

# **Faculty Handbook**

**2017**



**GEORGE FOX  
UNIVERSITY**

## **INTRODUCTION**

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

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

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

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

## TABLE OF CONTENTS

INTRODUCTION.....	pg. 2
PART ONE: BRIEF HISTORY OF GEORGE FOX UNIVERSITY.....	pg. 6
PART TWO: THE ADMINISTRATION OF GEORGE FOX UNIVERSITY.....	pg. 7
THE UNIVERSITY ADMINISTRATION.....	pg. 7
The President of the University	
The Executive Officers of the University	
Academic Administration	
University-wide Program Directors	
Organization of Academic Programs	
Undergraduate Department Chairs and Graduate Program Directors	
UNIVERSITY GOVERNANCE.....	pg. 15
University Standing Committees	
Faculty Meeting	
The Faculty Academic Governance Committees	
Appointed Faculty Committees	
Elected Faculty Committees	
Admission and Academic Standing Committees	
APPROVAL PROCESS FOR ACADEMIC PROGRAMS AND POLICIES.....	pg. 26
Guiding Principles	
The Flow of Academic Decision Making	
PART THREE: CONDITIONS AND BENEFITS OF FACULTY SERVICE.....	pg. 30
RECRUITMENT OF FACULTY.....	pg. 30
ACADEMIC FREEDOM.....	pg. 31
GUIDELINES AND STANDARDS FOR APPOINTMENT OF FACULTY.....	pg. 33
Guidelines for the Appointment of Faculty	
Standards for the Appointment of Faculty	
THE EFFECTIVE FACULTY MEMBER: A GEORGE FOX UNIVERSITY PROFILE.....	pg. 34
Expectations of All Faculty	
Expectations of Faculty in Tenure-Track Positions	
Expectations of Faculty in Non-Tenure-Track Positions	
FACULTY CONTRACTS.....	pg. 37
Contracts for Non-tenured Faculty Members	
Contracts for Tenured Faculty Members	
Release from or Alteration in Contract	
Departures and Resignations	
Nontenured Contracts Renewal	

FACULTY EVALUATION.....	pg. 38
Annual Faculty Review	
Third-Year Peer Review	
Promotion and Tenure/Sixth-Year Review	
Post-Tenure Review	
Continuing Reviews for Nontenured Faculty Members	
Special Review	
Tools for Evaluation	
Faculty Portfolio, Including the Faculty Growth Plan	
RANKS AND PROMOTIONS.....	pg. 42
Process	
Ranks Defined	
TENURE.....	pg. 44
Individual Criteria	
Institutional Consideration	
Sixth-Year/Tenure Review Procedures	
Expectations of Tenured Faculty	
Review of Tenured Faculty members and Faculty Members Who Choose Not to Apply for Tenure	
Tenured Faculty Who Become Administrators	
Termination of Tenure	
Procedure for Revocation of Tenure	
ABSENCES AND LEAVES.....	pg. 48
General Policies	
Sick Leave	
Leave of Absence	
DEVELOPMENT AND GROWTH OPPORTUNITIES.....	pg. 49
Sabbaticals	
Professional Support	
FACULTY ADMINISTRATORS.....	pg. 52
Definition	
Responsibilities of Faculty Administrators	
Tenure	
Teaching, Scholarship/Program Development, Service	
Ranks and Promotions	
Contracts	
Evaluation of Faculty Administrators	
Sabbaticals and Other Terms of Service	
Faculty Administrators Who Become Regular Faculty Members	
EMERITUS STATUS.....	pg. 55
Service Qualifications	
Quality of Contributions	
Possible Privileges of the Emeriti	

INTELLECTUAL PROPERTY .....	pg. 56
Policy	
Exceptions	
Establishing Ownership	
 PART FOUR: INSTRUCTIONAL SERVICES AND FACULTY GUIDELINES.....	pg. 57
 INSTRUCTIONAL SERVICES.....	pg. 57
George Fox University Libraries	
Institutional Technology	
University Catalogs	
Textbook Ordering	
Print Services	
Academic Resource Center	
 FACULTY GUIDELINES.....	pg. 59
Meetings and Organizations	
Hours and Days of Service	
Purchasing	
Faculty Load Determination	
Faculty Growth Plan and Portfolio Instructions	
Computers	
Course Schedule	
Course Syllabus Guidelines	
Grades	
Student Assistants	
Academic Integrity Issues	
Academic Appeals	
Extended Illness Excuse Procedures for Students	
Academic Travel Courses and Tours	
Appearances of Speakers and Performers on Campus	
Faculty Initiatives in Seeking Funds Off Campus	
Financial Exigency: Programs and Personnel	
 APPENDIX A: Conditions and Benefits of Faculty Service: Library.....	pg. 67
APPENDIX B: Conditions and Benefits of Faculty Service: Adult Degree Program.....	pg. 71
APPENDIX C: Instructions for Faculty Growth Plan.....	pg. 76
APPENDIX D: The Portfolio - For Faculty Peer Evaluation.....	pg. 80
APPENDIX E: The George Fox University Course Syllabus.....	pg. 85
APPENDIX F: Guidelines for Faculty Response to Academic Integrity Issues.....	pg. 87
APPENDIX G: Procedures for Appealing an Academic Disciplinary Action.....	pg. 89
APPENDIX H: Procedures for Appealing a Course Grade.....	pg. 91

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

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

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

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

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

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

### **THE UNIVERSITY ADMINISTRATION**

#### ***The President of the University***

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

#### ***The Vice Presidents Team***

In an effort to effectively coordinate a variety of strategic and operational decisions at George Fox University, the President relies on a group of executive officers for advice and counsel. This group, designated the “Vice Presidents Team,” is composed of the President, the Provost, the Vice President and Chief Financial Officer, the Vice President for Student Life, the Vice President for Enrollment and Marketing, Vice President for Innovation and Empowerment, and the Vice President of Advancement. The Vice Presidents Team provides counsel to the President on the direction of the university and helps the President consider important university-wide issues, including the development and implementation of university plans and initiatives.

### **THE EXECUTIVE OFFICERS OF THE UNIVERSITY**

#### ***The Provost***

The Provost is appointed by the President in consultation with the Board of Trustees and is responsible for the administration of the graduate and undergraduate academic programs of the university. The Provost, with the aid of the Associate Provost for Local and Global Engagement, Associate Provost for Professional Programs, and Associate Provost for Liberal Arts provides oversight to academic programs, the library, the IDEA Center, Center for Study Abroad, Assessment and Institutional Research, Student Success, Student Learning Support Services, Grants, Diversity and the Center for Peace and Justice. In the absence of the President, the Provost assumes the necessary authority and responsibility for university governance purposes. The Provost serves as the chief advisor to the President in matters of university policy, particularly in academic affairs; works directly with the President in faculty personnel issues; supervises the Associate Provosts and Academic Deans; leads the faculty in designing and refining a meaningful academic program; and appoints faculty members to committees in consultation with the Faculty Council. The Provost serves as an ex officio member of all faculty committees.

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

The Vice President for Student Life is appointed by the President in consultation with the Board of Trustees and is the chief student life officer. He or she reports directly to the President. This person serves as the chief advisor to the President and Provost in matters of student life policies and issues of concern. The Vice President for Student Life, who also serves as the Title IX Coordinator, is responsible for a variety of administrative units, including campus safety and security, student activities and programming, student recreation, intercollegiate athletics, intercultural and international student services/programs, residence life and housing, commuter programs, health and counseling services, spiritual life programs, and parent programs.

### ***The Vice President and Chief Financial Officer***

The Vice President and Chief Financial Officer is appointed by the President in consultation with the Board of Trustees and is the administrative officer responsible for the business and financial operations of the university. The Vice President and Chief Financial Officer assists the President in the general administration of the university and in preparation of the annual budget; serves to ensure that the university operates within the budget parameters set by the Board of Trustees; serves as the chief budget officer; acts as custodian of the securities, contracts, title deeds, and other documents evidencing the physical assets and liabilities of the university; supervises the insurance programs of the university; conserves and strengthens the assets of the university; coordinates the auxiliary enterprises of the university; and submits to the President an annual report giving a full and complete accounting of all the assets of the university. Administrative units reporting to The Vice President and Chief Financial Officer include financial services, plant services, print and mail services, student accounts and the Portland Center.

### ***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 is the administrative officer responsible for interpreting the university to its various constituencies. Reporting directly to the President, the Vice President for Enrollment and Marketing plans and executes annual strategies to market the university; is responsible for developing strategic recruitment, enrollment related policies/procedures and working with the Vice President & Chief Financial Officer to ensure that institutional enrollment goals and revenue forecasts are met and operating within federal regulations for financial aid and academic records. Administrative units reporting to the Vice President for Enrollment and Marketing include admissions, international recruitment, registrar, alumni communication, financial aid, and marketing communications.

### ***The Vice President for Advancement***

The Vice President for Advancement is appointed by the President in consultation with the Board of Trustees and is responsible for the leadership, management and implementation of the strategic plan to raise funds and foster relationships and partnerships with alumni, parents, and the greater community in support of the university's mission. The VP leads the fund development team and collaborates with deans and leaders to form partnerships and support their fundraising efforts. She or he supports the President and the Board of Trustees in their work to raise money for the university.

### ***The Vice President for Innovation and Empowerment & Chief Innovation Officer***

The Vice President for Innovation and Empowerment and Chief Innovation Officer is appointed by the President in consultation with the Board of Trustees and is the administrative officer responsible for building a culture where employees feel empowered, energized and engaged. Reporting directly to the President, the Vice President for Innovation and Empowerment and Chief Innovation Officer collaborates with campus leaders to create pathways to innovation, shepherd the strategic plan and empower the workforce. Administrative units reporting to the Vice President for Innovation and Empowerment include innovation, strategic planning, employee empowerment (HR), information technology (IT), data analytics, institutional research and legal.

## **ACADEMIC LEADERSHIP TEAM**

The Provost employs an Academic Leadership Team to aid in the task of academic management and governance. Presently, the University is divided into two broad sectors for governance purposes: graduate and adult degree programs, and traditional undergraduate programs. The academic officers include the following:



### ***The Associate Provost for Local and Global Engagement & Chief Diversity Officer***

The Associate Provost for Local and Global Engagement & Chief Diversity Officer is appointed by the Provost in consultation with the faculty and must hold a terminal academic degree. He or she provides overall leadership for institutional diversity initiatives, Center for Peace and Justice, Center for Study Abroad, assessment and institutional research, faculty development, student success and the IDEA Center. The Associate Provost for Local and Global Engagement & Chief Diversity Officer works closely with the Deans of each college and the VP for Student Life to support faculty in teaching, scholarship, service and the integration of faith in their university work. In addition, the Associate Provost for Local and Global Engagement & Chief Diversity Officer works with leaders across the institution on matters of diversity and represents George Fox University to appropriate external constituencies.

### ***The Associate Provost for Liberal Arts & Dean of the College of Arts, Humanities and Social Sciences***

The Associate Provost for Liberal Arts & Dean of the College of Arts, Humanities and Social Sciences is appointed by the Provost in consultation with the faculty and must hold a terminal academic degree. He or she provides overall leadership for the management of academic programs in the arts, humanities and social sciences as well as student learning support services, the English Language Institute, and general education. In addition, the Dean of Arts and Sciences represents George Fox University to appropriate external constituencies and works to ensure excellence in all academic programming.

### ***The Associate Provost for Professional Programs & Dean of the College of Behavioral and Health Sciences***

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

### ***The Dean of the College of Education***

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

### ***The Dean of the College of Business***

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

University to appropriate external business constituencies and works to ensure excellence in all business programming.

### ***The Vice President and Dean of Portland Seminary and the College of Christian Studies***

The Vice President and Dean of Portland Seminary and the College of Christian Studies is appointed by the President in consultation with the Provost, reports directly to the Provost, and must hold a terminal academic degree. He or she is responsible for the overall administration of the seminary, with special attention to the seminary's academics, including overseeing its faculty and curriculum, maintaining relationships with constituent denominations and their churches, promoting seminary advancement as determined by the President, and acting as the principal liaison with the Association of Theological Schools. In addition, The Vice President and Dean of Portland Seminary and the College of Christian Studies works closely with the undergraduate chairs and graduate program directors in managing the budget, determining faculty loads, and coordinating a strategic plan for the identification and recruitment of appropriate full-time and part-time faculty. She or he subsequently provides recommendations on faculty hires to the President and the Provost. The Vice President and Dean of Portland Seminary and the College of Christian Studies works with the Board of Trustees through the Seminary Board of Regents and the Academic Affairs Committee of the Board of Trustees.

### ***The Dean of the College of Engineering***

The Dean of the College of Engineering is appointed by the Provost in consultation with the faculty and must hold a terminal academic degree. He or she provides overall leadership for the management of academic programs in engineering, mathematics, computer science, biology, chemistry and physics. To accomplish this task, the Dean of Engineering works closely with department chairs in managing departmental matters, provides direction on department budgets, charts faculty loads, and coordinates with department chairs a strategic design for the identification and recruitment of appropriate full-time and part-time faculty. In addition, the Dean of Engineering represents George Fox University to appropriate external constituencies and works to ensure excellence in all academic programming.

### ***The Dean of Libraries***

The Dean of Libraries is appointed by the Provost in consultation with faculty. He or she provides overall leadership and management of university libraries including educational technology and archives. The Dean of Libraries works closely with librarians, director of educational technology, university archivist, and staff to manage and allocate budget resources; develop and implement the strategic plan; and evaluate the effectiveness of the collections, facilities, services, and instruction. In addition, the Dean of the Libraries represents George Fox University to appropriate external constituencies, including serving on the Council for the Orbis Cascade Alliance.

### ***Associate Dean for Liberal Arts & Director, William Penn Honors Program***

The Associate Dean for Liberal Arts & Director, William Penn Honors Program, provides strategic management and intellectual leadership for the liberal arts foundation of the undergraduate program. This includes leadership of all aspects of the William Penn Honors College, as well as general oversight of the undergraduate general education program.

### ***The Associate Dean for Arts, Humanities and Social Sciences***

The Associate Dean for Arts, Humanities and Social Sciences supports the work of the Dean of Arts, Humanities, and Social Sciences in ensuring quality, viability, and assessment of college programs. This includes assisting with planning and budgeting, as well as faculty hiring and professional development. As appropriate, the Associate Dean also represents the College and University in external community engagement efforts.

## **President and VP Team Org Chart**

**Add Academic ORGANIZATION CHART**

## UNIVERSITY-WIDE PROGRAM DIRECTORS

### ***Director, Assessment and Institutional Research***

The Assessment Information Coordinator is charged with coordinating the assessment of all academic programs at the university and assists in developing self-study reports for accreditation purposes. The Assessment Information Coordinator serves as chair of the University Assessment Committee and reports to the Provost.

### ***The Director of the Center for Peace and Justice (Currently in the Office of the Associate Provost for Local and Global Engagement & Chief Diversity Officer)***

The Director of the Center for Peace and Justice works with on-campus programs that help students and faculty to become better informed about peace and justice issues and global concerns. The Director coordinates the annual Woolman Peacemaking Forum and the Global Issues Forum. The Director reports to the Provost.

### ***The Director of the Center for Study Abroad***

The Director of the Center for Study Abroad, along with the Study Abroad Committee, sets policies regarding the programs to which George Fox University sends students for semester-long studies, including the selection of students for these programs. The Director studies the feasibility of George Fox University-sponsored semester-long programs off campus. The Director is the liaison between the partnerships of various international universities and George Fox University. All George Fox University juniors are given the opportunity to travel abroad with a faculty member to study and experience another culture. The Director provides curricular direction and budget oversight for the Juniors Abroad program. The Director reports directly to the Associate Provost for Local and Global Engagement & Chief Diversity Officer but works collaboratively with the academic leaders on campus to accomplish the mission of the program.

## ORGANIZATION OF ACADEMIC PROGRAMS

### ***College of Arts, Humanities and Social Sciences***

- Department of Art and Design
- Department of Communication, Journalism and Cinematic Arts
- Department of English and Theatre
- Department of History, Sociology, and Politics
- Department of Music
- Department of World Languages and Applied Linguistics
- William Penn Honors Program
- General Education Program

### ***College of Behavioral and Health Sciences***

- Department of Health and Human Performance
- School of Nursing
- Department of Psychology
- School of Social Work
- Graduate School of Clinical Psychology
- Graduate School of Physical Therapy
- Adult Degree Program

### ***College of Education***

School of Education  
Department of Graduate Teaching and Leading  
Graduate School of Counseling

### ***College of Business***

Department of Undergraduate Business and Economics  
Masters of Business Administration Program (MBA)  
Doctor of Business Administration Program (DBA)

### ***Portland Seminary and College of Christian Studies***

Doctor of Ministry Program  
Leadership and Spiritual Formation  
Semiotics and Future Studies  
Leadership and Global Perspectives  
Online Learning Community (OLC)  
MA in Spiritual Direction  
MA in Ministry  
MA in Theological Studies  
Master of Divinity  
Master of Intercultural Studies  
Spiritual Formation and Discipleship Certificate  
Spiritual Direction Certification  
Spiritual Direction Supervision Certification  
Local Learning Community (LLC)  
MA in Spiritual Direction  
MA in Ministry  
MA in Theological Studies  
Master of Divinity  
Master of Intercultural Studies  
Spiritual Formation and Discipleship Certificate  
Spiritual Direction Certification  
Spiritual Direction Supervision Certification  
College of Christian Studies

### ***College of Engineering***

Department of Mathematics and Applied Science  
Department of Electrical Engineering and Computer Science  
Department of Mechanical and Civil Engineering  
Department of Biology  
Department of Chemistry

## **DEPARTMENT CHAIRS AND PROGRAM DIRECTORS**

### ***Leadership***

Department or school chairs and program directors serve in important leadership capacities. They lead the faculty in developing a strategic plan and ensure that the plan is updated regularly. They seek to motivate faculty members toward excellence in teaching and scholarship. They convene the faculty for planning, business, and social interaction. They help faculty members find the resources they need for scholarly

work, both within the university and from other sources. They ensure that faculty are providing helpful advising and mentoring to students in their classes and in the majors offered by the department, and work with the Director of Institutional Assessment to ensure the assessment of the program.

### ***Program Development***

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

### ***Management***

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

### ***Mentoring***

The department chairs and program directors provide encouragement, suggestions, and help to faculty in their departments, especially to new faculty. They serve as a mentor and model of a mature spiritual life, and care for the spiritual formation of students and faculty, particularly with the integration of faith and knowledge.

## **UNIVERSITY GOVERNANCE**

### **UNIVERSITY STANDING COMMITTEES**

#### ***Aesthetics Committee***

The Aesthetics Committee develops and maintains a consistent and coordinated university image through campus aesthetics. Chair and membership appointed by the Vice President for Enrollment and Marketing. Faculty representation appointed by the Provost. Reports to the Vice President for Enrollment and Marketing.

#### ***Behavioral Intervention Team (Campus Response Team)***

This team responds in appropriate and timely manner to individuals or groups who are perceived as a threat. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

#### ***Bias Incident Team***

This team responds appropriately to bias incidents on GFU campuses. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

#### ***Brandt Art Fund Committee***

The Brandt Art Committee manages and maintains the GFU art collection, exhibits and visiting artists, establishing the guiding philosophy and governance for the collection, coordinating with the university community on art selection and placement, and overseeing the Art Collection budget. Reports to the Vice

President and Chief Financial Officer.

### ***Co-Curricular Team***

The Co-Curricular Team reviews the quality of the student experience and makes recommendations to ensure the university provides services and co-curricular opportunities contributing to an excellent and meaningful educational experience that is consistent with the university's mission, values, goals and priorities. The team reviews and monitors existing policies, programs and services, and evaluates proposed changes or additions for athletics & intramurals, food services, Housing, Resident Life, Community Accountability, Student Leadership, First Year Experience, Multicultural Programs, International Student Services, Act Six, Spiritual Life, Health & Counseling, Career Services, Campus Security, Academic Resource Center/Writing Center, Disability Services, and the Academic Success Program. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

### ***Community Accountability Board (CAB)***

The CAB hears student disciplinary cases and recommends appropriate action. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

### ***Core Themes Teams***

Core Theme teams review data associated with their core theme objectives and make recommendations based on their data analysis. There are four teams: the Liberal Arts Foundation Core Theme Team; the Professional Preparation Core Theme Team; the Christ-centered Community Core Theme Team; and the Local and Global Engagement Core Theme Team. Core Theme teams report to the Provost.

### ***Creation Care Committee***

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

### ***Critical Incident Response Team***

The Critical Incident Response Team prepares for, and responds to, large scale emergencies affecting the GFU community. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

### ***Employee Council***

The Employee Council is dedicated to building unity between faculty, staff, and administration, representing employee concerns, and increasing employee satisfaction and longevity. This committee is primarily a policy and recommending group, creating a place for all employees to process and suggest solutions to unique concerns or problems, which impact the broad GFU community. The EC members include 3 staff, 3 faculty and 3 administrators, some of which are appointed by other committees. Chair selected by the members. One staff and one faculty member are appointed by the Staff Development Committee and Faculty Council, respectively. Other members are appointed by the Vice President and Chief Financial Officer and Vice President for Enrollment and Marketing in consultation with the Provost. Reports to the Vice President and Chief Financial Officer and Executive Vice President for Enrollment and Marketing.

### ***Enrollment Team***

The Enrollment Team assesses, evaluates and reviews policies, business practices and service benchmarks related to operational functions of enrollment services at all campus locations. Chair and membership appointed by the Vice President for Enrollment and Marketing. Faculty representation appointed by the



Provost. Reports to the Vice President for Enrollment and Marketing.

### ***Facilities Committee***

The Facilities Committee reviews ongoing campus facility needs, makes recommendations, considers space usage, establishes priorities, and manages long range planning issues. Chair and membership appointed by Vice President and Chief Financial Officer. Faculty representation appointed by the Provost. Reports to the Vice President and Chief Financial Officer.

### ***ADA Sub-Committee***

The ADA Sub-Committee makes recommendations for the continual upgrading of campus facilities to meet the needs of disabled students, staff and guests. Chair and membership appointed by Vice President and Chief Financial Officer. Faculty representation appointed by the Provost. Reports to the Vice President and Chief Financial Officer.

### ***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 Vice President and Chief Financial Officer. Faculty representation appointed by the Provost. Reports to the Vice President and Chief Financial Officer.

### ***First Year Experience Committee***

This committee provides direction and oversight to the First Year Experience program. Chair and membership appointed by Provost. Reports to the Provost.

### ***Innovation Team***

The Innovation Team are facilitators of innovation for the GFU community. They are comprised of volunteer staff and faculty from across the university. Reports to the Vice President for Innovation and Empowerment.

### ***Institutional Diversity Committee***

The Institutional Diversity Committee provide strategic direction in developing and overseeing initiatives furthering institutional diversity efforts. Faculty representation appointed by the Provost.

### ***Marketing Team***

The Marketing Team evaluates and provides input on the university's marketing and brand plan efforts. Chair and membership appointed by the Vice President for Enrollment and Marketing. Faculty representation appointed by the Provost. Reports to the Vice President for Enrollment and Marketing.

### ***Safety Committee***

The Safety Committee works to meet OSHA regulations, establishes accident investigation procedures, reviews all accidents and recommends preventative action, establishes employee reporting processes for hazards, evaluates safety accountability, and recommends improvements. Chair and membership appointed by Vice President and Chief Financial Officer. Faculty representation appointed by the Provost. Reports to the Vice President and Chief Financial Officer.

### ***Security Committee***

The Security Committee collaborates across departments whose work interfaces on security issues; reviews security systems, policies and initiatives. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

### ***Staff Development Committee***

The Staff Development Committee sponsors activities and an annual conference to promote personal growth, professional development, and community amongst the university staff. Chair appointed by the Staff Development Committee. Membership voted annually by the university staff. Reports to the Vice President for Enrollment and Marketing.

### ***Student Life Appeals Board***

This Board hears appeals from students who have been suspended. Reports to the Provost and Vice President for Student Life.

### ***Student Support Network***

The Student Support Network identifies struggling students and provides timely intervention. Chair and membership appointed by the Vice President for Student Life. Faculty representation appointed by the Provost. Reports to the Vice President for Student Life.

### ***Technology Advisory Team***

The Technology Advisory Team (TAT) is responsible for strategic and budgetary technology decisions, primarily through review and approval of proposals from the Hybrid Learning Program Team (HLPT) and Fox Administrative Systems Team (FAST). The most active area is technology life cycle and computer replacement. Chair and membership appointed by the Provost and Vice President and Chief Financial Officer in consultation with the Chief Information Officer. Reports to the Vice President and Chief Financial Officer.

#### ***Fox Administrative Systems Team (FAST) Sub-Committee***

This sub-committee of the TAT provides PeopleSoft systems integration leadership to ensure data integrity for all university business functions, including maintenance, upgrades and several areas not clearly “owned” by another department (E-announcements, the university calendar, etc). Chair and membership appointed by the Executive Director of IT. Faculty representation appointed by the Provost. Reports to the Technology Advisory Team.

#### ***Hybrid Learning Program Team (HLPT) Sub-Committee***

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

### ***University Budget and Operations Team***

The University Budget and Operations Team reviews budget proposals and makes recommendations on major decision items, discusses short- and long-term budget issues impacting the entire university. Topics may include the allocation of resources for staffing, salaries, benefits, program budgets, fixed equipment needs, and facility improvements. The team also reviews and recommends new academic proposals in the early stages of development, providing an indication of administrative support. Chair and membership appointed by the President. Faculty representation appointed in consultation with the Provost. Reports to the President.

## **FACULTY GOVERNANCE AND VOICE**

### ***Responsibilities***

In light of the longstanding commitment to shared governance in higher education, the faculty has a responsibility to participate in the oversight of the academic program of the university, built upon careful attention to consistent communication among the faculty, administration, and other participants in university life.

### ***Values***

George Fox University seeks to reflect in its faculty governance and voice the following values:

- Community ownership of programs and policies – Academic policies and programs should have the input, support and encouragement of the community as a whole.
- Mutual accountability – Faculty members are responsible to each other for academic integrity and stewardship of resources.
- Access and participation – All faculty members, regardless of official position, possess judgment and insight potentially useful in decision-making.
- Transparency and communication – Trust is fostered through public decision-making and dissemination of information.
- Respect for the integrity and efforts of individual faculty members and academic subunits – Individuals and subunits should be free to do what they do without unduly onerous review. It is presumed that individuals and subunits act with integrity and competence.
- Efficiency and timeliness – proposals should be addressed in a timely manner.
- Spiritual openness – The purpose of any decision-making process is discerning God's will.
- Quaker distinctives – Quakers have developed distinctive approaches to organizational life that are worth preserving and enhancing.
- In accordance with the George Fox University Blueprint for Diversity and the Theology of Racial and Ethnic Diversity statement, we are convinced faculty deliberations are richer and fairer when conducted in groups that represent diversity.

### ***Discerning the Sense of the Meeting***

#### General guidelines

- Faculty decisions are made in keeping with Quaker understandings that conducting business is best done in a spirit of worship.
- The central goal is discerning Christ's leading.
- While the process comes from Quaker tradition, it is based on convictions all Christians share, that Christians are to seek and follow God's will and that this process is as important as making timely decisions.

#### The process

- The Clerk invites whoever initiated an agenda item to present the matter to the group.
- The group discusses the issue in a prayerful spirit of listening for God's voice.
- When the Clerk senses that the group has come to agreement on God's leading in the matter, the Clerk offers a tentative expression of that agreement.
- If anyone, after prayerful discernment, disagrees that the Clerk's statement expresses the group's sense of God's leading, the matter may be discussed further, delegated for further consideration, and/or held over to a future meeting.
- When the group generally affirms that the Clerk has accurately stated its sense of God's leading, the sense of the meeting is recorded in a minute.

### Responsibilities of the Clerk during the discussion

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

### Expectations for those attending or participating in meetings

- Those attending any meeting of a faculty body are asked to do so prayerfully, in a loving attitude of supporting, investing in, and learning from the university community.

## **FACULTY SENATE**

### ***Mandate***

- The Faculty Senate serves as the voice of the faculty in any matter of faculty concern.
- The Senate is the decision-making body with respect to academic programs and policies, including but not limited to:
  - New degrees, including degrees offered in academic programs where they have not been previously offered.
  - New majors.
  - Substantial changes in delivery systems.
  - Periodic reviews of degree programs, delivery systems, and majors.
  - Changes in undergraduate general education.
  - Changes in academic support and enhancement programs.
  - Changes in policies affecting the academic life of students, including their integration of faith and learning.
  - Approval of graduates.
  - Actions requiring approval by the Northwest Commission on Colleges and Universities or other accrediting bodies.
  - Proposed changes in the Faculty Handbook.
  - Faculty compensation, including proposed additions to faculty contractual obligations.
  - Any other matter of faculty concern.

### ***Operations***

- The Senate convenes at its own call or the call of the Faculty Clerk, the Faculty Council, the Provost, or the President.
- The Senate can convene in any of three configurations:
  - As an entire Senate, involving all its members.
  - As an Undergraduate Senate dealing with undergraduate curriculum and other matters of undergraduate concern.
  - As a Graduate Senate dealing with graduate concerns, including major decisions regarding program and curriculum. (Other matters of graduate program and curriculum are decided by the Academic Leadership Team.)
- The Faculty Clerk presides over the full Senate. The Undergraduate Faculty Clerk presides over the Undergraduate Senate, and the Graduate Faculty Clerk presides over the Graduate Senate.

- Actions within the authority of the convened configuration of the Senate, taken with at least half the members of that configuration present either physically or electronically, have the imprimatur of the entire Senate.
- Any configuration of the Senate can call a meeting of the corresponding faculty -- the Undergraduate Senate convening the undergraduate faculty, the Graduate Senate convening the graduate faculty, and the full Senate convening the entire faculty. The corresponding Clerk presides over each configuration of the faculty meeting.
- Agendas are established jointly by the relevant Clerk and the Provost, either of whom can insist on the inclusion of agenda items.
- The Senate operates by seeking the sense of the meeting concerning God's leading. Its actions are minuted unless they are confidential.

### ***Election of Members and Officers***

Faculty senators are elected for three-year terms. Each college will be allotted senate seats based upon the FTE of full-time and part-time faculty contracts issued in the spring of odd- numbered years. Faculty contracts are determined by the AAO as “undergraduate”, “graduate”, or “both”. All contracts identified, as “both” shall be divided evenly between graduate and undergraduate. University Library faculty contracts are considered as “both” for the calculation of senate seat allotments. Undergraduate senate seats are calculated by dividing a college's total undergraduate FTE by 7 and then rounding up to the next whole number (e.g. for 9 faculty,  $9 / 7 = 1.29$ . rounding up results in 2 senate seats). Graduate senate seats are calculated in the same manner.

The Senate also includes the following officers:

- Faculty Clerk, elected to a two-year term in odd-numbered years, by the entire faculty.
- Faculty Representative, elected to a two-year term in even- numbered years, by the entire faculty.
- An Undergraduate Faculty Clerk, elected to a one-year term by the undergraduate faculty.
- A Graduate Faculty Clerk, elected to a one-year term by the graduate faculty.

Only faculty members on a regular faculty contract who teach half time or more may serve as members of the Senate or participate in elections or Senate meetings. Except for Senate Officers, undergraduate faculty may not be members of the graduate senate, and vice versa.

Senate seats are re-evaluated and re-distributed based upon a college's FTE every odd spring to take effect the following fall. In the event that a college loses a seat in a re-evaluation year, that college is responsible for eliminating that seat at the end of the academic year. In the event that a college adds a seat in a re-evaluation year, the Faculty clerk will determine an initial term length for that seat to ensure that roughly one-third of the senate seats expire each year.

Elections are conducted with the goal of giving each member of the faculty equal voice in nominating and electing the Senate and its Officers. To that end,

- Any Senate Officers not seeking re-election serve as election officers overseeing the annual faculty elections.
- The Faculty Clerks are required to have had experience as a faculty senator.
- The standard method for handling a faculty election includes:
  - Confidential nominations submitted in private to the election officers, who communicate confidentially with the potential nominee to provide an opportunity to accept or decline.
  - Secret ballots administered, collected, and counted by the election officers.

### ***Amendments***

The Faculty Senate can amend sections of the Faculty Handbook relating to faculty governance and voice by the approval of the full Faculty Senate. If the amendment only affects the graduate or the undergraduate faculty, that portion of the Senate can act for the full Senate. The Senate can choose to refer the matter to the appropriate faculty meeting(s).

## **THE FACULTY ACADEMIC GOVERNANCE COMMITTEES**

### ***Undergraduate Curriculum Committee***

The Undergraduate Curriculum Committee receives, studies, and considers curricular changes set forth by undergraduate departments. The committee also advocates, on behalf of the university, that curricular changes both reflect and correspond with the university mission. Chair and membership appointed by the Provost and reviewed by the Faculty Council.

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

This committee reviews and approves all undergraduate academic policies and procedures affecting academic quality and credit; responsible for policy changes to the annual undergraduate catalog. Chair and membership appointed by the Provost and reviewed by the Faculty Council.

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

This committee makes recommendations on policies and procedures impacting adult degree, graduate, and professional programs. Chair and membership appointed by the Provost and reviewed by the Faculty Council.

### ***College Faculty Meetings***

Colleges are free to hold meetings of their faculty for the purpose of business, fellowship, and communication. If a college meets regularly, minutes should be taken and sent to the Office of the Provost and reported to the faculty. Colleges are free to invite other colleges to a meeting when deemed appropriate. College Deans are free to hold meetings with departmental leaders for the purpose of business, fellowship, and communication. If a college meets regularly as a Dean's Council, minutes should be taken and sent to the Academic Affairs Office, and reported to the faculty. Normally a college's Dean's Council is composed of department chairs.

### ***The Academic Leadership Team***

The Academic Leadership Team serves as the primary policy-making group for academic issues not directly covered in the faculty handbook, the senior management team for all academic units and programs, the second level governance approval group for all new graduate academic program and curriculum proposals, and the team charged with setting the strategic agenda for the faculty.

## **APPOINTED FACULTY COMMITTEES**

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

General procedures for committees are as follows:

- Members are appointed by the Office of Academic Affairs in consultation with the Faculty Council unless committee guidelines state otherwise
- Committee chairs may be appointed by the Provost
- All committee meetings are scheduled by the chair
- Committee minutes are to be distributed to the Faculty Clerk, the Provost, and committee members, with minutes also posted electronically so that they are available to all members of the faculty
- Committee recommendations and action items may be forwarded to the consideration of the Undergraduate Curriculum Committee, the Undergraduate or Graduate Policies and Procedures Committees, or directly to the Faculty Senate, with committee chairs consulting with the Provost and the Senate Clerk to determine which place such business should go
- Committee agendas may come from the 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.

### ***Assessment Committee***

The Assessment Committee designs and oversees the overall university assessment structure, evaluating data and department assessment plans, and recommending program-specific reviews.

### ***Athletics Committee***

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

### ***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.

### ***General Education Committee (GE)***

The General Education Committee serves as a study and recommendation committee for the overall general education curriculum. They determine the criteria and recommend to the faculty courses for inclusion in GE, review and determine if current courses are meeting GE objectives, and carry out the work of providing a cohesive curriculum. The GE Committee is responsible for reviewing and providing feedback for all proposals for changes to the general education offerings. The Committee works in partnership with the Director of Institutional Assessment and the academic departments to identify measurable learning outcomes and assessments. A representative of the Office of Academic Affairs serves as a member.

### ***Institutional Review Board: Animal Care Committee***

This committee evaluates and approves laboratory protocols involving the use of animals.

### ***Institutional Review Board: Human Subjects Research Committee***

This committee ensures that researchers follow accepted ethical standards when conducting human research.

### ***International Program Committee***

The International Program Committee distributes information, coordinates activities, provides direction to exchange programs, and formulates policy, including those associated with our sister school relationships. The Director of Study Abroad serves as chair.

### ***Library Committee***

This committee reviews the policies and procedures of the university libraries, serves as an advisory board to the Dean of the Libraries, promotes the use of the library and a program of library education for all students and faculty, and reviews concerns regarding the library, the archives and the campus museum.

### ***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.

### ***Scholarship Committee***

The Scholarship Committee works with the Student Financial Services Office to establish financial aid policy as it affects the academic program of the university, serves as the liaison between the Student Financial Services Office and the academic departments in the awarding of scholarships for students in specific fields of study, acts as an advisory body regarding academic issues, and communicates to the faculty regarding the financial aid program of the university.

### ***Spiritual Life Advisory Committee***

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

### ***Teacher Education Committee***

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

### ***Teaching and Learning Committee***

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

### ***The William Penn Honors Program Committee***

The William Penn Honors Program Committee oversees activities, addresses curricular improvements, formulates policies, helps recruit students, and conducts an annual evaluation of the program. The Director of the Honors Program serves as chair.

## **ELECTED FACULTY COMMITTEES**

### ***Faculty Council***

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



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

Representatives serve on the committee from each of the following Colleges: Education, Business, the College of Christian Studies and Seminary, and Behavioral and Health Sciences; and two representatives from the College of Arts and Sciences, one from the humanities and one from the sciences. Personnel Committee members are ineligible to serve. If a college does not have an eligible faculty member, or if no one from that college is willing to serve, the position on the committee will be elected from an at-large list of faculty willing to serve. This at-large position will also serve for three years. The council is to facilitate communication between faculty and administration (both ways).

The council has no legislative capacity, but serves the following advisory functions:

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

### ***Faculty Personnel Committee***

This committee consists of six tenured faculty members, each serving a term of three years. Two positions are elected each year. A third-year member is chosen by the committee to serve as chair. There will be a representative on the committee from each of the following colleges: Education, Business, Seminary and Christian Studies, and Behavioral and Health Sciences; and two representatives from the College of Arts and Sciences, one from the humanities and one from the sciences. **(Review needed due to 2017 re-organization.)** Members are nominated and elected by the full faculty. Faculty Council members are ineligible to serve. If a college does not have an eligible faculty member, or if no one from that college is willing to serve, the position on the committee will be elected from an at-large list of faculty willing to serve. This at-large position will also serve for three years.

This committee is responsible for serving closely with the Office of Academic Affairs to oversee a tenure process that is fair and orderly, and functions in the best interests of both the faculty and the institution; reviewing tenure documentation materials; determining if faculty members undergoing sixth-year reviews meet the criteria for tenure in teaching, scholarship, and service; notifying reviewees and the Office of Academic Affairs of its recommendation whether the candidate should or should not continue to pursue tenure; working with the Office of Academic Affairs to establish and approve third-year and other peer review committees (except sixth-year review committees); and reviewing copies of all peer reviews and updates of Faculty Growth Plans as a result of peer reviews. The chair is selected by the membership.

## **ADMISSION AND ACADEMIC STANDING COMMITTEES**

### ***Undergraduate Academic Standing Committee***

This committee is responsible for reviewing student appeals of academic suspension, advising students on academic probation and suspension concerning their academic performance, and advising the Registrar regarding the academic status of students who do not meet grade point average (GPA) requirements. A representative of the Academic Affairs Office is included in the membership.

### ***Graduate Academic 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.

### ***Student Appeals Board***

This committee meets only when there is a grade appeal escalated from a Dean's decision on a grade appeal.

### ***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 decisions regarding provisionally admitted students. Committees exist for:

- Undergraduate Admission
- MAT Admission
- Master of Education Admission
- Doctor of Education Admission
- Administrative Licensure/Educational Leadership Admission
- Seminary Master's Degree Programs/Certificates Admission
- Doctor of Ministry (DMIN) Admission
- MA in Clinical Mental Health Counseling & Marriage, Couple, and Family Counseling Admission
- Master of Arts in School Counseling Admission
- Adult Degree Program (ADP) Admission
- Master of Business Administration (MBA) Admission
- Doctor of Business Administration (DBA) Admission
- Doctor of Psychology (PSYD) Admission
- Doctor of Physical Therapy Admission
- Master of Social Work (MSW) Admission

## **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. The faculty senator or the faculty as a corporate body then discusses and acts on the programs and proposals referred to it.

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.

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

The charts below show the flow of discussion and approval for academic proposals. Note that the process for consideration of undergraduate and graduate proposals is different. At the graduate level, the College acts in place of academic committees, and the Academic Leadership Team acts in place of the various graduate faculties in Stages Two and Three.

## Undergraduate Governance Process

Proposals originate from UG department, program, school, college, Academic Leadership Team, Faculty Council, etc. (should be approved by the College structure before going to next step)

Any proposal with significant financial implications should be vetted through the VP team. This is advisory not approval at this stage.

### Stage One

- Proposals originate from UG department, program, school, college, Academic Leadership Team, Faculty Council, etc. (should be approved by the College structure before going to next step)
- Any proposal with significant financial implications should be vetted through the VP team. This is advisory not approval at this stage.

### Stage Two

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

### Stage Three

- Faculty Senate (major proposals only)

### Stage Four

- The Vice Presidents Team (major proposals only)

### Stage Five

- The Board of Trustees (major proposals only)

## Graduate and Adult Degree Program Governance Process

### Stage One

- Proposals originate from graduate department, program, school, college, Academic Leadership Team, Faculty Council, etc.
- Vetted through VP team (new proposals with significant financial implications only)

### Stage Two

- College Meeting (all proposals), Graduate Policies & Procedures Committee (policy proposals)

### Stage Three

- Academic Leadership Team (most proposals)
- Faculty Senate (major proposals only)

### Stage Four

- The Vice Presidents Team (major proposals only)

### Stage Five

- The Board of Trustees (major proposals only)

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

Ideas may originate from an individual or group connected to the faculty – faculty members, departments and colleges, administrators, committees. Refining and improving the ideas may take place formally or informally but in every case there should be consultation with the appropriate College dean, particularly if there is any financial requirement for implementation. Because major initiatives may require the approval of The Vice Presidents Team or even the Board, the Provost seeks a “green light” from the University VP Team before new proposals move to Stage Two.

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

Academic program and policy proposals are generally discussed, reviewed, and approved at the school or college level for graduate proposals, or the appropriate faculty review committee for undergraduate proposals (Undergraduate Curriculum Committee, Undergraduate Policies and Procedures). These undergraduate committees, chaired by faculty members, determine whether they have jurisdiction to make

a final decision regarding the proposal and may request the presenter to provide additional information or to make changes in the proposals that are submitted. All proposals must use the Curriculum Change template found on the “Resources for Current Faculty” web page. When the committees or colleges act on a proposal, the Provost determines whether the proposal is significant enough to warrant discussion and action by the undergraduate or full faculty. Generally, significant undergraduate changes in the catalog require faculty approval, and all college decisions regarding graduate program changes are reviewed and approved by the Academic Leadership Team.

### ***Stage Three: Faculty Discussion and Approval***

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

The Faculty Senate may approve a program in two ways:

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

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

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

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

### ***Stage Four: Vice Presidents Team Discussion and Approval***

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

### ***Stage Five: Board Discussion and Approval***

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

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

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

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

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

### **ACADEMIC FREEDOM**

George Fox University has an academic freedom statement that has been approved by its faculty and Board of Trustees. It begins:

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.

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 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 reflect the historic faith tradition of the Northwest Yearly Meeting of Friends Church (Quakers), provide 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 matter that has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make 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.

## **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.
- 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 alternately that to apply nondiscrimination laws to George Fox in a particular situation would be an unconstitutional infringement of the religious and associational rights of this church-directed institution.



### ***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***

- Be committed to Jesus Christ as Savior and Lord
- Signify general agreement with and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the faculty of George Fox University
- 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

#### ***Expectations of Faculty in Tenure-Track Positions***

Because the faculty play a central role in fulfilling the mission of the university, the university seeks to attract, nurture, and retain the finest tenured and tenure-track faculty possible. To be hired and the contract renewed year by year, each such faculty member should hold the terminal degree, participate in professional organizations and attend professional meetings, participate actively in church, fulfill other tasks specified in the contract, and meet high expectations in teaching, scholarship, professionalism, and service.

## ***Teaching***

Each faculty member is expected to:

- create a classroom or educational environment that promotes engaged learning and academic excellence;
- demonstrate the relevance of Christian faith with the discipline of study;
- demonstrate respect and appreciation for students, other faculty, and community members;
- communicate clearly and accurately in the classroom;
- know the appropriate field, and keep up to date in his or her discipline;
- demonstrate enthusiasm for the subject matter and establish a culture of learning; and
- make a continuing study of and implement effective pedagogical methods and materials in the appropriate field

Effective teaching is characterized by the following:

- self-awareness and adaptation – the faculty member needs to be aware of his or her strengths and weaknesses and develop in a Faculty Growth Plan an approach to instruction that recognizes these
- student awareness and adaptation – the faculty member should be able to recognize differences in student needs and abilities and reasonably adapt to these differences
- mentoring relationships – effective faculty members develop mentoring relationships that extend beyond the classroom or educational environment
- demonstrated effectiveness – the effectiveness of the faculty member in the areas of curriculum, instruction, and assessment should be demonstrable through faculty evaluation and evaluation of student learning.

## ***Scholarship***

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.

Scholarship is necessarily individualized, as each such faculty member pursues her or his specialty and interacts with other professionals in his or her field. Patterns of scholarship vary by discipline and by the nature of assigned responsibilities. To facilitate the development of growth plans and assessment for promotion and tenure, excellence in scholarship is evaluated by the following:

- a clear plan of action – The faculty member should be able to effectively describe past and current scholarly activities in his or her field and plans for future scholarly activity. It is particularly important for new faculty members to choose an area (or areas) of interest and to pursue scholarship in that chosen area.
- validation by peers – Results of scholarly activity are to be presented to peers that are qualified to judge the quality of the work. In the case of non-published work, the university and/or the faculty member may need to solicit such review. Evidence of peer acceptance include invitations to give conference presentations, published articles or pieces, peer assessment of performance, or other evidence appropriate to the discipline.
- a sustained pattern – Scholarship is a lifelong commitment that is demonstrated by regular contribution to one's profession.

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

### ***Service***

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

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

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

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

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

## **FACULTY CONTRACTS**

The standard faculty contract covers a nine-month period beginning August 15. For year-round programs, and in other special circumstances, 10- or 11-month contracts may be issued, which also begin on August 15. A full-time faculty member is one with an assigned workload of at least 24 hours during the traditional academic year (nine months), at least half of which is teaching.

At the time of initial appointment, salaries are determined by the Provost in consultation with the college Deans. 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 should be 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 for library faculty information, and Appendix B for Continuing Non-Tenure-Track faculty contract information.

### ***Contracts for Tenured Faculty Members***

Contracts for tenured faculty members being renewed for the following academic year should be 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***

A 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 Provost 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; 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.

## **FACULTY EVALUATION**

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

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

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

<b>Scheduled Review</b>	<b>Type of Review</b>	<b>Reviewer(s)</b>
Yearly	Annual faculty review for all faculty members	Department Chair or School/Program Director
Third Year	Required peer review for all faculty members	Peer Review Committee
Sixth Year	Tenure/Sixth-Year Review for all faculty positions	Tenure/Sixth-Year Review Committee
No Later than Ninth Year	Continuing review for tenure track positions	Tenure Review Committee
Every Five Years	Post-Tenure Review	Dean
Every Five Years	Review of those choosing not to apply for tenure who were recommended for It	Department Chair or School/Program Director
Every Five Years	Continuing review for non-tenure track faculty members	Dean

### ***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 review should focus on faculty performance and related accomplishments given applicable expectations and the Faculty Growth Plan. At this time the Faculty Growth Plan is updated to cover the next two years. The department chair or program director and faculty member should also identify courses to be evaluated by students in the coming year. A brief written summary of the meeting should be given to the faculty member and submitted to the College Dean 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 (replacing the annual review).

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

#### ***Third-Year Peer Review Goal***

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

#### ***Third-Year Peer Review Procedures***

The faculty member should prepare a portfolio for the review team (see 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, interview colleagues, and so on. Each review team member should write up his or her summary report, with copies going to the faculty member, the College Dean, the Faculty 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, service, and professionalism (including faith and learning issues). Each summary report should indicate whether professional growth has occurred in each area and whether additional growth is necessary for contract renewal.

The faculty member, considering all the above, should write his or her own summary and response. This statement should speak specifically to teaching, scholarship, service, and faith and learning. The faculty member should also update her or his Faculty Growth Plan. This plan should be tailored as appropriately as possible to the individual gifts, preferences, and personality of the faculty member. The faculty member's response and Faculty Growth Plan should be submitted to the College Dean, the Faculty Personnel Committee, and the department chair or program director if she or he was not on the review committee.

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

### ***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.

### ***Post-Tenure Review***

See section following on *Review of Tenured Faculty members and Faculty Members Who Choose Not to Apply for Tenure*

## **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. A special review may be initiated by either the College Dean or the faculty member (see Part Three, Section FACULTY EVALUTAION – 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. (See Part Three, Section VII.C.10 for the conditions in which a faculty member may be reviewed for tenure earlier than the third year.) The review process will be the same as the tenure/sixth-year review process, including committee membership, portfolio preparation, review by the Personnel Committee, and potential outcomes (see Part Three, Section V.C). Faculty members who have not received tenure after a continuing review may be terminated. Faculty members who are outstanding teachers who have not received tenure after a continuing review may receive multiyear contracts with the focus on teaching. Specific load assignments are negotiated with the College Dean. Faculty members receiving such multiyear contracts with a focus on teaching should undergo a thorough evaluation by the College Dean every five years. Faculty members in tenure-track positions who do not receive tenure because they have not completed a terminal degree are reviewed annually by the College Dean.

### ***Special Review***

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

### ***Tools for Evaluation***

Tools for evaluation include, but are not limited to:

### ***Personnel File***

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

### ***Curriculum Vitae***

Each spring, before May 31, each faculty member must submit an updated vitae to the Provost for his or her personnel file, adding new publications, memberships, conference presentations, community service,

degrees, and so on.

### ***Student (Course) Evaluations***

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

- All faculty members new to George Fox University are evaluated using the student evaluation system adopted by the Office of Academic Affairs in each of their courses and lab sections in each semester of their first three years at the university.
- After the first three years of full-time teaching at George Fox University, each non-tenured faculty member is evaluated in one course or lab section each semester. The course or lab section to be evaluated is determined by the department chair or director of the school in which the faculty member teaches. If the faculty member teaches in two departments or schools, the department chairs or school directors, or both, decide how many courses or lab sections to evaluate and which courses or lab sections are evaluated.
- In the fifth year of full-time teaching, and every fifth year thereafter, each non-tenured faculty member is evaluated in every course or lab section in each semester of that year.
- Tenured faculty members are evaluated in one course or lab section each year, with the course or lab section evaluated selected by their department chair or graduate program director. If the tenured faculty member is a department chair or graduate program director, the course or lab section evaluated is selected by the College Dean. Every fifth year after tenure, the tenured faculty member is evaluated in every course in one semester. The semester of evaluation is selected by the College Dean.
- A summary of results of each course evaluation is given to the instructor, the department chairperson, the College Dean, and the Provost for placement in the permanent file. Directors of programs may have access to the evaluations of those they supervise through their department chair. The process for presenting and collecting student evaluation forms maintains student anonymity (e.g., handwritten evaluations do not have to be signed by students). Faculty are free to seek additional student feedback and evaluation with a separate evaluation process.
- Additional student evaluations can be initiated at any time by the College Dean.
- For others in less than full-time teaching positions, department chairs and graduate program directors determine which courses are evaluated and how frequently they will be evaluated.

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

See Appendices D and E.

## **RANKS AND PROMOTIONS**

### ***Process***

Each spring, the department chairperson, or program director and the College Dean should meet to identify faculty members whose degrees and experience may meet minimum standards for promotion. In August, the College Dean, in consultation with the Provost, evaluates promotion recommendations and whether promotion should be recommended with or without peer review.

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

Any faculty member dissatisfied with the promotion 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 hired into a tenure-track position.

### ***Lecturer***

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

### ***Instructor***

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

### ***Assistant Professor***

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

### ***Associate Professor***

To be considered for the rank of Associate Professor, 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 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 Assistant Professor.

### ***Professor***

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

## **TENURE**

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

Academic tenure has three principal ends:

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

A faculty member's consent and daily living that conforms to the current Statement of Faith and

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

### ***Individual Criteria***

To receive tenure, a faculty member should have:

- achieved, or be eligible to achieve, the rank of Associate Professor or Professor;
- achieved the accepted terminal degree in her or his field;
- completed the equivalent of six consecutive years of full-time teaching at George Fox University, or three years of full-time teaching at George Fox University if the faculty member was previously tenured at another institution of higher education. The three-year minimum residency requirement may be waived by the Provost for an outstanding candidate tenured at another institution of higher education;
- demonstrated an outstanding level of proficiency in the areas of teaching, scholarship, and service; and
- have committed himself or herself to the long-term success of the university.

### ***Institutional Consideration***

A maximum of two-thirds of full-time faculty may be tenured. Should this maximum be reached, faculty members otherwise eligible for tenure may have their applications delayed until openings occur.

Experience and years accrued toward tenure are specific to a department and do not accompany a faculty member changing departments, unless an exception is granted by the Provost at the time a faculty member is transferred.

The university may designate certain positions as non-tenure track. Generally, this determination is made at the time the position is filled, and is stated in the contract. Non-tenure-track positions include, but are not limited to, coaches, faculty members in the English Language Institute, faculty members in the Adult Degree Program, temporary replacements, librarians, and non-teaching personnel with faculty status.

### ***Sixth-Year/Tenure Review Procedures***

Before September 15, the Provost may set up a three- or four-person peer Tenure Review Committee, including one member of the candidate's department, a tenured faculty member chosen by the candidate, a tenured faculty member chosen by the Provost, and the College Dean. The Provost will name the chairperson of the committee.

The candidate should prepare and submit to the Provost an electronic copy of the faculty portfolio. See Appendix D.

Each committee member conducts interviews of the candidate and others, reviews the candidate's portfolio and student evaluations of the previous three years, visits at least one class or views videotapes of a class, studies the candidate's essay, and examines other relevant materials, and then prepares a written analysis (without the names of interviewees), submitting an electronic copy to the chair no later than November 15. The analysis should address the strengths and weaknesses of the candidate in relation to the tenure criteria.

The chair of the Tenure Review Committee then submits the evaluations to the Faculty Personnel Committee. The candidate, if he or she chooses, may submit a written response to the evaluations to the Faculty Personnel Committee. The Faculty Personnel Committee assesses whether the candidate meets the criteria for tenure. At this point, if the Faculty Personnel Committee concludes that the candidate

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

If the candidate receives a positive recommendation from the Faculty Personnel Committee, and she or he chooses to apply for tenure, the faculty member submits a written request to the Provost for a tenure recommendation. In cases in which the Faculty Personnel Committee does not recommend that the candidate pursue tenure, the candidate may request that the Provost review his or her materials and make a recommendation.

The Provost reviews materials and adds a recommendation. If the Provost and the Faculty Personnel Committee disagree on the recommendation regarding tenure, the Provost and the Faculty Personnel Committee should meet to discuss the candidate. If the Provost also recommends that the candidate not be considered further for tenure, he or she notifies the candidate in writing with reasons for the recommendation.

If any faculty member is dissatisfied with the recommendation of the Provost or of the Faculty Personnel Committee, she or he may appeal to an ad hoc committee of the Faculty Council. The faculty member should appeal to the Faculty Council in writing. The Faculty Council should appoint a three-person committee consisting of tenured faculty members. This ad hoc committee should review the recommendations of the Provost and the Faculty Personnel Committee, the materials used to make the recommendation, and the criteria for tenure described in Part Three, Section VII.A. The recommendation of the ad hoc committee and other related materials are forwarded to the President.

For each tenure decision, the President reviews a candidate's materials and makes a written recommendation for tenure or against tenure (sharing a copy of the recommendation with the candidate). If the President makes a decision not to recommend tenure, the candidate does not advance to the Board. If the President recommends tenure, copies of materials are submitted to the Program and Personnel Committee of the Board of Trustees at the semiannual meeting of the Board of Trustees. The Academic

Affairs Committee reads the materials, meets and interviews the candidate, and makes its recommendation to the full Board. The Board grants or denies tenure.

If the Board denies tenure, the candidate should be notified in writing by the Board, with reasons for the denial stated. If the faculty member remains at the university in a tenure-track position, she or he may reapply for tenure when the Faculty Personnel Committee and the Provost confirm that the reasons for denial of tenure have been adequately addressed.

Following a negative recommendation or action, based on performance, scholarship, or service, the Office of Academic Affairs works with the candidate to develop a Professional Improvement Plan. The faculty member's progress is reviewed annually by the College Dean. At this annual review, the Dean determines that the Professional Improvement Plan has been completed or that the plan should be continued for another year. The faculty member may be considered for tenure following successful completion of the Professional Improvement Plan. The faculty member will undergo a continuing review no later than the third year after the tenure/sixth-year review.

Faculty who do not receive a positive recommendation to apply for tenure from the Personnel Committee

should wait a minimum of two years before requesting another review.

### ***Expectations of Tenured Faculty***

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

### ***Review of Tenured Faculty members and Faculty Members Who Choose Not to Apply for Tenure***

Tenured faculty members should undergo a thorough evaluation by the College Dean every five years. Required peer review, or review including qualified professionals outside the university, may be initiated at any time by the Dean, the Provost, or the President. If deficiencies are found, the faculty member should work with the Office of Academic Affairs in developing a Professional Improvement Plan. The faculty member's progress should be reviewed annually. Faculty members who receive a positive recommendation from the Faculty Personnel Committee and choose not to apply for tenure should undergo a thorough evaluation every five years by the Dean. The review should be the same as a post-tenure review.

### ***Tenured Faculty Who Become Administrators***

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

### ***Termination of Tenure***

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

- the 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 (see Part Four, Section FACULTY GUIDELINES – Course Syllabus Guidelines)
- for cause, including, but not limited to, a significant decline in performance, failure to meet expectations in the Professional Improvement Plan, immoral behavior, or conviction of a felony
- 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, disability, discontinuation of a major program, and declaration of financial exigency is automatic and in accordance with Board policy, and requires no additional Board action.

Revocation of tenure for behavior, belief, or lifestyle issues is recommended for action to the Board of Trustees, or the Executive Committee of the Board, by the President.

The President also may recommend to the Board of Trustees revocation of tenure for decline in

performance, professional incompetence, or failure to perform the responsibilities of the position after consultation with the department chair and the Provost.

## **ABSENCES AND LEAVES**

### ***General Policies***

The Employee Handbook, containing standard policies and procedures of the university, may be accessed on the Human Resources Department web page: <http://www.georgefox.edu/offices/hr/index.html>

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

### ***Sick Leave***

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

### ***Leave of Absence***

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

The request for a leave of absence should be submitted through the Provost.

## **DEVELOPMENT AND GROWTH OPPORTUNITIES**

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

## **SABBATICALS**

### ***Definition and Purpose***

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

### ***Eligibility***

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

### ***Criteria for Granting Sabbaticals***

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

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

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

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

Recipients of sabbaticals will be asked to sign a two-year commitment to the university, including the sabbatical year and the following year of service.

### ***Application***

The faculty member requesting a sabbatical should submit a sabbatical plan consistent with the Faculty Growth Plan to the Provost no later than October 1 of the academic year preceding the academic year for which the sabbatical is requested. This plan should include the dates of the requested sabbatical, a description and details of the proposed activities, and the current curriculum vita and Faculty Growth Plan. Any outside employment during the sabbatical should be noted in the proposal. Submission of a sabbatical plan constitutes application for a sabbatical. The Office of Academic Affairs is responsible each year for reviewing sabbatical plans and making recommendations to the President. Notification of acceptance or rejection should be given the applicant by January 15.

### ***Sabbatical Proposal Format***

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

### ***Report***

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

## **PROFESSIONAL SUPPORT**

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

### ***Conference Participation***

Funds are available through the faculty development program to assist with conference presentations and

attendance that advance the faculty member's stated objectives for scholarship or teaching in his or her Faculty Growth Plan. The Academic Affairs Office will make the electronic submission form available in August for the September 1 deadline. A current Faculty Growth Plan and curriculum vita are to be on file in order for the request to be considered.

### ***Professional Memberships***

The Academic Affairs Office will make the electronic submission form available in August for the September 15 membership funding request deadline. A current Faculty Growth Plan and curriculum vita are to be on file in order for the request(s) to be considered.

### ***Faculty Summer Research Grants***

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

### ***Faculty Research Leaves***

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

### ***Faculty Conferences***

From time to time, faculty gathers for conference events, particularly so prior to the beginning of a semester. These events focus on professional development, community building, and worship. Attendance is required for all full-time faculty members.

### ***Faculty Lecture***

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

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

The Academic Affairs Office offers on-going professional development opportunities.

### ***Doctoral Studies Support***

Faculty members are expected to have an earned doctorate or appropriate terminal degree in their field. Most faculty members hired without terminal degrees are expected to pursue the appropriate degree. Limited funds are available from the university to support doctoral work. To be eligible to receive support, faculty members must be enrolled in a degree program, be active in their program and be in good standing. In addition, the degree program must be within the faculty member's area of teaching responsibility and approved by the Provost. Pursuit of a terminal degree must be integrated into a faculty member's growth plan. Total support for pursuit of terminal degrees is limited to a maximum of \$5,000. The amount available in a given year will vary depending on the availability of funds and the number of faculty requesting support. The university cannot guarantee that support will be available. A doctoral studies request form is emailed in August of each year with a due date of early September.

A faculty member will receive a stipend to bridge the gap before a new contract is issued if the doctorate is completed after August 15th and during the traditional academic year. If the doctorate is completed during fall semester, a \$2,000 bridge stipend is awarded. If it is completed during spring semester prior to May 16, a \$1,000 bridge stipend is awarded. The contract issued for the following academic year will reflect an appropriate salary increase based on the faculty salary chart.

## **FACULTY ADMINISTRATORS**

### ***Definition***

Faculty Administrators are members of the University faculty whose load credit for administrative responsibilities exceeds their load credit for teaching, or who are designated Faculty Administrators by their College dean. Appointment as a Faculty Administrator is at the discretion of the Provost and the President and should be generally applied to ongoing administrative positions, not situations in which a faculty member's administrative load exceeds half-time for up to two years.

The conditions and benefits of faculty service stated in Part III of the Faculty Handbook apply to these faculty members, with exceptions noted below.

### ***Responsibilities of Faculty Administrators***

Specific responsibilities of Faculty Administrators necessarily vary with the nature of the program and administrative position. Generally, Faculty Administrator responsibilities include:

- Setting the vision and direction for the program, in consultation with the College Dean and Advisory Boards. The vision will include short and long-term program goals, taking into account national professional trends and developments, local opportunities, the University and College mission, and faculty and university strengths.
- Leading the assessment and continuous improvement of a high quality program through leadership, administrative oversight of program administrators, faculty and support staff, and curriculum development.
- Encouraging spiritual wellness of faculty and students.
- Maintaining the overall financial health of the program, including working with marketing and admissions to ensure enrollment of qualified students, cooperating with University Development to pursue external funding, and requesting and monitoring resources (budgets, equipment, facilities, etc.).
- Developing and maintaining a qualified faculty, both full and part time, through recruitment, faculty development, and annual faculty review.
- Insuring compliance with accreditation standards through record keeping, required reporting, maintaining published materials (e.g. website, student handbook), and being the liaison to the accrediting agency.
- Being responsible for general administrative duties including faculty loads, budgeting, adjunct recruiting, supervision of support staff, graduate students, representing the program to the community, and other duties as assigned by the College Dean.

## **TENURE**

Faculty Administrator positions are non-tenure track.

Faculty Administrators that are tenured at the time of appointment keep their department tenure. Tenure does not apply to administrative portions of the administrator's load.

Faculty appointed to Faculty Administrator positions that were in tenure-track academic positions continue to accrue credit toward tenure according to the percentage of load spent teaching. A Faculty Administrator that is reviewed for tenure will undergo the same tenure-review process as faculty members.

### ***Teaching, Scholarship/Program Development, Service***

If teaching is part of a Faculty Administrators' load, teaching expectations are the same as for all faculty members.



Scholarship expectations, and/or individual and program goals, are included with the job description at the time the position is filled and reviewed annually by the College Dean.

Service expectations are the same as for all faculty members.

## **RANKS AND PROMOTIONS**

Faculty Administrators have faculty rank and are awarded faculty rank at hire consistent with previous rank as a faculty member, or rank appropriate for administrators of similar experience, responsibility and performance. Promotion is at the discretion of the Dean, with the approval of the University Provost, and is to be based on personal and program performance documented through annual review.

## **CONTRACTS**

Faculty Administrators work under contracts issued by the AAO and administered according to the terms of the Faculty Handbook (Part Three). If the compensation deviates from the faculty salary chart, the compensation terms and the factors determining the annual salary of the position will be specified in writing and included in the Faculty Administrators' file upon hiring. If a Faculty Administrator returns to the faculty, the administrator will return to the faculty salary chart and will receive credit (i.e. steps) for her or his experience as a Faculty Administrator.

## **EVALUATION OF FACULTY ADMINISTRATORS**

While holding faculty status, Faculty Administrators are evaluated by a different set of standards than faculty, and have a different evaluation process. The goal of this evaluation process is to provide regular feedback to Faculty Administrators to support and improve the performance of their responsibilities.

### ***Preparation for Evaluation***

Each year, Faculty Administrators prepare and submit to the Dean program goals and specific policy/program changes or initiatives. These are to be three-year rolling plans.

Each year, Faculty Administrators prepare and submit to the Dean personal professional growth plans. These are to be three-year rolling plans.

Each year, Faculty Administrators assess the previous year's program and personal professional growth plans, and submits the evaluations to the Dean. Each year the College Dean provides a written evaluation of the Faculty Administrator's performance, and a review of program performance.

## **SABBATICALS AND OTHER TERMS OF SERVICE**

Support for scholarship. Because their primary assignment is administrative, Faculty Administrators are not eligible for sabbaticals. Faculty Administrators who engage in scholarship are eligible to participate in programs designed to support the scholarship work of regular faculty members: travel money for academic conferences, load release for scholarship, faculty research funds, or other like programs.

Committee service. Faculty Administrators do not serve on faculty committees as faculty representatives, but may serve on committees as representatives of the AAO if appointed by the Provost. Service on faculty committees is not an expectation of service for Faculty Administrators.

Faculty offices. Because their primary responsibility is administrative, Faculty Administrators are not eligible to serve as members of the Faculty Council, as members of the Faculty Personnel Committee, or as Faculty Senators. Faculty Administrators are eligible to vote for faculty offices.

Faculty retreat, commencements, and convocations. Faculty Administrators are required to attend faculty retreat, commencement exercises, convocations, and other faculty events.

### ***Faculty Administrators Who Become Regular Faculty Members***

With the approval of the Provost, Faculty Administrators may leave their positions and become regular, full-time faculty members. A position is not a guaranteed, but the return to being a full time faculty member may occur if there is an opening in the field of the Faculty Administrator and the change is approved by the College Dean and 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) according to faculty standards, and following the same procedure followed by all regular faculty members.

## **EMERITUS STATUS**

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

### ***Service Qualifications***

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

### ***Quality of Contributions***

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

### ***Possible Privileges of the Emeriti***

- name listed in the catalog
- invited to walk in faculty processions at convocations and graduations
- invited to general faculty social functions
- receives faculty/staff discount at the university store
- receives usual faculty/staff passes to games, plays, and concerts
- receives a library card
- granted short-term use of library research study rooms, on a room available basis
- receives copies of campus news publications
- granted access to university e-mail

## **INTELLECTUAL PROPERTY**

### ***Policy***

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

### ***Exceptions***

The university does not claim ownership of books, articles, monographs, poems, stories, paintings, sculptures, musical compositions, and computer software created or developed by students, faculty, or persons using university resources or facilities, unless they were developed pursuant to a specific contract with the university.

The university does not claim ownership of course materials developed for use within the normal teaching assignment of the faculty member, except for syllabi and grade books, which are necessary for record keeping and accreditation purposes.

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

### ***Establishing Ownership***

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

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

### **INSTRUCTIONAL SERVICES**

#### ***George Fox University Libraries***

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

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

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

#### ***Institutional Technology***

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

- e-mail, course websites, and other network accounts
- technical support and troubleshooting of office and classroom hardware, software, and network resource
- delivery and configuration of audio, video, and computer resources to classrooms and campus events
- a faculty development center in which faculty may receive one-on-one assistance with developing electronic course materials and accessing hardware and software not normally found in their offices
- one-on-one consulting on instructional uses of technology, as well as workshops focusing on technology and effective teaching with technology

Contact the IT Service Desk for technology-related needs: 503-554-2569; e-mail [servicedesk@georgefox.edu](mailto:servicedesk@georgefox.edu); or log onto [it.georgefox.edu/](http://it.georgefox.edu/).

#### ***University Catalogs***

University catalogs can be found online at <http://www.georgefox.edu/catalog/index.html>

#### ***Textbook Ordering***

Information and deadlines regarding textbook orders may be found at the university store page: [http://www.georgefox.edu/offices/academic\\_affairs/orientation/bookstore.html](http://www.georgefox.edu/offices/academic_affairs/orientation/bookstore.html)

#### ***Print Services***

Print Services information may be found at <http://www.georgefox.edu/offices/printing/index.html>

#### ***Academic Resource Center***

The Academic Resource Center is a resource for students at George Fox University. Services include The ARC Writing Center, tutoring services, and learning enhancement. The center is housed in the Special Resources Room in the Murdock Learning Resource Center (library). Additional information about the

center can be accessed at [www.georgefox.edu/arc](http://www.georgefox.edu/arc).

### ***The IDEA Center***

The IDEA (Initiate, Discover, Engage, Achieve) Center's purpose is "coaching students to recognize their God-given uniqueness, maximize their academic and experiential learning, develop life-long career skills and enhance their transition to the world of work resulting in exceptional life outcomes." The Center is located on the Newberg Campus in the Stevens Center's first floor. Additional information is available at [idea.georgefox.edu](http://idea.georgefox.edu).

## **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, this Faculty Handbook, and in communications from the Registrar's, Academic Affairs, and President's offices.
- Each advisor or sponsor of a class or group attend all business meetings of the organization, keep close contact with it, attend social events, and give suggestions or advice as occasions may arise. He or she should also see that the organization conforms to the principles and policies of the university.
- All undergraduate faculty members are expected to participate in the Fall Academic Convocation. All faculty are expected to attend appropriate commencement exercises. The faculty marshal, appointed by the Provost, will direct the faculty for academic processions.

### ***Hours and Days of Service***

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

### ***Office Hours***

Faculty offices are assigned by the appropriate Academic Dean in consultation with the department chair or program director. Faculty are expected to be in their offices and available to students a minimum of six hours each week. Hours must be included in the syllabus. A copy of faculty schedules is distributed to the appropriate College Dean at the beginning of each semester.

### ***Outside Activities and Employment***

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

### ***Absence from Campus***

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

### ***Purchasing***

Careful budget control is essential. All purchases must be approved by the department chair or program director and major purchases by the appropriate College Dean before actual purchase.

## **FACULTY LOAD DETERMINATION**

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

### ***Guidelines for Determining Loads***

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

- Faculty supervising Individualized Studies outside regular curriculum will be compensated as follows;
  - Regular faculty will receive \$100/credit, up to \$600.
  - Adjunct faculty will receive \$200/credit for the first 3 credits, plus \$100/credit for any additional credits in the same study, up to \$1000.
- Load credit for supervising field experiences during the faculty member's contract period is generally not given unless it is negotiated when the department chair and the appropriate dean are determining loads for the coming year. Faculty members who supervise field experiences outside their contract year (summer) are paid one-third of the tuition.

### ***Faculty Growth Plan and Portfolio Instructions***

Please see Appendix C for Faculty Growth Plan instructions and Appendix D for instructions regarding Faculty Portfolio preparation.

### ***Computers***

Faculty and Faculty Administrators contracted at 1.0 FTE are eligible for a computer. The university maintains ownership of the computer. Email and computer activity may be monitored.

### ***Course Schedule***

Access the Course Schedule on the university's website at [class.georgefox.edu](http://class.georgefox.edu). The Registrar's Office website includes the schedule for finals week at [www.georgefox.edu/offices/registrar/finals.html](http://www.georgefox.edu/offices/registrar/finals.html).

### ***Course Syllabus Guidelines***

Please see Appendix E for instructions regarding the preparation of course syllabi.

### ***Grades***

Grades may be kept electronically or in a grade book (available from the Academic Affairs Office). All faculty are required to keep the supporting grades that result in the final grade they post in MyGFU for 5 years. Adjunct grade records, for each semester, are to be housed in their respective departments or schools. Faculty who leave George Fox University are required to provide their grade records to the Academic Affairs Office. The grading scale, as stated in the syllabus, and additional information as to how a grade is determined, should accompany the grade records.

### ***Student Assistants***

Departments may receive a budgetary allotment for student employee assistants. Please contact Human Resources for current guidelines regarding employment of students.

### ***Academic Integrity Issues***

Please see Appendix F regarding guidelines for faculty response to academic integrity issues.

### ***Academic Appeals***

Please see Appendix G for guidelines regarding academic appeals for disciplinary action and Appendix I for academic appeals regarding a course grade.

### ***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 course work because of absences, but when students follow the procedures below, they are permitted to make up the work they missed.

- Prolonged illnesses (more than three days of absences): students may visit Health and Counseling Services 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.
- Other absences: arrangements are made between the student and the instructor.

## ACADEMIC TRAVEL AND TOURS

### *Juniors Abroad Study Tours*

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

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

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

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

Proposals must include:

- Proposed 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
- A 21-day itinerary, including air travel
- A preliminary budget, including projected expenses per individual, itemized as follows:
  - Air travel
  - Ground transportation
  - Lodging
  - Meals
  - Incidentals
- Any other relevant information (e.g., special need for such a trip, unique qualifications for leading a trip)



For faculty trip leaders, the university covers travel expenses and pays a stipend. As a general guideline, the minimum group size is 10 students. Maximum enrollment for each trip is 20 students. Current information on trips is posted on the Juniors Abroad website on the university website.

Faculty leaders will be responsible for class instruction; making all travel arrangements, including airfare, accommodations, and ground transportation; and keeping track of the trip expenses. Further information can be found in the Juniors Abroad Faculty Handbook (found at “Resources for Faculty” on the GFU website) and at the Juniors Abroad website at [juniorsabroad.georgefox.edu](http://juniorsabroad.georgefox.edu).

### ***Eligible Faculty***

Juniors Abroad is a program aimed at serving the needs and objectives of the undergraduate college at George Fox University. Professors teaching in the program must be traditional full-time undergraduate teaching faculty (with at least a half-time teaching load) under nine-month contracts. For the benefit of the program and at the discretion of the Director of Juniors Abroad, graduate faculty, individuals with faculty status, and faculty members under 10- or 11-month contracts may be considered for a secondary teaching position in the Juniors Abroad program. (In keeping with university policy, individuals who are on 10-month, 11-month, or 12-month contracts are required to take vacation or leave for the time they are involved in the Juniors Abroad experience.)

### ***Other Policies***

- Two faculty leaders are required for each trip.
- The tour should balance in-depth cultural experiences in a few locations, with the need to travel among various locations to meet course objectives.
- Limit the number of countries visited to a maximum of three.
- Each course must have a specific academic focus.
- The class 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 shall be submitted to the Undergraduate Curriculum Committee. The committee will examine the arrangements for travel and study with respect to their soundness, feasibility, and attractiveness. The committee will determine the amount of credit to be given.

## **APPEARANCES OF SPEAKERS AND PERFORMERS ON CAMPUS**

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

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

becomes the responsibility of the sponsoring group or person.

- Gifts from persons outside the university may not be accepted in support of speakers without prior approval of the Provost.

## **FACULTY INITIATIVES IN SEEKING FUNDS OFF CAMPUS**

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

## **FINANCIAL EXIGENCY: PROGRAMS AND PERSONNEL**

### ***Preamble***

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

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

### ***Definitions***

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

### ***Objectives***

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

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

### ***Responsibilities***

When extenuating circumstances require, the President should, in consultation with the Vice Presidents Team and the Coordinating Councils, prepare for the Board of Trustees a clear statement of the actual and

projected budget deficit requiring a declaration of financial exigency. The statement should indicate the potential impact of the deficit on program offerings and personnel.

A declaration of financial exigency is made by the Board of Trustees when the Board believes that such a declaration is in the best interests of the university due to extenuating circumstances. The Board should establish the period of time for which exigent procedures will apply. Any extension of the period of exigency requires further action by the Board of Trustees. In making a declaration of financial exigency, the Board should recognize that the primary purposes of the institution are to develop and maintain academic programs of high quality and to stimulate and encourage student academic achievement within a Christian atmosphere.

At the direction of the Board, the President should develop a modified budget that adjusts expenditures to reflect actual and projected income. The President may consult with the Vice Presidents Team, the various faculty committees, and other persons as appropriate in developing the proposed modified budget.

The faculty, department chairpersons, program administrators, faculty committees, student life personnel, development personnel, and business management personnel may participate in reviewing the President's modified budget to the same extent that they participate in the development of regular annual budgets.

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

The President should submit the modified budget to affected administrators, together with a statement of potential impact of the modified budget on program offerings and personnel.

Each department chair should work with the College Dean and should confer with all members of the programs in question, and should prepare a written evaluation of the impact of the modified budget on the programs and personnel within the college.

After considering the impact evaluation statement, the President should present a proposal for program reductions, including all impact evaluation statements, to the Vice Presidents Team and the Faculty Senate.

Each vice president, after due deliberation of the proposal with the affected committees and appropriate personnel under his or her direction, should prepare written recommendations to the President, either concurring with the President's proposal or recommending alternatives.

The President, in consultation with the Vice Presidents Team, should determine which programs will be retained, reduced, or discontinued using this process.

#### ***Identification of the Individuals to Be Affected***

Members of the affected programs should be given an opportunity to consult with the vice president of their administrative unit regarding the proposed reduction or discontinuation in program offerings and the potential impact on their positions.

Each vice president should, after consultation with the affected department chair, program director or unit administrator, recommend to the President the particular individuals to be terminated from their present positions.

The President, in consultation with the Vice Presidents Team, should determine which individuals will be retained in their present positions, reassigned to other positions, offered reduced assignments with reduced benefits, or terminated using this process.

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

Personnel who are to be retained following program reduction must be qualified for the assignments to be filled. Qualified means competent by virtue of completion of graduate preparation and other educational attainments germane to the assignment, as well as recent successful experience in the category or subject matter as measured by written official evaluations in the personnel files.

Age, sex, ethnic background, academic rank of faculty within the affected program(s) and within the university, and compatibility with Quaker distinctives may be given consideration when selecting individuals to be retained by the university in the event of financial exigency.

After qualifications have been determined in each program, seniority is applied in the following order:

- non-tenured part-time personnel generally are released before other personnel; however, need for an individual's expertise can outweigh seniority of other non-tenured part-time personnel;
- non-tenured full-time personnel (including one-half time or more) should be released before tenured personnel; and
- tenured personnel are released last when applying seniority.

### ***Notification and Dispute Resolution***

After considering all recommendations on the programs to be retained, reduced, or discontinued, the President should make a decision regarding the programs and activities to be affected. The President should notify the affected individuals in writing of the pending action.

Before official notice of termination, the Vice Presidents Team should conduct a procedural review of the reductions, discontinuations, and terminations. The affected individuals may be permitted to participate in the meeting when this review occurs.

## **APPENDIX A: Conditions and Benefits of Faculty Service: Library**

### ***Recruitment of Library 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 library faculty are expected to have a personal commitment to Jesus Christ and daily living that conforms to 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 Provost and the Dean of Libraries. The Dean of Libraries reports vacancies, prepares a suggested position announcement for submission to the Provost, and assists in the screening of applicants. The Dean of Libraries answers inquiries and mails position announcements. All vacancies or new positions require a national search, except by permission of the Provost. Search committees are appointed by the Dean of Libraries and should include members from the library faculty and at least one faculty member from outside the library.

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

All new library faculty may participate in the faculty orientation program designed to acquaint new faculty members with the expectations of the university.

## **GUIDELINES FOR THE APPOINTMENT OF FULL-TIME LIBRARY FACULTY**

### ***Guidelines for the Appointment of Full-Time Library Faculty***

- The President of the university appoints the full-time library faculty in accordance with the procedures outlined in the Faculty Handbook.
- Full-time library faculty appointments shall be made only for programs which have been established by the Board of Trustees and for positions which are within the annual budget of the university as established by the Board of Trustees.
- The university does not discriminate against any candidate on the basis of race, color, national or ethnic origin, sex, age, disability or any other status to the extent protected by applicable nondiscrimination laws.

NOTE: The use of the phrase "to the extent protected by applicable nondiscrimination law" is the correct statement of the legal obligation of George Fox University. George Fox does not waive its right to assert that nondiscrimination laws are not applicable to a particular situation or alternately that to apply nondiscrimination laws to George Fox in a particular situation would be an unconstitutional infringement of the religious and associational rights of this church-directed institution.

### ***Standards for the Appointment of Library Faculty***

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.
- demonstrate a commitment to the integration of Christian faith and learning.
- have a record of teaching [or training] 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.

## **THE EFFECTIVE FACULTY MEMBER: A GEORGE FOX UNIVERSITY PROFILE**

### ***Expectations of All Faculty***

- be committed to Jesus Christ as Savior and Lord
- signify general agreement with and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the Faculty of George Fox University
- 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

### ***Expectations of Faculty in Library Positions***

Certain positions at the university require unique skills and practices relevant to the specific mission of the department but are not tenure-track and do not require the same commitment to scholarship as tenured and tenure-track positions. To be hired and renewed year by year, library faculty should hold the appropriate degree or credentials; meet expectations as to professional effectiveness, professional development, and fulfill other tasks specified in the contract. Fulfillment of these expectations should be addressed and demonstrated in a Faculty Growth Plan.

## **PROFESSIONAL EFFECTIVENESS AS A LIBRARIAN**

### ***Each librarian is expected to***

- demonstrate command and knowledge of, and keep up to date in, his or her specialty area(s)
- fulfill specified responsibilities and planning goals satisfactorily
- integrate personal Christian faith with work as a professional librarian
- demonstrate respect and appreciation for students, other faculty, and community members
- meet the expectations of bibliographic instruction as applicable

### ***Effective librarianship is characterized by the following:***

- self-awareness and adaptation. The librarian needs to be aware of his or her strengths and weaknesses and develop an approach to growth that recognizes these.
- demonstrated effectiveness. The effectiveness of the librarian in the areas of responsibility should be demonstrable through administrative evaluation and student learning, where appropriate.

### ***Professional Development***

Each librarian is expected to maintain a breadth of professional growth and be engaged in an ongoing study of new directions in the librarian's specialization and implications for the George Fox University library.

Professional development is necessarily individualized, as each librarian pursues his or her specialty and interacts with other professionals. Patterns of professional growth vary by the nature of assigned responsibilities. Professional growth is demonstrated by the following:

- A clear plan of action. The librarian should be able to describe effectively past and current development activities in his/her field and plans for future activity.
- Continuing high performance. Professional growth is a life-long commitment that is demonstrated by regular contribution to one's profession and GFU libraries.
- Each librarian will need to find the appropriate balance between off-campus involvement and on-campus responsibilities.
- Validation by peers. Results of professional development should be validated by others qualified to judge the work. Evidence of peer acceptance include: Invitations to give conference presentations, published articles or pieces, peer assessment of performance, invitations to provide consulting services, selection to organization offices or committees, or other evidence appropriate to librarianship.

### ***Service***

Librarians are expected to take the opportunity to serve beyond their assignments. Recipients of their service may include their departments, their professional disciplines, the university, the communities in which they live, and the broader Christian church.

Service is variegated. The faculty member may participate in a broad variety of service activities. Some opportunities may be within the faculty member's academic discipline; others may stand outside the member's professional expertise.

Service is intentional. Like professional development, service should be planned and intentional. Because, however, service is by nature a response to need, the agenda of specific activities necessarily remains fluid.

Service is documented. The faculty member should document service. Minimally, service activities should be documented by self-reporting; when possible, activities should be documented as well by external confirmation.

Service is sustained. Service is an integral part of the faculty member's life within her or his communities. Careful documentation, therefore, should reveal a sustained pattern of service.

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

### ***Librarian 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.

- Visiting Librarian (appointments at this rank shall have a specified date of termination): A master's degree from an American Library Association accredited program and specific skills to perform the responsibilities in the job description.
- Assistant Librarian: A master's degree from an American Library Association accredited program, specific skills to perform the responsibilities in the job description, and ability to demonstrate professional effectiveness.
- Associate Librarian: A master's degree from American Library Association accredited program, specific skills to perform the responsibilities in the job description, plus five years of full-time

experience as Assistant Librarian. An Associate Librarian should demonstrate professional effectiveness as an established and successful librarian, and have a record of significant service to the university, church, and community.

- Senior Librarian: A master's degree from American Library Association accredited program, specific skills to perform the responsibilities in the job description, plus five years of full-time experience as Associate Librarian. A Senior Librarian should demonstrate professional effectiveness as an established and successful librarian, and give evidence of outstanding service to the university, church, or community.



## **Appendix B: Conditions of Faculty Service: Non-Tenure-Track**

### ***Recruitment of Faculty***

The selection of individuals to serve on the George Fox University faculty is crucial to the life of the university. In addition to the usual academic qualifications, George Fox teachers are expected to have a personal commitment to Jesus Christ and daily living that conforms to 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 Provost with the assistance of the Dean. The Dean reports vacancies to the Provost, prepares a suggested position announcement for submission to the Provost, and assists in the screening of applicants. The Dean answers inquiries and mails position announcements. All vacancies or new positions require a national search, except by permission of the Provost. Search committees are appointed by the Dean and should include members from the department conducting the search and at least one faculty member from outside the department conducting the search.

Upon the invitation of the 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 Provost may recommend employment of a prospective faculty member to the President. The President extends a contract to the person to be employed. This contract becomes an agreement only when it has been signed by both the President and the new faculty member.

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

## **GUIDELINES AND STANDARDS FOR THE APPOINTMENT OF FACULTY**

### ***Guidelines for the Appointment of Non-Tenure-Track Faculty:***

- The President of the university appoints non-tenure-track faculty in accordance with the procedures outlined in the Faculty Handbook.
- Non-tenure-track faculty appointments shall be made only for programs which have been established by the Board of Trustees and for positions which are within the annual budget of the university as established by the Board of Trustees.
- The university does not discriminate against any candidate on the basis of race, color, national or ethnic origin, sex, age, disability or any other status to the extent protected by applicable nondiscrimination laws.

NOTE: The use of the phrase "to the extent protected by applicable nondiscrimination law" is the correct statement of the legal obligation of George Fox University. George Fox does not waive its right to assert that nondiscrimination laws are not applicable to a particular situation or alternately that to apply nondiscrimination laws to George Fox in a particular situation would be an unconstitutional infringement of the religious and associational rights of this church- directed institution.

### ***Standards for the Appointment of Non-Tenure-Track Faculty***

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
- demonstrate a commitment to the integration of Christian faith and learning
- have a record of teaching [or training] 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

## **THE EFFECTIVE FACULTY MEMBER: A GEORGE FOX UNIVERSITY PROFILE**

### ***Expectations of All Faculty Members***

- be committed to Jesus Christ as Savior and Lord
- signify general agreement with and daily living that conforms to the current Statement of Faith and Community Lifestyle Statement applicable to the Faculty of George Fox University
- 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

### ***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. These require a significant commitment to teaching or professional activities that replaces traditional scholarship. To be hired and renewed year by year, faculty members in a non-tenure-track position should hold the appropriate degree or credentials, including relevant professional experience; meet the expectations of teaching faculty as applicable; meet expectations as to service, namely, participate in professional organizations, participate actively in church, provide service for their community, the university, and their church; fulfill other tasks specified in the contract; and meet high expectations for their profession. Fulfillment of these expectations should be addressed and demonstrated in a Faculty Growth Plan.

### ***Teaching***

Each faculty member is expected to:

- create a classroom or educational environment that promotes engaged learning and academic excellence
- demonstrate the relevance of Christian faith with the discipline of study
- demonstrate respect and appreciation for students, other faculty, and community members
- communicate clearly and accurately in the classroom
- know the appropriate field, and keep up to date in one's discipline
- demonstrate enthusiasm for the subject matter and establish a culture of learning
- make a continuing study of and implement effective pedagogical methods and materials in the appropriate field

Effective teaching is characterized by the following:

- self-awareness and adaptation. The faculty member needs to be aware of his or her strengths and weaknesses and develop in a Faculty Growth Plan an approach to instruction that recognizes these.
- student awareness and adaptation. The faculty member should be able to recognize differences in student needs and abilities and reasonably adapt to these differences.

- mentoring relationships. Effective faculty members develop mentoring relationships that extend beyond the classroom or educational environment.
- demonstrated effectiveness. The effectiveness of the faculty member in the areas of curriculum, instruction, and assessment should be demonstrable through faculty evaluation and evaluation of student learning.

### ***Professional Activities***

Professional activities include:

- consulting outside the university with businesses, professional organizations, or government agencies
- workshops for businesses and professional organizations
- networking with businesses, professional organizations, and public-benefit organizations and recruiting activities

The following activities may also become part of a growth plan and therefore count as professional activities.

- presentations at professional meetings, business organizations, government agencies
- establishing new cohort sites
- development of new programs and/or courses
- publishing in academic journals or professional magazines, e.g., for the business, social science, or technology sectors

### ***Service***

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

Service is variegated. The faculty member may participate in a broad variety of service activities. Some opportunities may be within the faculty member's academic discipline; others may stand outside the member's professional expertise.

Service is intentional. Like professional activities and teaching, service should be a part of the faculty member's growth plan. However, service is by nature a response to need, the agenda of specific activities necessarily remains fluid.

Service is documented. The faculty member should document service. Minimally, service activities should be documented by self-reporting in the review portfolio; when possible, activities should be documented as well by external confirmation.

Service is sustained. Service is an integral part of the faculty member's life within her or his communities. Careful documentation, therefore, should reveal a sustained pattern of service.

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

### **NON-TENURE TRACK RANKS DEFINED**

Non-tenure track faculty are differentiated by whether their positions are: (1) contracted by course or by credit load; and (2) temporary or continuing.

## ADJUNCT FACULTY

### *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.

### *Ranks*

- Adjunct Instructor: A master's degree and relevant professional experience 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.
- Senior Adjunct Instructor: A master's degree and relevant professional experience required plus a minimum of 30 credits hours taught for at least five consecutive years at George Fox. Promotion to Senior Adjunct Instructor is done at the discretion of the Dean, in consultation with the Provost, and may not carry it with it an increase in compensation.

## VISITING FACULTY

### *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 ranges from 12-30 credits 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.

### *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 above, and outstanding service to the community, church, and university.

## CONTINUING FACULTY

### *Contract Length and Load*

Some faculty are hired into non-tenure-track positions, but these positions are understood to be continuing

rather than temporary, and individuals in these positions are considered full members of the faculty. Individuals in these positions are hired on renewable contracts that vary in length from one year to three years. Employment is not guaranteed beyond the length of the current contract, though renewal is expected unless the faculty member is given notice by March 1 that the contract will not be renewed for the following academic year. Continuing non-tenure-track faculty are typically expected to be actively involved in either teaching and service (with minimal involvement in scholarship) or teaching and scholarship/practice (with minimal involvement in service, typically only at the department level). Standard teaching load ranges from 12-30 FTE credits, depending on the nature of the position, and is specified at the time of hire.

### ***Ranks***

Non-tenure-track continuing faculty have different performance expectations than other faculty and therefore will need to meet different promotion standards for existing ranks. Because faculty rank is connected to faculty salary, the following system is designed to recognize non-tenure track faculty achievement and subsequently result in salary improvement. For any promotion, generally at least three of the qualifying years of experience should have been at George Fox University.

- Instructor: A master's degree and relevant professional experience required.
- 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 and five years of successful full-time teaching experience or master's degree and 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 above, and outstanding service to the community, church, and university.

### **CLINICAL FACULTY**

The descriptor "clinical" is used for faculty members who provide primarily practical instruction and application of applied knowledge. Clinical faculty have specialized training and experience in a professional field. While these faculty teach, their primary activity, or area of instruction, is applied knowledge, clinical teaching, supervision of field experience/practicum, and/or clinical direction. Clinical faculty members are primarily contracted for teaching and service. Rank is determined by academic achievement, professional accomplishments, leadership in her or his profession, significant involvement in professional organizations, and demonstrated effectiveness.

## **APPENDIX C: Instructions for Faculty Growth Plan**

### ***Purpose***

The Faculty Development Program at George Fox University exists to help faculty members exercise appropriate stewardship of their abilities and of university resources. The faculty member will need to recognize and balance the expectations for teaching, scholarship, service, and the integration of faith and learning by making a Faculty Growth Plan (FGP) in which he or she sets goals and defines the means to accomplish them. This FGP provides an ongoing structure to encourage accountability and to focus energies. Faculty should consult the Faculty Handbook for promotion and/or tenure expectations.

Though George Fox University is committed to providing resources for implementing FGPs, these resources are limited and are a privilege rather than an entitlement. The university views them as an investment in the future of the faculty and the institution. Therefore, requests for funds will be evaluated in light of a thoughtfully developed FGP. When assessing the previous year's FGP, each faculty member will be responsible to show that the funds have been used wisely and have advanced his or her progress toward a stated goal.

Faculty development activities should:

- Assist the faculty member's professional development.
- Strengthen George Fox University as an institution for Christian higher education.
- Demonstrate that the faculty member exercises thoughtful stewardship of his/her abilities and institutional trust.

The program seeks to foster:

- Intentional growth in ability as a teacher.
- Scholarship, particularly creative work that is shared with professional peers, that involves students, or that clearly enriches teaching.
- Scholarship that enriches the understanding and classroom integration of the Christian faith with the discipline of study.
- Leadership roles in professional societies.
- Leadership roles in church.
- Leadership roles on campus.

Funding is available for, but is not necessarily limited to:

- Professional memberships, which contribute directly to the achievement of FGP goals.
- Subscriptions to professional journals that help to meet FGP goals.
- Participatory conference attendance, including travel, meals, accommodations, fees.

### **INSTRUCTIONS FOR PARTICIPANTS: INDIVIDUAL PROFILE**

In order to help focus the individual FGP, each faculty member needs to take stock of his or her strengths and weaknesses, current responsibilities, and long-range goals. This profile is for the use of the faculty member only. Do not turn this in with the FGP. Using this document, the faculty member will prepare a two-year FGP.

### **INSTRUCTIONS FOR INDIVIDUAL PROFILE**

#### ***Self-Assessment***

Include strengths and current interests as well as weaknesses and current dislikes. Include items directly related to your current institutional responsibilities (e.g., preference for lecturing over leading discussion, preference for class sizes of fewer than 20, inability to turn back written work promptly). Include indirectly related items as appropriate (interest in subjects outside your discipline, desire to spend more time with your family).

### ***Current Responsibilities***

List your current institutional responsibilities including teaching duties, scholarly activities, committee work, administrative work, and extracurricular work with students. List your extra-institutional responsibilities, including such items as major church involvement, civic responsibilities, leadership in professional organizations, family time commitment, and the like.

### ***Long-Range Goals***

List your teaching, scholarship, service, and faith-learning integration goals for the next five years. Include any institutional roles you would like to perform. If administration is a part of your load, include administrative goals as well.

### ***Short-Range Goals***

Outline two or three one or two-year goals in each category that will move you toward your long-term goals.

Keep this document for your own reference.

## **INSTRUCTIONS FOR FORMAL ANNUAL ROLLING FGP**

### ***General Instructions***

Each year in early May, assess the degree to which you accomplished your goals for the year just past, and update your growth plan to apply to the next two years. Department chairs should work with new faculty on this plan. It should have specific goals for professional growth. The means by which you will accomplish each goal should be adequately described. The goals should be attainable within the two years. Both goals and means of accomplishment should be specific enough to allow for evaluating the extent of attainment of each goal. The relationship between the goals and any requested funds needs to be clear and direct.

### ***FGP Format***

- Cover Sheet
  - On a separate cover sheet, indicate your name, department, and the academic years of the plan. If either year is a sabbatical year, indicate that as well.
- Assessment of Previous Work
  - Describe the successfully completed goals, including tangible outcomes (improved course evaluations, affirming peer reviews, writing, talks, performances, publications, etc). Copies do not need to be submitted. However, keep such evidence in a file to include with the 3rd-year and 6th-year portfolios.
  - Describe progress made on outstanding goals; describe the degree to which each goal was achieved (include changes in direction or circumstances which affected your ability to meet your goal); indicate what steps, if any, you have taken toward achieving it. You should include that goal, revised as appropriate, in the new FGP.
  - You may be able to provide assessment of scholarship and service goals with a bulleted

list or perhaps even copy them from an up-to-date curriculum vitae; however, the assessment of teaching goals needs to be more descriptive and reflective (sentences and paragraphs rather than a list or a check-off).

### ***Goals and Plans for the Next Two Years***

Use the categories of Teaching, Scholarship, Service, and Integration of Faith and Learning to organize your FGP. A reasonable FGP will include two or three substantive goals in each of the four areas. For each goal, please include a goal statement, the steps you will take to accomplish your goal, a budget estimate of costs directly related to your goals, and the year of expected completion. Goal statements should be succinct and represent professional development ends, rather than means of accomplishment. For example, a general goal may be to increase your abilities to teach students of diverse learning styles; a means of accomplishment might be to learn which technologies can engage them and how to incorporate those into your classroom presentations.

Teaching goals should include at least one goal related to methodology in addition to whatever curricular or content goals are included. This is also a good place to incorporate the changes you are making in response to department assessment activities.

Please place your goals that address the integration of your faith with your teaching, scholarship, and/or service in a separate category called Integration of Faith and Learning. The assessment of the previous year's integration goals belongs in a separate category as well.

### ***Send FGP to Department Chair and College Dean***

Send the FGP to both the department chair (or program director) and to the College Dean by the end of May; the College Dean evaluates it and sends it to the AAO where it will be used as a basis for granting funds. The AAO will return to you the dean's evaluation. At your fall meeting with the department chair, the chair will discuss your FGP with you in light of department priorities and the dean's evaluation.

The department chair will submit his or her FGP to the College Dean. The chair will meet annually with the College Dean to discuss that year's FGPs from his or her department, including the chair's own FGP.

The Faculty Personnel Committee will review the FGP for each faculty member as part of the third-year and sixth-year reviews.

## **FUNDABLE ACTIVITIES**

Faculty development activities should:

- Assist the faculty member's professional development.
- Strengthen George Fox University as an institution for Christian higher education.
- Exceed duties routinely expected of all faculty.

The program seeks to foster:

- Intentional growth in ability as a teacher.
- Scholarship, particularly creative work that is shared, that involves student, or that clearly enriches teaching.
- Scholarship that enriches the understanding and classroom integration of the Christian faith with the discipline of study.
- Leadership roles in professional societies.
- Leadership roles on campus.



Funding is available for, but is not necessarily limited to:

- Professional memberships, which contribute directly to the achievement of FGP goals.
- Subscriptions to professional journals, which help meet FGP goals.
- Participatory conference attendance, including travel, meals, accommodations, fees.

### ***Funding Guidelines***

The faculty development program is intended to support faculty in their professional development. Online travel and membership request forms are sent to the faculty via email during the summer with early- to mid- September deadlines for submission. Late requests will not be considered. The following professional support opportunities will be considered for funding:

#### Professional Organizations

- Journals, memberships
- Leadership roles: executive offices; committee work

#### Professional Conferences

- Documented attendance: attend, take notes, network, report back
- Presentations: paper/poster presentations; workshops; clinics; shows; performances; panels

#### Educational Experiences

- One-day seminars; completion of terminal degree
- Academic coursework beyond the terminal degree when appropriate

#### Books & Software

- Publishing: reviews; articles; monographs; textbooks; manuals

Submit proposals for research grants or leaves to the Faculty Development Committee when you receive the call for proposals in the Fall. Expenses that can be included in your proposals are as follows:

- Preparation leading to presentation or publication
- Software necessary to the project
- Photocopying
- Travel to archives, museums, libraries or labs to support the project
- Permissions fees

## **APPENDIX D: The Portfolio - For Faculty Peer Evaluation**

### ***Introduction***

A portfolio is a reflective analysis of a faculty member's teaching, scholarship, service and the integration of faith and learning made 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, service and the integration of faith and learning.

Purposes for the portfolio include: providing data for personnel decisions, including tenure and promotion; supplying data for aggregate information that might be communicated to assessment groups; and, perhaps most importantly, 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. 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.

### ***General Format***

The portfolio should be not more than thirty pages long and should present information under headings of teaching, scholarship, service and the integration of faith and learning. The Faculty Handbook contains descriptions of these categories. Faculty members will need to substantiate claims made in the portfolio by including complementary information in the form of appendices or exhibits. Faculty members should bear in mind, however, the need to be judicious in the amount of information provided. Portfolios are submitted electronically *as a single PDF* to the Academic Affairs Office.

### ***Contents of the Portfolio***

- Statement of commitment to mission and values of the university (500 word maximum)
- Curriculum Vitae
- Current Faculty Growth Plan
- Essay on Teaching (10 pages maximum) Appendix
- Essay on Scholarship (5 pages maximum) Appendix
- Essay on Service (5 pages maximum) Appendix
- Essay on Integration of Faith and Learning (10 page maximum)
- Faculty Growth Plans preceding the most recent FGP (include self-assessments)

## **THE TEACHING SECTION OF THE PORTFOLIO**

### ***Introduction***

The teaching section of the portfolio underscores the emphasis on the value of teaching at George Fox University. The outline that follows is meant to be an adaptable template, which can be modified for individual units or even individual faculty members. Nevertheless, there should be a degree of uniformity.

### ***General Format***

The teaching section should be not more than ten pages. The Faculty Handbook contains a description of this category. Faculty members will need to substantiate claims made in the portfolio essay by attaching complementary information in the form of appendices or exhibits.

The outline that follows can therefore be regarded as a menu from which faculty members can select items to include in the teaching section to fit their particular circumstances.

## **OUTLINE OF THE TEACHING SECTION**

### ***Ideals and Goals (introduction to essay)***

Provide a compact but thoughtful statement about your intentions and aspirations in teaching. Use a reflective approach that summarizes the goals identified on the recent FGPs. The Individual Profile done prior to the FGP may be a helpful source of the overarching, philosophical ideals for your teaching that inform your yearly goals.

### ***Responsibilities (first division of essay)***

The topics listed below reflect the kind of information that will help others assess your performance. Some will not apply to your situation; others might be added. Use your two most recent contract years as the baseline.

- Percentage of appointment devoted to teaching.
- Courses recently and currently taught, with credit hours and enrollments.
- Team-taught courses. When instructional duties for a course are shared, those of the faculty member should be described or at least represented by a percentage. Attachment of typical syllabi as exhibits may be appropriate.
- Work with individual students. Examples: Guidance of independent study or undergraduate or graduate research; direction of theses.
- Advising. Examples: Freshman advising, advising for the Academic Success Program, advising of majors, advising students competing for prestigious scholarships or for admission to graduate or professional programs. Advising students in one's own classes specifically about those classes does not belong here. Approximate numbers of students advised, etc.
- Instructional innovations. Recent FGPs can provide data to show major efforts to improve teaching. Examples: Novel use of instructional technology; development of collaborative arrangements outside the unit and/or university; adoption of such methods as collaborative learning, use of case studies, etc.
- Use of disciplinary research in teaching. Recent FGPs can provide data to show how research informs teaching. Examples: Modification of syllabi, laboratory experiments, reading lists, etc., in light of one's own research; involvement of students in one's own research; special activities for helping students to develop creative and critical thinking skills for use in their research; ways in which teaching helps research.
- Learning more about teaching. Recent FGPs can provide data to show such efforts. Examples: Programs of systematic reading in the literature on teaching; attending short courses and professional conferences concerned with teaching; leading or participating in faculty seminars concerned with teaching issues.
- Projects and potential projects requiring non-university funding. Teaching-centered grants received and grant proposals under consideration. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

### ***Evaluations (second division of essay)***

The evaluation section should consist chiefly of summaries of data from student evaluations and peer reviews. The data themselves may be attached in exhibits or offered as available on request. Some faculty members may wish to include explanations or rejoinders for evaluations which they believe to be potentially misleading. The following will be represented in the essay by summary statements that are substantiated by exhibits in the appendices.

- Student evaluations. Examples: Summary results of student questionnaires; interviews of students; the one-minute essay and other forms of "classroom research."
- Measures of student learning. Use departmental assessment data as applicable. Direct evidence of the extent and quality of learning by the faculty member's students, e.g. performance on appropriate standardized tests, student presentations at conferences, student publications to which faculty contributed in some substantial way.
- Peer evaluation. Reports from respected colleagues who have visited classes, examined instructional materials, talked with the faculty member, etc. Letters from colleagues may also be useful.
- Letters from students, alumni, and employers of alumni. Solicited letters, e.g. from former students, are not likely to carry the credibility of unsolicited statements.
- Teaching awards. Something should be said about the character of the awards if the names are not self-explanatory.
- Other evaluations

### ***Results (third division of essay)***

- Student successes. Examples: Noteworthy achievements of students (in awards, admissions to graduate school, employment, other accomplishments), for which the faculty member claims a significant part of the credit.
- Instructional materials. Examples: Workbooks, manuals, visual aids, software, etc. In item 2, data about publications should be presented in some standard style.
- Other results

## **APPENDIX OR EXHIBITS**

These may include: detailed information (syllabi, student evaluation forms, reports of peer evaluations, grade distributions, etc.) about specific courses and other teaching activities; copies of materials listed under D.2; preprints or offprints of items listed under D.3; etc.

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### The Scholarship Section of the Portfolio Introduction

The scholarship section of the portfolio is information compiled by the faculty member about that faculty member's scholarly contributions, often for use in consideration for tenure or promotion.

Purposes for the scholarship section include: providing data for personnel decisions, including tenure and promotion; providing opportunity to the faculty member for reflection about his or her contribution to the field of knowledge identified as a research interest; providing opportunity to the faculty member for reflection on integration of the faculty member's field with the Christian faith.

### ***General Format***

The scholarship section should be less than five pages. The Faculty Handbook contains a description of the expectations for scholarship. Faculty members will need to substantiate claims made in the portfolio essay by attaching complementary information in the form of appendices or exhibits.

The outline that follows can therefore be regarded as a menu from which faculty members can select items to include in scholarship portfolios to fit their particular circumstances.

## **OUTLINE OF A SCHOLARSHIP PORTFOLIO**

### ***Goals***

A compact but thoughtful statement about the faculty member's intentions and aspirations in scholarly contributions, especially for the near future, as identified in the Faculty Growth Plan. The Individual Profile done prior to the FGP may be a helpful source of the overarching, philosophical ideals for your scholarship that inform your yearly goals.

Examples: Choice of a defined area (or areas) of interest for scholarship; identification of conferences where presentations on that area might be welcome; identification of journals or publishing houses in which such scholarship might find publication.

This might be a good place to mention unforeseen obstacles the faculty member has encountered, such as inadequate library resources, limitations on time available for research, distance from archives, etc., while maintaining a professional tone throughout.

### ***Responsibilities***

The topics listed below reflect a broad concept of scholarship. Others might be added. The following will be represented in the essay by summary statements that are substantiated by exhibits in the appendices.

- Percentage of appointment devoted to research. Time released from teaching because of hiring negotiations or internal research grants or leaves should be noted here.
- Presentations and publications in the identified research areas with short explanations of the scope and membership of conferences or the circulation and status of the journal or publishing house. Includes work co-authored with students. When authorship for a presentation or publication is shared, the contribution of the faculty member should be described or at least represented by a percentage.
- Exhibitions, performances, recordings, creative publications with short explanations of the venue for exhibition, performance, or publication. Includes work co-created with students.
- Contributions to the scholarship of teaching. "The scholarship of teaching" treats teaching itself (especially in one's discipline) as a subject of scholarly discourse. Results may include oral presentations, papers in appropriate journals, etc. or other means of making research available to the review of professional peers. (In items 2, 3, and 4, data about publications should be presented in some standard style)
- Scholarly projects and potential projects requiring non-university funding. Research-centered grants received and grant proposals under consideration. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

### ***Validation by peers***

The "Validation" section in a portfolio should consist chiefly of summaries of invitations to give conference presentations, published articles or pieces, peer assessment of performance, or other evidence appropriate to the discipline.

- Awards: something should be said about the character of the awards if the names are not self-explanatory.
- Appendix or exhibits: these may include preprints or offprints, slides, tapes, photocopies of items listed under B and C.

## **THE SERVICE SECTION OF THE PORTFOLIO**

### ***Introduction***

The service section of the portfolio is information compiled by the faculty member about a faculty

member's service beyond load-credit assignments, often for use in consideration for tenure or promotion.

Purposes for the service section include: providing data for personnel decisions, including tenure and promotion; providing opportunity to the faculty member for reflection about his or her contribution to the department, the professional discipline, the university, the community, or the broader Christian church.

### ***General Format***

The service section should be less than five pages. The Faculty Handbook contains a description of the expectations for service. Faculty members will need to substantiate claims made in the portfolio essay by attaching complementary information in the form of appendices or exhibits.

The outline that follows can therefore be regarded as a menu from which faculty members can select items to include in the service section to fit their particular circumstances.

## **OUTLINE OF THE SERVICE SECTION**

### ***Goals***

A compact but thoughtful statement about the faculty member's intentions and aspirations in service, especially for the near future, as identified in the Faculty Growth Plan. The Individual Profile done prior to the FGP may be a helpful source of the overarching, philosophical ideals for your service that inform your yearly goals.

Example: choice of a defined area (or areas) of interest for service

This might be a good place to mention obstacles the faculty member has encountered, such as limitations on time available for service, distance from service opportunities, need for financial underwriting for necessary travel, etc., while maintaining a professional tone throughout.

### ***Responsibilities***

The topics listed below reflect a broad concept of service. Others might be added. The following will be represented in the essay by summary statements that are substantiated by exhibits in the appendices.

- Percentage of appointment devoted to service, if stipulated.
- Service contributions done without pay and/or outside of institutional load to organizations such as the department, the professional discipline, the university, the community, or the broader Christian Church, with short explanations of the specific type of service provided, any leadership positions held, the time commitment, and the constituency served.
- Service projects and potential projects requiring non-university funding. Service-centered grants received and grant proposals under consideration. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

### ***External Confirmation***

The "Confirmation" section in this section should consist of invitations to provide leadership, letters of acknowledgment or appreciation for service rendered, etc.

- Awards or citations. Something should be said about the character of the awards if the names are not self-explanatory.

### ***Appendix or Exhibits***

These may include written contributions of the faculty member to the organization, ceremonial programs, by-laws describing the faculty member's position in the organization, etc.

## **APPENDIX E: The George Fox University Course Syllabus**

The course syllabus represents the agreement between professor and student about what content a course will cover, what skills the student will be expected to use, how the professor will determine the students' grades, and when the various kinds of assignments are due. The professor may operate on the assumption that the students can be expected to put in two hours outside of class for every class hour.

The syllabus should be limited to two to three pages typewritten. The professor presents the syllabus to students in the first week of the course, preferably on the first day of class. The professor makes sure each enrolled student receives and understands the syllabus.

Occasionally, circumstances will arise that make changes in the syllabus necessary. These changes need to be made carefully and sparingly. The students must understand the changes and the reasons for them. Students usually perceive changes that work retroactively as unfair.

The syllabus needs to include the following information, perhaps in this format:

<b><i>Course Number</i></b> Semester and Year	<b><i>Course Title</i></b>	<b><i>Instructor's Name</i></b> Office Number, Hours, Phone
--	----------------------------	--

### ***Introduction***

Briefly state the overall purpose of the course.

### ***Objectives***

State specifically what you hope to accomplish through the course in terms of the students' skills and/or content.

### ***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.

### ***Course Content***

Identify the main topics, units, problems, projects, or other logical sections into which the subject matter is divided (his 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.

### ***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. [This link](#) connects to the most recent language. Please include this information in your syllabi as a means of assisting these students.



## APPENDIX F: 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 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:** Incident of plagiarism, cheating on a test, copying an assignment from other students or having someone else sign the student into a class.

#### Recommended Consequence:

- Grade penalty up to and including fail or zero on an assignment or test, "F" or zero on a paper.

#### Faculty Action:

- The faculty member should contact the Dean of the College (of the course) 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.
- Original copies of the evidence for the academic infraction should be submitted with the completed form to the Department Chair, Dean of the College (of the class) and the Provost.
- The faculty member should meet with the student to review the contents of the form 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.***
- 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.

#### *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 within five working days of signing the Academic Dishonesty Report Form presented by the faculty member.

- Upon receipt of the Academic Appeal Form, the College Dean, faculty member and student meet. The decision from the College Dean will be rendered in writing to the faculty member and student, with a copy to the Office of Academic Affairs.
- The student or faculty member may request a hearing with the 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. The Academic Appeals Board meets to hear the appeal. The decision is rendered in writing to the College Dean, faculty member and student and is final.

**The decision of the Academic Appeals Board is final.**

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

**Examples:** extensive plagiarism, evidence of a pattern of cheating, insubordination, systematic cheating  
**Desired Faculty Action:** a grade of an "F" for course, suspension, or dismissal.

**Faculty Action:**

- The faculty member should contact the Dean of the College (of the course) 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.
- Original copies of the evidence for the academic infraction should be submitted with the completed form to the Department Chair, Dean of the College (of the class) and the Provost.
- The faculty member meets with the College Dean to discuss case and consequences.
- The faculty member or Dean 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.***
- 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 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 within five working days of receipt of the Dean's decision.

- Upon receipt of the Academic Appeal Form, Provost, College Dean, faculty member and student meet.
- The decision is rendered in writing from the Provost to the faculty member, College Dean and student.
- Student or faculty member may request hearing with Academic Appeals Board. The appeal must be submitted within two working days after receipt of written decision from the Provost.
- Academic Appeals Board meets to hear appeal. The decision is rendered in writing to the Provost, College Dean, faculty member, and student.

**The decision of the Academic Appeals Board is final.**

### **CASE THREE: SEVERE BEHAVIOR**

**Examples:** Repeated disruptive behavior, threatening behavior, extreme insubordination, sexual harassment, racial intimidation.

**Desired Faculty or College Dean Action:** Recommendation for dismissal or suspension

- 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.
- The faculty member meets with the College Dean to discuss the case and consequences.
- If dismissal is recommended, the faculty member and College Dean meet with the Provost and a representative from the Student Life Office.
- The College Dean contacts and meets with the student. 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.***
- The written decision by the Provost is distributed to the faculty member, student, College Dean and Student Life Office.

### ***Appeals Process***

- The student has the right to an appeal and if the student wishes to appeal the imposed sanction, the student or faculty member sends completed Academic Appeal Form within two working days of receipt of written decision from the Provost to the Office of Academic Affairs.
- Academic Appeals Board meets to hear appeal.
- The decision is rendered in writing to the Provost, College Dean, faculty member, and the student.

**The decision of the Academic Appeals Board is final.**

# Academic Dishonesty Report Form

Guidelines for response to Academic Integrity Issues  
are found in Appendix F of the Faculty Handbook

## Section 1: To Be Completed by Faculty Member

_____	_____	_____
<b>Course # and Title</b>	<b>Semester</b>	<b>Date of Infraction</b>
_____	_____	_____
<b>Name of Student (<i>please print</i>)</b>	<b>Student ID #</b>	
<b>Student Contacted via:</b> <input type="checkbox"/> In Person <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Writing	_____	
<i>(check all that apply)</i>	<b>Date Contacted</b>	
<b>Description of infraction and action taken by faculty member: (provide supporting documents via email)</b>		
_____	_____	_____
<b>Faculty Name (<i>please print</i>)</b>	<b>Faculty Signature</b>	<b>Date</b>

## Section 2: To Be Completed by Student

<b>Student Response (Optional)</b>		
If you wish to appeal the above sanction decision, you must complete an Academic Appeal Form (found in Appendix H of the Faculty Handbook) within five school days of the date of the imposed sanction.		
I have read and understand the above:		
_____	_____	_____
<b>Student Name (<i>please print</i>)</b>	<b>Student Signature</b>	<b>Date</b>
I intend to appeal:		
_____	_____	_____
<b>Student Name (<i>please print</i>)</b>	<b>Student Signature</b>	<b>Date</b>

\_\_\_\_\_

*Chair Name (print)*

\_\_\_\_\_

*Chair Signature*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Dean Name (print)*

\_\_\_\_\_

*Dean Signature*

\_\_\_\_\_

*Date*

## **APPENDIX G: Procedures for Appealing an Academic Disciplinary Action**

Students may appeal academic disciplinary actions such as those imposed for severe behavior if they feel the penalty was unwarranted or unjustified.

### ***Student meets with faculty member to discuss rationale for reversing the disciplinary action.***

The student wishing to appeal a disciplinary action must meet with the faculty member within the first three (3) academic weeks, excluding May Term, following the imposed disciplinary action. After meeting with the faculty member, the student may elect to pursue the appeal.

### ***Student sends written appeal to the Academic Affairs Office (form attached).***

Students wishing to pursue an appeal must do so in writing within five (5) working days of meeting with the faculty member. Appeal Form found in Appendix H.

### ***College Dean discusses appeal with the faculty member and student.***

The decision from the College Dean will be rendered in writing to the faculty member and student.

### ***The College Dean's decision may be appealed to the Academic Appeals Board.***

To request a hearing, the student or faculty member must submit a written appeal to the Academic Appeals Board within two (2) working days after receipt of written decision from the College Dean.

### ***Academic Appeals Board decides whether or not to hear the appeal.***

If the Board meets to consider the appeal, then the decision is submitted in writing to the Provost, faculty member, College Dean, and the student.

### ***The decision of the Academic Appeals Board is final.***

## **APPENDIX H: Procedures for Appealing a Course Grade**

Appropriate grounds for grade appeals include situations in which the grade given is alleged to be inconsistent with the course syllabus or in which inappropriate professional conduct or unfairness have influenced the 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.

### ***Student meets with faculty member to discuss rationale for grade change.***

The student wishing to appeal a course grade must meet with the faculty member within the first three (3) academic weeks, excluding May Term, following the awarding of the disputed grade. After meeting with the faculty member, the student may elect to pursue the appeal.

### ***Student sends written appeal to the Academic Affairs Office.***

Students wishing to pursue an appeal must do so within ten (10) working days of meeting with the faculty member. Forms may be picked up in the Academic Affairs Office.

### ***The College Dean discusses appeal with the faculty member and student.***

A decision is rendered by the College Dean and communicated in writing from the dean to the faculty member and the student. A copy is kept in the Academic Affairs Office (in the Academic Appeals file). The original Academic Appeal form is sent to Registrar along with the correspondence copy.

### ***The College Dean's decision may be appealed to the Academic Appeals Board.***

To request a hearing, the student or faculty member must submit a written appeal to the Academic Appeals Board within ten (10) working days after receipt of the written decision from the College Dean.

### ***Academic Appeals Board decides whether or not to hear the appeal.***

If the Board meets to consider the appeal, then the decision is submitted in writing to the Provost, faculty member, College Dean, and the student.

### ***The decision made by the Academic Appeals Board is final.***

# Academic Appeal Form

Additional information for completing this form are found in the Faculty Handbook, Appendices F & G

---

\_\_\_\_\_  
**Student Name (please print)**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Phone #**

\_\_\_\_\_  
**Email address**

**I am appealing:**

\_\_\_\_\_ a grade

\_\_\_\_\_ an academic discipline

**For:**

\_\_\_\_\_  
**Course # and Title**

\_\_\_\_\_  
**Professor**

\_\_\_\_\_  
**Semester**

**Description of action being appealed:**

**Description of rationale for appeal (attach any supporting documentation and/or additional pages):**

---

For Academic Affairs only

Date received \_\_\_\_\_

Action taken: