

# **Faculty Handbook**

**2011**



**GEORGE FOX  
UNIVERSITY**

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## INTRODUCTION

This handbook deals with academic policies and procedures at George Fox University. It does not cover all aspects and functions of this educational community, nor is it intended to be a legal document or a contract. It provides guidance that complements the current graduate and undergraduate catalogs, the Student Handbook, and the Employee Handbook.

Proposals for revising the handbook may be initiated at any time by any unit of the faculty, administration, or Board of Trustees.

Part Three, Conditions and Benefits of Faculty Service, reflects the terms of faculty service and must be approved by the Board of Trustees. Other revisions in the handbook are adopted by minuted action of the Cabinet, the Academic Affairs Committee of the Board of Trustees, or the Board of Trustees, after consultation with the units of the University most affected by the changes.

Revisions become operative when dated and will be made available electronically. Exceptions are matters pertaining to rehiring, advancement in rank, tenure, and termination. In such matters, handbook provisions, operative on the date that a faculty contract is issued, continue in force for the term of the contract.

Spring 2011 Edition.

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## **PART ONE: BRIEF HISTORY OF GEORGE FOX UNIVERSITY**

George Fox University was founded in 1891 as Pacific College by Quakers who had settled in Newberg in the 1870s. In 1885 they had established Friends Pacific Academy, a boarding school that included Herbert Hoover among its students. The founding of the college six years later was the result of the growth of the Academy and a recognition of the importance of higher education in the church community. The college was moved to the site of its current campus just a year after its founding, in 1892.

Notable developments over the ensuing years have included phasing out the Academy in 1934; changing the name of the college in 1949 to George Fox College, which honors the 17th-century founder of the Society of Friends; and joining the Christian College Consortium in 1974. In 1990 the first graduate program was offered at George Fox when the Doctor of Psychology degree came to the College. In 1996 George Fox College merged with Western Evangelical Seminary, prompting the name change to George Fox University. A number of additional graduate programs were established in the 1990s.

Throughout its history, George Fox has maintained a close relationship with Northwest Yearly Meeting of Friends. The University is operated by a Board of Trustees appointed by the Yearly Meeting. This relationship to the church and the Friends (Quaker) heritage remains a central part of the operation and ethos of George Fox. The University honors this relationship in its commitment to Christ-centered education and in the day-to-day life of the community of faith and learning.

A more complete history of the University may be found in the University catalog.

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## **PART TWO: THE ADMINISTRATION OF GEORGE FOX UNIVERSITY**

### **I. THE UNIVERSITY ADMINISTRATION**

#### **A. The President of the University**

The President is the chief executive officer of the University elected by the Board of Trustees and charged with the authority to operate the University according to the policies set by the Board. The President represents the Board to the faculty and staff. The President is also responsible, in cooperation with the Board of Trustees, for securing needed operational and developmental funds, presenting the annual budget and recommending it to the Board of Trustees, assigning and supervising the duties of the executive administrative officers of the University and determining whether the duties are properly performed, and assuming leadership for the spiritual life of the campus.

#### **The Vice President's Team**

In an effort to effectively coordinate a variety of strategic and operational decisions at George Fox University, the President relies on a group of executive officers for advice and counsel. This group, designated the "Vice Presidents' Team", is composed of the President, the Provost, the Executive Vice President for Finance and Business Operations, the Vice President of Student Life, the Vice President for Enrollment Services, the Executive Vice President for Marketing and Advancement, and the Vice President of Community Engagement. The Vice President's Team provides counsel to the President on the direction of the University and helps the President consider important University-wide issues, including the development and implementation of University plans and initiatives.

#### **The President's Executive Leadership Team**

The President's Executive Leadership Team serves to advise the President on activities, needs and important issues in areas of institution-wide importance and to enhance University-wide communication. Membership includes the Vice President's Team, the Chief Information Officer, the School Deans, the Dean of Spiritual Life, the Dean of Transitions and Inclusion, and the University-wide Faculty Clerk.

#### **B. The Executive Officers of the University**

##### **The Provost**

The Provost is appointed by the President in consultation with the Board of Trustees and is responsible for the administration of the graduate and undergraduate academic programs of the University. The Provost provides oversight to academic programs and athletics, the library, Global Studies, Juniors Abroad, and the Center for Peace and Justice. In the absence of the President, the Provost assumes the necessary authority and responsibility for university

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governance purposes. The Provost serves as the chief advisor to the President in matters of university policy, particularly in academic affairs; works directly with the President in faculty personnel issues; supervises the Academic Deans; leads the faculty in designing and refining a meaningful academic program; and appoints faculty members to committees in consultation with the Faculty Council. The Provost serves as an ex officio member of all faculty committees.

#### **The Vice President for Student Life**

The Vice President for Student Life is appointed by the President in consultation with the Board of Trustees and is the chief student life officer. He or she reports directly to the President. This person serves as the chief advisor to the President and Provost in matters of student life policies and issues of concern. The Vice President for Student Life is responsible for a variety of administrative units, including career services, campus safety and security, student activities and programming, learning support services, first year experience programs, multicultural and international student services/programs, residence life and housing, health services, spiritual life/outreach programs and chapel, and the Tilikum Center for Retreats and Outdoor Ministries.

#### **The Vice President for Enrollment Services**

The Vice President for Enrollment Services is appointed by the President in consultation with the Board of Trustees. Reporting directly to the President, the Vice President for Enrollment Services is the university's chief enrollment officer responsible for implementing admission policies, developing strategic recruitment, retention, financial aid and other enrollment related policies/procedures to ensure that institutional enrollment goals and revenue forecasts are met and operating within federal regulations for financial aid and academic records. Administrative units reporting to the Vice President for Enrollment Services include undergraduate admission, graduate and degree completion admission, student financial services (which includes financial aid and student accounts receivable), registrar/student records and regional sites.

#### **The Executive Vice President for Marketing and Advancement**

The Vice President for Marketing and Advancement is appointed by the President in consultation with the Board of Trustees and is the administrative officer responsible for interpreting the University to its various constituencies. The Vice President for Marketing and Advancement also plans and executes annual strategies to market the University; recruits students, both undergraduate and graduate; builds relationships with alumni and friends; and secures funds for operations, capital improvements, and the endowment. Administrative units reporting to the Vice President for Marketing and Advancement include admission, marketing and communications, university relations, alumni, parent and church relations, and development.

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### **The Executive Vice President for Finance and Business Operations**

The Executive Vice President for Finance and Business Operations is appointed by the President in consultation with the Board of Trustees and is the administrative officer responsible for the business and financial operations of the University. The Vice President for Finance and Business Operations assists the President in the general administration of the University and in preparation of the annual budget; serves to ensure that the University operates within the budget parameters set by the Board of Trustees; serves as the chief budget officer; acts as custodian of the securities, contracts, title deeds, and other documents evidencing the physical assets and liabilities of the University; supervises the insurance programs of the University; conserves and strengthens the assets of the University; coordinates the auxiliary enterprises of the University; and submits to the President an annual report giving a full and complete accounting of all the assets of the University. Administrative units reporting to the Executive Vice President for Finance and Business Operations include plant services, human resources, financial services, administrative services, and institutional technology services.

### **The Vice President of University Engagement**

The Vice President of University Engagement is appointed by the President and is a part of the Office of the President, and the Advancement Integrated Marketing team. This person reports to both the President and Executive Vice President of AIM as the duties fall under both offices, and serves on the Vice President Team and the President's Executive Leadership Team. The specific responsibilities include directing Alumni Relations, Parent Relations, Event Relations, Corporate Relations and Community Relations functions of the University, and serving the President on special assignments.

### **The Vice President for Enrollment Services**

The Vice President for Enrollment Services is appointed by the President in consultation with the Board of Trustees. Reporting directly to the President, the Vice President for Enrollment Services is the university's chief enrollment officer responsible for implementing admission policies, developing strategic recruitment, retention, financial aid and other enrollment related policies/procedures to ensure that institutional enrollment goals and revenue forecasts are met and operating within federal regulations for financial aid and academic records. Administrative units reporting to the Vice President for Enrollment Services include undergraduate admission, graduate and degree completion admission, student financial services (which includes financial aid and student accounts receivable), registrar/student records and regional sites.

## **C. Academic Administration**

The Provost employs six Academic Deans to aid in the task of academic governance. Presently the University is divided into two broad sectors for

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governance purposes: graduate and adult degree programs, and undergraduate programs. The academic officers include the following:

**1. The Dean of the School of Arts and Sciences**

The Dean of the School of Arts and Sciences is appointed by the Provost in consultation with the faculty. The Dean of Arts and Sciences must hold a terminal academic degree and provides overall leadership for the academic management of traditional academic programs in the arts and sciences. To accomplish this task, the Dean of Arts and Sciences works closely with department chairs in managing departmental matters, provides direction on department budgets, charts faculty loads, and coordinates with department chairs a strategic design for the identification and recruitment of appropriate full-time and part-time faculty. In addition, the Dean of Arts and Sciences represents George Fox University to appropriate external constituencies and works to ensure excellence in all academic programming.

**2. The Dean of the School of Behavioral and Health Sciences**

The Dean of the School of Behavioral and Health Sciences is appointed by the Provost in consultation with the faculty. The Dean of Behavioral and Health Sciences must hold a terminal academic degree and provides overall leadership for the academic management of programs in the behavioral and health sciences. To accomplish this task, the Dean of Behavioral and Health Sciences works closely with department chairs and program directors in managing the budget, charting faculty loads, and coordinating a strategic design for the identification and recruitment of appropriate full-time and part-time faculty. In addition, the Dean of Behavioral and Health Sciences represents George Fox University to appropriate external constituencies and works to ensure excellence in all academic programming.

**3. The Dean of the School of Education**

The Dean of the School of Education is appointed by the Provost in consultation with the faculty. He or she must hold a terminal academic degree and provides overall leadership for the academic and financial management of graduate and undergraduate education programs. The Dean of the School of Education works closely with the education program directors in managing the budget, determining faculty loads, and coordinating a strategic plan for the identification and recruitment of appropriate full-time and part-time faculty. In addition, the Dean of the School of Education represents George Fox University to appropriate external educational constituencies and works to ensure excellence in all education programming.

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**4. The Dean of the School of Business**

The Dean of the School of Business is appointed by the Provost in consultation with the faculty. He or she must hold a terminal academic degree and provides leadership for the academic and financial management of graduate and undergraduate business programs. The Dean of the School of Business works closely with the undergraduate and graduate department chair and program directors in managing the budget, determining faculty loads, and coordinating a strategic plan for the identification and recruitment of appropriate full-time and part-time faculty. The Dean of the School of Business subsequently provides recommendations on faculty hires to the President and the Provost. In addition, the Dean of the School of Business represents George Fox University to appropriate external business constituencies and works to ensure excellence in all management programming.

**5. The Vice President and Dean of George Fox Evangelical Seminary**

The Dean of George Fox Evangelical Seminary is appointed by the President in consultation with the Provost. This person reports directly to the Provost. He or she is responsible for the overall administration of the seminary, with special attention to the seminary's academics, including overseeing its faculty and curriculum, maintaining relationships with constituent denominations and their churches, promoting seminary advancement as determined President, and acting as the principal liaison with the Association of Theological Schools. The Dean of George Fox Evangelical Seminary works with the Board of Trustees through the Seminary Board of Regents and the Academic Affairs Committee of the Board of Trustees.

**6. The Dean of Instruction**

The Dean of Instruction is appointed by the Provost in consultation with the faculty. He or she must hold a terminal academic degree and provides the overall leadership for faculty development, university assessment and accreditation. The Dean of Instruction works closely with the Dean's of each School and student services to support faculty in teaching, scholarship, service and the integration of faith in their University work. In addition, the Dean of Instruction represents George Fox University to appropriate external educational constituencies.

**Academic Affairs  
Organizational  
Chart  
2011-2012**

**Provost  
Patrick Allen**

- \*Biology & Chemistry
- \*Communication Arts
- \* ELI
- \*English
- \*Family & Consumer Science
- \*History & Political Science
- \*Math, Eng & Comp Science
- \*Performing Arts
- \*Religious St & Philosophy
- \*Visual Arts

Dean,  
School of Arts &  
Sciences  
Hank Helsabeck

Dean,  
George Fox Evangelical  
Seminary  
Chuck Conniry

- \*Master of Divinity
- \*MA Ministry Leadership
- \*MA Spiritual Formation
- \*MA Theological Studies
- \*Doctor of Ministry

Dean,  
School of Education  
Linda Samek

Dean,  
School of Business  
Dirk Barram

- \*Undergrad Teacher Ed
- \*Grad Counseling Prog.
- \*MA in Teaching
- \*Masters of Education
- \*Doctor of Education
- \*Adult Degree Program

- \*BS Business & Econ.
- \*Master Business Admin.
- \*Doctor Business Admin.

Dean, School of Health &  
Behavioral Sciences  
Jim Foster

Dean of Instruction  
Karen Buchanan

- \*Health & Human Perf.
- \*Nursing
- \*Undergrad Psychology
- \*Sociology
- \*Social Work
- \*Doctor of Physical Therapy
- \*Doctor of Psychology

- \*Director of Institutional  
Assessment

Director of Athletics  
Craig Taylor

University Librarian  
Merrill Johnson

Director of Juniors Abroad  
Program  
Paul Chamberlain

Director of Global Studies and  
Peace & Justice  
Clint Baldwin

Executive Assistant  
Karlyn Fleming

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**D. University-wide Program Directors****1. The Director of Institutional Assessment**

The Director of Institutional Assessment is charged with coordinating the assessment of all academic programs and for developing programs that assess the quality of services offered to students throughout the institution. The Director of Institutional Assessment serves as chair of the University Assessment Committee and reports to the Dean of Instruction.

**2. The Director of the Center of Global Studies and the Center for Peace and Justice**

The Director, along with the International Program Committee, sets policies regarding the programs to which George Fox University sends students for semester-long studies, including the selection of students for these programs. The Director studies the feasibility of George Fox University-sponsored semester-long programs off campus. The Director is the liaison between the partnerships of various international universities and George Fox University. This person works with on-campus programs that help students and faculty to become better informed about peace and justice issues and global concerns. The Director coordinates the annual Woolman Peacemaking Forum and the Global Issues Forum. The Director reports to the Provost.

**3. Director of Juniors Abroad**

All George Fox University juniors are given the opportunity to travel abroad with a faculty member to study and experience another culture. The Director of Juniors Abroad provides curricular direction and budget oversight for the Juniors Abroad program. The Director reports directly to the Provost but works collaboratively with the academic leaders on campus to accomplish the mission of the program.

**E. Organization of Academic Programs****School of Arts and Sciences**

Department of Biology and Chemistry

Department of Communication Arts

Department of English

Department of Family and Consumer Sciences

Department of Performing Arts

Department of Visual Arts

Department of History and Political Science

Department of Mathematics, Engineering, and Computer Science

Department of Religious Studies

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**School of Behavioral and Health Sciences**

Department of Health and Human Performance

Department of Nursing

Department of Psychology

Department of Sociology and Social Work

Graduate Department of Clinical Psychology

Graduate Department of Physical Therapy

**School of Education**

Department of Undergraduate Teacher Education

Department of Graduate Teacher Education (MAT)

Department of Educational Foundations and Leadership

Graduate Department of Counseling

Adult Degree Programs

**School of Business**

Department of Undergraduate Business

Graduate Department of Business

**George Fox Evangelical Seminary**

Doctor of Ministry Program

Leadership and Spiritual Formation

Semiotics and Future Studies

Global Missional Leadership

Online Learning Community (OLC)

MA in Spiritual Formation

MA in Ministry Leadership

Master of Divinity

Local Learning Community (LLC)

MA in Spiritual Formation

MA in Ministry Leadership

MA in Theological Studies

Master of Divinity

**F. Undergraduate Department Chairs and Graduate Program Directors****Leadership**

Undergraduate department chairs and graduate and adult degree program directors serve in important leadership capacities. They lead the faculty in each department or program in developing a strategic plan, and ensure that the plan is updated regularly. They seek to motivate faculty members toward excellence in teaching and scholarship. They convene the faculty for planning, business, and social interaction. They help faculty members find the resources they need for scholarly work, both within the University and from other sources. They ensure that faculty

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are providing helpful advising and mentoring to students in their classes and in the majors offered by the department, and work with the Director of Institutional Assessment to ensure the assessment of the program.

### **Program Development**

Department chairs and program directors develop proposals for curriculum innovations and changes and take these through the approval process outlined in this handbook. They serve on the Undergraduate and/or Graduate Coordinating Council to give general oversight to undergraduate and/or graduate academic policies in general. They express the perspective of their departments in faculty meetings as appropriate.

### **Management**

Department chairs and program directors manage departmental operating budgets, authorizing expenditures within the budget. They develop budgets, loads, schedules, and catalog copy on a timely basis, in consultation with the academic administration staff. They ensure that faculty members have the materials they need for their teaching, within budget limitations. They evaluate faculty members in their departments annually. They supervise departmental support staff. They ensure that student employees assigned to the department are carefully selected, are appropriately assigned, and are supervised.

### **Mentoring**

The Department chairs and program directors provide encouragement, suggestions, and help to faculty in their departments, especially to new faculty.

## **II. UNIVERSITY GOVERNANCE**

### **A. University Standing Committees**

#### **1. Academic Program Team**

The Academic Program Team is an advisory committee that vets new academic proposals by providing a venue where such proposals are placed before a broad leadership team of the university in the early stages of development.

Chair and membership appointed by the Provost.

Reports to the Provost

#### **2. Aesthetics Committee**

The Aesthetics Committee develops and maintains a consistent and coordinated university image through campus aesthetics.

Chair and membership appointed by the Executive Vice President of Advancement and Marketing. Faculty representation appointed by the Provost.

Reports to Executive Vice President of Advancement and Marketing

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- 3. Behavioral Intervention Team (Campus Response Team)**  
This team responds in appropriate and timely manner to individuals or groups who are perceived as a threat.  
Chair and membership appointed by the Vice President of Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President for Student Life
  - 4. Bias Incidence Team**  
This team responds appropriately to bias incidents on GFU campuses.  
Chair and membership appointed by the Vice President of Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President for Student Life
  - 5. Brandt Art Fund Committee**  
The Brandt Art Committee manages and maintains the GFU art collection, exhibits and visiting artists, establishing the guiding philosophy and governance for the collection, coordinating with the university community on art selection and placement, and overseeing the Art Collection budget.  
Chair and membership appointed by the Provost.  
Reports to the Executive Vice President for Financial Affairs
  - 6. Budget Team**  
The Budget Team reviews budget proposals and makes recommendations on major decision items, discusses short- and long-term budget issues impacting the entire university. Topics may include the allocation of resources for staffing, salaries, benefits, program budgets, fixed equipment needs, and facility improvements.  
Chair and membership appointed by the President. Faculty representation appointed in consultation with the Provost.  
Reports to the President
  - 7. Co-Curricular Team**  
The Co-Curricular Team reviews the quality of the student experience and makes recommendations to ensure the university provides services and co-curricular opportunities contributing to an excellent and meaningful educational experience that is consistent with the University's mission, values, goals and priorities. The team reviews and monitors existing policies, programs and services, and evaluates proposed changes or additions for athletics & intramurals, food services, Housing, Resident Life, Community Accountability, Student Leadership, First Year Experience, Multicultural Programs, International Student Services, Act Six, Spiritual Life, Health & Counseling, Career Services, Campus Security, Academic Resource Center/Writing Center, Disability Services, and the Academic Success Program.

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Chair and membership appointed by the Vice President for Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President for Student Life

**8. Community Accountability Board (CAB)**

The CAB hears student disciplinary cases and recommends appropriate action.

Chair and membership appointed by the Vice President for Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President of Student Life

**9. Creation Care Committee**

The Creation Care Committee reviews ways in which the university can reduce waste, recycle more, lower its carbon footprint and create positive change on campus.

Chair and membership appointed by the Provost.  
Reports to the Provost

**10. Critical Incident Response Team**

The Critical Incident Response Team prepares for, and responds to, large scale emergencies affecting the GFU community.

Chair and membership appointed by the Vice President of Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President for Student Life

**11. Employee Council**

The Employee Council is dedicated to building unity between faculty, staff, and administration, representing employee concerns, and increasing employee satisfaction and longevity. This committee is primarily a policy and recommending group, creating a place for all employees to process and suggest solutions to unique concerns or problems which impact the broad GFU community. The EC members include 3 staff, 3 faculty and 3 administrators, some of which are appointed by other committees.

Chair selected by the members. One staff and one faculty member are appointed by the Staff Development Committee and Faculty Council, respectively. Other members are appointed by the Vice Presidents for Financial Affairs and Enrollment Services in consultation with the Provost.

Reports to the Vice Presidents for Financial Affairs and Enrollment Services.

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**12. Enrollment Team**

The Enrollment Team assesses, evaluates and reviews policies, business practices and service benchmarks related to operational functions of enrollment services at all campus locations.

Chair and membership appointed by the Vice President of Enrollment Services. Faculty representation appointed by the Provost.

Reports to the Vice President of Enrollment

**13. Facilities Committee**

The Facilities Committee reviews ongoing campus facility needs, makes recommendations, considers space usage, establishes priorities, and manages long range planning issues.

Chair and membership appointed by Executive Vice President for Financial Affairs. Faculty representation appointed by the Provost.

Reports to the Executive Vice President for Financial Affairs

**a. ADA Sub-Committee**

The ADA Sub-Committee makes recommendations for the continual upgrading of campus facilities to meet the needs of disabled students, staff and guests.

Chair and membership appointed by Executive Vice President for Financial Affairs. Faculty representation appointed by the Provost.

Reports to the Executive Vice President for Financial Affairs

**14. Financial Aid Committee**

The Financial Aid Committee reviews suggested policy changes around institutional aid and Satisfactory Academic Progress appeals that Student Financial Services does not approve.

Chair and membership appointed by Vice President for Enrollment Services. Faculty representation appointed by the Provost.

Reports to the Executive Vice President for Enrollment Services

**15. First Year Seminar Committee**

This committee provides direction and oversight to the First Year Seminar program.

Chair and membership appointed by Vice President for Enrollment Services. Faculty representation appointed by the Provost.

Reports to the Executive Vice President for Enrollment Services

**16. Innovation Committee**

This committee recognizes innovations made by University employees.

Chair and membership appointed by the Executive Vice President for Financial Affairs. Faculty representation appointed by the Provost.

Reports to the Executive Vice President for Financial Affairs

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- 17. Institutional Diversity Committee**  
The Institutional Diversity Committee provide strategic direction in developing and overseeing initiatives furthering institutional diversity efforts.  
Chair and membership appointed by the Vice President of Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President of Student Life
- 18. Marketing Team**  
The Marketing Team evaluates and provides input on the University's marketing and brand plan efforts.  
Chair and membership appointed by the Executive Vice President for Marketing and Advancement. Faculty representation appointed by the Provost.  
Reports to the Executive Vice President for Marketing and Advancement
- 19. Safety Committee**  
The Safety Committee works to meet OSHA regulations, establishes accident investigation procedures, reviews all accidents and recommends preventative action, establishes employee reporting processes for hazards, evaluates safety accountability, and recommends improvements.  
Chair and membership appointed by Executive Vice President for Financial Affairs. Faculty representation appointed by the Provost.  
Reports to the Executive Vice President for Financial Affairs
- 20. Security Committee**  
The Security Committee collaborates across departments whose work interfaces on security issues; reviews security systems, policies and initiatives at all sites.  
Chair and membership appointed by the Vice President of Student Life.  
Faculty representation appointed by the Provost.  
Reports to the Vice President of Student
- 21. Staff Development Committee**  
The Staff Development Committee sponsors activities and an annual conference to promote personal growth, professional development, and community amongst the University staff.  
Chair appointed by the Staff Development Committee. Membership voted onto the committee annually by the University staff.  
Reports to the Vice President for Enrollment Services
- 22. Student Life Appeals Board**  
This Board hears appeals from students who have been suspended.  
Chair and membership appointed by the Provost.

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Reports to the Provost and Vice President of Student Life

**23. Student Support Network**

The Student Support Network identifies struggling students and provides timely intervention.

Chair and membership appointed by the Vice President of Student Life.

Faculty representation appointed by the Provost.

Reports to the Vice President for Student Life

**24. Technology Advisory Team**

The Technology Advisory Team (TAT) is responsible for strategic and budgetary technology decisions, primarily through review and approval of proposals from the Hybrid Learning Program Team (HLPT), Academic Technology Advisory Team (ATAT) and Fox Administrative Systems Team (FAST). The most active area is technology life cycle and computer replacement.

Chair and membership appointed by the Provost and Executive Vice President of Financial Affairs in consultation with the Chief Information Officer.

Reports to the Executive Vice President of Financial Affairs

**a. Fox Administrative Systems Team (FAST) Sub-Committee**

This sub-committee of the TAT provides PeopleSoft systems integration leadership to ensure data integrity for all University business functions, including maintenance, upgrades and several areas not clearly “owned” by another department (i.e. E-announcements, the University Calendar, etc).

Chair and membership appointed by the Chief Information Officer.

Faculty representation appointed by the Provost.

Reports to the Technology Advisory Team

**b. Hybrid Learning Program Team Sub-Committee (HLPT)**

This sub-committee reviews administrative and academic technology supporting faculty and students in enrollment and instruction; tracks innovations and advises ATAT and TAT on requirements and projections; oversees implementation of technical solutions, including system upgrades and providing ongoing faculty development.

Chair and membership appointed by Chief Information Officer and the Provost.

Reports to the Technology Advisory Team

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- c. **Academic Technology Advisory Team Sub-Committee (ATAT)**  
The ATAT insures communication, coordination and cooperation of technology efforts across all university sites, and serves an advisory and communication function.  
Chair and membership appointed by the Provost.  
Reports to the Technology Advisory Team

## **B. Faculty Meeting**

### **Responsibilities**

In light of the longstanding commitment to shared governance in higher education, the faculty has a responsibility to participate in the oversight of the academic program of the university through curriculum development and maintenance, approval of the general education program, and the allocation of resources as they impact the educational program of the university, all built upon careful attention to consistent communication among the faculty, administration, and other participants in university life.

### **Values**

The academic governing structure of George Fox University seeks to reflect the values of the George Fox University academic community, which include the following:

- a. Community ownership of programs and policies – Academic policies and programs should have the support and encouragement of the community as a whole.
- b. Mutual accountability – As educational professionals, faculty members are responsible to each other for academic integrity and stewardship of resources.
- c. Access and participation – All faculty members, regardless of official position, possess judgment and insight potentially useful in decision making.
- d. Transparency and communication – Trust is fostered through public decision making and dissemination of information.
- e. Respect for the integrity and efforts of individual faculty members and academic subunits – Individuals and subunits should be free to do what they do without unduly onerous review. It is presumed that individuals and subunits act with integrity and competence.
- f. Efficiency and timeliness.

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- g. Spiritual openness – The overall purpose of any decision-making process is discerning God’s will.
  - h. Quaker distinctives – Quakers have over the years developed distinctive approaches to organizational life that are worth preserving and enhancing.

### **Faculty Meetings**

The full faculty meets in plenary session during the academic year: generally before the beginning of fall semester; in convocation during the break between fall and spring semesters; and following the spring semester. These sessions may include meetings for business.

The agenda for meetings for business is established by the Faculty Clerk and the Provost working together. Agenda items may originate with the Undergraduate Curriculum Committee, the Undergraduate Policies and Procedures Committee, the Graduate Policies and Procedures Committee, the Provost Council, a faculty committee, an academic department or program, or a school. When an agenda is established, it is to be distributed to the faculty, along with supporting materials, as far in advance of the meeting as possible.

Special sessions of the faculty meeting for business may be called by the Faculty Clerk and the Provost in consultation.

The undergraduate faculty meet together monthly during the fall and spring semesters to consider undergraduate curricular and policy items, to discuss important issues, and to hear reports from individuals, committees, and administrative units. The agenda for the undergraduate faculty meeting is developed jointly by the Provost and the Undergraduate Faculty Clerk, who is elected annually by the undergraduate faculty.

### **Functions**

The Faculty Business Meeting functions as a forum for University-wide issues of concern to faculty and as the highest level decision-making body with respect to academic programs and policies. The various faculty committees (Undergraduate Curriculum, Undergraduate Policies and Procedures, Graduate Policies and Procedures, Faculty Development, Faculty Council, Personnel Committee, Academic Assessment, and General Education) are empowered to make recommendations or take action on behalf of the entire faculty. Decision topics requiring full faculty approval include the following:

- a. Approval of new degree programs. This means any new degrees offered by the university or new degrees offered in academic programs where they have not been previously offered.

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- b. Approval of substantially different delivery systems.
  - c. Approval of new undergraduate majors. This action may be considered and taken by the Undergraduate Faculty Meeting.
  - d. Periodic review of degree programs, delivery systems and majors.
  - e. Approval and modification of undergraduate general education. This action may be considered and taken by the Undergraduate Faculty Meeting.
  - f. Approval of new academic enhancement and support programs.
  - g. Approval of graduates.
  - h. Approval of academic policies such as plagiarism policies, grade review policy, etc. that apply to the entire university.
  - i. Approval of actions requiring the Northwest Commission on Colleges and Universities' (NWCCU) approval.

The Faculty Business Meeting may delegate by faculty action some of its decision-making responsibilities to appropriate subunits of the University. In particular, matters affecting only the undergraduate program of the University may be considered and acted on by the Undergraduate Faculty Meeting.

### **The Faculty Clerk**

- a. Election. The Faculty Clerk is elected by the faculty for a one-year term. The election of the Clerk is overseen by the Faculty Council in late spring for the following academic year. Election is by majority vote of those voting. The Faculty Council should determine before each election whether or how the number of candidates will be reduced for subsequent ballots should no one receive a majority of the votes. The election may be conducted electronically should it be difficult for the election to occur in a business meeting of the full faculty.
- b. Duties and responsibilities. Duties of the Clerk include presiding over the faculty meetings with the following general considerations guiding the process: (1) faculty meetings are conducted in keeping with Quaker understandings that conducting business is best done in a spirit of worship; (2) the central goal in these business meetings is discerning Christ's leading; and (3) while the process comes from Quaker tradition,

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it is based on convictions all Christians share, that Christians are to seek and follow God's will and that this process is as important as making timely decisions.

**The process followed by the Faculty Clerk is:**

- The presentation of the issue by a committee chair, an administrator, or the Clerk;
- The discussion of the issue in the spirit of hearing God's voice;
- The Clerk's tentative statement of the "sense of the meeting," based on what the Clerk and the faculty have sensed to be God's leading;
- Action on the proposal, which is done by the Clerk asking if members approve the proposal and members responding, "Approve";
- Recording the action in the minutes.

**Possible outcomes for any item requiring faculty action:**

- Approving the proposal;
- Making changes in the proposal and approving it as changed;
- Postponing action until a later meeting, with the Clerk indicating if committees or members are being asked to gather additional information;
- Deciding not to approve the proposal and not to pursue it further.

**Responsibilities of the Clerk during the discussion:**

- Help the members continue to focus on God's leading, possibly pausing for prayer, oral or silent, when it would be helpful;
- Draw out those who might contribute to the discussion but might not offer to speak;
- Help those who are inclined to dominate discussions to be more careful to listen;
- Remind members that the goal is hearing God's voice, not arriving at unanimity. Action may be taken in spite of opposition, as long as the concerns of dissenters have been respectfully heard;
- Help members distinguish between preferences and convictions.

**Participation in Faculty Business Meetings**

Participation in faculty meetings is open to persons on regular faculty contracts who teach half-time or more, the Provost, academic deans, academic associate deans, and other academic program administrators who report to the Office of Academic Affairs. Other administrators and part-time teachers may attend faculty meetings as observers or as invited resource people.

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Faculty members are expected to attend and participate in faculty meetings to invest in and learn from the University community.

## **C. The Faculty Academic Governance Committees**

### **Undergraduate Curriculum Committee**

The Undergraduate Curriculum Committee receives, studies, and considers curricular changes set forth by undergraduate departments. The committee also advocates, on behalf of the University, that curricular changes both reflect and correspond with the University mission.

Chair and membership appointed by the Provost.

Reports to the Provost

### **Undergraduate Policies and Procedures Committee**

This committee reviews and approves all undergraduate academic policies and procedures affecting academic quality and credit; responsible for policy changes to the annual undergraduate catalog.

Chair and membership appointed by the Provost.

Reports to the Provost

### **Graduate and Adult Degree Program Policies and Procedures Committee**

This committee makes recommendations on policies and procedures impacting graduate and professional programs.

Chair and membership appointed by the Provost.

Reports to the Provost

### **School Faculty Meetings**

Schools are free to hold meetings of their faculty for the purpose of business, fellowship, and communication. If a school meets regularly, minutes should be taken and sent to the Office of the Provost and reported to the faculty. Schools are free to invite other schools to a meeting when deemed appropriate.

School Deans are free to hold meetings with departmental leaders for the purpose of business, fellowship, and communication. If a school meets regularly as a Dean's Council, minutes should be taken and sent to the Office of the Provost and reported to the faculty. Normally a school's Dean's Council is composed of department chairs.

### **The Provost's Council**

The Provost's Council serves as the primary policy-making group for academic issues not directly covered in the faculty handbook, the senior management team for all academic units and programs, the second level governance approval group

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for all new graduate academic program and curriculum proposals, and the team charged with setting the strategic agenda for the faculty.

### **Undergraduate Coordinating Council**

Membership includes the Provost, the School Deans, and the chairs of the various undergraduate departments. Others may be invited to the meetings by the Provost, who is the Undergraduate Coordinating Council Chair.

### **Graduate Coordinating Council**

Membership includes the Provost, the School Deans, chairs of the various graduate departments, and graduate program directors. Others may be invited to the meetings by the Provost, who is the Graduate Coordinating Council Chair.

## **D. Appointed Faculty Committees**

The following committees operate as faculty committees by conducting business consistent with the faculty responsibility to oversee the curriculum and academic policies of the University and by working with other administrative units of the University to coordinate their duties and visions with the academic programs. Thus committees become very important in giving opportunity for full discussion and fact-finding before presentation to the entire faculty and final action.

General procedures for committees are as follows: (1) members are appointed by the Office of Academic Affairs in consultation with the Faculty Council, unless committee guidelines state otherwise; (2) committee chairs are appointed by the Provost; (3) all committee meetings are scheduled by the chair; (4) committee minutes are to be distributed to the Faculty Clerk, the Provost, and committee members, with minutes also posted electronically so that they are available to all members of the faculty; (5) committee recommendations and action items may be forwarded to the consideration of the Undergraduate Curriculum Committee, the Undergraduate or Graduate Policies and Procedures Committees, or directly to the Faculty Business Meeting, with committee chairs consulting with the Provost and the Faculty Clerk to determine which place such business should go; (6) committee agendas may come from the Provost, Academic Deans, committee members, or individual faculty members; and (7) committees should be composed of at least five faculty members unless committee guidelines state otherwise.

### **1. Academic Appeals Board**

The Academic Appeals Board meets when there is a grade appeal escalated from a Dean's decision on a grade appeal. This board is responsible for grade appeals for both undergraduate and graduate courses. Appeals may come from students or faculty members. Chair and membership appointed by the Provost. Reports to the Provost

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- 2. Assessment Committee**  
The Assessment Committee designs and oversees the overall university assessment structure, evaluating data and department assessment plans, and recommending program-specific reviews.  
Chair and membership appointed by the Provost.  
Reports to the Provost
  - 3. Athletics Committee**  
The Athletics Committee is acts in an advisory role, processing initiatives and changes.  
Chair and membership appointed by the Provost.  
Reports to the Provost.
  - 4. Faculty Development Committee**  
The Faculty Development Committee awards financial support for faculty development grants, writing workshops, and faculty leaves; organizes and supports faculty research forums and faculty lectures; evaluates and selects undergraduate and graduate teachers and researchers of the year.  
Chair and membership appointed by the Provost.  
Reports to the Provost.
  - 5. General Education Committee (GE)**  
The General Education Committee serves as a study and recommendation committee for the overall general education curriculum. They determine the criteria and recommend to the faculty courses for inclusion in GE, review and determine if current courses are meeting GE objectives, and carry out the work of providing a cohesive curriculum. The GE Committee is responsible for reviewing and providing feedback for all proposals for changes to the general education offerings. The Committee works in partnership with the Director of Institutional Assessment and the academic departments to identify measurable learning outcomes and assessments. A representative of the Office of Academic Affairs serves as a member.  
Chair and membership are appointed by the Provost.  
Reports to the Provost
  - 6. Institutional Review Board: Animal Care Committee**  
This committee evaluates and approves laboratory protocols involving the use of animals.  
Chair and membership appointed by the Provost.  
Reports to the Provost

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- 7. Institutional Review Board: Human Subjects Research Committee**  
This committee ensures that researchers follow accepted ethical standards when conducting human research.  
Chair and membership appointed by the Provost.  
Reports to the Provost.
  - 8. International Program Committee**  
The International Program Committee distributes information, coordinates activities, provides direction to exchange programs, and formulates policy, including those associated with our sister school relationships. The Director of Global Studies serves as chair.  
Membership appointed by the Provost.  
Reports to the Provost.
  - 9. Library Committee**  
This committee reviews the policies and procedures of the University libraries, serves as an advisory board to the University Librarian, promotes the use of the library and a program of library education for all students and faculty, and reviews concerns regarding the library, the archives and the campus museum.  
Chair and membership appointed by the Provost. Reports to the Provost
  - 10. Richter Committee**  
This committee sets the criteria for the Richter Scholar Program grants, solicits student research proposals, screens the proposals, and selects the recipients. In addition, the committee (particularly the committee chair) promotes the program, monitors compliance with the terms of the grants, and accounts for Richter funds.  
Membership appointed by the Provost.  
Reports to the Provost.
  - 11. Scholarship Committee**  
The Scholarship Committee works with the Student Financial Services Office to establish financial aid policy as it affects the academic program of the University, serves as the liaison between the Student Financial Services Office and the academic departments in the awarding of scholarships for students in specific fields of study, acts as an advisory body regarding academic issues, and communicates to the faculty regarding the financial aid program of the University.  
Membership appointed by the Provost. Reports to the Provost.

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**12. Spiritual Life Advisory Committee**

This committee listens to the students, faculty, administrators, and staff in an attempt to discern the spiritual health of the community, prays for the spiritual well-being of the community, suggests ideas/activities that enhance spiritual well-being, and addresses potential issues with the appropriate organizations/committees/resource person or group.

Chair and membership appointed by the Provost.

Reports to the Provost.

**13. Teaching and Learning Committee**

The Committee on Teaching and Learning provides feedback on faculty development initiatives and offerings, networks with faculty in their disciplines to discern helpful faculty development opportunities, and crafts faculty development goals and initiatives for the future.

Membership appointed by the Provost.

Reports to the Provost.

**14. Teacher Education Committee**

The Teacher Education Committee processes applicants for admission to the undergraduate teacher education program.

Membership appointed by the Provost.

Reports to the Provost.

**E. Elected Faculty Committees**

**1. Faculty Council**

This body consists of the biennially elected faculty representative and six additional faculty members elected to three-year terms. The chair is selected by the council membership at the first meeting of the year.

Two representatives are elected annually as well as replacements for the remainder of the terms for any council members who have resigned. The outgoing Faculty Council oversees this election. Election is by majority vote of those voting. The Faculty Council should determine before each election whether or how the number of candidates will be reduced for subsequent ballots should no one receive a majority of the votes. The election may be conducted electronically or in a business meeting of the full faculty.

Representatives serve on the committee from each of the following schools: Education, Business, the Seminary, and Behavioral and Health Sciences; and two representatives from the School of Arts and Sciences, one from the humanities and one from the sciences. Personnel Committee

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members are ineligible to serve. If a school does not have an eligible faculty member, or if no one from that school is willing to serve, the position on the committee will be elected from an at-large list of faculty willing to serve. This at-large position will also serve for three years.

The council is to facilitate communication between faculty and administration (both ways). The council has no legislative capacity, but serves the following advisory functions:

- a. Before the fall semester, the council is to advise the Provost in completing faculty committee assignments, delegating to appropriate committees the institutional issues that need faculty input, and specifying dates by which committee recommendations should be shared with the Provost and a Faculty Business Meeting for review and action.
- b. The council is available at any time during the year to consider the concerns of either faculty members or administrators. It is intended to act as a preventive mechanism and to moderate controversial action on the part of faculty members or administrators. It may help to identify issues that could be referred to the University dispute resolution process.
- c. The council may represent and advocate faculty needs in such matters as salary, promotion, tenure, academic scholarships, and program budgets.
- d. The faculty representative consults with the council in planning the regular faculty sharing sessions held for worship and/or discussion.

Chair is selected by the membership.  
Reports to the Provost.

## **2. Faculty Personnel Committee**

The Faculty Personnel Committee provides peer input through review of the work of tenure-eligible faculty and makes a recommendation as to whether they should be awarded tenure; provides peer feedback to faculty on their progress toward tenure.

Chair is selected by the membership.  
Reports to the Provost.

## **F. Admission and Academic Standing Committees**

### **1. Undergraduate Academic Standing Committee**

This committee is responsible for reviewing student appeals of academic suspension, advising students on academic probation and suspension concerning their academic performance, and advising the Registrar regarding the academic status of students who do not meet grade point

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average (GPA) requirements. A representative of the Academic Affairs Office is included in the membership.

Membership appointed by the Provost.

Reports to the Provost.

**2. Graduate Academic Standing Committee**

Responsible for reviewing graduate student appeals of academic standing. Appeals are limited to questions concerning proper use of the process for determining academic standing.

Membership appointed by the Provost.

Reports to the Provost.

**3. Student Appeals Board**

Meets only when there is a grade appeal escalated from a Dean's decision on a grade appeal.

Membership appointed by the Provost.

Reports to the Provost.

**4. Admission Committees**

A variety of programs have admissions committees that serve as an advisory body to the Vice President for Enrollment Services, helping that person to understand more specifically who can be served at George Fox University. The committees help establish procedures, monitor recruitment methods, and make decisions regarding provisionally admitted students.

a. Undergraduate Admission Committee

b. MAT Admission Committee

c. Educational Foundations and Leadership (EDFL) Admission Committee

d. Seminary Master's Degree Programs/Certificates Admission Committee

e. Doctor of Ministry (DMIN) Admission Committee

f. MA in Counseling & Family Therapy (MA Counseling/MFT) Admission Committee

g. Master of Arts in School Counseling Admission Committee

h. Adult Degree Program (ADP) Admission Committee

i. Master of Business Administration (MBA) Admission Committee

j. Doctor of Business Administration Admission Committee

k. Doctor of Psychology (PSYD) Admission Committee

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### **III. APPROVAL PROCESS FOR ACADEMIC PROGRAMS AND POLICIES**

#### **A. Guiding Principles**

1. Working effectively in academic governance requires careful and regular attention to these issues:
  - a. The University’s mission.
  - b. The financial results of proposals.
  - c. The impact on student learning and spiritual growth.
  - d. Communication with the other “stakeholders” in the governance process.
  - e. Strategic goals of the University.
2. Faculty members individually and corporately have major responsibilities in developing and processing program and policy proposals. Academic departments, committees, and councils process ideas that arise from any source. The faculty as a corporate body then discusses and acts on the programs and proposals referred to it.
3. Among the stated duties of the President is to “secure the endorsement of the Board of Trustees for changes in policy adopted by the faculty, and to delegate to appropriate officers the implementation of such policies.” This partnership of the administrators and the faculty in processing proposed changes in programs and policies requires careful consultation throughout the process.
4. Among the responsibilities of the Board of Trustees, as stated in Article II of the George Fox University bylaws, is to “establish and review the educational programs of the University and establish the academic standards to be observed by the University.” The Chairperson of the Board consults with the President to determine which proposals warrant discussion by the academic affairs committee of the Board and the full Board.

#### **B. The Flow of Academic Decision Making**

The charts below show the flow of discussion and approval for academic proposals. Note that the process for consideration of undergraduate and graduate proposals is different. At the graduate level, the School acts in place of academic committees, and the Provost’s Council acts in place of the various graduate faculties in Stages Two and Three.

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# Undergraduate Governance Process

## Stage One

- Proposals originate from UG department, program, school, Provost's Council, Faculty Council, etc.
- Academic Program Team (new proposals and major revisions only)

## Stage Two

- Undergraduate Policies & Procedures Committee, General Education Committee, Curriculum Committee (all items)

## Stage Three

- Undergraduate Faculty Business Meeting (most items)
- Faculty Convocation (major proposals only)

## Stage Four

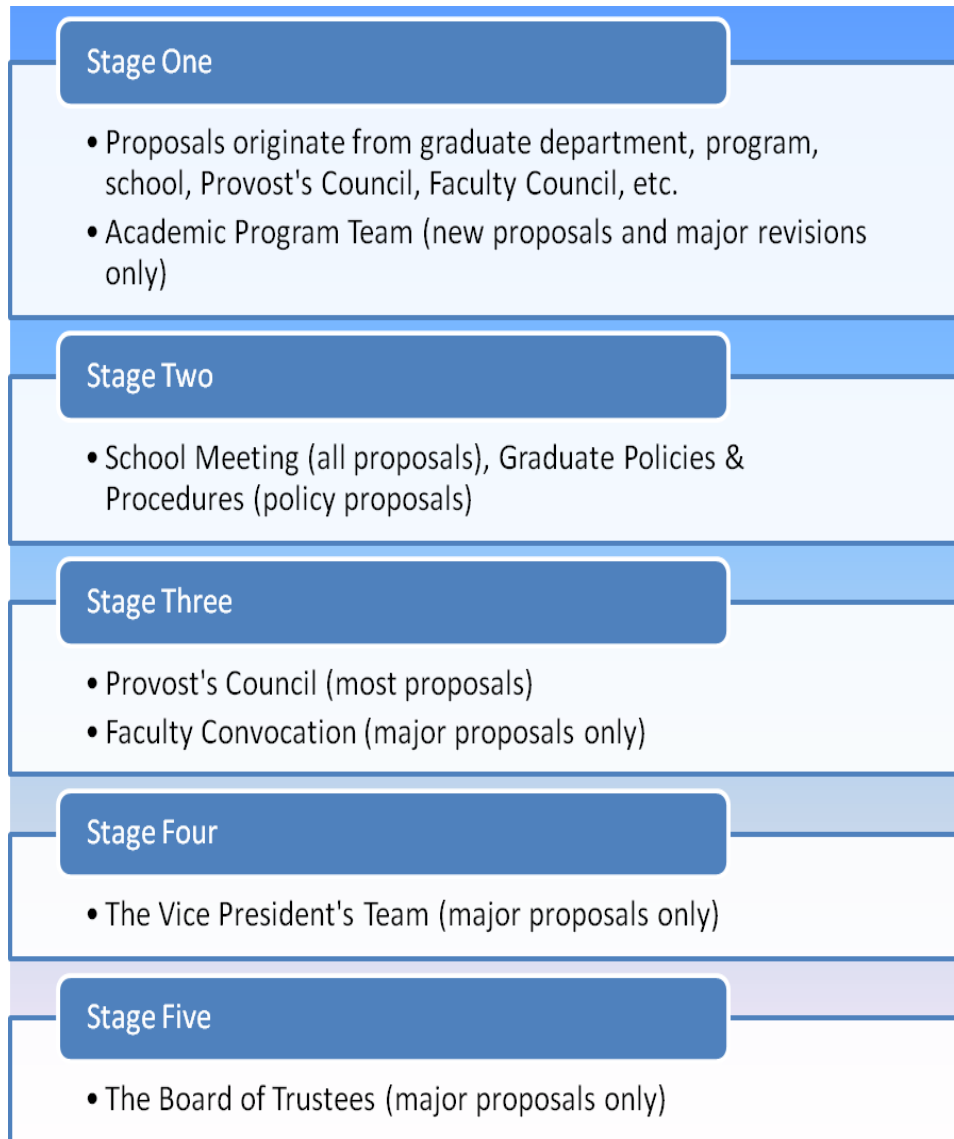
- The Vice President's Team (major proposals only)

## Stage Five

- The Board of Trustees (major proposals only)

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# Graduate Governance Process



## **Stage One: Development and Refinement of Ideas**

Ideas may originate from an individual or group connected the faculty – faculty members, departments and schools, administrators, committees. Refining and improving the ideas may take place formally or informally but in every case there should be consultation with the appropriate academic dean, particularly so if there is any financial requirement for implementation. Because major initiatives may require the approval of The Vice President’s Team or even the Board, the Provost

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seeks a “green light” from the Academic Program Team (APT) before new or major proposals move to Stage Two.

**Stage Two: Preliminary or Final Discussion and Action**

Academic program and policy proposals are generally discussed, reviewed, and approved at the school level for graduate proposals, or the appropriate faculty review committee for undergraduate proposals (Curriculum Committee, Undergraduate Policies and Procedures). These undergraduate committees, chaired by faculty members, determine whether they have jurisdiction to make a final decision regarding the proposal and may request the presenter to provide additional information or to make changes in the proposals that are submitted. All proposals must use the Curriculum Change template found on the “Resources for Current Faculty” web page. When the committees or schools act on a proposal, the Provost determines whether the proposal is significant enough to warrant discussion and action by the undergraduate or full faculty. Generally, significant undergraduate changes in the catalog require faculty approval, and all school decisions regarding graduate program changes are reviewed and approved by the Provost’s Council.

**Stage Three: Faculty Discussion and Approval**

When the Faculty Clerk and the Provost determine that proposals have been processed appropriately at the first two stages, they place them on the agenda for discussion and action at a Undergraduate Faculty Business Meeting (undergraduate) or the Provost’s Council (graduate). Minor actions by the Undergraduate Curriculum Committee, the Undergraduate Policies and Procedures Committee, the Graduate Policies and Procedures Committee, and other faculty committees are reported to the faculty and noted in the faculty meetings for information.

The Faculty Business Meeting may approve a program in two ways:

1. Approval in Concept/Preliminary Approval – The purpose of the approval-in-concept judgment is to promote early review of proposals and early feedback by the wider faculty, so that subunits may be directed and encouraged in their labors. Such early review keeps faculty as a whole informed as to what is going on and helps subunits expend their efforts wisely. Approval in concept indicates that the relevant subunit is encouraged to continue developing a proposal, with due attention to concerns expressed in the Faculty Business Meeting, with the presumption (but not assurance) that a suitably revised and completed proposal will probably be endorsed by the faculty meeting at a later date.

Proposals approved in concept must still be given final approval at a Faculty Business Meeting.

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2. Approval/Final Approval – Approval is typically the final Faculty Business Meeting action with respect to a new proposal, even when a proposal may require some modification before implementation. Approval indicates that the faculty now trust the plan and the planners enough that further details can be worked out at the level of department and Dean or relevant council. Even before implementation, an approved proposal has the status of an existing program and is subject to the same processes of oversight.

A proposal presented for final approval need not have been previously approved in concept.

**Stage Four: Vice President’s Team Discussion and Approval**

The Provost consults with the President to determine if proposals from the faculty require the Vice President’s Team approval. Issues of financial impact and relevance to the University’s mission will be considered in this determination. Relatively minor academic actions may be presented to Cabinet members for information.

**Stage Five: Board Discussion and Approval**

After the Vice President’s Team discussion and approval, the President determines if academic programs and policies approved by the Vice President’s Team should be presented to the Board’s Academic Affairs Committee and the full Board. As noted above, the Board has the responsibility to act on proposals with major consequences for the University’s mission and financial strength.

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## **PART THREE: CONDITIONS AND BENEFITS OF FACULTY SERVICE**

### **I. RECRUITMENT OF FACULTY**

The selection of individuals to serve on the George Fox University faculty is crucial to the life of the University. In addition to the usual academic qualifications, George Fox teachers are expected to have a personal commitment to Jesus Christ and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University.

Responsibility for recruiting and negotiating with prospective faculty members lies with the Deans, with the assistance of Provost, department chairs, and others. All vacancies or new positions require a national search, except by permission of the Provost. Search committees are appointed by the Dean and should include members from the department conducting the search and at least one faculty member from outside that department.

Upon the invitation of the Provost or Dean, prospective faculty members may visit the campus to confer with department chairs, search committees, and others as requested; to teach classes; and to become acquainted with the campus and community. A copy of the Faculty Handbook should be made available to prospects. After a search process, the Provost may recommend employment of a prospective faculty member to the President. The President extends a contract to the person to be employed. This contract becomes an agreement only when it has been signed by both the President and the new faculty member.

All new faculty must agree as a condition of employment to participate in the faculty orientation program designed to acquaint new faculty members with the expectations of the University.

### **II. GUIDELINES AND STANDARDS FOR APPOINTMENT OF FACULTY**

#### **A. Guidelines for Appointment of Faculty**

1. The President of the University appoints the faculty in accordance with the procedures outlined in the Faculty Handbook.
2. Faculty appointments are made only for educational programs that have been established by the Board of Trustees and for positions that are within the annual budget of the University as established by the Board of Trustees.
3. The University does not discriminate against any candidate on the basis of race, color, national or ethnic origin, sex, age, disability, or any other protected status to the extent prohibited by applicable nondiscrimination laws.

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(NOTE: The use of the phrase “to the extent prohibited by applicable nondiscrimination laws” is an accurate statement of the legal obligation of George Fox University. It does not waive George Fox’s ability to argue that nondiscrimination laws are not applicable to a particular situation or alternately that to apply nondiscrimination laws to George Fox in a particular situation would be an unconstitutional infringement of the religious and associational rights of this church-directed institution.)

**B. Standards for the Appointment of Faculty**

**1. Candidates for tenure-track positions should:**

- a. have a personal commitment to Jesus Christ and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University.
- b. embrace the mission of George Fox University.
- c. hold, or be in active pursuit of, the accepted terminal degree for the institution and have relevant experience for the respective position. For persons hired without the accepted terminal degree, ongoing employment is conditioned in part on the active pursuit and the successful completion of the terminal degree within the period agreed on.
- d. have a record of teaching effectiveness, professionalism, and concern for students, other faculty, and community members as persons.
- e. demonstrate a commitment to academic excellence and the maintenance of high academic standards.
- f. demonstrate a commitment to the integration of Christian faith and learning.
- g. have the preparation necessary for a life of scholarship and have identified scholarly interests.
- h. demonstrate a commitment of service to the University, church, and community.

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**2. Candidates for non-tenure-track positions generally should:**

- a. have a personal commitment to Jesus Christ and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University.
- b. embrace the mission of George Fox University.
- c. hold the appropriate degree for the position and/or relevant professional experience.
- d. have a record of teaching effectiveness, professionalism, and concern for students, other faculty, and community members as persons.
- e. demonstrate a commitment to academic excellence and the maintenance of high academic standards.
- f. demonstrate a commitment to the integration of Christian faith and learning.

**III. THE EFFECTIVE FACULTY MEMBER: A GEORGE FOX UNIVERSITY PROFILE**

**A. Expectations of All Faculty**

1. Be committed to Jesus Christ as Savior and Lord.
2. Signify general agreement with and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University.
3. Support the mission of George Fox University.
4. Provide evidence of continuing professional development, flexibility, and breadth of interests necessary for effective service in a liberal arts university.

**B. Expectations of Faculty in Tenure-Track Positions**

Because the faculty play a central role in fulfilling the mission of the University, the University seeks to attract, nurture, and retain the finest tenured and tenure-

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track faculty possible. To be hired and the contract renewed year by year, each such faculty member should hold the terminal degree, participate in professional organizations and attend professional meetings, participate actively in church, fulfill other tasks specified in the contract, and meet high expectations in teaching, scholarship, professionalism, and service.

### **Teaching**

- a. Each faculty member is expected to:
  - create a classroom or educational environment that promotes engaged learning and academic excellence;
  - demonstrate the relevance of Christian faith with the discipline of study;
  - demonstrate respect and appreciation for students, other faculty, and community members;
  - communicate clearly and accurately in the classroom;
  - know the appropriate field, and keep up to date in his or her discipline;
  - demonstrate enthusiasm for the subject matter and establish a culture of learning; and
  - make a continuing study of and implement effective pedagogical methods and materials in the appropriate field.
- b. Effective teaching is characterized by the following:
  - Self-awareness and adaptation – The faculty member needs to be aware of his or her strengths and weaknesses and develop in a Faculty Growth Plan an approach to instruction that recognizes these.
  - Student awareness and adaptation – The faculty member should be able to recognize differences in student needs and abilities and reasonably adapt to these differences.
  - Mentoring relationships – Effective faculty members develop mentoring relationships that extend beyond the classroom or educational environment.
  - Demonstrated effectiveness – The effectiveness of the faculty member in the areas of curriculum, instruction, and assessment should be demonstrable through faculty evaluation and evaluation of student learning.

### **Scholarship**

- a. Each tenured or tenure-track faculty member is expected to:

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- maintain a breadth of scholarship, pursue serious ongoing research, and share results with students, colleagues, and fellow specialists.
  - be engaged in an ongoing study of the integration of the faculty member's field with the Christian faith.
  - encourage and guide scholarly activity among students.
- b. Scholarship is necessarily individualized, as each such faculty member pursues her or his specialty and interacts with other professionals in his or her field. Patterns of scholarship vary by discipline and by the nature of assigned responsibilities. To facilitate the development of growth plans and assessment for promotion and tenure, excellence in scholarship is evaluated by the following:
- A clear plan of action – The faculty member should be able to effectively describe past and current scholarly activities in his or her field and plans for future scholarly activity. It is particularly important for new faculty members to choose an area (or areas) of interest and to pursue scholarship in that chosen area.
  - Validation by peers – Results of scholarly activity are to be presented to peers that are qualified to judge the quality of the work. In the case of non-published work, the University and/or the faculty member may need to solicit such review. Evidence of peer acceptance include invitations to give conference presentations, published articles or pieces, peer assessment of performance, or other evidence appropriate to the discipline.
  - A sustained pattern – Scholarship is a lifelong commitment that is demonstrated by regular contribution to one's profession.

Clarification: Attending professional meetings and completing terminal degrees are not sufficient for fulfilling scholarship expectations for promotion. Taking refresher courses, preparing for lectures, and carrying out teaching duties are used for evaluation of teaching rather than scholarship.

### **Service**

Faculty members are expected to take the opportunity to serve beyond their load-credit assignments. Recipients of their service may include their departments, their professional disciplines, the University, the communities in which they live, and the broader Christian church.

- Service is variegated – The faculty member may participate in a broad variety of service activities. Some opportunities may be

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within the faculty member's academic discipline; others may stand outside the member's professional expertise.

- Service is intentional – Like scholarship and teaching, service should be a part of the faculty member's growth plan. However, because service is by nature a response to need, the agenda of specific activities necessarily remains fluid.
- Service is documented – The faculty member should document service. Minimally, service activities should be documented by self-reporting in the review portfolio; when possible, activities should be documented as well by external confirmation.
- Service is sustained – Service is an integral part of the faculty member's life within his or her community. Careful documentation, therefore, should reveal a sustained pattern of service.

Clarification: Employment outside the University, continuing education, and career preparation generally are not considered service. Any expectations of such activities contributing to service must be negotiated in advance with the Provost.

### **C. Expectations of Faculty in Non-Tenure-Track Positions**

Certain positions at the University require unique skills and practices relevant to the specific mission of the department but are not tenure-track positions and do not require the same commitment to scholarship as tenured and tenure-track positions. These positions include, but are not limited to, coaches, faculty members in the English Language Institute or the Adult Degree Program, librarians, temporary replacements, and nonteaching personnel with faculty status. Other specific evaluation and performance goals for individuals in such positions are found in the Office of Academic Affairs. To be hired and the contract renewed year by year, faculty members in a non-tenure-track position should hold the appropriate degree or credentials; meet the expectations of teaching faculty as applicable; meet expectations as to service, namely, participate in professional organizations, participate actively in church, and provide service for the community, University, and church; fulfill other tasks specified in the contract; and meet high expectations for their profession. Fulfillment of these expectations should be addressed and demonstrated in a Faculty Growth Plan.

## **IV. FACULTY CONTRACTS**

The standard faculty contract covers a nine-month period beginning August 15. For year-round programs, and in other special circumstances, 10- or 11-month contracts may be issued, which also begin on August 15. A full-time faculty member is one with an

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assigned workload of at least 24 hours during the traditional academic year (nine months), at least half of which is teaching.

**A. Contracts for Nontenured Faculty Members**

Renewal of contracts for nontenured faculty members is at the sole discretion of the University. Contracts for nontenured faculty members for the following academic year should be tendered on or before March 1. The University should attempt to notify faculty whose positions are not being renewed before March 1.

**B. Contracts for Tenured Faculty Members**

Issuance of a nontenured contract for the following academic year does not create any presumption of continuing employment beyond the period of the contract. Contracts for tenured faculty members being renewed for the following academic year should be tendered on or before March 1.

**C. Release from or Alteration in Contract**

A faculty contract can be terminated or modified during the term of the contract only as follows:

1. by mutual agreement of the University and the faculty member;
2. by the University for poor performance or failure to perform the responsibilities of the position;
3. by the University for failure to live in conformity with the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University; or
4. by the Board of Trustees in the event of financial exigency or University reorganization.

**D. Departures and Resignations**

1. Faculty members who do not intend to accept a contract for the following academic year should notify the Provost in writing as soon as possible.
2. At the completion, early termination, or mutually agreed on resignation of the contract, the faculty member shall fulfill all duties regarding the teaching program; return all University property such as books, equipment, software, keys, and grade records; and remove all personal possessions from his or her office.

**E. Nontenured Contracts Renewal**

The University, at its sole discretion, may choose to offer semester, academic-year or multiyear contracts to nontenured faculty members. Renewed academic year

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contracts do not imply continued employment to nontenured faculty, nor does continued employment imply tenure.

## V. FACULTY EVALUATIONS

Faculty members should pursue individual visions for teaching, service, and scholarship as applicable through written Faculty Growth Plans developed in consultation with the department chair or the appropriate administrative officer designated by the School Dean. Department chairs should consult concerning their own Faculty Growth Plans with the School Dean. Faculty members should demonstrate their achievements during review by compiling a thorough portfolio beforehand.

Each new faculty member should meet within the first semester of teaching with the department chair to develop a written Faculty Growth Plan projected over at least two years. During annual reviews, the plan and the faculty member's progress are reviewed and updated. The plan and evidence of progress are evaluated during the third-year peer review and each subsequent peer review.

Faculty evaluations assist the administration in making personnel decisions regarding contract renewal, promotion, and tenure. They are also helpful for promoting faculty development. The schedule of faculty evaluations is as follows:

<b>Scheduled Review</b>	<b>Type of Review</b>	<b>Reviewer(s)</b>
Yearly	Annual Faculty Review for All Faculty Members	Department Chair
Third Year	Required Peer Review for Faculty in Tenure-Track Positions	Peer Review Committee
Sixth Year	Tenure/Sixth-Year Review for All Faculty Positions	Tenure/Sixth-Year Review Committee
Yearly	Continuing Review Non-Tenure Track	Department Chair
No Later Than Ninth Year	Continuing Review Tenure Track	Tenure Review Committee
Every Five Years	Post-Tenure Review	Dean
Every Five Years	Review of Those Choosing Not to Apply for Tenure Who Were Recommended for It	Department Chair

### A. Annual Faculty Review

Each fall the department chair should conduct an evaluation meeting with each faculty member under his or her supervision. The review should focus on faculty performance and related accomplishments given applicable expectations and the

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Faculty Growth Plan. At this time the Faculty Growth Plan is updated to cover the next two years. The department chair and faculty member should also identify courses to be evaluated by students in the coming year. A brief written summary of the meeting should be given to the faculty member and submitted to the School Dean to become a part of the faculty member's personnel file.

**B. Third-Year Peer Review**

Faculty in tenure-track positions should be reviewed during the fall semester of their third year of service (replacing the annual review). Faculty in non-tenure-track positions should undergo the regular annual review in the fall semester. Faculty members in non-tenure-track positions may request a peer review to be conducted in the spring semester.

The third-year peer review should be completed and the report filed with the School Dean, by November 15. The peer review should be conducted by the department chair (or a substitute selected by the Provost) and a second member chosen by the reviewee and approved by the Faculty Personnel Committee. A third member may be added to the review committee at the discretion of the Provost (to be selected by the Provost in consultation with the Faculty Personnel Committee).

**Third-Year Peer Review Goal**

The reviewers should strive to provide feedback that helps faculty members understand their strengths and weaknesses with the goal of helping them grow as Christian teachers, scholars, and servants. Useful peer reviews are honest, direct, and specific. They should speak to the faculty member's development in terms of his or her own Faculty Growth Plan, in comparison with peers at similar universities, and in light of department and University expectations. The review should help faculty members plan and prepare for tenure.

**Third-Year Peer Review Procedures**

The faculty member should prepare a portfolio for the review team (see Section VII.C.2). The faculty member should begin to develop these materials in the spring semester of his or her second year.

The review team should examine the faculty member's portfolio and course evaluations. Review team members may choose to examine additional materials, visit classes, interview colleagues, and so on. Each review team member should write up his or her summary report, with copies going to the faculty member, the School Dean, and the Faculty Personnel Committee. Each summary report should speak specifically to teaching, scholarship, service, and professionalism (including faith and learning issues). Each summary report should indicate whether professional growth has occurred in each area and whether additional growth is necessary for contract renewal.

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The faculty member, considering all the above, should write his or her own summary and response. This statement should speak specifically to teaching, scholarship, service, and faith and learning. The faculty member should also update her or his Faculty Growth Plan. This plan should be tailored as appropriately as possible to the individual gifts, preferences, and personality of the faculty member. The faculty member's response and Faculty Growth Plan should be submitted to the School Dean and the Faculty Personnel Committee.

At the conclusion of the peer review, copies of all materials should be sent to the Faculty Personnel Committee for review. The Faculty Personnel Committee should review the faculty member's materials and Faculty Growth Plan and meet with the Provost. The committee may meet with the faculty member. The faculty member should revise the growth plan, if required, and a copy should be placed in the faculty member's file. The growth plan that emerges from the third-year peer review is intended to articulate specifically how the faculty member intends to or is expected to develop in order to be considered for promotion and tenure.

**C. Promotion and Tenure/Sixth-Year Review**

See Sections V and VII.

Each faculty member in a tenure-track position should have a review during her or his sixth year, whether or not the faculty member chooses to pursue tenure at that time. The review should be consistent with a tenure review.

**D. Post-Tenure Review**

See Section VII.E.

**E. Continuing Reviews for Nontenured Faculty Members**

**Faculty Members in Non-Tenure-Track Positions**

Faculty members in non-tenure-track positions should be reviewed annually in the annual review conducted by the department chair (see Part Three, Section V.A). A special review may be initiated by either the School Dean or the faculty member (see Part Three, Section V.F).

**Nontenured Faculty Members in Tenure-Track Positions**

Faculty members in tenure-track positions who have not received tenure after a tenure/sixth-year review should be reviewed no later than the third year after the tenure/sixth-year review. (See Part Three, Section VII.C.10 for the conditions in which a faculty member may be reviewed for tenure earlier than the third year.) The review process will be the same as the tenure/sixth-year review process, including committee membership, portfolio preparation, review by the Personnel Committee, and potential outcomes (see Part Three, Section V.C). Faculty

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members who have not received tenure after a continuing review may be terminated. Faculty members who are outstanding teachers who have not received tenure after a continuing review may receive multiyear contracts with the focus on teaching. Specific load assignments are negotiated with the School Dean. Faculty members receiving such multiyear contracts with a focus on teaching should undergo a thorough evaluation by the School Dean every three years. Faculty members in tenure-track positions who do not receive tenure because they have not completed a terminal degree are reviewed annually by the School Dean.

**F. Special Review**

When the department chair and the School Dean share a concern about the effectiveness of a faculty member, a review may be initiated by the Dean. A faculty member also may request a special review.

**G. Tools for Evaluation**

Tools for evaluation include, but are not limited to:

**Personnel File**

The Provost maintains a personnel file for each faculty member. A faculty member's file is open to him or her during normal business hours. Each faculty member is encouraged to review his or her file annually. The faculty member has the opportunity to respond to any item in the file, and the response becomes a part of the personnel file.

**Curriculum Vitae**

Each fall, before November 1, each faculty member must submit an updated vitae to the Provost for his or her personnel file, adding new publications, memberships, conference presentations, community services, degrees, and so on.

**Student Evaluations**

A formal procedure by which students evaluate faculty and courses takes place according to the following guidelines:

- All faculty members new to George Fox University are evaluated using the student evaluation system adopted by the Office of Academic Affairs in each of their courses and lab sections in each semester of their first three years at the University.
- After the first three years of full-time teaching at George Fox University, each nontenured faculty member is evaluated in one course or lab section each semester. The course or lab section to be evaluated is determined by the department chair or director of the graduate program in which the faculty member teaches. If the

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faculty member teaches in two departments or programs, the department chairs or graduate program directors, or both, decide how many courses or lab sections to evaluate and which courses or lab sections are evaluated.

- In the fifth year of full-time teaching, and every fifth year thereafter, each nontenured faculty member is evaluated in every course or lab section in each semester of that year.
- Tenured faculty members are evaluated in one course or lab section each year, with the course or lab section evaluated selected by their department chair or graduate program director. If the tenured faculty member is a department chair or graduate program director, the course or lab section evaluated is selected by the School Dean. Every fifth year after tenure, the tenured faculty member is evaluated in every course in one semester. The semester of evaluation is selected by the School Dean.
- A summary of results of each course evaluation is given to the instructor, the department chairperson, the School Dean, and the Provost for placement in the permanent file. Directors of programs may have access to the evaluations of those they supervise through their department chair. The process for presenting and collecting student evaluation forms maintains student anonymity (e.g., handwritten evaluations do not have to be signed by students). Faculty are free to seek additional student feedback and evaluation with a separate evaluation process.
- Additional student evaluation can be initiated at any time by the School Dean.
- For others in less than full-time teaching positions, department chairs and graduate program directors determine which courses are evaluated and how frequently they will be evaluated.

### **Faculty Portfolio, Including the Faculty Growth Plan**

See Section VII.C.

## **VI. RANKS AND PROMOTIONS**

### **A. Process**

Each spring, the department chairperson and the School Dean should meet to identify faculty members in tenure-track positions whose degrees and experience may meet minimum standards for promotion. The School Dean, in consultation with the Provost, should evaluate in August whether promotion should not be recommended at present, whether a peer review should be required, or whether promotion should be recommended without peer review. If a peer review is

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required, the review committee is formed and follows the process for a third-year peer review.

If the School Dean concludes that a peer review need not be required for promotion, the Dean should recommend promotion in writing by November 1 to the Provost. If peer review is part of the process, the Dean should, by November 20, consider the peer review and make his or her recommendation on promotion to the Provost. The President and Provost should review the Dean's recommendation, and, if they approve, it is then submitted to the Board of Trustees through its Academic Affairs Committee.

Any faculty member dissatisfied with the promotion process may appeal to the President.

## **B. Ranks Defined**

For any promotion, generally at least three of the qualifying years of experience should have been at George Fox University. Minimum standards for each rank are as follows:

### **Faculty Member in Residence**

This rank is reserved for outstanding artists, musicians, scholars, or other persons with unusual professional qualifications. This rank requires a stated length of appointment and is made only by Presidential appointment. Faculty Member in Residence is not a tenure-track position, and the residence time generally does not count toward tenure if the faculty member is hired into a tenure-track position.

### **Lecturer**

Bachelor's degree minimum and relevant experience. Lecturer is not a tenure-track position.

### **Instructor**

Master's degree minimum and relevant experience. Instructor is not a tenure-track position.

### **Assistant Professor**

This is the most common rank for new teaching faculty. To qualify for this rank, the faculty member should have a doctorate in an appropriate field (or the accepted terminal degree) or a master's degree and three years of full-time experience as an Instructor.

### **Associate Professor**

To be considered for the rank of Associate Professor, the faculty member should have a doctorate in an appropriate field (or the accepted terminal degree) plus five years of full-time experience as Assistant Professor. An Associate Professor

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should be an established and successful teacher, demonstrate proficiency as a scholar, and have a record of significant service to the University, church, and community.

**Professor**

To be considered for the rank of Professor, the faculty member should have a doctorate in the appropriate field (or the accepted terminal degree) plus five years of full-time experience as Associate Professor. A Professor should be an established and successful teacher, demonstrate professionalism, and give evidence of outstanding scholarship and service to the University, church, and community.

**VII. TENURE**

Tenure is granted by the Board of Trustees only to outstanding faculty members in tenure-track positions.

Academic tenure has three principle ends:

- to ensure that the University remains a forum for the free exchange of ideas;
- to enable the University to attract and to retain talented and creative people; and
- to indicate an intent of the University to offer long-term employment to highly qualified faculty who are dedicated to academic excellence and the mission of the University.

A faculty member's consent and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University is a basic qualification to be awarded tenure and to retain tenure. Any faculty member in a tenure-track position may choose not to pursue tenure. Should such a person continue in a tenure-track position and later decide to apply for tenure, he or she may do so without prejudice.

**A. Individual Criteria**

To receive tenure, a faculty member should have:

1. achieved, or be eligible to achieve, the rank of Associate Professor or Professor;
2. achieved the accepted terminal degree in her or his field;
3. completed the equivalent of six consecutive years of full-time teaching at George Fox University, or three years of full-time teaching at George Fox University if the faculty member was previously tenured at another institution of higher education. The three-year minimum residency requirement may be waived by the Provost for an outstanding candidate tenured at another institution of higher education;

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4. demonstrated an outstanding level of proficiency in the areas of teaching, scholarship, and service; and
  5. have committed himself or herself to the long-term success of the University.

**B. Institutional Consideration**

1. A maximum of two-thirds of full-time faculty may be tenured. Should this maximum be reached, faculty members otherwise eligible for tenure may have their applications delayed until openings occur.
2. Experience and years accrued toward tenure are specific to a department and do not accompany a faculty member changing departments, unless an exception is granted by the Provost at the time a faculty member is transferred.
3. The University may designate certain positions as non-tenure track. Generally, this determination is made at the time the position is filled, and is stated in the contract. Non-tenure-track positions include, but are not limited to, coaches, faculty members in the English Language Institute, faculty members in the Adult Degree Program, temporary replacements, librarians, and non-teaching personnel with faculty status.

**C. Sixth-Year/Tenure Review Procedures**

1. Before September 15, the Provost may set up a three- or four-person peer Tenure Review Committee, including one member of the candidate's department, a tenured faculty member chosen by the candidate, a tenured faculty member chosen by the Provost, and the School Dean. The Provost will name the chairperson of the committee.
2. The candidate should prepare and submit to the Provost an electronic copy of the faculty portfolio. The portfolio should be not more than 30 pages long and should present information under headings of teaching, scholarship, and service. The portfolio must include the following:
  - a. An updated vitae.
  - b. A brief statement, not to exceed two pages, discussing the candidate's commitment to the mission and objectives of the University.
  - c. Three essays, as follows:
    - a reflective essay on the faculty member's teaching; no more than 10 pages.

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- a description of the faculty member's scholarship; no more than five pages.
  - a description of the faculty member's service; no more than five pages.

(See Section III.B for descriptions of the expectations of faculty for each of these three categories.) Faculty members will need to substantiate claims made in the portfolio by attaching complementary information in the form of appendices or exhibits. Faculty members should bear in mind, however, the need to be judicious in the amount of information provided.

- d. A faith/learning integration essay: a scholarly essay that demonstrates the candidate's current thinking and practice as to the integration of Christian faith and learning in the appropriate discipline. In most cases this essay should approach integration in the discipline in relatively broad terms. It should be the length of a brief scholarly article (no longer than 10 pages) and should demonstrate a familiarity with literature that informs faith integration in the candidate's field. Though an extensive bibliography is not necessary, the candidate must provide evidence of a continuing reading, study, and practice.
  - e. The faculty member's previous growth plans and a description of progress based on the plan.
  - f. Plans for continued professional growth over the next two years in teaching, scholarship, and service.
  - g. An appendix presenting evidence of excellence in teaching, scholarship and service – not to exceed a total of 10 pages.
3. Each committee member conducts interviews of the candidate and others, reviews the candidate's portfolio and student evaluations of the previous three years, visits at least one class or views videotapes of a class, studies the candidate's essay, and examines other relevant materials, and then prepares a written analysis (without the names of interviewees), submitting an electronic copy to the chair no later than November 15. The analysis should address the strengths and weaknesses of the candidate in relation to the tenure criteria.
  4. The chair of the Tenure Review Committee then submits the evaluations to the Faculty Personnel Committee. The candidate, if he or she chooses, may submit a written response to the evaluations to the Faculty Personnel Committee. The Faculty Personnel Committee assesses whether the

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candidate meets the criteria for tenure. At this point, if the Faculty Personnel Committee concludes that the candidate meets the criteria for tenure, it may recommend that the candidate apply for tenure. If the committee recommends that the candidate not apply for tenure and the candidate does not meet the criteria for tenure, it notifies the candidate in writing, with reasons for the negative recommendation and with recommendations for further professional growth. The recommendation is shared with the candidate and the Provost by December 15. A faculty member who is not recommended may be retained on an academic year contract. The faculty member may be considered for tenure in any subsequent year that he or she remains in a tenure-track position.

5. If the candidate receives a positive recommendation from the Faculty Personnel Committee, and she or he chooses to apply for tenure, the faculty member submits a written request to the Provost for a tenure recommendation. In cases in which the Faculty Personnel Committee does not recommend that the candidate pursue tenure, the candidate may request that the Provost review his or her materials and make a recommendation.
6. The Provost reviews materials and adds a recommendation. If the Provost and the Faculty Personnel Committee disagree on the recommendation regarding tenure, the Provost and the Faculty Personnel Committee should meet to discuss the candidate. If the Provost also recommends that the candidate not be considered further for tenure, he or she notifies the candidate in writing with reasons for the recommendation.
7. If any faculty member is dissatisfied with the recommendation of the Provost or of the Faculty Personnel Committee, she or he may appeal to an ad hoc committee of the Faculty Council. The faculty member should appeal to the Faculty Council in writing. The Faculty Council should appoint a three-person committee consisting of tenured faculty members. This ad hoc committee should review the recommendations of the Provost and the Faculty Personnel Committee, the materials used to make the recommendation, and the criteria for tenure described in Part Three, Section VII.A. The recommendation of the ad hoc committee and other related materials are forwarded to the President.
8. For each tenure decision, the President reviews a candidate's materials and makes a written recommendation for tenure or against tenure (sharing a copy of the recommendation with the candidate). If the President makes a decision not to recommend tenure, the candidate does not advance to the Board. If the President recommends tenure, copies of materials are submitted to the Program and Personnel Committee of the Board of

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Trustees at the semiannual meeting of the Board of Trustees. The Academic Affairs Committee reads the materials, meets and interviews the candidate, and makes its recommendation to the full Board. The Board grants or denies tenure.

9. If the Board denies tenure, the candidate should be notified in writing by the Board, with reasons for the denial stated. If the faculty member remains at the University in a tenure-track position, she or he may reapply for tenure when the Faculty Personnel Committee and the Provost confirm that the reasons for denial of tenure have been adequately addressed.
10. Following a negative recommendation or action, based on performance, scholarship, or service, the Office of Academic Affairs works with the candidate to develop a Professional Improvement Plan. The faculty member's progress is reviewed annually by the School Dean. At this annual review, the Dean determines that the Professional Improvement Plan has been completed or that the plan should be continued for another year. The faculty member may be considered for tenure following successful completion of the Professional Improvement Plan. The faculty member will undergo a continuing review no later than the third year after the tenure/sixth-year review.
11. Faculty who do not receive a positive recommendation to apply for tenure from the Personnel Committee should wait a minimum of two years before requesting another review.

**D. Expectations of Tenured Faculty**

Tenured faculty hold unique positions within the University, and as such they have special responsibilities. As experienced faculty and scholars, with the protection of tenure, they are expected to serve as role models for younger faculty; to demonstrate excellent teaching, scholarship, and service; to speak on faculty issues; to model the integration of faith and learning; and to serve in leadership roles.

**E. Review of Tenured Faculty Members and Faculty Members Who Choose Not to Apply for Tenure**

Tenured faculty members should undergo a thorough evaluation by the School Dean every five years. Required peer review, or review including qualified professionals outside the University, may be initiated at any time by the Dean, the Provost, or the President. If deficiencies are found, the faculty member should work with the Office of Academic Affairs in developing a Professional Improvement Plan. The faculty member's progress should be reviewed annually. Faculty members who receive a positive recommendation from the Faculty

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Personnel Committee and choose not to apply for tenure should undergo a thorough evaluation every five years by the Dean. The review should be the same as a post-tenure review.

**F. Tenured Faculty Who Become Administrators**

Tenured faculty who accept administrative appointments retain their tenure as faculty members as long as they teach at least half-time. If they teach less than half-time, they retain their tenure as faculty members for a maximum of three years, provided they continue to teach at least one course per year in the department in which they were tenured. After three such years or after any year in which they do not teach, an administrator's faculty tenure status ceases. Administrators who also are faculty members in tenure-track positions who teach half-time may accrue experience toward tenure eligibility (half a year of experience per year).

**G. Termination of Tenure**

Tenure is granted by the Board of Trustees, and can only be revoked by action of the Board of Trustees. Tenure may be terminated for any of the following reasons:

1. The voluntary resignation of the faculty member.
2. Retirement.
3. Layoff due to discontinuance of the major program of the tenured faculty member.
4. Layoff due to financial exigency of the institution as determined and declared by the Board of Trustees (see Part Four, Section II.H).
5. For cause, including, but not limited to, a significant decline in performance, failure to meet expectations in the Professional Improvement Plan, immoral behavior, or conviction of a felony.
6. Behavior or beliefs that fail to conform to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University.

**H. Procedure for Revocation of Tenure**

1. Revocation of tenure in cases of resignation, retirement, disability, discontinuation of a major program, and declaration of financial exigency is automatic and in accordance with Board policy, and requires no additional Board action.

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2. Revocation of tenure for behavior, belief, or lifestyle issues is recommended for action to the Board of Trustees, or the Executive Committee of the Board, by the President.
  3. The President also may recommend to the Board of Trustees revocation of tenure for decline in performance, professional incompetence, or failure to perform the responsibilities of the position after consultation with the department chair and the Provost.

## **VIII. ABSENCES AND LEAVES**

### **A. General Policies**

The standard policies and procedures of the University may be obtained from the Human Resources Department.

1. In case of essential short absences for illness or personal reasons, each faculty member is to arrange for his or her classes with the approval of the department chair. A faculty member should not be absent from classes more than one week in any given semester.
2. Absences should be avoided in the first and last weeks of each semester.

### **B. Sick Leave**

Illnesses of *one month or less* are not deducted within the contract year, but should be reported promptly. Compensation for prolonged illness, injury from accidents, and so on, may be provided through a disability insurance policy.

### **C. Leave of Absence**

1. The President may grant a leave of absence for further graduate study, family or personal needs, or other mutually agreed on reasons. Such arrangements should be in writing. The period of absence is not counted toward eligibility for tenure, promotion, or a sabbatical. Generally, the period of absence should not be considered an argument against the granting of a sabbatical.
2. The request for a leave of absence should be submitted through the Provost.

## **IX. DEVELOPMENT AND GROWTH OPPORTUNITIES**

The University's commitment to faculty development is a necessary part of assisting faculty members to steadily work toward becoming the finest Christian teachers, scholars, and servants possible.

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## A. Sabbaticals

### **Definition and Purpose**

A sabbatical is a leave of absence with pay for the pursuit of professional activities consistent with the Faculty Growth Plan. The purpose of a sabbatical is to provide the faculty member an opportunity for activities that contribute to teaching and scholarship and to the University as a recipient of faculty services.

### **Eligibility**

A faculty member who has served George Fox University with a full-time load for six years and has attained the rank of Assistant Professor is eligible to apply for a sabbatical. The application process may take place during the faculty member's sixth year, with the sabbatical, if approved, to be granted during the seventh year. Upon return from a sabbatical, the faculty member begins a new period of service to accrue time toward renewed eligibility.

### **Criteria for Granting Sabbaticals**

The University may consider any of the following in determining whether or when a sabbatical may be granted:

- a. the value of the proposed activity to the University;
- b. whether the applicant has sought outside funding for the sabbatical;
- c. the constraints of the teaching load in a specific department;
- d. the length of service to the University, in determining the order in which sabbaticals may be taken, if more than one faculty member in a department is seeking a sabbatical.

### **Financial Terms of the Sabbatical**

The applicant may request to receive a full salary for a sabbatical of one semester or two-thirds salary for a sabbatical of two semesters. All fringe benefits are provided by the University and normal salary deductions continue during the sabbatical.

Recipients of sabbaticals may be asked to sign two-year contracts that include the sabbatical year and the following year of service.

### **Application**

The faculty member requesting a sabbatical should submit a sabbatical plan consistent with the Faculty Growth Plan to the Provost no later than October 1 of the academic year preceding the academic year for which the sabbatical is requested. This plan should include the dates of the requested sabbatical, a description and details of the proposed activities, and the current curriculum vita and Faculty Growth Plan. Any outside employment during the sabbatical should

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be noted in the proposal. Submission of a sabbatical plan constitutes application for a sabbatical. The Office of Academic Affairs is responsible each year for reviewing sabbatical plans and making recommendations to the President. Notification of acceptance or rejection should be given the applicant by January 15.

### **Sabbatical Proposal Format**

1. Name of faculty member
2. Title and type of proposal
3. Purpose of project and expected outcome
4. Description of Methodology(ies)
5. Summary of applicability to scholarship standards within your field
6. Statement as to how this project will enhance your professional development
7. Project schedule, including description of pre-sabbatical preparation, and anticipated date of completion
8. Attach current curriculum vita and Faculty Growth Plan as an appendix to the proposal
9. Statement of effect on load

### **Report**

Within two months of returning to academic duties at the University, the recipient should submit a report of sabbatical activities to the Provost. Such a report should include a description of activities or parts of the project completed and any in-progress modifications of activities or parts of the project completed.

## **B. Professional Support**

Support for faculty development includes, but is not limited to:

### **Conference Participation**

Funds are available through the faculty development program to assist with conference presentations and attendance that advance the faculty member's stated objectives for scholarship or teaching in his or her Faculty Growth Plan. The Academic Affairs Office will make the electronic submission form available in August for the September 1 deadline. A current Faculty Growth Plan and curriculum vita should be on file in order for the request to be considered. See the Academic Procedures Handbook for more detailed information on travel requests.

### **Professional Memberships**

The Academic Affairs Office will make the electronic submission form available in August for the September 15 membership funding request deadline. A current

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Faculty Growth Plan and curriculum vita are to be on file in order for the request(s) to be considered.

### **Faculty Summer Research Grants**

The Faculty Development Committee manages a Faculty Research Grant program that provides financial aid for summer research and writing.

### **Faculty Research Leaves**

The Faculty Development Committee screens applications for research leaves and recommends to the Office of Academic Affairs the applications with the most merit. The final decision rests with the Office of Academic Affairs.

### **Faculty Retreat**

Each August the faculty gather for a three-day retreat. Themes for the retreat vary, but focus on professional development, community building, and worship. Attendance is required for all full-time faculty members.

### **Faculty Convocations**

From time to time, faculty gather for convocation events. These events focus on professional development, community building, and worship. Attendance is required for all full-time faculty members.

### **Faculty Lecture**

Each fall and each spring a member of the faculty, chosen by the Faculty Development Committee, delivers a formal lecture in an area of personal research to the campus community.

### **On-going Professional Development Offerings**

The Dean of Instruction's office offers on-going professional development opportunities. A full list of offerings can be accessed at the Academic Affairs website (Faculty Development).

## **X. EMERITUS STATUS**

Granting the honor of emeritus status for faculty members is carefully and conservatively considered. The President considers each retiring faculty member eligible for this honor, and confers with the Provost and Deans in making recommendations to the Board of Trustees through the Academic Affairs Committee of the Board.

### **A. Service Qualifications**

The person concerned should have given a minimum of 15 years of service to George Fox University at the time of retirement, should hold the rank of associate professor or professor, and may be granted the honor for life.

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**B. Quality of Contributions**

The person concerned should have an exemplary Christian character, should have a record of excellence in his or her particular academic discipline, and should have made a significant contribution to the life of the University.

**C. Possible Privileges of the Emeriti**

1. Name listed in the catalog.
2. Invited to walk in faculty processions at convocations and graduations.
3. Invited to general faculty social functions.
4. Receives faculty/staff discount at the bookstore.
5. Receives usual faculty/staff passes to games, plays, and concerts.
6. Receives a library card.
7. Granted short-term use of library research study rooms, on a room available basis.
8. Receives copies of campus news publications.
9. Granted access to University e-mail.

**XI. INTELLECTUAL PROPERTY**

**A. Policy**

Except when there is a prior written agreement, or as described below, George Fox University owns all intellectual property developed or created by faculty or students in its employ, or by persons who use University resources or facilities to develop or create intellectual property. As owner of the intellectual property, the University has the right to develop, sell, or license the property. Revenue and royalties from the development, sale, or license, after University expenses, generally are distributed as follows: 50 percent for the creator, 50 percent for the University. If the University declines to assert ownership of the intellectual property, or does not begin development of the property within one year of express knowledge by the University of the intellectual property, then ownership reverts to the creator if the creator so requests in writing and the University agrees in writing.

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**B. Exceptions**

The University does not claim ownership of books, articles, monographs, poems, stories, paintings, sculptures, musical compositions, and computer software created or developed by students, faculty, or persons using University resources or facilities, unless they were developed pursuant to a specific contract with the University. The University does not claim ownership of course materials developed for use within the normal teaching assignment of the faculty member, except for syllabi and grade books, which are necessary for record keeping and accreditation purposes.

The University jointly owns with the creator previously used course materials that are included in courses developed under contract with the University and outside the normal teaching assignment of the faculty member. The University and the creator each retain the right to use, sell, or license course materials that are newly created for courses developed under contract with the University and outside the normal teaching assignment of the faculty member, unless prohibited by the contract.

**C. Establishing Ownership**

When intellectual property that may be subject to University ownership is created, the creator must notify the Provost in writing. If the University does not, by written notice addressed to the creator, assert ownership within 60 days, the University forfeits all claim of rights to the intellectual property and ownership reverts to the creator. By written notification to the creator, the University can extend the deadline for asserting ownership for another 60 days.

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## **PART FOUR: INSTRUCTIONAL SERVICES AND FACULTY GUIDELINES**

### **I. INSTRUCTIONAL SERVICES**

#### **A. George Fox University Libraries**

Library resources are available to faculty, staff, and students at two branches and through online access. The University's main library is the Murdock Learning Resource Center (MLRC) and is located on the Newberg campus. A branch library is located in the Portland Center.

The MLRC collection includes books, periodicals in paper format, microform collections, sound recordings, video cassettes, and other formats. Special collections include the Quaker, Hoover, and Peace Collections. The MLRC also houses the Northwest Yearly Meeting archives and the education curriculum collection. Study rooms are available to faculty and can be reserved for up to a semester.

The Portland Center Library (PCL) collection includes books, periodicals, and audiovisual materials. The PCL collection has particular strengths in the areas of religion and counseling. The PCL houses the archives of George Fox Evangelical Seminary.

#### **B. Institutional Technology**

Institutional Technology (IT) is located on the third floor of the Stevens Center. The following services are available from IT:

1. E-mail, course websites, and other network accounts.
2. Technical support and troubleshooting of office and classroom hardware, software, and network resources.
3. Delivery and configuration of audio, video, and computer resources to classrooms and campus events.
4. A faculty development center in which faculty may receive one-on-one assistance with developing electronic course materials and accessing hardware and software not normally found in their offices.
5. One-on-one consulting on instructional uses of technology, as well as workshops focusing on technology and effective teaching with technology.

Contact the IT Service Desk for technology-related needs. You may visit the Service Desk Monday through Friday, 8:00 a.m.–9:00 p.m., on the third floor of

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the Stevens Center in Newberg; call 503-554-2569; e-mail servicedesk@georgefox.edu; or log onto it.georgefox.edu/.

## **II. FACULTY GUIDELINES**

### **A. Meetings and Organizations**

1. Each member of the faculty is expected to attend all regular and special faculty meetings and convocations.
2. Chapel services are offered on the Newberg campus. Attendance at chapel is encouraged.
3. Faculty members are expected to attend and participate in meetings of their assigned committees.
4. Each faculty member is to be familiar with policies and procedures in the catalogs, the Student Handbook, this Faculty Handbook, the Academic Procedures Handbook, and in communications from the Registrar's, Academic Affairs, and President's offices.
5. Each advisor or sponsor of a class or group should feel it is his or her responsibility to attend all business meetings of the organization, keep close contact with it, attend its social events, and give suggestions or advice as occasions may arise. He or she should also see that the organization conforms to the principles and policies of the University.
6. All undergraduate faculty members are expected to participate in the Fall Academic Convocation. All faculty are expected to attend either graduate or undergraduate commencement exercises. The faculty marshal, appointed by the Provost, will direct the faculty for academic processions.

### **B. Hours and Days of Service**

A university is a unique institution and cannot be operated in quite the same manner as other businesses. Professors are professional people and are not required to put in "clock" hours. However, there are obligations incumbent on instructors to be present in the workplace befitting their assignment in order to serve students, collaborate with colleagues, and meet deadlines in cooperation with their peers. Semester schedules of fewer than 5 work days should only be set in consultation with the School Dean.

#### **Office Hours**

Faculty offices are assigned by the appropriate Academic Dean in consultation with the department chair or program director. Faculty are expected to be in their

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offices and available to students a minimum of six hours each week. Hours must be included in the syllabus. A copy of faculty schedules is distributed to the appropriate Academic Dean at the beginning of each semester.

### **Outside Activities and Employment**

The University encourages its faculty to become involved in the life of the community. There are many opportunities to speak to church groups, school groups, and service clubs. Up to a point, such activities are helpful and desirable, particularly if they involve reporting research in one's field and contribute to the University relations program. Nevertheless, before accepting responsibilities outside the University that would take a significant amount of time, attention, or energy, the faculty member should present the matter to the Provost for evaluation in the light of his or her primary commitment to the University. When contracting for outside employment during the University's contract period, a faculty member must first gain permission for such activity from the appropriate Academic Dean and the Provost.

### **Absence from Campus**

If a faculty member must be away from the campus during the week, he or she should notify the appropriate Academic Dean and the department chair in advance. Summer addresses and telephone numbers should be made available to the Office of Academic Affairs.

### **Year-End Responsibilities**

Teaching faculty on nine-month contracts, generally speaking, will have completed their responsibilities on the campus after all student work is returned, grades are submitted to the Registrar, and the contract period has expired. Faculty continue to be responsible for students who were given an incomplete or other grade extension, and should resolve these cases in a timely manner. Faculty are expected to serve for a full nine months. Faculty on extended contracts are expected to provide full-time service during the additional contract period.

## **C. Purchasing**

Careful budget control is absolutely essential. All purchases must be approved by the department chair and appropriate Academic Dean before actual purchase. A complete set of procedures is printed in the Academic Procedures Handbook.

## **D. Faculty Load Determination**

The appropriate School Dean, in consultation with the Provost, determines faculty load.

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### **Guidelines for Determining Loads**

1. Loads are based on equivalency with comparable colleges and universities, the particular expectations of each course or duty, and equity among the departments.
2. The normal load for a full-time faculty member on a nine-month contract is 24 load hours. Loads for those faculty members who receive 10-month and 11-month contracts will be negotiated with the appropriate Deans on an annual basis.
3. Faculty members assigned to duties in excess of the above contracted loads are entitled to overload compensation at the prevailing level, with the following limitations. One course per semester is the maximum overload allowed. Loads less than one-half hour over the normal amount are not compensated.
4. Assigned loads for classes that meet the same number of clock hours as credit hours receive one load hour per credit hour.
5. Loads for scheduled rehearsals in the performing arts reflect the demands of the particular group with respect to preparation and performance.
6. Loads for laboratories in the natural sciences and in other fields reflect the faculty member's responsibility for lab setup, responsibilities during the lab, and the grading of papers related to the lab.
7. Loads for Human Performance activity courses reflect a combination of credit hours, preparation time, and the amount of written work to be graded.
8. Loads for coaching and recruiting are expressed in load hours, even though the duties are very different from teaching traditional courses. The differences in these loads reflect the length of the seasons, the number of athletes involved, and the extent of the recruiting responsibilities.
9. Loads for supervision of learning off campus, e.g., student teaching and internships, reflect the amount of time the faculty member is expected to observe the student in their duties and to interact with their on-site supervisor.
10. No load credit is given for Special Studies (Independent Studies) during the faculty member's regular contract. Faculty members are not to agree to teach more than three Special Studies per academic year. Faculty members are paid one-third of the tuition for teaching Special Studies

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during the summer, when the work is done outside the regular contract period.

11. Load credit for supervising field experiences during the faculty member's contract period is generally not given unless it is negotiated when the department chair and the appropriate dean are determining loads for the coming year. Faculty members who supervise field experiences outside their contract year (summer) are paid one-third of the tuition.

## **E. Academic Travel Courses and Tours**

### **Juniors Abroad Study Tours**

Our principal overseas study option is the Juniors Abroad program, which offers international and U.S. cross-cultural study tours directed by full-time undergraduate University faculty during a three-week period in May each year (a graduate faculty member may serve as a secondary faculty member on trips). Eligible juniors receive underwriting of their transportation costs. Eligibility requirements and other general information about the Juniors Abroad program appear in the "International Programs" section of the University Catalog and in the Juniors Abroad Faculty Handbook.

The Juniors Abroad program involves a planning cycle that begins a year and a half before the conduct of the study tours. In the fall semester, the Director of Juniors Abroad will circulate to undergraduate faculty a "Call for Proposals" for trips for a year from the upcoming May. A committee chaired by the Director of Juniors Abroad reviews proposals before acceptance. Each trip must meet the following Juniors Abroad objectives: The student who successfully participates in Juniors Abroad will:

1. Experience cross-cultural learning opportunities in cultures distinctly different from their own.
2. Interact with the host culture through informal and formal contacts.
3. Experience what it means to be a cultural minority.
4. Understand how to participate responsibly in the larger international community.
5. Learn, through the study of disciplines such as the fine arts, language, science, architecture, and history, how various social institutions affect the host culture.

Juniors Abroad tours are typically international in focus; however, one or two tours a year can be U.S.-based, so long as they meet the above objectives.

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Proposals must include:

1. Proposed destination(s)
2. Faculty name(s)
3. Qualifications of faculty
4. A paragraph outlining the academic nature of the course
5. A course syllabus that includes:
  - a. A description of the specific academic and cultural objectives (including the objectives listed above) of the study tour and how these objectives will be met
  - b. A list of proposed course assignments
  - c. A course bibliography and list of books and articles to be read by the students in the course
6. A 21-day itinerary, including air travel
7. A preliminary budget, including projected expenses per individual, itemized as follows:
  - a. Air travel
  - b. Ground transportation
  - c. Lodging
  - d. Meals
  - e. Incidentals
8. Any other relevant information (e.g., special need for such a trip, unique qualifications for leading a trip)

For faculty trip leaders, the University covers travel expenses and pays a stipend. As a general guideline, the minimum group size is 10 students. Maximum enrollment for each trip is 20 students. Current information on trips is posted on the Juniors Abroad website on the University website. Faculty leaders will be responsible for class instruction; making all travel arrangements, including airfare, accommodations, and ground transportation; and keeping track of the trip expenses. Further information can be found in the Juniors Abroad Faculty Handbook (found at “Resources for Faculty” on the GFU website) and at the Juniors Abroad website at [juniorsabroad.georgefox.edu](http://juniorsabroad.georgefox.edu).

### **Eligible Faculty**

Juniors Abroad is a program aimed at serving the needs and objectives of the undergraduate college at George Fox University. Professors teaching in the program must be traditional full-time undergraduate teaching faculty (with at least a half-time teaching load) under nine-month contracts. For the benefit of the program and at the discretion of the Director of Juniors Abroad, graduate faculty, individuals with faculty status, and faculty members under 10- or 11-month contracts may be considered for a secondary teaching position in the Juniors Abroad program. (In keeping with University policy, individuals who are on 10-month, 11-month, or

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12-month contracts are required to take vacation or leave for the time they are involved in the Juniors Abroad experience.)

**Other Policies**

1. Two faculty leaders are required for each trip.
2. The tour should balance in-depth cultural experiences in a few locations, with the need to travel among various locations to meet course objectives.
3. Limit the number of countries visited to a maximum of three.
4. Each course must have a specific academic focus.
5. The class must meet a minimum of eight times in the spring semester before the trip.

**2. Other Study Tours**

Proposals for travel courses other than Juniors Abroad trips shall be submitted to the Undergraduate Curriculum Committee. The committee will examine the arrangements for travel and study with respect to their soundness, feasibility, and attractiveness. The committee will determine the amount of credit to be given.

**F. Appearances of Speakers and Performers on Campus**

George Fox University encourages investigation into many schools of thought. Occasionally, these views may be contrary to community thinking. To facilitate open discussion, it is often desirable to bring speakers or performers to campus. The following process governs the appearance of speakers and performers on campus:

1. Any member of the faculty may invite speakers to his or her class.
2. Faculty members who invite speakers to campus to speak to interests and concerns that relate to his or her department, but which are not part of a classroom presentation, must have the appearance approved by the Provost.
3. Faculty members who invite speakers to campus to speak to interests and concerns that do not relate to departmental interests and that are not part of a classroom presentation must be approved by the Provost.
4. Individual students or student groups that invite speakers or groups to campus must have the approval of the Vice President for Student Life. All speakers, before being contacted for appearance, must be approved by the appropriate department or administrator.

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5. Scheduling of facilities, payment of honorariums, rental payments, and general accountability becomes the responsibility of the sponsoring group or person.
  6. Gifts from persons outside the University may not be accepted in support of speakers without prior approval of the Provost.

**G. Faculty Initiatives in Seeking Funds Off Campus**

Members of the faculty and administration are encouraged to seek outside funds for instructional improvement, program development, and research. Plans to solicit funds from any outside source must be approved by and coordinated with the Office of Marketing and Advancement before solicitation.

**H. Financial Exigency – Programs and Personnel**

**Preamble**

The provisions of this section apply only when the Board of Trustees has declared that a state of financial exigency (i.e., an imminent financial crisis that threatens the survival of the institution) exists at the University. In the event that financial exigency is declared, the University may reduce or discontinue programs and terminate tenured and nontenured personnel even within the contract year if such actions are deemed necessary. Reductions and discontinuations are guided by the procedures that follow. These procedures will supersede normal budgeting procedures during the period for which financial exigency is declared.

(Note: It should be clearly understood that the University may reduce programs, and cut staff and nontenured faculty members during the normal budgeting process without giving specific reasons and without the necessity of declaring a financial exigency.)

**Definitions**

Financial exigency is an actual or projected operating deficit generated by substantial decline in student enrollment or a substantial loss of income from sources other than tuition, fees, and housing; or a precipitous increase in expenses, or both. Reduction and discontinuation include elimination of courses, majors and minors, support programs and services, student activities, and other programs. The termination of tenured or nontenured faculty members within a contract year may be necessary if the need for the services of the appointees no longer exists or the Board of Trustees determines that the University does not possess the financial ability to continue the appointments.

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## **Objectives**

When faced with financial exigency, it is the goal of George Fox University to:

- a. Reinforce the mission of the University through any program reductions;
- b. Maintain or enhance the overall quality of the academic offerings of the University in spite of specific program reductions;
- c. Make reductions in programs and personnel in an equitable manner and in keeping with the principles of a Christian community;
- d. Provide appropriate notices to all affected personnel that program reduction or discontinuation will be required; and
- e. Assist, to the extent possible, affected persons to make necessary adjustments to new assignments within the University or to new positions in other settings.

## **Responsibilities**

When extenuating circumstances require, the President should, in consultation with the Cabinet and the Coordinating Councils, prepare for the Board of Trustees a clear statement of the actual and projected budget deficit requiring a declaration of financial exigency. The statement should indicate the potential impact of the deficit on program offerings and personnel.

- a. A declaration of financial exigency is made by the Board of Trustees when the Board believes that such a declaration is in the best interests of the University due to extenuating circumstances. The Board should establish the period of time for which exigent procedures will apply. Any extension of the period of exigency requires further action by the Board of Trustees. In making a declaration of financial exigency, the Board should recognize that the primary purposes of the institution are to develop and maintain academic programs of high quality and to stimulate and encourage student academic achievement within a Christian atmosphere.
- b. At the direction of the Board, the President should develop a modified budget that adjusts expenditures to reflect actual and projected income. The President may consult with the Cabinet, the various faculty committees, and other persons as appropriate in developing the proposed modified budget.
- c. The faculty, department chairpersons, program administrators, faculty committees, student life personnel, development personnel, and business management personnel may participate in reviewing

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the President's modified budget to the same extent that they participate in the development of regular annual budgets.

**Identification of the Program(s) to Be Reduced**

- a. The President should submit the modified budget to affected administrators, together with a statement of potential impact of the modified budget on program offerings and personnel.
- b. Each department chair should work with the School Dean and should confer with all members of the programs in question, and should prepare a written evaluation of the impact of the modified budget on the programs and personnel within the school.
- c. After considering the impact evaluation statement, the President should present a proposal for program reductions, including all impact evaluation statements, to the Cabinet and the Faculty Business Meeting.
- d. Each vice president, after due deliberation of the proposal with the affected committees and appropriate personnel under his or her direction, should prepare written recommendations to the President, either concurring with the President's proposal or recommending alternatives.
- e. The President, in consultation with the Cabinet, should determine which programs will be retained, reduced, or discontinued using this process.

**Identification of the Individuals to Be Affected**

- a. Members of the affected programs should be given an opportunity to consult with the vice president of their administrative unit regarding the proposed reduction or discontinuation in program offerings and the potential impact on their positions.
- b. Each vice president should, after consultation with the affected department chair or unit administrator, recommend to the President the particular individuals to be terminated from their present positions.
- c. The President, in consultation with the Cabinet, should determine which individuals will be retained in their present positions, reassigned to other positions, offered reduced assignments with reduced benefits, or terminated using this process.

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### **Criteria for Retention of Personnel During Program Reduction or Discontinuation**

- a. Personnel who are to be retained following program reduction must be qualified for the assignments to be filled. Qualified means competent by virtue of completion of graduate preparation and other educational attainments germane to the assignment, as well as recent successful experience in the category or subject matter as measured by written official evaluations in the personnel files.
- b. Age, sex, ethnic background, academic rank of faculty within the affected program(s) and within the University, and compatibility with Quaker distinctives may be given consideration when selecting individuals to be retained by the University in the event of financial exigency.
- c. After qualifications have been determined in each program, seniority is applied in the following order: (1) Nontenured part-time personnel generally are released before other personnel; however, need for an individual's expertise can outweigh seniority of other nontenured part-time personnel; (2) nontenured full-time personnel (including one-half time or more) should be released before tenured personnel; and (3) tenured personnel are released last when applying seniority.

### **Notification and Dispute Resolution**

- a. After considering all recommendations on the programs to be retained, reduced, or discontinued, the President should make a decision regarding the programs and activities to be affected. The President should notify the affected individuals in writing of the pending action.
- b. Before official notice of termination, the Cabinet should conduct a procedural review of the reductions, discontinuations, and terminations. The affected individuals may be permitted to participate in the meeting when this review occurs.

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**ACKNOWLEDGMENT**

I hereby certify that I have received a copy of George Fox University's Faculty Handbook, in effect as of August 2011. I agree that I will become familiar with its contents. I understand that this Faculty Handbook supersedes all prior policies or guidelines and that the policies and benefits stated in this Handbook may be changed or repealed at any time, with or without notice, at the discretion of the University. I also understand that this Handbook does not represent an employment contract and does not guarantee that anyone will be employed for any specific or minimum period of time.

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Print Name

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Signature

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Date



