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GEORGE FOX
UNIVERSITY

George Fox University Faculty Handbook 2024-25

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Introduction

This handbook addresses academic policies and procedures at George Fox University. It should be noted that this handbook does not encompass all aspects and functions of this educational community, nor does it serve as a legal document or contract. Rather, it offers guidance that complements the current graduate and undergraduate catalogs, the Student Handbook, and the Employee Handbook.

Proposals for revising the handbook can be initiated at any time by any unit of the faculty, administration, or Board of Trustees and will be reviewed in the annual update of the Handbook that will occur each June. Part Three: Conditions and Benefits of Faculty Service reflects the terms of faculty service and must receive approval from the Board of Trustees. Other revisions in the handbook are adopted through documented actions of the Vice President's Operations Team, the Academic Affairs Committee of the Board of Trustees, or the Board of Trustees. These actions follow consultations with the units of the university most affected by the changes.

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Part One: A 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. Prior to founding the College, they had established Friends Pacific Academy, a boarding school that counted Herbert Hoover among its students, in 1885. The establishment of the college six years later stemmed from the growth of the Academy and the recognition of the significance of higher education within the church community. In 1892, just a year after its founding, the college relocated to its current campus.

Noteworthy developments over the years include the phasing out of the Academy in 1934 and the change of the college's name in 1949 to George Fox College, in honor of the 17th-century founder of the Society of Friends. The institution also became a member of the Christian College Consortium in 1974. In 1990, George Fox University introduced its first graduate program with the Doctor of Psychology program. In 1996, George Fox College merged with Western Evangelical Seminary, prompting the name change to George Fox University.

Throughout its history, George Fox University has maintained a close relationship with the Northwest Yearly Meeting of Friends. The university is governed by a board of trustees appointed by the Yearly Meeting. This affiliation with the church and the Friends (Quaker) heritage remains a fundamental aspect of George Fox's operation and ethos. The university demonstrates its commitment to Christ-centered education both in its mission and in the everyday life of its faith-based learning community.

Part Two: The Administration of George Fox University

University Administration

The President of the University

The president serves as the chief executive officer of the university, having been elected by the board of trustees. The president is responsible for operating the university in

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accordance with the policies established by the board. Collaborating with the board of trustees, the president formulates and executes the university's mission, vision, values, and strategies to guide efforts toward student success and institutional effectiveness. Additionally, the president represents the board to the faculty and staff, and, in partnership with the board, secures necessary operational and developmental funds, presents the annual budget, recommends it to the board of trustees, supervises executive administrative officers' duties, ensures their proper performance, and assumes leadership for the spiritual life of the campus.

The Executive Leadership Structure of the University

Operations Team

The operations team effectively coordinates various strategic and operational decisions at George Fox University. This team establishes operational goals based on strategic initiatives, assesses goals, and adjusts plans as needed to ensure institutional effectiveness. The president relies on this group of executive officers for advice and counsel on the university's direction. The operations team includes the president, the vice president of academic operations/provost, the vice president for student life, the vice president for enrollment and marketing, the vice president of advancement, the vice president of people & culture, chief financial officer and executive vice president of operations, the vice president for strategy and business development, and the chief of staff. The operations team convenes twice monthly, including one meeting with the president.

Operations Team Members

The Chief Financial Officer and Executive Vice President of Operations

The chief financial officer and executive vice president of operations (CFO/EVPO) is appointed by the president in consultation with the board of trustees. This officer oversees the university's business and financial operations. Responsibilities include assisting the president in university administration, preparing the annual budget, ensuring budget adherence, acting as the chief budget officer, managing university assets and liabilities, supervising the university's insurance programs, preserving assets, coordinating auxiliary enterprises, and reporting university assets annually. The CFO/EVPO serves as the chief advisor to the President on university policy, legal

matters, financial matters, administrative/staff personnel issues and serves on the Business Management Committee of the Board of Trustees. Administrative units under the CFO/EVPO include financial services, information technology, data analytics, plant services, mail services, and student accounts.

The Vice President of Academic Operations/Provost

The vice president of academic operations/provost (VPAO/Provost) is appointed by the president in consultation with the board of trustees. The VPAO/Provost manages graduate and undergraduate academic programs at the university. This officer reports directly to the president and provides oversight to academic programs, including the enterprises, library, faculty development, the Center for Study Abroad, assessment and institutional research, student success, student learning-support services, and the Center for Peace and Justice. In the president's absence, the VPAO/Provost assumes the necessary authority and responsibility for university governance. Furthermore, the VPAO/Provost serves as the chief advisor to the president on university policy, especially in academic affairs, faculty personnel issues, program design, and appointment of faculty to committees. The VPAO/Provost also holds ex-officio membership on all faculty committees.

The Vice President for Advancement

The vice president for advancement is appointed by the president in consultation with the board of trustees. This officer leads the strategic plan for fundraising and fostering relationships and partnerships with alumni, parents, and the broader community in support of the university's mission. This vice president also leads the fund-development team and collaborates with academic leaders to support their fundraising efforts, as well as supporting the president and board of trustees in their fundraising endeavors.

The Vice President for Enrollment and Marketing

The vice president for enrollment and marketing is appointed by the president in consultation with the board of trustees and serves as the administrative officer responsible for representing the university to various constituencies. Reporting directly to the president, this officer develops and executes annual marketing strategies; manages strategic recruitment, enrollment policies and procedures; and ensures compliance with federal regulations for financial aid and academic records, including FERPA (Family Education Rights and Privacy Act of 1974). Administrative units under the vice president for enrollment and marketing include admissions, international

recruitment, registrar, financial aid, career and academic planning, and marketing communications. The VP for enrollment and marketing also serves on the Business Management Committee of the Board of Trustees.

The Vice President of People and Culture

The vice president of people and culture is appointed by the president in consultation with the Board of Trustees and develops strategies to support the organization's mission, vision, and business objectives through effective leadership of the people and culture team and participation in the executive leadership team. This role includes fostering a thriving organizational culture centered on Christ, the mission, and student service. Responsibilities encompass overseeing diversity, inclusion, and belonging, talent acquisition, learning and development, employee retention, compliance, employee relations, payroll, and benefits.

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 serves as the chief student-life officer. Reporting directly to the president, this officer acts as the chief advisor to the president and vice president of academic operations/provost regarding student-life policies and concerns. The vice president for student life, oversees various administrative units, including campus safety and security, student activities and programming, student recreation, student care, student conduct, intercollegiate athletics, intercultural student services/programs, residence life and housing, commuter programs, spiritual life programs, and parent programs.

The Vice President for Strategy and Business Development

The vice president for strategy and business development is appointed by the president in consultation with the board of trustees, reporting to the chief financial officer and executive vice president of operations. Responsibilities include overseeing special projects as directed by the president and CFO/EVPO, collaborating with the leadership team on strategic initiatives, and acting as the principal external agent for the university, working with corporations, non-profits, and governmental organizations to achieve strategic plan objectives.

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Academic Governance Group

The Academic Governance Group (AGG) ensures broad input and collaboration in the operational and strategic work of the academic units of the university. Membership includes the four faculty governance council clerks, the three enterprise faculty representatives to the AGG/board, the VP of Academic Operations, and the four executive deans. This group will be a decision making body, addressing academic and faculty governance needs, questions and concerns. In addition, the AGG will serve to enhance communication and collaboration between faculty governance and academic leadership. Other members of the university leadership such as the President or CFO may be invited to specific meetings as needed. Meetings are held monthly throughout the year."

Academic Leadership Team (ALT)

The Academic Leadership Team is led by the Vice President of Academic Operations/Provost and consists of the following members.

The Vice President of George Fox Digital

The vice president of George Fox Digital (GFD), appointed by the president, holds a terminal academic degree and provides university-wide leadership, strategy, and direction for George Fox Digital. This unit is responsible for creating high-quality digital academic programs and other content, collaborating with enterprise leadership and faculty on online initiatives, and expanding the university's academic programming beyond its traditional boundaries. The Vice President of GFD works closely with GFD staff and faculty to manage the budget, determine faculty loads and instructional strategies, and collaborate with internal and external partners to achieve the university's mission and enhance its brand. The vice president of GFD also represents George Fox University to external constituencies when necessary and oversees the quality of the university's digital academic programming within GFD's scope.

The Executive Dean of the Cultural Enterprise

The executive dean of the Cultural Enterprise, appointed by the operations team, reports to the vice president of academic operations/provost and holds a terminal academic degree. This dean provides leadership for graduate and undergraduate programs within the Cultural Enterprise, including the College of Humanities, College of Education, School of Theology, Cornerstone Core, and George Fox Honors Program. 1R5esponsibilities include budget management, faculty-load determination, and strategic planning for faculty recruitment. The executive dean of the Cultural Enterprise

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recommends faculty hires to the president and vice president of academic operations/provost and represents George Fox University to external constituencies.

The Executive Dean of the Industrial Enterprise

The executive dean of the Industrial Enterprise, appointed by the operations team, reports to the vice president of academic operations/provost and holds a terminal academic degree. This dean provides leadership for graduate and undergraduate programs within the Industrial Enterprise, including the College of Engineering, College of Business, School of Natural Science, and School of Communication and Design. Responsibilities include budget management, faculty-load determination, and strategic planning for faculty recruitment. The executive dean of the Industrial Enterprise recommends faculty hires to the president and vice president of academic operations/provost and represents George Fox University to external constituencies.

The Executive Dean of the Portland Seminary

The executive dean of the Portland Seminary, appointed by the operations team, reports to the vice president of academic operations/provost and holds a terminal academic degree. This dean provides leadership for graduate programs within the Portland Seminary, including the MDiv, MALC, MASF, MATS, DMin, and DLGP programs. Responsibilities include budget management, faculty-load determination, academic oversight, maintenance of relationships with denominations and churches, promotion of seminary advancement, and service as the principal liaison to the Association of Theological Schools. The executive dean of the Portland Seminary recommends faculty hires to the president and vice president of academic operations/provost and collaborates with the board of trustees through the seminary board of regents and the academic-affairs committee.

The Executive Dean of the Wellness Enterprise

The executive dean of the Wellness Enterprise, appointed by the operations team, reports to the vice president of academic operations/provost and holds a terminal academic degree. This dean provides leadership for graduate and undergraduate programs within the Wellness Enterprise, including the College of Nursing, College of Psychology, College of Social Work, College of Counseling, College of Physical Therapy, and College of Medical Science. Responsibilities include budget management, faculty-load determination, and strategic planning for faculty recruitment. The executive dean of the Wellness Enterprise recommends faculty hires to the president and vice

president of academic operations/provost and represents George Fox University to external constituencies.

University-Wide Program Directors

Executive Director of Institutional Effectiveness and Chief Accreditation Officer

The executive director of institutional effectiveness leads initiatives to support the university's commitment to institutional effectiveness, mission fulfillment, a culture of assessment, continuous improvement, and accreditation compliance. As chief accreditation officer, the executive director represents the university as the NWCCU accreditation liaison officer (ALO) and reports to the vice president of academic operations/provost.

The Faculty Development Director

The faculty development director cultivates an excellent faculty in the areas of faith integration, teaching, scholarship, and service. Responsibilities include overseeing Christian mission and faith integration, faculty development programs and retreats, faculty coaching, instructional support, and involvement in faculty personnel processes. The director reports to the vice president of academic operations/provost.

The Director of the Center for Peace and Justice

The director of the Center for Peace and Justice coordinates on-campus programs related to peace and justice issues and global concerns. Responsibilities include organizing the annual Woolman Peacemaking Forum and the Global Issues Forum. The director reports to the vice president of academic operations/provost.

The Director of Learning Support Services

The director of learning support services (LSS) leads a team responsible for managing university learning centers, disability and accessibility services, the academic success program, and other initiatives to support student academic success. The director frequently collaborates with faculty to enhance student learning. Reporting to the VPAO/Provost, the director oversees various aspects of student academic support.

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The Library Director

The library director provides leadership and management for the library, including budget preparation, strategic direction, staffing, librarian and staff evaluation, and collection and service evaluation. The library director also represents George Fox University to external groups, including participation in the council for the Orbis Cascade Alliance. The director reports to the vice president of academic operations/provost.

The Director of the Center for Study Abroad

The director of the Center for Study Abroad sets policies for semester-long study programs and oversees partnerships with international universities. Responsibilities also include curricular direction for the Juniors Abroad program, international travel protocols, and handbook updates. The director reports to the vice president of academic operations/provost.

Academic Programs

Deans, Department Chairs, and Program Directors

Leadership

Deans, department chairs, and program directors hold significant leadership roles within the university. They lead faculty members in the development and regular updating of a strategic plan. Their role involves motivating faculty to excel in teaching, service, and scholarship. They also facilitate faculty gatherings for planning, administrative matters, and social interactions. In addition, they assist faculty members in accessing resources for their scholarly pursuits, both from the university and external sources. Furthermore, they ensure that faculty provide effective advising and mentoring to students in their classes and within the department's majors. Collaboration with the executive director of institutional effectiveness is integral to guarantee comprehensive assessment of the program's student learning outcomes.

Program Development

Deans, department chairs, and program directors collaborate with their faculty to create proposals for curriculum innovations and changes. They guide these proposals

through the approval process as outlined in the governance section of the handbook. They

represent their department's perspective in university meetings and decision-making processes.

Management

Deans, department chairs, and program directors are responsible for managing departmental operating budgets and approving expenditures within these budget constraints. They develop budgets, faculty loads, schedules, and catalog information in a timely manner, working in consultation with the academic-administration staff. They ensure that faculty members have the necessary teaching materials while adhering to budget limitations. Additionally, they conduct annual evaluations of faculty members within their departments and oversee departmental support staff. They also supervise student employees assigned to the department, ensuring careful selection, appropriate assignments, and effective supervision.

Mentoring

Deans, department chairs, and program directors offer support, guidance, and assistance to faculty members in their respective departments, particularly to new faculty. They serve as mentors and exemplify a mature spiritual life, actively caring for the spiritual development of both students and faculty, with a particular emphasis on integrating faith and knowledge.

University Governance

In addition to the responsibilities carried out by the university administration, university governance is facilitated through the efforts of university standing committees and the faculty-governance system. The latter employs a combination of enterprise committees and university-wide councils.

Faculty Governance

Given the enduring commitment to shared governance in higher education, the faculty bears the responsibility of actively participating in the oversight of the university's academic programs. This commitment is rooted in the principles of maintaining consistent communication among the faculty, administration, and all stakeholders within the university community.

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The faculty-governance process, as outlined below, is designed to establish a substantive platform for faculty, administration, and other stakeholders to engage in shared governance. It serves as a centralized hub for the expression of faculty perspectives.

Values

George Fox University seeks to embody the following values in its faculty-governance and decision-making processes:

- **Community Ownership of Programs and Policies:** Academic policies and programs should incorporate the input, support, and encouragement of the entire university community.
- **Mutual Accountability:** Faculty members are collectively responsible for upholding academic integrity and responsible stewardship of resources.
- **Access and Participation:** Regardless of official roles, all faculty members possess valuable judgment and insights that can contribute to decision-making.
- **Transparency and Communication:** Trust is nurtured through transparent decision-making processes and the dissemination of information.
- **Respect for Individual Integrity and Academic Subunits:** Individuals and academic units should have the freedom to operate without burdensome scrutiny, assuming that they act with integrity and competence.
- **Efficiency and Timeliness:** Proposals and matters should be addressed promptly to ensure effective governance.
- **Spiritual Discernment:** The purpose of decision-making processes is to discern and align with God's will.
- **Quaker Distinctives:** George Fox University acknowledges and values the unique Quaker approaches to organizational life, striving to preserve and enhance them.
- **Diversity:** In line with the George Fox University Theology of Racial and Ethnic Diversity, faculty deliberations are deemed more enriching and equitable when conducted by diverse groups.

Friends Ethos in the Governance Process

In alignment with our Quaker heritage, the Friends ethos will be incorporated into faculty governance. This will involve the utilization of practices such as discerning the sense of

the meeting and employing Quaker decision-making methods within our various committees and councils. For a comprehensive description of how the Friends ethos will be implemented in faculty governance, please refer to the accompanying document.

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Faculty Governance Structure

Faculty governance will be organized by distributing ongoing university responsibilities, decisions, and tasks among four pathways of faculty governance: innovation, curriculum, personnel, and finance & data.

Within each pathway, collaborative work will occur across three levels: at the enterprise level (within enterprise committees), at the university-wide level (within university-wide councils), and at the executive level, as illustrated in the graphic provided. An overview of the structure of the enterprise committees and university-wide councils can be found here. Each academic year's list of faculty elected and appointed to positions in the faculty-governance structure is available in the academic affairs office.

For more detailed information about the roles and responsibilities of committees and councils within each pathway, please consult the "pathways descriptions" section below.

University-Wide Councils

Four university-wide councils will be established to address broader university-related matters, with one council corresponding to each of the four pathways. Each council will comprise 4-9 faculty members (1-2 representatives) from the cultural, industrial, and wellness enterprise committees, one representative (faculty or administrator) from the Portland Seminary and the library as appropriate, and 3-6 administrators (refer to the provided table for details).

All four pathway councils will each have a faculty clerk elected by the entire faculty. Faculty representatives on these councils will be elected by their respective enterprises.

Curriculum, personnel, innovation, and finance & data council representatives from the Portland Seminary and the library will each be elected by their entire respective groups. Nominations of faculty for election can be made by any faculty member, academic administrator, or staff member.

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Enterprise Committees

Within each enterprise, four faculty-governance committees will address enterprise-level matters, with one committee corresponding to each of the four pathways. Each committee will have a faculty chair and will consist of 4-8 faculty members (1-2 from each school/college) and 0-1 administrators (refer to the provided table for details).

For the cultural, industrial, and wellness enterprises, elected faculty representatives to university-wide councils must also be members of the corresponding enterprise committee. The remaining members of the enterprise committees will be selected by academic leadership from a list of faculty members who have volunteered or been nominated to serve in that area.

Due to its size and unique characteristics, the Portland Seminary will not have enterprise committees. Instead, it will conduct all enterprise-level business within its department. George Fox Digital (GFD) and the library currently operate outside the enterprise structure and will likewise handle all committee-level business within their respective departments.

Enterprise Representatives to the Board of Trustees and the University Leadership Council

To facilitate communication and collaboration throughout the university, faculty from the cultural, industrial, and wellness enterprises will each elect faculty leaders from their own enterprise. These leaders will represent all faculty members as members of the academic governance group (AGG). These representatives will also serve as faculty representatives to the board of trustees, which includes providing a report to the academic subcommittee of the board in October and March.

Eligibility, Elections, and Terms of Service

The terms of service for all elected positions will be two years. Elections will be administered by the personnel council and will occur annually, with staggered terms to ensure continuity.

Faculty members with a greater than half-time teaching load who are not deans or directors are eligible to stand for elections to the councils (with the exception of library

faculty members). Faculty members at adjunct status, visiting instructors, or with

predominantly administrative roles are encouraged to serve in other capacities if desired. For the university-wide council clerk roles and faculty representatives to the AGG, individuals should have a teaching load of 0.75 or higher and not hold positions as deans or directors. Additionally, members of the personnel council and enterprise-level personnel committees should, if possible, hold tenured positions. Nominations of faculty to stand for election can be submitted by any faculty member, academic administrator, or staff member.

Pathways Descriptions

Below are brief descriptions of the work of each pathway, both at the university-wide-council level and the enterprise-committee level. More detail can be found in this document.

Innovation Pathway

The innovation-pathway council and committees will be responsible for considering ongoing market trends in higher education and recommending how the individual enterprises and the university more broadly can and should creatively move into the future. They will be encouraged to try out, experiment with, and evaluate new and/or innovative mission-centered changes.

General tasks of the university-wide innovation council include:

- Nurturing a culture of campus innovation (academic and university-wide)
- Analyzing market trends in higher education
- Working to innovate nimbly and thoughtfully for future impact and revenue generation

General tasks of the enterprise innovation committees include:

- Developing, implementing, and experimenting with new or innovative changes
- Evaluating opportunities for new academic programs/modalities
- Considering proposed innovative ideas from faculty and administrators from their enterprise
- Establishing and maintaining external partnerships

Curriculum Pathway

The curriculum-pathway council and committees will be responsible for assessing the merits of the various curriculum changes proposed by departments, schools, colleges, and/or other entities, ensuring each aligns with the university's mission and then

deciding either to approve them or not. It is likely that, as part of this process, many proposals will need to be evaluated by the finance & data committee to assess the fiscal impacts of each proposal. An additional task of the curriculum council will be to collaborate with the executive director of instructional effectiveness to ensure the university-wide assessment plan is being implemented, and that schools and programs are using their assessment data to refine their programs.

General tasks of the university-wide curriculum council include:

- Evaluating the merits of and approving major curricular changes (new majors, new programs, new or significantly changed courses, modified major/minor requirements, etc.)
- Evaluating the merits of changes to the Cornerstone Core
- Evaluating the merits of interdisciplinary certificates
- Ensuring the university-wide assessment plan is implemented and its data is used in the improvement of academic outcomes
- Establishing and maintaining a consistent process across all academic units for the proposal of, approval of, and implementation of all curricular changes
- Communicating all curricular changes to the registrar's office

General tasks of the enterprise curriculum committees include:

- Approving minor curricular changes
- Program assessment and refinement (data analysis, implementing course changes)
- Course-section sizes and delivery modalities
- Ensuring catalog language is updated and accurate

Personnel Pathway

The personnel-pathway council and committees will be responsible for handling faculty questions, concerns, and planning around faculty hires, tenure recommendations, and peer reviews at the enterprise level. The university-wide personnel council will be responsible for faculty development, faculty grievances, faculty compensation discussions, policies and procedures, and running elections. In addition, the university-wide personnel council is tasked with ensuring equity in the tenure-review process across enterprises.

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General tasks of the university-wide personnel council include:

- Managing faculty elections and approving faculty committee assignments
- Faculty development
- Faculty compensation advocacy and discussions
- Policies and procedures, including updating the faculty handbook
- Faculty grievances

General tasks of the enterprise personnel committees include:

- Faculty hiring
- Faculty peer reviews
- Tenure recommendations
- Faculty loads

Finance & Data Pathway

The finance-&-data-pathway council and committees will be responsible for developing and maintaining an academic-resource model designed to enable faculty members and administrators to make decisions and develop proposals that are informed by data and the financial realities of the university. This information needs to be relevant, accessible, and clearly explained to faculty and administrators. The committees and council will be responsible for responding to requests for data from other pathways. This group will also provide a set of parameters that define a healthy program and assist in improving program health as well as providing input and guidance regarding needed or desirable data for informing these decisions. This team will maintain the faculty-governance website that will house the decisions/documentation for the whole governance structure.

General tasks of the university-wide finance & data council include:

- Creating and maintaining a faculty-governance website
- Making financial information and relevant data accessible for programs and other governance pathways
- Analyzing costs of proposed academic changes
- Setting up and implementing process for assessment of program health
- Faculty-development budget

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- Compliance with FAO financial policies and processes

General tasks of the enterprise finance & data committees include:

- Assisting with assessment data collection
- Evaluating program health and improvements
- Equipment budget for academic programs
- Capital equipment requests

Short-Term Task Forces and Ad Hoc committees

For any short-term or temporary business not covered by the four pathways, a temporary task force will be created. Examples of work likely to be done by short-term task forces include:

- Handbook revisions
- Creation and implementation of articulation agreements
- Evaluating the merits of starting a new program
- Other faculty-governance tasks not addressed in relationship to the four pathways, as they may arise

Governance Working Schedule

To facilitate effective communication and collaboration across pathways, all university-wide councils will convene on the same day, twice a month, at a consistent time, as per individual schedules. Typically, these meetings will take place in separate rooms; however, they retain the flexibility to choose to convene jointly as circumstances dictate. Furthermore, the four councils may find it necessary to conduct year-round business, including during the summer months. Faculty members not under contract at the time of a governance meeting have the option to attend these meetings voluntarily.

While not obligatory, it is recommended that each enterprise committee also convene at the same time and on the same day as the councils, with meetings occurring on alternating weeks. The anticipated time slot for these gatherings will likely be Wednesdays from 3:30-5:00 pm. Consequently, the councils will meet on the 2nd and 4th Wednesday of each month from 3:30-5:00 pm, while the committees will convene on the 1st and 3rd Wednesday of each month from 3:30-5:00 pm.

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This schedule has been devised to enhance communication and cooperation within the governance structure of the university, ensuring that essential decision-making bodies convene regularly and address crucial matters efficiently.

Academic Governance Group and Communication Across Pathways

To facilitate communication and collaboration among the various pathways, monthly meetings will be conducted by the Academic Governance Group (AGG), consisting of the four council clerks, the three enterprise representatives to the AGG/board, the VP of Academic Operations, and the four executive deans. This group will be a decision making body, addressing academic and faculty governance needs, questions and concerns that fall outside of any one individual pathway. In addition, the AGG will serve to enhance communication and collaboration among the pathways and between faculty and academic leadership. Other members of the university leadership such as the President or CFO may be invited to specific meetings as needed.

In cases where situations necessitate broader faculty input and discussion, the faculty clerks hold the authority to convene a special session, involving faculty representatives from all four councils. Moreover, special sessions may be convened for faculty representatives to express concerns related to university direction or governance.

This approach is designed to foster open communication and effective collaboration across the university's governance structure, allowing for timely responses to emerging issues and concerns.

Business, Work, and Information Flow

At all levels, work will be presented to these committees as inform/input, consent, or decision items as detailed below.

- **Inform/Input** items are intended for sharing information and/or seeking input when no decision is being made.
- **Consent** items are items that have been approved by one unit (an enterprise committee or a department), but the authority to decide rests at a different level. Unit leader(s) may send the proposal to the higher level as a matter of consent, in which case the decision is approved unless some member of the higher unit objects within a set time frame.
- **Decision**: Sometimes units develop proposals that need information and approval from others. They send their ideas to other units for feedback and to the

appropriate unit for a decision. Decision items do not mean that the unit has final authority, but rather that approval from that unit is needed before a proposal can move forward.
- **Redirection**: Consent items may be moved to decision items as deemed necessary by the committee/council.

For details on the types of business likely to be inform/input, consent, or decision, as well as where final approval lies, see the "Decision Matrix" document.

Below is an overview of the general process used for workflow in an attempt to maximize clarity, efficiency, and communication.

- Proposals, discussion items, forms, and other orders of business will be housed and submitted using the faculty-governance website/drive.
- New business (ideas, proposals, etc.) can be brought forward by anyone at the university (faculty, administration, department, etc.).
- After any relevant departmental considerations, new business will then move to the appropriate committee(s) within the appropriate enterprise(s). If the business is relevant to more than one committee, then both can consider it concurrently.
- Upon approval at the enterprise-committee stage, business will progress to the university-wide council level as either an inform, consent, or decision item as appropriate.
- Business will then be conducted in the same manner as at the committee level as needed and passed on to the ALT and/or AGG as appropriate.
- If at any point a piece of business is not approved or moved forward, it will return to its originators for revision with constructive feedback or may be set aside or discarded.
- Reporting of the work and business of each committee/council at each level will be given at the regular enterprise-wide meetings and logged on the governance website.
- In addition, business in the pipeline and decisions that have been made will be kept updated on the faculty-governance website.

This process aims to ensure transparent and efficient handling of proposals and business within the university's governance structure.

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Approval Process for Academic Programs and Policies

Guiding Principles

Working effectively in academic governance requires careful and regular attention to these issues:

- The university's mission
- The financial results of proposals
- The impact on student learning and spiritual growth
- Communication with the other "stakeholders" in the governance process
- Strategic goals of the university

Faculty members individually and corporately have major responsibilities in developing and processing program and policy proposals. Colleges, academic departments and schools, committees, and councils process ideas that arise from any source.

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.

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 board chair consults with the president to determine proposals that warrant discussion by the academic-affairs committee of the board and the full board.

University Standing 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 opportunities for full discussion and fact-finding before presentation to the university-wide councils or ALT and final action.

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General procedures for committees are as follows:

- Members are appointed by the academic affairs office in consultation with the academic leadership team (ALT).
- Committee chairs may be chosen by the vice president of academic operations/provost and approved by the academic leadership team.
- All committee meetings are scheduled by the chair.
- Committee minutes are to be distributed to the academic-affairs office and committee members, with minutes also posted electronically so that they are available to all members of the faculty.
- Committee recommendations and action items may be forwarded to the consideration of the university councils and the academic leadership team for further consideration and discussion.
- Committee agendas may come from the vice president of academic operations/provost, academic deans, committee members, or individual faculty members.
- Committees should be composed of at least five faculty members unless committee guidelines state otherwise.

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.

Academic (Graduate) Standing Committee

This committee is responsible for reviewing graduate-student appeals of academic standing. Appeals are limited to questions concerning proper use of the process for determining academic standing.

Academic (Undergraduate) 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 average (GPA) requirements. A representative of the academic affairs office may be included in the membership. See a more thorough explanation of

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academic probation here.

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Admission Committees

A variety of programs have admissions committees that serve as an advisory body to the vice president for enrollment and marketing, 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 admissions decisions. Committees exist for each of the graduate programs and are led by the program director of the respective programs.

Aesthetics Committee

The aesthetics committee develops and maintains a consistent and coordinated university image through campus aesthetics. The Chair and committee membership are appointed by the VP of Enrollment and Marketing. Faculty representatives are appointed by the vice president of academic operations/provost. This committee reports to the VP of enrollment and marketing.

Assessment Committee

The assessment committee designs and oversees the overall university assessment structure, evaluating department assessment plans and processes against outcome assessment best practices.

Athletics Committee

The Athletics Committee acts in an advisory role, processing initiatives and changes.

Brandt Art Fund Committee

The Brandt Art Fund committee manages and maintains the GFU art collection, exhibits, and visiting artists; establishes the guiding philosophy and governance for the collection, coordinating with the university community on art selection and placement; and oversees the art collection budget. This committee reports to the chief financial officer and executive vice president of operations.

Cornerstone Core Committee

The Cornerstone Core committee oversees, assesses, and manages the on campus (non-honors) general-education curriculum at GFU. This committee considers

for changes to the curriculum as well as new proposals for exceptions to general-education requirements that are not covered by previously established procedures. The committee sets processes and procedures for maintaining consistency and quality across the Cornerstone Core, including oversight of assessment processes for Cornerstone outcomes. This committee also sets strategic objectives related to Cornerstone integration of faith and character, and faculty development for Cornerstone faculty. Reports to the executive dean of the cultural enterprise.

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 scholars of the year.

Financial Aid Committee

The financial-aid committee reviews suggested policy changes involving institutional aid and considers appeals from students who have not been making satisfactory academic progress. Chair and membership appointed by chief financial officer and executive vice president of operations and the vice president of enrollment and marketing. Faculty representatives appointed by the vice president of academic operations/provost. Reports to the chief financial officer and executive vice president of operations.

Institutional Diversity Committee

The institutional-diversity committee provides strategic direction in developing and overseeing initiatives furthering institutional-diversity efforts. Faculty representatives are appointed by the chief diversity officer in collaboration with the vice president of academic operations/provost and the academic-leadership team. “The Institutional Diversity Committee seeks to embed the values of diversity throughout the university through pursuing inclusive excellence. Inclusive excellence is the recognition that our success at spiritual, academic, and professional preparation of our students is dependent on the values of diversity, equity, and inclusion being embedded into all aspects of university life. In addition, as a Christ-centered community, we seek to be a multicultural community committed to God’s vision for shalom in our community, nation, and world.” In addition to staff and administrators, one faculty member from each enterprise will be nominated to the committee.

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Institutional Review Board: Animal Care Committee

This committee evaluates and approves laboratory protocols involving the use of animals. to meet required regulation under the law and to comply with our Quaker Values. This committee reports to the vice president for academic operations (VPAO/Provost).

Institutional Review Board: Human Subjects Research Committee

This committee ensures that researchers follow accepted ethical standards when conducting human research. Reports to vice president for academic operations (VPAO/Provost).

Mission Fulfillment/Element Teams

Mission-fulfillment teams review data associated with mission-element objectives and make recommendations based on their data analysis. There are five teams: mission-fulfillment leadership team, Christ-centered-community mission-element team; think-with-clarity mission-element team; act-with-integrity mission-element team; and the serve-with-passion mission-element team. Mission-element teams are led by the executive director of institutional effectiveness and report to the vice president of academic operations/provost.

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.

Safety Committee

The safety committee works to meet OSHA regulations and ADA requirements, establishes accident- investigation procedures, reviews all accidents and recommends preventative action, establishes employee reporting processes for hazards, evaluates safety accountability, and recommends improvements to meet ADA standards. Chair and membership appointed by chief financial officer and executive vice president of operations. Faculty representatives appointed by the vice president of academic

operations/provost. Reports to the chief financial officer and executive vice president of operations.

Sexual Misconduct CARE Team

The George Fox Campus Awareness, Response and Education (CARE) team's purpose is to lead and support our campus in pursuit of being a Christ-centered community that fosters a safe living, learning, and work setting for students, employees, and visitors, free of harassment, discrimination, and violence. Faculty representation will be on a rotating basis. Reports to the vice president of student life.

Space & Projects Committee:

The Space & Projects Committee reviews ongoing campus facility needs, makes recommendations, considers space usage, establishes priorities, and manages long range planning issues. The Chair and committee membership are appointed by the Chief Financial Officer and Executive Vice President of Operations. This committee reports to Chief Financial Officer and Executive Vice President of Operations.

Student Life Appeals Board

This board hears appeals from students who have been suspended for non-academic reasons. Reports to the vice president of academic operations/provost and vice president for student life.

Student Support Network

The student-support network identifies struggling students and provides timely intervention. The chair and membership are appointed by the vice president for student life. Faculty representatives are appointed by the vice president of academic operations/provost. This group reports to the vice president for student life.

Study Abroad Committee

The study-abroad committee distributes information, coordinates activities, provides direction to exchange programs, and formulates policy, including those associated with our sister-school relationships. The director of study abroad serves as chair. Reports to VPAO/Provost.

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Teacher Education Committee

The purpose of the Teacher Education Committee (TEC) is to review student data to determine if students meet the criteria to be admitted to the undergraduate teacher-education program. This committee seeks to understand, along with student data, the whole student in approaching decisions. During each meeting, the team reviews data to verify that students in the program are continuing to meet the requirements. When a student is not admitted or is not meeting the requirements, the TEC sends the communication to the student. The team also works through the appeals process when a student appeals a decision directly related to the undergraduate teacher-education program.

Thriving Student Experience

The thriving-student-experience committee focuses on fostering connections and promoting student well-being at George Fox University. This committee seeks to create a holistic college experience rooted in the university's mission, through moments of connection and care for students, from initial inquiry to long-term alumni engagement. Leveraging existing data, the committee improves student processes, expands operational practices, and inspires students to become active stakeholders in the institution.

Part Three: Conditions and Benefits of Faculty Service

ACADEMIC FREEDOM

George Fox University is committed to both protecting and furthering an environment in which faculty have the freedom to pursue truth in the context of a Christ-centered institution.

George Fox University was founded in 1891 as a liberal-arts college within the framework of the Christ-centered Quaker tradition, a tradition that finds its roots within the context of people seeking truth in a variety of avenues and inquiry. It is to this end that the university seeks to uphold the basic tenets of a liberal-arts education by providing faculty with the measure of academic freedom necessary for them to engage fully in their academic endeavors.

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The proper use of academic freedom calls us to high standards of personal and professional responsibility and teaching competence, while offering the crucial support and protection necessary to carry out that calling. Freedom in what can be explored is not a license for what can be advocated. An inevitable tension exists for Christians seeking to balance their faith with a responsible exploration of the world. As members of George Fox University, we recognize the importance of freedom to investigate. As members of a Christian community, our calling is to advocate and live a Christian vision of the human experience amid the fallenness that we encounter in our studies. Our understanding of that vision is rooted in Scripture and is guided by the witness and ongoing influence of the Holy Spirit. George Fox's "Statement of Faith" and "Mission Statement," which reflects the historic faith tradition of the Northwest Yearly Meeting of Friends church (Quakers), provides further guidance on the application of Scripture in key areas of belief and lifestyle at George Fox. Academic freedom exists within the framework of these core beliefs and commitments and because of them.

The generally accepted definition of academic freedom is set forth in the American Association of University Professors (AAUP) 1940 statement on academic freedom, which declares:

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

The university recognizes that the AAUP statement provides an important pillar on which to rest its commitment to academic freedom, but it is not enough. The university and its faculty affirm the exemptions set forth in the AAUP statement (1940),

sub-paragraph b. It is also important to fully integrate George Fox University's mission as a Christian liberal-arts institution with the concept of academic freedom. Whether in scholarship, teaching, or service, the university recognizes the importance of integrating the role of faith and one's intellectual inquiry. Academic disciplines are intertwined with faith, which allows for the pursuit of truth that more fully reveals God and His creation. Consequently, the primary institutional objective is to teach all truth as God's truth, integrating all fields of learning around the person and work of Jesus Christ. This pursuit of truth affirms that all faculty have freedom of academic inquiry, even if it leads to areas deemed controversial, within the limitations described herein.

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 faculty 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 negotiating with prospective faculty members lies with the executive deans with the assistance of the vice president for academic operations. The executive dean reports vacancies to the vice president for academic operations, provides a "needs" assessment, prepares a suggested position announcement for submission to the vice president for academic operations, and assists in the screening of applicants. The executive dean answers inquiries and mails position announcements. All vacancies or new positions require a national search, except by permission of the vice president for academic operations. Search committees are appointed by the college dean and should include members from the department conducting the search and at least one faculty member from outside the department conducting the search.

Upon the invitation of the executive dean, prospective faculty members may visit the campus to confer with 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 executive dean may recommend to the president employment of a prospective faculty member. 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.

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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.

GUIDELINES AND STANDARDS FOR APPOINTMENT OF FACULTY

Guidelines for the Appointment of Faculty

- The president of the university appoints the faculty in accordance with the procedures outlined in the faculty handbook.
- 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.
- As maintained by the Employee Handbook, 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.

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 alternatively 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.

Standards for the Appointment of Faculty

Candidates for tenure-track positions should:

- 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.
- embrace the mission of George Fox University.
- 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 agreed-upon period.
- have a record of teaching effectiveness, professionalism, and concern for students, other faculty, and community members as persons.
- demonstrate a commitment to academic excellence and the maintenance of high academic standards.
- demonstrate a commitment to the integration of Christian faith and learning.
- have the preparation necessary for a life of scholarship and have identified scholarly interests.
- demonstrate a commitment of service to the university, church, and community.

Candidates for non-tenure-track positions generally should:

- 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.
- embrace the mission of George Fox University.
- hold the appropriate degree for the position and/or relevant professional experience.
- have a record of teaching effectiveness, professionalism, and concern for students, other faculty, and community members as persons.
- demonstrate a commitment to academic excellence and the maintenance of high academic standards.
- demonstrate a commitment to the integration of Christian faith and learning.

THE EFFECTIVE FACULTY MEMBER: A GEORGE FOX UNIVERSITY PROFILE

Expectations of All Faculty

Faculty members at George Fox University are expected to meet the following expectations:

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

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Expectations of Faculty in Tenure-Track Positions

Faculty members in tenure-track positions at George Fox University are expected to meet the following criteria:

- Hold the terminal degree in their respective field.
- Be active participants in professional organizations and attend relevant professional meetings.
- Actively engage in church activities.
- Fulfill all tasks specified in their employment contract.
- Meet high expectations in teaching, scholarship, professionalism, and service.

The university places a strong emphasis on attracting, nurturing, and retaining exceptional tenured and tenure-track faculty members who play a central role in fulfilling its mission. To be hired and have their contracts renewed, faculty in these positions are expected to consistently meet these criteria.

Teaching

Key Themes

Each faculty member is expected to:

- Create a classroom or educational environment that promotes engaged learning and academic excellence.
- Integrate Christian practices and philosophies into teaching pedagogy.
- Demonstrate how their life in Christ and Christian practices permeate their curriculum and course instruction.
- Show respect and appreciation for students, other faculty, and community members.
- Communicate clearly and accurately in the classroom.
- Possess a deep understanding of their field and stay up to date in their discipline.
- Exhibit enthusiasm for the subject matter and establish a culture of learning.
- Continually study and implement effective pedagogical methods and materials in their field.
- Engage in advising and mentoring students, empowering them toward academic, professional, and personal life goals.

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Definitions

Effective teaching is characterized by the following:

- Self-awareness and adaptation: Faculty members need to be aware of their strengths and weaknesses and develop an approach to instruction that recognizes these through a faculty growth plan (FGP).
- Student awareness and adaptation: Faculty members should be able to recognize differences in student needs and abilities and reasonably adapt to these differences.
- Purposeful instructional design: Course structure, materials, assignments, and objectives are research-supported and/or evidence-based in relation to the field of study.
- Effective instructional delivery: Faculty members employ evidence-based best practices in teaching, department curriculum, and/or Cornerstone Core curriculum.
- Continuous improvement of student learning: Faculty members gather, evaluate, and take action on feedback regarding student ability to understand, retain, and transfer course concepts and content.

Assessment

- Teaching evaluation rubric with assessment methods (see Appendix G)
- Faculty review processes (e.g., FGP review, 3rd/6th-year review)

Scholarship

Key Themes

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

- 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.

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Definitions

Scholarship is necessarily individualized, as each faculty member pursues their specialty and interacts with other professionals in their 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 effectively describe past and current scholarly activities in their 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 qualified to judge the quality of the work. Evidence of peer acceptance includes 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 demonstrated by regular contributions to one's profession.

Assessment

Departments determine and define their own evaluation metrics for scholarship. Examples of these can be found in Appendix G. General examples of what is considered scholarship are:

Activities: Actions/pursuits specific to the scholar's discipline, area, and giftedness, which advance the scholar's profession and are expressed in a sustained pattern.

For example: Engaging in professional-advancement activities, conducting research projects, writing book reviews, writing accreditation reports, serving as an accreditation site visitor, presenting at conferences, among many other examples.

Artifacts: Products of scholarly activities, specific to the nature of the scholar's discipline and which advance the scholar's profession.

For example: Peer-reviewed or non-peer-reviewed published media, both print and electronic, journal articles, artistic expressions, among many other examples.

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 the evaluation of

teaching rather than scholarship. As a general rule, teaching is focused within the department(s) of employment, while scholarship has an external focus, whether to other academic areas within the university or outside the university.

Service

Faculty should demonstrate a sustained pattern of professional, institutional, and community contribution beyond their contractual obligations that is developed in consultation with deans, chairs, and/or program directors. Service requirements should be fluid and encompass all opportunities based on a faculty member's role, workload, and calling. This will be evidenced through self-reported narratives in the faculty growth plans over time and formally documented in third and sixth-year review portfolios and promotion assessments. New faculty are not expected to serve their first year (beyond their contractual obligations).

Service should be:

- Variegated: The faculty member may participate in a broad variety of service activities.
- 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.
- Documented: The faculty member should document service (e.g. narrative, list, spreadsheet, etc.). Minimally, service activities should be documented by self-reporting in the review portfolio; when possible, activities should be documented as well by external confirmation.
- Sustained: Service should be an integral part of the faculty member's life within her or his community. Documentation, therefore, should reveal a sustained pattern of service.

Note: Service is generally considered pro-bono, but some cases may exist where compensation is granted for certain service activities.

Some characteristics of service include (but are not limited to):

- takes part in the spiritual life of the community, e.g. through individual mentoring, chapel participation, Life Groups, residence hall events, and/or other activities focused on prayer, communal worship, service trips, or spiritual development
- assumes appropriate leadership roles in department, enterprise, and university-wide faculty and employee meetings
- serves on standing committees when appointed or elected
- participates in annual assessment reports and multi-year program review report preparation
- participates in task forces, search committees, program development and assessment teams, and other ad hoc working groups

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- participates in the community and church, and as appropriate through global missions, church activities, civic organizations, pro bono services, interprofessional service, public causes, lectures, professional coaching, etc.
- participates on occasion in recruiting events (e.g. Fridays@Fox, Bruin Preview, Open Houses, Scholarship Summit, etc.) and other public relations efforts of the university
- participates in local, national, or international associations, conferences, boards, and/or foundations
- serves as a peer-reviewer for manuscripts, external tenure review, grant proposal review, etc.
- Faculty are expected to work with their director on the specifics of their particular service trajectory.

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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 faculty members in the adult-degree program, clinical faculty, librarians, temporary replacements, and non-teaching personnel with faculty status. To be hired and the contract renewed year by year, faculty members in non-tenure-track positions should hold the appropriate degree or credentials; meet the expectations of teaching faculty as applicable; meet departmental expectations as to service; 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.

Teaching

Non-tenure-track faculty are held to the same expectations of teaching competency as tenure-track faculty. See above.

Professional Activities (Replaces Scholarship Expectations)

Non-tenure-track faculty are not expected to complete scholarship. Instead, non-tenure-track faculty are expected to engage in professional activities. Professional activities may include traditionally defined scholarship, but expand beyond these. A small sample of examples includes:

- Professional consulting outside the university with businesses, professional organizations, government agencies, or other relevant communities
- Conducting workshops for businesses, professional organizations, government agencies, or other relevant communities
- Networking on behalf of GFU with businesses, professional organizations, and public-benefit organizations and recruiting activities
- Presentations at professional meetings, business organizations, government agencies
- Publishing in academic journals or other scholarly forums
- Publishing in lay-community forums

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Service Clarifications

Non-tenure track faculty will be evaluated on departmental service during the promotion process. They will not be evaluated on university or professional service. Only the minimum number of departmental service hours are needed for evaluation; non-tenure-track faculty are welcome to serve beyond the minimum if they desire, but it won't add to their evaluation.

Details regarding terms and conditions of faculty contracts can be found in the employee handbook.

FACULTY CONTRACTS

The standard tenure-track faculty contract is for 24 credit hours. The hours are spread over the academic year as defined by the Executive Dean of the respective programs, with all contracts beginning on August 15th. To maintain a traditional faculty contract (as opposed to a faculty-administrator contract), faculty load must include 12 hours of teaching. The contracts for non-tenure-track faculty will have a 30-credit-hour teaching load with no expectations for scholarship or service beyond the specific needs of the department.

At the time of initial appointment, salaries are determined by an equity-based process conducted by the office of people and culture, the finance office, and the executive dean of the enterprise. There is a salary schedule that takes into account the degree held, years of relevant service, and rank.

Contracts for Non-Tenured Faculty Members

Issuance of a non-tenured contract for the following academic year does not create any presumption of continuing employment beyond the period of the contract. Renewal of contracts for non-tenured faculty members is at the sole discretion of the university. Contracts for non-tenured faculty members for the following academic year are generally tendered the week following the spring board-of-trustees meeting, but no later than the last business day of March. The university should attempt to notify faculty whose positions are not being renewed prior to that time.

(Please see Appendix A for information specific to library faculty.)

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Contracts for Tenured Faculty Members

Contracts for tenured faculty members being renewed for the following academic year are generally tendered the week following the spring board-of-trustees meeting, but no later than the last business day of March.

Release from or Alteration in Contract

Both a tenure track or non-tenure track faculty contract can be terminated or modified during the term of the contract only as follows:

- by mutual agreement of the university and the faculty member;
- by the university for poor performance or failure to perform the responsibilities of the position;
- 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
- by the board of trustees in the event of financial exigency or university reorganization.

Departures and Resignations

Faculty members who do not intend to accept a contract for the following academic year should notify the VPAO/Provost and department chair in writing as soon as possible.

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; comply with the intellectual property policy, and remove all personal possessions from his or her office.

Non-Tenured Contracts Renewal

The university, at its sole discretion, may choose to offer semester, academic-year, or multiyear contracts to non-tenured faculty members. Renewed academic-year contracts do not imply continued employment to non-tenured faculty, nor does continued employment imply tenure.

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Movement from Non-Tenure Track to Tenure Track

- In the event a faculty member wishes to move from NTT to TT, they should approach their Department Chair, Program Director, Dean and Executive Dean in the Spring.
- The Executive Dean will consult with the Department Chair, Program Director and/or Dean to determine the faculty member's commitment and ability to develop a scholarship agenda as well as the university's capacity to increase the number of TT faculty.
- The Executive Dean will make a recommendation and take it to the Academic Leadership Team who will review the request and make a determination.
- The VPAO/Provost will communicate the change in contract status to the Office of People and Culture.

FACULTY EVALUATION

Faculty members should pursue their vision for teaching, scholarship, and service as applicable through a written faculty growth plan (FGP) developed in consultation with the department chair, program director, or the appropriate administrative officer designated by the college dean. Department chairs and program directors should consult concerning their own faculty growth plans with the college dean or their executive dean.

Each new faculty member should meet with the department chair within their first semester of teaching to develop a faculty growth plan. 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 evaluation and promotion timeline is as follows:

Scheduled Review	Type of Review	Reviewer(s)
Yearly	Annual faculty review for all faculty members (based on FGP.)	Department chair or school/program director or dean
Third year	Required peer review for all faculty members	Enterprise personnel committee

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5th year	Consideration for promotion to Associate Professor. Both TT and NTT faculty.	Executive Dean, VPAO/Provost and President
Sixth year	Tenure/sixth-year review for all faculty positions	Tenure/sixth-year review committee
10th year	Consideration for promotion to Full Professor (tenured faculty)	Executive Dean, VPAO/Provost and President
Every five years	Post-tenure review	Executive dean or delegate
Every five years	Continuing review for non-tenure-track faculty members	Executive dean or delegate

Annual Faculty Review

Each fall, the department chair or program director should conduct an evaluation meeting with each faculty member under his or her supervision. The evaluation includes the review of the FGP and should focus on faculty performance and related accomplishments given applicable expectations and the faculty growth plan. A brief written summary of the meeting should be given to the faculty member and submitted to the executive assistant of the enterprise (for review by the executive dean) and the AAO to become a part of the faculty member's personnel file.

THIRD-YEAR PEER REVIEW

All faculty will be reviewed during the fall semester of their third year of service.

The third-year peer review should be completed, and the report filed with AAO, by November 15th. The peer review should be conducted by the department chair, school or program director (or a substitute selected by the executive dean) and a second member chosen by the reviewee and approved by the enterprise personnel committee. A third member may be added to the review committee at the discretion of the executive dean (to be selected by the executive dean in consultation with the enterprise personnel committee).

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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 Appendix D). 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, and interview colleagues to gather relevant information. Each review-team member should write up his or her summary report, with copies going to the faculty member, the college dean, the enterprise personnel committee, and the department chair, or program director if she or he was not on the review committee. Each summary report should speak specifically to teaching, scholarship, and service and indicate whether professional growth has occurred in each area.

Clarification: Non-tenure-track faculty FGPs should focus on teaching (including faith and learning issues) and service to the department.

At the conclusion of the peer review, copies of all materials should be sent to the enterprise personnel committee for review. The enterprise personnel committee will review the faculty member's materials and letters written by committee members. The committee may meet with the faculty member and/or the executive dean as needed. The enterprise personnel committee will notify the faculty member in writing of the committee's assessment of their progress toward tenure (if eligible). 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 to be considered for promotion and tenure.

Promotion and Tenure/Sixth-Year Review

See sections following on ranks and promotions, and tenure. 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.

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CONTINUING REVIEWS FOR NON-TENURED FACULTY MEMBERS

Faculty Members in Non-Tenure-Track Positions

Faculty members in non-tenure-track positions should be reviewed annually by the department chair, by a peer-review committee in years three and six, and by the dean every five years after the six-year review. If the department chair and the college dean share a concern about the effectiveness of a faculty member, a special review may be initiated by the dean. A faculty member also may request a special review.

Non-Tenured 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. 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. Faculty members who have not received tenure after a continuing review may be terminated or moved to a non-tenure-track position. Faculty members who are outstanding teachers but who have not received tenure after a continuing review may receive multiyear (non-tenure track) contracts with a focus on teaching. Specific load assignments are negotiated with the college dean. Faculty members receiving such multiyear contracts with a focus on teaching should undergo a thorough evaluation by the college dean every three years.

Tools for Evaluation

Tools for evaluation include, but are not limited to:

- **Personnel File:** The vice president for academic operations maintains a personnel file for each faculty member. A faculty member's file is open to him or her; faculty members can contact the AAO for access. 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, every faculty member must submit an updated vitae to the VPAO/Provost for his or her personnel file, adding new publications, memberships, conference presentations, community service, degrees, and so on. The CV will be submitted by 8/15 (the same due date for FGPs and funding requests for professional development and doctoral studies).
- **Student (Course) Evaluations:** A formal procedure by which students evaluate faculty and courses takes place according to the following guidelines:
    - All faculty members at 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 every semester.

    - A summary of the results of each course evaluation is given to the instructor, the department chairperson, the college dean, and the VPAO/Provost for placement in the permanent file. Directors of programs may have access to the evaluations of those they supervise, through their department chairs. 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 evaluations can be initiated at any time by the college dean.
- **Faculty portfolio, Including the faculty growth plan:** See Appendices B and C.

RANKS AND PROMOTIONS

Process

Each spring, the department chairperson, or program director, and the executive dean should meet to identify faculty members whose degrees and experience may meet minimum standards for promotion. In August, the executive dean, in consultation with the vice president for academic affairs, evaluates promotion recommendations and whether promotion should be recommended with or without enterprise-personnel-committee review.

If the executive dean concludes that an enterprise-personnel-committee review need not be required for promotion, the dean should recommend promotion in writing by December 1 to the VPAO/Provost. If enterprise-personnel-committee review is part of the process, the executive dean should, by November 20, consider the enterprise-personnel-committee review result and make his or her recommendation on promotion to the vice president for academic operations. The president and vice president for academic operations should review the executive 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 decision may appeal to the president.

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 later hired into 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 at the Instructor rank.

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

To be considered for the rank of Associate Professor, a non-tenure-track faculty member should have an accepted terminal degree in an appropriate field plus five years of full-time experience as an Assistant Professor, or a master's degree in an appropriate field along with significant professional experience relevant to the position, plus seven years of full-time experience as an Assistant Professor.

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

Assistant Professor of Practice: Assistant Professors of Practice are non-tenure-track faculty who possess the expertise and achievements to provide professional instruction in a manner that brings distinction to the appointing school/college and the university. This title carries a responsibility for maintaining the quality and reputation of the university, including the obligation for departments and schools/colleges to scrutinize appointments and reappointments to professor-of-practice positions with the same care and with the same fundamental principles and procedures as those pertaining to appointments of tenure-track faculty.

Visiting Faculty: From time to time, there is a need to hire a faculty member into a position that is at least half-time but temporary for at least one semester (but not to exceed three academic years).

VISITING ASSISTANT/ASSOCIATE/FULL PROFESSOR

Contract Length and Load: Visiting faculty positions are temporary, and may range in contract length from one semester to three years. Standard teaching load for visiting faculty is typically 30 credit-hours per year, depending on the nature of the position, and is specified at the time of hire. Involvement in scholarship and institutional service depend on the length and nature of the contract and are specified at the time of hire.

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Visiting faculty may be benefits-eligible. Salary is negotiated at the time of hire and may or may not conform to the regular faculty salary scale. Given the short timeline associated with these positions, promotions in rank are not considered.

Ranks: Promotions in rank during the contract are not considered, but faculty who are hired into continuing positions may have time served in the visiting position credited toward promotion and tenure timelines.

- Instructor: Master's degree and relevant professional experience.
- Assistant Professor: Doctoral or accepted terminal degree in an appropriate field required or the master's degree and five years of relevant professional experience.
- Associate Professor: Doctoral or accepted terminal degree in an appropriate field required plus seven years of successful full-time teaching experience. The faculty member will have a record of excellent teaching, outstanding professional activity as defined above, and outstanding service to the community, church, and university.
- Professor: Doctoral or accepted terminal degree in an appropriate field required plus ten years of successful full-time teaching experience. The faculty member will have a record of excellent teaching, outstanding professional activity as defined under expectations of faculty in non-tenure-track positions, and outstanding service to the community, church, and university.

ADJUNCT FACULTY

Qualifications: A master's degree and/or relevant professional experience is required. In specific cases, individuals with a bachelor's degree may teach at the undergraduate level if they have specific experience germane to the course subject.

Contract Length and Load: Adjunct faculty are contracted by course and may continue in their employment for an unspecified length of time, though there is no guarantee of continuing employment beyond the contracted semester. Course contracts are issued every semester.

Adjunct faculty are generally contracted to teach a maximum 9 credit hours per semester. This is the maximum load allowed in total, across all programs and colleges, not within a given program.

Since adjunct faculty may teach in more than one department or program, their title does not include a disciplinary designation.

Adjunct status carries with it no expectations beyond teaching. Adjuncts are welcome to participate in departmental meetings and faculty-development opportunities by invitation. Adjunct faculty are not benefits-eligible. Yearly salary increases are not given to adjunct faculty.

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Other faculty: Librarians (See Appendix A)

TENURE

Introduction

Tenure is a significant aspect of academic life, providing faculty with job security and the freedom to engage in research, scholarship, and the free exchange of ideas. This document outlines the tenure process, criteria, and considerations at George Fox University.

Purpose of Tenure

Tenure at George Fox University serves three primary purposes:

- Preserve Academic Freedom: Tenure ensures that the university remains a place where ideas can be freely discussed, where faculty can explore controversial topics, and where diverse perspectives can be considered without fear of reprisal within the boundaries of the faculty contract.
- Attract and Retain Talent: Tenure is used to attract and retain talented and creative faculty members who are committed to academic excellence and the university's mission.
- Provide Long-Term Employment: Tenure indicates the university's intent to offer long-term employment to highly qualified faculty members.

Basic Qualification for Tenure

To be awarded tenure and to retain tenure, a faculty member in a tenure-track position must:

- Conform to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University.
- Achieved the rank of Associate Professor.
- Hold the accepted terminal degree in their field.
- Complete 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 previously tenured at another institution of higher education. The three-year minimum residency requirement may be waived for an outstanding candidate tenured elsewhere.
- If a candidate is previously tenured and achieved the rank of full professor, they may be considered for both tenure and promotion to full professor according to an expedited timeline determined at time of hire.

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- Demonstrate an outstanding level of proficiency in teaching, scholarship, and service.
- Commit themselves to the long-term success of the university.

Institutional Consideration

- A maximum of two-thirds of full-time faculty across all university programs may be tenured. Faculty members otherwise eligible for tenure may have their applications delayed if this maximum is reached.
- 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 vice president for academic operations (VPAO/Provost).
- The university may designate certain positions as non-tenure-track (NTT). Generally, this determination is made at the time of hiring and is stated in the contract. Faculty members in NTT positions may choose these roles for various reasons, including a focus on teaching rather than pursuing a terminal degree.
- In the event a NTT position should move to a tenure-track position, a rationale should be submitted to the VPAO/Provost, who will consult with the academic leadership team to render a decision.

Sixth-Year/Tenure Review Procedures

- Before September 15, a peer tenure-review committee is formed, consisting of one member from the candidate's department, a tenured faculty member chosen by the candidate, a tenured faculty member chosen by the VPAO/Provost, and the executive dean.
- The candidate prepares and submits an electronic copy of the faculty portfolio.
- The committee conducts interviews, reviews the portfolio and student evaluations of the previous three years, interviews colleagues, visits classes, studies the candidate's essay, and examines other relevant materials.
- Each committee member prepares a written analysis (without the names of interviewees) and submits it to the committee chair by November 15.
- The chair submits the evaluations to the enterprise personnel committee (EPC).
- The EPC assesses whether the candidate meets the criteria for tenure. If the candidate is recommended for tenure, the EPC shares the recommendation with the candidate, college dean, executive dean, and VPAO/Provost by December
  15. If not recommended, the candidate may be retained on an academic-year contract and may reapply for tenure.
- For faculty receiving a 6th-year review (tenure and non-tenure track), they will receive individual letters from each member of the peer-review committee. Additionally, they will receive one letter from the EPC providing a more comprehensive review.
- If the candidate receives a positive EPC recommendation and chooses to apply for tenure, they submit a written request to the VPAO/Provost.

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- The VPAO/Provost reviews materials and forwards the EPC and VPAO/Provost recommendations to the President.If the VPAO/Provost and EPC disagree on the recommendation, they should meet to discuss the candidate.
- Dissatisfied faculty members may appeal to an ad hoc committee of the personnel council. The committee reviews the recommendations and related materials, making a recommendation to the VPAO/Provost and president.
- The president reviews the materials and makes a written recommendation for or against tenure. The recommendation is submitted to the academic affairs committee of the board of trustees.
- The academic affairs committee of the board of trustees reads the materials, meets with and interviews the candidate, and makes its recommendation to the full board.
- The board of trustees grants or denies tenure. If tenure is denied, the candidate is provided with reasons for the denial.

Termination of Tenure

Tenure can only be revoked by action of the Board of Trustees and may occur for various reasons:

- Voluntary resignation of the faculty member.
- Retirement.
- Layoff due to discontinuance of the major program of the tenured faculty member.
- Layoff due to financial exigency of the institution as determined and declared by the Board of Trustees.
- For cause, including significant decline in performance, failure to meet Professional Improvement Plan expectations, immoral behavior, or conviction of a felony.
- 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.

Procedure for Revocation of Tenure

- Revocation of tenure in cases of resignation, retirement, discontinuation of a major program, and declaration of financial exigency is automatic and follows Board policy.
- Revocation of tenure for behavior, belief, or lifestyle issues is recommended by the President to the Board of Trustees or its Executive Committee.
- Revocation of tenure for decline in performance, professional incompetence, or failure to perform responsibilities is recommended to the President by the department chair, VPAO/Provost, or the President after consultation with relevant parties.

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Conclusion

Tenure at George Fox University is designed to promote academic freedom, attract and retain talented faculty, and ensure long-term employment for highly qualified individuals. It follows a structured process and criteria to evaluate faculty members for tenure, with mechanisms in place for appeals and reviews. Termination of tenure is rare and requires specific justifications and actions by the board of trustees.

ABSENCES AND LEAVES

General Policies

The George Fox University employee handbook contains standard policies and procedures related to absences and leaves, and it can be accessed on the office of people and culture (human resources) department web page: **employee handbook.** Specific details about paid time off, including sick leave, parental leave, bereavement leave, and other types of paid leave, are available in the paid-leave section of the employee handbook. To ensure that faculty members receive all applicable benefits and support for their leave needs, faculty should contact the people and culture department in a timely manner.

Absences

- Faculty members who are aware of upcoming absences should collaborate with their department chair to make arrangements for coverage of their classes or responsibilities.
- If a leave is foreseeable, faculty members must provide written notice to their supervisor and the people and culture department at least 30 days before the leave is scheduled to begin.
- For faculty administrators: employees or supervisors of employees who will be absent for more than three consecutive days are required to contact the people and culture department to discuss protected leave options and related matters.

These policies are intended to provide guidance to faculty members regarding absences and leaves, and they are part of the broader set of university policies outlined in the employee handbook. Faculty members are encouraged to review the handbook for comprehensive information on this topic and others related to their employment at George Fox University.

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DEVELOPMENT AND GROWTH OPPORTUNITIES

George Fox University is deeply committed to fostering the development and growth of its faculty members, recognizing that this commitment is essential to assisting faculty in their journey toward becoming exemplary Christian teachers, scholars, and servants.

Professional Development Funds

The university allocates resources to support faculty members' development, in alignment with the objectives outlined in their faculty growth plans (FGPs). It's important to note that these resources are not an entitlement but rather a privilege, and the university views them as an investment in both the faculty member's future and the institution's mission. Therefore, requests for professional-development funds are evaluated with careful consideration of the faculty member's FGP. Faculty members must demonstrate that these funds have been used for the specific purposes described in their requests.

The overarching goals of faculty-development activities are as follows:

> Assisting professional development: Activities should facilitate the faculty member's professional growth.
> Strengthening the university: Faculty development should contribute to the overall strength and quality of George Fox University as a Christian higher- education institution.
> Thoughtful stewardship: Faculty members are encouraged to demonstrate prudent stewardship of their abilities and the trust placed in them by the institution.

The development program aims to nurture growth in the following areas:

- Teaching excellence: Encouraging deliberate enhancement of teaching abilities.
- Scholarship: Promoting scholarly activities, especially creative work shared with peers, involving students, or enhancing teaching.
- Integration of faith and discipline: Encouraging scholarship that enriches the integration of Christian faith with the discipline of study in the classroom.
- Leadership roles: Fostering faculty members' leadership roles that contribute to their personal development and advance the university's mission.

Funding opportunities are available for various purposes, including but not limited to:

- Professional memberships: Supporting memberships in professional organizations that directly contribute to achieving FGP goals.
- Journal subscriptions: Covering the cost of subscriptions to professional

journals that align with FGP objectives.

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- Conference participation: Enabling faculty attendance at conferences, covering expenses such as travel, meals, accommodations, and registration fees.

These opportunities are designed to empower faculty members to grow and excel in their roles as educators and scholars while contributing to the advancement of George Fox University's mission and values. Faculty members are encouraged to engage with these resources and leverage them in their pursuit of excellence.

SABBATICALS

Definition and Purpose

A sabbatical is a paid leave of absence granted to faculty members for the purpose of engaging in professional activities that align with their faculty growth plan (FGP). The primary objectives of a sabbatical are to support activities that contribute to teaching, scholarship, and the faculty member's service to the university.

Eligibility

To be eligible for a sabbatical, a faculty member must meet the following criteria:

- Have served George Fox University with a full-time teaching load for a minimum of six years.
- Have attained the rank of Assistant Professor.
- The application process typically occurs during the faculty member's sixth year of service, and if approved, the sabbatical is granted during the seventh year.
- Upon returning from a sabbatical, the faculty member begins a new period of service to accrue time toward renewed eligibility.

Criteria for Granting Sabbaticals

The university considers various factors when determining whether to grant a sabbatical, including:

- The value of the proposed activity to the university.
- Whether the applicant has sought external funding for the sabbatical.
- Teaching-load constraints in the specific department.
- The order in which sabbaticals are taken, particularly if multiple faculty members within a department are seeking sabbaticals.

Financial Terms of the Sabbatical

Faculty members may request the following financial terms for their sabbatical:

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- Full salary for a sabbatical of one semester.
- Two-thirds salary for a sabbatical of two semesters.

During the sabbatical, all fringe benefits are provided by the university, and normal salary deductions continue.

Recipients of sabbaticals are required to sign a two-year commitment to the university, covering the sabbatical year and the following year of service.

Application

To request a sabbatical, faculty members should submit a sabbatical plan that aligns with their faculty growth plan to the vice president for academic operations (VPAO/Provost) by October 1 of the academic year preceding the requested sabbatical year. The sabbatical plan should include:

- Dates of the requested sabbatical.
- A description and details of the proposed activities.
- Current curriculum vitae and faculty growth plan.
- Any outside employment during the sabbatical.

The submission of a sabbatical plan constitutes the application for a sabbatical. The office of academic affairs reviews sabbatical plans annually and makes recommendations to the president. Applicants are typically notified of the acceptance or rejection of their sabbatical plan by January 15.

Sabbatical Proposal Format

A sabbatical proposal should include the following elements:

- Faculty member's name.
- Title and type of proposal.
- Purpose of the project and expected outcomes.
- Description of methodologies.
- Summary of applicability to scholarship standards within the field.
- Statement on how the project will enhance professional development.
- Project schedule, including pre-sabbatical preparation and anticipated completion date.
- Description of how the faculty member's regular course load and responsibilities will be redistributed within the program, including an estimate of adjunct costs to cover the faculty member's courses.
- Current curriculum vitae and faculty growth plan as an appendix to the proposal statement of effect on the workload.

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Report

Within two months of returning to academic duties at the university, the sabbatical recipient should submit a report detailing their sabbatical activities to the VPAO/Provost. This report should include a description of completed activities or parts of the project, any ongoing modifications, and the impact of the sabbatical on their work.

PROFESSIONAL SUPPORT

Conference Participation

Funds are available through the faculty development program to assist faculty members with conference presentations and attendance that align with their stated objectives for scholarship or teaching in their faculty growth plan (FGP). To apply for conference support:

- Faculty members can access the electronic submission form in August for the September 1st deadline.
- A current faculty growth plan and curriculum vitae must be on file for the request to be considered.

Professional Memberships

Support for professional memberships is available through the faculty-development program. To request funding for professional memberships:

- The academic-affairs office provides an electronic submission form available in August with a deadline of September 1st.
- Faculty members must have a current faculty growth plan and curriculum vitae on file for the request(s) to be considered.

Faculty Summer Research Grants

The faculty-development committee administers a faculty research grant program aimed at providing financial assistance for summer research and writing. This program supports faculty in pursuing research projects during the summer months.

Faculty Research Leaves

Faculty members seeking research leaves can submit their applications to the faculty-development committee, which reviews the applications and makes
recommendations to the academic-affairs office. The final decision regarding research leavesresearch or complete a project, it can be included in the proposal for funding.

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- Photocopying: Expenses related to photocopying materials necessary for the research or project can be included in the proposal.
- Travel to archives, museums, libraries, or labs: If the research or project necessitates travel to archives, museums, libraries, or laboratories, the associated travel expenses can be requested as part of the proposal.
- Permissions fees: If the research involves obtaining permissions to use copyrighted materials or proprietary data, the associated fees can be included in the proposal for funding.

Faculty members should ensure that their proposals clearly outline how the requested funds will be used to support their research or project, and how these activities align with their professional development and growth as specified in their faculty growth plan (FGP).

Ongoing Professional-Development Offerings

The academic-affairs office at the university provides ongoing professional development opportunities for faculty members. These opportunities include:

Doctoral-studies support: Faculty members are expected to have an earned doctorate or an appropriate terminal degree in their field. Those faculty members who do not have a terminal degree upon hiring are expected to pursue the appropriate degree. Limited financial support is available from the university to assist faculty members in their doctoral studies. To be eligible for this support, faculty members must:

- Be enrolled in a degree program.
- Be actively engaged in their program.
- Be in good standing within their program.
- Pursue a degree program that is relevant to their teaching responsibilities and approved by the vice president for academic operations (VPAO/Provost).

Support for pursuing terminal degrees must be integrated into a faculty member's growth plan. The total support for pursuing terminal degrees is capped at a maximum of $5,000. The availability of funds and the number of faculty members requesting support will determine the amount available in a given year. It is important to note that the university cannot guarantee the availability of this support.

If a faculty member completes their doctorate after August 15th during the traditional academic year, they will receive a stipend to bridge the gap until their new contract is issued. The amount of the bridge stipend varies depending on whether the doctorate is completed during the fall or spring semester.

Inclusion criteria: *The policies and procedures mentioned above apply to faculty members who teach in the traditional graduate and undergraduate programs.*

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Professors teaching in separate business units of the university, such as George Fox Digital and Adult Degree Programs, may have distinct contracts and expectations.

Faculty members interested in doctoral-studies support can expect to receive a doctoral-studies request form in August of each year, with a due date in early September.

Faculty Administrators

Definition:

Faculty administrators are members of the university faculty whose load credit for administrative responsibilities exceeds their load credit for teaching. When a full-time faculty member's administrative responsibilities exceed 50% of a full-time load (e.g., if a faculty member on a 24-credit-hour contract has 13 or more hours of administrative load), they will transition to a faculty-administrator contract. Appointment as a faculty administrator is at the discretion of the vice president for academic operations (VPAO/Provost) and the president and is generally applied to ongoing administrative positions. It is not intended for situations in which a faculty member's administrative load exceeds half-time for up to two years.

The conditions and benefits of faculty service outlined in Part III of the faculty handbook apply to faculty administrators, with exceptions as noted below.

Responsibilities of Faculty Administrators:

The specific responsibilities of faculty administrators can vary depending on the nature of the program and administrative position. In general, faculty administrator responsibilities include:

- **Setting program vision:** Collaborating with the college dean and advisory boards to set the vision and direction for the program. This vision encompasses short and long-term program goals, considering national professional trends, local opportunities, the mission of the university and college, and faculty and university strengths.
- **Program leadership:** Leading the assessment and continuous improvement of a high-quality program. This involves providing leadership, administrative oversight of program administrators, faculty, and support staff, and participating in curriculum development.
- **Spiritual wellness:** Encouraging the spiritual wellness of both faculty and students within the program.
- **Financial oversight:** Maintaining the overall financial health of the program. This includes working with marketing and admissions to ensure the enrollment of

qualified students, cooperating with university advancement to pursue external funding, and managing resources such as budgets, equipment, and facilities.
- **Faculty development:** Developing and maintaining a qualified faculty, including full-time and part-time faculty members. This involves recruitment, faculty-development initiatives, and annual faculty reviews.
- **Accreditation compliance:** Ensuring compliance with accreditation standards. This includes record-keeping, required reporting, maintaining published materials like the program's website and student handbook, and acting as the liaison to the accrediting agency.
- **General administration:** Handling general administrative duties, such as managing faculty loads, budgeting, adjunct-faculty recruitment, supervising support staff and graduate students, representing the program to the community, and performing other duties as assigned by the college dean.

Tenure for Faculty Administrators:

Faculty administrators who are tenured at the time of their appointment retain their departmental tenure. However, tenure does not apply to the administrative portion of the administrator's load.

Faculty members appointed to faculty administrator positions who were previously in tenure-track academic positions will continue to accrue credit toward tenure based on the percentage of their load spent on teaching. Faculty administrators reviewed for tenure will undergo the same tenure-review process as traditional faculty members.

Teaching, Scholarship/Program Development, and Service:

If teaching is part of a faculty administrator's load, the teaching expectations are the same as those for all faculty members.

Scholarship expectations and individual/program goals are included in the job description at the time of appointment and are reviewed annually by the college dean.

Service expectations are the same as those for all tenure track faculty members.

Ranks and Promotions:

Faculty administrators hold faculty rank and are awarded faculty rank at the time of hire, consistent with their previous rank as a faculty member or the rank appropriate for faculty with similar experience, responsibility, and performance.

Faculty administrators may pursue rank advancement by demonstrating excellence in faith integration, teaching, scholarship, and service according to the standards for promotion and tenure.

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The executive dean or supervisor will assess the faculty administrator's performance and, if appropriate, submit the recommendation for promotion to the vice president for academic operations (VPAO/Provost), who will consult with the president. The president will make the final assessment and recommendation to the board of trustees.

Contracts:

Faculty administrators work under contracts issued by the academic-affairs office (AAO) in collaboration with the office of people and culture.

Compensation terms and factors determining the annual salary, if deviating from the faculty salary chart, will be specified in writing and included in the faculty administrator's file upon hiring.

Faculty administrators' salaries are not affected by changes in rank. If a faculty administrator returns to the faculty, they will return to the faculty salary chart and receive credit (i.e., steps) for their experience as a faculty administrator.

Evaluation of Faculty Administrators:

While holding faculty status, faculty administrators will develop their faculty growth plan in collaboration with their executive dean and will be evaluated for the attainment of administrative goals, as well as expectations for teaching and scholarship.

The goal of the evaluation process is to provide regular feedback to faculty administrators to support and improve their performance of responsibilities.

Sabbaticals and Other Terms of Service:

Faculty administrators are not eligible for sabbaticals because their primary assignment is administrative. However, if they engage in scholarship, they may be eligible for support programs for regular faculty members, such as travel funds, load release for scholarship, faculty research funds, etc.

Committee-service expectations are prorated based on their relative teaching load.

Faculty administrators are not eligible to serve on enterprise councils or the enterprise personnel committee, but are eligible to vote for faculty offices.

Faculty administrators are required to attend faculty retreats, commencement exercises, convocations, and other faculty events.

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Faculty Administrators Who Become Regular Faculty Members:

With the approval of the executive dean and the VPAO/Provost, faculty administrators may leave their administrative positions and become regular, full-time faculty members. Such a change is not guaranteed, but may occur if there is an opening in the field related to the faculty administrator's background, and if the change is approved by the executive dean/dean and VPAO/Provost.

Faculty administrators who become regular faculty members will continue in their current rank and become eligible for promotion and tenure (if the position is tenure-track) following the same procedures as all regular faculty members. They are encouraged to consult with the personnel council for guidance in this transition.

University Administrators:

Definition:

University administrators are full-time administrators whose sole responsibility is administration. If a university administrator wishes to teach, they require approval from their supervisor. Teaching must occur outside of their full-time administrative responsibilities and may be compensated at the adjunct-faculty rate.

Contract:

University administrators are at-will employees and are not on contract. Academic administrators do not hold faculty positions; therefore, their salary and annual evaluation are handled through the university processes designed for administrators.

Faculty Development Funds:

University administrators are not eligible for faculty-development funds, and they are not required to submit a faculty growth plan. University administrators manage their own budgets, including professional development funds necessary to serve the university.

Rank & Promotion:

Similar to faculty administrators, university administrators retain the tenure-track status they had before assuming their role as a university administrator. They also retain the rank achieved at the time of their transition to a university administrator. They are eligible for rank advancement if they demonstrate exceptional performance in faith integration, teaching, scholarship, and service.

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Benefits:

University administrators earn vacation time and should use it in accordance with the employee handbook.

Evaluation:

Performance is evaluated through the university evaluation process.

Responsibilities:

- University administrators hold senior-level positions in each of the enterprises or other operating groups. Their responsibilities include:
    - Setting the vision and direction for their program areas, including short- and long-term program goals.
    - Supervising deans and program directors in their respective enterprises or areas of responsibility.
    - Encouraging spiritual wellness of faculty and students.
    - Maintaining the overall financial health of their enterprise/program areas, including working with marketing and admissions, cooperating with university development, and managing resources.
    - Ensuring compliance with accreditation standards, including program alignment with the mission and vision of the university.
    - Support the vision and strategy of the university as approved by the Board of Trustees.

Emeritus Status:

Granting of Emeritus Status:

The honor of emeritus status for faculty members is carefully and conservatively considered. The vice president for academic operations (VPAO/Provost) and executive deans assess each eligible retiring faculty member and make recommendations to the president. The president, in turn, makes recommendations to the board of trustees through the academic-affairs committee of the board. The President of the University and Board of Trustees have the right to revoke emeritus status for cause.

Service Qualifications:

To be eligible for emeritus status, the retiring faculty member should have given a minimum of 15 years of service to George Fox University at the time of retirement. They should hold the rank of associate professor or professor. Emeritus status may be granted for life.

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Quality of Contributions:

The retiring faculty member should have an exemplary Christian character. They should have a record of excellence in their particular academic discipline. They should have made a significant contribution to the life of the university.

Possible Privileges of the Emeriti:

- Their name may be listed in the university catalog.
- They may be invited to walk in faculty processionals at convocations and graduations.
- They may be invited to general faculty social functions.
- They receive faculty/staff discounts at the university store.
- They receive usual faculty/staff passes to games, plays, and concerts.
- They receive a library card.
- They have access to the Hadlock Center.
- They may be granted short-term use of library research study rooms, subject to availability.
- They receive copies of campus news publications.
- They are granted access to university email.

Faculty Guidelines

Meetings and Organizations:

- Faculty members are expected to attend all regular and special faculty meetings and convocations.
- Faculty members are expected to attend and participate in meetings of their assigned committees.
- Each faculty member is to be familiar with policies and procedures in the catalogs, the student handbook, the faculty handbook, and in communications from the registrar's, academic affairs, and president's offices.
- Advisors or sponsors of classes or groups should attend all business meetings of the organization, maintain close contact with it, attend social events, and provide suggestions or advice as needed. They should also ensure that the organization complies with the principles and policies of the university.
- All undergraduate faculty members are expected to participate in the fall academic convocation.
- All faculty (undergraduate and graduate) are expected to attend one university-wide spring commencement event, as well as any program-specific event held in their department.
- The faculty marshal, appointed by the vice president for academic operations, will direct the faculty for academic processions.

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Hours and Days of Service:

- Faculty members are educational professionals and are not required to put in "clock" hours. However, they have obligations to be present in the workplace as appropriate for their assignment to serve students, collaborate with colleagues, and meet deadlines.
- Semester schedules of fewer than 5 workdays per week should be set only in consultation with the college dean.

Office Hours:

- Faculty are expected to be available to students for a minimum of six hours each week, either in their offices or with an open Zoom link, with the modality determined in collaboration with their department chair or program director.
- Adjunct faculty will determine their office hours in collaboration with their department chair or program director, and these hours must be included in the syllabus.
- Faculty schedules are to be distributed to the appropriate college dean at the beginning of each semester.

Outside Activities and Employment:

- Faculty are encouraged to become involved in the community, such as speaking to church groups, school groups, and service clubs.
- However, before accepting responsibilities outside the university that would take a significant amount of time, attention, or energy, faculty members should present the matter to the vice president for academic operations (VPAO/Provost) for evaluation in light of their primary commitment to the university.
- Permission is required from the appropriate college dean and the VPAO/Provost for outside employment during the university's contract period.

Absence from Campus:

- Faculty members who need to be away from the campus during the week should notify the appropriate college dean and the department chair or program director in advance.
- Summer addresses and telephone numbers should be made available to the office of academic affairs.

Year-End Responsibilities:

- Teaching faculty will have completed most of their responsibilities on campus after returning all student work and submitting grades to the registrar.

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- Faculty continue to be responsible for students who were given an incomplete or other grade extension and should resolve these cases promptly.
- Faculty with administrative responsibilities (leadership roles and stipends) are expected to provide full-time service during the additional contract period.

Faculty Load Determination:

Faculty-load determination is the responsibility of the appropriate college dean, in consultation with the vice president for academic operations (VPAO/Provost).

Guidelines for Determining Loads:

- Loads are determined based on equivalency with comparable colleges and universities, the specific expectations of each course or duty, and equity among the departments.
- The normal load for a full-time, tenure-track faculty member is 24 credit hours.
- The normal load for a full-time, non-tenure-track (NTT) faculty member is 30 credit hours. NTT faculty do not have to meet tenure-track standards for scholarship and service.
- Load-credit hours are distributed throughout the academic year in a way that best supports student education and the goals of the academic program.
- For classes that meet the same number of clock hours as credit hours, faculty receive one load hour per credit hour.
- Loads for scheduled rehearsals in the performing arts take into account the preparation and performance demands of the particular group.
- Loads for laboratories in the natural sciences and other fields consider the faculty member's responsibilities for lab setup, duties during the lab, and grading related to the lab.
- Loads for supervision of learning experiences off-campus (e.g., student teaching and internships) reflect the time faculty members are expected to spend observing students and interacting with on-site supervisors.
- No load credit is given for independent studies of cataloged courses (courses not offered during the term) during the faculty member's regular contract. Faculty members should not agree to teach more than three independent studies per academic year. Compensation for summer independent studies is determined according to the stipend table.
- Load credit for supervising field experiences during the faculty member's contract period is generally not granted unless it is negotiated during the load-determination process, involving the department chair and the appropriate dean.

Faculty Initiatives in Seeking Funds Off-Campus

Faculty and administrators are encouraged to seek external 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 advancement before solicitation.

Intellectual Property & Trademark Policy:

The creation and use of intellectual property are significant aspects of the work of a Christian institution of higher education like George Fox University. Faculty, staff, administrators, student employees, and students all contribute to the scholarly mission of the university, which serves not only the Christian community but also the broader Kingdom of God. While George Fox University is primarily a teaching institution, faculty members are encouraged to engage in research and publishing. The university recognizes the importance of these efforts in enriching the learning experience and advancing knowledge. To support this work, the university recognizes certain intellectual property rights, as defined in the attached document (GFU Intellectual Property Policy 5-1-2023, Trademark Policy 12-1-2023). These rights are intended to protect the creators of intellectual property and underscore the university's role in supporting these creators in their endeavors.

Artificial Intelligence:

Faculty and students are encouraged to access the resources on the faculty CANVAS page. (https://georgefox.instructure.com/courses/25674). Please review the George Fox University policy on Artificial Intelligence. (https://www.georgefox.edu/ai-policy)

PART FOUR: INSTRUCTIONAL SERVICES

George Fox University Library:

The Murdock Library on the Newberg campus houses various collections, university archives, and study rooms on all three floors. Extensive online resources are available to serve students, faculty, and staff.

Librarians are available to collaborate with faculty to assist students with their research needs. The library also operates a Textbook Affordability Program to help reduce the cost of textbooks for students and supports the exposure of faculty work through the Digital Commons. More information can be found on the services for faculty page.

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Institutional Technology (IT):

- IT services, located on the third floor of the Stevens Center, include support for email, course websites, and other network accounts.
- IT offers technical support and troubleshooting for office and classroom hardware, software, and network resources.
- IT provides audio, video, and computer-resource delivery and configuration for classrooms and campus events.
- There is a faculty-development center where faculty can receive assistance with electronic course materials and access hardware and software not typically found in their offices.
- One-on-one consulting and workshops are available for instructional uses of technology.

Contact the IT Service Desk for technology-related needs at 503-554-2569; e-mail servicedesk@georgefox.edu; or log onto it.georgefox.edu.

University Catalogs:

University catalogs can be accessed online.

Textbook Ordering:

Information and deadlines regarding textbook orders can be found on the university store's page.

Academic Resource Center (ARC):

The ARC is a resource for students and offers services such as the ARC writing center, tutoring services, and learning enhancement. It is located in the Murdock Learning Resource Center (library). Additional information about the center and the policy on SA & ARC can be found online.

The Career & Academic Planning Center:

The center provides guidance to students in pursuing academic excellence and professional readiness. Services include academic roadmapping, major selection, schedule creation, career exploration, professional coaching, resume development, and

interview preparation. The center is located on the Newberg campus on the Stevens Center's first floor. Additional information is available on the CAP center page.

Purchasing:

Careful budget control is essential. All purchases should comply with a board approved budget and support the mission of the university. All purchases must be approved in accordance with the GFU purchasing policy located on theGFU Purchasing/Finance website before actual purchase is made.

Privacy, Confidentiality, and FERPA:

Faculty and staff should follow the guidelines found in Appendix G regarding privacy, confidentiality, and FERPA.

Computers:

Faculty and faculty administrators contracted at 1.0 FTE are eligible for a university-owned computer. Email and computer activity may be monitored.

Course Schedule:

Access the Course Schedule on the university's website.

Course Syllabus Guidelines:

Refer to Appendix D for instructions on preparing course syllabi.

Grades:

Grades may be kept electronically or in a grade book. Faculty must keep supporting grades that lead to the final grade posted in MyGFU for five years.

Student Assistants:

Departments may receive a budgetary allotment for student-employee assistants. Guidelines can be obtained from the office of people and culture (human resources).

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Academic Integrity Issues:

Refer to Appendix E for guidelines on faculty responses to academic integrity issues.

Academic Appeals:

Guidelines for academic appeals for disciplinary action and course grade appeals are outlined in Appendix F.

Extended Illness Excuse Procedures for Students:

Regular class attendance is essential for academic success. Specific consequences of class absences should be included in the syllabus for each course. Students are never “excused” from their coursework because of absences, but when students follow the procedures below, they are permitted to make up the work or credit they missed.

- Prolonged illnesses (more than three days of absences): students may visit the health and counseling services office and obtain verification of the illness to show to their instructors.
- Family emergencies: students are to visit the registrar to obtain documentation of the emergency to show to their instructors.
- Authorized university events, such as an athletic event, choir tour, etc.: students must make arrangements with the professor at least three days prior to the absence.
- Other absences: arrangements are made between the student and the instructor.

ACADEMIC TRAVEL AND TOURS:

George Fox University offers various academic travel and tour opportunities for both faculty and students. Employee international travel: Information about international travel opportunities for employees of George Fox University can be found on the university's website.

Juniors Abroad Study Tours:

Juniors Abroad study tours are overseas study tours directed by full-time undergraduate and graduate faculty. They take place during a three-week period in May each year. Eligible juniors and seniors receive financial support for 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 program involves a planning cycle that starts about a year and a half before the tours. Faculty members interested in leading trips must submit proposals with details about destinations, academic objectives, course syllabi, and other relevant information. Juniors Abroad tours focus on authentic cross-cultural learning, interactions with host cultures, and understanding global issues. Tours are international in focus, but some U.S.-based tours may also be offered.

Prospective trip leaders must provide:

- Desired destination(s)
- Faculty name(s)
- Qualifications of faculty
- A paragraph outlining the academic nature of the course
- A course syllabus that includes:
    - 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
    - A list of proposed course assignments
    - A course bibliography and list of books and articles to be read by the students in the course
- 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 22 students. Current information on trips is posted on the Juniors Abroad section of 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 under “Resources for Faculty” on the GFU website) and at the Juniors Abroad website at juniorsabroad.georgefox.edu.

Eligible Faculty for Juniors Abroad:

Faculty leading Juniors Abroad tours must be traditional full-time undergraduate or graduate teaching faculty with at least a half-time teaching load under nine-month contracts. Individuals with faculty status and faculty members under 10- or 11-month contracts may be considered for secondary teaching positions in the program.

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Individuals on 10-month, 11-month, or 12-month contracts are required to take vacation or leave for the time they are involved in Juniors Abroad.

Other Policies for Juniors Abroad:

- Each tour must have two faculty leaders.
- Tours should balance in-depth cultural experiences with travel to various locations to meet course objectives.
- The number of countries visited should not exceed three.
- Courses must have a specific academic focus, including peace, justice, and reconciliation.
- Classes must meet a minimum of eight times in the spring semester before the trip.

Other Study Tours:

- Proposals for travel courses other than Juniors Abroad trips should be submitted to the Curriculum Council.
- The committee will assess the arrangements for travel and study and determine the amount of credit to be awarded.

Faculty interested in leading or participating in these programs should refer to the Juniors Abroad faculty handbook and other relevant resources provided by the university. Additional information about trips and travel courses can be found on the Juniors Abroad website.

APPEARANCES OF SPEAKERS AND PERFORMERS ON CAMPUS:

George Fox University encourages diverse perspectives and open discussions on campus. This includes inviting speakers and performers who may present views contrary to the community's thinking. Faculty will be responsible for moderating class presentations to ensure alignment with the mission and values of the university. Here is the process governing the appearance of speakers and performers on campus:

Faculty-Initiated Speaker Invitations: Any faculty member may invite speakers to their class without prior approval.

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Faculty-Initiated Speaker Invitations Outside of Classroom: Faculty members must receive approval from the vice president for academic operations (VPAO/Provost) before inviting speakers for events that are not part of a classroom presentation.

Student-Initiated Speaker Invitations: Students and student groups must obtain approval from the vice president for student life and the relevant department, advisor, or administrator before inviting speakers for events.

Responsibility for Event Logistics: The sponsoring faculty member, student group, or individual is responsible for:

- Scheduling appropriate facilities.
- Arranging payment of honoraria (if applicable).
- Handling rental payments.
- Ensuring general accountability for the event.

Acceptance of Gifts: Accepting gifts from external sources in support of speakers requires prior approval from the VPAO/Provost.

These guidelines help ensure that speaker appearances align with the university's values and provide a platform for diverse viewpoints while maintaining accountability and transparency in event planning.

PLANNING FOR FINANCIAL EXIGENCY: PROGRAMS AND PERSONNEL

Preamble:

These provisions apply when George Fox University's board of trustees becomes aware that a financial crisis may necessitate declaring financial exigency within the next three years. Financial exigency refers to an imminent financial crisis that threatens the institution's survival without significant changes. During such a period, the university may reduce or discontinue programs and terminate personnel, even within the contract year if deemed necessary. These procedures take precedence over normal budgeting during this anticipated financial-exigency period.

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Definitions:

- **Financial Exigency:** An actual or projected operating deficit due to a substantial decline in enrollment, a significant loss of income from sources other than tuition, fees, and housing, or a sharp increase in expenses.
- **Reduction and Discontinuation:** Elimination of courses, majors, minors, support programs, services, and more.
- **Termination:** The dismissal of tenured or non-tenured faculty members within a contract year.

Objectives:

During financial exigency, George Fox University aims to:

- Reinforce its mission through program reductions.
- Maintain or enhance academic quality despite program reductions.
- Make reductions equitably and consistent with Christian community principles.
- Provide appropriate notice to affected personnel.
- Assist affected individuals in adjusting to new assignments within the university or new positions elsewhere.

Responsibilities:

Responsibilities during financial-exigency planning include:

- The president, in consultation with relevant university bodies, prepares a statement of the budget deficit, potential impacts, and extenuating circumstances.
- The board of trustees declares financial exigency when necessary.
- The president develops a modified budget based on actual and projected income adjustments.
- Faculty, committees, and administrators review and provide input on the modified budget.
- Programs to be reduced are identified based on the modified budget.
- Recommendations for program reductions are reviewed by the president, operations team, and the university-wide curriculum council.
- Individuals affected by program reductions have an opportunity to consult with administrators.
- Recommendations for personnel terminations are made to the president by vice presidents.

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- The president, in consultation with the operations team, makes final decisions on program and personnel reductions.

Criteria for Retention of Personnel:

- Retained personnel must be qualified for their assignments.
- Qualifications include educational attainments and recent successful experience.
- Seniority is applied in specific order when determining personnel to be retained: Tenured personnel
  Non-tenured full-time personnel
  Non-tenured part-time personnel (with exceptions for expertise)

Notification and Dispute Resolution:

- The president, the ELT/VPAO, and the Board of Trustees make final decisions regarding program and personnel reductions.
- Affected individuals are notified in writing.
- A procedural review is conducted before official termination, during which affected individuals may participate.

These procedures aim to address financial exigency while upholding the university's mission and values, ensuring equitable reductions, and assisting affected individuals in the transition.

APPENDIX A: Conditions and Benefits of Faculty Service: Library

RECRUITMENT OF LIBRARY FACULTY:

The recruitment process for library faculty at George Fox University is a vital aspect of the institution's academic life. In addition to standard academic qualifications, library faculty members are expected to have a personal commitment to Jesus Christ and adhere to the Statement of Faith and Community Lifestyle Statement relevant to the faculty of George Fox University.

Responsibility for Recruitment:

The vice president for academic operations (VPAO/Provost) and the library director are responsible for negotiating with potential faculty members. The library director reports

vacancies and assists in drafting position announcements for submission to the VPAO/Provost. The dean of libraries handles inquiries and sends out position announcements. All vacancies or new positions typically require a national search, unless approved by the VPAO/Provost. Search committees are formed by the dean of libraries, comprising library faculty members and at least one faculty member from outside the library.

Campus visits and prospective faculty engagement:

- Prospective library faculty members may be invited to visit the campus by the VPAO/Provost.
- During campus visits, they can interact with department chairs, search committees, and others, provide bibliographic instruction, and become familiar with the campus and community.
- Prospects should receive a copy of the faculty handbook for reference.

Employment recommendation and contract:

- After the search process, the VPAO/Provost may recommend the employment of a prospective library faculty member to the president.
- The president extends a contract to the selected individual, and the agreement is finalized once both the president and the new library faculty member have signed it.

Faculty orientation:

- All new library faculty members have the opportunity to participate in the faculty orientation program, which is designed to introduce them to the university's expectations and culture.

The recruitment and onboarding of library faculty at George Fox University emphasize not only academic qualifications but also a commitment to the institution's Christian values and community standards.

GUIDELINES AND STANDARDS FOR THE APPOINTMENT OF FULL-TIME LIBRARY FACULTY

Guidelines for the appointment of full-time library faculty:

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- Full-time library faculty appointments are made by the president of the university, following the procedures outlined in the faculty handbook.
- Appointments are made for programs that have been approved by the board of trustees and are within the university's annual budget as determined by the board of trustees.
- The university does not discriminate against candidates based on race, color, national or ethnic origin, sex, age, disability, or any other status, to the extent protected by applicable nondiscrimination laws.

Note: The phrase "to the extent protected by applicable nondiscrimination law" reflects the legal obligation of George Fox University. The university does not waive its right to assert that nondiscrimination laws may not apply to a specific situation or that their application could infringe on the institution's religious and associational rights as a church-directed institution.

Candidates for full-time library faculty positions should meet the following standards:

- Possess a personal commitment to Jesus Christ and a daily lifestyle consistent with the current Statement of Faith and Community Lifestyle Statement relevant to the faculty of George Fox University.
- Embrace the mission of George Fox University.
- Hold the appropriate degree for the position and/or relevant professional experience.
- Demonstrate a commitment to integrating Christian faith and learning.
- Exhibit a record of effectiveness in teaching or training, professionalism, and a genuine concern for students, fellow faculty, and community members as individuals.
- Show dedication to academic excellence and the maintenance of high academic standards.
- Provide evidence of ongoing professional development, flexibility, and a wide range of interests necessary for effective service in a liberal arts university.

These guidelines and standards help guide the appointment of full-time library faculty at George Fox University, emphasizing both academic qualifications and a commitment to the institution's Christian values and mission.

Expectations of Faculty in Library Positions

In positions that do not require tenure but have unique skills and practices pertinent to the department's mission, library faculty are expected to meet specific criteria related

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professional effectiveness, professional development, and service. These expectations are addressed and demonstrated through a faculty growth plan.

Professional effectiveness as a librarian:

- **Command and knowledge:** Librarians should demonstrate expertise and remain current in their specialty area(s).
- **Responsibilities:** Fulfill specified responsibilities and planning goals satisfactorily.
- **Integration of faith:** Integrate personal Christian faith with their work as professional librarians.
- **Respect and appreciation:** Demonstrate respect and appreciation for students, fellow faculty, and community members.
- **Library instruction:** Meet expectations related to library instruction, as applicable.
- **Self-awareness and adaptation**: Possess self-awareness and adaptability, recognizing strengths and weaknesses.
- **Assessment Metrics:** Demonstrate effectiveness with appropriate assessment metrics.

Professional development:

- **Breadth of growth:** Maintain a breadth of professional growth and engage in the study of new directions in the librarian's specialization.
- **Individualized development:** Pursue individualized professional growth aligned with responsibilities.
- **Plan of action:** Develop and describe a clear plan of action for past, current, and future development activities.
- **Continuing high performance:** Demonstrate commitment to lifelong professional growth through regular contributions to the profession and GFU libraries.
- **Balanced involvement:** Find the appropriate balance between off-campus involvement and on-campus responsibilities.
- **Validation by peers:** Have professional-development efforts validated by peers through invitations, publications, assessments, consulting, organizational involvement, or other relevant evidence.

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Service:

- **Opportunity to serve:** Take opportunities to serve beyond assigned responsibilities, benefiting departments, professional disciplines, the university, communities, and the Christian church.
- **Varied service:** Engage in a variety of service activities within and outside the academic discipline or professional expertise.
- **Intentional service:** Plan and be intentional about service activities.
- **Documented service:** Document service activities through self-reporting and external confirmation when possible.
- **Sustained service:** Maintain a sustained pattern of service that is integral to one's life within various communities.

Clarification: Employment outside the university, continuing education, and career preparation are generally not considered service. Any expectations of these activities contributing to service must be negotiated in advance with the vice president for academic operations (VPAO/Provost).

In lieu of the third-year peer review and sixth-year review, librarians will undergo their usual annual review process. However, librarians are required to provide evidence of peer validation from external sources and letters of support from non-library faculty within the university as part of their promotion materials.

Librarian Ranks Defined

Librarian positions at George Fox University are organized into specific ranks, each with its own qualifications and requirements for promotion. Here are the defined librarian ranks and their minimum standards:

- **Visiting Librarian:** This rank is for appointments with a specified date of termination. Qualifications include holding a master's degree from an American Library Association accredited program and possessing specific skills required for the responsibilities outlined in the job description.
- **Assistant Librarian:** To attain this rank, candidates should have a master's degree from an American Library Association accredited program, the specific skills needed for the job responsibilities, and the ability to demonstrate professional effectiveness.
- **Associate Librarian:** Qualifications for this rank include holding a master's degree from an American Library Association accredited program, possessing the specific skills required for the job, and having at least five years of full-time

experience as an Assistant Librarian. Associate Librarians are expected to demonstrate professional effectiveness as established and successful librarians and have a record of significant service to the university, church, and community.
- **Senior Librarian:** To achieve the Senior Librarian rank, candidates should hold a master's degree from an American Library Association accredited program, possess specific skills required for the job, and have at least five years of full-time experience as an Associate Librarian. Senior Librarians are expected to demonstrate professional effectiveness as established and successful librarians and provide evidence of outstanding service to the university, church, or community.

These ranks provide a framework for librarians to progress in their careers at George Fox University, with each rank requiring a higher level of experience, effectiveness, and service as they advance.

APPENDIX B: Instructions for Faculty Growth Plan

The faculty growth plan (FGP) at George Fox University serves as a tool for faculty members to guide their professional development, align their goals with university-defined standards, and document their achievements. Below are the instructions for completing the faculty growth plan:

Purpose of the FGP:

The FGP is primarily designed for faculty development, helping faculty members set goals and methods of assessment in alignment with university-defined standards for faith integration, teaching, scholarship, and service.

It is due on August 15th (though some faculty may submit earlier), and supervisors will provide feedback by October 15th.

Faculty should consult the faculty handbook for promotion and/or tenure expectations. Integration and Teaching Rubric for PromotionScholarship Expectations by Program, Service Expectations by Program

Uses for the FGP:

The FGP guides professional development and is used by program directors to allocate professional-development funding.

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It plays a role in third- and sixth-year/tenure peer-review evaluations and promotions to Associate and Full Professor.

General Instructions:

The Faculty Growth Plan (FGP) FGP includes 3 components.

1. Prospective plan for the next academic year that has three sections.
    a. Section I: Expression of Christian faith that encompasses all areas.
    b. Section II: Identification of one prioritized goal in one of the following areas (integration and teaching, scholarship and service)
    c. Section III: Self-Assessment
2. Reflection on previous years' goals. Describe the successfully completed goals, including tangible outcomes (improved course evaluations, affirming peer reviews, writing, talks, performances, publications, etc.). In the self-assessment, please reflect on your overall progress, including challenges as well as accomplishments.
3. Feedback from your program director/department chair/dean on your progress

Goals and Plans for the Next Year:

- Use categories like teaching, scholarship, service, professional activities, and integration of faith & learning to organize your FGP.
- Aim to have one substantive goal in each of the four areas.
- For each goal, include a goal statement, steps to achieve it, a budget estimate, and the expected year of completion.
- Send your FGP to your department chair, college dean, and executive dean.
- Submit your FGP to the academic affairs office (AAO) for funding consideration, copying your program director/chair and college/executive dean.
- The FGP can be submitted by the end of May for late-summer professional events or upon the encouragement of your program director/chair, but is due by August 15th.
- Department chairs will submit FGPs from their department to the college/executive dean and discuss them annually.
- The enterprise personnel committee will review the FGP for each faculty member during the third-year and sixth-year reviews.

The faculty growth plan serves as a valuable tool for both faculty development and evaluation, ensuring alignment with the university's mission and goals.

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Submission of FGP:

To ensure the proper submission and evaluation of the faculty growth plan (FGP) at George Fox University, please follow these steps:

Submission to department chair, college dean, and executive dean:

- Submit your completed FGP to your department chair, college dean, and executive dean. They will review and provide feedback as necessary.

Submission to academic affairs office (AAO):

- Send a copy of your FGP to the academic affairs office (AAO). This copy will be used as the basis for considering funding requests related to your goals and professional development.

Submission Deadline:

- FGPs can be submitted as early as the end of May, especially if you need funding for late summer professional events or as advised by your program director/chair.
- However, all FGPs must be submitted no later than August 15th.

Evaluation and Feedback:

- Once your FGP is submitted, it will be evaluated by your program director/chair, college dean, and executive dean.
- You can expect feedback on your FGP from your program director/chair by October 15th.

Department chair's FGP:

- If you are a department chair, you should also prepare your own FGP and submit it to the college/executive dean.

Annual meeting:

- Department chairs will meet annually with the college/executive dean to discuss the FGPs from their department, including their own.

Enterprise personnel committee review:

- The enterprise personnel committee will review the FGP for each faculty member as part of the third-year and sixth-year reviews.

Following these steps ensures that your FGP is properly reviewed, evaluated, and aligned with the university's goals for faculty development. It also allows for the consideration of funding requests related to your professional goals.

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APPENDIX C: The Portfolio - For Faculty Peer Evaluation

Introduction:

A portfolio is a reflective analysis of a faculty member's teaching, scholarship and/or professional activities, service, and the integration of faith and learning demonstrated by that faculty member, often for use in consideration for tenure or promotion. It is an instrument for evaluation and a vehicle for presenting information which may include the results of evaluations. The faculty member approaches the preparation of the portfolio as an opportunity to offer evidence of achievement in teaching, scholarship and/or service, professional activities, service, and the integration of faith & learning.

Purposes for the portfolio include providing data for personnel decisions, including tenure and promotion, and providing the faculty member with special and significant opportunities for reflection about his or her professional career.

Once started, the portfolio can be routinely updated by the faculty member. In no case should the development of a portfolio be a burden that consumes an excessive amount of a faculty member's time, nor should reading one be a daunting task.

Clarification: Non-tenure-track faculty need only to include departmental service and professional-activity artifacts as determined by their departments. Expectations of portfolio requirements will change after one year of a faculty member moving from one track (non-tenure/tenure-track) to the other.

General Format:

- The portfolio should be between 2500 and 5000 words in length. Succinct writing is helpful.
- It should consist of the following sections: journey of Christian faith, integration of Christian faith, teaching, scholarship, service, and appendices.
- The portfolio should be submitted electronically as a single PDF to the academic affairs office.

Sections and Length:

- Section I: Your journey of Christian faith (2-3 pages): Reflect on your personal journey of Christian faith.

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- Section II: (7-10 pages)
    - Integration of Christian faith in one's academic vocation (2-3 pages): Discuss how you integrate your Christian faith into your academic discipline, both in terms of understanding and practice.
    - Teaching (2-3 pages): Provide a link to a table that lists the courses you have taught in the previous three years, including the number of credit hours per year. You may include an area of challenge or specific growth in your teaching.
    - Scholarship (2-3 pages): Describe your scholarly activities and provide specific artifacts or products related to your discipline.
    - Service (1-2 pages): Describe your service contributions to the university, department, and professional community.
- Section III: Appendices: Include your faculty growth plan, feedback from the previous two years CV, and any supporting materials (limit to 10 pages).

Reflection Prompts for Integration, Teaching, Scholarship, and Service Sections:

Section I
Share your journey of Christian faith.

Section II
Integration
The integration of our Christian faith includes both:
1) Understanding: Christian practices and philosophies integrated into teaching pedagogy.
2) Practices: How your life in Christ and Christian practices permeates your curriculum and course instruction.

Reflection prompts: Given the above concepts, please respond to the following prompts in your integration reflection:

1. How do you integrate your foundational understanding of the Christian faith within your academic discipline?
2. How do you use faith-oriented scholarly concepts and materials in your teaching or research?

Teaching
(Note: Please provide a link to a succinct table identifying the number of credit hours per year and courses you taught for the previous 3 years.)

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Prior to writing this essay please review the expectations in the faculty handbook. Effective teaching includes the following,

(1) Purposeful instructional design: Course structure, materials, assignments, and objectives are research-supported and/or evidence-based in relation to the field of study;

(2) Effective instructional delivery: Employs evidence-based best practices in teaching, department curriculum, and/or Cornerstone Core curriculum;

(3) Continuous improvement of student learning: Gathers, evaluates, and takes action on feedback regarding student ability to understand, retain, and transfer course concepts and content

(4) Student engagement and empowerment: provides evidence of engagement in advising and mentoring students, empowering them towards academic, professional, and personal life goals.

(Note: To engage a student is to attract them to the learning and growth process and involve them in the work. To empower a student is to create space for them to identify their internal resources and resilience in order to make choices for themselves and their own life).

Reflection prompts:

Given the above concepts, please respond to the following prompts in your teaching reflection.

1. How do your course format, assignments, materials, and resources reflect thoughtful attention to different learning styles? (Instructional design)
2. How do you employ evidence-based best practices such as active and collaborative learning and community engaged learning in most courses? Please share how your teaching has been improved through self-reflection and peer evaluations of teaching. (Effective instructional delivery)
3. What is your process for routinely updating course material and/or teaching methodology? How do you seek feedback (e.g., verbal, written, and/or evaluation of assessments) from students and peers? (Continuous improvement of student learning)
4. How have you demonstrated effective engagement and empowerment of students by collaboratively developing academic and professional goals and following up with students regarding their challenges and progress towards goals? Please share how you have engaged in problem-solving and discussion with students around student growth and self-awareness. (Student engagement and empowerment)

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Scholarship

Prior to writing this reflection, please review the expectations for your specific program in the faculty handbook.

Reflection prompts:

Given the expectations for your program, please respond to the following prompts in your scholarship reflection.

Scholarship activity

1. Describe the consistent activities you've engaged in since beginning your career at the university. Activities may include actions/pursuits specific to the scholar's discipline, area, and giftedness, which advance the scholar's profession and are expressed in a sustained pattern.

Scholarship artifacts/products

1. Identify the specific artifacts of your scholarly activities, specific to the nature of your discipline and which advance your profession. For example: Peer-reviewed or non-peer-reviewed published media, journal articles, or artistic expressions, among many other examples.

Clarification: Non-tenure-track faculty should reference the "professional activities (replacing scholarship expectations)" and include relevant examples as clarified by their department. Expectations of portfolio requirements will change after one year of a faculty member moving from one track (non-tenure/tenure-track) to the other.

Service

Prior to writing this reflection, please review the expectations in the faculty handbook.

Reflection prompts:

Please describe your service to the university, department and professional community. How has it contributed to your overall development as a faculty member in the George Fox community?

Clarification: Non-tenure-track faculty need only to include departmental service and professional-activity artifacts as clarified by their departments. Expectations of portfolio requirements will change after one year of a faculty member moving from one track (non-tenure/tenure-track) to the other.

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Submission Deadline:

- While FGPs can be submitted as early as the end of May for funding consideration, all FGPs must be submitted no later than August 15th.
- Department chairs will evaluate the portfolios and provide feedback to faculty members by October 15th.

Appendices:

- Include your faculty growth plan and feedback from the previous two years.
- You can also include your CV and supporting materials relevant to your portfolio content.

Clarification for Non-Tenure-Track Faculty:

Clarification: Non-tenure-track faculty need only to include departmental service and professional-activity artifacts as described by their departments. Expectations of portfolio requirements will change after one year of a faculty member moving from one track (non-tenure/tenure-track) to the other.

The faculty portfolio is a valuable tool for documenting your professional development and contributions to the university community. It allows you to reflect on your journey of faith, your integration of faith into your academic vocation, your teaching practices, scholarly endeavors, and service contributions. It is a crucial document for tenure and promotion considerations.

APPENDIX D: The George Fox University Course Syllabus

The course syllabus at George Fox University serves as a formal agreement between professors and students, outlining essential information about the course, including its content, expectations, grading criteria, and assignment due dates. Here are key points regarding the course syllabus:

- Purpose: The syllabus defines the course's structure, expectations, and parameters. It serves as a guide for both students and professors throughout the semester.
- Time commitment: Students are generally expected to dedicate two hours of work outside of class for every one hour of class time. This ratio can help

students estimate the overall time commitment required for the course.

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- Syllabus presentation: Professors should provide the syllabus to students during the first week of the course, ideally on the first day of class. It is essential to ensure that every enrolled student receives a copy of the syllabus and understands its contents.
- Changes to the syllabus: While the syllabus sets clear expectations for the course, unforeseen circumstances may necessitate changes. Professors should make any modifications to the syllabus sparingly and with careful consideration. Students must be informed of these changes, and the reasons for the changes should be explained. Retroactive changes should be avoided whenever possible, as they are typically perceived as unfair by students.

In summary, the course syllabus at George Fox University plays a crucial role in establishing a clear understanding between professors and students regarding course expectations. It is a foundational document that guides the course's progress and should be presented and explained to students early in the semester. Any changes to the syllabus should be communicated clearly and thoughtfully to maintain fairness and transparency in the course.
The syllabus needs to include the following information, perhaps in this format:

Course Title ***Course Number*** Semester and Year

Instructor's Name
Office Number, Hours, Phone

Introduction

Briefly state the overall purpose of the course.

Outcomes

State specifically what you want students to be able to know, do, or value as a result of this course. Ensure that at least one course outcome aligns with a degree-program outcome.

Text(s)

Give complete and current bibliographic information about the texts you have chosen. Specify whether the text is required or optional and whether it is to be purchased or used through library reserve.

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Social Media/Public Posting Expectations

Make clear in this section what students may be expected to post on various social media platforms or other public forums. Be aware that for some students there may be FERPA concerns with public posting and other arrangements may need to be made. (see Appendix G: Privacy, Confidentiality, and FERPA>Tools/Pedagogy)

Recording Class Meetings

Outline any plan to record class meetings or discussions, including an explanation of how said recordings will be stored and potentially used. Bear in mind that each student's class enrollment is not directory information and therefore any use of class recordings that would make a student's enrollment public information requires the student's signed release.

Course Content

Identify the main topics, units, problems, projects, or other logical sections into which the subject matter is divided (this information may be provided already under "Objectives").

Course Requirements and Grading

Explain clearly what you require from the students. If you require attendance or vocal participation in class, for example, make this clear. Make clear to students the basis for grading and the relative importance of the requirements and standards for earning an A, B, C, etc. Specify the due dates for assignments and the examination dates. Be sure to specify the format for assigned papers and make clear your expectations for organization, content, and length.

Course Schedule

Provide students with a schedule for reading and other assignments and examinations. Specify the reading assignments and whether they are in the text(s) or on reserve in the library.

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Bibliography, Related Materials

If appropriate to the course, compile a short bibliography limited to ten to fifteen of the most important references or significant related materials.

A paragraph related to students with disabilities should be included in all syllabi. Please access this link for specific information https://www.georgefox.edu/offices/das/faculty-resources/index.html and include this information in your syllabi as a means of assisting students.

APPENDIX E: Guidelines for Faculty Response to Academic-Integrity Issues

To bring order and consistency to dealing with academic integrity issues, the following guidelines for administering penalties and processing appeals was developed. This is not intended to be a legal document, but rather a tool for faculty. The examples given are designed to aid the faculty member in making decisions about what kind of penalties are appropriate and who should be involved in dealing with the issue. While the document is not exhaustive, the examples and procedures will fit most of the situations that arise. Contact your College Dean or Director if you have questions about how a case should be handled.

The Office of Academic Affairs monitors academic offenses and, in cases where students are violating standards in two or more classes, additional penalties may be warranted.

CASE ONE: CHEATING (ONE TIME, LIMITED IN SCOPE)

Examples: Plagiarism, cheating on a test, copying assignments, or having someone else sign in for a class.

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Faculty Action:

- Contact dean of the college/director of the school and the AAO immediately.
- Complete an academic dishonesty report form and gather evidence.
- Meet with the student to discuss the infraction within five school days of the discovery of the infraction. Contact attempts to meet should be documented. Electronic mail and voice mail are acceptable ways of contacting the student; however, due to student confidentiality requirements, ***no voicemail or e-mail message should include any information about an infraction allegation due to privacy considerations*.**
- Student signs the form (does not imply guilt). If the meeting with the faculty member was not in-person, the student has five school days after the meeting to read, sign, and date the form.
- Student may provide a brief response on the form.

Appeals Process:

- Student can appeal within five working days of signing the academic dishonesty report form.
- Upon receipt of the Academic Appeal Form, the College Dean or School Director, faculty member and student meet. The meeting can occur via zoom, phone or
  in-person. The meeting will occur within 30 days of receiving the appeal.
- The decision from the College Dean or School Director will be rendered in writing to the faculty member and student, with a copy to the Office of Academic Affairs will occur within 30 days or the meeting.
- Following the decision, the student or faculty member may request a hearing with the Academic Appeals Board. The student or faculty member must submit a written appeal within two working days after receipt of the written decision from the College Dean or School Director. The Academic Appeals Board meets to hear the appeal. The decision is

rendered in writing to the College Dean/School Director, faculty member and student and is final.

CASE TWO: SEVERE DISHONESTY (PERSISTENT AND/OR PROFOUND)

Examples: Extensive plagiarism, a pattern of cheating, insubordination, systematic cheating.

Faculty Action:

- The faculty member should contact the Dean of the College or Director of the School (of the course) and the AAO immediately upon discovery of the infraction to verify the existence and nature of any additional offenses on record in the Office of Academic Affairs.
- The faculty member should record all information requested on the Academic Dishonesty Report Form except for the areas designated for student response or other administrative signatures and make electronic copies of evidence documents.
- Copies of the evidence for the academic infraction should be submitted with the completed form to the Department Chair, Dean of the College or Director of the School (of the class) and the VPAO/Provost.
- The faculty member meets with the College Dean/School Director to discuss the case and consequences.
- The faculty member or Dean/Director should contact the student to meet and review the contents of the form within five school days of the discovery of the infraction. Contact attempts should be documented. Electronic mail and voice mail are acceptable ways of contacting the student; however, due to student confidentiality requirements, ***no voicemail or e-mail message should include any information about an infraction allegation due to privacy considerations*.**

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- The student has five school days after being contacted to read, sign and date the form. The student's signature does not constitute an admission of guilt. If the student wishes to respond to the infraction description, the student should provide a brief response in the area provided.
- The decision is rendered in writing from the College Dean to the VPAO/Provost, faculty member and student.

Appeals Process:

- The student has the right to an appeal and if the student wishes to appeal the imposed sanction, should send the written Academic Appeal Form to the College Dean/School Director within five working days of receipt of the Dean/Director's decision.
- Upon receipt of the Academic Appeal Form, VPAO/Provost, College Dean/School Director, faculty member and student meet.
- The decision is rendered in writing from the VPAO/Provost to the faculty member, College Dean/School Director and student.
- The student or faculty member may request a hearing with the Academic Appeals Board. The appeal must be submitted within two working days after receipt of written decision from the VPAO/Provost.
- The Academic Appeals Board meets to hear the appeal. The decision is rendered in writing to the VPAO/Provost, College Dean/School Director, faculty member, and student.

CASE THREE: SEVERE BEHAVIOR

Examples: Repeated disruptive behavior, threats, extreme insubordination, harassment.

Faculty Action:

- Complete an academic dishonesty report form (as applicable) and gather evidence.
- Meet with college dean/school director to discuss the case and consequences.

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- If dismissal is recommended, involve the VPAO/Provost and a representative from the student life office.
- Contact the student to meet and discuss the case.

Appeals Process:

- The student has the right to an appeal and if the student wishes to appeal the imposed sanction, the student submits the appeal form to the office of academic affairs within two working days of receipt of written decision from the VPAO/Provost.
- Office of academic affairs processes the appeal.
- Academic appeals board hears the appeal.
- Decision is rendered in writing.
- Decision of the academic appeals board is final.

These guidelines aim to ensure a fair and consistent approach to addressing academic integrity and behavioral issues at George Fox University, with provisions for appeals in all cases.

APPEALING A COURSE GRADE

In order to appeal a grade, students must be prepared to document performance on all course work and explain why the student's grade is not consistent with the course expectations expressed in the syllabus.

1. Student meets with the faculty member to discuss the rationale for a grade change within three academic weeks following the awarding of the disputed grade. The meeting can occur via zoom, phone or in-person.
2. If after meeting with the faculty member, the student wishes to appeal the grade, they fill out the Grade Appeal Form within ten working days of meeting with the faculty member.
3. The Executive Dean (or delegate) discusses the appeal with the faculty member and student. If the Executive Dean (or delegate) requests additional information from the student, it must be received within ten (10) business days. Once all

necessary information has been collected, a decision is rendered by the Executive Dean (or delegate) and communicated to the faculty member and the student. A copy is kept in the academic affairs office and sent, along with the original Academic Appeal Form, to the registrar's office to be kept with the student's official academic record.

4. The Executive Dean's decision may be appealed to the Academic Appeals Board. If the student is not satisfied with the decision of the Executive Dean, a hearing by the Academic Appeals Board may be requested. To request a hearing, the student must submit a written appeal to the Academic Appeals Board within ten (10) working days after receipt of the written decision from the Executive Dean.
5. The Academic Appeals Board decides whether or not to hear the appeal, and if they meet to consider the appeal, their decision is communicated in writing to the VPAO/Provost, faculty member, college dean, and the student.
6. The decision made by the Academic Appeals Board is final.

These procedures provide a structured framework for students to appeal academic disciplinary actions and course grades, with avenues for resolution and a final decision from the Academic Appeals Board when necessary.

ACADEMIC PROBATION

The Academic (Undergraduate) Standing Committee is responsible for reviewing student appeals of academic suspension. The committee includes representatives from Learning Support Services, Financial Aid, Student Advising, Faculty, Registrar's Office and Dean of Students.

1. Undergraduate students who are suspended due to academic performance and want to enroll the following semester may appeal their suspension. Otherwise, they are required to be away from the university for a semester, then may apply for readmission (see the Academic Handbook).
2. Traditional undergraduate students who are appealing academic suspension submit a suspension appeal form in which they describe circumstances that contributed to their poor academic performance and make a case for what would be different if they were allowed to continue at the university. Students are instructed to request a reference from two University employees, with at least one of those being a professor.
3. The committee reviews the student's appeal submission, references, and transcripts and meets with the student for an appeal hearing.
4. Following the hearing, the committee discusses the appeals and makes a determination.

5. Students whose appeals are approved are required to enroll in a 1-credit course that consists of weekly meetings with a graduate student academic mentor. The student's CAP Coach works with the student to create a suitable schedule which takes into consideration whether the student should retake courses.
6. Students who do not appeal may apply for readmission after a semester away.
7. The committee then meets to discuss whether the student can be readmitted or if readmission process should require an appeal and a thorough review of past academic performance.

APPENDIX F: Privacy, Confidentiality, and FERPA

Because student information is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA), it is of particular importance that information constituting a student's educational record be treated with utmost confidentiality.

For information on students' rights under FERPA, see the academic handbook.

To help employees better understand their responsibilities, there is a mandatory online FERPA training that all employees must complete. Additionally, all employees are required to sign a FERPA Confidentiality of Records Agreement.

Education Records

An education record is any record containing information that is personally identifiable to a student and is maintained by the university or by a party or organization acting on behalf of the university. Under FERPA, students have the right to view any and all education records upon request. Therefore, any education records created and maintained by employees should assume student access and be appropriate for the student to view. If you don't want the student to view the record, then make it sole possession or delete it.

Education records may include, but are not limited to, Google "G Suite" records (Gmail, Contacts, Calendar, Drive, Sites, Hangouts, etc.), LMS records, MyGFU records, Fox360 records, Handshake records, TaskStream records, written, printed, and projected documents, voicemail messages, social media, video or audio recordings (including Zoom recordings), transcripts (any school), student-employment records, and student-licensure records.

Items **excluded** from the education record include law-enforcement or campus-security records, medical records, alumni records, and sole-possession records.

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Sole-possession records are made by one person as an individual observation or recollection and are kept in the possession of the maker.

- Notes taken in conjunction with any other person are NOT sole-possession notes (counselor's notes, interview notes).
- Sharing these notes with another person, or placing them in an area where they can be viewed by others, makes them "education records" and subject to FERPA.
- Emails can never be sole possession.

The best practice is to always keep comments about students professional and appropriate. If it's not a sole-possession record, the student has a right to see it.

For more information, see the applicable employee-handbook section

Directory Information

At its discretion, the university may provide "directory information" in accordance with the provisions of FERPA. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. The law states that directory information **may** be released, **not that it must** be released, therefore employees are empowered to use utmost discretion.

Students have the right to restrict the release of any directory information and may have done so through the registrar's office. Therefore, all requests for any student education records, both directory and non-directory, should be referred to the registrar's office. Failure of any employee to comply with these policies may result in disciplinary action, up to and including termination.

The university considers the following information to be "directory information," which therefore **may** be open to the public unless the student has asked for an information-restriction status in the registrar's office:

- name
- permanent address
- local address (this is the student's mailing address and does not include dormitory and room number)
- temporary address
- e-mail address
- telephone number
- date and place of birth
- participation in officially recognized activities and sports
- major
- dates of attendance
- full-time and part-time status
- degrees and awards received
- class year
- the most recent previous school attended
- student theses and dissertations

- student job assignments and locations
- photographs
- for members of athletic teams: height, weight, and position played
- parents' names and addresses

Non-directory information (anything that is an education record but is not directory information) should not be shared with anyone without the student's written consent, including to other university employees, student employees, or other students, unless they have a legitimate educational interest; meaning that they need the information in order to fulfill their professional responsibilities for George Fox University.

A student may request that you complete a letter of recommendation or a reference for them, whether for graduate-school applications, job applications, or any other request. If any non-directory information will be provided as part of that recommendation or reference, the Release Form for Recommendations must be completed by the student.

If a student's parents, spouse, friends, or others inquire about a student's location, enrollment, class schedule, academic performance, grades, student employment or wages, status of financial aid or student account, religion, or other non-directory information, that information can be disclosed **only** if the student has signed a consent statement giving permission to provide the information. Questions about release of academic information should be directed to the registrar's office. Questions about release of financial-aid information should be directed to the office of financial aid. Questions about release of student-account information should be directed to the office of student accounts. Questions about release of disciplinary information should be directed to the office of student life.

If non-directory information is needed to resolve a crisis or emergency situation, an education institution may release that information if the institution determines that the information is "necessary to protect the health or safety of the student or other individuals." In the case of an emergency, contact the appropriate individuals (e.g., George Fox security services, registrar's office, dean of students, the office of the VPAO/Provost, or health and counseling services) and describe the situation that led you to make the call. Once the situation is resolved, document the details of the situation (what, where, when, who), those involved in the response, and the resolution of the situation. Once resolved, contact the registrar to debrief the scenario and provide your documentation.

An important distinction in FERPA is "must" vs. "may." In the case of "must" it is incumbent on the institution and all of its officials to comply. In the case of "may" an individual's discretion may be employed, and therefore two employees may handle a situation differently.

Examples of key "musts" under FERPA:

- Students must be permitted to inspect their own education records, but only with a written request through the registrar's office.

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- The institution must protect personally identifiable information about a student.

Examples of key “mays” under FERPA:

- The institution may release directory information, but is not required to do so.
- The institution may release information to a parent with a signed release from the student, but is not required to do so.

Legitimate Educational Interest

Non-directory student information should not be shared or discussed with any employee who does not have a legitimate need to know the information in order to perform their job duties and functions. Faculty acting as academic advisors **do** have a legitimate educational interest in a student’s class schedule or their performance in courses. However, a faculty member who is writing a book or doing research not directly related to their employment **does not** have a legitimate educational interest in FERPA-protected student information, though aggregate student data may be provided in certain situations.

George Fox University is a small, close-knit community and one’s students may also be colleagues or related to colleagues, therefore discretion must be exercised.

If an employee is not certain if it is appropriate to release information, he or she should check with the registrar’s office.

When Releasing Information to the Student

When sharing protected information with a student, pertaining to **their** record, it’s important to verify their identity.

- In-person: if you know the student by sight, no further verification is needed. If you don’t know the student, you can request to see their GFU ID card.
- By phone: use our guide to identifying students by phone.
- By e-mail: if you receive an e-mail message from a student that is not from their GFU e-mail address, email them back requesting that they re-send their message from their GFU e-mail account. You can also look up a student’s GFU e-mail address in MyGFU in the student directory, or you can e-mail them via a class roster or through Canvas
- Online: behind a secure login (e.g., in MyGFU, Canvas, etc.)
- On paper: through campus mail to their GFU box number, or mailed to their mailing address in MyGFU. (Mailing to another address or faxing to any fax number requires signed permission of the student.)

Reference Letters/Recommendations

Before writing a reference or giving a recommendation for a student, **especially** if it will include FERPA protected education records, get a signed release. Submit the release to the registrar’s office to be filed.

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Parents

When a student reaches 18 years of age or attends an institution of postsecondary education at any age, he or she becomes an “eligible student,” and all rights under FERPA transfer from the parent to the student.

Verifying parents’ identity

- You are **not required** to share any information with a parent even if the student signed a release, or even if the student is a dependent according to the IRS.
- If a student has signed a FERPA release form, and you have verified this with the registrar’s office, you **may** release information specified on the release form, but you are not required to.
- Even if parents are paying tuition, they do not have the right to view the student’s education record without their permission.
- If you have any concerns about requests being made by a parent, contact the registrar’s office.

Government Officials

It is not unusual for government officials to come to campus requesting information about a student or alumni, especially regarding an application to work for a branch of the government, like the FBI. Typically, they will come directly to the registrar’s office with their request. In the rare likelihood that a government official was to come directly to your classroom or office, bear the following in mind:

- You are not **required** to share any information on the spot.
- You should direct any government officials seeking information about a student, including their current whereabouts, to the registrar’s office.
- Any subpoenas requesting information from a student’s or alumnus’s education record should be directed to the registrar’s office. Before responding, seek legal input.

Security—Best Practices

By applying a few simple security practices, you can easily avoid releasing protected information accidentally or unknowingly.

- Use only your GFU email account to exchange e-mails with George Fox students.
- Do not use your personal email address to send GFU-related communications.
- Do not post grades. If returning graded work via campus mail, be sure grades are not visible.
- Do not post class roster information outside of a class section.
- Protect sensitive information. Do not leave in plain view; keep confidential information in a locked desk, cabinet, or office.
- Log off of your computer when not in use.
- Regularly clear the downloads folder on your computer desktop and empty the recycle bin/trash—especially on a laptop that may leave a secure area on campus.

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- Do not use automatic log-ins for MyGFU, Google suite, etc.

Tools/Pedagogy

Syllabi

Each class syllabus should clearly outline expectations for students to post coursework, or to interact, on any social-media platform or other public forum. For some students, there may be a legitimate privacy or safety concern about making their work public, and FERPA requires that we protect the student's privacy. If a student is not willing or able to engage in public forums as part of their course participation, and has made that clear to the instructor, then other arrangements should be made for them to complete course requirements. The LMS is considered a private forum that is restricted to students enrolled in a given class and, according to FERPA, students cannot insist on remaining anonymous in a private class forum.

Syllabi should also make clear if any class meetings or discussions will be recorded in any manner, and for what purpose those recordings will be used. Bear in mind that each student's class enrollment is not directory information and therefore any use of class recordings that would make a student's enrollment public information requires the student's signed release.

Peer Evaluation

Utilizing peer evaluation is allowable under FERPA if it is considered pedagogically necessary.

Software

Employees are not allowed to copy any university-owned software without the prior approval of institutional technology. This policy also prohibits copying software to install on other university-owned equipment or for an employee's personal use.

Employees should not utilize any free or open-source software not specifically sanctioned by institutional technology to ensure privacy of FERPA-protected education records.

Projectors

Before connecting a device to a projector, be sure to close any windows with personal information that should not be viewed by students, including e-mail inbox, etc. Never make notes about student work or behavior on a device that is currently connected to a projector.

FERPA Resources

· Registrar's Office FERPA Page and FERPA Training

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- Academic Handbook
- Employee Handbook
- Institutional Technology

APPENDIX G: Standards for Promotion & Tenure

Below are standards for promotion and tenure. A faculty member should meet the standards for Teaching, Scholarship and Service to be considered for promotion and tenure.

- Teaching: The standards for promotion for all departments align with the Teaching Evaluation Rubric. Please review the methods of assessment on the tabs at the bottom of the rubric.
- Scholarship: The standards for promotion are discipline-specific and detailed in Table A below.
- Service: The standards for promotion are discipline-specific and detailed in Table B below.

Faculty who are not on a tenure track are exempt from scholarship expectations for promotion and tenure unless otherwise specified by their external accreditating organizations.

Although the above standards reflect a collaborative effort to define excellence in teaching, scholarship and service, they are not exhaustive. There may be unique contributions that the Personnel Committees consider reflective of excellence in teaching, scholarship or service that aren't included in sections below.

Teaching Evaluation Rubric

Assessment Instruments for Teaching Evaluation

Key: Y=Yes, meets evaluation criteria
P=Possibly meets criteria

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Assessment Methods	Data Source	Understanding	Practice	Instructional Design	Instructional Delivery	Continuous Improvement	Engage (advising and mentoring)
Required							
Faith integration essay	FGP / Portfolio	Y	Y				P
Teaching essay	FGP / Portfolio	Y	Y	Y	Y	Y	P
Formal in-class / video observation by colleagues, e.g., 3rd or 6th year review	Review Committee letter	Y	Y	Y	Y	Y	
Additional Methods - Choose at least three (must include one data point from each area)							
Informal peer review observation	Portfolio	Y	Y	Y	Y	Y	
Teacher of the Year Award	AAO	Y	Y	Y	Y	Y	P
Faculty responses to feedback, e.g., from students, colleagues, etc.	FGP / Portfolio					Y	Y
Student feedback	Course Report, summarized in FGP / Portfolio	P	P	P	P	Y	Y
Student feedback from sources other than Course Report, e.g., course eval. on Canvas, email, letter, or note from student, etc.	FGP / Portfolio	P	P	P	P	Y	Y
Alumni feedback	Letter / video from alum	P	P	P	P	Y	
Trend of Summative scores "how much a student has learned after a unit or course has reached its completion"	Course Report, plotted in FGP / Portfolio			Y	Y	Y	
Comparison of Summative trends to Course grade trends	FGP / Portfolio			Y	Y	Y	
Trend of Formative scores "how a student is learning during a course of study"	Course Report, plotted in FGP / Portfolio			Y	Y	Y	
Letter from colleague in a sequential course	Portfolio	P	P	P	P	P	
Results from standardized exam that students take in faculty subject area	FGP / Portfolio			P	P	P	

Definition of Terms - Teaching Evaluations

Term	Definition
Christian Belief	see GFU's faith statement
Equip	supply with the necessary items for a particular purpose
Mentoring (Mentor)	a long-term relationship in which experiential wisdom is offered to help build aspects of a learner's career
Advising (Advisor)	offering strategies about a specific event, which the learner may or may not follow
Engage	attract, or involve (someone's interest or attention)
Empower	give (someone) the authority or power to do something; make (someone) stronger and more confident, especially in controlling their life

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Departmental Expectations for Scholarship & Service

In order to create clarity in the evaluation process, enterprise deans and the vice president of academic operations/provost (VPAO/Provost) have requested that each department submit their internal metrics of evaluation. These metrics have been reviewed for equity in standards and are approved by the academic affairs office. Departments wishing to submit changes of new guidelines must submit them via email to the executive dean of their enterprise who will work in collaboration with the VPAO/Provost for approval to update this document.

Table A. Department Scholarship Requirements

Art and Design	***Types of Scholarship:*** Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, exhibition or performance, product creation, art creation, written creation (e.g., poetry, novel, mathematics proof), significant commission, invitation to serve as a visiting artist, invitation to serve as judge/juror, research grants from a foundation, professional organization, or university to pursue research in the field of art and design. ***Criteria for advancement (Assistant to Associate AND Associate to Full):*** ADVANCEMENT TO ASSOCIATE In the discipline of art and design, scholarship is valued through regular engagement within one's industry or field of study. To advance from assistant to associate, one must accomplish at least 7-8 of the items below within 5 years. (Repeating items is acceptable, especially if increased recognition is evident) ADVANCEMENT TO FULL (counting items AFTER the promotion to Associate): To advance from associate to full professor, one must accomplish an additional 7-8 of the items in the years between promotion to Associate and before promotion to Professor for a total of 14-16 of the items below within 10 years. (Repeating items is acceptable) Relative value/importance/impact your discipline places on types listed above: In the art and design discipline, the value of scholarship reaches across many sectors. Please see below: 1. Presentation of papers or projects at national and regional conferences related to the discipline. 2. Presentation or leadership of workshops, whether national or regional, related to the discipline. 3. Participation in collaborative research projects engaging industry. 4. Current licensing and certification as an industry professional. 5. Documented development of a significant body of research that expands or challenges established practices within the discipline with the aim that the research be shared through presentation or writing. 6. Significant art or design commission(s) with international/national/regional distribution. 7. Published commissions. The merit of the commission/publication is determined by the scale of the commission, the depth of research, conceptual and interpersonal involvement and logistical effort and time to complete. 8. Significant self-published works with national or regional exposure and/or distribution. 9. Invitation to serve as a visiting artist, exhibition curator or consultant, exhibition juror. The

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	merit order for these activities will be judged by the reputation of the inviting institution and the scope of the assignment. 10. Inclusion of works into significant international or national peer-reviewed exhibitions. The order of merit: certified museum, university, prominent commercial gallery exhibition(s). 11. The inclusion of work in one or more prominent art- and design-industry publications. The rank order for publications: monograph, thematic anthologies, annuals and journal reviews, newspaper review/artist profile. 12. National or regionally recognized awards for art and or design work. This in itself carries special significance and represents a qualitative peer evaluation. 13. Research grants from a foundation, professional organization, or university to pursue research in the field of art and design. 14. Award of and completion of art and/or design residency periods. 15. Authoring books, articles, media, or software in rank order of: 1. A book-length manuscript or revised dissertation submitted for evaluation by peer(s) 2. A significant software title adapted for pedagogical use 3. Podcast development engaging scholars and or practitioners with bearing on the discipline 4. One or more critical, scholarly exhibition catalogs 5. Two or more substantive articles in press or accepted for publication Further evaluative criteria can be drawn from the critical response the work receives. Further merit will be considered for its impact upon the field. Special Note: These lists are adapted from the College Art Association's guidelines for rank, tenure, and promotion of art and design faculty. We use this list to help guide ourselves, but also to support art and design faculty in the promotion, annual review, and tenure process. As art and design research looks different than many traditional academic disciplines, this list helps our personnel committee, peer- review committees with external reviewers outside our disciplines, the academic leadership team, and the board of trustees in the process of determining quality and quantity of research and scholarship appropriate for our disciplines.
Cinematic Arts	Appropriate and expected faculty development activity and research/scholarship for GFU Cinematic Arts: Professional activity (expected/suitable for faculty in full-time non-tenure-track positions): Participation in national and regional conferences related to the discipline. Participation in workshops, whether regional or national, related to the discipline in which the faculty member teaches. Holding offices or coordinating events within a related professional or academic association. Invitation to serve as a visiting artist, juror, or reviewer. The merit order for these activities will be judged by the reputation of the inviting institution and the scope of the assignment. Current licensing and/or certification as an industry professional. Participation in the creation of a professional product used outside the university community. Coordinating faculty and/or student involvement in professional organizations The non-tenure-track faculty member will be expected to complete any of the above noted options

every 1-2 years.

Scholarship and Research (expected/suitable for tenure-track faculty and tenured faculty)

1. Presentation of papers or projects at national and regional conferences related to the discipline.
2. Presentation or leadership of workshops, whether national or regional, related to the discipline.
3. Participation in collaborative research projects engaging industry.
4. Current licensing and certification as an industry professional.
5. Documented development of a significant body of research that expands or challenges established practices within the discipline with the aim that the research be shared through presentation or writing.
6. Significant commission(s) with international/national/regional distribution.
7. Significant self-published works with national or regional exposure and/or distribution.
8. Invitation to serve as a visiting artist, consultant, or juror. The merit order for these activities will be judged by the reputation of the inviting institution and the scope of the assignment.
9. Inclusion of works into significant film/video/media festivals with peer review. The order of merit: acceptance rate; national, regional, or university level; ranking; and awards.
10. The inclusion of work in one or more prominent cinematic-arts (including animation) publications. The rank order for publications: monograph, thematic anthologies, annuals and journal reviews, newspaper review/artist profile.
11. National or regionally recognized awards for work in the discipline. This in itself carries special significance and represents a qualitative peer evaluation.
12. Research grants from a foundation, professional organization, or university to pursue research in the field of cinematic arts (including animation).

13. Authoring books, articles, media or software in rank order of:
    a. A book-length manuscript or revised dissertation submitted for evaluation by peer(s)
    b. A significant software title adapted for pedagogical use
    c. Podcast development engaging scholars and or practitioners with bearing on the discipline
    d. One or more critical, scholarly exhibition catalogs
    e. Two or more substantive articles in press or accepted for publication
14. Screenwriting

University Film and Video Association (UFVA) possibilities for evaluating faculty screenwriting projects include:

a. Peer evaluations by screenwriting professors at other universities.
b. Professional organizations that include script-evaluation sessions and/or script readings among their activities.
c. Organizations for possible production.
d. Juried readings by local and regional groups.
e. Scripts may be published in whole or in part.
f. Print publications of the UFVA.
g. Other academic print publications.
h. Inclusion in The Black List (blcklst.com)
i. Media publications of professional organizations.

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	j. Internet publication where allowed by institutional regulations. NOTE: Relative to the number of scripts completed each year, the possibilities for publication of scripts is extremely limited. In no case should a college or university require a script be published to validate its use as an accomplishment in the promotion and tenure process. Promotion-Specific Criteria: Promotion to Associate: Tenured and tenure-track: 1-2 items from the above list every 1-2 years, and a plan in your faculty growth plan goals that will support that achievement. Promotion to Full Professor: 1-2 items from the above list every 1-2 years, and a plan in your faculty growth plan goals that will support that achievement. Methods for Evaluation A. For promotion/tenure, chairs/deans/directors may solicit external reviews of work completed and submitted by the candidate. B. Further evaluative criteria can be drawn from the critical response the work receives. Further merit will be considered for its impact upon the field.
Clinical Psychology	The George Fox University Graduate School of Clinical Psychology (GSCP) is a practitioner-scholar program (Vail Model, 1973; Antioch New England Graduate School, 1982, as cited in APA, 2003) and is accredited by the American Psychological Association (APA). We are a clinical training program whose mission is to engage students academically, spiritually, and relationally to become psychologists who meaningfully respond to complexity, advocate for social justice, and represent the highest integrity of the profession. In our unique position as a professional school, whose first mission is to produce quality clinicians, we define scholarship as activities and outcomes that contribute to the collective knowledge, application, and resources in the profession of psychology and its affiliated disciplines. We acknowledge that service, teaching, and scholarship have significant overlap, and further define scholarship as those activities - which may also come from service and teaching - that have tangible outcomes that can be witnessed, and/or shared with others and consist of recognition by academic, professional, or industry peers, clinicians, the employing industry, and/or the communities we represent and serve.[1] We believe in and consider ourselves strong members of the academy. We also align strongly with the Quaker heritage of social responsiveness and advocating for the “oppressed and disadvantaged” (Sheffield Quakers, 2012). As a department, we are committed to the ongoing removal of oppressive standards that have served to narrow and restrict access to promotion and tenure from specific groups and have led to substantial underrepresentation in the academy and lack of tenure for both female and BIPOC professors (American Association of University Professors, 2020). In his seminal work, “Scholarship Reconsidered,” Boyer (1990, 2015) sought to support this aim as well. He articulated that the progressive narrowing of the scope and definition of scholarship from its original intent and purpose in the academy has restricted the depth and breadth of what scholarship has to offer our disciplines. He also reflected how this has led to

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the marginalization and denial of equal access to advancement for specific faculty - especially those in practical and vocational academia. His charge back then, “There is readiness, we believe, to rethink what it means to be a scholar” (p. 16), remains true today. We honor both the mission of George Fox University in “preparing students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion” and Boyer’s beliefs that scholarship should reflect “intellectual clarity, creativity, global awareness, social responsibility, and a deep sense of purpose” (Messiah University, 2023).

The GSCP chooses to implement the Boyer Model of Scholarship, with the proposed extensions advocated by fellow professional and technical schools (The State University of New York at Canton, 2017) to include the Scholarship of Professional Practice.

The Scholarship of Discovery: Most familiar to the academy, the scholarship of discovery honors the epistemological question: What is true? This encompasses empirical research that includes, but may not be limited to:

- Publishing as an author on an article in a peer-reviewed journal
- Publishing as an author of a book or book chapter in a book academic in quality and/or peer reviewed.
- Publishing as an author of a theoretical article in a peer reviewed journal or division of the psychological guild
- Producing a self-study for accreditation or re-accreditation: empirical, evidence-based review of program outcomes.
- Serving as an APA Site Visitor in the comprehensive Peer Review of another Institution’s Self Study, facilities, processes, personnel, and operations.
- Presenting peer-reviewed information at State, National, and Discipline-Specific Conferences.
- Serving as a peer reviewer for journal articles, book chapters, and submissions for presentation.

The Scholarship of Integration: Honoring the ethical question: What is good?, the scholarship of integration believes in the value of interacting across disciplinary roles and lines to collaborate in approaches to solving questions and societal issues. This includes, but may not be limited to:

- Being an editor or peer reviewer of book, article, poster or presentations for professional journals, guild agencies or divisions, or publishing companies.*
- Participation in National, Regional, State and Local Leadership Councils and Boards of Directors that produce policy, procedure and/or professional recommendations.*
- Being a board member on professional practice boards (Examples include, but are not limited to: Oregon Medical Board, Oregon Board of Psychology, Oregon Board of Nursing).*
- Consultation around program development for service, community, treatment/clinical, employment, or academic programs.*

*A copy of the documented product (Examples include, but are not limited to: consultation report, professional recommendations, legislative proposals, policies, procedures etc.) will be

	provided to the committee. The Scholarship of Application. Honoring the Pragmatic Question: What is of use to the

communities we represent and serve? This form of scholarship seeks to put knowledge to work in the world. This includes, but may not be limited to:

- Development of Software that can be used within or across disciplines
- The development of professionally-oriented and lay Podcasts that disseminate information about the profession and its application to the professional and lay communities.
- Bridging academia to professionals through clinical training and certifications, both within the academy and in the professional community (Examples include, but are not limited to: Providing certification and training in specific modalities to clinicians (ex. EMDR, PCIT), presenting research and evidence-based information at University-level events etc.)
- Invited Professional Presentations external to the department (Examples include, but are not limited to: presenting on physician burnout to a hospital system, resiliency training to first responders, chaplaincy training etc.)
- Grant Applications and Grant Management
- IRB Submissions, Adherence and Participation in IRBs
- Authoring government contracts with agencies for the management and/or provision of psychological services.
- Authoring legislative proposals for guiding mental health practice, definitions, and/or regulation.
- Development of questionnaires, tests, measurements or other tools that can be implemented in psychological practice.
- Serving as a member of a professional group involved in developing guidelines for practice.

The Scholarship of Teaching. This form of scholarship asks the axiological question, What is valuable? It focuses on best practices in reaching and teaching students, scholars and practitioners. This includes, but may not be limited to:

- Curriculum development and enhancement of pedagogy, to include tangible course designs, facilitated discussion proposals and other teaching products that can be shared and implemented in other systems. (Examples include, but are not limited to: Society of Indian Psychologists' commentary on the APA with facilitated discussions, A protocol for use of affinity spaces in the classroom etc.)*
- Measurement of specific competencies in professional training, to include development of APA reporting on competencies attained, percentages attained at first vs. second attempt, methods of instruction by which competencies were measured.*
- Test Development for quality outcomes: For example, development and implementation of the Scientific Foundations Exam (SFE) and the Clinical Intervention and Assessment exam (CIAE) in our department.
- The provision of and participation in Interdisciplinary education, which includes but may not be limited to, cross disciplinary teaching, or hosting and participating in interprofessional workshops and student training experiences that exceed those as part of faculty engagement with IPE.
- Development of Student Handbooks and Department Policy..*

	• Codifying and evaluating admissions and admissions outcomes.*

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- Authoring articles in lay audience formats, to include magazines, open sourced, and web-based materials. (Examples include, but are not limited to: Psychology Today, New York Times, Psychotherapy Networker).*
- The organization of or substantial participation in cross cultural or intercultural experiences, with documented outcomes and evaluation of competencies attained or goals met.*
- The production of therapy videos and/or video training materials.*
- The provision of any content or information that can be offered as a CEU to members of the professional or psychology or other disciplines.*

*A copy of the documented product will be provided to the committee.

The Scholarship of Professional Practice. This is our highest calling and the foundation of our program as one providing practical education. It is a necessary requirement of our ability to lead, teach, and remain accredited within our program. The scholarship of professional practice asks the seminal question: Why? What is the value of all that we discover, integrate, apply and teach if it does not result in the practice of psychology? This includes, but may not be limited to:

- Current licensing and certification as an industry professional
- Supervision of students providing clinical services to communities under our license and oversight that is not factored into load or course requirements. (De-identified supervision records, competency evaluations and other documentation can be provided).*
- Supervision of students performing research and producing dissertations beyond requirements of load/course. Examples include, but are not limited to: presenting a poster for APA, editing and reformatting a dissertation for professional publication, continuing a study originated from a dissertation to facilitate longitudinal analysis etc.*
- Credentialing and Board Certification in specific skills that are used to teach and inform clinical practice (Examples include, but are not limited to certifications in evidence-based practice (EMDR, CPT, PCIT), as well as ASBBP Board Certification) and the achievement of Fellow status in APA or similar professional organizations.
- Development of questionnaires, tests, measurements or other tools that can be implemented in psychological practice.*
- Supervision of license-eligible practitioners, internship, and residency education. Note: This has never been a requirement of course or faculty load and exceeds our roles, but is also pertinent to our accreditation outcomes in facilitating student licensure, which requires post academic work.
- Teaching, training and providing consultation services for psychologists and allied professionals outside of academia.*

*A copy of the documented product will be provided to the committee.

Within the GSCP, our highest form of scholarship is the production of quality clinicians who represent and serve diverse communities. We supplement this mission with the aforementioned scholarship.

For the purposes of promotion and tenure, we propose equal value to all five domains of scholarship noted above. We set the expectation of an average of two products, which can

	be produced from any given domain or domains per year. Honoring the equal value to all

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	domains, we permit faculty to choose their avenue of scholarship and whether or not they want to produce scholarship within a specific domain (i.e. all scholarship from Discovery or Professional Practice etc) or across domains. [1] This is the operational definition of “peer review” by the PsyD Department
College of Business	Types of Scholarship: ● Peer-reviewed articles ● Chapters ● Books ● Poster presentations ● Paper presentations ● Conference address/symposia Relative value/importance/impact your discipline places on types listed above: This was developed by: Alan Kluge, Paul Shelton, Tim Rahschulte, Debra Worden at the request of the dean and was accepted by the faculty on November 4, 2010 “The faculty committee on defining scholarship, appointed by the dean of the School, has worked throughout the semester and presents the following report of its charge. The committee recommends, by acceptance of this report, that the faculty of the School of Business formally recognizes the Boyer Model to scholarship in the School of Business, and agrees to the description of activities that constitute scholarship as it pertains to promotion and tenure. A. Recognition of the Boyer Model of Scholarship The School of Business formally recognizes the Boyer Model of scholarship as identifying four relevant domains of scholarship appropriate for its faculty: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. While each faculty member may be actively engaged in only one or two domains of scholarship, a balance of scholarly activities across the four domains by the collective faculty is required to successfully advance the mission of the School of Business. Each School of Business faculty member, in consultation with tenured faculty and approval of the dean, is to develop a personal plan for scholarship. This plan should demonstrate involvement in relevant domains of scholarship based on that faculty member’s discipline and assigned responsibilities. This plan will be documented through the annual Faculty Growth Plan and reviewed through the annual review, third-year review, and sixth-year review processes.” Criteria for advancement (Assistant to Associate AND Associate to Full): ADVANCEMENT TO ASSOCIATE Option 1: 2 Peer-reviewed journal articles (one may be a scholarly book chapter) Option 2: 1 Peer-reviewed journal article and 2 non-peer-reviewed publications or 2 conference presentations ADVANCEMENT TO FULL (counting items AFTER the promotion to Associate):

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	Option 1: 2 Peer-reviewed journal articles - 1 can be a book chapter Option 2: 1 (non-self-published) book and 1 scholarly presentation at a national level conference Option 3: A combination of 4 of the following: Peer-reviewed journal article, book chapter, and scholarly presentations at national conferences (must include at least 1 peer-reviewed article). NTT faculty: For promotion, NTT faculty are exempt from ongoing scholarship. Their focus should be on teaching and service to the department.
College of Education	Scholarship activity is defined as: ● Scholarship activities are actions and pursuits specific to the scholar's discipline, area, and giftedness, which advance the profession and is expressed in a sustained pattern. ● Examples: Conducting research projects, collecting and analyzing data, writing a book proposal, revising accreditation reports according to feedback, submitting conference proposals, among many other examples. Scholarship artifacts are defined as: ● Peer-reviewed products are generated from engaging in scholarly activities. ● These are specific to the nature of the scholar's discipline, advance the scholar's profession, and entail public communication. ● Examples: Journal articles, presentations, accreditation reports. Peer-review is defined as: ● All scholarship artifacts should have either scholarly or professional peer-review. ● Specifically, peer-review entails soliciting feedback from external experts (either scholars or professionals) and revising the artifact in formalized ways. ● Peer-review entails public sharing of the artifacts that extends beyond the GFU community and enhances the profession or field of education in innovative ways. ● Examples of scholarly peer-review: Academic presentations and journal articles that received blinded review prior to presentation or publication. ● Examples of professional peer-review: Accreditation reports require external panels of professional experts in the field. Invited keynotes require professional critique and appreciation of a scholar's work. Clarifications: ● Attending professional meetings and completing terminal degrees are not sufficient for fulfilling scholarship expectations for promotion. ● Taking refresher courses, preparing lectures, carrying out expected teaching duties, and re-designing courses are used for teaching evaluations rather than scholarship. ● Similarly, volunteering in school settings, re-designing programs, revising handbooks, and recruiting students are activities used for service evaluations rather than scholarship. ● The scholarship of teaching and engagement may draw on and use these teaching and service activities, but require the scholar to do scholarly activity and create scholarly artifacts with peer-review that extend beyond the act of teaching orservice itself. Tiers I through III will delineate a non-exhaustive list of types of scholarship activities and artifacts that a scholar may pursue for promotion and tenure. Tier I (One product from this domain every three years will satisfy scholarship

requirements):

- Publishing as an author* on an article in a peer-reviewed journal on a study.
- Publishing as an author of a theoretical article in a peer-reviewed journal.
- Publishing as an author of a practitioner article in a peer-reviewed journal.
- Publishing as an author of a book or book chapter that is academic in quality.
- Producing a self-study for accreditation or re-accreditation: empirical, evidence-based
- review of program outcomes.
- Grant applications and grant management (e.g., Murdock, NSF).

*Co-authoring papers is encouraged.

Tier II (Two products from this domain every three years will satisfy scholarship requirements):

- Presentations at state, regional, national, international, and discipline-specific conferences
- (e.g., ORATE, AAQEP, AERA).
- Poster presentation at a professional conference (e.g., NCTE, NCTM).
- Editing of a book, article, poster or presentations for professional journals, guild agencies
- or divisions, or publishing companies.
- Development of software that can be used within or across any education discipline.

Tier III (Three products from this domain every three years will satisfy scholarship requirements):

- Development of valid and reliable questionnaires, tests, measurements or other tools that
- can be implemented in educational practice that is communicated beyond GFU (e.g., OR
- Teacher Performance Assessment).
- Published curriculum that is shared beyond GFU (e.g., a textbook used in classrooms).
- Invited professional presentations (e.g., keynote lectures).
- Authoring OpEd or newspaper articles in lay audience formats (e.g., New York Times).
- Professionally-oriented and practitioner consistent podcasts that communicate
- information about the profession and its application to the professional and lay
- communities (e.g., a curated podcast that has been consistent for a year with substantial
- viewership).
- Creating a consistent or impactful blog or vlog (e.g., more than a singular personal blog
- post) that has evidence of peer review from expert teachers or leaders that use it or
- comment.
- Self-published books where the author supports a peer-review process.

*Recommendation: If there is ambiguity in the peer-review process (e.g., self-published book or a podcast), the scholar should provide clarity about the peer-review process in their scholarship evaluations (e.g., faculty growth plan, scholarship essays for review).

Assistant to Associate
2 products from Tier I, or 4 products from Tier 2, or 6 products from Tier 3

Other options could include combinations from the Tiers:
1 product from Tier 1 + 2 products from Tier 2
or 1 product from Tier 1 + 3 products from Tier 3
or 2 products from Tier 2 + 3 products from Tier 3

Associate to Full
2 products from Tier I, or 4 products from Tier 2, or 6 products from Tier 3

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	Other options could include combinations from the Tiers: 1 product from Tier 1 + 2 products from Tier 2 or 1 product from Tier 1 + 3 products from Tier 3 or 2 products from Tier 2 + 3 products from Tier 3

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	grant applications, partnership guidebooks from presentations to school/district leaders, research-based curriculum redesign proposals, and “white papers” requested/required by state or national educational organizations or within Oregon Teacher Standards & Practices Commission (TSPC) workgroups (e.g. ORTPA). **Recognition of the Field** Goal: Innovative practice through evidence-based research shared with practitioners in schools and students in our classrooms Purpose: Recruiting work is being redefined, as COE faculty work with district partnerships to reshape the field and reinvent how teacher candidates are educated by how we offer degrees, redesign preparation programs, and professional development Improve bandwidth to innovate and look for multiple ways to share our stories beyond journals (e.g. Tillamook AAQEP national presentation at annual meeting) Find ways to lever existing work in partnership as year-round teaching responsibilities impact ability for time and space to work just with traditionally recognized areas of scholarship Letters of statement/support from local/state/national partners for the faculty member’s work **Targets for Criteria** Goal: Evidence of a consistent and sustained pattern of teaching, scholarship, and service reviewed annually by the program director through the faculty growth plan, and vetted formally in this regular process by the COE Leadership Team to inform promotion decisions Multiple authors/innovators are encouraged to distribute the workload and to recognize how educators work most effectively and fruitfully in the field of education Measure level of impact and reach to the field for the faculty member and eventually for George Fox University’s College of Education
College of Engineering	see Engineering Program and CS
College of Medical Science	Types of Scholarship: ● Publications ● Presentations ● Accreditation Self-Study ● Doctoral Advisor/Committee Reviewer Relative value/importance/impact your discipline places on types listed above: The body of research for the PA profession is small compared to other professional disciplines in medicine/healthcare. As a result, The PA profession values publications and presentations that advance the field and create new knowledge. Many of the PA faculty do not engage in bench original research but rather collaborate within the program or even between programs to engage in the study of PA education and its curricular components. It is important to remember the terminal degree for the PA is a Masters.

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	Thus, many of the faculty do not have the education or experience to conduct original research, but rather contribute through collaboration with other faculty and/or advising our doctoral students. The PA accreditation self-study is roughly a 150-page document that involves data collection, review, analysis, and conclusions across our entire program. This takes roughly 5 months to create. Our accrediting body places a high value on the thoroughness of our self-study and it is often one of the most frequently cited aspects of a PA program's accreditation review. Criteria for advancement (Assistant to Associate AND Associate to Full): Assistant to Associate: Combination of 1 or more of any of the bulleted items under types of scholarship in peer reviewed or non-peer-reviewed journals, conferences, or official self-study submission. Associate to Full: Same criteria as assistant to associate only should be 2 or more of any of the bulleted items under types of scholarship or demonstrated leadership in the PA profession that advances clinical practice or the education of PAs.

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Communication

Appropriate and Expected Faculty Development Research/Scholarship for GFU Communication Studies

Professional activity (expected/suitable for faculty in full-time non-tenure-track positions)

1. Participation in national and regional conferences related to the discipline.
2. Participation in panels and/or events, whether regional or national, related to the discipline in which the faculty member teaches.
3. Holding offices or coordinating events within a related professional or academic association.
4. Serving as a visiting speaker, panel participant, or reviewer. The merit order for these activities will be judged by the reputation of the inviting institution and the scope of the assignment.
5. Participation in the creation of a professional product used outside the university community.
6. Coordinating faculty and/or student involvement in professional organizations

The non-tenure-track faculty member will be expected to complete any of the above noted options at least every 1-2 years.

Scholarship and Research (expected/suitable for tenure-track faculty and tenured faculty)

The general indicator of scholarship is that it is publicly disseminated and peer-reviewed. For each scholarly product, the candidate should include an indication of the type of review (i.e., blind review, editor review, adjudication etc.).

Non-traditional types of scholarship should include statements indicating how they were publicly disseminated and peer-reviewed.

Although there is not a strict rank order in levels of scholarship, greater weight will generally be given to peer-reviewed publication, presentation, or other dissemination at national and international conferences.

The following are regarded as possible admissible evidence of scholarly production:

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- Scholarly books or monographs
- Publication in refereed journals
- Textbooks and trade books
- Invited lectures
- Invited essays in books/journals (featuring peer review)

	scholarly output, however, should be used as guidelines, allowing for a consensus for the evaluation of specific and unusual events. For example, not all publications are created equal. In order to encourage and reward the faculty, the department reserves the right to give additional weight to unique accomplishments. The trajectory of a scholar in the GFU Communication program may be seen in the following description of progression through the academic ranks. Threshold for Associate/Tenure (for tenured or tenure-track faculty): The threshold for tenure and promotion to Associate Professor are similar. The Associate Professor has demonstrated growth and productivity by continuing to pursue scholarship beyond his or her graduate work. A generally accepted standard for publication would be three to four peer-reviewed items from the list above and/or other substantial scholarly products as noted above. Threshold for Full Professor: At the chair's discretion, option 1 or option 2 will be selected for each candidate. Option 1: Promotion to Full Professor: The Professor is a mature scholar, who has demonstrated continuing growth and productivity by making a substantial contribution of work, such as a scholarly book, distinguished textbook, a series of significant articles and/or films, videos, and other electronic media productions. A generally accepted standard for publication would be three to five peer-reviewed items from the list above and/or other substantial scholarly products as noted above. Option 2: Promotion to Full Professor: Evidence of strength in scholarship would include an ongoing scholarly agenda that has resulted in a sustained pattern of scholarly products that have been peer reviewed and publicly disseminated (e.g. through publication, performance, exhibition, display, or public application). Evidence of excellence in this area would be indicated by scholarship that meets the standards for strength and is also recognized as having made an important contribution to the field by disciplinary peers, as attested to by letters from colleagues, and optional additional evidence. A generally accepted standard for publication would be three to five peer-reviewed items from the list above and/or other substantial scholarly products as noted above.

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Department of Biological & Molecular Sciences School of Natural Science	Assistant to Associate ● Five years of service as assistant professor ● Scholarly activity: the following are expected contributions of tenure-track faculty and will be used in the evaluation of promotion ○ Peer-reviewed publications ○ Submitted papers ○ External grants acquired ○ Grant submissions ○ Engaging students in research ○ Conference presentations (poster presentations, paper presentations, keynote lectures, etc.) ○ Books, chapters Tenure ● Associate professor required ● Peer-reviewed publication and/or ● Peer-reviewed external grant obtained Associate to Professor ● Five years of service as associate professor ● Combined years of good departmental and university service ● Scholarly activity used for in promotion evaluation ○ Peer-reviewed publications ○ Submitted papers ○ External grants acquired ○ Grant submissions ○ Engaging students in research ○ Conference presentations (poster presentations, paper presentations, keynote lectures, etc.) ○ Books, chapters
Department of Electrical Engineering & Computer Science	see Engineering Program and CS
Department of History and Politics	Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, exhibition or performance, product creation, written creation (e.g., poetry, novel, mathematics proof), external reviewer for manuscripts, public-facing intellectual content, articles in more popular magazine/journals, public-history presentation/projects, podcasts, contract history reports, workshops and training for community groups, book reviews Relative value/importance/impact your discipline places on types listed above: Traditionally, peer-reviewed journal articles or books are valued the most. These are almost always sole-authorship. Co-authorship/edited volumes are a close second. Speaking at conferences is also valued, but written products more so. However, there is an increasing recognition of the value of

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	products aimed for a wider audience such as podcasts, public-history projects/exhibits, popular magazines. Criteria for advancement (Assistant to Associate AND Associate to Full): Assistant to Associate Option 1: 2 peer reviewed articles or book chapters Option 2: 3 non-reviewed articles or conference presentations or poster presentations or a combination thereof Option 3: 3 exhibits/material for community groups/public-history projects Option 4: 3 book reviews/manuscript reviewer plus 1 conference presentation/poster presentation or journal article. Associate to Full Option 1: Book Option 2: 3 peer reviewed articles or book chapters Option 3: 4 articles in non-peer reviewed/more popular magazines or conference presentations Option 4: 4 exhibits/material for community groups/public history projects/commissioned reports
Department of Mathematics	Scholarship Expectations for Tenure-Track Faculty <u>Promotion from Assistant to Associate requires at minimum:</u> ● [Systematic Literature Review] An annotated bibliography of research focus (to be included in portfolio appendix) to support student engagement in this line of research. ● [Publication] Three (3) peer-reviewed publications showing a sustainable pattern of scholarship. ● [Professional Engagement] Six (6) regional/national conference presentations. ● [Student Engagement] Advise three (3) student research projects which include a student presentation at a regional/national/international conference, where at least one (1) comes from a summer research project and at least one (1) comes from an in-class project. These requirements will demonstrate the faculty member's proficiency as a scholar and show involvement with students through their scholarship. <u>Additionally, promotion to Full Professor requires at minimum:</u> ● [Publication] Two (2) peer-reviewed publications and one (1) peer-reviewed student publication. ● [Professional Engagement] Six (6) regional/national conference presentations. ● [Student Engagement] Advise six (6) student research projects which include a student presentation at a regional/national/international conference, where at least one (1) comes from a summer research project and at least one (1) comes from an in-class project. These requirements will demonstrate the faculty member's outstanding level of scholarship and student mentorship, both through in-depth research with individual students as well as broad exposure to research for a swath of our majors.

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	Scholarship Expectations for Non-Tenure-Track Faculty: None beyond teaching expectations, which include keeping up with current scholarship in classes taught. Note on types of scholarship: All levels of peer-reviewed publications are accepted. For reference, a ranking in levels of significance (top to bottom) is provided to aid the candidate in demonstrating their achievements beyond the minimum expectations: research journal article, conference proceedings paper*, advised student journal article, practitioner journal article, book/chapter*, and professional repository*. *Faculty need to explicitly state in their CV or scholarship essay that these are peer-reviewed to differentiate them from organizer/editor review of similar non-peer-reviewed examples.
Engineering Program and CS	Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, product creation, product design/development and consulting work within one's area of expertise Relative value/importance/impact your discipline places on types listed above: In our discipline, written scholarship and product design are valued. In general, peer-reviewed publications such as articles, conference papers, books, and book chapters are highly valued. Posters and speaking at conferences are important and valued, and may be valued as highly or not as highly as peer-reviewed published works, depending on the subfield, conference, specific journal, etc. Essays, articles in the popular press, etc. also contribute to the profession of knowledge in the discipline and are highly valued. Consulting engagements that have specific work products such as reports, models, software, etc. are valued as much as any of the other types of scholarship, based on the depth of research/development involved. In some cases, published but non-peer-reviewed papers and articles are considered a form of scholarship. Creation of or contributing to open-source software or other important software projects is valued and counted as scholarship as well. Criteria for advancement (Assistant to Associate AND Associate to Full): For any of the following, the faculty member may be the single author or collaborate with students or colleagues. If collaborating with colleagues, division of labor must be described. ADVANCEMENT TO ASSOCIATE: Three to four peer-reviewed papers or other significant contributions as described above. An example of a possible approach is 1 high quality (as defended by the faculty member), peer-reviewed article along with 2 peer-reviewed articles at regional or national conferences. Since we value a wide variety of scholarship artifacts, we are open to other approaches to an overall research plan. ADVANCEMENT TO FULL (counting items AFTER the promotion to Associate): Three to four peer-reviewed papers or other significant contributions as described above. An example of a possible approach is 1 high quality (as defended by the faculty member), peer-reviewed article

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	along with 2 peer-reviewed articles at regional or national conferences. While faculty have developed more momentum, faculty also have increased service expectations. Since we value a wide variety of scholarship artifacts, we are open to other approaches to an overall research plan. NTT faculty: For promotion, NTT faculty are exempt from ongoing scholarship. Their focus should be on teaching and service to the department.
GSC	Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, elected professional / licensing-board service (creation of policy, professional standards); accreditation reports Relative value/importance/impact your discipline places on types listed above: Historically, most valued has been the profession's journal(s), hence journal publications within these journals are most highly valued. But equity and inclusion dialog is questioning whether these journals, only read by paying members of that profession (and its university program students), are the only and/or best publications to shape the profession/advance mental-health care principles. Hence, readership of peer-reviewed publications is growing in recognition. Peer reviewed (that is most important) publications either highly valued by a given profession OR readership. (1) Journals; (2) Book publications peer reviewed—some places, a book carries more weight than a journal article. Followed by peer-reviewed (3) conference presentations. Same thought here: Valuing presenting within one's professional organization is not necessarily advancing the profession as it might be by presenting in other peer-reviewed venues. By shaping the profession (mental health care) in places outside of one's professional venues, an idea may have a greater chance of shaping that profession. These are dialogues happening in the mental-health world, and can be observed in the work of some of the most significant contributors to MHP work—theorists/innovators who did not only present to a closed audience. So, valuing peer reviewed pubs and presentations but being very careful about the assumption that one's professional organization is the "be all/end all" venue. (4) Accreditation reports —it is not merely reporting what a program does, but why and how it conforms to an industry's standards. Peer-reviewed approval leads to accreditation/re-accreditation. (5) Elected service to national professional boards and licensing boards that are profession-specific—these venues are not service in the traditional sense; these boards shape policy and practices and rely on experts in the field to determine what those standards are. Some universities, whether they call it "service" or "scholarship," require a period of elected leadership on one of these types of boards as part of a person's tenure portfolio given the historic role university faculty have had—and should have—to shape the profession. Criteria for advancement (Assistant to Associate AND Associate to Full): Developing scholarship agenda; seeing scholarship artifacts in progress and/or completed. Associate to Full: Scholarship agenda in full swing with evidence of sustained patterns of scholarship, congruent with the standards for tenure, as these 2 items have been linked.

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Honors Program	Types of Scholarship: Peer-reviewed articles, chapters, books, paper presentations, conference address/symposia, book reviews, textbooks, curriculum design, creation and editing of digital scholarly texts/databases/web sites, articles in lay-audience journals and magazines (e.g., Hedgehog Review, First Things, Christianity Today), blog posts, podcasts. Currently, we have no faculty who are in arts, music, or creative writing fields, so we would need to add provisions (informed by the standards from the corresponding departments) for such faculty if we ever hire someone in those fields. Relative value/importance/impact your discipline places on types listed above: Tier 1: peer-reviewed books with academic publisher, peer-reviewed journal articles, peer-reviewed book chapters, and public-facing books/articles in high quality venues Tier 2: non-peer-reviewed books, journal articles, and book chapters, longer review essays Tier 3: book reviews, databases, invited keynotes, conference presentations, textbooks, web sites, podcasts, etc. There will be some exceptions, since quality of venue or scholarly or public-facing impact may override the tier level (for example, a non-peer-reviewed publication in London Review of Books or with Penguin would be considered of greater value/importance/impact than a peer-reviewed article in a lower quality/impact journal). Criteria for advancement (Assistant to Associate AND Associate to Full): Assistant to Associate promotion: Option 1: One peer-reviewed tier-1 book Option 2: Two items from tier 1, at least one of which was peer reviewed Option 3: One peer-reviewed item from tier 1, two items from tiers 2 or 3 Option 4: One tier-1 book or two tier-1 articles published before GFU hire (at least one of which was peer-reviewed), and two items from tiers 2 or 3 published during time at GFU Associate to Full promotion: Option 1: One tier-1 book, pattern of ongoing tier-2 and -3 items Option 2: Two items from tier 1, pattern of ongoing tier-2 and -3 items Again, there will be some exceptions, since quality of venue or scholarly or public-facing impact can override the tier level (London Review of Books > lower peer-reviewed journal). As a result, some faculty have a way to be promoted even if they technically do not quite meet one of these specified options, but still deserve the promotion because of the quality/impact of the venue of one or more of their works. But the way we think of the criteria is that they provide assurance that if a candidate does exactly meet or exceed one of the specified options, they can rest assured that they will be granted promotion. In other words (using philosophical/logical parlance), meeting or exceeding one of the options is *sufficient* but not strictly *necessary* for promotion. The central idea in our criteria is (1) aiming for evidence of the ability to create and publish high quality and peer-recognized research, while simultaneously (2) recognizing that we are not a research institution but a teaching-focused one with a time-consuming 4/4 teaching load. This is why they are looking for at least one tier-1 publication, but not demanding a high total number of publications. This is in line with what we have found in our research online with the tenure expectations at similar institutions that have 4/4 and 3/3 teaching loads. At the same time, there will

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	be those handful of exceptionally efficient scholars who will be able to produce many times the number of high quality publications than the criteria that we have proposed. We believe that they should somehow be rewarded for their productivity without at the same time raising the expectations for everyone else not gifted with such gifts to unattainable heights. This could come in the form of automatic research grants/load reductions in recognition of exceptional publication performance, or a shortened time frame for consideration for promotion to Full professor. Without some kind of institutional recognition of exceptional research output (apart from the “researcher of the year” honor, which only one faculty member at the undergraduate level can receive per year and that person can only receive it once ever), there is a perverse disincentive to slow down one’s own research. Option 4 in the Assistant to Associate promotion acknowledges the fact that in today’s challenging job market, many newly hired assistant professors have spent considerable time in postdocs and other temporary positions. In past decades, the expectation was that junior faculty were publishing work they primarily created during grad school, allowing them to spend the time necessary for new teaching preps. However, now that large portions of one’s graduate-school research may have already been published before starting at GFU, it seems significantly less reasonable for promotion & tenure committees to ignore previous publications and expect that junior faculty will be able to create the same number of completely new papers and books while creating new courses. We believe that any substantial record of scholarship prior to being hired at GFU should be acknowledged by the committees as evidence of significant recognition by peers in the field and should not be ignored in the Assistant to Associate promotion-and-tenure process.
Kinesiology	Types of Scholarship: In our discipline, written scholarship is valued. In general, peer-reviewed articles are valued the most, with distinctions made between journals based on acceptance rates, among other things. Books are also highly valued, followed by chapters in books. Speaking at conferences is important, but not as much as published works. Relative value/importance/impact your discipline places on types listed above: Peer-reviewed articles are valued the most, especially in high impact journals. The impact factor of a journal or the H-index of a researcher can be used to measure the impact of a faculty member’s scholarship. Books and book chapters are also highly valued. Peer-reviewed presentations/abstracts are also an important way to show dissemination of the work and therefore are valued in our discipline. In our field, non-peer-reviewed articles do have value, but are weighted below peer-reviewed articles. Specifically, the new physical-therapy accreditation rules count 2 non-peer-reviewed publications as equal to 1 peer-reviewed publication. Criteria for advancement (Assistant to Associate AND Associate to Full): Advancement to Associate - 1 peer-reviewed journal article, and 2 non-peer-reviewed publications and/or 2 external presentations at industry-specific meetings Advancement to full: 2 peer-reviewed journal articles and 2 non-peer-reviewed publications and 2 external presentations at industry-specific meetings

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Language and Literature	For promotion, NTT faculty are exempt from ongoing scholarship because they do not have a course release to do effective scholarship. Insofar as “scholarship” takes the form of personal research required to maintain excellence in teaching, it will be reflected in the teaching section of faculty promotional materials. Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia. The Boyer model is accepted in our department, allowing more professional and teaching-research projects. It's explained in our statement. Relative value/importance/impact your discipline places on types listed above: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, exhibition or performance, art creation, written creation (e.g., poetry, novel, mathematics proof). With increased scholarly use of digital media, another potential area of scholarship is the development and maintenance of scholarly websites dedicated to particular figures, genres, manuscript collections, bibliography, literary movements, etc. Tier 1: Peer-reviewed article, book or monograph, short stories, poems; edited collection with introduction. Co-authored books. Tier 2: Conference presentations and other modes of presenting research, such as podcasts and popular articles. Non-peer-reviewed books, journal articles, and book chapters; longer review essays; public-facing article or book through a high-quality venue Tier 3: Book reviews, databases, invited keynotes Tier 4: Most conference presentations. Chairing a panel you convened, being a keynote speaker, or having a panel session on your book would be exceptions which warrant Tier-3 status. It is imperative to keep in mind that the Language and Literature Department houses people who work with at least five distinct categories of academic foci: (1) literary scholarship and criticism, (2) creative literary work, (3) creative popular work, (4) reportorial popular work, and (5) composition studies. In addition, all these types of work may be subdivided based on the level of specialization assumed in the intended audience. The relative value/importance varies with the category of the work done and the focus of the individual writer/scholar. It also varies based on the prestige and selectivity of the particular avenue of publication. For example, the critical monograph might typically be placed at the top of the scale in literary criticism. But there is a broad range in terms of selectivity among each individual publication type. So, for example, an article in a very high-status journal such as American Literature might be more indicative of excellence than a monograph published by a less prestigious academic press. Turning to creative work, a single short story published in a very high-status literary journal might be more indicative of excellence than a complete collection of stories published by a lower level press. Conference presentations are almost as varied. As a rule, conference presentations will fall below publications. But: having a presentation accepted by a particularly selective conference might be a more difficult placement—and be more reflective of excellence—than some publications. It is even more challenging to assign relative value to work that is targeted to a popular audience. It is probably more indicative of a particular candidate’s performance to evaluate the productivity and consistency of their publication pattern than to try to evaluate them based on individual pieces

published. If one chooses primarily to write for popular media, the more useful criteria might be whether the candidate has done so frequently, the distribution of the piece, and the selectivity of publication.

Ranking the relative value of creative work is similarly complex. One would certainly look at the selectivity and reputation of the outlet; actual circulation is a lesser criterion. While one might assume that a novel is a greater achievement than a poem–and be correct in doing so–a single poem in Poetry might be a greater achievement and carry more weight toward promotion than a novel published by a small independent or regional press. In short, there is no way to rank scholarly/creative contributions that is both easy and accurate. A better scale for ranking might be the actual significance of the work and the selectivity of the publisher. In light of this reality, the selectivity of the publisher and significance of the work can be use to justify lower numbers of publications, but a perceived lack of selectivity of the publisher and significance of the publication should not be used to disqualify publications.

Criteria for advancement (Assistant to Associate AND Associate to Full):

Assistant to Associate

The options below are only representative of the ways a candidate might demonstrate achievement adequate for promotion.

Option 1: The candidate for promotion would publish a book or monograph or 2-3 peer-reviewed articles.

Option 2: The candidate doing empirical work on composition pedagogy would publish at least one article and present at least once at conference.

Option 3: A creative writer would publish new work. A short-story writer would publish three new stories. A poet would publish twenty new poems. Alternately, a full-length collection of work would satisfy this category.

Option 4: An author of novels or book-length nonfiction would publish a full-length work.

Option 5: A candidate might publish about half of the required work in any of the above options in combination with two or three presentations of new work at professional conferences or other means of scholarly presentation (e.g. podcasts).

Associate to Full

Note: Point #1 above, “The promotion to Full should require greater demonstration of scholarship than the promotion to Associate” is potentially problematic. While certainly additional scholarship is rightly required, it may or may not be a greater demonstration of scholarship. If it takes two years for someone at the rank of assistant to write a critical article, there is no reason that they will exceed that pace simply because they are now doing so at the rank of associate. If it takes a novelist four years to write a novel, there is no reason that pace will increase or should increase. Neither will the selectivity or prestige of the publisher necessarily increase. What should be observed is the consistency and regularity of the work accomplished.

But with that caveat in mind–

Option 1: The candidate for promotion to full professor may write two new critical articles.

Option 2: The candidate may combine new and former articles and presentations into a monograph.

Option 3: The candidate doing empirical work on composition pedagogy would publish at least one article and present at least one conference.

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	Option 4: A short-story writer would publish three new stories. Ideally the quality and selectivity of the literary journal might increase; that really depends on where the candidate published previously. The short-story writer who is publishing a story a year in a respectable literary journal as an assistant professor is doing well to maintain that pace as an associate. Option 5: An author of novels or book-length nonfiction might publish an additional full-length work. Option 6: The mature scholar might have made the connections and gained the reputation in their field which would make it possible to compile an edited collection. If this includes writing a weighty introduction, that would be worthy of promotion. Option 7: Many scholars in our discipline are both critics and creative writers. A scholar with a track record in literary criticism might decide to apply that experience gained to writing about faith integration, to writing a textbook, or to writing a novel. If this shift results in publication, they should be promoted. While such a change does not further them in the profession more broadly, it could work as an advantage as it supports their teaching. This is particularly true in a small department where our mission may well be hindered by over-specialization.
Masters Programs of Portland Seminary	Types of Scholarship: Peer-reviewed articles, chapters, books, paper presentations, conference address/symposia, 1) winning and/or directing grants 2) invited talks and conferences, public and ecclesial publications and presentations (including retreats, other ministry events, podcasts, and online articles). 3) scholarship on teaching and learning Relative value/importance/impact your discipline places on types listed above: In our discipline, written and public/ecclesial-facing scholarship are valued. In general, peer-reviewed written materials (e.g., books, articles, or book chapters, etc.) are more highly valued. Winning grants is also valued because it is a peer-reviewed process. Public-facing as well as ecclesial and ministry-oriented publications and presentations (examples include podcasts, online articles as well as speaking at retreats and other ministry events) are also valuable. Criteria for advancement (Assistant to Associate AND Associate to Full): Advancement to Associate 2 non-reviewed publications or 1 peer-reviewed publication or winning 1 (non-GFU) grant AND 2 public/ecclesial presentations (including invited talks, retreats, ministry events, podcasts, and online articles) or 2 scholarly presentations, including presentations at a national/regional conference and invited scholarly talks at another university (guest lectures at another university's class do not count). Advancement to Full A combination of 4 from categories (A) and (B) below. At least 1 accomplishment from both (A) and (B) must be present. (A): peer-reviewed publications (examples include [not-self-published] books, articles, book chapters) or winning national (non-GFU) grants (B) scholarly presentations at national conferences or invited scholarly talks at another university

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	(guest lectures at another university's class do not count)
College of Social Work	Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, written creation (e.g., poetry, novel, mathematics proof), 1. Accreditation self-studies 2. Peer reviews 3. CSWE Accreditation/Reaffirmation Documents 4. Funded Federal Grants 5. Editing (books, journals, and articles) 6. Clinical training and presentations for community practitioners based in scholarship, evidenced based practice, best practices, certification for training the trainer 7. Bill legislation sponsorship 8. Professional Conference Presentation Relative value/importance/impact your discipline places on types listed above: I. **Legitimate Types of Scholarship**: 1. Academic research contributing to the development of knowledge in one's field. In our fields, the advancement of theory and empirical contributions are equally important, and research involving qualitative and quantitative methods of investigation is equally valued. Additionally, external recognition of knowledge in the social-work field is demonstrated by the peer-reviewer role for academic journals. This demonstrates the opportunity for scholars to offer their view on the quality of the article and its research. Due to the interdisciplinary nature of social work, publication in a wide array of social and behavioral journals is acceptable. Social work interfaces with various fields as well as very diverse field of practice arenas (including, but not limited to) child welfare, sociology, gerontology, criminal justice, medicine, and addictions. It is not uncommon for social-work scholars to have a broad range of publications in relevant journals focusing on these fields exclusively. 2. Applied scholarship using academic expertise to contribute to the public good. For many areas of social work, applied research is legitimate scholarly activity. Applied scholarship can include needs/strengths assessments of local agencies, evaluation research, studies for state or private agencies or institutions, and participatory action research that emphasizes action and promotes social change. Although publication is sometimes possible with applied research, often the research is primarily relevant to a particular agency, institution, or community. 3. The scholarship of teaching. This can include developing and disseminating innovative teaching strategies, or creating instructional materials, such as textbooks, edited readers, or workbooks, to be used in teaching. II. **Evaluating Scholarship**: 1. Dissemination: To constitute scholarship, articles, reports, books, teaching materials, et cetera, must be disseminated to the field. The more widely circulated and used, the more they contribute to the field. Publication is ideal, but peer-reviewed and invited conference presentations, poster sessions, or panels, especially at national meetings, also help to demonstrate a "habit of scholarship." Electronic dissemination of research is a growing practice in many disciplines, including social work; the value of scholarship is not governed by whether it is published online or in print. Content areas are broad and cross-disciplinary and therefore may be published in different disciplinary journals. 2. Applied Research: For applied research, the faculty member must demonstrate the importance of the research for the institution, agency, or community. Having an agency director, another applied researcher, or community leader comment on the legitimacy of the research and/or how the research assisted the agency, shaped policies and practices, or contributed to the community is a sound way of demonstrating the contribution of the research to the public good. 3. External Validation: For all types of scholarship, the quality and legitimacy of the work must

	be recognized outside the university. Peer-reviewed presentations, publications, professional continuing-

education presentations approved by NASW, CSWE, NACSW, etc., and grants are evidence of this recognition. Letters from peers outside the institution are required for promotion.

4. Grants and consultantships: Extramural grants or paid consultantships can provide evidence of external recognition of one's scholarship.

5. Unfunded grants and un-disseminated articles: Publication standards are high in the field of social work, with most articles rejected and most grant applications unfunded. Articles that are never disseminated to the field and unfunded grant applications help to indicate a "habit of scholarship" but, in and of themselves, provide little evidence of quality.

6. Collaborative Research: In social work, co-authored work is valued as highly as sole-authored work. Collaborative research allows individuals with complementary strengths (such as different methodological training) to create scholarly products of the highest quality. On joint projects, the faculty member must document her/his role on the project, so that it is clear that s/he is not included simply out of courtesy.

7. Faculty-Student Research: Collaborative research with students, whether the project is student- or faculty-initiated, is valued and encouraged. When such work is disseminated in professional (not student) presentations or publications or used in applied settings, it should be seen as legitimate scholarship on the part of the faculty member.

8. Articles vs. Books: With the exception of applied areas, the standard of scholarship in social work is the peer-reviewed journal article. Publishing a chapter in an edited volume is also respected. Publication of books is highly regarded, but is not a prerequisite for promotion to any rank in social work.

Criteria for advancement (Assistant to Associate AND Associate to Full):
The CSW values diversity, equity and inclusion in its identification, determination and assessed value of scholarship in advancing social-work knowledge. We propose faculty develop a scholarship agenda and plan that incorporates diversity of research methods and articulates the impact of such scholarship on diverse communities, the field of social-work practice, and education. Advancement to associate would include a combination of 2-3 acceptable scholarship artifacts stated in the CSW statement of scholarship. Advancement to Full professor would include a combination of 4-6 acceptable scholarship artifacts stated in the CSW statement of scholarship. Link to CSW SOS: https://docs.google.com/document/d/1QOgIF-BZoU0VrXWkXm4bsuT_xaeSp-tQ/edit?usp=sharing&ouid=105778959707938010033&rtpof=true&sd=true

The CSW values diversity, equity and inclusion in its identification, determination and assessed value of scholarship in advancing social-work knowledge. We propose faculty develop a scholarship agenda and plan that incorporates diversity of research methods and articulates the impact of such scholarship on diverse communities, the field of social-work practice and education. Advancement to associate would include a combination of 2-3 acceptable scholarship artifacts stated in the CSW statement of scholarship. Advancement to associate would include a combination of 4-6 acceptable scholarship artifacts stated in the CSW statement of scholarship. Link to CSW SOS: https://docs.google.com/document/d/1QOgIF-BZoU0VrXWkXm4bsuT_xaeSp-tQ/edit?usp=sharing&o uid=105778959707938010033&rtpof=true&sd=true

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Nursing	Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia, items written for national certification/licensure exams (NCSBN, CNE, APRN); scope & standards of practice; written creation such as a simulation or case study that is disseminated to the nursing-education community beyond GFU (Essentials competencies, sim/case-study development for QSEN); writing at least one element of each standard and editing the entire document for an accreditation self-study. Relative value/importance/impact your discipline places on types listed above: In the nursing discipline, publications in peer-reviewed journals, books, book chapters, policy papers, white papers, grant awards, and outcome studies or program evaluation/assessment are of the highest value. Each of these would be considered primary scholarship products. Other scholarship activities that are valued include presentations at regional, national, or international meetings (oral or poster), articles submitted that are not as rigorously reviewed such as professional newsletters or articles written for consumers, active task-force-member work for a national nursing or healthcare agency (eg ANA Scope & Standards of Practice, AACN Essentials, Certification Practice Analysis, Certification Competency development); national certification or NCSBN item writer/reviewer; clinical demonstration projects, service projects r/t practice problems, reports compiling and analyzing patient or health services outcomes, and products, patents, copyrights. See GFU College of Nursing Statement on Scholarship Criteria for advancement (Assistant to Associate AND Associate to Full): Please see the GFU CON Statement on Scholarship for criteria.
Performing Arts	**Types of Scholarship:** Performance, recording, composing, directing, producing, theatre design, and similar creative activities, when by invitation or peer review. Peer-reviewed articles, chapters, books, paper presentations, conference performances, and conference pedagogical presentations. **Relative value/importance/impact your discipline places on types listed above:** Performing Arts faculty do traditional scholarship, such as papers, presentations at conferences, and books, which are judged similarly to the rest of campus. However, the category of “Creative Activities” is the primary area of scholarly contribution. For musical or theatrical performances, recordings, or written products (scripts, compositions, etc.) to count as scholarship they should be peer-reviewed through selection committees, as blind submissions, or be initiated by outside-industry members who choose the Fox faculty due to their academic and artistic reputation. "Creative Activities" that are not peer-reviewed may still count as scholarship. This might include the recording of an album or creation of a script that is distributed among popular mediums rather than submitted for any competitions or external review, a research-oriented lecture recital, or a significant concert or play created by or initiated by the faculty member. In cases when the creative work overlaps with teaching or service loads, faculty member must demonstrate how it is peer-reviewed and make the case for why they see it as scholarship. **Scholarship Tiers for Performing Arts:** Tier 1: (typically these occur within the context of nationally recognized theatre or music organizations) 1. Commissioned compositions, scripts, songs, or theatrical designs from nationally recognized regional companies, ensembles, or performers 2. Performing in, designing for, composing for, or producing live or recorded performances that are of an artistically rigorous and/or scholarly nature

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	3. Conducting, performing, acting, or presenting at guild conferences 4. Publication of a book, book chapters, or journal article. 5. Winning competitions for performance, composition, acting, design, recordings, or other similar products 6. Or other similar activities Tier 2: (Typically these occur within a collegiate context or in smaller professional theatre or music organizations) 1. Creating compositions, scripts, or theatrical designs commissioned from collegiate groups or less established ensembles 2. Performing in, designing for, composing for, directing or producing auditioned professional theatrical or music ensembles 3. Presenting research in conferences that are more regional or general in emphasis (as opposed to a guild conference, listed in Tier 1) 4. Publishing scripts, designs, or compositions in peer-reviewed mediums 5. Acting as Artist in Residence, expert in the profession, or similar role at a teacher training or similar peer-serving event, camp, or workshop. These are typically by invitation rather than formal application, but represent a significant regional reputation and respect by the regional peer group. 6. Presenting a Faculty Recital or a solo/small cast show 7. Guest conducting regional honor ensembles or productions 8. Reviewing books, designs, scripts, or albums for a peer-reviewed source 9. Or other similar activities Tier 3: (Typically these occur in local professional or amateur contexts, and are often initiated through reputation rather than blind submission processes.) 1. Creating compositions, scripts, or theatrical designs commissioned from local ensembles or artistic organizations, or Fox faculty 2. Performing in, designing for, composing for, directing or producing local semi-professional music or theatrical ensembles 3. Presenting research or pedagogical clinics that are more local or general in emphasis 4. Reviewing books, designs, scripts, or albums for a non-peer-reviewed source 5. Acting as Artist in Residence, expert in the profession, or similar role at a student-focused event, camp, or workshop. These are typically by invitation rather than formal application, but represent a significant regional reputation and respect by the regional peer group. 6. Or other similar activities **Criteria for advancement (Assistant to Associate and Associate to Full):** ADVANCEMENT FROM ASSISTANT TO ASSOCIATE PROMOTION Option 1: One tier-1 item, three items from tiers 2 &/or 3 Option 2: Ongoing tier 2 & 3, shown repeatedly over an annual basis ADVANCEMENT FROM ASSOCIATE TO FULL PROMOTION One or more tier-1 item, pattern of ongoing items from tiers 2 &/or 3
Physical Therapy	Types of Scholarship: Peer-reviewed articles, chapters, books, poster presentations, paper presentations, conference address/symposia Relative value/importance/impact your discipline places on types listed above: Successful grants are the highest level, followed by peer-reviewed publications, peer-reviewed presentations/abstracts, non-peer-reviewed publications and other forms of publication (web-based

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	podcasts, blogs, and such). Our new accreditation rules count 2 peer-reviewed publications as equal to 1 peer-reviewed publication. Also, impact is difficult to judge. Impact is judged by external reviewers (standard across many institutions) and metrics associated with the journal (impact factor) or specifically the article (altmetric). Metrics such as the H-Index or ranking on sites like ResearchGate provide a measure of the impact of a person's scholarship relative to others. For example, both the h-index available from google scholar and researchgate scores provide metrics compared to other researchers listed in each database. Book chapters and books may also be high-impact. A second area of scholarship that is equally important for clinical faculty is maintaining evidence of clinical mastery. One measure of this is earning and maintaining board certification. Board certification usually includes sufficient hours in the specialty, passing an exam, and continuing competency (maintaining sufficient hours). Earning an appropriate board certification is a noteworthy accomplishment and should be considered as an artifact for promotion in the area of scholarship. Criteria for advancement (Assistant to Associate AND Associate to Full): Combinations of: Publications - peer-reviewed, non-peer-reviewed, book/chapters, Presentations – peer-reviewed, non-peer-reviewed, invited, continuing-education seminars, Clinical Mastery - board certification, recognition on state or association boards that recommend practice standards (production of white papers or recommendations for practice). For advancement to professor, these activities should show leadership (several publications in the same area) and/or progress that impacts clinical practice.
Psychology	Types of Scholarship: Peer-reviewed articles, chapters, books, paper presentations, conference address/symposia, endowed-lectureship invitation, book reviews, textbooks, curriculum design, creation and editing of digital scholarly texts/databases, websites, lay-audience journals and magazines, blog posts, podcasts. Relative value/importance/impact your discipline places on types listed above: In general, peer-reviewed articles are valued the most. Distinctions can be made between journals based on acceptance rates, etc. Books and book chapters are also highly valued. Conference presentations are beneficial and are easier to include students on, especially undergraduates. Research with students is highly valued because of the mentoring, skill development, and networking that takes place. Criteria for advancement (Assistant to Associate AND Associate to Full): A key phrase that we have used is demonstrating a "sustained" pattern of scholarship. Generally speaking, faculty should be making at least one presentation per year (ideally with a student co-author) and publish an article about every two years.
Theology	Types of Scholarship: Peer-review articles, Chapters, Books, Paper Presentations, Conference Address/Symposia, Endowed lectureship invitation, book reviews, textbooks, curriculum design, creation and editing of digital scholarly texts/databases, websites, lay-audience journals and magazines, blog posts, podcasts Relative value/importance/impact your discipline places on types listed above: Tier 1: peer-reviewed book with academic publisher, peer-reviewed journal article or book chapter, co-authored book

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	Tier 2: typically, non-peer-reviewed books, journal articles, and book chapters; longer review essays; public-facing article or book through a high-quality venue Tier 3: book reviews, databases, invited keynotes Tier 4: most conference presentations (chairing a panel you convened, being a keynote speaker or having a panel session on your book would be exceptions which warranted tier-3 status), etc. Criteria for advancement (Assistant to Associate AND Associate to Full): ADVANCEMENT FROM ASSISTANT TO ASSOCIATE PROMOTION Option 1: One tier-1 book Option 2: Two items from tier 1 Option 3: One item from tier 1, two items from tiers 2 or 3 Option 4: One tier-1 book or two tier-1 articles published before GFU hire, and two items from tiers 2 or 3 published during time at GFU Option 4 in the Assistant to Associate promotion acknowledges the fact that in today's challenging job market, many newly hired assistant professors have spent considerable time in postdocs and other temporary positions. In past decades, the expectation was that junior faculty were publishing work they primarily created during grad school, allowing them to spend the time necessary for new teaching preps. However, now that large portions of one's graduate-school research may have already been published before starting at GFU, it seems significantly less reasonable for promotion & tenure committees to ignore previous publications and expect that junior faculty will be able to create the same number of completely new papers and books while creating new courses. We believe that any substantial record of scholarship prior to being hired at GFU should be acknowledged by the committees as evidence of significant recognition by peers in the field and should not be ignored in the Assistant to Associate promotion-and-tenure process. ADVANCEMENT FROM ASSOCIATE TO FULL PROMOTION Option 1: One peer-reviewed book, pattern of ongoing tier-2, -3, and -4 items Option 2: Two items from tier 1, pattern of ongoing tier-2, -3, and -4 items

Table B. Department Service Criteria

Art and Design	Service activity (expected/suitable for tenure-track faculty and tenured faculty) ● University-wide committee service (1-2 committees depending on committee workload) (10 hours per term) ● Department committee service (15 hours per term) ○ Holding office, member or coordinating events within a professional art and design organization and/or university-wide/department

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Cinematic Arts	Service criteria for evaluation for cinematic arts (expected/suitable for tenure-track faculty and tenured faculty): Department ● Examples of department service include search committee, assessment, coordination ● Accreditation report, curriculum revision, extracurricular student workshops, camps ● Faculty meetings would not qualify as department service ● Department defines service within their department, decides minimum requirement and tabulates hours University ● Select any committee from the university committee list or university-approved temporary committee or task force ○ If you are paid for service, pro-bono must be included ● Administrative roles (e.g. chair, associate chair, program coordinator) constitute service in this category ● Search-committee service for university-level positions (e.g. in student life, SPIL, athletics, vice presidents, deans) constitutes service in this category ● Acting as an invited representative for the university at a university or non-university-sponsored event. ● Engaging as a university representative in community outreach. Professional: Examples of professional service include: ● Designated roles in local, national, or international associations or guilds, conferences, boards, or foundations ● Journal/publisher reviewer or editor ● Professional pro-bono or private practice work ● Consulting ○ If you are paid for service, pro-bono must be included
Clinical Psychology	● Participation in department committees (at least 2) ● Admissions ● Program evaluation ● Assessment of competencies.

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College of Business	• Connecting with industry/business for the purpose of class speakers, internships, job opportunities, events for students to meet firms, etc. • Course/curriculum changes to update your major • Scholarship summit 6 times a year, virtual and face-to-face • Advising (about 40 students each) • Athlete visits • Parent/prospective-student meetings • Dual-credit activities • Summer online course creation and teaching • Accreditation activities for ACBSP • Program/curriculum changes • Leading faculty-development activities/discussions • Leading/participating in speaker events • Leading/participating in extracurricular student events such as picnics, mentorship programs, etc. • Interviewing prospective students for grad programs (30 min–1-hour interviews each student) • Serving on department committees or enterprise or university-level committees • Organize and attend recruiting events for students in the faculty's area • Establish and maintain relationships with local businesses that benefit the department and the students • Take part in fundraising efforts, especially for their major • Host special student events, competitions, etc. Sometimes this involves travel with students to a seminar or conference • Serving as a program leader or department chair • COB graduation/awards ceremonies that happen every year for UG • MBA/DBA hooding ceremonies that are separate from the large GFU graduation seminaries. • Serving on hiring/search committees
College of Education	• Anything that includes engagement with schools and educational organizations should be prioritized and honored. The number of faculty and workload in a typical year that will undoubtedly affect the number of overload credits and by association, departmental service required of faculty—whether or not they officially signed up for it. • Participation in college and/or university-wide governance bodies and related activities • Providing support for the larger work of the academy (university representation, faculty mentoring, administrative work allowing for students to enroll and access program components such as schedules, faculty load) • Contributing to the university's programs to enhance equal opportunity for cultural diversity
College of Engineering	see Engineering Program and CS
College of Medical Science	• State or national association committees • Program committee • Program executive committee • Community based service connected to the PA program mission • Clinical service to patients • University committees • International or domestic service trips

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	• Accreditation • Program hiring committee • Program admissions • Program progress and professionalism committee • Program curriculum committee
College of Social Work (BSW)	• Diversity dialogue • Scholarship summit • Bruin Preview/Friday at Fox • Wellness IPE Events • Group advising sessions • BSW department student events • IPE committee • Social-work club academic advisor • Phi Alpha advisor • CSW meetings • CSW book group/assigned readings and trainings • BSW student-application review team • Field Fair (duties beyond course release) • Lead Day faculty rep • Donor-funded scholarships application review • SWRK 275/475 faculty advisor • CSWE accreditation work

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Communication	Service expected/suitable for tenure-track faculty and tenured faculty: Department ● 1. Examples of department service include: search committee, assessment coordination, accreditation report, curriculum revision, extracurricular student workshops, camps. ● 2. Faculty meetings would not qualify as department service ● 3. Department defines service within their department, and decides the minimum requirement. University ● Select any committee from the university committee list or university-approved temporary committee or task force ○ If you are paid for service, pro-bono must be included ● Administrative roles (e.g. chair, associate chair, program coordinator) constitute service in this category ● Search-committee service for university-level positions (e.g. in student life, SPIL, athletics, vice presidents, deans) constitutes service in this category ● Acting as an invited representative for the university at a university or non-university-sponsored event. ● Engaging as a university representative in community outreach. Professional: Examples of professional service include: ● Designated roles in local, national, or international associations, conferences, boards or foundations ● Journal/publisher reviewer or editor ● Professional pro-bono or private-practice work ● Consulting ○ If you are paid for service, pro-bono must be included. ● Faculty advisor to a professional student organization.
Department of Biological & Molecular Sciences School of Natural Science	● Department meetings ● Department subcommittees ● Scholarship committee/evaluations ● Scholarship summit ● Faculty search committees ● Department assessment work ● Advising student organization ● Extracurricular student events ● (research presentations) ● Curriculum proposals ● Department accreditation ● Student advising ● Student recruitment activities ● Recommendation letters ● Equipment maintenance ● Community Science Outreach

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Department of Electrical Engineering & Computer Science	see Engineering Program and CS
Department of History and Politics	Departmental Service includes but is not limited to • Scholarship Summit activities and other recruiting activities • Phi Alpha Theta (or other student club) faculty advisor • Taking students to lecture series, conferences, field trips outside of specific classes • Curriculum proposals • Department assessment activities • Organizing/hosting guest speakers • Departmental search committees • Overseeing interns (when there is no credit release)
Department of Mathematics	Same as general example
Engineering Program and CS	All of the following are considered for department service when done beyond any load release: • Search committees • Scholarship summits • Meeting with prospective students and families • Advising students for class registration • Ad hoc committees • Assessment coordinator • Industrial Advisory Board meetings • Advising student organizations • Advising adjunct faculty • Organizing/running events such as regional programming competitions or summer engineering camps • Curriculum redesign/change and course development • Supporting ABET/accreditation • Leading EYS or a spiritual-life group • Supporting or participating in college/department events such as workshops, promotion and networking events, graduation events, Engineering Expo, annual engineering retreat • Advising students on an abstract, poster, journal article, or grant proposal (e.g. Richter scholarship)
GSC	• Admission - file review (3x/year - about 8 hrs each round); interview days (6x/year - about 6 hours each event) • New-student orientation (3x/year - about 2 hours each event) • Student Progress Review student tracking for significant student concerns (many hours, many meetings, lots of writing) • various working committees each year related to program review and development (this fall, close to 30 hours; this spring, likely another 30 hours over the term)

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	• Search committees (hours!); conference committees; • Candidacy Interviews (1x year, 30 min per advisee; averaging about 12 - 20 advisees per faculty person); • Internship Orientations (1x/year, soon to be 2 events yearly; 4 hours plus planning); • Internship Fair with CE event (1x/year; 4 hours);
Honors Program	• Recruiting events (Fridays at Fox, Fellowship Day) • Interviews and admissions/scholarships decisions • Thesis advising • Formation, forum, and guest lectures and their preparation (for honors classes you're not teaching) • Curriculum redesign • Departmental hiring • Writing workshops/colloquia • summer faculty development
Kinesiology	Required: At least one university committee and advising. • Potential activities - industry related organization memberships (ACSM, APTA, AHA, NATA, etc.), community volunteering (especially if informs teaching in areas of research, faith integration, content)
Language and Literature	• Serving on a search committee for faculty or staff position in the department • Working on a curriculum proposal task force • Working on subcommittees or department task forces (e.g., assessment) • Attendance at student events sponsored by the department (e.g., new-student welcome pizza night, Christmas party, and senior celebration dinner) • Sponsoring the English Honors Society or other student groups • Organizing author visits • Representing the department at campus groups (e.g., Cornerstone Core)
Masters Programs of Portland Seminary	• Search committee • Accreditation report • Curriculum revision (as appropriate) • Writing grant applications • Student advising and mentorship • Assisting students with their Ph.D. applications. • Service to local churches/para-church organizations (preaching, teaching, leading workshops, etc.) • Denominational work (ELT, advisory boards, etc.) • Doing extra work during BridgeWeek (hosting student events, giving a talk, etc.) • Outreach and engagement opportunities

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MSW/College of Social Work	• Department-level service: • Advising; • MSW admissions committee; • Faculty liaison to the MSW student representative group; • MSW dept. representative on IPE committee, • IPCI institute and other relevant university committees; • Search committees; • Assisting with CSWE accreditation program assessment; • Coordinating professional development activities for students; • Mentoring new faculty; • Designing and implementing curriculum for MSW department; • Designing and leading implicit curriculum activities for MSW students.
Nursing	• All faculty must serve on at least one CON committee in addition to a university-wide committee (according to the promotion and tenure requirement). For service to the nursing practice, here are potential activities: • Nursing accreditation site evaluator, • nursing peer-reviewed journal reviewer/editorial board member, • NLN/AACN or other national nursing organization board member or task-force member, • volunteer nursing care at a free clinic or free vaccine clinic, • faith-based nurse volunteer, • attend state nursing meetings AND contribute AND disseminate findings, etc. (e.g., OHA, OSBN, OCN huddle, etc.), • other state/national nursing service activities where the faculty can demonstrate their involvement in furthering the profession of nursing
Performing Arts	• Recruitment & auditions, including campus tours, auditions, scholarship competitions, Fridays @ Fox, and email inquiries. This can also include hosting booths at regional conferences, such as OMEA, WIBC, theatre events, & worship gatherings. • Campus concerts or shows beyond the expected teaching load (serving as conductor, actor, producer, director performer, worship leader, host for a guest group, or other role) • Search committees • Maintenance of our inventory of equipment & spaces (theatre, scene shop, costume shop, design lab, band room, piano lab, computer lab, recording studio, worship-team gear, choral library, uniforms, etc.) • Supervising student workers • Hosting regional music festivals • Leading worship for on-campus events • Leading workshops for visiting groups &/or performing-arts teachers • Significant revision of curriculum • NASM accreditation requirements—5-year reviews, annual reviews, reports • Leading or otherwise serving in worship services for regional churches • Technical consulting, recording, or mixing live or recorded projects for churches or schools • Giving band, orchestra, or choir clinics in regional K-12 schools • Serving as an outside reviewer for other schools' theater productions • Serving on boards of regional or state music or theater guilds • Assisting with the Oregon State Music Educators annual conference • Hosting professional-development events for teachers or performing-arts staff • Responding to plays and giving talk-back sessions or notes • Mentoring teachers and other performing-arts professionals

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Physical Therapy	• Participation and leadership roles on committees and task forces at the department, university, or national level. • The Oregon Chapter of the APTA and national organization (APTA) provide ample opportunities for faculty to be involved in service. • State (pain commission) and associated organizations (North American Institute of Orthopedic Manual Therapy) also provide opportunities for service. • Our annual trip to Africa requires a strong commitment so it is also viewed as noteworthy service. • Sponsoring and leading students in a variety of local community events would also be viewed as worthy service. • Task forces within the department often are necessary to change curriculum and redirect the mission (i.e. primary care).
Psychology	• University committees • Leadership roles in professional organizations • Journal reviewer or editor • Serve trip • Work with service organizations
Theology	• Recruiting events (Fridays at Fox, Scholarship Summits) • Interviews and admissions/scholarships decisions • Thesis advising • Curriculum redesign • Departmental hiring • Writing workshops/colloquia • Service to local churches/para-church organizations • Guest lecturing • TA training and coordination • Departmental chapel • Chapel speaking/worship leading • Speaking and consulting with Spiritual Life • Leading a campus Life Group • Oversight of the department Theology Club (and any future clubs of similar substance) • Outreach and engagement opportunities (internal and external, like Theologia, Mosaic Scholars, and our Women in Theology group and our Contemplative Worship group, advisory council to churches and para-churches)