing@bellevue.edu or call 402-552-5449. The Writing Center web page at www.bellevue.edu/student-support/writing-center/staff also has additional information.

tutoring & study skills program

Peer and professional tutors are available free of charge to help students who maintain class attendance and demonstrate personal effort in their academic subjects. Tutors are trained to work with students one-to-one or in group settings, and students are able to receive tutoring assistance in person or on Zoom.

To ensure academic integrity, tutors do not assist with coursework designed to assess a student's overall knowledge, such as projects or take-home exams, without an instructor's approval.

To ensure a student's grade is an accurate indicator of their performance, instructors should:

- Notify the Tutoring & Study Skills Program Manager whenever students will be given a take-home exam.
- Inform students that tutoring assistance for a take-home exam is prohibited.

- Notify the Tutoring & Study Skills Program Manager when statistics, accounting and/or business-based concepts are a fundamental part of the overall grade for a class project.

- Inform students tutors are not allowed to review or look over any class projects.

Specific tutor assistance is available for many undergraduate and graduate course. Faculty can view available peer-tutored courses online at www.bellevue.edu/student-support/tutoring-services/tutoring-and-study-skills

For more information, contact the Tutor Center at 800-756-7920, ext. 7430; 402-557-7430; or tutor@bellevue.edu.

international student services

International Student Services responsible for the admission, initial registration and additional support of all international students who are approved to study at Bellevue University.

For more information, contact internationalstudentservices@bellevue.edu.

registrar and student records

The Registrar and the Office of Student Records is responsible for overseeing compliance regarding Bellevue University policies related to student academic records. This office also performs graduation audits, determines athletic eligibility, submits approval requests for Veterans' approval for new and revised degree programs, and maintains the Course Catalog and the Academic Advisement Module with new and changing degree requirement changes.

For more information, contact the Office of Student Records at 402-557-7381.

student activities and organizations

Bellevue University supports the social, academic and professional development of students outside the classroom by offering students opportunities to participate in various activities and organizations. Students can choose from industry-related associations, honor societies, student engagement groups, academic interest groups and other special interest groups.

Please consult the Bellevue University website for more information on various activities and student organizations. Visit www.bellevue.edu/student-support/student-life/student-life

athletics department

Bellevue University is a member of the National Association of Intercollegiate Athletics (NAIA) and student-athletes compete in the following sports:

- Baseball
- Softball
- Men's and women's basketball
- Men's and women's cross country
- Men's and women's distance track
- E-sports (co-ed)
- Men's and women's golf
- Men's and women's soccer
- Women's volleyball

The University's mascot is Brutus, the Bruin bear.

Faculty and staff are admitted free to regular-season home sporting events with their University ID card.

For more information about Bellevue University athletics, visit www.bubruins.com/landing/index or contact the Athletics Department at 402-557-7058.





ELLEVUE UNIVERSITY FIELD

Year	Event
2016-17	2016-17
2017-18	2017-18
2018-19	2018-19
2019-20	2019-20
2020-21	2020-21
2021-22	2021-22

emergency procedures

The Bellevue University Employee Handbook and the University's website describe emergency and other safety procedures for all employees, including:

- Health and safety
- Crime awareness and campus security
- Weapons in the workplace
- Security Office and Security Officers' role
- Evacuation procedures
- Inclement weather and school closings
- Reporting inappropriate student behavior or activities

emergency text notifications

Faculty may opt in to receive time-sensitive text message notifications that will be sent to their cell phone in the event of an emergency situation by signing up at https://web.bellevue.edu/staff/forms/notification_service/ This online sign-up form is also available on BRUIN, under Employee Forms.

Faculty members who have previously opted in for text message notifications do not need to opt in again. Faculty members who need to change their notification number should opt out and then opt in again using their updated information. Notifications are automatically sent to all University-issued cell phones.

security escorts

The Security Office provides safety escorts for students and employees who want company while walking across campus.

emergency blue phones

Emergency Blue Phones are located in each parking lot on campus. Faculty and staff can pick up a phone and be connected to the Security Office for assistance.

severe weather and closing policy

Bellevue University will maintain normally scheduled operations except under the following circumstances:

- Severe weather conditions that threaten the safety of students and employees.
- Power outages that make it impossible to continue normal business.
- Other natural disasters or emergencies.

In each of these circumstances, University leadership will determine if the situation is serious enough to warrant temporarily closing or relocating scheduled activities.

guide to emergency preparedness

Faculty can access the Guide to Emergency Preparedness online at www.bellevue.edu/student-support/center-for-health-and-safety/security-and-emergencies. This web page provides detailed information on various emergency situations.

Classroom and campus signage provide information on specific evaluation and rally points for faculty, staff and students.



Appendix A | Bellevue University Faculty Qualification Rubric

UNDERGRADUATE

academically qualified

The Trainer/Faculty Member shall hold one (1) or more of the following:

- An academic degree relevant to what they are teaching and at least one level above the level at which they teach.
- A master's degree or higher in any discipline and a minimum of 18 graduate semester hours in the discipline or subfield being taught.

Note: Academic Qualification is required for teaching General Education courses.

test experience qualified

The Trainer/Faculty Member shall possess a combination of education, training, and tested experience that meets at least one (1) of the criteria below:

- An academic degree relevant to what the Trainer/Faculty Member is teaching, combined with one or more years of work experience relevant to the content being taught.
- Three or more years of work experience relevant to the content being taught, combined with relevant training/education experience.
- Demonstrated professional contributions to the content being taught.
- Professional licensure or certification in the field.

MASTERS

academically qualified

Faculty member shall:

- Hold a doctorate or terminal degree in the discipline or subfield being taught, or the accepted terminal qualification in the field of study, AND
- Have a record of research, scholarship, or achievement appropriate for the master's program.

test experience qualified

Faculty member shall hold:

- Demonstrated professional experience [5 years preferred outside work experience relevant to the content area of the course(s)]
- Demonstrated contributions to the discipline being taught.
- Professional licensure or certification in the field; or
- Established tested experience for particular programs.

DOCTORAL

academically qualified only

Faculty member shall:

- Hold a doctorate or terminal degree in the discipline or subfield being taught, or the accepted terminal qualification in the field of study, AND
- Have a record of research, scholarship, or achievement appropriate for the doctoral program.

Appendix B |

Full-Time Professional Faculty Performance Management Rubric Faculty Performance Evaluation Rubric

Faculty Name: _____ College: _____

Academic Year: _____

category	criteria	exceptional: standard & mastered	satisfactory: performing well	unsatisfactory: not performing, effort may be exerted	faculty member self-evaluation: (additional docs may be attached)
Teaching Engagement	<ol style="list-style-type: none"> Employs teaching methods and approaches that promote positive student engagement with the subject studies. Uses available data sources on instruction (student evaluations, dashboards, surveys, and so on) to make the adjustment in teaching methods or approaches necessary to create higher levels of student engagement. Offers the level of commentary on assignments that enables student to improve in the acquisition of both content knowledge and skills. Uses commentary on assignments, as appropriate to create a larger social, historical, and/or individual framework for the specific knowledge addressed in the course assignments. Mentors and/or collaborates with colleagues with 1-4 above. 	meets ① ② ③ ④ ⑤	meets ① ② ③ ④	does not meet one or more of ① ② ③ ④	
Curriculum Oversight	<ol style="list-style-type: none"> Designed curriculum reflects academic substance currency and career relevance. Uses feedback (course evaluations, dashboards, peer review, advisory board input, etc.) to improve designed curriculum.. Contributes to annual course and/or program assessment as required by University policies and procedures. Designated curriculum reflects standards as required by University policies and procedures (e.g., Course Readiness and Principles) Mentors and assists colleagues with 1-4 above. 	meets ① ② ③ ④ ⑤	meets ① ② ③ ④	does not meet one or more of ① ② ③ ④	
Professional Development	<ol style="list-style-type: none"> Evidence of engagement with the scholarship of teaching and learning (e.g., Curriculum review and revisions): <ol style="list-style-type: none"> The development of new or substantially revised courses and curricula. The development of new teaching materials or strategies. The development and evaluation of new methods of instruction, including instructional software. The development of techniques and tools to assess the effectiveness of teaching and learning. <ol style="list-style-type: none"> Publications dealing with androgyny and/or teaching techniques. Participation and/or presentation in workshops, seminars and professional meetings devoted to improving teaching skills. Evidence of engagement with the scholarship of discovery (e.g., Attending professional events and sharing the results with colleagues; Attaining continuing education through course work toward professional degree completion or discipline-relevant certification; Research projects; Published articles, manuscripts, monographs, and books; Participation in professional meetings as a paper presenter, discussant, or session chair; Book reviews; Creative activity; Compositions, presentations, performances, exhibits, and projects). 	meets ① ② ③ ④ ⑤	meets ① ② ③ ④	does not meet one or more of ① ② ③ ④	

Appendix B | Continued Full-Time Professional Faculty Performance Management Rubric

Faculty Performance Evaluation Rubric

Faculty Name: _____ College: _____ Academic Year: _____

category	criteria	exceptional: standard & mastered	satisfactory: performing well	unsatisfactory: not performing, effort may be exerted	faculty member self-evaluation: (additional docs may be attached)
<p>Professional Development (continued)</p>	<p>3. Evidence of engagement with the scholarship of integration (e.g., Interdisciplinary article and/or monographs; The development of interdisciplinary seminars or workshops, or participation and/or presentation in such seminars and workshops; Textbook authoring; Meta-analysis (contrasting or combining results from different studies); Creating learning objects for use across disciplines; Collaborating with colleagues to design or deliver a course).</p> <p>4. Evidence of engagement with the scholarship of application that goes beyond the service duties or a professor to those within or outside the University and involves application of expertise (e.g., Contract research; Consulting, community, or business activities that relate to the academic discipline; The application of theory in the field to real world problems; Development of centers for study or service; Media contributions (newspaper, magazine, etc.); Advisory boards; Assuming leadership roles in professional organizations; Leading student organizations). .</p> <p>Source: Boyer E L (1997) Scholarship Reconsidered. Prlanties of the Professorial New York, NY: John Wiley & Sons.</p>	<p>meets ① ② ③ ④ ⑤</p>	<p>meets ① ② ③ ④</p>	<p>does not meet one or more of ① ② ③ ④</p>	
<p>Service and Achievement</p>	<p>1. Service or involvement is documented.</p> <p>2. Alignment with the mission and strategic plan of the college or University or positive impact on the faculty, staff or students. Deep commitment to defined service goals is evidence (e.g., participation in University or College committees; holds other roles within the College; professional service and activities; co-curricular experiences and student organizations; clinical or practicum support; outreach and community service that are aligned with organizational or performance goals).</p> <p>3. Involvement in the College or University fosters a cooperative or productive approach to achievement of goals (e.ge., level and impact of involvement as evidence by frequency of meetings; leadership roles held; outside work required to be an effective contributor; breadth of the activity or broadness in scope and linkage to mission and/or vision.</p>	<p>meets ① ② ③</p>	<p>meets ① and either ② ③</p>	<p>meets ① but not ② ③ OR does not meet ① ② ③</p>	

Appendix C | Instructor Performance Management Rubric

Instructor Name: _____ College: _____ Academic Year: _____

criteria	satisfactory: performing well	unsatisfactory: not performing, additional effort needed	faculty member self-evaluation: (additional docs may be attached)	dean evaluation: (additional docs may be attached)
Employs teaching methods and approaches that promote positive student engagement with the subject studied.				
Uses available data sources on instruction (student evaluation, dashboards, surveys, and so on) to make the adjustments in teaching methods or approaches necessary to create higher levels of student engagement.				
Offers the level of commentary on assignments that enables students to improve in the acquisition of both content knowledge and skills.				
Uses commentary on assignments, as appropriate, to create a larger social, historical, and/or intellectual framework for the specific knowledge addressed in the course assignments.				
Actively monitors student performance and proactively guides students with or to appropriate resources or interventions.				
Is available to assist students through a variety of communication modes, including ten virtual and/or in-person office hours per week.				
Responds in a timely manner (not to exceed 48 hours) to student inquiries about content, assessments, and other concerns.				
Takes the steps necessary to remain current in the discipline, including maintaining of applicable licenses and/or certifications.				
Adheres to established University policies and procedures.				
Completes all required training and development activities relevant to regulation and University practices.				
Attends University professional development events, as agreed to with dean.				
Demonstrates effective judgment and professional integrity in accordance with higher education standards.				

Appendix D | Adjunct Faculty Performance Rubric

Adjunct Faculty Performance Evaluation Rubric

Name: _____ College: _____

Date: _____ Program: _____

criteria	Met	Not Met	Comments (Adjunct self-evaluation comments followed by PD/RP comments)
Employed teaching methods and approaches that promoted positive student engagement with the subject studied.			
Responded to most course assignments within 6 days after the due date and to longer paper/projects within a reasonable time.			
Adhered to the course grading policies established in the course syllabus. Used the course assessment instruments (such as rubrics) as intended by the PD/RP.			
Feedback on assignments was clear and professional.			
Feedback on assignments explained the rationals for the assigned grades and enabled students to improve in the acquisition of both content knowledge and skills.			
Provided avenues for additional discussion and exploration of course topics with the intent of broadening awareness of relevant social, intellectual, and historical and/or current issues.			
Incorporated feedback on her/his performance.			
Met AQ/PQ Requirements (see AQ/PQ Rubric)			
Completed annual FERPA training by deadline.			
Completed annual Title IX training by deadline.			
Follow existing BU policies and the Employee and Faculty Handbook.			
Met course readiness deadline(s).			
Submitted Participation Verification by deadline(s).			
Responded to student questions and to requests from the PD/RP within 48 hours.			
Turned in final grades by deadline(s).			
Availed her/himself of opportunities for professional development.			

Concluding Summary and Recommendations

[Filled out by CD/RP]

Appendix E | Course Observation Form

Adjunct Faculty Performance Evaluation Rubric

Instructor Name: _____

Observed By: _____

Course: _____

Date: _____

The following list of practices are suggested to guide your comments and ratings. Some of these items are not immediately obvious by looking at the course. The observer might need to ask the instructor to provided further evidence.

1. Instructor Delivery of Course

Instructor maintains an environment that is conducive to learner.

Examples of Evidence:

- Shows enthusiasm for teaching and learning, and maintains a positive, supportive learning environment so that students are willing to take risks, make mistakes, express their opinions, and actively participate.
- Facilitates discussions or other forms of interaction effectively, including intervening to redirect inappropriate behavior.
- Mediates conflict or difference of opinion.
- Responds to students constructively.
- Draws non-participating students into activities/discussions.
- Prevents students from dominating activities/discussions.
- Asks probing questions when student answers are incomplete.
- Assesses learning frequently and offers feedback that is timely, constructive, detailed, and personalized.
- Follows the syllabus and the expectations of the Program Director/Responsible Party in grading.
- Encourages active student involvement in learning activities and promotes student-to-student interactions, as well as instructor-student interaction.
- Uses active learning strategies (group work, paired discussion, polling, etc.)
- Relates to students as adults, shows evidence of respect for cultural differences, as well as different learning styles and individuality.

Evident

Non Evident

Comments / Evidence

2. Course Monitoring and Student Retention

Instructors closely monitors student and course activity and utilized a variety of student success and retention strategies.

Examples of Evidence:

- Engages in frequent monitoring of student progress throughout the course and contacts students to reinforce the need to participate.
- Monitors student participation and Grade Center.
- Utilizes the Early Warning process as applicable.
- Provides students with feedback early enough in the term to adjust their performance.
- Provide ongoing announcements to convey relevant course information/requirements.
- Reports to Program Director and/or BruinSupportServices@bellevue.edu course-ware glitches such as typos and errors, insuring that links, quizzes and time-related actives are active.

Evident

Non Evident

Comments / Evidence

3. Instructor Presence

Instructors presence is evident though frequent, quality, and timely communication.

Examples of Evidence:

- Fosters a sense of community that includes the instructor (e.g. discussions, group assignments, etc.)
- Provides various contact methods for communicating with the instructor (e.g. email, phone, chat, etc.)
- Practices mass communication to class (e.g. pre-term email, homepage announcements, virtual office announcements, class-wide emails, summary discussion post, etc.)
- Maintains a positive, professional, and affirming tone in all communications.
- Provides individualized feedback on assignments and other assessments to later than one day before the next assignment is due (except for long papers and projects).

Evident

Non Evident

Comments / Evidence

4. Clarity

Instructor clarifies course information.

Examples of Evidence:

- Notes and explains new terms or concepts.
- Elaborates or reposts complex information.
- Uses examples to explain content.
- Makes explicit statements drawing student attention to key ideas.
- Releases new ideas to familiar concepts.
- Makes accurate statements according to discipline standards.
- Incorporate current research in the field.
- Cites authorities to support statements.
- Presents divergent viewpoints.
- Makes distinctions between fact and opinions.
- Communicates the reasoning process behind operations or concepts.
- Ends residential sessions with summary.

Evident

Non Evident

Comments / Evidence

Overall Observation Summary

Strengths:

Suggestions to Improvements:

Instructor Signature: _____

Date: _____

Observer's Signature: _____

Date: _____

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