FACULTY HANDBOOK

Revised March 2018

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Azusa Pacific University Faculty Handbook

Revised: March 2018

TABLE OF CONTENTS

Click on this symbol at the end of a Section to navigate back to the Table of Contents.   ###

Azusa Pacific University Faculty Handbook

Section 1.1 • Purpose of the Handbook

Revised: March 2018

This handbook is designed as a guide for faculty and administration, providing information which is essential to a better understanding of the role of a faculty member at Azusa Pacific University (APU). This publication is intended for use in faculty orientation as well as to serve as a ready reference for institutional life and procedure.

This handbook is not the sole document for faculty guidance and governance. The *Employee Handbook,* the *Student Handbook,* the university catalogs, the *What We Believe* booklet and other official documents as they are issued, may serve as a collective body of information to which faculty and administration look for direction relative to institutional policy and guidelines.

The material herein is compiled from a record of official faculty actions, as well as administrative policies and board decisions. This handbook has been prepared for the purpose of clarifying faculty responsibilities and privileges and should aid in creating a direct and effective approach to organizational problem solving. The Faculty Handbook Committee is responsible for overseeing the annual revision process for the governance sections of this handbook. Proposed changes are brought to the Senate for review and approval before being forwarded to the Office of the Provost for final approval. The handbook is subject to review and/or revision by the administration or the Board or Trustees, and a summary of major changes is made available to faculty annually. Changes to the *Faculty Handbook* made after the annual publication date will be considered in effect and will be on file in the Office of the Provost, posted electronically on the APU website, and in the *Faculty Handbook Folder* in the *Community Folders* on Google Drive.

Faculty members who have questions regarding this handbook are encouraged to consult with their department chair, the dean of their school/college, the provost, the faculty moderator, the chair of the relevant senate council, or other appropriate administrative officers.

APU is a mission-driven institution of higher education typified by respect, safety, and transparency. To learn more about our faith and learning community, please visit apu.edu/faithandlearning/.

Azusa Pacific University Faculty Handbook

Section 2.1 • Board of Trustees and University Administration

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The Role of the Board of Trustees

Designated as the "keepers of the university mission", the Board of Trustees provides clarity and direction to the president and administration. In order to ensure macro-level perspective on the vision and goals of the university, the full board meets three (3) times per year (January, May, and September) and performs their governance duties primarily through standing committees and subcommittees where needed. This committee work enables the board members to engage in dialogue and develop a broader perspective on the on the current and future direction of the university.

The Role of the Office of the President

The Office of the President is a decision-making body that reviews and ensures the strategic prioritization and execution of university initiatives. The group meets monthly and is comprised of the president, the president's direct reports, and selected vice president and vice provost level administrators.

In order to ensure strategic prioritization, the Office of the President provides an initial filter on new university initiatives and competing priorities. Academic and non-academic initiatives are brought forward via the Academic Cabinet (AC) and by members of the President's Council to the Office of the President for review at the administrative level. This filter evaluates new initiatives against strategic priorities and university vision. Data, critical decisions, and operationalization of the priorities and university vision. Data, critical decisions, and operationalization of priorities are integrated into the university priorities through the Office of the President. Once vetted, strategic communication, measurements, and prioritization of initiatives are operationalized within the normal work system, sustaining new efforts within the university.

The Role of the President's Council

The President's Council advises the president on university-wide issues and strategic direction. The group meets monthly and is comprised of selected members of the Office of the President and the Academic Cabinet. During monthly meetings, an extended meeting and annual retreat, the President's Council advises the president around such issues as: (1) Clarity on the strategic initiatives and focus of the university, and the implications for the upcoming academic and financial year; (2) Alignment and, if appropriate, integration with the academic vision, goals, and objectives; (3) Updated strategic priorities and outcomes and the alignment of resources.

The Role of the Administrative Cabinet (TAC)

As a learning community, Azusa Pacific University values strong communication and decision making regarding the university infrastructure and business processes. In support of the university's mission, vision, values, and strategic priorities, the administration has tasked The Administrative Cabinet (TAC) to work cross-functionally, making decisions supporting infrastructure, business processes, and strategic planning, and providing appropriate feedback,

recommendations, and decisions to the leadership of the university. TAC represents the operational functions of the university at an administrative level.

The cabinet is comprised of appointed leadership recommended by the chair of TAC to the Office of the President representing, as much as is feasible, the university's primary constituent groups at the vice president, vice provost, dean, associate vice president, and director level. Using a committee model, and valuing the continuity of discussion and strategy, the members will represent the broader APU community. TAC members function not as representatives of specific interest groups, but as a team committed to the successful future of the university in its infrastructure and business processes.

The cabinet assists the university in making timely, informed, and involved decisions while being supportive of the mission, purpose, and strategic priorities of the university. This includes, but is not limited to, the following:

- Prepare the annual operating budget that is recommended to the president for approval.
- Implement decisions made at the administrative cabinet level.
- Provide feedback to the Office of the President regarding operational impact and communication considerations for pending or probable mission-critical decisions.
- Assist the university with the recommendations that impact the overall community.
- Support the university's commitment to communication by informing staff within participants' span of care throughout the organization.
- Identify issues that need to be resolved that have a global impact on the university and make recommendations that advance the university's mission or promote its business objectives and move them forward to the Office of the President.

The Role of the Operations Committee

The primary role of the operations committee (OPS) is to support the university's operations by providing resources from the contingency funds for non-budgeted operating funds requests in the current fiscal year. This is a decision-making committee that meets quarterly.

Composition of the committee: Membership of OPS is determined by the president. Membership is currently the president (ex-officio), executive vice president (EVP), provost, senior vice president (SVP), the senior vice president and chief financial officer (CFO), and vice president for administration and chief information officer (CIO). The chair (currently the SVP/CFO) is designated by the president and is responsible for calling meetings and setting agendas.

Non-planned and urgent financial decisions are made with the following:

- Requests for new positions (not tied to new programs) are submitted through SilkRoad.
- New initiatives/programs should generally demonstrate a three (3) year revenue neutral budget utilizing a forty (40) percent indirect cost rate.
- New initiatives/programs must demonstrate congruence with mission, values, and be student centric as a first filter for the initiative to be considered.
- A new initiative/program must be recommended by the Academic Cabinet for academic programs.
- The Office of the President is the final approval for Operations Committee decisions over a threshold of $50,000.

ACADEMICS

The Role of the Provost

As the individual responsible for all activities related to the academic enterprise of the university, the provost oversees and monitors all academic programs, teaching, and research. This overall review and supervision is carried out through a) interaction with (and periodic review of) the deans of each college or school; b) working with faculty directly through various committees and groups; and c) representing the university to the external community of interest in matters relating to the academic enterprise.

The provost provides strategic academic vision for the university, as well as oversees all academic matters including hiring new faculty, working with Academic Cabinet and faculty to develop new programs, and setting academic policy.

Role of the Academic Cabinet

The Academic Cabinet (AC), chaired by the provost, is comprised of the deans of the schools and colleges, the vice provosts, the vice president for graduate/professional enrollment and student services, the vice president/chief diversity officer, the associate provost for Institutional Effectiveness, Center for Teaching Learning, and Assessment, the assistant provost, and the accreditation liaison officer. The AC engages in strategic planning concerning the academic issues of the university. This includes planning for new programs and coordination of the academic elements of the university vision. The AC is the academic governing body that reviews and approves all new academic initiatives and new program proposals, moving a program to a new site, creating a new international site or regional campus, making name changes to a program, converting a face-to-face program to a new distance education program or correspondence education program, and developing new dual or joint degree programs.

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Azusa Pacific University Faculty Handbook

Section 2.2 • Academic Structure

Revised: March 2018

1. College of Liberal Arts and Sciences (CLAS)
   a. Department of Biology and Chemistry
   b. Department of Communication Studies
   c. Department of Engineering and Computer Science
   d. Department of English
   e. Department of Global Studies/Sociology/and TESOL
   f. Department of History and Political Science
   g. Department of Mathematics and Physics
   h. Department of Modern Languages
   i. American Language and Culture Institute
   j. Ethnic Studies Program
   k. Humanities Program
   l. Liberal Studies/Undergraduate Education K-8 Program

2. College of the Arts (COTA)
   a. School of Music
      1) Department of Commercial Music
      2) Department of Musical Studies
      3) Department of Performing Arts
   b. School of Visual and Performing Arts
      1) Department of Art and Design
      2) Department of Cinematic Arts
      3) Department of Theater Arts

3. Honors College

4. School of Behavioral and Applied Sciences (BAS)
   a. Department of Criminal Justice
   b. Department of Higher Education
   c. Department of Leadership and Organizational Psychology
   d. Department of Kinesiology
   e. Department of Clinical Psychology
   f. Department of Marriage and Family Therapy
   g. Department of Physical Therapy
   h. Department of Psychology
   i. Department of Social Work

5. School of Business and Management (SBM)
   a. Department of Undergraduate Studies in Business
   b. Department of Graduate Studies in Business
   c. School of Accounting

6. School of Education (SOE)
   a. Department of Teacher Education
   b. Department of School Counseling and School Psychology
   c. Department of Educational Leadership

7. School of Nursing (SON)
   a. Department of Undergraduate Nursing Studies
   b. Department of Undergraduate Professional Programs
   c. Department of Entry Level Master's Program
   d. Department of Masters in Nursing Education and Healthcare Administration
   e. Department of Masters in Advanced Practice Nursing
   f. Department of Doctoral Programs

8. School of Theology (SOT)
   a. Undergraduate Departments
      1) Department of Biblical and Religious Studies
      2) Department of Practical Theology
      3) Department of Theology
      4) Department of Philosophy
   b. Azusa Pacific Seminary
      1) Department of Biblical Studies
      2) Department of Ministry
      3) Department of Theology and Ethics

9. University Libraries
   a. Department of Library and Information Studies

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Azusa Pacific University Faculty Handbook

Section 2.3 • Dean Duties and Responsibilities

Revised: March 2018

1. Definition

    A dean is the senior administrator of a college or school.

2. Appointment

    a. Deans shall be appointed by the provost after consultation with the president of the university.

    b. A dean's appointment may be ended per the contracted agreement.

    c. The appointment and contract renewal of a dean is subject to the following:

        1) It is expected that the dean will sign the APU Statement of Faith annually and that the dean affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Deans who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

        2) Compliance with all policies and regulations of the university and/or the Board of Trustees;

        3) Compliance with all standards and expectations for members of the faculty as outlined in the university's *Faculty Handbook* and Employee Handbook or otherwise set by the university and the relevant college or school;

        4) Support for the university and its policies and programs;

        5) Conduct that exemplifies the university's Christian Mission Statement, the *Statement of Faith*, and the Daily Living Expectations.

3. Professional Expectations and Responsibilities

    a. Report to the provost, fulfilling assignments, providing reports and documents upon request, and participating in one-on-one meetings.

    b. Responsible for the functioning of all aspects of the college or school.

    c. Responsible for upholding and maintaining the institutional values of the university and ensuring faith integration in the school or college's majors, minors, and programs.

    d. Responsible for developing a strategic plan and annual goals consistent with the university strategic process:

        1) Be aware of academic trends in the discipline(s) of the college or school and assess their applicability to APU in light of its mission and goals;

        2) Identify opportunities and threats related to majors or programs;

3) Create a summary of implications for the college or school;

4) Build analyses into a strategic plan and annual goals that integrate with university plans and goals.

e. Supervise associate deans, department chairs, and program directors:

1) Appoint associate deans, department chairs, and program directors after consultation with department faculty and approval from the provost;

2) Conduct regular meetings with each chair and program director and with the council of chairs in the college or school to mentor and oversee their leadership;

3) Conduct annual evaluations of department chairs and program directors.

f. Responsible for overall quality of all academic programs:

1) Contribute to the development and/or refinement of new or existing curriculum;

2) Oversee program review and program self-study processes;

3) Oversee the initiation of new undergraduate majors or minors and graduate programs through the Academic Cabinet strategic process;

4) Oversee regional and professional accreditation relevant to any or all programs in the college or school.

g. Provide fiscal stewardship of college or school:

1) Oversee program, department, and college or school budget planning, preparation, and budget management to ensure adherence to established budgets;

2) Conduct periodic fiscal review of all college or school program budgets to ensure fiscal responsibility;

3) Collaborate with undergraduate enrollment management to fulfill the undergraduate course needs of the university; prepare proposals for additional faculty and resources needed to meet projected enrollment;

4) Prepare graduate enrollment projections for all graduate programs in the college or school in conjunction with the associate vice president for Academic Enrollment; prepare proposals for additional resources needed to meet projected enrollment;

5) Responsible for managing the fulfillment of graduate enrollment projections.

h. Provide leadership to college or school faculty:

1) Create an atmosphere conducive to positive faculty morale;

2) Oversee creation of annual workload assignments in conjunction with department chairs and submit to the Office of the Provost by established deadlines via Activity Insight;

3) Oversee faculty development in conjunction with the Office of Faculty Development in the Center for Teaching, Learning and Assessment;

4) Conduct or oversee annual meetings with individual faculty members as specified in the Faculty Evaluation System in conjunction with department chairs;

5) Complete evaluation documents as specified in the Faculty Evaluation System and make recommendations to the provost for retention, promotion, and extended contracts;

6) Chair meetings of the college or school faculty;

7) Review and approve faculty sabbatical applications and replacement plans;

8) Upon vacancy of an existing faculty position or approval of a new position, initiate and oversee the faculty recruitment process, making a recommendation for hire to the provost;

9) Oversee the hiring of adjunct faculty in accordance with university policy;

10) The faculty of record has the responsibility and right to determine students' grades based on professional judgment. In rare circumstances (e.g. as the result of a successful student appeal), a dean may change a student's grade administratively.

i. Contribute to university leadership:

1) Demonstrate effective working relations with the president, provost, and the Office of the President;

2) Participate actively and effectively in the Academic Cabinet and President's Council;

3) Represent the college or school and the university to internal and external groups or organizations;

4) Collaborate with University Advancement in engaging donors and fundraising.

j. Miscellaneous:

1) Oversee staff recruitment, retention, performance, and morale;

2) Oversee equipment and space in interaction with appropriate university committees and designated personnel;

3) Assist in student recruitment;

4) Assist in alumni activities and relations;

5) Develop academic publicity in collaboration with the Office of University Relations;

6) Serve as adjudicator in Title IX cases, as appropriate; maintain annual Title IX training. In addition, as a mandated responsible employee, report incidents of alleged Title IX policy violation to the Title IX coordinator;

7) Fulfill other duties and responsibilities as assigned;

8) Maintain currency in one's discipline;

9) Attend professional meetings associated with the discipline;

10) Attend the annual Fall Faculty Workshop, Common Day of Learning, and commencement ceremonies;

11) Attend community meetings as schedule permits;

12) Complete required FERPA, Respect and Esteem, and Diversity training;

13) Fulfill other duties and responsibilities as assigned.

k. Deans are expected to engage in mutual respect and collegiality with staff, students, faculty, and fellow administrators. These qualities are essential to the functioning of institutions of higher learning. They ensure students' ability to learn in an environment free from judgment and coercion, and are central to the spirit of academic inquiry. These qualities also promote a work environment in which we value one another's contributions and treat one another with dignity.

1) Deans adhere to the Academic Freedom policy (see Section 5.7);

2) Statements made as an official representative of the university should affirm, support, and sustain the university's mission, identity, vision, and policies;

3) Differences of opinion are a healthy part of the academic process; however, where there is disagreement among colleagues, or between faculty and the administration, the university expects faculty to handle such difference(s) professionally and civilly, to avoid harassment, threats, or intimidation and to refrain from involving students in such disagreement(s);

4) Care should be exercised to respect the privacy of faculty and students;

5) Deans must refrain from disseminating information that the speaker knows to be false or with reckless disregard to the truth of the information disseminated.

4. Spiritual Life

a. Emphasis is given to the spiritual life of the individual faculty member of APU. It is expected that the dean will model mature, Christian character.

b. Deans are expected to attend the annual Spiritual Refocus Day as their schedule permits.

c. Deans are expected to be actively involved in a church community.

5. Evaluation

Deans will be evaluated on a regular basis as determined by the provost. A university-wide feedback system for deans is conducted every other year in order to inform dean development and evaluation.

###

Azusa Pacific University Faculty Handbook

Section 2.4 • Associate Dean Duties and Responsibilities

Revised: March 2018

1. Definition

   An associate dean is a full-time faculty member who serves to support the dean of a college or school.

2. Appointment

   a. After consultation with the provost, the dean of each college or school will appoint an associate dean(s) annually for a one (1) year term.

   b. Each associate dean will be provided a specific job description, including a workload assignment, as part of the initial appointment and at the Annual Performance Review with the dean.

   c. An associate dean may or may not be reappointed, and any associate dean's administrative appointment may be discontinued at any time.

   d. The appointment and contract renewal of an associate dean is subject to the following:

      1) It is expected that the associate dean will sign the APU *Statement of Faith* annually and that the associate dean affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Associate deans who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

      2) Compliance with all policies and regulations of the university and/or the Board of Trustees;

      3) Compliance with all standards and expectations for members of the faculty as outlined in the university's *Faculty Handbook* and *Employee Handbook* or otherwise set by the university and the relevant college or school;

      4) Support for the university and its policies and programs;

      5) Conduct that exemplifies the university's Christian *Mission Statement*, the *Statement of Faith*, and the *Daily Living Expectations*.

   e. Associate deans are considered mandated responsible employees and are required to report incidents of alleged Title IX policy violation to the Title IX coordinator. In addition, they must complete annual Title IX training.

3. Professional Expectations and Responsibilities

   a. Report to, and be accountable to, the dean of the college or school in which the associate dean resides.

   b. Provide leadership to foster effective teaching, scholarship, and service within the college or school.

   c. Assist the dean in fulfillment of his/her duties as described in the *Faculty Handbook*.

d. Participate in all scheduled meetings expected of the associate dean, including Associate Dean's Advisory Council and other meetings scheduled by the college or school and university.

e. Participate in ongoing training and development related to the role of associate dean.

f. Meet professional expectations and responsibilities and spiritual life expectations as identified in Section 2.7.

g. Other duties as assigned by the dean.

4. Evaluation

a. Associate deans will be reviewed annually by the dean regarding their duties and responsibilities as associate dean, in accordance with university and college or school processes. A university-wide feedback system for associate deans is conducted every other year in order to inform associate dean development and evaluation.

###

Azusa Pacific University Faculty Handbook

Section 2.5 • Department Chair Duties and Responsibilities

Revised: March 2018

1. Definition

   a. A chair is a full-time faculty member who functions as the chief representative and administrator of a department or an academic program and who reports to an academic dean or to an appropriate administrative officer.

2. Appointment

   a. After consultation with the provost, the dean of each school/college will appoint a department chair(s) annually for a one (1) year term based on qualifications needed for the duties and responsibilities described below.

   b. A department chair may or may not be reappointed, and any department chair's administrative appointment may be discontinued at any time without affecting his or her faculty appointment.

   c. The appointment and contract renewal of a department chair is subject to the following:

      1) It is expected that the chair will sign the APU *Statement of Faith* annually and that the chair affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Chairs who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

      2) Compliance with all policies and regulations of the university and/or the Board of Trustees;

      3) Compliance with all standards and expectations for members of the faculty as outlined in the university's *Faculty Handbook* and *Employee Handbook* or otherwise set by the university and the relevant college or school;

      4) Support for the university and its policies and programs;

      5) Conduct that exemplifies the university's Christian *Mission Statement,* the *Statement of Faith,* and the *Daily Living Expectations*.

3. Professional Expectations and Responsibilities

   a. Report to, and be accountable to, the dean of the college or school in which the department resides.

   b. Serve as a collaborative member of the dean's leadership group within the particular college or school. Model and encourage mutual respect and collegiality.

   c. Provide leadership to foster effective teaching and scholarship within the department. Participate in all scheduled meetings expected of the chair, including Chair's

Advisory Council and other meetings scheduled by the college or school and university.

d. Lead the collaborative department process to determine propose, implement, evaluate, and revise acceptable scholarship standards for the program or department.

e. Participate in ongoing training and development related to the role of chair.

f. Perform administrative duties:

1) Assist in budget preparation and management for the department, ensuring programs operate within the departmental budget(s);

2) Conduct regular meetings of the department;

3) Facilitate staff recruitment, staff evaluation, and staff professional growth;

4) For departments in which faculty conduct research with human subjects, maintain current Collaborative Institutional Training Initiative (CITI) certification; review and approve all student and faculty Institutional Review Board (IRB) applications to ensure that departmental requirements are met, and that the research design is sound and has merit. For departments in which faculty conduct research with animal subjects, review and approve Institutional Animal Care and Use Committee (IACUC) protocols;

5) Facilitate resolution of disputes between faculty, staff, administration, students, and parents;

6) Lead department faculty in the development of a department vision and promote collaboration among faculty toward accomplishment of the vision. Facilitate department development of annual goals and objectives in the university strategic planning process. Manage program growth, as appropriate, in accordance with the university growth plan;

7) In consultation with the dean, collaborate with university departments.

g. Supervise faculty:

1) Maintain responsibility for faculty recruitment and development, including adjunct faculty, and managing employment needs in relation to teaching needs;

2) Make recommendations to the dean of the college or school regarding appointment, promotion, term tenure, or termination of faculty and other personnel within the department. Engage in a process of annual performance review of departmental faculty as defined by the Faculty Evaluation System (FES), providing clear and consistent feedback to faculty on their performance. Ensure adherence to the FES process, including the annual goal setting and evaluation of each faculty member. Ensure faculty participation in the FES process;

3) Develop workloads, course schedules and offerings, faculty assignments, and ensure appropriate office hours. Review and approve faculty sabbatical applications and the department's plan to support replacement needs for the faculty's workload assignments;

4) Initiate annual conversations with department faculty about student learning, and, when necessary, coordinate the evaluation, revision, and improvement of

curriculum based on annual assessment of Student Learning Objectives as part of ongoing Program Review;

    5) Ensure syllabi for programs are current and follow university guidelines (see Section 5.1) and that appropriate curricular process is followed for all curricular proposals, delegating as appropriate to program directors in departments with multiple, distinct professional programs.

h. Promote student success:

    1) Foster effective student advising and the maintenance of advisement files;

    2) Assist, as appropriate, in student recruitment and retention;

    3) Implement department and university policies with regard to students including managing prerequisites, permissions, petitions, and transfer inquiries.

i. Meet professional expectations and responsibilities and spiritual life expectations as identified in Section 2.7.

j. Other duties as assigned by the dean.

4. Evaluation

a. Department chairs are reviewed annually by the dean regarding their duties and responsibilities as chair in accordance with university and college or school processes. A university-wide feedback system for chairs is conducted every other year in order to inform chair development and evaluation.

b. In addition, department chairs participate in the Faculty Evaluation System (FES) as defined in Section 7 of this *handbook*.

###

Azusa Pacific University Faculty Handbook

Section 2.6 • Academic Administrator Duties and Responsibilities

Revised: March 2018

1. Definition

   An academic administrator provides leadership to an academic unit and/or reports to another academic administrator who has decision-making responsibility and authority to manage the unit to which they are assigned. Academic administrators are accountable to the provost or provost designee for the fulfillment of their duties and responsibilities and achievement of annual strategic goals. Academic Cabinet members are excluded from this category.

2. Appointment

   a. Academic administrators are employees hired or appointed to their positions by the person who will supervise them and approved by a member of the Academic Cabinet under whose span of care the position is assigned.

   b. Academic administrators are not assigned rank unless it has been earned from a prior academic position. Preexisting rank may be utilized to external professional audiences but is not part of the job title.

   c. Academic administrators are employed through the Office of the Provost. They are not classified as faculty and are not eligible for sabbaticals, the faculty education assistance program, or use of faculty research or faculty development funds.

   d. An academic administrator's employment may be ended per the contracted agreement and may be renewed or terminated at the sole discretion of the provost or provost designee. Sections 4.3 and 4.4 of this handbook shall not apply.

   e. The appointment and contract renewal of an academic administrator is subject to the following:

      1) It is expected that the academic administrators will sign the APU *Statement of Faith* annually and that the academic administrator affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Academic administrators who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

      2) Compliance with all policies and regulations of the university and/or the Board of Trustees;

      3) Support for the university and its policies and programs;

      4) Efficient performance of duties as specified by the supervisor;

      5) Conduct that exemplifies the university's Christian *Mission Statement*, the *Statement of Faith*, and the *Daily Living Expectations*, and compliance with the expectations set forth below.

f. Academic administrators are guided by the policies included in the *Employee Handbook*. Those on a twelve (12) month contract accrue vacation and sick leave following the practices applied to staff as stated in the *Employee Handbook.*

g. Academic administrators may apply for an open faculty or staff position; however, they do not have an automatic right to a previous position or to a different open position on campus.

3. Professional Expectations and Responsibilities

a. Report to a member of the Office of the Provost, dean, or equivalent, fulfilling assignments, providing reports and documents upon request, and participating in one-on-one meetings with their supervisor.

b. Responsible for the successful functioning of all aspects of the academic unit or entity they lead.

c. Develop policies and procedures that advance the effectiveness of the academic unit and the university at large.

d. When appropriate, supervise direct reports and manage employees effectively.

e. Responsible for upholding and maintaining the institutional values of the university.

f. Responsible for developing a strategic plan and annual goals consistent with the university strategic process.

g. When appropriate, oversee budget planning, preparation, and budget management to ensure adherence to established budgets.

h. Demonstrate effective working relations with the academic administration.

i. Attend professional meetings associated with the discipline.

j. Attend the annual Fall Faculty Workshop, Common Day of Learning, and commencement ceremonies.

k. Attend community meetings as the schedule permits.

l. Academic Administrators are considered mandated responsible employees and are required to report incidents of alleged Title IX policy violation to the Title IX coordinator. In addition, they must complete annual Title IX training.

m. Complete required FERPA, Respect and Esteem, and Diversity training.

n. Engage in services to the university and community.

o. Duties and responsibilities specific to a role are designated in the position job description.

p. Academic Administrators are expected to engage in mutual respect and collegiality with staff, students, fellow faculty, and administrators. These qualities are essential to the functioning of institutions of higher learning. They ensure students' ability to learn in an environment free from judgment and coercion, and are central to the spirit of academic inquiry. These qualities also promote a work environment in which we value one another's contributions and treat one another with dignity.

1) Academic administrators adhere to the Academic Freedom policy (see Section 5.7);

2) Statements made as an official representative of the university should affirm, support, and sustain the university's mission, identity, vision, and policies;

3) Differences of opinion are a healthy part of the academic process; however, where there is disagreement among colleagues, or between faculty and the administration, the university expects academic administrators to handle such difference(s) professionally and civilly to avoid harassment, threats or intimidation, and to refrain from involving students in such disagreement(s);

4) Care should be exercised to respect the privacy of faculty and students;

5) Academic administrators must refrain from disseminating information that the speaker knows to be false or with reckless disregard to the truth of the information disseminated.

4. Spiritual Life

a. Emphasis is given to the spiritual life of the individual staff members of APU. It is expected that the academic administrator will be model mature, Christian character.

b. Academic administrators are expected to attend the annual Spiritual Refocus Day as their schedule permits.

c. Academic administrators are expected to be actively involved in a church community.

5. Evaluation

a. Academic administrators are evaluated annually by their direct supervisor. The Faculty Evaluation System set forth in Section 7 of this handbook shall not apply.

b. Evaluation is based on the individual's ability to meet the expectations designated in the job description or assigned by the supervisor as part of an annual goal setting discussion.

###

Azusa Pacific University Faculty Handbook

Section 2.7 • Faculty Member Duties and Responsibilities

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1. Definition

    Faculty are individuals employed by the university to provide instruction to students and to fulfill their individual job description. Faculty members may hold rank of instructor, assistant professor, associate professor, professor, clinical/professional faculty or coaching faculty.

2. Appointment

    a. Faculty are appointed as full-time or half-time.

    b. Full-time faculty receive a salary for accomplishing the job, which may normally take approximately forty to fifty (40-50) hours per week, but may take more evening hours and weekend time as needed.

    c. Half-time faculty are individuals employed by the university at a less than full load of units to provide instruction to students. The salary is received for accomplishing the job, which may normally take approximately less than thirty (30) hours per week.

    d. The appointment and contract renewal of a faculty member is subject to the following:

        1) It is expected that the faculty member sign the APU *Statement of Faith* annually and that the faculty member affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Faculty members who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

        2) Compliance with all policies and regulations of the university and/or the Board of Trustees;

        3) Compliance with all standards and expectations for members of the faculty as outlined in the university's *Faculty Handbook* and *Employee Handbook* or otherwise set by the university and the relevant college or school;

        4) Support for the university and its policies and programs;

        5) Efficient performance of duties as specified by the chair or dean (including the faculty workload sheets as completed by the chair and approved by the dean);

        6) Conduct that exemplifies the university's Christian *Mission Statement*, the *Statement of Faith* and the Daily Living Expectations, and compliance with the expectations set forth below.

3. Professional Expectation and Responsibilities

    a.   Faculty are expected to adhere to the appointment expectations as stated in their annual contract, the Faculty Handbook, and the *Employee Handbook*.

b. APU teaching faculty members engage in many diverse and important activities associated with their particular professional role within the university. Professional duties and responsibilities shall include, but are not limited to, the following actions; faculty members who fail to meet these obligations will be subject to employee discipline up to and including termination:

1) Execution of and compliance with the workload schedule for full-time faculty approved by the dean of the college or school. The workload schedule is subject to modification at any time by the dean or chair at the university's discretion;

2) Complete assigned teaching workload utilizing best practices in pedagogy, instructional strategies, and subject matter expertise to promote student learning and achieve stated course and programmatic outcomes;

3) Engage in scholarship that, at a minimum, meets rank and contract requirements as described in this *handbook*;

4) Maintain a minimum of three (3) hours of weekly (on at least two (2) days), regularly scheduled, posted office and advising hours;

5) Select and provide timely requests for course texts/materials following university timelines for this activity;

6) Fairly evaluate students' learning and provide timely feedback to students about their coursework;

7) Participate in academic advising, student recruitment, and retention efforts as assigned to foster student success and promote enrollment in the major/program;

8) Participate in activities that foster alumni engagement and promote ongoing affinity of alumni to the school/department/university;

9) Maintain currency in one's discipline;

10) Attend all required university, school, college, and departmental meetings and activities;

11) Participate in faculty governance and/or college or school /department based council/committee work;

12) Attend professional meetings associated with the discipline;

13) Attend the annual Fall Faculty Workshop, Common Day of Learning, and two (2) commencement ceremonies per year;

14) Attend community meetings as the faculty member's schedule permits;

15) Faculty are considered mandated responsible employees and are required to report incidents of alleged Title IX policy violation to the Title IX coordinator. In addition, they must complete annual Title IX training;

16) Complete required FERPA, Respect and Esteem, and Diversity training;

17) Engage in service to the university and community;

18) Assume other responsibilities as determined by the chair or dean.

c. Faculty are expected to engage in mutual respect and collegiality with staff, students, fellow faculty, and administrators. These qualities are essential to the functioning of institutions of higher learning; they ensure students' ability to learn in an environment free from judgment and coercion, and are central to the spirit of academic inquiry. These qualities also promote a work environment in which we value one another's contributions and treat one another with dignity.

  1) Faculty adhere to the Academic Freedom policy (see Section 5.7);

  2) Statements made as an official representative of the university should affirm, support, and sustain the university's mission, identity, vision, and policies;

  3) Differences of opinion are a healthy part of the academic process; however, where there is disagreement among colleagues, or between faculty and the administration, the university expects faculty to handle such difference(s) professionally and civilly, to avoid harassment, threats, or intimidation, and to refrain from involving students in such disagreement(s);

  4) Care should be exercised to respect the privacy of faculty and students;

  5) Faculty must refrain from disseminating information that the speaker knows to be false or with reckless disregard to the truth of the information disseminated.

4. Spiritual Life

  a. Emphasis is given to the spiritual life of the individual faculty members of APU. It is expected that the faculty will be role models of mature, Christian character.

  b. Faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.

  c. Faculty members are expected to be actively involved in a church community.

5. Evaluation

  Faculty promotion and evaluation is presented in Section 7 of this *handbook*.

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Azusa Pacific University Faculty Handbook

Section 2.8 • Clinical or Professional Faculty Duties and Responsibilities

Revised: March 2018

1. Definition

    A clinical or professional faculty member is an employee of the university whose duties are centered on, but not limited to, the creation and delivery of curriculum in clinical or applied courses, supervision of applied experiences, coordination of external practica, or other professional roles and activities. Clinical or professional faculty are employed in professional or pre-professional programs whose curricula utilizes service-learning, integrative, and applied learning or internship experiences to meet programmatic outcomes.

2. Appointment

    a. Clinical or professional faculty possess the educational qualifications, certification and/or licensure and expertise as a professional and practitioner outside of the sphere of academia.

    b. Clinical or professional faculty are appointed as half-time or full-time.

        1) Part-time clinical/professional faculty are individuals employed by the university at a less than full load of units to provide instruction to students or to complete related administrative duties appropriate to clinical faculty as assigned. The position anticipates work of twenty-nine (29) hours or less per week.

        2) Full-time clinical or professional faculty typically work forty (40) hours per week, or more as needed.

            a. Full-time clinical or professional faculty members are members of the university faculty and have the rights, responsibilities, and privilege of voting in faculty governance as described in Section 8.2 – Membership;

            b. Rank is determined at time of hire based on definitions in Section 7.4, 4. - Requirements for Assigning Rank and Attaining Rank Promotions;

            c. At the point of hire, the dean will communicate to the clinical or professional faculty, and specify in their contract, whether they are eligible to participate in the Faculty Evaluation System (FES) for promotion or an extended contract per the FES guidelines.

    c. Clinical or professional faculty who desire to transition from clinical to general faculty status may apply for open positions for which they qualify.

    d. Clinical or professional faculty are required to have credentials as appropriate to the field (e.g. licensure, certification, post-doctoral specialty board certification).

    e. Clinical or professional faculty members are not eligible for sabbaticals, the faculty Education Assistance Program, or use of faculty research funds. Clinical or professional faculty are encouraged to participate in any faculty development programming offered through the Center for Teaching, Learning, and Assessment (CTLA).

f. The appointment of a clinical or professional faculty member is subject to the following:

1) It is expected that the faculty member sign the APU *Statement of Faith* annually and that the faculty member affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Clinical or professional faculty members who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

2) Compliance with all policies and regulations of the university and/or the Board of Trustees;

3) Compliance with all standards and expectations for members of the faculty as outlined in the university's *Faculty Handbook* and *Employee Handbook* or otherwise set by the university and the relevant college or school;

4) Support for the university and its policies and programs;

5) Efficient performance of duties as specified by the chair and dean (including the faculty workload sheets as completed by the chair and approved by the dean);

6) Conduct that exemplifies the university's Christian *Mission Statement*, the *Statement of Faith,* and the *Daily Living Expectations,* compliance with the expectations set forth below.

g. The appointment of a clinical/professional faculty member who has not been designated by their dean as eligible for FES is limited to the term of her/his faculty contract which may be renewed from time to time at the sole discretion of the dean. Sections 4.3 and 4.4 of this handbook shall not apply.

3. Professional Expectations and Responsibilities

a. Clinical and professional faculty are expected to adhere to the appointment expectations as stated in their annual contract, the *Faculty Handbook* and the *Employee Handbook*.

b. APU clinical and professional faculty members engage in many diverse and important activities associated with their particular professional role within the university. Professional duties and responsibilities shall include, but are not limited to, the following actions. Clinical and professional faculty members who fail to meet these obligations will be subject to employee discipline up to and including termination.

1) Execution of and compliance with the workload schedule for full-time faculty approved by the dean of the college or school. The workload schedule is subject to modification at any time by the dean or chair at the university's discretion;

2) Complete assigned teaching workload utilizing best practices in pedagogy, instructional strategies and subject matter expertise to promote student learning and achieve stated course and programmatic outcomes;

3) Engage in scholarship that, at minimum, meets rank and contract requirements as described in this *handbook;*

4) Maintain a minimum of three (3) hours of weekly (on at least two (2) days), regularly scheduled, posted office and advising hours;

5) Select and provide timely requests for course texts/materials following university timelines for this activity;

6) Fairly evaluate students' learning and provide timely feedback to students about their coursework;

7) Participate in academic advising, student recruitment and retention efforts as assigned to foster student success and promote enrollment in the major/program;

8) Participate in activities that foster alumni engagement and promote ongoing affinity of alumni to the school/department/university;

9) Maintain currency in one's discipline;

10) Attend all required university, school, college, and departmental meetings and activities;

11) Participate in faculty governance and/or college or school/department based council/committee work;

12) Attend professional meetings associated with the discipline;

13) Attend the annual Fall Faculty Workshop, Common Day of Learning, and two (2) commencement ceremonies per year;

14) Attend community meetings as the faculty member's schedule permits;

15) Clinical and professional faculty are considered mandated responsible employees and are required to report incidents of alleged Title IX policy violation to the Title IX coordinator. In addition, they must complete annual Title IX training;

16) Complete required FERPA, Respect and Esteem, and Diversity training;

17) Engage in service to the university and community;

18) Assume other responsibilities as determined by the chair or dean.

c. Clinical and professional faculty are expected to engage in mutual respect and collegiality with staff, students, fellow faculty, and administrators. These qualities are essential to the functioning of institutions of higher learning. They ensure students' ability to learn in an environment free from judgment and coercion, and are central to the spirit of academic inquiry. These qualities also promote a work environment in which we value one another's contributions and treat one another with dignity.

1) Clinical and professional faculty adhere to the Academic Freedom policy (see Section 5.7);

2) Statements made as an official representative of the university should affirm, support, and sustain the university's mission, identity, vision, and policies;

3) Differences of opinion are a healthy part of the academic process; however, where there is disagreement among colleagues, or between faculty and the administration, the university expects faculty to handle such difference(s) professionally and civilly, to avoid harassment, threats or intimidation and to refrain from involving student in such disagreement(s);

4) Care should be exercised to respect the privacy of faculty and students;

5) Faculty must refrain from disseminating information that the speaker knows to be false or with reckless disregard to the truth of the information disseminated.

4. Spiritual Life

   a. Emphasis is given to the spiritual life of the individual faculty members of APU. It is expected that clinical and professional faculty will be role models of mature, Christian character.

   b. Clinical and professional faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.

   c. Clinical and professional faculty members are expected to be actively involved in a church community.

5. Evaluation

   a. Clinical and professional faculty will be evaluated annually by their direct supervisor.

   b. Evaluation is based on the individual's ability to meet the expectations designated in the job description or assigned by the supervisor as part of an annual goal setting discussion.

   c. At the point of hire, the dean will communicate to the clinical or professional faculty and specify in their contract whether they are eligible to participate in the Faculty Evaluation System (FES) for promotion or an extended contract (see FES criteria and process in Section 7 of this handbook).

###

Azusa Pacific University Faculty Handbook

Section 2.9 • Library Faculty Duties and Responsibilities

March 2018

1. Definition

   A library faculty member is an academic employee of the university who supports the university's mission by providing professional library services to facilitate the scholarly creation and transmission of knowledge. They champion the library as an intellectual meeting place for research and discovery. Library faculty members provide service and leadership within the University Libraries.

2. Appointment

   a. Library faculty are employees hired or appointed to their positions by the university librarian. They possess educational qualifications and expertise in library science at the master's level, preferably from an ALA accredited institution, and preferably with a second graduate degree that qualifies them to do collection development in a specific field.

   b. The appointment of a library faculty member is subject to the following:

      1) Compliance with all policies and regulations of the university and/or the Board of Trustees;

      2) Compliance with all standards and expectations for members of the faculty as outlined in the university's *Faculty Handbook* and Employee Handbook or otherwise set by the university and the college or school;

      3) Loyalty to the university and its mission;

      4) Exhibit efficient performance of duties;

      5) Worthy and exemplary conduct;

      6) Verification of no conflict of interest between academic responsibilities and other professional roles and responsibilities outside of APU.

   c. Library faculty are considered mandated responsible employees and are required to report incidents of alleged Title IX policy violation to the Title X coordinator. In addition, they must complete annual Title IX training.

   d. Library faculty are on faculty contracts and are guided by the policies included in the *Faculty Handbook*.

   e. Full-time faculty librarians are members of the university faculty and have the rights, responsibilities, and privilege of voting in faculty governance as described in Section 8.2 – Membership.

   f. Library faculty are eligible for sabbaticals, the faculty education assistance program, and use of faculty research funds if they meet university criteria.

3. Mutual Respect and Collegiality

   a. Mutual respect and collegiality are essential to the functioning of institutions of higher learning. They ensure students' ability to learn in an environment free from judgment and coercion, and are central to the spirit of academic inquiry. Faculty are expected to model and encourage mutual respect and collegiality.

   b. Statements made as an official representative of the university should affirm, support, and sustain the university's mission, identity, vision, and policies.

   c. Differences of opinion are a healthy part of the academic process. However, where there are disagreements among colleagues, or between faculty and the administration, the university expects faculty to handle such difference(s) professionally and civilly, to avoid harassment, threats or intimidation and to refrain from involving students in such disagreement(s).

   d. Care should be exercised to respect the privacy of faculty and students.

   e. Faculty must refrain from disseminating information that the speaker knows to be false or with reckless disregard to the truth of the information disseminated.

4. Duties and Responsibilities

   Duties and responsibilities specific to a role are designated in the position job description and may include the following:

   a. Report to the university librarian or designee, fulfilling assignments, providing reports and documents upon request, and participating in meetings;

   b. Responsible for library administration and management as assigned, ensuring the successful functioning of the particular area of the library to which they are assigned such as reference services, collection development, community outreach, user services, technical services, special collections, and fundraising;

   c. Develop policies and procedures that advance the effectiveness of the library and the university at large;

   d. Engage with users to provide guidance on information resources including service at the reference desk for research and reference instruction; teach bibliographic instruction and information literacy. Where appropriate, teach one to two (1 to 2) library science courses per year as part of workload;

   e. Serve as a liaison to specific academic department(s), including for collection development; curate and preserve collections of scholarly, scientific, cultural or institutional significance;

   f. Work with faculty to integrate information literacy into the curriculum;

   g. Supervise direct reports and manage employees effectively;

   h. Uphold and maintain the institutional values of the university;

   i. When appropriate, oversee budget planning, preparation, and management to ensure adherence to established policies and fiscal expectations;

   j. Demonstrate effective working relations with teaching faculty, library patrons, students, donors, and the academic administration;

k. Attend the annual Fall Faculty Workshop, Common Day of Learning, and two (2) commencement ceremonies per year;

l. Attend community meetings as the faculty member's schedule permits;

m. Engage in service to the university and the community;

n. Assume other responsibilities as determined by supervisor.

5. Spiritual Life

a. Emphasis is given to the spiritual life of the individual faculty members of APU. It is expected that library faculty will be role models of mature, Christian character.

b. Library faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.

c. Library faculty members are expected to be actively involved in a church community.

6. Evaluation

a. Library faculty are evaluated by a library faculty evaluation system (LFES). The Faculty Evaluation System (FES) set forth in Section 7 of this handbook shall not apply except as otherwise noted in the LFES section 7.5 of this *handbook*.

b. Evaluation is based on the individual's ability to meet the expectations designated in the job description or assigned by the supervisor as part of an annual goal setting discussion.

###

Azusa Pacific University Faculty Handbook

Section 2.10 • Coaching Faculty Duties and Responsibilities

Revised: March 2018

1. Definition

    A coaching faculty member is an employee of the university who instructs or assists in instructing a university-sponsored, intercollegiate sports team for seventy-five percent (75%) or more of their role.

2. Appointment

    a. Coaching faculty are appointed employees who are defined by state and federal law as exempt executives, professionals, or administrators.

    b. Contracts are annual. Coaching faculty are not expected to teach classes for more than twenty-five percent (25%) of their contract.

    c. Coaching faculty do not hold rank, nor are they eligible for rank promotion or sabbaticals.

    d. Coaching faculty report to their immediate supervisor, the athletic director of the university, and are ultimately accountable to the dean of the School of Behavioral and Applied Sciences and the provost.

    e. The appointment and contract renewal of a coaching faculty member is subject to the following:

    1) It is expected that the coaching faculty member sign the APU *Statement of Faith* annually and that the coaching faculty member affirm, support, and sustain APU's identity as an evangelical Christian university as described in the *What We Believe* booklet. Coaching faculty members who no longer subscribe to the *Statement of Faith* are expected to resign from the university;

    2) Compliance with all policies and regulations of the university and/or Board of Trustees;

    3) Support for the university and its policies and programs;

    4) Efficient performance of duties as specified by the chair or dean (including the faculty Workload Sheets as completed by the chair or dean);

    5) Conduct that exemplifies and university's Christian *Mission Statement*, the *Statement of Faith*, and the *Daily Living Expectations*, and compliance with the Expectations set forth below;

    6) Coaching faculty are to follow the guidelines of the APU *Employee Handbook* with regard to vacation, holidays, sick leave, and other benefits.

3. Professional Expectations and Responsibilities

    a. Coaching faculty are expected to adhere to all standards in the *Employee Handbook*. Coaching faculty are not covered by the *Faculty Handbook.*

b. Teaching responsibilities vary based on academic qualifications of the individual and department needs. They are not expected to meet faculty requirements for scholarship. Professional responsibilities may include, but are not limited to:

1) Instruct, advise, and mentor students;

2) Maintain a minimum of three (3) hours of weekly (on at least two (2) days), regularly scheduled, posted office and advising hours;

3) Fairly evaluate students' learning;

4) Assist with student recruitment, advising, and retention;

5) Attend university faculty meetings and college or school departmental meetings and activities;

6) Attend the annual Fall Faculty Workshop and two (2) commencements per year;

7) Coaching faculty are considered mandated responsible employees and are required to report incidents of alleged Title IX policy violation to the Title IX coordinator. In addition, they must complete annual Title IX training;

8) Complete required FERPA, Respect and Esteem, and Diversity training;

9) Assume other responsibilities as determined by the chair or dean.

4. Spiritual Life

a. Emphasis is given to the spiritual life of the individual coaching faculty members of APU. It is expected that coaching faculty will be role models of mature, Christian character.

b. Coaching faculty members are expected to attend the annual Spiritual Refocus Day as their schedule permits.

c. Coaching faculty members are expected to be actively involved in a church community.

5. Evaluation

a. Coaching faculty do not participate in the Faculty Evaluation System (FES).

b. Coaching faculty are reviewed annually by the athletic director of the university.

c. IDEA evaluation of all courses is expected.

###

Azusa Pacific University Faculty Handbook

Section 3.1 • Full-time Faculty Recruitment and Appointment

Revised: March 2016

1. Recruitment

   a. Vacated Positions

   Requests to hire full-time faculty for vacated positions shall be submitted via an Online Requisition through SilkRoad Recruiting. For complete guidelines and instructions, visit Google Drive, Hiring Toolkit, "Electronic Requisitions".

   b. New Positions

   To request a new full-time faculty position, submit an Online Requisition through SilkRoad Recruiting.

   c. Recruitment Process

   When approvals are granted by the Office of the Provost to conduct searches, the recruitment shall be a cooperative effort by the faculty, chairs, and deans of the respective departments along with the Office of the Provost. Normally, the search committee will be chaired by the chair of the relevant department, and will include one (1) person from the relevant department chosen by the respective dean, two (2) persons chosen by the faculty of the relevant department (one from their own group and one from another department), and the relevant dean as an ex-officio member.

   The search committee will be responsible to prepare a Job Description to be approved by the relevant chair and dean which describes the position to be filled including essential functions and secondary duties, and enumerates the qualifications that candidates must possess to assume that position. The search committee will work with the Office of the Provost to advertise the position appropriately and will follow guidelines developed by the Office of the Provost. (Please refer to the Faculty Hiring Toolkit, located on Google Drive in the *Community Folders* under Provost Office for further information).

2. Interview Process

   The department chair will be responsible to develop the schedule of activities for the campus visit and serve as host/hostess to the applicants during their stay.

   All final interviews are to be conducted by the Office of the President and Office of the Provost. The dean's recommendation should be included in the completed Faculty Interview Worksheet (along with original transcripts) and submitted with the final candidate's other application materials to both the president's office and the Office of the Provost.

3. Appointment

   Offers of appointment to the faculty shall be issued by the president and provost in writing and shall include information about rank, salary, prerequisites, and other conditions and

contingencies of employment. Note: background checks will be conducted on all final candidates prior to a contract offer.

After a position is filled, all applicants will be informed by the Office of the Provost. The file containing the original documents of the person hired should go to the Office of the Provost.

###

Azusa Pacific University Faculty Handbook

Section 3.2 • Faculty Moving

Revised: March 2015

1. The university reimburses full-time faculty for approved moving expenses based on geographic location. Designated amounts are predetermined by the Office of the Provost, based on location. The Expense Reimbursement Form identifies eligible expenditures.

2. To be eligible for moving expense reimbursement, the faculty member must meet the following conditions:

   a. Must be a new full-time employee of the institution;

   b. Must be relocating at least 75 miles to work at the newly assigned APU campus.

3. In accepting reimbursement for moving, the faculty member agrees to remain in full-time employment for a period of at least two (2) years. In the event that he/she does not stay for two (2) years, he/she agrees to repay the entire amount to the university.

4. As long as the cost is under the total dollars allocated for the move and are allowable expenses, the faculty member may take up to one (1) year from their original contract start date to move their belongings.

5. Any amount paid by the University to reimburse house hunting and/or moving expenses constitutes taxable income by the IRS and will be reported on the employee's Form W-2.It is suggested that the faculty member get professional tax advice to determine the actual tax implications with regard to moving expenses and reimbursements.

###

Azusa Pacific University Faculty Handbook

Section 3.3 • Faculty Contract Information

Revised: March 2017

1. The Faculty Contract System

   a. Description:

      1) In 1984, the Board of Trustees of APU adopted a Flexible Contract System for the faculty. Contracts may be offered for one (1), three (3), or five (5) years. Contracts with a term of three (3) years are called "extended contracts". Contracts with a term of five (5) years are called "term tenure".

      2) A yearly contract is called a "Notice of Appointment". This document states the terms and conditions of employment. Faculty may receive one (1) year, one (1) year conditional, three (3) year extended, or a five (5) year term tenure contract.

      3) Persons approved for extended contracts will receive a "Notice of Appointment" yearly for the approved term.

      4) The terms of an extended or term tenure contract bind the university to continue employment for the term of the contract (three to five years), except for causes as described under "Termination of an Appointment" (see Section 4.3), and/or in the event of financial exigency where a major or program is downsized or discontinued, an extended or term tenure contract is subject to non-renewal. Faculty members, however, retain a yearly option to discontinue their service to the university by giving timely notice.

      5) Renewal of a yearly or an extended or term tenure contract is contingent upon satisfactory fulfillment of the standards set forth in the *Faculty Handbook*, including, but not limited to, the Faculty Evaluation System (FES) described in Section 7.

2. Salary Information

   a. Payroll

   The payment of all full-time contracts, whether for a full year or an academic year, is distributed evenly over twenty-four (24) semi-monthly payments, commencing with the effective start date of the contract. Any questions related to rank and salary should be directed to the Office of the Provost. Any questions concerning gross pay, deductions, or net pay, should be directed to the Business Office.

   b. Contract Periods

   The fiscal year for the university is July 1 to June 30. The academic calendar year (and most faculty contracts) begins August 16 of each year. Contract lengths vary by role and assignment.

   c. Issuance of Contracts

   Full-time contracts are issued in the spring on April 1. If the contract needs to be mailed to a regional campus or off-campus location, the contract will be postmarked

April 1. If April 1 falls on a weekend, the contracts will be issued on the first business day following April 1. They are issued through the Office of the Provost and should be returned by the date specified on the contract if the faculty member desires to continue employment.

At the time of contract renewal, if a faculty member is under any form of employee investigation, he/she will not be given a contract renewal prior to the successful conclusion of the investigation.

d. Salary Schedule

All faculty salaries are determined by the university's salary schedule. (Please refer to Section 3.8 and Section 3.9).

###

Azusa Pacific University Faculty Handbook

Section 3.4 • Faculty Workload

Revised: March 2018

1. Introduction

   A full-time faculty contract establishes APU as the primary place of employment for the faculty member and assures that university-related responsibilities will require the major portion of the faculty member's professional effort. Faculty are expected to display a spirit of engagement. Specifically, as detailed more fully in Section 2.7 of the *Faculty Handbook*, faculty members must maintain a regular significant presence on campus, meet classes, keep office hours, hold examinations as scheduled, be accessible to students and staff, be available to interact with university colleagues, and share service responsibilities including committee work throughout every term of active service. It is critical to student success and the mission of the university that faculty members meet these expectations. Deviations from these expectations must be in writing and have the consent of both the dean and the chair or program director, as applicable. Consistent with the procedural protections in this h*andbook,* the institution has the authority to enforce these expectations and to take employee disciplinary action, up to and including termination, when they are not fulfilled. Faculty may be assigned to teach courses in alternative formats and at the APU Regional Campuses.

2. Workload Units

   The number of workload units are specified in the faculty members' annual contract ("Notice of Appointment") and will be structured into Part A (24 units for a nine (9) month contract or 27 units for a ten (10) month contract) and, if so determined, Part B for any service expectation outside of the Part A assignment. Part B workload units may extend beyond the specified Part A contract appointment period. The department chair and dean establish a workload assignment, which can include course load, research, and other release time units, in conversation with the faculty member, attempting to maximize the faculty member's expertise and interest with the needs of the college or school. A faculty member's workload assignment for the following academic year is typically developed in the spring preceding the contract year, however, the chair and/or dean may amend the workload assignment if they deem it necessary or appropriate.

   Units are traditionally assigned to classroom activities but may also be assigned to duties that do not fit into the traditional classroom situation. In the event the university determines such an assignment is necessary to ensure continuity of instruction during a semester or academic year, the university reserves the right to replace classroom activities with other duties consistent with the faculty member's assignment, so long as the faculty member's pay is not reduced.

   Equivalencies are established for certain kinds of teaching and non-teaching assignments that do not fit into the normal classroom situation. This includes private lessons, coaching, laboratory assignments, student teaching, supervision, clinical supervision, directing musical groups, etc. It is generally expected that one (1) unit of non-teaching load is equivalent to three (3) hours of work per week for a fifteen (15) week term.

Scholarship workload allocation will make use of the following scholarship productivity classifications:

Tier 1 Productivity (for faculty who have zero (0) units of scholarship as part of contracted load: Must meet current *handbook* criteria for promotion.

Tier 2 Productivity (for faculty who have one to three (1-3) units of scholarship as part of contracted load): Must meet *handbook* expectations and demonstrate some engagement in scholarly presentations and products consistent with the academic discipline.

Tier 3 Productivity (for faculty who have four to six (4-6) units of scholarship as part of contracted load): Must meet *handbook* expectations and demonstrate regular engagement in scholarly presentations and products (for most faculty this will involve scholarly publications) for promotion and extended contract consistent with the academic discipline.

Tier 4 Productivity (for faculty who have seven (7) or more units of scholarship as part of contracted load): Must meet *handbook* expectations and demonstrate significant engagement in scholarly presentations, publications, or products for promotion and extended contract, consistent with the academic discipline.

(See Section 7.2, 3. a. of this *handbook* for further details.)

It is possible for full-time faculty to request a reduction in workload and salary under special circumstances. A written request for reduction in load may be made in writing to the faculty member's department chair and dean with a copy of the request being sent to the Office of the Provost. All such requests are subject to the approval of the dean and provost. These requests should be submitted at the earliest possible date to allow adequate time for schedule adjustments.

The university reserves the right to reduce contracted workload units (with compensation adjusted to reflect such reduction) to accommodate a faculty member, such as in the event a faculty member takes an unpaid leave of absence or requires some other accommodation. With the faculty member's consent, in lieu of a compensation reduction, the department will consider assigning missed workload units to a later term in the appointment period, in which case those units will not be considered overload units.

Faculty members may be assigned to teach beyond their contractual obligations for additional compensation. Such assignments are called "overload" units. An overload unit is any unit for a workload assignment that exceeds the number of units assigned in Part A and Part B of the Notice of Appointment. Overload units may be assigned (with the faculty member's consent and the permission of their department chair), and shall amount to no more than six (6) units per semester of overload assignment, and no more than eighteen (18) units per academic year. Any exception to this practice is subject to the corporate approval of the department chair, dean of the college or school, and the provost. Overload pay rates are in Section 3.9 of this *handbook*. Faculty members will be paid for overload assignments in the semester the overload units are taught.

Workload units for faculty choosing to remain on the prior contract form are governed by the language in Section 3.4 (2) of the 2017-2018 Faculty Handbook.

3. Time Off

   Faculty members accrue and are entitled to use paid sick leave as provided for staff in Section 5.6 of the *Employee Handbook*. Other than paid sick leave, faculty members are not entitled to, and do not accrue, paid vacation or other paid time off. All full-time faculty on annual appointments may take up to four (4) weeks off per appointment period (August 16 to August 15) and all faculty contracts and workload assignments will be structured to enable them to do so. Faculty members must take their four (4) weeks of time off at times and at intervals that will avoid interference with their ability to fulfill their faculty contract conditions, including but not limited to, their workload assignment and the expectations outlined in this section and in Section 2 of this *handbook.*

4. Employment Outside the University

   a. University Obligations

      1) Faculty may not concurrently hold full-time appointments at APU and another college, university, or organization;

      2) At a dean's request, faculty members must disclose outside employment;

      3) Employment outside the university must not interfere with the faculty member's obligations or reduce their performance at APU. If service to APU or faculty performance is evaluated as less than satisfactory by the university's dean or department chair, the faculty member may be required to discontinue outside employment or commitments.

   b. Education Assistance Program Participation

      Participation in the Education Assistance Program must not interfere with the faculty member's obligations or reduce the performance at APU. If service to APU or faculty employment is evaluated as less than satisfactory by the dean, in consultation with the department chair, the faculty member may be required to discontinue outside employment or commitments which could result in cancellation of the Education Assistance Program from that point forward.

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Azusa Pacific University Faculty Handbook

Section 3.5 • Leaves of Absence Without Pay

Revised: March 2018

1. Introduction

    A leave of absence without pay may be granted to any faculty member by the action of administration. This type of leave will be granted for purposes of additional study, teaching in another institution, or any purpose that, in the opinion of the Academic Cabinet, justifies the leave. During the absence, a tenured faculty member will retain his/her rank and tenure with the university. A faculty member with an extended or term tenure contract will retain his/her rank and may continue with that contract if it has not expired. If the contract has expired, the faculty member may apply for a contract of the same duration.

    Except in the case of an emergency, it is necessary that a formal application for this leave be submitted at least one (1) semester in advance of the proposed effective date, indicating the reason(s) for the request. It is also expected that a formal report be made of the use of the leave when applicable. Continuation beyond one (1) year will be at the discretion of the provost.

2. Indefinite Leave

    Leaves of absence without pay, and with no guarantee of return, may be granted when deemed appropriate by the administration. Continuation beyond one (1) year will be at the discretion of the provost.

3. Other Leaves of Absence

    For all other leaves of absence, please see the *Employee Handbook*.

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Azusa Pacific University Faculty Handbook

Section 3.6 • Retirement Policies and Procedures

Revised: March 2015

1. Early Retirement

    A faculty member who has ten (10) years of full-time service at APU and is at least 62 years of age, and not yet 65 years of age, may declare early retirement, and request continuation of monthly medical benefits until the month that the faculty member reaches his/her 65th birthday. If a faculty member's spouse is not 65 at the time the faculty member reaches that age, the spouse is eligible to exercise his/her rights to COBRA benefits.

2. Partial Retirement

    A faculty member who is at least 62 years of age and having worked full-time for the university for at least ten (10) years, and desiring to reduce workload to fifty (50) percent, may request a partial retirement opportunity in writing indicating the proposed workload schedule. The chair and dean will determine whether such a reduction schedule is in the best interests of the department and college or school, and the faculty member. The contract would be proportionate to the workload. Faculty members electing this partial retirement option would return to an annual contract. Once a partial retirement is approved, the department may request a replacement position, subject to current policy for position replacement (see Hiring Toolkit guidelines on Google Drive/*Community Folders*/*Provost Office*). Upon full retirement of the faculty member, the reduced position will not be replaced.

    The partial retirement benefits allow the faculty member, who is at least 62 years of age and not yet 65, to continue receiving group insurance benefits. The retiree pays the employee portion of the monthly premiums and the university continues to pay the employer's portion. Covered benefits include current medical, dental, and vision, as well as basic and supplemental group, spouse, or dependent life insurance. The retiree will retain faculty status (see Section 8.2).

    Faculty members interested in the partial retirement option should contact their retirement or financial advisor since a reduction in salary may impact future social security payment levels.

3. Faculty Emeriti

    On official retirement, faculty holding the rank of either associate professor or professor, provided they have attained the age of 60 years and have served a minimum of twenty (20) years of full-time service in higher education, ten (10) of which have been at APU, may receive honorary appointment as Professor Emeritus. This appointment is contingent upon the recommendation of the dean or a member of the provost's staff. In addition, under extenuating circumstances, other faculty members with a record of extraordinary service can be bestowed the honor of Faculty Emeritus upon the approval of the provost. This appointment will entitle the retiree:
    - to be listed in the university catalog;
    - to attend faculty meetings (having full voice, but no vote);

- to retain an APU ID card;
- to order Professor Emeritus business cards;
- to keep their APU email account;
- to full use of library services; and
- to participate in all university events.

Emeritus status does not entitle the faculty member to insurance benefits.

4. Details Regarding Benefits

   a. Tuition Benefit

   The single dependent child(ren) of a retired faculty member, who was full-time for at least ten (10) years and either tenured or on an extended contract at the time of retirement, is eligible for the benefit available to a full-time faculty member's dependent(s) for undergraduate work to be done at APU.

   b. Other Benefits

   For details regarding other retirement benefits, see the section on Retirement Benefits in the *Employee Handbook*.

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Azusa Pacific University Faculty Handbook

Section 3.7 • Visiting Professor Appointment

Revised: March 2016

1. Appointment Description

    The appointment of a visiting professor provides the university with a mechanism for cultivating scholarship through collaborations with faculty from other universities, and an opportunity for exchange within the academic community. Visiting faculty are employed outside the university or are engaged in a nonacademic professional activity. An appointment requires the approval of the dean of the respective college or school and the provost.

2. Qualifications

    Individuals selected as visiting professors must demonstrate the knowledge, skill, and competence in their discipline to enhance available resources within the existing academic community of APU. Candidates must complete a faculty application and indicate the length of their preferred appointment, whether for a semester or one (1) full academic year, exhibit a vital Christian faith, and commit to the *Statement of Faith* and APU ethos, which is a part of the application.

3. Responsibilities may include:

    a. Consultation services with faculty or students on research and curricular issues;

    b. Supervision, preceptoring, or orientation of students within their place of employment;

    c. Teaching and/or assistance with classroom instruction;

    d. Participation as committee members or assistance with other faculty or student research projects;

    e. Participation in student or faculty seminars and conferences;

    f. Participation as a liaison between community and academic resources;

    g. Collaboration with APU faculty on research initiatives.

4. Benefits

    In lieu of monetary compensation, the following benefits may be offered to the visiting professor:

    a. Invitation to participate with non-voting status in departmental or university meetings and conferences;

    b. Acknowledgement of appointment in relevant departmental or university publications;

    c. Office space, if available;

    d. Opportunity to present scholarly work at an on-campus event, if appropriate, as arranged

by the dean's office;

    e. Opportunity for inclusion of appointment in personal vitae or resume.

5. Procedure for Appointment

    a. Nomination for a visiting professor appointment may be initiated by the candidate, a professional colleague, or a faculty member;

    b. The candidate completes a faculty application, which is forwarded to the dean of the college or school for review, interview, and recommendation. International visiting professor candidates will also need to complete an "International Faculty Application" from the Office of International Students and Scholars;

    c. After final review, interview, and approval by the provost, the candidate will receive a written contract. The hiring process includes a background check. Verification of responsibilities and time commitments are negotiated with the dean;

    d. Appointments are reviewed by the dean and the provost for possible renewal. A reappointment letter will delineate responsibilities and commitments for the coming term.

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Azusa Pacific University Faculty Handbook

Section 3.8 • Faculty Salary Bands

Effective: Academic Year 2018-19

Part A	1–Month	9–Month 24 Unit Equivalent	10–Month 27 Unit Equivalent
INSTRUCTOR			
Minimum	5,200.00	46,800.00	52,000.00
Maximum	7,000.00	63,000.00	70,000.00
ASSISTANT PROFESSOR			
Minimum	5,500.00	49,500.00	55,000.00
Maximum	9,500.00	85,500.00	95,000.00
ASSOCIATE PROFESSOR			
Minimum	6,300.00	56,700.00	63,000.00
Maximum	12,000.00	108,000.00	120,000.00
PROFESSOR			
Minimum	7,200.00	64,800.00	72,000.00
Maximum	14,788.20	133,093.80	147,882.00

These salary bands have been established to provide guidelines for faculty positions.
There may be circumstances which require establishment of salaries to be placed outside of the guidelines.

Annual contract salary may be increased beyond the 9 or 10-month amount if the contract includes a Part B assignment that exceeds beyond the 9 or 10-month Part A.

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Azusa Pacific University Faculty Handbook

Section 3.9 • Adjunct and Overload Salary Scale

Revised: March 2017

With Prorated Salaries for traditional undergraduate summer school classes based on class size:

ADJUNCT AND OVERLOAD RATES BEGINNING JANUARY 1, 2017

DEGREE	PER UNIT RATE	Traditional Undergraduate Prorated by Class Size of 5 (20% Decrease)	Traditional Undergraduate Prorated by Class Size of 4 (40% Decrease)
Doctorate/Terminal Degree	$ 1,205	$ 964	$ 723
Masters/Bachelors	$ 1,117	$ 894	$ 670

SENIOR ADJUNCT RATES BEGINNING JANUARY 1, 2017

DEGREE	PER UNIT RATE	Traditional Undergraduate Prorated by Class Size of 5 (20% Decrease)	Traditional Undergraduate Prorated by Class Size of 4 (40% Decrease)
Doctorate/Terminal Degree	$ 1,265	$ 1,012	$ 761
Masters/Bachelors	$ 1,173	$ 938	$ 704

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Azusa Pacific University Faculty Handbook

Section 4.1 • Employee Relations and Grievances

Revised: March 2013

Please refer to the *Employee Handbook* for more information on Employee Relations.

The university has established several processes for handling faculty grievances. The nature of the grievance dictates which process applies to the situation, as follows:

- Grievances related to behavior of other employees, including discrimination or harassment, are handled under the auspices of the Office of Human Resources, as are grievances related to the provision of employee benefits and leaves. (*Employee Handbook*.)

- Grievances related to academic and/or contractual issues such as academic freedom, *Faculty Handbook* policies, faculty contracts, and/or academic integrity are handled by the Professional Affairs Review Board (PARB) – (see *Faculty Handbook* Sections 4.2 and 8.23).

- Complaints that a faculty member has about his/her direct or indirect supervisor that do not fall into either of the above bullet points (e.g., personality conflicts, concerns about communication) and which the faculty member was not successful in resolving informally through the department, school, college, or provost's office, should be referred to the Office of Human Resources.

- Complaints about the university's structures/processes for handling grievances should be addressed with the Faculty Senate if the complaint involves PARB processes, otherwise they should be addressed to the Office of the Provost. Disputes over whether a grievance is subject to PARB review shall be resolved by the Office of the Provost.

The university encourages faculty members to pursue informal means of resolution with the appropriate party or parties before utilizing the formal processes listed above. The university prohibits retaliation against any employee who brings a grievance in good faith.

Please refer to the *Employee Handbook* for detailed information on the following:
- Harassment Policy
- Alcohol Policy
- Conflict of Interest Policy

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Azusa Pacific University Faculty Handbook

Section 4.2 • Academic Due Process and Grievance Policies

Revised: March 2018

Occasionally, situations arise in the academic community in which a faculty member seeks an objective review of a conflict. The following process has been developed to help ensure that all members of the community can follow an orderly process when seeking resolution of concerns that could not be resolved through informal processes. In all cases, faculty should seek to resolve conflicts directly with the individual parties. Only when all such attempts have been exhausted, should formal procedures be initiated.

In the case of non-renewal of contract or termination, the detailed appeals procedure outlined in the *Faculty Handbook* (Sections 4.3 and 4.4) must be followed. In the case of issues within the purview of Human Resources (e.g. claims of harassment, discrimination, violation of policies in the *[Employee Handbook](#)*, but not claims related to faculty evaluation or contracts), the faculty member should contact the Office of Human Resources for resolution. In addition, certain university policies carry their own appeals processes. In those cases (e.g. Policy for Conflicts of Interest in Research, Policy on Integrity in Research), the procedures outlined in those policies must be followed.

Grievance Procedure:

1. The faculty member must first seek to resolve the conflict informally with the parties directly involved, meeting with the other party or parties as soon as possible after the event causing the conflict. If the faculty member is not comfortable approaching the parties alone, he/she may ask a representative of the Office of Human Resources or a university colleague to sit in on the conversation as an informal mediator.

    If the concern persists, the faculty member should discuss the issue with his/her chair and then his/her dean, seeking resolution through them, whenever possible, as a final step before filing a formal grievance.

2. If the faculty member has been unsuccessful in resolving the matter informally, and has discussed it with the department chair, and/or dean or dean's designee whenever possible, the faculty member may formally file a grievance by completing a Grievance Request Form. The form must be submitted, in writing, to the faculty moderator or, in his/her absence or conflict of interest, to the moderator-elect or the vice moderator.

3. Within ten (10) working days after receipt of the request, the moderator will meet with the faculty member and review the Grievance Request Form to ensure complete information has been provided. The moderator will then determine the next steps for the grievance as follows:

    a. Before the faculty moderator may convene a PARB panel, the faculty moderator must determine that:

        1) The grievance is timely under sections 4.3(2), 4.4(2), 4.4(4), 4.4(7), and 8.23(3)(d) of this *Faculty Handbook;*

2) The faculty member bringing the grievance has exhausted all available informal means of resolution of the grievance under sections 4.1, 4.2, 4.2(1), 4.2(2), 4.4(1), and 4.4(2) of this *Faculty Handbook;* and

3) The grievance is a proper subject matter for PARB review under sections 4.1, 4.2, 4.2(3), and 8.23(a) of the *Faculty Handbook.*

   Exhaustion means, at a minimum, that the faculty member has timely presented the specific remedy sought from PARB to the party responding to the grievance, and that the party responding to the grievance has the authority under institutional policies to grant the remedy sought and has rejected the remedy sought.

b. If the grievance should be heard elsewhere as noted in the first section of this policy, the faculty moderator will direct the faculty member to that department for resolution.

c. If the grievance is related to faculty evaluation, the faculty moderator will direct the grievance to the appropriate party for resolution. This may be the director of Faith Integration, or the Office of Faculty Evaluation. If the issue cannot be resolved to the faculty member's satisfaction by the appropriate office, the grievance will then be forwarded to the council best equipped to handle the grievance.

d. If the grievance does not fall within any of the previously mentioned categories, or if it has not been resolved through the council appeals process (see item b. above), the faculty moderator will convene a Professional Affairs Review Board (PARB) panel. The panel will consist of five (5) faculty members. Per the PARB guidelines, PARB members who find they have a conflict of interest in the case must recuse themselves. The faculty filing the grievance may request recusal of one (1) or more members of the PARB panel due to a conflict of interest. Replacements for recused members will be appointed from the pool of PARB members. If a five (5) member board cannot be assembled due to conflicts of interest or recusal, the faculty moderator shall select three (3) members from the pool of twelve (12) then serving PARB members. Members of the PARB panel will select the chair at their first meeting; chairs preside on a case-by-case basis. See the PARB sections of this *Faculty Handbook* (Sections 4.1, 4.3, 4.4, and 8.23) for more information.

4. Professional Affairs Review Board (PARB) Panel Process

   a. The PARB panel chair will forward a copy of the grievance to the party(ies) against whom the grievance is brought, requesting a written response from them. The party(ies) will have no more than ten (10) working days to respond.

   b. The PARB panel chair will set a date for a hearing. The extent of the hearing and the procedures to be followed will be determined by the panel and will be consistent with PARB procedures. An audio recording of the hearing will be made; deliberations of the board are not recorded, nor attended by anyone other than the board.

   c. The panel should conclude its investigation and make a recommendation within thirty (30) days from the date they received the grievance. The time limit may be extended by the PARB panel chair or the moderator (or moderator designee) upon presentation of good cause.

   d. The PARB panel shall prepare a written report of its hearing including its finding(s) and recommendation(s) which will be submitted to the provost. A separate, confidential summary report will also be sent to the faculty moderator. The provost shall make the

final decision regarding the matter and notify the person(s) filing the grievance, the person(s) named in the grievance, and the faculty moderator of the actions taken.

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Azusa Pacific University Faculty Handbook

Section 4.3 • Termination of Appointment

Revised: March 2018

Termination of a faculty member with tenure, extended contract, term tenure contract, one (1) year, or conditional appointment before the end of the specified term may be effected by the university only for cause, which shall include but not be limited to financial exigency, neglect of duty, incompetence, academic misconduct, dishonesty, violation of the university's conflict of interest policy, sexual harassment, a pattern of willful non-collegiality, harassing or discriminatory behavior, or moral turpitude. Any such offense will be considered adequate cause for dismissal only if it is serious and either (a) relates directly and substantially to the fitness of the faculty member in his/her professional capacity; or (b) is of such a nature that it would bring severe injury or discredit to the university.

1. Dismissal of a faculty member will be preceded by:

    a. Discussion between the faculty member and appropriate administrative officers, looking toward a mutual settlement;

    b. A written notice of termination including a statement of charges, framed with reasonable detail by the provost or delegated representative, being presented to the faculty member.

2. The faculty member may appeal the termination by a written request for a hearing by the Professional Affairs Review Board (PARB) filed within ten (10) working days after the date of the formal notice of termination. The written request is filed with the faculty moderator (or in his/her absence or apparent conflict of interest, the moderator-elect or the vice moderator). Within ten (10) working days after receipt of the request, the moderator (or moderator designee) will select five (5) PARB members to constitute a hearing board. PARB shall consult with the Office of the Provost in selecting members of the hearing board, and shall ensure that no member of the hearing board has a conflict of interest.* PARB shall also set a date for a hearing, which will be scheduled within twenty (20) working days from the date of the notice of appeal. However, time limits may be extended by the PARB chair of the faculty member's case or moderator (or moderator designee) upon presentation of good cause.

    Conflict of interest is defined as the individual, or one of their family members, having a current or past reporting relationship with one of the parties in the grievance, having any family relationship, financial relationship, or close personal connection outside the university with one of the parties in the grievance, being a party or witness to the issue at hand, or having a history of conflict with one or more of the parties involved in the grievance. If a faculty member has personally met with PARB within the last five (5) years, the faculty member is ineligible for participation on PARB. In the event of a dispute, the faculty moderator and Steering Committee of the Faculty Senate shall make the final determination whether a conflict of interest exists.

3. Hearing board members who find they have a conflict of interest in the case must recuse themselves prior to the hearing of the case. If a hearing board member recuses him/herself, the moderator (or moderator designee) shall appoint a substitute from the pool of PARB

members. Members of the selected hearing board will select the chair at their first meeting; chairs preside on a case-by-case basis. If a five (5) member hearing board cannot be assembled due to conflict of interest or recusal, then the moderator (or moderator designee) shall select three (3) members from the pool of twelve (12) to constitute the hearing board. The parties in the grievance may request recusal of one (1) or more members of the hearing board because of a conflict of interest.

4. Prior to the hearing, the parties shall exchange witness lists and relevant documents, along with a summary of testimony expected from each witness.

   At the hearing before the hearing board, formal rules of evidence shall not apply, but both parties have the right to call witnesses, present information, and develop lists of questions for the hearing board to ask of the other party. An audio recording of the hearing will be made; deliberations of the hearing board are not recorded, nor attended by anyone other than the hearing board. After the conclusion of the hearing, the record will be closed, unless the hearing board determines to reopen the hearing in response to a request for clarification from PARB. The burden of persuading the hearing board that there is adequate cause for dismissal rests upon the university, and the hearing board shall be satisfied only by a clear, persuasive preponderance of the evidence in the record considered as a whole.

   The parties have the right to the assistance of counsel at the hearing, but such counsel shall serve an advisory role only and shall not have the right to participate in the hearing. Any party electing to have the assistance of counsel is required to give notice to the hearing board and the other party ten (10) days before the hearing date in order to give the other party an opportunity to also obtain counsel.

   After the evidence has been presented, the hearing board shall issue a written decision containing findings of fact and making recommendations based on those findings and shall deliver this decision to the provost.

5. PARB may determine:

   a. That adequate cause for dismissal has not been established;

   b. That a penalty less than dismissal is justified; or

   c. That cause for dismissal has been established and the termination of the faculty member should proceed.

6. PARB shall deliver the written decision of the hearing board to the provost, who shall have discretion to accept or reject PARB's decision. Before rendering a decision, the provost may, but shall be under no obligation to, seek additional statements from the parties. In the event the provost determines to reject PARB's recommendation, the provost shall have discretion to impose a lesser sanction, or no sanction. The provost's final decision shall be transmitted to PARB and to the faculty member in writing.

7. In circumstances where the privacy of students or of other faculty members may be compromised by disclosure of matters discussed in the hearing, or by dissemination of the hearing board's decision, the provost may ask that all parties keep the hearing board's decision confidential and may redact portions of the decision necessary to protect such privacy. In such event, and if the faculty member seeks administrative mandamus under CCP section 1094.5, any documents filed with the court that constitute or refer to the hearing board's decision shall be filed under seal.

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Azusa Pacific University Faculty Handbook

Section 4.4 • Non-Renewal of Faculty Appointment

Revised: March 2018

In the case of full-time faculty who have been members of the faculty at APU for less than five (5) years, notice of non-renewal must be given in writing no later than February 1. The letter of non-renewal is final, regardless of the results of the Faculty Evaluation System (FES) data collection.

Full-time faculty who are on one (1) year conditional contracts are not entitled to a notice of non-renewal of that contract because they will already have received notice of non-renewal prior to when they were offered a one (1) year conditional contract. The PARB grievance procedures are not available to challenge the terms of one (1) year conditional contracts or the determination of whether those conditions have been met. For further explanation, please refer to sections 7.1 and 7.4 of this *handbook.*

In the case of full-time faculty who have been members of the faculty at APU for a minimum of five (5) years and who are on one (1) year contracts (which are different from, and do not include, one (1) year conditional contracts), or who are in the final year of an extended contract, the following procedures will be followed in the non-renewal of a contract:

1. Notice of non-renewal must be given in writing no later than February 1.

2. Within ten (10) working days of the date of the letter of non-renewal, the faculty member may request a statement of reasons for the decision from his/her dean. These reasons will be confirmed in writing and made a part of the permanent file.

3. The dean has ten (10) working days to respond to reasons for non-renewal.

4. The faculty member may request from the faculty moderator (or in his/her absence or apparent conflict of interest, the moderator-elect or vice moderator) a hearing before the Professional Affairs Review Board (PARB) within ten (10) working days of the dean's response. Within ten (10) working days after the receipt of the request, the moderator (or moderator designee) will select five (5) members from the PARB, in consultation with the Office of the Provost, having no conflict of interest*, and shall set a date for a hearing which will be scheduled within ten (10) working days from the date of the notice of appeal. However, time limits may be extended by the PARB chair of the faculty member's case or moderator (or moderator designee) upon presentation of good cause.

   Conflict of interest is defined as the individual, or one of their family members, having a current or past reporting relationship with one of the parties in the grievance, having any family relationship, financial relationship, or close personal connection outside the university with one of the parties in the grievance, being a party or witness to the issue at hand, or having a history of conflict with one or more of the parties involved in the grievance. If a faculty member has personally met with PARB within the last five (5) years, the faculty member is ineligible for participation on PARB. In the event of a dispute, the faculty moderator and Steering Committee of the Faculty Senate shall make the final determination whether a conflict of interest exists.

5. PARB members who find they have a conflict of interest* in the case must recuse themselves prior to the hearing of the case. If a board member recuses, the moderator (or moderator designee) shall appoint a substitute from the pool of PARB members. Members of the selected PARB will select the chair at their first meeting; chairs preside on a case-by-case basis. If a five (5) member board cannot be assembled due to recusals because of conflict of interest or because of timing of the grievance (e.g., summer), then the moderator (or moderator designee) shall select three (3) members from the pool of twelve (12). The parties in the grievance may request recusal of one (1) or more members of PARB because of a conflict of interest.

6. The PARB panel review will be limited to the issue whether there is credible evidence supporting the reasons for non-renewal by the dean. An audio recording of the hearing will be made; deliberations of the board are not recorded, nor attended by anyone other than the board. The PARB panel will issue a report and recommendation(s) to the provost and a summary report of key findings to the faculty member who requested the hearing. The provost shall make the final decision regarding the matter.

7. Timeline for grieving non-renewal of an appointment:

   a. Date of Notice – letter of non-renewal no later than February 1;

   b. Faculty member may request a statement of reasons for non-renewal from the dean no later than ten (10) working days following February 1;

   c. Dean responds to the faculty member's request for a statement of reason(s) no later than ten (10) working days after receiving the request;

   d. Faculty member requests hearing before the PARB no later than ten (10) working days following the dean's response.

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Azusa Pacific University Faculty Handbook

Section 5.1 • Instructional Policies

Revised: March 2017

1. Syllabus:

   a. For each class taught, the faculty member must prepare a course instruction plan (syllabus) following the university syllabus guidelines. These guidelines are available from the Office of Curricular Support. Faculty are required to update their syllabi annually to ensure compliance with current policies and/or new syllabus requirements.

   b. Faculty must submit their syllabi to the department chair at the beginning of each semester. The department chair and/or their designee is responsible for reviewing syllabi for courses offered in the department to ensure they are consistent with departmental expectations and that course outcomes are aligned with the overall program outcomes. The syllabus is entered into the department's TaskStream account.

   c. Student Learning Outcomes (SLO) are established for each course by individual departments and approved through faculty governance. Each department has the responsibility of maintaining the integrity of core SLOs across all sections of a specific course offering. Instructors may add up to two (2) additional learning outcomes; however, they are required to consult with their program director and/or department chair prior to doing so, and must still meet and maintain all course learning outcomes. Departments may not change more than fifty percent (50%) of the number of original core SLOs without curriculum committee review.

   d. In keeping with our Christian commitment, faculty are expected to actively engage in faith integration in each course taught at APU where appropriate. Faculty are also highly encouraged to begin their classes with prayer and/or devotion.

2. Standard Syllabus Language for Credit Hour Assignment

   a. Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this unit course, delivered over a week term will approximate:

      _____ hours/week classroom or direct faculty instruction
      _____ hours/week laboratory work
      _____ hours/week internship
      _____ hours/week practica
      _____ hours/week studio work
      _____ hours/week online work
      _____ hours/week research
      _____ hours/week guided study
      _____ hours/week study aboard
      _____ hours/week other academic work

      In addition, out of class student work will approximate a minimum of _____ hours (undergraduate) or _____ hours (graduate) per course unit each week.

3. Copyright Policy

   All faculty members are expected to comply with copyright laws in teaching at APU and when providing written materials for their syllabus or other materials distributed in the course as handouts, electronic files, or electronically posted files. Resource materials on copyright laws are available in the University Libraries. The Copyright Compliance Policy can be found in APU's University Policies Database on the General Counsel website, as well as additional policies related to copyright ownership on the University Libraries Library Use Policies.

4. Early, Late, or Make-up Exams

   A faculty member should develop a policy on early, late, or make-up examinations and include it in the course syllabus.

5. Undergraduate Finals

   As finals week is calculated into the credit hour assignment as part of the fifteen (15) week semester, finals cannot be administered prior to the designated week. In extreme cases, the faculty member should consult with the department chair and dean for finals accommodations when students are required to participate in other university events or activities.

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Azusa Pacific University Faculty Handbook

Section 5.2 • Academic Service-Learning

Revised: March 2013

Academic Service-Learning is an important pedagogy at APU, connecting all four (4) of the university's Cornerstones: Christ, Scholarship, Community, and Service. It is an experientially based teaching methodology which intentionally combines classroom pedagogy with relevant community service as an integrated aspect of the course. The Center for Academic Service-Learning works directly with academic courses across disciplines, to provide faculty with resources for curriculum development, partner faculty with a variety of community service agencies, provide in-classroom support, as well as end-of-project evaluation reports. The center provides students with hands-on learning experiences, which prepare students to become civically engaged professionals in their field of study. These service-learning projects, which qualify for fulfilling the required APU service credits, link their classroom instruction to activities which meet tangible needs in the community.

The Center for Academic Service-Learning must be notified in advance in order to accommodate each course. Proper service-learning designation of courses with the Registrar's Office requires significant lead time for the academic department and for the center. Both should be consulted by the end of the previous semester in order for the department chair to create the PeopleSoft notation and for the center to prepare for adequate program support.

For more information, please visit CASL or contact the Center for Academic Service-Learning at 626.815.6000 extension 2823.

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Azusa Pacific University Faculty Handbook

Section 5.3 • Grading, Incomplete, and Grade Change

Revised: March 2017

1. Grading Standards

    a. APU is on a four (4) point grading system. Specific grade notations used in calculating the grade point average are found in the Undergraduate Catalog and in the Graduate and Professional Catalog.

    b. Per the syllabus templates, every course syllabus must include the criteria for grading in that course and a grading scale.

    c. Faculty are expected to give all students regular and timely feedback about their progress in the course throughout the term.

2. Grade Submission

    a. See the Undergraduate or Graduate Academic Calendar for grade submission deadline dates.

    b. All grades are submitted via Online Grade Entry through www.home.apu.edu.

    c. Instructors should retain grade records for a minimum of four (4) years.

    d. Faculty who fail to submit grades by the deadline date will be notified of their noncompliance with notices copied to the department chair and the dean. Repeat offenses will be noted in the faculty member's department records.

3. Incomplete Policy

    a. The grade "incomplete" is to be given only under special circumstances upon recommendation of the professor with the permission of the appropriate Registrar. An incomplete may be granted for up to twelve (12) weeks from the date of issue. Extension beyond the twelve (12) weeks requires a petition and is subject to review by the faculty member and the appropriate Registrar.

    b. Upon completion of the work, a Grade Change form must be completed and signed by the faculty member and sent to the appropriate Registrar for signature. Only then will it be recorded. See relevant Academic Catalogs for specific procedural guidelines.

4. Grade Change Policy

    a. Grades reported to the Registrar are considered official and final except for "I" (incomplete grades), IN (incomplete, no paperwork), and FN (failure, non-attending). Faculty should not change grades except in the rare case of proven mathematical or recording error or in the case of a grade appeal in which the faculty member acknowledges an error or has a considered change of professional judgment. Work completed after the close of the grading period does not justify a grade change.

    b. When it is necessary to change a grade, the faculty member should complete the Grade Change Report form and submit it to the appropriate dean for approval and signature.

The grade will be changed on the official grade report in the appropriate registrar's office and on the student's transcript on receipt of the completed Grade Change Report form sent to that office by the dean.

   c. To appeal grades, students must follow the grade appeals process described in the relevant Academic Catalog.

   d. The faculty of record has the responsibility and right to determine students' grades based on professional judgment. In rare circumstances (e.g. as the result of a successful student appeal), a dean may change a student's grade administratively. An administrative grade change may also result from a grievance procedure and would be communicated to the Office of the Registrar by the vice provost.

5. Grade Check Policy

   a. APU student athletes are required to complete periodic grade checks each semester to validate academic eligibility to participate in athletic activities. Periodically student athletes will present a Grade Check Form to the faculty for each course in which they are enrolled. The completed form is returned to the head coach by the student.

   b. The student's signature on the Grade Check Form provides consent under FERPA to release grade information to the Athletics Department. Course faculty are expected to complete the Grade Check Form in a timely manner to assist the Athletics Department in ensuring all student athletes are academically eligible to participate in athletics per NCAA compliance regulations.

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Azusa Pacific University Faculty Handbook

Section 5.4 • Independent Study

Revised: March 2015

Independent study is provided to enable students to enrich their learning experience by pursuing learning in a closely supervised program. It is not to be used as a convenience for students who are unable to attend classes due to schedule conflicts. See the relevant Academic Catalog for specific procedural guidelines.

Additional information and forms regarding Independent Study or Course Replacement can also be found on https://www.apu.edu/onestop/academic/independentstudy/.

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Azusa Pacific University Faculty Handbook

Section 5.5 • Accommodations for Students with Disabilities

Revised: March 2015

Established in 1978, the Learning Enrichment Center (LEC) seeks to serve the APU community by providing a variety of academic support services to students. Specifically, the LEC, located on East Campus, offers our undergraduate population placement testing for incoming first-year and transfer students, tutoring in a variety of subjects, Supplemental Instruction (SI), and test proctoring services that include the administration of CLEP, DSST, and FLATS. Additionally, the LEC facilitates accommodations for all students with disabilities, whether graduate or undergraduate, whether at the Azusa campus or at any of the Regional Campuses. The LEC director or associate director are designated to facilitate all disability related requests for services for APU students, including those at clinical facilities.

Information regarding students with disabilities may be found on the LEC website, in the university Academic Catalogs, and below.

1. Background

    Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs and activities receiving federal financial assistance from the US Department of Education. The university receives federal financial assistance from the US Department of Education and is, therefore, subject to the requirements of that law and its implementing regulations. As a religious organization, APU is exempt from the requirements of Title III of the Americans with Disabilities Act of 1990; still, APU endeavors to provide its students with disabilities an equal opportunity to participate in its programs and activities.

2. Role of the Learning Enrichment Center

    The LEC facilitates academic accommodations for students with disabilities. Students seeking an accommodation for a disability must forward documentation of the disability to the LEC director or associate director. If previous records do not exist, the student is required to obtain an assessment or other documentation to verify his/her status as a student with a disability. The LEC director or associate director will determine whether a student is entitled to accommodations based on careful review of the student's application, documentation from a qualified professional, and the interactive interview with the student. Once the application for accommodations is completed and approved, the student will sign a Semester Request for Accommodations which authorizes the LEC to send an Accommodation Memo to faculty. Each student with an approved accommodation, and each faculty member with a student who needs accommodations, must interact with each other to discuss the approved accommodations and to finalize mutually agreeable plans for implementing the approved accommodations.

3. Faculty Responsibility

    For students who require academic accommodations, faculty sensitivity in recognizing individual needs and subsequent responsiveness in working with them is critical. It is also important to note that every student with a disability **may not** need or want consideration beyond what might be granted any other student in class. To help ensure all students with

disabilities have received notice of how to obtain needed accommodations, faculty are required to use the following statement in their syllabus:

> *Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with the director or associate director in the Learning Enrichment Center (LEC) as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please visit: www.apu.edu/lec or contact the LEC by phone at 626.815.3849 or via email at lec@apu.edu.*

Use of this statement accomplishes three things:

a. It gives students the opportunity to contact the LEC for disability verification and making arrangements for any academic accommodations;

b. It encourages timely communication and mutual understanding of the APU disability documentation process to facilitate academic accommodations; and

c. It indicates that faculty are willing to support student success by ensuring that appropriate academic accommodations are provided.

Faculty are also responsible for working with students to implement accommodations authorized by the LEC and communicated to the faculty member. Faculty are responsible for keeping confidential all information they may learn about students' disabilities and their accommodations, whether communicated to them by the student or by the LEC.

If a student has a patent disability (e.g. wheelchair, visual impairment, service animal) that the faculty member reasonably should know could negatively impact the student's ability to complete a course requirement without an accommodation, the faculty member is responsible for raising that matter, either confidentially with the student if the faculty member is comfortable doing so, or with the LEC who can then follow up with the student.

Although students are responsible for seeking accommodations from the LEC, sometimes a student will ask a faculty or staff member for an accommodation. Faculty and staff members who become aware of a student's request for an accommodation must forward that request to the LEC, and should let the requesting student know that they are forwarding it to the LEC.

The documentation process is designed to identify and accommodate students with legally recognized disabilities. To ensure fairness, academic accommodations should be provided to a student based on written verification from the LEC director or associate director. The university may be legally compromised if accommodations are provided without written verification from the LEC.

Faculty are responsible for reporting to the university's Section 504 compliance officer (the executive director of human resources) any observed disability related harassment or discrimination.

4. Academic Standards and Reasonable Accommodations

Compliance with the applicable law does not guarantee that an individual with a disability will achieve an identical result or level of achievement as persons without disabilities. An accommodation may not lower academic standards or fundamentally change the nature and

purpose of a class or program. Examples of accommodations include extended time on exams, exams taken in the least distracting environment, oral exams or readers for students with visual disabilities, sign language interpreter or captionist in classes for a student who is deaf, or permitting a lab assistant to perform an assignment at the direction of the student with poor physical dexterity.

5. Grievance Process

    In the event a student believes that the academic practices and policies, or the provision of services, activities, programs or benefits, by APU is discriminatory based on disability, or that he or she has been harassed or denied access to services or accommodations required by law, he or she should utilize the Disability Grievance Policy for Students which is published in the undergraduate and graduate catalogs and available on the LEC website: www.apu.edu/lec/disabilities/grievance/.

Questions regarding disability verification and reasonable accommodations should be forwarded to the director of the LEC. In addition, the LEC maintains information on referral sources for obtaining a learning disability assessment, the nature of a student's ability, individual student needs, kinds of accommodations commonly made on this and other college campuses, and applicable laws.

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Azusa Pacific University Faculty Handbook

Section 5.6 • Textbooks

Revised: March 2018

All departments will use APU's online requisition system provided by the University Bookstore to submit textbook requisitions. Faculty members may use this system to submit requisitions per the departmental expectations. Please contact the bookstore at https://www.bookstore.apu.edu/ for guidance.

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Azusa Pacific University Faculty Handbook

Section 5.7 • Academic Freedom

Revised: March 2017

At APU, academic freedom is applied to both the individual faculty member and the institution of higher learning. Academic freedom for faculty at APU is the freedom of the academician to contribute to the intellectual vitality and scholarship of the university and his/her discipline through the exercise of creative, expository, and investigative liberties in his/her teaching, discussion, research, extramural speaking, and publishing without fear of losing his/her position. Academic freedom also applies to an institution. The Christian college and university offer the freedom to pursue spiritual and religious truths in an academic environment that Christian academics may not normally enjoy in an officially secular academic environment.

During the deliberations of the original task force members, it was the conviction that a new academic freedom policy must explicitly recognize and protect the fact that academic freedom at APU means something different from what it would mean in a non-confessional institution. Making this explicit in a new policy was paramount to protect the mission and character of the institution. Moreover, the new policy protects the right of the faculty to have their work and careers judged on the basis of two (2) explicit (non-arbitrary) standards:

1. The standard of legitimate academic inquiry and expression, and

2. The standard of scholarly work that contributes to the disciplines and to society from the perspective of the faith tradition.

It is the conviction of the Academic Freedom (AF) Task Force that confessional institutions offer a richness to the academy. The American Association of University Professors' (AAUP) approach to academic freedom has historically seen confessional institutions as offering a limited form of academic freedom. This should not cloud the university's vision from seeing that there are other alternatives for confessional institutions. The new policy celebrates and protects the ability of a voluntary association of scholars to work from within a faith tradition, and to offer the world scholarly work drawn from the rich storehouses of knowledge, experience, reason, and revelation of that faith tradition. The AF Task Force therefore proposes this new academic freedom policy; an academic freedom policy that celebrates, articulates, and protects the ability of faculty and the institution to pursue scholarship and promote the mission of the university.

Academic Freedom Policy

At APU, we believe that all truth is God's truth. Furthermore, God has made it possible for humankind to access, discover, and understand truth. We also affirm that the knowledge of truth will always be incomplete and that people, including those with educational credentials, are fallible and may interpret data and ideas imperfectly. Academic freedom, therefore, from a Christ-centered perspective, must be carried out with civility, mature judgment, and the awareness of the broad representation of Christian faith that exists within this institution. Accordingly, APU affirms its commitment to freedom of inquiry and expression in academic endeavors.

The university recognizes that academic freedom has historically been defined both by broadly accepted academic standards, and by the mission and character of the institution in which it is practiced.

APU seeks to maintain an academic community in which faculty are free to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the evangelical Christian tradition. In addition to this freedom, APU seeks to pursue scholarly inquiry and expression in a way that extends and enriches the academic disciplines out of the unique resources provided by our institution's identity.

Thus, at APU, academic freedom is defined both by the commonly accepted standards of the academy and by those commitments articulated in the documents that are central to the university's identity as a Christian university. These documents articulate the central commitments which shape the academic community, and thus, the practice of academic freedom at APU: a belief in God as the creator of all things, in Jesus Christ as Savior and Lord, in the Holy Spirit as teacher and guide, in Scripture as God's authoritative and infallible revelation, and in the Christian community as an expression and vehicle of God's redemptive work in this world.

The university follows these principles in its practice of academic freedom:

- Faculty are entitled to the rights and privileges, and bear the obligations, of academic freedom in the performance of their duties. Specifically, faculty are free to pursue truth and knowledge within their disciplines in the classroom, in their research and writings, and in other public statements in their field of professional competence. At all times, faculty should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others.

- Faculty are entitled to freedom in the classroom in discussing their subject. Faculty should be careful not to introduce into their teaching controversial matter which has no relation to the subject.

- While faculty are members of the global community, as scholars and members of the APU community, faculty should remain cognizant that the public will form perceptions of their profession and their institution by their utterances.

In the practice of the academic vocation, complaints against faculty may be generated. Faculty shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with those commitments articulated in the documents that are central to the university's identity as a Christian university, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay.

Alleged violations of the academic freedom policy should be referred to the dean of the school in which the faculty member teaches. The dean may recommend a sanction appropriate for the case at hand including counseling, disciplinary action, or termination of employment.

In the event that a faculty member believes his/her academic freedom has been unduly restricted, he/she may pursue resolution of this issue through the existing faculty grievance procedure as articulated in the *Faculty Handbook,* through the Professional Affairs Review Board (PARB) process.

###

Azusa Pacific University Faculty Handbook

Section 5.8 • Academic Integrity

Revised: March 2014

Expectations of academic integrity of APU students must be predicated upon academic integrity on the part of APU faculty members. Faculty members are expected to model the rules of scholarship giving credit to ideas taken from other sources, having data collection involving human or animal subjects approved by the appropriate board, conducting data collection carefully, calculating statistics appropriately, and reporting findings in a manner consistent with their significance. Established academic dishonesty on the part of a faculty member is grounds for termination. Allegations of such may be filed with the Office of the Provost. A procedure for investigating such allegations has been established by the Academic Cabinet and is included below.

APU desires to cultivate in each student not only the academic skills that are required for their particular degrees, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. A breach of academic integrity is viewed not merely as a private matter between the student and the professor, but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university.

1. Academic Integrity for Students

    A specific academic integrity policy exists for both traditional undergraduate students and graduate students. These can be found on the web at (https://www.apu.edu/provost/integrity/) for traditional undergraduate students and in the graduate catalog and/or the school's student handbook for graduate students.   For syllabus requirements regarding academic integrity for traditional undergraduate students, see also the undergraduate syllabus guidelines. Per the policy for traditional undergraduate students, academic integrity infractions must be reported by faculty to the vice provost for Undergraduate Programs.

2. Process to Review Faculty Academic Integrity Allegations and Concerns

    Allegations or concerns that fall within the description of "research misconduct" as defined by the Policy on Integrity in Research, should be referred to the Research Integrity Officer or reported through the anonymous Whistleblower Policy mechanisms. Other concerns about faculty academic integrity, such as those raised during review of faith integration papers, or those that occur in a context not included in the definition of "research" in the Policy on Integrity in Research, will be handled as follows:

    a. The Office of Faith Integration, or other source of concern, will refer the issue to the Office of the Provost.

    b. The Office of the Provost (typically a vice provost) will initiate an informal inquiry process. The vice provost or designee will invite the appropriate dean to a meeting with the faculty member in order to seek resolution of the concern. The dean may request that a department chair or associate dean attend instead of, or in addition to, the dean.

Other parties or representatives (e.g. Faith Integration Fellow) may also be invited to attend, if applicable.

c. The inquiry process includes an opportunity for the faculty member to respond to any questions or allegations raised.

d. The representative for the Office of the Provost leading the inquiry may interview any person with information about the academic integrity concern. University members with knowledge or information about the issue are expected to cooperate by providing requested information.

e. The representative for the Office of the Provost leading the inquiry will make a recommendation to the dean about whether an academic integrity infraction occurred and whether sanctions are warranted. Although each case is treated separately, every effort will be made to identify similar sanctions for similar infractions university wide. The dean will make a final decision and communicate that to the faculty member. A finding can result in a range of sanctions from the faculty forfeiting the opportunity for advancement that year to termination of employment.

An appeal of the dean's decision can be made through the Professional Appeals Review Board (PARB) process.

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Azusa Pacific University Faculty Handbook

Section 5.9 • Relationships with Students

Revised: March 2018

1. Interactions With Students

   a. The faculty-student relationship is foundational to the mission of the university. Faculty responsibilities with respect to student may include, but are not limited to, the following:

      1) Nurture students' holistic development;

      2) Be available to students through the maintenance of regularly scheduled office hours that accommodates the majority of the students in the classes the faculty member teaches;

      3) Maintain professional discretion:

         a) Information intercepted in advising students, officially or unofficially, is confidential in nature and must not be discussed with other students or those outside the university community. If information is disclosed that indicates the student is a potential danger to him/herself or others, it must be reported to the appropriate office (e.g. Department of Campus Safety or the University Counseling Center). Any necessary discussion must be conducted with the greatest of consideration for the welfare of the student as well as the student's personal rights.

         b) Faculty members should avoid criticism of fellow faculty to students. (Justifiable criticism should be taken up with the colleague directly or proper authorities of the university).

         c) Borrowing or loaning money, cars, equipment, or other property with, from, or for students is discouraged. This policy will avoid potential problems.

         d) Involvement in student spiritual mentoring activities, where students receive ministry credit, should be cleared with the campus pastor.

         e) Formation of a student club requires approval by the director of the Office of Communiversity. Formation of an academic honor society or academic club requires approval by the Office of the Provost.

      4) If a faculty member is concerned about a student's well-being, he/she should report the concern to the appropriate office including the Title IX office and/or undergraduate or graduate/professional student services offices.

   b. Interactions with Student Athletes

      1) General Rule (NCAA Bylaw 16.02.3): An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete, or the student-athlete's relative or friend, a benefit not expressly authorized by NCAA legislation.

      2) As a faculty member, your role in protecting institutional control over athletics is vital. Student athletes, based on their NCAA participation, are required to follow a stricter

set of guidelines than other students. Below are some tips on how a faculty member can be a positive force in APU's mission of compliance. Questions on the information stated herein can be directed to the Compliance Office in the APU Athletics Department.

3) Impermissible Benefits for NCAA Student Athletes:

   a) Cash, gift cards, gifts, or services that have a monetary value;

   b) Free housing by university employee;

   c) Jobs of higher pay rate due to status as an NCAA student athlete;

   d) Any athletic achievement award, no matter the value;

   e) Tickets to an event or admission to an event that otherwise is not free;

   f) Assistance in paying of bills;

   g) Use of an automobile or transportation not generally available to student body;

   h) Birthday gifts.

4) Prospective Student Athletes Information:

   a) Free tickets to APU events or transportation to APU events is prohibited;

   b) Notifying APU athletics of potential recruits is encouraged, and athletics will conduct the follow up.

5) Permissible Benefits to NCAA Student Athletes:

   a) Necessary academic support services;

   b) Tutoring services;

   c) Course supplies, academic planning tools, costs of field trips;

   d) "Occasional" meals from an institutional staff member;

   e) Help finding an established internship or job;

   f) Class-wide benefits (snacks, coffee, etc.)

6) If there are ever any questions regarding the content of this section, please contact the Compliance Office in the APU Athletics Department.

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Azusa Pacific University Faculty Handbook

Section 6.1 • Intellectual Property Policy

Revised: March 2017

This policy provides a framework for the encouragement, protection, and advancement of faculty derived knowledge, scholarship, products, and applications as they relate to personal and university intellectual property. For clarification, see "Copyright Policy For Works Created at or in Affiliation with Azusa Pacific University" on the [Office of the General Counsel website,](#) [University Policies](#).

###

Azusa Pacific University Faculty Handbook

Section 6.2 • Faculty Scholarship and Research Support

Revised: March 2015

1. Definition of Scholarship

    As a strategic priority for the university, transformational scholarship is defined as research and scholarly activity that can make a difference in the world; such scholarship has the ability to change lives, worldviews, professional disciplines, policies, practices, and society in meaningful, positive ways. The scholarly process at APU is an ongoing and diverse endeavor of faculty, staff, and students that fosters a culture of inquiry and contributes to the learning process. Such scholarly activities are informed by faith and reflect the unique strengths and gifts of the scholar and the discipline in which his or her scholarship is grounded.

2. Faculty Research Support

    APU is committed to providing the highest level of methodological consultation, compliance support, and grant funding assistance to all full-time faculty. The Office of Research and Grants (ORG) is the "one stop" for all things scholarly. ORG celebrates faculty scholarship, facilitating expert methodological consultation for quantitative, and mixed-method research designs. Additionally, ORG sponsors regular faculty consultations for colleagues interested in publishing a book. Finally, ORG provides regular workshops on topics including collaborative research, using archival data, and research design. Consultations can be arranged by contacting ORG directly at 626.815.2082. Details regarding workshops can be found on the Office of Research and Grants Training and Resources webpage.

    Grants constitute a remarkable opportunity for faculty and for the university. The pursuit of grants is a high calling. ORG assists faculty with grant inquiries, submissions, post-award management, and administration. The office regularly works with faculty to locate external (federal and foundation) funding opportunities. ORG provides scaffolding to help faculty develop winning proposals. Details on seeking grants, including policies and procedures, are available in the *Grants Handbook*.

    Compliance with standards for ethical treatment of human or animal subjects is a federal requirement for projects meeting the definition of research. ORG provides pre-submission consultation for investigator projects relevant to the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC). Consultations can be arranged by contact ORG directly at 626.815.2082.

    a. Institutional Review Board (IRB)

        The APU IRB adheres to federal regulations designed to protect the rights and wellbeing of human research participants. The IRB reviews, monitors, and takes action on all proposed research involving human subjects. The IRB ensures compliance with federal, state, local, and institutional regulations protecting human subjects. The IRB falls under the Federalwide Assurance (FWA) with the Department of Health and Human Services/Office of Human Research Protections (DHHS/OHRP). Faculty preparing an IRB proposal must be certified using the Collaborative Institutional Training Initiative

(CITI). The IRB handbook and proposal information are also available on the ORG website, Research [Ethics](#).

b. Institutional Animal Car and Use Committee (IACUC)

The APU IACUC adheres to federal regulations designed to protect the wellbeing of animals in research. The IACUC monitors the APU animal research program, facilities, and procedures. The IACUC ensures research compliance with the Animal Welfare Act, Public Health Service Policy on Humane Care and Use of Laboratory Animals, US Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training, and the guide for Care and Use of Laboratory Animals. Additional information can be found on the ORG [webpage](#).

More information about APU's compliance standards can be found on the ORG website. These include the Policy for Conflicts of Interest in Research and the Integrity in Research Policy (also known as the research misconduct policy). ORG additionally provides ongoing workshops dealing with topics pertinent to the responsible conduct of research.

3. Internal Grants Available to Faculty

APU provides many internal grants for faculty. Please refer to the Yearly Scholarship Grant Opportunities for full-time APU faculty document distributed at the Fall Faculty Workshop or visit: https://www.apu.edu/provost/research/faculty/.

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Azusa Pacific University Faculty Handbook

Section 6.3 • Sabbatical

Revised: March 2016

The purpose of the sabbatical program is to strengthen the institution's academic program by providing individuals with faculty status the opportunity to enhance their teaching effectiveness, pursue professional development, and conduct scholarly research and writing.

The following activities are the typical pursuits of an individual on a sabbatical; all activities should be outlined in detail in the sabbatical proposal.

1. Research and writing projects;

2. Post terminal degree study;

3. Creative projects in the fine arts;

4. Professional internships to enhance skills needed for one's assignment;

5. Fellowships that enhance one's assignment at APU;

6. Plan for the recovery or enhancement of teaching effectiveness;

7. Visiting professorships.

Types of proposal that are not acceptable include the following:

1. Developing vocational interest unrelated to the faculty member's role as a teacher-scholar;

2. Reading or studying that is not clearly designed to improve the faculty member as an educator;

3. Traveling for the purpose of general enrichment only; and

4. Reviewing, revising, or creating curriculum.

After completing six (6) entire academic years of full-time service, faculty members who hold the rank of associate professor or above are eligible for a sabbatical leave. Academic administrators, clinical/professional faculty, and coaching faculty are not eligible for a sabbatical leave. Sabbaticals may occur any time during the seventh year or beyond. Service is measured in annual installments, not by semesters. The fall following a sabbatical leave begins a new accrual. The application process occurs in the year preceding the desired sabbatical leave. Eligibility does not mean approval. APU may award sabbatical leaves each year based on merit. The decisions are made by the Academic Cabinet. The provost may award additional sabbaticals according to the research needs of the university.

Prime consideration in choosing a candidate for sabbatical leave will be given to the quality of the proposal presented, its expected benefit in terms of anticipated growth of the faculty member and consequent improved effectiveness as an advisor, administrator, scholar, or teacher, and the years of service to the university.

A completed application will include:

1. Statement of purpose guiding the proposed sabbatical leave;

2. Detailed plan of the activity or project proposed;

3. Plan for addressing how duties will be handled during the sabbatical;

4. Description of how the proposed activities will benefit the individual's professional growth in the areas of teaching, scholarship, advising, and/or service;

5. Description of how the university will benefit from granting this sabbatical;

6. Copy of the faculty member's curriculum vitae.

Normally the terms of a sabbatical leave will be either one (1) academic year at half pay or one (1) term/semester (18 weeks or 12 units) at full salary. Faculty may also apply for two (2) nine-week terms at full salary which may be taken consecutively or non-consecutively over a two (2) year span. If, however, a project is of exceptional merit, consideration to extend the sabbatical up to a full year may be given (e.g. selection as a Beverly Stanford scholar).

Application forms are available from the Office of the Provost and are to be submitted through the chair of the department and appropriate dean to the provost, not later than November 15 of the academic year preceding the year of the sabbatical. Approval of the sabbatical application must be granted by the Academic Cabinet.

A faculty member on sabbatical continues as a regular full-time employee of the university and shall receive all regular fringe benefits. The faculty member is also eligible to apply for all faculty development programs. Time spent on a sabbatical shall count toward years of service required for promotion and extended contracts. All expectations and obligations related to FES must be met, regardless of the time of year a sabbatical is taken.

A recipient of a sabbatical leave is permitted to receive additional financial assistance provided specific arrangements have received administrative approval. Faculty are encouraged to pursue externally funded grants, contracts, and fellowships for support of the recipient's sabbatical. However, during the period of sabbatical leave, a faculty member shall engage in salaried work for another employer only with the prior approval of the provost. Except in unusual circumstances, a faculty member on sabbatical shall not assume any part-time teaching or other assignment at APU. **Requests for changes to the approved plan must be made in writing for prior approval by the dean and the provost.**

Following a sabbatical, a faculty member is obliged to return to APU for a period of two (2) subsequent contract years of full-time service after the contract cycle in which the sabbatical was taken. Otherwise, the faculty member is obligated to reimburse the university for all compensation (including the cost of fringe benefits) paid to him/her during the period of the sabbatical leave. If the faculty returns for part of the two (2) years, the sabbatical compensation must be paid back on a pro-rated basis (e.g. one (1) year of service post-sabbatical would require repayment of half of the cost of the sabbatical leave).

Within ninety (90) days of the completion of the sabbatical, the recipient will submit a written report to the Academic Cabinet and the Office of the Provost describing the activities and accomplishments during the sabbatical. Faculty returning from sabbatical leave are also expected to share their experiences in a manner that benefits the university and its students. Each recipient will present their sabbatical work on campus (e.g. during the Sabbatical Luncheon Series or at another public event sponsored by the university). Faculty are also

asked to publicize the success of their projects in ways that will build support for the concept of sabbaticals including sharing with discipline colleagues at professional conferences, sharing with community members and/or the media where appropriate, and creating materials for university websites.

Fulbright Policy:

APU fully supports faculty pursuing external grants for research. Specifically, any faculty member at APU who receives a Traditional Fulbright Scholar or Fulbright Distinguished Chair grant and who has prior written permission from his/her dean may be granted a sabbatical for that grant period (typically one (1) semester, but possibly also half pay for one (1) academic year), whether or not that faculty would have been eligible according to the guidelines above. This does not include the Fulbright Specialist Program which is typically for a period of two to six (2-6) weeks. The standard sabbatical requirements regarding length of subsequent service and eligibility for subsequent sabbaticals apply.

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Azusa Pacific University Faculty Handbook

Section 6.4 • Faculty Development

Revised: March 2013

The Center for Teaching, Learning, and Assessment (CTLA) promotes the development of faculty in the areas of teaching, scholarship, service, and faith integration. CTLA professionals provide resources, services, educational opportunities, and support to faculty in order to help them thrive in their professional roles. With the recognition that the skills required for proficiency in Educator-Mentor, Scholar-Practitioner, Servant-Leader, and Faith Integration may take time to develop, every effort is made to provide faculty members with resources that will help them grow in their areas of giftedness and strength, so they can successfully advance at the university. Faculty who are new to the university are expected to participate in new faculty orientation, faith integration seminars, and other relevant professional growth opportunities offered through CTLA. All faculty are encouraged to use the support offered by CTLA professionals to assist in their further development.

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Azusa Pacific University Faculty Handbook

Section 6.5 • Education Assistance Program

Revised: March 2015

The university provides an Education Assistance Program to assist full-time faculty members who wish to obtain an initial doctorate degree.

1. Eligibility

    Full-time faculty members of all ranks are eligible for the Education Assistance Program. Academic administrators, clinical/professional faculty, coaching faculty and faculty on a non-renewable contract are ineligible. Eligibility is concurrent with the beginning of the second contract year. Each applicant must have his/her program approved by their dean and the provost. In order to maintain eligibility, such faculty members must make timely progress toward completion of the degree program.

2. Program Approval

    Applications for the Education Assistance Program may be obtained from the Office of the Provost. They are to be submitted first to the faculty's department chair and dean for approval. The dean and the provost will review the proposed course of study and take into consideration the institution where the coursework will be taken. The primary criterion for approval of the program is the benefit of the course of study to fulfillment of the faculty member's assigned role at the university. The program is intended for the pursuit of an initial doctoral degree. A subsequent master's degree or second doctoral degree does not qualify for this benefit.

3. Reimbursement

    The institution will reimburse up to seventy-five percent (75%) of course/per unit tuition charges and all course related fees (e.g. lab, clinical), up to the total cost of eighteen (18) semester units per fiscal year (7/1/xx-6/30/xx). Reimbursement will only be applied to the remaining amount owed after all scholarships, grants, and other free/non-repayable (non-loan) financial aid funds have been posted to the faculty member's student account. Examples of said funding are: research assistantships, teaching assistantships, fellowships, grants, and scholarships. Clear billing must be presented to show true net amount. All billing must be submitted after completion of course(s), not before. A grade of C or better is required to receive tuition reimbursement.

    Other expenses incurred by the faculty member such as, but not limited to, parking, health insurance, late fees, travel, books, service fees, enrollment and/or any other university fees are not reimbursable.

    It is the responsibility of the faculty member to report all said funds being reimbursed and/or paid on behalf of the student to the faculty member's university financial aid office for full disclosure.

4. Conditions

   a. The benefit is limited to eighteen (18) semester units or equivalent per fiscal year. By prior written approval of the dean and provost, this limit may be exceeded under special circumstances.

   b. The program approval will specify the timeline for completion of the program. Any leaves of absence or extensions must be approved in advance. Failure to complete the program in the allotted time will result in cancellation of education assistance from that point forward.

   c. Faculty members are expected to remain at the university for at least three (3) contract years succeeding such a benefit. For example, a faculty member receiving a benefit during the 2016-2017 fiscal year must remain at APU for the 2017-2018, 2018-2019, and 2019-2020 contract years. If a change of employment is made before three (3) years, at the choice of the individual, one-third (1/3) of the total amount paid by the university is repayable in full for each contract year commitment that is not fulfilled.

   d. As faculty members receive payments, they will sign promissory notes which list the payment conditions as defined in the above policy. A certain amount is allocated annually for tuition reimbursement; therefore, requests for reimbursement must be submitted within three (3) months following the end of the semester in which approved coursework was completed.

   e. The Education Assistance Program is for academic credit in a regionally accredited college or university, approved under item 2 above. Any exceptions must have prior approval from the dean and provost. A faculty member may not change the approved program or institution of study without submitting a new application for approval.

   f. Participation in an APU doctoral program course must be approved by the Office of the President or Provost.

   g. Participation in the Education Assistance Program must not interfere with the professor's obligations or reduce the performance at APU. If service to APU, or faculty employment is evaluated as less than satisfactory by the dean in consultation with the department chair, the faculty member may be required to discontinue outside employment or commitments and could result in cancellation of the Education Assistance Program from that point forward.

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Azusa Pacific University Faculty Handbook

Section 6.6 • Professional Organization Benefit

Revised: March 2018

The university pays the first fifty dollars ($50) of the annual dues for membership in approved professional higher education association or a subject-matter discipline organization. Faculty members may send in their own membership form and payment for dues to their organization; thereafter, the faculty member submits a completed Expense Reimbursement Form attaching proof of membership and payment to the Office of the Provost for reimbursement. This benefit must be used before the end of the current fiscal year (June 30). Funds are limited to one reimbursement per faculty member, per academic year.

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Azusa Pacific University Faculty Handbook

Section 6.7 • Professional Travel

Revised: March 2014

Purpose

   The university's purpose in reimbursing faculty members for reasonable and approved expenses related to professional business travel is to enable faculty members to keep in touch with developments in their fields of scholarship and teaching, and to extend their networks with scholars and teachers of similar interests.

Professional Travel Funds

   A Professional Travel Fund is maintained in each college or school. The amount available is allocated annually in the budget.

   All full-time faculty members are eligible to apply for approval, in advance, for travel to professional meetings. Application should be made to the dean no later than October 1 of each year. Decisions will be based on scheduling, disposition of funds, and the benefits to the individual, department, and college or school.

   Because funds are limited, it is understood that some requests may be denied. Prior to approving any request, the dean will determine if the activity identified meets the criteria for reimbursement as a business expense and whether there is sufficient funding to reimburse the reasonable, approved, and properly documented expenses expected to be incurred. Expenses will be reimbursed in accordance with the university's accounting and financial policies and procedures.

International Travel

   a. Accountability

   The university prioritizes the safety, stewardship, and accountability for the students, staff, and faculty who travel on university related business. These international travel protocols are intended to support safe and accountable travel consistent with the mission and values of the university.

   b. Approval

   APU maintains a master calendar of where all of our community members are around the world. Absolutely **all** international travel for academic or business purposes needs approval from the president, provost, or executive vice president **before** any travel bookings are made. A person who is not faculty, staff, or current student, but receiving a stipend, expense reimbursement, or equivalent support from the university, must also be pre-approved by the Office of the Provost. The Office of the Provost manages the approval procedures for international travel for all faculty, academic staff, and students.

   c. International Travel Authorization

   Only approved trips will receive a Travel Authorization (TA) number. This TA is required on all documentation, reimbursement requests, and reports relating to the travel approved and documented on the Travel Approval Form.

d. Travel Warnings

No one is approved to travel to countries listed on the US Department of State *Current Travel Warnings* list without approval from the Travel Safety Committee. The Office of the President has the discretion to call back any faculty, staff, student, or university representative from a country where the situation has changed since the time of travel causing the country to appear on the *Current Travel Warnings* list.

e. Reporting

A formal Trip Report is required for each authorized trip, and shall be submitted to the Office of the Provost, within a reasonable time following the end of travel, for legacy records.

f. Procedures

Steps to international travel approval are located in Google Drive in [International Travel](#) folder.

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Azusa Pacific University Faculty Handbook

Section 6.8 • Feast Fund

Revised: March 2013

The Feast Fund program is designed to encourage and assist in entertaining students in faculty homes. While recognizing that funds are not adequate to underwrite the total cost, the program is designed to help defray the expense and to be an encouragement in this type of effort.

These funds are not designed to be used for end-of-the-year class parties. Funds are limited. Guidelines for the Feast Fund Program are as follows:

1. Funds are available for entertaining students in their homes in amounts of up to $100 per faculty member, per academic year.

2. It is designed for group entertaining, generally for ten (10) or more students. It is recognized that not all faculty will be able to take advantage of this incentive, limited by the size of the faculty member's home and/or the distance from the campus at which they teach.

3. Payment is arranged through the Office of the Provost as a reimbursement by submitting an Expense Reimbursement Form, attaching the original receipts thereto along with a list of the names of the students who were in attendance.

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Azusa Pacific University Faculty Handbook

Section 7.1 • The Faculty Evaluation System

Revised: March 2018

The Faculty Evaluation System (FES)

1. Background

    The Faculty Evaluation System (FES) is designed to encourage the continued professional growth of faculty members, recognize faculty strengths and gifts that enable them to achieve excellence, and encourage the retention of those faculty members who are strong teachers, scholars, and servants. In March 2012, the Faculty Senate approved the Faculty Evaluation System, which modifies the Comprehensive Faculty Evaluation Program (CFEP), as the decision-making system for extended contract and promotion. All full-time faculty members are required to participate in FES, the university approved rank promotion and extended contract process for continued employment. Academic administrators are not eligible to participate in FES. As stipulated in the 2014-15 Faculty Handbook, the FES underwent a formal review by the faculty and administration in April 2015 and was amended by the Faculty Evaluation Council during the 2015-16 and 2016-17 academic years. Ongoing assessment of the effectiveness of FES will be conducted by the FEC and reviewed by the board. Beginning in 2018-19, in acknowledgement of the uniqueness of library faculty, a separate faculty category and evaluation system was developed. See Section 7.5 for the Library Faculty Evaluation System.

2. Philosophy of FES

    The success and reputation of APU depends in large measure on the talents that exist among its faculty and how effectively faculty members use their talents to accomplish the mission of the university, particularly within the context of their academic units. Toward that end, all full-time faculty members on renewable contracts participate in the FES and apply for an extended contract and/or a rank promotion based on their gifts and calling. Clinical and professional faculty participate in FES at the discretion of the dean and provost.

    While faculty are evaluated as individuals for extended contract and rank promotion, expectations for performance are agreed upon and performance is evaluated in the context of the departments (units) in which they work. In this regard, each faculty member will set goals for expected performance in collaboration with his or her chair or supervisor in the context of departmental needs, faculty strengths, and the role(s) in which the faculty member operates within the department. Successful faculty are expected to contribute to the work of the department and to the university.

3. Features of FES

    a. Collaborative Goal Setting

        The foundation of the Faculty Evaluation System is the goal setting and review meeting between the chair and the faculty member that is held each year. The intent of the goal setting and review meeting is to establish a mutual understanding between the chair and the faculty member regarding the Educator-Mentor (E-M), Scholar-Practitioner (S-P),

Servant Leader (S-L), and faith integration (FI) performance expectations for the coming academic year and to evaluate the performance of the past year. These expectations will vary based on the scholarship tier (see Section 7.2 item 3.) assigned to the faculty member.

The goal setting and review meeting will take place after a year of FES data collection (recorded June 1 through May 31) and a review and chair evaluation of the previous year's achievements. In each annual conversation, goals and expectations may be modified in light of emerging departmental needs, new or improved faculty skills, or change in work responsibilities. In any year, deans have the option to review goals and expectations set by chairs and faculty members. Contract decisions are rendered by the chair and the dean, typically after three (3) or five (5) years of data collection, depending on the length of the existing contract.

b. Primary Faculty Roles and Responsibilities

In the FES, the work responsibilities of APU faculty are categorized broadly into three (3) faculty roles designated as: Educator-Mentor (E-M), Scholar-Practitioner (S-P), and Servant-Leader (S-L). These three (3) roles, along with faith integration competency and professional development, reflect the important work responsibilities expected of all full-time faculty members. All faculty members are assessed in all three (3) roles, along with their understanding of and competency in faith integration. Each role and the assessments associated with them are described in detail in Section 7.2. Faith integration assessments and expectations are described in Section 7.3.

c. FES Annual Data Collection Cycle

FES data collection begins with a goal setting conversation between the faculty member and supervisor (typically the department chair).

After the goal setting meeting, and throughout the academic year, faculty members keep track of their Educator-Mentor (E-M), Scholar-Practitioner (S-P), Servant-Leader (S-L), faith integration, and professional development activities via Activity Insight, from which reports are generated. Faculty should have all activities entered and reports generated for review prior to the annual meeting with their chair.

At the end of each spring, faculty meet with supervisors to review their performance, and supervisors assign ratings and provide narrative feedback to the faculty member in Activity Insight. Faculty also set goals for the upcoming academic year, which supervisors also approve.

PLEASE NOTE: Because faculty self-analysis data are utilized for contract decisions, if a faculty member fails to enter data or narrative feedback into Activity Insight by the required deadline, the faculty member will be deemed to have opted out of the FES review process and will receive a notice of non-renewal.

The table below summarizes FES tasks and deadlines and provides guidance for how to accomplish tasks in Activity Insight. Schools and departments may engage in activities prior to a stated deadline.

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FES Activity	Deadline
Faculty meet with department chairs and set goals for the upcoming academic year. See "Faculty Generate Annual Goals and Upload Goals and Expectations Report**"** section below. **Supervisor Approval of Goals and Expectations Report** Goals and Expectations Reports must be approved by the direct supervisor at "Upload Goals Report for Supervisor Approval" link for the upcoming academic year. To view what reports have been entered by faculty under a supervisor's span of care, click here for Activity Insight details.	August 31 (September 15 for new faculty hires)
Grievances/Disputes Any grievances related to annual goal setting or data collection must be registered with the faculty moderator using the grievance process (See *Faculty Handbook* Section 4.2)	November 15
Contract Recommendations All department chair, dean, and TTRP recommendations for extended contract and rank promotion are submitted in Activity Insight. Click here for Activity Insight details.	January 15 (January 3 for notification of conditional contracts)
Contract Issuance Contracts are issued by the Office of the Provost and the Board of Trustees.	April 1
Faith Integration Submissions for Preview Faith integration preview submissions due. (Feedback and initial scoring will be delivered on June 1.)	April 15
Peer Collegiality Survey (SL2) Peer Collegiality Survey (SL2) is administered by the Office of Faculty Evaluation, and data is entered in Activity Insight two weeks following completion of data collection.	May 1 (data entered into Activity Insight)
Faculty Enter Annual Activities Educator-Mentor (E-M), Scholar-Practitioner (S-P), Servant-Leader (S-L), Faith Integration (FI), and Professional Development (PD) activities, as well as a narrative reflection, are entered by faculty into Activity Insight at the various links. After entry, activity reports are generated and uploaded. In preparation for their meeting with the supervisor, faculty might be asked to enter goals and expectations (and generate a report) for the upcoming year. Click here for Activity Insight details.	June 15

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Observation of Teaching Feedback ● Chair or chair designee enters feedback and uploads materials used in observation of teaching Click here for Activity Insight details.	June 15
Faculty Generate Annual Goals and Upload Goals and Expectations Report Prior to meeting with the supervisor, faculty might be asked to generate goals and expectations for the upcoming academic year. Click here for Activity Insight details.	June 15 or prior to annual meeting with supervisor
Faith Integration Final Deadline Faith Integration Response Paper (FIRP) and faith integration promotion materials final submissions are due to faithintegration@apu.edu. (Feedback and scoring will be delivered October 1.)	June 30
Performance Review and Goal Setting Meeting with Supervisor In preparation for the meeting with the supervisor, faculty should have uploaded an annual Activity Report, TES Report, and submitted narrative reflection for supervisor viewing (see Faculty Enter Annual Activities above). Additionally, faculty submit a Goals and Expectations Report for upcoming year in Activity Insight at "Upload Goals Report for Supervisor Approval" link (see section above). Supervisor reviews Teaching Effectiveness Score (TES), SL2 data, faculty activities and reflections, as well as goals and expectations as part of the meeting. Click here for Activity Insight details.	July 31
Supervisor Rating of Faculty Performance After the annual performance review meeting and the review of the Scoring Summary Report, supervisors enter ratings in three (3) roles and provide narrative feedback to faculty on their performance in Activity Insight at "Annual Supervisor Feedback" link. Chairs or dean designee may also be asked to rate faith integration proficiency at the link titled "Annual Faith Integration Feedback." Click here for Activity Insight details.	

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d. Data Collection and Contract Issuance

New faculty hired on renewable one (1) year contracts will collect data during their first year and continue for three (3) academic years, subject to annual contract renewal. During their first academic year, new faculty will meet with department chairs by January 31 for a mid-year progress review.

Unless special circumstances exist and expressed permission is granted by the dean and provost, faculty hired after October 1, who have no fall teaching responsibilities, will begin data collection the following academic year. After three (3) complete years of data collection, the FES 4: Scoring Summary Report is reviewed in the fall semester of the fourth year and a contract recommendation is made, becoming effective in the fall semester of the fifth year. Unless written permission is received from the provost, faculty hired on a one (1) year, non-renewable contract are not eligible to begin data collection until their contract becomes renewable.

If a faculty member is unsuccessful in achieving an extended contract, the faculty member shall receive notice of non-renewal pursuant to section 4.4 of this *handbook.* In rare cases, after notice of non-renewal has been provided, in the exercise of their sole discretion, the provost and dean may choose to offer the faculty member a one (1) year conditional contract. If offered, the one (1) year conditional contract shall specify goals and expectations for improvement that, if successful, will allow the faculty member to attain an extended contract upon the conclusion of the one (1) year conditional contract. For example, the provost and dean might exercise their discretion to offer a one (1) year conditional contract when the faculty member has met most of the standards for an extended contract, but falls short in one area and has demonstrated a desire and ability to meet the remaining standard with one year of additional data. A faculty member whose performance is so far below the standard that they do not have the ability to meet the extended contract standard with one additional year of data collection (e.g., they cannot mathematically meet the extended contract standard) will not be offered a one (1) year conditional contract.

If the faculty member fulfills the conditions of the one (1) year conditional contract, the faculty member will move to an extended contract. However, if the faculty member does not fulfill the conditions, successive one (1) year conditional contracts generally will not be offered and the faculty member will no longer be employed at the university upon the conclusion of the one (1) year conditional contract. Because one (1) year conditional contracts are offered to faculty members whose performance has not met the standards required for extended contract, and therefore who are not entitled to continued employment at the university and have received notice of non-renewal, successive one (1) year conditional contracts will not be issued except in the rarest of cases when extenuating circumstances are shown.

Due to the discretionary nature of the terms of a one (1) year conditional contract, and due to the fact that faculty members on one (1) year conditional contract have already received notice of non-renewal, PARB review is not available to aggrieve the terms of a one (1) year conditional contract, the determination of whether the faculty member has met the conditions of a one (1) year conditional contract, or the faculty member's failure to receive a successive one (1) year conditional contract. Pursuant to section 4.4 of this *handbook*, PARB review is available only to certain faculty members when they receive notice of non-renewal.

In extraordinary cases, new faculty may be offered the opportunity to pursue an expedited extended contract or rank promotion, in which case fewer years of FES data

are collected before making a decision. Faith integration materials are due June 30 at the end of the second year of data collection. A contract decision is rendered in the third academic year, with an effective date occurring in the fourth year.

In cases where an expedited contract is offered, department chairs and deans should set a higher level of expectation for faculty performance than the university criteria (e.g. Teaching Effectiveness Score (TES) above 55; published works, etc.). Additionally, the Office of Faith Integration (OFI) and the Office of Faculty Evaluation (OFE) must be notified any year in which an expedited review is anticipated. Notification is received via a completed New Faculty Hire form submitted, at the time of hire, to the Office of the Provost and routed to the appropriate offices.

Once an extended contract is achieved, faculty collect the same number of years of data as the length of their current contract to reach a decision about the next contract recommendation. Thus, faculty on a three (3) year contract seeking either a three (3) year renewal or a first, five (5) year contract collect three (3) years of data. Faculty on a five (5) year contract seeking a five (5) year renewal collect five (5) years of data.

In cases when a faculty member is granted a university-approved leave of absence, the data collection timeline may be modified, subject to approval by the dean. Upon approval, modified data collection timelines will be communicated to the provost and the Office of Faculty Evaluation.

e. Faculty Development and Faculty Evaluation

Faculty evaluation and faculty development are intertwined at APU. With the recognition that the skills required for proficiency in Educator-Mentor (E-M), Scholar-Practitioner (S-P), Servant-Leader (S-L), and faith integration may take time to develop, every effort is made to provide faculty members with resources that will help them grow in their areas of giftedness and strength, so they can successfully advance at the university. The Center for Teaching, Learning, and Assessment (CTLA) provides resources and support to faculty to facilitate their successful advancement. Faculty new to the university are expected to participate in new faculty orientation, faith integration seminars, and other professional growth opportunities offered through CTLA as specified at the time of hire. All faculty are encouraged to use the support offered by CTLA professionals to assist in their further development.

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Azusa Pacific University Faculty Handbook

Section 7.2 • Assessment of Faculty Roles in FES

Revised: March 2018

Assessment of Faculty Roles in FES

The following section describes the various roles that are assessed and evaluated in the Faculty Evaluation System (FES). The benchmarks needed to attain advancement are described in detail in Section 7.4.

1. Educator-Mentor (E-M)

   The Educator-Mentor (E-M) role encompasses activities associated with teaching, curriculum development, advising, supervision, and other forms of educational support. While each faculty member's level of contribution may vary, all full-time faculty participating in FES are expected to teach term-length courses, develop curriculum as appropriate, advise or mentor students, and perform E-M activities needed by the department. Evidence for evaluation in the E-M role includes three (3) sources (more may be offered by the faculty member): 1) student feedback about teaching and learning via IDEA scores (and other FEC approved measures of teaching effectiveness), 2) data from observation of teaching, and 3) a chair's rating of Overall Educator-Mentor Effectiveness based on whether faculty reported activities have met stated goals and expectations.

   a. Student Feedback About Teaching Effectiveness

      1) IDEA Scores

         APU utilizes the IDEA (Individual Development and Educational Assessment) system to make judgments about teaching effectiveness. IDEA is a standardized, nationally normed instrument that measures students' perceived learning gains, as well as students' perceptions of the overall excellence of the teacher, in a given course. Knowing that instructors can encounter student groups and classroom characteristics that may inadvertently disadvantage or advantage the evaluations students produce, IDEA statistically adjusts for known influences beyond an instructor's control and calculates an adjusted score to more accurately reflect the real learning likely to have taken place. IDEA also provides a comparison to other students in the same faculty-selected discipline. In the FES system, the highest possible score is utilized for decision-making purposes.

         a) Selecting Courses for Evaluation with IDEA

            In the IDEA process, courses are automatically uploaded via a batch file based on the current course schedule. In cases where IDEA is not an appropriate instrument for evaluating the student learning experience (e.g. independent study, applied music lesson, etc.), faculty may request that IDEA never be utilized. Requests must be submitted to, and approved by, the chair and dean and are then communicated to the IDEA coordinator in the Office of Faculty Evaluation.

            Faculty who are new to the university, faculty on one (1) year contracts, adjunct faculty, and faculty who have not met university Teaching Effectiveness Score

(TES) benchmarks are required to use the diagnostic form in their courses. Faculty who are on extended contracts and meet university TES benchmarks have the choice to use the Learning Essentials form (short form) or Diagnostic Form (long form). To request that the Learning Essentials form be utilized, faculty complete the Learning Essentials Request Form located on the IDEA [website](#).

b) Administering IDEA Evaluations

IDEA evaluations may be administered in class using a mobile delivery mechanism (e.g. iPhone, tablet) or outside of class via a URL made available to students by email. For courses that are scheduled for eight (8) weeks or longer, the last two (2) weeks of class, prior to final exams, will be used for administration; for courses that are scheduled for fewer than eight (8) weeks, the last week of class (prior to final exams) will be used for administration. Students and faculty will be notified when the evaluation window is open.

Prior to administration, faculty must complete the Objectives Selection Form, which identifies the educational objectives on which students should have made progress. Guidelines for selecting objectives and for classroom administration can be found on the IDEA [website](#). On the day of classroom administration, the faculty member should introduce the instrument and its importance and then leave the classroom.

Completed IDEA forms are automatically sent to an outside publisher for scoring and IDEA summary reports are returned electronically directly to the faculty.

c) Obtaining a Teaching Effectiveness Score in FES

For purposes of FES, a Teaching Effectiveness Score (TES) reflects a calculated score based on students' perceptions of effectiveness as assessed by the IDEA instrument. Other measures of teaching effectiveness are collected as part of FES (see Sections 7.2 item 1. b. and 7.2 item 1. c.).

i. Scores Included in the Teaching Effectiveness Score

The institution collects data about the effectiveness of all its courses for purposes such as program review and accreditation. For FES purposes, all course data for which IDEA was utilized is recorded in Activity Insight for evaluation; faculty participating in FES are expected to exhibit consistency in teaching performance; however, the expectations for teach effectiveness vary based on faculty contract type.

A. Faculty on one (1) year contracts and one (1) year conditional contracts evaluate and utilize 100% of their courses to meet a TES benchmark. Faculty on extended contracts (three (3) year or five (5) year) evaluate all of their courses, however meet TES benchmarks in 50% of their courses unless they choose to utilize 100%.

B. Regardless of contract type, if a course TES falls below 40, the chair or dean may require that the TES improve before assigning an extended contract. See Section 7.4 for details on the appropriate TES benchmark for each level of advancement being sought.

C. In extraordinary circumstances (e.g., extended instructor absence, change in instructor mid-term, extraordinary classroom event), a faculty member may request that an evaluated course be excluded from consideration in the TES process. All requests for exclusion must be submitted in Activity Insight and decisions rendered by the chair and dean NO LATER THAN OCTOBER 1 of the year following the course in question.

ii. Calculation of Teaching Effectiveness Score

For the TES calculation, the higher of the raw converted score or adjusted converted score for Progress on Relevant Objectives (PRO) and the higher of the raw converted score or adjusted converted score for Overall Excellence of the Teacher (ET) are utilized to calculate teaching effectiveness scores. A Teaching Effectiveness score is obtained for each course by averaging the highest scores on the two (2) indicators (Progress on Relevant Objectives and Excellent Teacher). Each TES is averaged to attain a multi-year Teaching Effectiveness Score.

In order to achieve an extended contract or rank promotion, faculty are expected to achieve the appropriate Teaching Effectiveness Score benchmark in either 100% or 50% of their IDEA evaluated courses based on contract type as articulated in Section 7.4 for the advancement being sought.

iii. Viewing Teaching Effectiveness Score

Each year, faculty can view their IDEA results in several formats. In addition to the reports that faculty receive on their faculty portal (https://apu.campuslabs.com/faculty) for each course evaluated, scores are posted for each course in Activity Insight. Additionally, an annual TES Report may be generated by the faculty member in order to review performance in teaching.

The TES Report lists all courses taught with their associated TES and calculates an average TES across all courses in an academic year. The TES Report can be generated across multiple years, giving a cumulative average TES across all courses in the years that are being assessed. Additionally, cumulative TES scores are calculated in the Summary Scoring Report, which compiles all relevant FES data for an academic year into one report.

d) IDEA Faith Integration Items

Faith integration is an educational distinctive of APU. Whenever possible, faculty are expected to incorporate principals of the Christian faith into the curriculum and to model a Christian perspective of truth and life. As one source of evidence of faculty effectiveness in faith integration, students report their levels of agreement with several statements that articulate expected faith integration outcomes for each course.

i. Use of Faith Integration Item Scores

Faith integration scores are obtained as part of the IDEA process. These items are provided to the faculty member under the "Additional Questions" section when they receive their IDEA reports. This data is a valuable source of evidence for the further development of the faculty member and results will

be incorporated into program review; however, faith integration scores are not recorded in Activity Insight nor are they a part of FES.

2) Other Measures of Student Feedback About Teaching Effectiveness

Faculty who teach significantly in formats in addition to traditional classroom settings must use other forms of student feedback data to supplement or replace IDEA. These data may include other instruments that have been designed to solicit student feedback about teaching. All alternate forms of evidence must utilize a scoring system with Faculty Evaluation Council (FEC) approved standards for extended contract and rank promotion.

Faculty in departments that utilize other university approved forms of assessment for student feedback about teaching effectiveness will need to identify appropriate ways for calculating a teaching effectiveness score and to set appropriate standards for each level of extended contract and promotion. Standards must be reviewed and approved by the Faculty Evaluation Council (FEC) and Faculty Senate. The data collected may include percentages, averages, or other quantitative data.

b. Observation of Teaching

In addition to student feedback about teaching, faculty may obtain feedback via classroom observation. The data collected from the observations will be utilized as an additional source of evidence to determine overall teaching effectiveness in the Educator-Mentor (E-M) role. While optional in nature, chairs may require that observations take place if this type of additional evidence is warranted.

1) Selection of Reviewers

A faculty member's primary supervisors (chair, associate dean, and/or dean) are to serve as the reviewers for teaching observations. Supervisors may also choose to assign a full-time faculty member from the same department, school, or college as a designated reviewer for classroom observations. In extenuating circumstances, designated faculty reviewers may be recruited from another academic unit on campus, as long as they are from a similar discipline and/or qualified for such purposes.   Faculty members designated to serve as reviewers must be approved by both the chair and dean. It is recommended that the peer observers receive training on effective classroom observation.

2) Frequency of Observation

For each contract cycle, a faculty member will be observed in one (1) class section by two (2) separate reviewers (same day not required). For faculty seeking a term tenure contract, and for promotion to professor, a total of four (4) observations (twice by two (2) reviewers in two (2) different class sections) would be required. Once observations are completed, observers will be required to upload their rubrics and comments into Activity Insight as described in the Activity Insight Basic User Manual.

3) Rubrics Used for Observation

Each classroom observation must be evaluated using a university approved rubric designed to assess teaching effectiveness. The Faculty Evaluation Council (FEC) must certify rubrics prior to use. Rubrics designed to gauge teaching effectiveness in light of department and/or discipline-specific teaching-learning effectiveness goals may be developed by a department, school, or college (if such goals have been determined).

4) Observation for Formative Purposes

A faculty member can request a formative observation from a supervisor (or designated reviewer) prior to the summative (evaluative) observations for a contract period. Informal formative observations are also permitted and can be performed by a peer of a faculty member's choosing. It is recommended that the peer observer receive training on effective classroom observation and use university approved rubrics.

c. Annual Supervisor Rating of Overall Educator-Mentor (E-M) Effectiveness

In addition to teaching, faculty may be required to develop curriculum, supervise labs, advise, mentor, or supervise students, coordinate internships, lead study tours, or other educational tasks as requested by faculty or needed by the department. As part of the evaluation system, faculty's Educator-Mentor (E-M) activities are entered into Activity Insight for evaluation by the department chair.

The chair's rating of overall Educator-Mentor (E-M) effectiveness is based on expectations from goal setting, as measured by faculty performance, and review of E-M activities as reported in the FES 2: Activity Report. The categories of evaluation that can be assigned by the chair are: well above expectations, above expectations, meets expectations, below expectations, and well below expectations. Ratings are entered by the supervisor for each faculty member on an annual basis in Activity Insight.

2. Servant-Leader (S-L) Role

Faculty members are expected to serve the department and the university. Service can take various forms. Service to the community and profession is also strongly encouraged. Faculty are also expected to work productively and collegially within their academic units.

In the Faculty Evaluation System (FES), evidence for evaluation in the Servant-Leader (S-L) role includes two (2) sources: peer collegiality scores and supervisor ratings of overall Servant-Leader (S-L) effectiveness (more may be offered by the faculty member).

a. Department Peer Evaluation of Collegiality

Department Peer Ratings of Collegiality (SL2) refers to faculty members' overall ability to work collaboratively and productively as members of the department or unit in which they are employed, as determined by persons in their department.

The assessment instrument used for the summary rating is a multi-item survey that is disseminated each spring by the Office of Faculty Evaluation and completed anonymously by department faculty and by the primary administrative assistant. Included as part of the survey is a space for optional, constructive comments.

Scores are averaged across each item and a global, average score on the instrument is calculated and reported in Activity Insight. Although only one (1) global score is reported in Activity Insight for purposes of evaluation, in order to promote the further development of each faculty member, a report is generated that provides the distribution of scores for each item, as well as the narrative comments, although no names are included in the distribution. While all attempts are made to maintain complete anonymity with this process, in the event of any legal action, comments may be attributed back to the person who wrote them.

b. Servant-Leader (S-L) Activities

As part of the evaluation system, faculty members enter their Servant-Leader (S-L) activities into Activity Insight for evaluation by the department chair. Examples of university recognized service and leadership activities include service on university councils, committees, task forces, service on departmental and school committees and task forces, participation in student mentoring, discipleship programs coordinated by Student Life, service and leadership activities within the profession, service activities within the community and church, and other forms of service and leadership activities agreed upon by the faculty member and dean/chair.

c. Annual Supervisor Rating of Overall Servant-Leader (S-L) Effectiveness

The chair's rating of overall Servant-Leader (S-L) effectiveness is a qualitative judgment based on expectations from goal setting, as measured by faculty performance, review of peer collegiality scores, and review of Servant-Leader (S-L) activities as reported in the FES 2: Activity Report. The categories of evaluation that can be assigned by the chair are: well above expectations, above expectations, meets expectations, below expectations, and well below expectations. Ratings are entered by the supervisor for each faculty member on an annual basis in Activity Insight.

3. Scholar-Practitioner (S-P) Role

a. Determining Scholarship Expectations

In addition to effective teaching and service, all full-time faculty are expected to advance the knowledge of their discipline through scholarship (see Section 6.2 for a definition of scholarship). Department scholarship expectations are agreed upon and then communicated by department faculty via the completion of a scholarship template, which must be reviewed for consistency and equity through appropriate faculty governance structures as determined by the Faculty Senate, as well as by the dean and Office of the Provost.

Once departmental norms are established, scholarship goals and expectations for individual faculty members are developed by the faculty member and the department chair in the goal setting and review meeting. Expectations for individual faculty will be set in the context of the faculty member's scholarship tier, as assigned by the department chair and dean, and the level of advancement being sought. Scholarship tiers are operationalized by each academic unit, but must conform to the following descriptors.

Tier 1 Productivity (for faculty who have zero (0) units of scholarship as part of contracted load): Must meet current handbook criteria for promotion.

Tier 2 Productivity (for faculty who have one (1) to three (3) units of scholarship as part of contracted load): Must meet handbook expectations and demonstrate some engagement in scholarly presentations and products consistent with the academic discipline.

Tier 3 Productivity (for faculty who have four (4) to six (6) units of scholarship as part of contracted load): Must meet handbook expectations and demonstrate regular engagement in scholarly presentations and products (for most faculty this will involve scholarly publications) for promotion and extended contract consistent with the academic discipline.

Tier 4 Productivity (for faculty who have seven (7) or more units of scholarship as part of contracted load): Must meet handbook expectations and demonstrate significant engagement in scholarly presentations, publications, or products for promotion and extended contract, consistent with the academic discipline.

Each department is responsible for identifying appropriate scholarship production levels (both quantitative and qualitative) for each scholarship tier via the completion of a scholarship table (incorporated as part of the scholarship template), which must be reviewed for consistency and equity through appropriate faculty governance structures as determined by the Faculty Senate, as well as by the dean and Office of the Provost.

Faculty, based on contracted scholarship load, are assigned to a scholarship tier for each contract data collection cycle. The assigned tier and the expected production is recorded as part of the goal setting process in Activity Insight. In extraordinary circumstances, faculty scholarship units may be renegotiated across data collection cycle, in which case a faculty member may be assigned to different scholarship tiers in different years. In this case, the scholarship units are averaged across the data collection cycle and the resulting scholarship tier is applied across the cycle. Units (and possibly tiers) can be renegotiated for a subsequent contract period.

The failure to meet scholarship tier expectations is not intended to prevent a faculty member from securing the renewal of an extended or term tenure contract. In the event that a faculty member does not meet scholarship tier expectations for renewal of an extended or term tenure contract, department chairs and deans may assign them to a lower tier in their new contract (and thus grant fewer scholarship units in their workload schedule). However, scholarship tier expectations must be met for a faculty member to receive their first extended and first term tenure contracts.

b. Annual Supervisor Rating of Overall Scholar-Practitioner (S-P) Effectiveness

Throughout the academic year, the faculty member enters scholarship activities into Activity Insight. Final determinations about the appropriateness of any individual scholarly activity or product are made in accord with established department norms.

The department chair reviews the scholarship production of faculty and provides an overall rating of effectiveness based upon expectations from goal setting, as measured by faculty performance and review of scholarship activities as reported in the FES 2: Activity Report. The categories of evaluation are: well above expectations, above expectations, meets expectations, below expectations, and well below expectations. If a faculty member is seeking a rank promotion, department chairs will also determine if the faculty member has met the appropriate scholarship requirements for rank promotion. Ratings are entered by the supervisor for each faculty member on an annual basis on Activity Insight.

4. Faith Integration Proficiency

a. Faculty members are expected to achieve and maintain proficiency in faith integration as part of their faculty role. Proficiency is expressed in a variety of ways based on the faculty member's contract type and length of service. See Section 7.3 for a detailed description of requirements and Section 7.4 for the specific benchmarks that must be obtained.

b. Annual Supervisor Rating of Overall Faith Integration Effectiveness

   1) Faculty members are expected to set faith integration goals and to provide evidence
       of their accomplishment for each contract cycle annually through the FES 2: Activity
       Report and narrative reflection in Activity Insight.

   2) Annually, the department chair, associate dean, or dean (evaluator must be a
       supervisor) reviews the evidence, provides written feedback, and provides an overall
       rating of effectiveness based on pre-established and agreed upon expectations in
       Activity Insight. The categories of evaluation are: well above expectations, above
       expectations, meets expectations, below expectations, and well below expectations.

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Azusa Pacific University Faculty Handbook

Section 7.3 • Faith Integration in FES

Revised: March 2018

Academic Faith Integration in FES

1. Overview of Academic Faith Integration at APU

   Faith integration that takes place within a vibrant community of scholars and practitioners is essential to the Christian vision, mission, and identity of APU. It is an expectation of all faculty members that they are active and accountably engaged in academic faith integration endeavors, and seeking to create an atmosphere of celebration where scholarly faith infused learning is happening in relevant and meaningful ways.

2. Defining Academic Faith Integration

   All faculty members are expected to demonstrate a commitment to developing the competencies related to integrating their faith in each aspect of their academic endeavors. While APU recognizes that faith integration has many expressions, the university believes that the Christian faith can and should be integrated into the activities associated with the faculty member's role in connection to his/her academic discipline.

   An integrative process is one that brings two (2) or more things together at the level where each informs the other. APU defines academic faith integration as, "the informed reflection on, and discovery of the relation(s) between, Christian faith and the academic disciplines, professional programs, the arts, and lived practice, resulting in the articulation of Christian perspectives on truth and life in order to advance the work of God in the world." All faculty members at APU are required to be engaged in integrating their faith and their discipline.

   Genuine integration of faith, and any academic discipline, is ultimately an ongoing process where we search for and apply the unity of God's truth found in our faith and our discipline.

   Faith integration is of central importance to the mission of APU. As such, the faith integration assessment requirements are designed to confirm that faculty members sufficiently understand, and are engaged in, faith integration as expected of them in their faculty role. While a faculty member engaged in faith integration is assumed to have a personal Christian faith, the purpose of faith integration assessment is neither to monitor, critique, nor measure that faith. Its purpose, furthermore, is not to ensure a "correct" theological position.

   For further discussion of APU's definition of faith integration, see the *Faith Integration Faculty Guidebook*.

3. Descriptions of Developmental Competence in Academic Faith Integration
   It is expected that all faculty members at APU will become proficient in faith integration. However, the emergence of some faculty who are advanced and expert is also important for the further equipping of our academic community at APU and for advancing the work

of God in the world through faith-based scholarship. The following descriptions briefly portray five (5) developmental stages in faith integration competency.

a. Novice in Faith Integration (Stage 1)

Based on the review of the product being evaluated, the faculty member does not demonstrate evidence of understanding or engaging in faith integration either generally or in the context of his/her teaching or scholarship. The faculty member may show some confusion in understanding academic faith integration through descriptions of her/his personal faith commitment, student mentoring, or participation in faith-based initiatives other than those related to the individual's faculty role. Supportive resources are either not utilized, are poorly utilized or are not academically appropriate.

b. Developing in Faith Integration (Stage 2)

Based on the review of the product being evaluated, the faculty member shows limited understanding of academic faith integration in general, and in her/his discipline. Evidence from the faculty member's teaching or scholarship is described but may not be fully developed. The faculty member shows initial thinking related to how the Christian faith (and/or her/his own faith tradition) and his/her academic discipline are mutually informative. Appropriate supportive materials are used in a limited manner.

c. Proficient in Faith Integration (Stage 3)

Based on the review of the product being evaluated, the faculty member demonstrates the ability to articulate a clear understanding of academic faith integration and can give thoughtful examples of faith integration in the context of his/her discipline. Evidence of developed faith integration practice can be articulately described related to the faculty member's teaching or scholarship. The faculty member can clearly describe how the Christian faith (or their own faith tradition) and their academic discipline are mutually informative. Appropriate supportive resources are well used and add value to the faculty member's academic assignment.

d. Advanced in Faith Integration (Stage 4)

Based on the review of the product being evaluated, the faculty member demonstrates understanding and engagement with the complex interplay inherent in academic faith integration. This is illustrated by the scholarly development of important issues applied to their instruction or scholarship. The faculty member offers evidence of a discerning use of a variety of scholarly resources as a basis for analysis and integrative solutions. The faculty member evidences the qualifications to mentor colleagues in academic faith integration.

e. Expert in Faith Integration (Stage 5)

Based on the review of the product being evaluated, the faculty member demonstrates expertise in both understanding, and engaging in, academic faith integration across disciplines as well as in his/her discipline-oriented specialty area. This can be seen through numerous examples in their scholarship and instruction, as well as in faith integration models or materials developed by the faculty member for use by others in teaching and scholarship. The faculty member effectively uses a robust assortment of scholarly resources to offer integrative insights that challenge, deepen, or make use of his/her discipline from the perspective of Christian faith and

visa versa. The faculty member is capable of leading faith integration efforts in their academic program and mentoring other faculty in academic faith integration.

4. Assessing Faith Integration in FES

   a. Overview

      1) Every faculty member who is a hired employee at APU is expected to engage in scholarly faith integration in his/her faculty role(s).

         a) Faculty are encouraged to begin their own Faith Integration Activity Portfolio, documenting the resources they have acquired, activities they have been engaged in, and products they have created. This portfolio can be used as a means for celebrating the faculty member's own growth and for building their academic resume related to the work of faith integration, as well as for goal setting conversations and plans developed with their chair (supervisor) that contribute to contract and promotion decisions.

            Examples of possible Faith Integration Portfolio Artifacts may include (but are not limited to): professional faith integration demonstration papers; critical bibliographic reviews; literature reviews; creative or scholarly projects and essays; published articles, chapters in books, and artistic works; faith integration coursework and continuing education products; written articles and books; faith integration coursework; published papers and presentations; faith integration seminar participation and reflections; participation in a Faculty Learning Community (FLC) with role related outcomes; innovative faith integration grant funded projects; development of social media in a way that reflects one's disciplinary scholarship standards; peer reviewer for faith-based scholarship; scholarly conference presentations; faith integration related dramatic arts, visual and studio arts, and musical creations and productions; and other forms of activities consistent with scholarly faith integration endeavors within a faculty member's academic field/profession and role(s) at APU.

         b) Typically, after serving in a full-time capacity for three (3) years, a faculty member is required to write a Faith Integration Response Paper (FIRP) that demonstrates his/her current understanding and practice of faith integration (as defined in the APU *Faculty Handbook* item 2. Defining Academic Faith Integration above). See item 5 for a complete description of the FIRP.

         c) Faith Integration Response Papers are reviewed and scored by peer faculty as part of the advancement process. See Section 7.4 for the FIRP scoring standards of various extended contracts and rank promotions.

         d) Faculty applying for promotion must also be able to demonstrate an ongoing pattern of effective faith integration in their academic and professional instruction and in their scholarship performance within their profession/discipline. See item 5. FES Faith Integration Submission Requirement for a detailed description of the faith integration materials submitted for promotion and Section 7.4 for promotion scoring requirements.

         e) The following standards, adapted with faith integration in mind from *Scholarship Assessed: Evaluation of the Professoriate*, are commonly

accepted and expected criteria for any kind of scholarship across the disciplines.

These standards have been adapted with summary questions that should inform whichever faith integration scholarship option the faculty member chooses from 5. c. (for promotion to Associate Professor) or 5. d. (for promotion to Professor) below.

Clear Goals: What are the faith integration goals linked to this scholarly project(s)? (Whether they be explicit in the submission itself or implicit within the scholar, they should be delineated.) Are there sub-goals? What is the relationship of the goals to the Christian faith? To the faculty member's discipline? Are they worthwhile?

Adequate Preparation: Has the faculty member engaged in study that involved the use of relevant faith-informed materials? Is it evident that this aspect of study prepared the scholar to develop the project(s) from a faith integration perspective?

Appropriate Methods: Has the faculty member chosen and effectively used/adapted pertinent disciplinary/interdisciplinary methodologies for this/these submission(s)? Did the method(s) support the faith integration aims in the resulting scholarship?

Significant Results: Did the scholar achieve the proposed faith-integration goals? Were his/her faith related results that emerged beyond the original goals? How does the scholar's work make a faith-informed contribution to her/his field?

Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). Scholarship Assessed: Evaluation of the Professoriate. San Francisco: Jossey-Bass. (p.36 & ff).

See item 5. c. or 5. d. – FES Faith Integration Submission Requirement for a detailed description of the faith integration materials submitted for promotion and Section 7.4 for promotion scoring requirements.

2) While both the minimum standard of "proficient" and continued evidence of growth in faith integration is an expectation of all faculty members, the emergence of some faculty who are advanced and expert is also important for the further equipping of our academic community at APU and for advancing the work of God in the world through faith-based scholarship. (See item 3)

b. Faculty Evaluation Process for Faith Integration

1) Academic faith integration expectations and outcomes related to yearly performance, as well as for contract decision and promotions, are determined through annual goal setting, activity reports, and supervisor evaluation as part of the faculty evaluation system (FES). The goal setting process is described in detail in Section 7.1, item 3, and the process by which supervisors evaluate faith integration performance is described in Section 7.2, item 4.

2) Key Faith Integration Tasks for FES

The faculty evaluation data collection cycle is described in detail in Section 7.1. Below are some key tasks related to the faith integration portion of FES. Please refer to the table in Section 7.1 for official deadlines.

a) The faculty member sets faith integration goals for the academic year and meets with their chair (supervisor) to reach agreement on these goals. (The Office of Faith Integration is available for consultation as needed). Chair (supervisor) records approval of the faculty member's faith integration goals.

b) The faculty member engages in faith integration activities throughout the year.

c) The faculty member updates faith integration activities in Activity Insight, downloading them into the FES 2: Activity Report.

d) The faculty member updates faith integration activities in Activity Insight, which subsequently appear in the FES 2: Activity Report.

e) The faculty member meets with their chair (or assigned supervisor) to review the quality of their performance and accomplishments over the past year and to set goals for the upcoming year. Outcomes related to their professional development activities in academic faith integration, as well as their faith integration goals for the following year, are discussed at this time. (The Office of Faith Integration is available for consultation as needed throughout this process). After the meeting, their chair (or assigned supervisor) completes his or her written summary of the faculty member's performance.

f) Faculty due to submit a FIRP, or any other faith integration materials, must submit during the spring of the year concluding the faculty member's FES data collection cycle and prior to a contract recommendation and decision. See section 5. a. 2) Preview Opportunity for FIRP and Promotion Submissions for information regarding preview opportunities through the Office of Faith Integration related to faith integration products.

5. FES Faith Integration Submission Requirements

The following section describes the various materials that are required for either extended contract or rank promotion. For scores that must be achieved, please refer to Section 7.4.

a. Faith Integration Requirement for Extended Contract - Faith Integration Response Paper (FIRP)

Faculty members seeking an extended contract are required to submit a Faith Integration Response Paper (FIRP) as described below. They are asked to respond to each of the prompts in Part 1: Conceptual Understanding, as a means of showing their conceptual understanding of, and approach to, academic faith integration. In Part 2: Practical Application, faculty include specific examples of how they have applied their conceptual understanding in their faculty role at APU.

1) Conceptual Understanding and Practical Understanding of the FIRP

Typically, faculty devote approximately half of their paper to the first part and half to the second part, although this is not required or ideal in every case. In part one, the quality of discussion, thoughtful use of relevant sources, and insightful connections are foremost. In the second part, clearly articulated examples, linked to the conceptual discussion, are important. The paper should be from 1,800 to 3,500 words, addressing each element described below.

Part 1: Conceptual Understanding

The faculty member is to address each section.

a) Describe your understanding of academic faith integration, as defined in section 2. Defining Academic Faith Integration in FES (above) and its relationship to your discipline.

b) Describe the way(s) the Christian faith, or your particular Christian faith tradition, informs your understanding and/or the practice of your academic discipline.

c) Describe the way(s) your academic discipline informs your understanding and/or practices in the Christian faith, or your particular Christian faith tradition.

Part 2: Practical Application

The faculty member is to provide narrative examples of what faith integration looks like in their faculty role (specific courses taught, scholarly projects engaged in, academic program contributions). Faculty member responses should have logical connections to their conception of faith integration as articulated in Part 1: Conceptual Understand (above). (The following questions/prompts may guide the faculty member toward describing their efforts more specifically. The faculty member does not need to address each one).

a) Describe and discuss specific examples that illustrate how you integrate your faith and your discipline in scholarship and/or instruction.

b) Describe and discuss how course assignments, group projects, use of texts, lectures, and/or course design, etc., help you achieve your goals related to academic faith integration.

c) Describe and discuss attempts at academic faith integration in the classroom that haven't worked, reflecting on what kept your attempt from being successful and what could make it effective in the future.

d) Describe and discuss the ways you have worked from a faith integration perspective to address issues, concerns, opportunities, controversies, conflicts, or difficulties in your discipline in the context of teaching or scholarship or departmental service.

e) Describe and discuss relevant discipline-specific faith integration materials (e.g. academic books and articles) you have explored and how they have contributed to faith integration in your faculty role(s). If there are not relevant faith integration materials in your area, what general faith integration materials have informed your efforts to integrate your faith into your faculty role? (Further input for understanding and preparing the FIRP can be found in the Faith *Integration Faculty Guidebook*.

2) Preview Opportunity for FIRP and Promotion Submissions

Final submissions are to be submitted no later than June 30. Faculty are strongly encouraged to submit their materials via https://formstack.apu.edu/forms/faith_integration_submission_s_for_extended_contract_and_or_promotion. One (1) reviewer is asked to provide both evaluation

and feedback on the submission based on rubric guidelines. If that review results in the required score, it undergoes a second review. If the average of the two (2) reviews achieves the required score, the faculty member will be notified and their average score will be recorded in Activity Insight. This faculty member has completed the faith integration FIRP requirement for this contract cycle.

Faculty whose submissions do not achieve the score sufficient to achieve their contract or advancement goal(s) will receive formative feedback by June 1. In many cases the feedback will provide opportunities for editing and improving the submission.

3) Formal Review Process for FIRP and Promotion Submissions
Each faith integration submission is reviewed by two (2) faith integration reviewers who are assigned by the Faith Integration Faculty Evaluation Fellow. Every effort is made to ensure that at least one (1) reviewer is familiar with the discipline of the faculty member submitting materials.

Regardless of the levels of proficiency required, the reviewers of FES faith integration materials take into consideration the resources available to a faculty member, the standards of that faculty member's discipline, the unique challenges of a faculty member's class assignments, and the challenges within that faculty member's scholarly community. The criteria used when considering responses focus on the level of clear and thoughtful reflection given by the faculty member.

4) Summative Feedback on FIRP Promotion Submissions
This assessment of faith integration materials results in two (2) kinds of feedback. Summative feedback is given in the form of a score. This score serves as a numerical representation of the faith integration component for FES advancement decisions. For each submitted FIRP and/or promotion submission, faith integration reviewers assign a score that indicates how well the work correlates with the five (5) developmental stages described above (in section 3. Descriptions of Developmental Competence in Academic Faith Integration) with reference to the rubric guidelines found in the *Faith Integration Faculty Guidebook*. If reviewers' scores disagree by more than one (1) point (e.g. a numeric difference of greater than one) an additional review will be secured. The outlying score will be dropped and the remaining scores are averaged for the final summative assessment.

Concerns about scoring accuracy should be first directed to the Office of Faith Integration. At that point, if the faculty member is not satisfied, concerns should be directed to the Faith Integration Council via the appeal process described in Section 4.2 – Academic Due Process and Grievance Policies - of the *Faculty Handbook.*

5) Formative Feedback on FIRP and Promotion Submissions
The review process also aims to provide formative feedback to faculty for each FES faith integration submission. General comments, positive affirmation, recommendations for improvement, and constructive critique are the kinds of feedback that may be offered. Formative feedback is especially valuable for individuals who have submitted their materials for preview on April 15 of the year they are due by June 30. It is also helpful when a faculty member is reviewing a previous submission in preparation to submit faith integration materials for an upcoming contract or promotion decision.

6) Additional Information Regarding FIRP Evaluation/Appeals Process

The FES faith integration assessment process is aimed towards the review of faculty submissions in a way that is fair, objective in accordance with the standards of evaluation found in the rubric guidelines, and with a serious awareness of the consequential nature of this task. Any such process is subject to human error. In light of this, there may be circumstances when the Office of Faith Integration brings a faculty member's scores to the Faith Integration Council for additional evaluation. Furthermore, if a faculty member has concerns about his/her own review process, he/she is entitled to file an appeal according to the grievance process found in the *Faculty Handbook*, Section 4.2.

b. Faith Integration Requirements for Rank Promotion to Assistant Professor - Faith Integration Response Paper (FIRP)

While evidence of growth in faith integration is an expectation of all faculty members, faculty applying for promotion to assistant professor must demonstrate a commitment to developing the competencies related to integrating their faith in each aspect of their academic endeavors by receiving a minimum average reviewer score of 2.0 on the faith integration response paper (FIRP). (If a promotion is given with a faith integration score below 3.0, additional faith integration development, resources, and opportunities for further development in faith integration are needed and will be made available through the Office of Faith Integration).

c. Faith Integration Requirements for Rank Promotion to Associate Professor

1) Faculty must achieve a score of 3.0 on the FIRP. Once the 3.0 average score or better on the FIRP is obtained, and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period, and the appropriate supervisor will verify proficiency based on established criteria under the direction of the dean and consistent with department standards for a rank of Associate Professor.

2) Faculty must achieve a score of 3.0 on an additional scholarly product which provides evidence of proficient capacity for faith integration, consistent with the rank of associate professor, in the faculty member's academic and professional discipline. Evidence of faith integration scholarship may include, but is not limited to the options described below.

(Further input for understanding and preparing the additional requirement, as well as rubric checklists for assessing faith integration promotion materials, can be found in the *Faith Integration Faculty Guidebook*.)

a) Option 1: Faith Integration Demonstration Paper

(Approximately 8-12 pages, no more than 5,000 words.) Discuss any need for clarification, or for exception to the description below, with the Office of Faith Integration prior to commencement of the project.

In order to demonstrate your ability to carry out faith integration scholarship at the associate professor level, you may prepare a scholarly referenced paper as follows:

i. Define and discuss an issue within your discipline or related to your own understanding of the Christian faith where you perceive a problem or

opportunity for academic faith-discipline integration. Your aim, in this paper, is not to solve the problem or completely develop the opportunity, but to show your ability to thoughtfully articulate the integrative challenge or potential. This paper will be framed as a problem analysis, resulting in recommendations for further scholarly work.

ii.   Evidence of proficiency in shown by interaction with at least eight (8) appropriate academic sources suitable to scholarly work carried out by an associate professor at APU. The paper should be consistent with departmental scholarship standards; it should be presented with the polish appropriate to associate professor level publications in your field and written according to your discipline's academic format (Chicago, APA, MLA, etc.)

iii.   Dual-authored papers or those resulting from collaborative work are only permitted with prior endorsement from the Office of Faith Integration since they are typically difficult to assess in terms of individual faith integration proficiency. This discussion should take place no later than the beginning of the academic year.

b)   Option 2: Critical Bibliographic Review

In order to demonstrate your ability to carry out faith integration scholarship at the associate professor level, you may prepare and submit a critical bibliographic review that includes resources you have already been using to improve your understanding and practice of academic faith integration. This document should demonstrate your understanding of the content and application of these resources in your instruction and/or scholarship relative to faith integration. The requirements are as follows:

i.   From among scholarly materials that have already made a difference for you in terms of faith integration in your faculty role, select eight (8) entries (no more, no less), including at least two (2) peer-reviewed journal articles or essays from an academic anthology and at least two (2) academic books. The rest can be any combination of academic books or essays and peer-reviewed journal articles.

ii.   Write a one (1) page (no more than 500 words) evaluation of each source. Each one (1) page write up should do the following:

A.   In one (1) paragraph, summarize what was stated in the book or article;

B.   Offer a critical analysis from a Faith Integration perspective; and

C.   State how the reading has changed, challenged, guided, or informed and supported the way you think and teach in your classroom and/or do your disciplinary scholarship/research/practice from a faith integration perspective. Current use, not future use, is what is being sought. You may also describe how this source has made a significant impact on how you understand (whether agreeing or disagreeing) something within your discipline in terms of faith integration.

NOTE: This material may be useful for the faculty member's future faith integration teaching and scholarship.

c) Option 3: Creative or Scholarly Project and Interpretive Essay I

In order to demonstrate your ability to carry out faith integration scholarship at the associate professor level, you may develop a creative or scholarly project and interpretive essay. This option is offered on two (2) assumptions: (1) that some faith integration scholarship is informed and developed using faith-based reflection but may not explicitly utilize faith-based language. Although such work is presumably directed by Christian thought (that is, the scholar has carefully considered the integrative task as the project was being developed), the scholarly audience may not be sympathetic to matters of faith and/or the faith-basis of the author may not be overtly evident to some readers; and (2) that the scholarly products of some faculty are represented as performance, artistic portfolio, or innovative project, rather than traditional forms of written scholarship.

   i.   Submit a Creative or Scholarly Project consistent with the rank of associate professor along with a short Interpretive Essay I of five to ten (5-10) pages (1,800-3,500 words) explaining how the creative or scholarly project demonstrates the integration of the Christian faith and your discipline, or area of practice.

   ii.   The interpretive essay functions like a concept map in which you show how concepts, themes, artifacts, aspects, and/or approaches, etc. within the project intersect with the Christian faith. The essay must exemplify a scholarly understanding of the Christian faith and significant engagement with your discipline in discussing and commenting on the creative or scholarly project.

   iii.   Although relevant, a faith-based motivation is not sufficient.

   iv.   The essay should include disciplinary and faith materials, cited appropriately.

NOTE: Faculty should discuss their interest in this option with the Office of Faith Integration, in addition to discussing this with their chair (supervisor), before proceeding.

d) Option 4: Presentation of Portfolio Artifacts

The portfolio option gives faculty members the opportunity to demonstrate their ability to carry out faith integration scholarship at the associate professor level in recognition of the various faith integration possibilities within different disciplines/professions.

   i.   Examples of other substantial Faith Integration Portfolio Artifacts may include, but are not limited to: literature reviews, published articles, chapters in books, and artistic works; scholarly faith integration coursework; robust reflections on relevant continuing education programs; faith integration seminars; Faculty Learning Communities (FLC) with role related outcomes; faith integrated social that reflects one's disciplinary scholarship standards; innovative faith integration grant funded projects; reflections on work as a peer reviewer for faith-based

academic journals; scholarly conference presentations; faith integration related dramatic arts and music compositions/productions; and other forms of activities consistent with scholarly faith integration at an associate professor level related to the faculty member's profession/discipline and role(s) at APU. Not all items listed above will be recognized as scholarship within certain disciplines/professions.

ii.   The portfolio should be professionally crafted, and strategically selected set of artifacts meant to display, as a collection, proficient scholarly faith integration at the rank which the faculty member is aiming to achieve. It is not the number of items that makes the difference, however (1) the scholarly quality and (2) unity of the items as a complete portfolio. (Ideally, the portfolio should be vetted as scholarship, according to accepted disciplinary, departmental, and school standards.)

iii. The artifacts should be effectively organized and suitably presented for its intended audience**. The review process is not designed to involve the evaluation of scholarship as scholarship. The reviewers aim to discern how well proficient faith integration has informed the scholarly submissions through assessment of a written Reflective Commentary Statement (RCS). If reviewers have questions about the portfolio, the Office of Faith Integration may seek clarification with the appropriate schools' dean.

iv.   Reflective Commentary Statement (RCS). The portfolio should include a Reflective Commentary Statement. If the various works in the portfolio reflect a consistent and unified scholarly agenda, the RCS will speak about the portfolio as a whole. If the works are significantly distinct from each other, the RCS should comment on specific artifacts as needed. The RCS should use the above items from *Scholarship Assessed: Evaluation of the Professoriate* (found above in 4. A. 1) e) of this section of the *handbook*) to guide in the development of the RCS from a faith/faith integration perspective. The RCS may also indicate ways the scholarly submission(s) could be improved, or furthered, in some way. (No page length is mandated for the RCS.)

NOTE: Faculty should discuss their interest in this option with the Office of Faith Integration, in addition to discussing this with their chair (supervisor), before proceeding.

d. Faith Integration Submission Requirements for Rank Promotion to Professor

1) Faculty must achieve a score of 3.0 on the FIRP. Once the 3.0 average score or better on the FIRP is obtained, and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period, and the appropriate supervisor will verify proficiency based on established criteria under the direction of the dean and consistent with department standards for a rank of Professor.

2) Faculty must achieve a score of 3.0 on an additional scholarly product which provides evidence of proficient capacity for scholarly faith integration, consistent with the rank of professor, in the faculty member's academic and professional discipline. Faculty must achieve a score of 3.0 on an additional scholarly product which provides evidence of proficient capacity for scholarly faith integration,

consistent with the rank of associate professor, in the faculty member's academic and professional discipline.

Evidence of faith integration scholarship may include, but is not limited to the options described below.

(Further input for understanding and preparing the additional requirement, as well as rubric checklists for assessing faith integration promotion materials, can be found in the *Faith Integration Faculty [Guidebook](#).*

a) Option 1: Professor Faith Integration Demonstration Paper

    (Approximately 10 to 30 pages, no more than 11,000 words.) Discuss any need for clarification, or for exception to the description below with the Office of Faith Integration prior to commencement of the project.

    i.   Write a referenced paper that demonstrates your proficiency in the practice of integrating themes from the Christian faith with your discipline.

    ii.   The submission needs to substantiate that you have developed to the level that you are fully able to interact with other professionals in your field, in terms of academic faith integration.

    iii.   The submission needs to be an actual example of professor-level scholarship applying faith integration to your area of scholarship, not a report of it.

    iv.   In a scholarly way, it should address one or more important issues – problems or opportunities – within your discipline and/or faith, and therefore, demonstrate how your faith is informed by your discipline, or practice, and/or how your discipline, or practice, is informed by your faith.

    v.   Evidence of your proficiency is shown by your interaction with appropriate academic sources suitable to scholarly work carried out by a professor at APU; it should be presented with the polish appropriate to professor-level publications in your field and written according to your discipline's academic format (Chicago, APA, MLA, etc.)

    NOTES: Dual-authored papers, or those resulting from collaborative work, are only permitted with prior endorsement from the chair (supervisor), in consultation with the Office of Faith Integration, since they are typically difficult to assess in terms of individual faith integration proficiency. This discussion should take place significantly in advance of submission deadlines.

    This material may be useful for the faculty member's ongoing faith integration scholarship and publications.

b) Option 2: Literature Review

    Faculty may submit a scholarly synthesis consisting of academic literature that is relevant to the integration of faith and an area where the faculty member may have academic expertise.

    Unlike the critical bibliographic review or an annotated bibliography (found in section 7.3.5.f. Options for Meeting Faith Integration Submission Requirement for Promotion to Associate Professor) the literature review

utilizes the range of available scholarship addressing a current discussion or topic in a way that informs other specialists within the field.

The literature review should suggest direction for further research. It has an introduction and concluding summary, offering a thematic discussion of the topic, based on relevant literature in the main body of the document. Instructions are as follow:

i.   Select ten (10) or more resources that provide opportunities for faith integrative discussion on an area of knowledge or practice related to the faculty member's academic field. Some sources may be explicitly faith related, while others may not. In the literature review, however, they can be brought into conversation to illustrate something distinctive in an area relevant to your work as a Christian academic. The literature review process will be an opportunity to identify and engage with resources that have added depth to an area in which you have scholarly interest or concern.

ii. Your written discussion should do more than merely list, comment, or evaluate the literature. Your review should show your knowledge of the area of consideration, develop a new idea of or practice, identify key questions and issues, comment on majority and minority thinking on a topic, and/or make connections between otherwise unconnected materials and their ideas.

iii. The literature review should be between 10 to 30 pages and be the kind of scholarly work done by a professor level faculty member at APU. It should be consistent with departmental scholarship standards and presented with the polish appropriate to professor-level literature reviews in your field and written according to the academic format of your academic field.

c) Option 3: Creative or Scholarly Project and Interpretive Essay II

NOTE: This option is offered on two (2) assumptions: (1) that some faith integration scholarship is informed and developed using faith-based reflection but may not explicitly utilize theological language. Although such work is presumably directed by Christian thought (the scholar has carefully considered the integrative task), the scholarly audience may not be sympathetic to matters of faith and/or the faith-basis of the author may not be overtly evident to some readers; and (2) that the scholarly products of some faculty are represented as performance, artistic portfolio, or innovative project, rather than traditional forms of written scholarship. Instructions are as follows: Submit a Creative or Scholarly Project along with a short Interpretive Essay II of eight to twelve (8-12) pages (approximately 2,800 to 4,200 words) explaining how the creative or scholarly project demonstrates the integration of your faith and your discipline, or area of practice.

i.   The interpretive essay functions like a concept map in which the faculty member shows how concepts, themes, artifacts, aspects, and/or approaches, etc. within the project are connected to concepts within the Christian faith. The essay must exemplify a scholarly understanding of the Christian faith and significant engagement with your discipline when discussing and commenting on the creative or scholarly project.

ii.   Although relevant, a faith-based motivation is not sufficient. The essay should include disciplinary and faith materials, cited appropriately.

iii.   This project may be a new project or a continuation/expansion of the project submitted for promotion to associate professor, but must be at a level of scholarly expression appropriate to the rank of professor.

iv.   If this is a continuation/expansion of the project submitted for promotion to associate professor, the accompanying essay must also include a short discussion/reflection of the previous project in comparison to this project. The purpose of this is to articulate your growth and understanding of academic faith integration within your discipline.

NOTE: Faculty should discuss their interest in this option with the Office of Faith Integration, in addition to discussing this with their chair (supervisor), before proceeding.

d) Option 4: Presentation of Portfolio Artifacts

The portfolio option gives faculty members the opportunity to demonstrate their ability to carry out faith integration scholarship at the professor level in recognition of the various faith integration possibilities within different disciplines/professions

i.   Examples of substantial Faith Integration Portfolio Artifacts may include, but are not limited to: literature reviews, published articles, books, chapters in books, and artistic works; scholarly faith integration coursework; robust reflections on relevant continuing education programs; faith integration seminars; Faculty Learning Communities (FLC) with role related outcomes; faith integrated related social that reflects one's disciplinary scholarship standards; innovative faith integration grant funded projects; reflections on work as a peer reviewer for faith-based academic journals; scholarly conference presentations; faith integration related dramatic arts and music compositions/productions; and other forms of activities consistent with scholarly faith integration at an professor level related to the faculty member's professional/discipline and role(s) at APU. Not all items listed above will be recognized as scholarship within certain disciplines/professions.

ii.   The portfolio should be a professional crafted and strategically selected set of artifacts meant to display, as a collection, proficient scholarly faith integration at the rank which the faculty member is aiming to achieve. It is not the number of items that makes the difference, however (1) the scholarly quality and (2) unity of the items as a complete portfolio. (Ideally, the portfolio should be vetted as scholarship, according to accepted disciplinary, departmental, and school standards).

iii.   The artifacts should be effectively organized and suitably presented for its intended audience**. The review process is not designed to involve the evaluation of scholarship as scholarship. The reviewers aim to discern how well proficient faith integration has informed the scholarly submissions through assessment of a written Reflective Commentary Statement (RCS). If reviewers have questions about the portfolio, the

Office of Faith Integration may seek clarification with the appropriate school's dean.

iv.   Reflective Commentary Statement (RCS). The portfolio should include a Reflective Commentary Statement. If the various works in the portfolio reflect a consistent and unified scholarly agenda, the RCS will speak about the portfolio as a whole. If the works are significantly distinct from each other, the RCS should comment on specific artifacts as needed. The RCS should use the above items from *Scholarship Assessed: Evaluation of the Professoriate* (found above in 4. A. 1) e) of this section of the *handbook*) to guide in the development of the RCS from a faith/faith integration perspective. The RCS may also indicate ways the scholarly submission(s) could be improved, or furthered, in some way. (No page length is mandated for the RCS.)

NOTE: Faculty should discuss their interest in this option with the Office of Faith Integration in addition to discussing this with their chair (supervisor) before proceeding.

6. Academic Integrity in Faith Integration

All faith integration submissions should represent the highest standards of academic integrity and quality. Even if a submission is an early submission sent in for early feedback, identifying sources is required as a demonstration of academic integrity. Using the work of students, other faculty, or use of other's work without proper referencing, is considered plagiarism and may result in termination. Faculty submissions will be screened and analyzed to ensure the integrity of the submitted work. If a work is identified as allegedly plagiarized or contains other aspects of potential academic dishonesty, a review process will be implemented through the Office of the Provost.

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Azusa Pacific University Faculty Handbook

Section 7.4 • Extended Contract, Term Tenure Contract, and Promotion

Revised: March 2018

1. Philosophy of Extended Contract, Term Tenure Contract, and Promotion

    The philosophy of an extended contract and term tenure contract is that all faculty who have an established record of performing as expected in the department and at a professional level and who can demonstrate competency in faith integration should be granted extended years of employment. Faculty requesting longer terms of employment will be asked to demonstrate higher levels of competency, but faculty are not required to apply for more than a three (3) year contract.

    Promotion in rank signals exemplary performance of a faculty member at their current rank and indicates a readiness to move to the next level. It is not a symbol of longevity alone that is conferred automatically, but rather is recognition of a distinctive level of performance quality. The criteria for promotion vary based on the rank sought; however, all faculty seeking higher level promotions must demonstrate an advanced level of performance across the three (3) faculty roles and an ability to integrate faith into their work responsibilities. Given the rigorous nature of the promotion process, not all faculty may achieve a level of distinctive performance. This in no way detracts from the value that each faculty member brings to APU.

    Prerequisite to any promotion, extended contract, or term tenure contract is the expectation that faculty fulfill their responsibilities in a manner that contributes to a spirit of unity and collegiality among their peers, as well as upholding the faculty policies identified in the *Faculty Handbook.*

    If a faculty member is denied an extended contract, the faculty member shall receive a notice of non-renewal. Notice of non-renewal in some cases may be followed by the offer of a one (1) year conditional contract pursuant to section 7.1 item 3. d. of this *handbook.*

2. Term Tenure and Rank Promotion Review Committee

    a. Committee Membership

        Each college and school will have a Term Tenure and Rank Promotion (TTRP) Review Committee which will serve as a peer review committee for faculty in its college and school. Each TTRP will consist of five (5) faculty: three (3) faculty members from the college or school, all of whom are on a three-year extended or Term Tenure contract and have a rank of associate professor or higher and none of whom currently serve as department chair, associate dean, or dean in the school, one (1) faculty member on extended contract from another college or school, and one (1) faculty member from the Faculty Evaluation Council (FEC). The FEC member will serve as the chair of the TTRP committee.

    b. Committee Selection

        The three (3) members for each college or school will be elected by faculty from the college or school, two (2) of whom will initially serve for a three (3) year term and one

(1) who will serve for a two (2) year term. Each term is renewable by re-election. Each dean will coordinate the faculty election no later than May 31 and, once completed, the dean's office will notify the faculty moderator, the chair of the FEC, and the Office of Faculty Evaluation of the three (3) faculty serving on its college or school's committee, beginning the next academic year. No later than May 31, deans will appoint a faculty member on extended contract to be made available to serve a two (2) year term as the external faculty member on other college or school's committees and will notify the faculty moderator and the Office of Faculty Evaluation of the appointment. The chair of the FEC will appoint the external faculty member to a college or school review committee based on membership vacancies. The FEC members will be available for unlimited one (1) year terms and will be assigned based on membership needs and vacancies. Requests for specific members or types of members may be made to the chair of the FEC but are not guaranteed.

Members of the review committee are expected to recuse themselves from cases in which there may be a conflict of interest. Conflict of interest is defined as the individual or one of his/her family members having a current or past reporting relationship with a faculty member seeking advancement, having any family relationship, financial relationship, or close personal connection outside the university with a faculty member, or having a history of conflict with the faculty member. If a review committee member believes a conflict of interest exists, the TTRP may move forward with four (4) decision makers. Conversely, if the TTRP requests it, the chair of FEC will work with the dean to find an appropriate replacement based on the role the member serves on the committee. If a TTRP member is seeking an advancement decision, or is on sabbatical or other type of leave, he/she must recuse him/herself from all reviews for the entire academic year, in which case the chair of the FEC will contact the dean for a one (1) year replacement.

c. Committee Duties

Committee members are responsible for reviewing the multi-year Scoring Summary Report and other relevant material of a faculty member and for rendering an additional contract recommendation to that submitted by the department chair and dean. In some cases, the review of the materials may involve an interview with the faculty member seeking advancement. Committee members must use FES criteria for their decision unless extenuating circumstances apply, in which case extensive narrative and evidence must be provided. Committee members are responsible for reviewing all first term tenure materials and applications for rank promotion to professor. Additionally, at the request of a faculty member, the TTRP Review Committee will review materials from a faculty member who requests it, no later than December.

All committee recommendations must represent a consensus opinion and serve as an additional recommendation for the provost but do not nullify recommendations made by department chairs and deans. Faculty who wish to appeal a final contract decision will utilize the academic due process and grievance procedure as set forth in the *Faculty Handbook* (Section 4.2).

3. Requirements for Extended Contract or Term Tenure Contract

The decision to offer continued employment to faculty is based on many factors, one of which is the demonstration of appropriate levels of performance in the components

assessed in the Faculty Evaluation System (FES). Other factors affecting contract decisions are articulated in the Notice of Appointment. Contract lengths communicate a commitment from the university for continued employment, subject to faculty upholding the policies identified in the *Faculty Handbook*. Faculty members who are new to the university begin with one (1) year contracts, but are required to earn a three (3) year extended contract within five (5) years of employment. Extended contracts and term tenure contracts are typically granted when a faculty member meets expected levels of performance across several years. Because the commitment level from the university increases with the length of the contract, the criteria for receiving extended contracts and term tenure contracts increase in rigor as well.

*Faculty members with lecturer status or on a one (1) year non-renewable contract are not eligible for extended contract, term tenure contract, or promotion, and are not required to participate in the FES evaluation process. Years spent at lecturer status do not count toward promotion, extended contract, or term tenure contract, but may be considered in initial contract ranking should the faculty member be hired in a ranked position.

All faculty participating in FES need to be actively involved in term specific (e.g., 8-week, 16-week) teaching, service, and scholarship. The following criteria reflect the standards of the FES. Upon the approval of Academic Cabinet and the concurrence of the provost, schools, colleges, or departments may choose more rigorous standards on any component at any level if such standards are necessary to meet discipline specific accreditation, certification, or licensing standards. Extended contract recommendations that are made for faculty who do not meet the relevant standards, or denial of extended contract despite meeting benchmarks, must include a compelling rationale and sufficient evidence and endorsement from the provost.

a. One (1) Year Contract Standards

   Newly hired faculty members are typically given one (1) year contracts each of four (4) years, until a pattern of competence is established. All faculty are required to engage in annual assessment and successfully earn a three (3) year contract within five (5) years of employment at APU. See Section 7.1 of the *Faculty Handbook* for possibilities regarding an expedited contract process for new hires.

   1) To maintain a one (1) year contract, faculty must receive department chair endorsement based on the following criteria:

      a) Earn an average Teaching Effectiveness Score of 42 or higher or earn a TES of 42 or higher in 100% of IDEA evaluated courses. Note: deans may exercise discretion in extenuating circumstances and consider 75% of IDEA evaluated courses. See Section 7.2. item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2).

      b) Earn a chair's rating of "meets expectations" or higher in the Educator-Mentor (E-M) role.

      c) Earn a chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role based on assigned scholarship tier.

      d) Earn an average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2).

e) Earn a chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role.

f) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

Note: The criteria above do not guarantee continued employment for faculty on one (1) year contracts. Other issues may impact the non-renewal of a one (1) year contract in which case the faculty member's employment with the university ends (unless he/she is offered a one (1) year conditional contract pursuant to section 7.1 item 3. d. of this *handbook*.

b. Three (3) Year Extended Contract Standards

Three (3) year contracts are typically given to faculty following a minimum of three (3) years of data collection and a year of data review, thus resulting in a three (3) year contract in the fifth year of employment. See Section 7.1 item 3. d. for possibilities regarding an expedited contract process for new hires and/or possible changes to data collection years in the event of an approved leave of absence. To earn a three (3) year contract, faculty members must perform at a professional level in their departments, demonstrate a good fit with the university, and demonstrate competence in faith integration as described below.

1) To earn a first three (3) year extended contract, faculty must teach a minimum of six (6) term-length courses across the three (3) year period and receive department chair and dean endorsement based on the following criteria (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

a) Earn a multi-year average Teaching Effectiveness Score of 45 or higher or earn a TES of 45 or higher in 100% of IDEA evaluated courses. Note: deans may exercise discretion in extenuating circumstances and consider 75% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2).

b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching.

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor (E-M) role.

d) Earn a pattern of chair's rating of "meeting expectations" or higher in the Scholar-Practitioner (S-P) role, based on assigned scholarship tier.

e) Earn an overall average Servant-Leader rating of 3.0 or higher in the peer collegiality rating scale (SL2).

f) Earn a pattern of chair's rating of "meets expectations" or higher on overall Servant-Leader (S-L) effectiveness.

g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

h) Earn an average score of 2.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3 item 5. a. If a contract is given with

an average score below 3.0, faith integration mentoring and/or seminars (classes) are needed.

2) To renew a three (3) year extended contract, faculty must collect three (3) years of FES data, teach a minimum of six (6) term-length courses across the three (3) year period, and receive department chair and dean endorsement based on the following criteria (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair; see Section 7.1 item 3. d. for possible changes to data collection years in the event of an approved leave of absence):

a) Earn a multi-year average Teaching Effectiveness Score of 50 or higher in 100% of IDEA evaluated courses or earn a TES of 50 or higher in 50% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2.)

b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching.

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Education-Mentor (E-M) role.

d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role, based on assigned scholarship tier. Note: the failure to meet scholarship tier expectations is not intended to prevent a faculty member from securing the renewal of an extended or term tenure contract. In the event that a faculty member does not meet scholarship tier expectations for renewal of an extended or term tenure contract, department chairs and deans may assign the faculty member to a lower tier in the new contract and thus grant fewer scholarship units in the workload schedule.

e) Earn an overall average Servant-Leader (S-L) of 3.0 or higher on the peer collegiality rating scale (SL2).

f) Earn a pattern of chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role.

g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

h) Earn a rating of 3.0 or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3 item 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the dean and consistent with departmental standards. See Section 7.2, item 4. for details.

Faculty members who do not achieve the standards for attaining or maintaining a three (3) year contract shall receive notice of non-renewal, after which faculty members may be granted a one (1) year conditional contract at

the discretion of the dean and provost pursuant to section 7.1 item 3. d. of this *handbook*. Faculty denied an extended contract and who received a notice of non-renewal may request review by the Professional Affairs Review Board (PARB) (see Section 4.4 of the *Faculty Handbook*).

c. Five (5) Year (Term Tenure) Contract Standards

Term tenure contracts are granted to faculty on a three (3) year contract who perform at a distinctive level in their job responsibilities and in faith integration and who demonstrate a good fit with the university. In addition to department chair and dean review and recommendation, all initial five (5) year term tenure contract recommendations are reviewed by the Term Tenure and Rank Promotion (TTRP) Review Committee as described in section 7.4 item 2. herein.

1) To earn a first term tenure contract, faculty must collect three (3) years of FES data, teach a minimum of six (6) term-length courses across the three (3) year period, and meet the following criteria (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair; see Section 7.1 item 3. d. for possible changes to data collection years in the event of an approved leave of absence):

   a) Earn a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA evaluated courses or earn a TES of 54 or higher in 50% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2).

   b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching.

   c) Earn a pattern of chair's rating of "meets expectations" or higher in the Education-Mentor (E-M) role.

   d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role, based on assigned scholarship tier.

   e) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2).

   f) Earn a pattern of chair's rating of "meets expectations" or higher in the overall Servant-Leader (S-L) role.

   g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

   h) Earn an average score of 3.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the dean and consistent with departmental standards. See Section 7.2 item 4. for details.

2) To renew a term tenure contract, faculty must collect five (5) years of FES data, teach a minimum of ten (10) term-length courses across the five (5) year period, and receive department chair and dean endorsement based on the following criteria (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair; see Section 7.1 item 3. d. for possible changes to data collection years in the event of an approved leave of absence):

   a) Earn a multi-year average Teaching Effectiveness Score of 54 or higher in 100% of IDEA evaluated courses or earn a TES of 54 or higher in 50% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that type of teaching for that teaching format (see Section 7.2 item 1. a. 2).

   b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching.

   c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor (E-M) role.

   d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role, based on assigned scholarship tier. Note: the failure to meet scholarship tier expectations is not intended to prevent a faculty member from securing the renewal of an extended or term tenure contract. In the event that a faculty member does not meet scholarship tier expectations for renewal of an extended or term tenure contract, the department chair and dean may assign the faculty member to a lower tier in the new contract and thus grant fewer scholarship units in their workload schedule.

   e) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2).

   f) Earn a pattern of chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role.

   g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

   h) The faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the dean and consistent with departmental standards. See Section 7.2 item 4. for details.

   Faculty members who do not achieve the standards for attaining or maintaining a five (5) year contract but who attain the standards of a three (3) year contract renewal may be granted the three (3) year contract. Failure to attain the standards for any type of extended contract shall result in a notice of non-renewal, after which the faculty members may be issued a one (1) year conditional contract at the discretion of the dean and provost pursuant to section 7.1 item 3. d. of this *handbook*. Faculty who receive a recommendation not to renew a term tenure contract may request review by the Term Tenure and Rank Promotion (TTRP) Review Committee.

d. Tenured Faculty

The effectiveness of the few APU faculty who are tenured is assessed in a manner similar to the evaluation of faculty on five (5) year term tenure contracts, with annual goal setting and review meetings. Tenured faculty are expected to use this post-tenure assessment as guidance to assist them in their continued professional growth.

4. Requirements for Assigning Rank and Attaining Rank Promotions

Promotions in rank are limited to those faculty members who demonstrate high levels of collegiality in their departments, excellence in their current work responsibilities, and the potential to perform at the next level. Faculty are also expected to meet all expectations as set forth in the *Faculty Handbook*.

On occasion, at the time of hire and by recommendation of the dean, the provost may allow a faculty member to proceed through the promotion process in an expedited manner. Otherwise, faculty must collect at least three (3) years of performance data for rank promotion decisions. If a faculty member is seeking a rank promotion at the same time as an extended contract decision, the same number of years of FES data is collected for both decisions. If a faculty member is seeking a rank promotion at a time that does not coincide with an extended contract decision, the chair and dean will determine the appropriate number of years (three, four, or five) of FES data based on faculty contract length and will communicate the data collection years to the Office of Faculty Evaluation for reporting purposes.

The following criteria reflect the standards of the Faculty Evaluation System (FES). Departments and colleges or schools may choose more rigorous standards on any component at any level. Rank promotion recommendations that are made for faculty who do not meet the relevant standards or denial of rank promotion despite meeting benchmarks must include a compelling rationale and sufficient evidence and endorsement from the provost.

a. Lecturer

The term "lecturer" is used for part-time faculty (faculty hired on a percentage of a full-time contract), faculty hired because of extensive professional experience in their discipline, and faculty hired per-unit.

*Faculty members with lecturer status are not eligible for extended contract, term tenure contract, or promotion, and are not required to participate in the FES evaluation process. Years spent at lecturer status do not count toward promotion, extended contract, or term tenure contract, but may be considered in initial rank determination, should the faculty member be hired in a ranked position.

b. Instructor

Prior to attaining this rank, a faculty member must:

1) Possess at least a master's degree in one's teaching field from a regionally accredited institution.

c. Promotion to Assistant Professor

Prior to attaining this rank, a faculty member must:

1) Possess an earned terminal degree from a regionally accredited institution, or

2) Possess these qualifications:

   a) An earned master's degree in one's teaching field from a regionally accredited institution, and

   b) Twenty-four (24) appropriate semester units or equivalency of post-master's study in one's teaching field, and

   c) Two (2) years of full-time teaching experience, professional experience, or equivalency at the college level.

3) Faculty must teach a minimum of six (6) term-length courses across the three (3) year period and receive department chair and dean endorsement, based on the following standards (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

   a) Earn a multi-year average Teaching Effectiveness Score of 47 or higher or earn a TES of 47 or higher in 50% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2).

   b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching.

   c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor (E-M) role.

   d) Earn a pattern of chair's rating of "meets expectations" or higher in Scholar-Practitioner (S-P), based on assigned scholarship tier.

   e) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2).

   f) Earn a pattern of chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role.

   g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

   h) Demonstrate competence in faith integration by earning an average score of 2.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3 item 5.). If a contract is given with an average score below 3.0, faith integration mentoring and/or seminars (classes) are needed. Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the dean and consistent with departmental standards. See Section 7.2 item 4 for details.

   (Note: if a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract decision, and if the faculty member has already received the required score (2.0 or higher for promotion to assistant professor) on the Faith Integration Response Paper (FIRP) within the allotted time frame (see Section 7.3), the requirement for the response paper is waived.)

d. Promotion to Associate Professor

Prior to attaining this rank, a faculty member must:

1) Possess an earned terminal degree in one's teaching field or a related field from a regionally accredited institution as determined by the faculty member's school, reflecting best practices.

2) Complete four (4) years of full-time teaching experience, professional experience, or equivalency at the college level, two (2) which need to occur after having received the terminal degree.

3) Teach a minimum of six (6) term-length courses across the three (3) year period and receive department chair and dean endorsement, based on the following standards (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

   a) Earn a multi-year average Teaching Effectiveness Score of 52 or higher or earn a TES of 52 or higher in 50% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2).

   b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching.

   c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor (E-M) role.

   d) Demonstrate high quality scholarship which meets or exceeds the expectations for a typical faculty member in the department.

   e) Demonstrate achievement of the appropriate career publication/product record:

      i. At least one (1) peer-reviewed publication/product for undergraduate faculty;

      ii. At least two (2) peer-reviewed publications/products for graduate level faculty (at least 50 percent of workload is in master's or doctoral level courses).

      For disciplines in which peer-review is not a standard practice, such as music composition, other discipline-appropriate external review may be used in place of peer-review.

      The publications/products for this requirement do not need to occur during the faculty member's data collection period.

   f) Earn a pattern of chair's rating of "meets expectations" or higher in Scholar-Practitioner (S-P) based on assigned scholarship tier.

   g) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2).

   h) Earn a pattern of chair's rating of "meets expectations" or higher on overall Servant-Leader (S-L) effectiveness.

i) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

j) Demonstrate competence in faith integration by:

    i. Earning an average score of 3.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3 item 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the dean and consistent with departmental standards. See Section 7.2 item 4. for details.

    (Note: if a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract decision, and if the faculty member has already received the required score (3.0 or higher for promotion to associate professor) on the Faith Integration Response Paper (FIRP) within the past three (3) years, the requirement for the response paper is waived).

    and

    ii. Providing a submission that provides evidence of proficient discipline-related faith integration scholarship consistent with the rank of associate professor in the faculty member's role(s) by earning an average score of 3.0 (out of 5.0) on the additional requirement for promotion to associate professor. (See Section 7.3 item 5. c. for details on rank promotion requirements.)

Faculty who receive a recommendation not to receive the rank promotion may request review by the Term Tenure and Rank Promotion (TTRP) Review Committee.

e. Promotion to Professor

Promotion to Professor signals distinctive performance in all four (4) roles of Educator-Mentor (E-M), Scholar-Practitioner (S-P), Servant-Leader (S-L), and Faith Integration. The professor at APU is not only an excellent teacher and mentor, but is also a scholar who has significantly impacted his or her discipline with a scholarly agenda. Faculty applying for promotion to professor are expected to be Servant-Leaders who have made important contributions to the life of the university and/or the community and perform at distinctive levels in the area of faith integration.

In addition to department chair and dean review and recommendation, all submissions for rank promotion to professor are reviewed by the Term Tenure and Rank Promotion (TTRP) Review Committee as described in Section 7.4 item 2.

Prior to attaining this rank, a faculty member must:

1) Possess an earned terminal degree in one's teaching field or related field from a regionally accredited institution, as determined by the faculty member's college or school, reflecting best practices.

2) Have completed eight (8) years of full-time teaching experience, professional experience, or equivalency at the college level, four (4) of which must have been

completed after receiving the terminal degree or the rank of associate professor, whichever occurred most recently.

3) Teach a minimum of six (6) courses across the three (3) year period prior to applying for promotion.

4) Meet the following criteria (note: if the faculty member seeking advancement is a department chair, the dean serves in the role of department chair):

a) Earn a multi-year average Teaching Effectiveness Score of 54 or higher or earn a TES of 54 of higher in 50% of IDEA evaluated courses. See Section 7.2 item 1. a. 1) c) for an explanation of the TES process. Faculty who teach in courses not evaluated by IDEA must evaluate and meet stated expectations for that teaching format (see Section 7.2 item 1. a. 2).

b) If utilized, provide evidence of teaching effectiveness from two (2) different observers of classroom teaching on two (2) different occasions (four (4) total observations).

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor (E-M) role.

d) Demonstrate scholarship which exceeds the expectations for a typical faculty member in the department, appropriate to support the rank of professor by discipline standards.

e) Demonstrate achievement of the appropriate career publication/product record:

   i. At least two (2) peer-reviewed publication/products for undergraduate faculty;

   ii. At least four (4) peer-reviewed publication/products for graduate level faculty (at least 50 percent of workload is in master's or doctoral level courses).

   For disciplines in which peer-review is not a standard practice, such as music composition, other discipline-appropriate review may be used in place of peer-review.

   The publications/products for this requirement do not need to occur during the faculty member's data collection period.

f) Earn a pattern of chair's rating of "meets expectations" or higher in Scholar-Practitioner (S-P), based on assigned scholarship tier.

g) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2).

h) Earn a pattern of chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role on overall Servant-Leader (S-L) effectiveness.

i) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration.

j) Demonstrate competence in faith integration by:

   i. Earning an average score of 3.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3 item 5.). Once a 3.0

average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the dean and consistent with departmental standards. See Section 7.2 item 4. for details.

(Note: if a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract decision, and if the faculty member has already received the required score (3.0 average or higher for promotion to professor) on the Faith Integration Response Paper (FIRP), they will have already met the FIRP requirement and will not be required to submit a new or updated FIRP).

and

ii. Providing a submission that provides evidence of proficient discipline-related faith integration scholarship consistent with the rank of professor in the faculty member's role(s) by earning an average score of 3.0 (out of 5.0) on the additional requirement for promotion to professor. (See Sections 7.3 item 5. d. for details on rank promotion requirements.)

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Azusa Pacific University Faculty Handbook

Section 7.5 • Library Faculty Evaluation

Extended Contract, Term Tenure Contract, and Promotion

New: March 2018

1. Philosophy of Extended Contract, Term Tenure Contract, and Promotion

    See item 1. of *Faculty Handbook* Section 7.4.

2. Categories of Evaluation

    The categories for library faculty evaluation generally mirror those for non-library faculty as described in section 7.2 of this handbook. However, the Educator-Mentor role is wholly different as described below (Educator-Mentor/Librarianship) and the Servant-Leader role is slightly modified as described below. In addition, Scholar-Practitioner and faith integration expectations are the same as what is found in their respective sections.

    a. The Educator-Mentor/Librarianship (E-ML) role consists of the following categories:

        1) Liaison role as defined in the library guidelines, including Bibliographic Instruction (BI);

        2) Reference desk service and research consultations;

        3) Collection Development;

        4) Teaching graded courses (per workload);

        5) Cataloging (per workload);

        6) Special Collections (per workload);

        7) Preservation (per workload);

        8) Copyright Support (per workload);

        9) Community Outreach (per workload);

        10) Other librarianship duties as assigned.

        This category is assessed largely by qualitative means. Faculty will self-assess and chairs will assess annually. Assessments in the first three (3) required categories and in other pre-identified workload areas must separately meet or exceed expectations. In addition, the overall chair's assessment must meet or exceed expectations. Library faculty who teach courses that utilize IDEA must meet the TES benchmarks articulated in Section 7.4 of this *handbook*.

    b. The Servant-Leader role (S-L) is described in paragraph 2 of Section 7.2 of this *handbook*. In addition to the library faculty responses on the peer collegiality survey, all full-time faculty in liaison areas will be invited to respond to that same instrument (SL2) or other appropriate measure.

c. The Scholar-Practitioner Role (S-P) is described in paragraph 3 of Section 7.2 of this *handbook*.

d. Faith Integration proficiency requirements are described in paragraph 4 of Section 7.2 and Section 7.3, although FES should be read as LFES.

3. Library Faculty Evaluation Committee

a. Committee Membership

The University Libraries will have a Library Faculty Evaluation Committee (LFEC) which will serve as a peer review committee for faculty in the library faculty category. Each LFEC will consist of four (4) faculty: two (2) faculty members from the University Libraries, both of whom are on a three (3) year extended or term tenure contract and have a rank of associate professor or higher and neither of whom currently serve as the candidate's department chair, and two (2) faculty members from the Faculty Evaluation Council (FEC) who are not library faculty. One of the FEC members will serve as the chair of the LFEC committee.

b. Committee Selection

The two (2) members from the library will be elected, one (1) of whom will initially serve for a two (2) year term and one who will serve for a one (1) year term. Each subsequent two (2) year term is renewable by reelection. The university librarian will coordinate the faculty election no later than May 31 and, once completed, the university librarian's office will notify the faculty moderator, the chair of the FEC, and the Office of Faculty Evaluation of the two (2) faculty serving on the LFEC, beginning the next academic year. The chair of the FEC will appoint two (2) FEC faculty members to the LFEC. The FEC members will be available for unlimited one (1) year terms and will be assigned based on membership needs and vacancies. Requests for specific members or types of members may be made to the chair of the FEC, however, these are not guaranteed.

Members of the review committee are expected to recuse themselves from cases in which there may be a conflict of interest as defined in paragraph 2.b. of Section 7.4 of this *handbook.*

c. Committee Duties

Committee members are responsible for reviewing the multi-year Scoring Summary Report and other relevant material of a faculty member and for rendering an additional contract recommendation to that submitted by the department chair and university librarian for all rank promotion and extended contract requests. In some cases, the review of the materials may involve an interview with the faculty member seeking advancement. Committee members must use LFES criteria for their recommendation unless extenuating circumstances apply, in which case extensive narrative and evidence must be provided.

All committee recommendations must represent a consensus opinion and serve as an additional recommendation for the provost, but do not nullify recommendations made by a department chair/supervisor and the university librarian. Faculty who wish to appeal a final contract decision will utilize the academic due process and grievance procedure as set forth in the *Faculty Handbook* (Section 4.2).

4. Requirements for Extended Contract or Term Tenure Contract

The decision to offer continued employment of faculty is based on many factors, one of which is the demonstration of appropriate levels of performance in the components assessed in the Library Faculty Evaluation System (LFES). Other factors affecting contract decisions are articulated in the Notice of Appointment. Contract lengths communicate a commitment from the university for continued employment, subject to faculty upholding the policies identified in the *Faculty Handbook*. Faculty members who are new to the university begin with one (1) year contracts, however, they are required to earn a three (3) year extended contract within five (5) years of employment.

Extended contracts and term tenure contracts are typically granted when a faculty member meets expected levels of performance across several years. Because the commitment level from the university increases with the length of the contract, the criteria for receiving extended contracts and term tenure contracts increase in rigor as well.

The following criteria reflect the standards of the LFES. Extended contract recommendations that are made for faculty who do not meet the relevant standards, or denial of extended contract despite meeting benchmarks, must include a compelling rationale and sufficient evidence and endorsement from the provost.

a. One (1) Year Contract Standards

Newly hired library faculty members are typically given one (1) year contracts each of four (4) years until a pattern of competence is established. All faculty are required to engage in annual assessment and successfully earn a three (3) year contract within five (5) years of employment at APU.

To maintain a one (1) year contract, faculty must receive department chair endorsement based on the following criteria:

1) Earn an Educator-Mentor/Librarianship benchmark of 4.1 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

2) Earn a chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

3) Earn a chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role, based on assigned scholarship tier;

4) Earn an average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2);

5) Earn a chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role

6) Earn a chair's rating of "meets expectations" or higher in faith integration.

Note: The criteria above do not guarantee continued employment for faculty on one (1) year contracts. Other issues may impact the non-renewal of a one (1) year contract. In rare circumstances, if one of these criteria is not met, the chair and university librarian may agree to offer another one (1) year contract.

Faculty who repeatedly earn scores below "meets expectations" may be given a conditional contract (see Section 7.1 item 3. d.). Continued performance below "meets expectations" will result in non-renewal of a contract.

b. Three (3) Year Extended Contract Standards

Three (3) year contracts are typically given to faculty following a minimum of three (3) years of data collection and one (1) year of data review, thus resulting in a three (3) year contract in the fifth (5th) year of employment. To earn a three (3) year contract, faculty members must perform at a professional level in their departments, demonstrate a good fit with the university, and demonstrate competence in faith integration as described below:

1) To earn a first three (3) year extended contract, faculty must receive department chair and university librarian endorsement based on the following criteria (note: if the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

a) Earn an Educator-Mentor/Librarianship benchmark of 4.4 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

b) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role based on assigned scholarship tier;

d) Earn an overall average Servant-Leadership rating of 3.0 or higher in the peer collegiality rating scale (SL2);

e) Earn a pattern of chair's rating of "meets expectations" or higher on overall Servant-Leader (S-L) effectiveness;

f) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

g) Earn an average score of 2.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3, item 5. a.) If a contract is given with an average score below 3.0, faith integration mentoring and/or seminars (classes) are needed.

2) To renew a three (3) year extended contract, faculty must collect three (3) years of LFES data and receive department chair and university librarian endorsement based on the following criteria (note: if the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

a) Earn an Educator-Mentor/Librarianship benchmark of 4.4 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

b) Provide evidence of teaching effectiveness from at least two (2) different observers of Bibliographic Instruction using the Classroom Observation Checklist. Observations may be completed by the university librarian or

designee, and by a classroom faculty member from a liaison department approved by the university librarian or designee;

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role, based on assigned scholarship tier;

e) Earn an overall average Servant-Leader (S-L) of 3.0 or higher on the peer collegiality rating scale (SL2);

f) Earn a pattern of chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role;

g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

h) Earn a rating of 3.0 or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3, item 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period. The appropriate supervisor will verify proficiency based on criteria established under the direction of the university librarian and consistent with departmental standards. (See Section 7.2, item 4. for details).

Faculty members who do not achieve the standards for attaining or maintaining a three (3) year contract may be granted a one (1) year conditional contract at the discretion of the university librarian and provost. Faculty denied an extended contract may request review by the Professional Affairs Review Board (PARB) (see Section 4.4 of the *Faculty Handbook.*)

c. Five (5) Year (Term Tenure) Contract Standards

Term tenure contracts are granted to faculty on a three (3) year contract who perform at a distinctive level in their job responsibilities and in faith integration and who demonstrate a good fit with the university.

1) To earn a first term tenure contract, faculty must collect three (3) years of FES data and meet the following criteria (note: if the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair; see Section 7.1, item 3. d. for possible changes to data collection years in the event of an approved leave of absence):

a) Earn an Educator-Mentor/Librarianship benchmark of 4.6 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

b) Provide evidence of teaching effectiveness from at least two (2) different observers of Bibliographic Instruction using the Classroom Observation Checklist. Observations may be completed by the university librarian or designee and by a classroom faculty member from a liaison department approved by the university librarian or designee;

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role based on assigned scholarship tier;

e) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2);

f) Earn a pattern of chair's rating of "meets expectations" or higher in the overall Servant-Leader (S-L) role;

g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

h) Earn an average score of 3.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3, item 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the university librarian and consistent with departmental standards. (See Section 7.2, item 4. for details).

2) To renew a term tenure contract, faculty must collect five (5) years of LFES data and receive department chair and university librarian endorsement based on the following criteria (note: if the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair. See Section 7.1, item 3. d. for possible changes to data collection years in the event of an approved leave of absence):

a) Earn an Educator-Mentor/Librarianship benchmark of 4.6 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

b) Provide evidence of teaching effectiveness from at least two (2) different observers of Bibliographic Instruction using the Classroom Observation Checklist. Observations may be completed by the university librarian or designee and by a classroom faculty member from a liaison department approved by the university librarian or designee;

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role based on assigned scholarship tier;

e) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2);

f) Earn a pattern of chair's rating of "meets expectations" or higher in the overall Servant-Leader (S-L) role;

g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

h) The faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established

under the direction of the university librarian and consistent with departmental standards. See Section 7.2, item 4. for details.

Faculty members who do not achieve the standards for attaining or maintaining a five (5) year contract, but who attain the standards of a three (3) year contract renewal, may be granted the three (3) year contract. Failure to attain the standards for any type of extended contract may result in the issuance of a one (1) year conditional contract at the discretion of the university librarian and provost.

5. Requirements for Assigning Rank and Attaining Rank Promotions

Promotions in rank are limited to those faculty members who demonstrate high levels of collegiality in their departments, excellence in their current work responsibilities, and the potential to perform at the next level. Faculty are also expected to meet all expectations as set forth in the *Faculty Handbook.*

On occasion, at the time of hire and by recommendation of the university librarian, the provost may allow a faculty member to proceed through the promotion process in an expedited manner. Otherwise, faculty must collect at least three (3) years of performance data for rank promotion decisions. If a faculty member is seeking a rank promotion at the same time as an extended contract decision, the same number of years of FES data is collected for both decisions. If a faculty member is seeking a rank promotion at a time that does not coincide with an extended contract decision, the chair and university librarian will determine the appropriate number of years (three, four, or five (3, 4, or 5) of LFES data based on faculty contract length and will communicate the data collection years to the Office of Faculty Evaluation for reporting purposes.

The following criteria reflect the standards of the Library Faculty Evaluation System (LFES). Rank promotion recommendations that are made for faculty who do not meet the relevant standards or denial or rank promotion, despite meeting benchmarks, must include a compelling rationale and sufficient evidence and endorsement from the provost.

a. Instructor, University Libraries

Prior to attaining this rank, a faculty member must:

Hold a master's degree in Library and Information Science from an ALA accredited program, in all but exceptional circumstances.

b. Promotion to Assistant Professor, University Libraries

Prior to attaining this rank, a faculty member must:

1) Possess a master's degree in Library and Information Science from an ALA accredited program;

2) Possess a second graduate degree in an additional discipline from a regionally accredited institution OR provide evidence of completion of at least 50% of a second graduate degree and at least two (2) years of full-time academic library experience at instructor level;

3) Demonstrate the ability to carry out duties within the Educator-Mentor/Librarianship, Scholar-Practitioner, Servant-Leader, and faith integration roles such as evidence of committee work, presentations, poster sessions,

research, publication (including new forms of digitally-based scholarly expression), teaching, and/or substantial continuing education;

4) Display substantial knowledge of another discipline area or technical expertise;

5) Receive department chair and university librarian endorsement based on the following standards (note: if the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

   a) Earn an Educator-Mentor/Librarianship benchmark of 4.1 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

   b) Provide evidence of teaching effectiveness from at least two (2) different observers of Bibliographic Instruction using the Classroom Observation Checklist. Observations may be completed by the university librarian or designee, and by a classroom faculty member from a liaison department approved by the university librarian or designee;

   c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

   d) Earn a pattern of chair's rating of "meets expectations" or higher in the Scholar-Practitioner (S-P) role based on assigned scholarship tier;

   e) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2);

   f) Earn a pattern of chair's rating of "meets expectations" or higher in the overall Servant-Leader (S-L) role;

   g) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

   h) Demonstrate competence in faith integration by earning an average score of 2.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3, item 5.). If a contract is given with an average score below 3.0, faith integration mentoring and/or seminars (classes) are needed. Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the university librarian and consistent with departmental standards. See Section 7.2, item 4. for details.

   (Note: if a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract decision, and if the faculty member has already received the required score (2.0 or higher for promotion to assistant professor) on the Faith Integration Response Paper (FIRP) within the allotted time frame (see Section 7.3), the requirement for the response paper is waived.)

c. Promotion to Associate Professor, University Libraries

Prior to attaining this rank, a faculty member must:

1) Possess a master's degree in Library and Information Science from an ALA accredited program;

2) Possess a second graduate degree in an additional discipline from a regionally accredited institution;

3) Complete four (4) years of full-time academic library experience or equivalency at the college level;

4) Display substantial knowledge of another discipline area or technical expertise;

5) Receive department chair and university librarian endorsement based on the following standards (note: if the faculty member seeking advancement is a department chair, the university librarian serves in the role of department chair):

   a) Earn an Educator-Mentor/Librarianship benchmark of 4.4 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

   b) Provide evidence of teaching effectiveness from at least two (2) different observers of Bibliographic Instruction using the Classroom Observation Checklist. Observations may be completed by the university librarian or designee and by a classroom faculty member from a liaison department approved by the university librarian or designee;

   c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

   d) Demonstrate high quality scholarship which meets or exceeds the expectations for a typical faculty member in the department;

   e) Demonstrates achievement of at least one (1) peer reviewed publication/product. The publications/products for this requirement do not need to occur during the faculty member's data collection period;

   f) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2);

   g) Earn a pattern of chair's rating of "meets expectations" or higher in the overall Servant-Leader (S-L) effectiveness;

   h) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

   i) Demonstrate competence in faith integration by:

      i. Earning an average score of 3.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3, item 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the university librarian and consistent with departmental standards. See Section 7.2, item 4. for details.

      (Note: if a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract decision, and if the

faculty member has already received the required score (3.0 average or higher for promotion to associate professor) on the Faith Integration Response Paper (FIRP), they will have already met the FIRP requirement and will not be required to submit a new or updated FIRP).

ii. Providing a submission that provides evidence of proficient discipline-related faith integration scholarship consistent with the rank of associate professor/librarian in the faculty member's role(s) by earning an average score of 3.0 (out of 5.0) on the additional requirement for promotion to associate professor. (See Section 7.3, item 5. c. for details on rank promotion requirements.)

d. Promotion to Professor, University Libraries

Promotion to Professor signals distinctive performance in all four (4) roles of Educator-Mentor/Librarianship (E-ML), Scholar-Practitioner (S-P), Servant-Leader (S-L), and faith integration. The professor at APU is not only an excellent teacher and mentor, but is also a scholar who has significantly impacted his/her discipline with a scholarly agenda. Faculty applying for promotion to professor are expected to be Servant-Leaders who have made important contributions to the life of the university and/or the community and perform at distinctive levels in the area of faith integration.

Prior to attaining this rank, a faculty member must:

1) Possess a master's degree in Library and Information Science from an ALA accredited program;

2) Possess a second graduate degree in an additional discipline from a regionally accredited institution;

3) Have completed eight (8) years of full-time academic library experience or equivalency at the college level, three (3) of which must have been completed after receiving the rank of associate professor/librarian;

4) Demonstrate national leadership as well as continuing significant achievement in enhancing his/her value to the libraries, the university, the profession of librarianship, or the scholarly community;

5) Meet the following criteria (note: if the faculty member seeking advancement is a department chair, the university librarian serves in this role of department chair):

a) Earn an Educator-Mentor/Librarianship benchmark of 4.6 on the Library Faculty Classroom Evaluation Survey (minimum student number of 50 per year) and satisfactory user feedback on reference services;

b) Provide evidence of teaching effectiveness from at least two (2) different observers of Bibliographic Instruction using the Classroom Observation Checklist on two different occasions, totaling four (4) observations. Observations may be completed by the university librarian or designee, and by a classroom faculty member from a liaison department approved by the university librarian or designee;

c) Earn a pattern of chair's rating of "meets expectations" or higher in the Educator-Mentor/Librarianship (E-ML) role;

d) Demonstrate scholarship which exceeds the expectations for a typical faculty member in the department, appropriate to support the rank of professor by discipline standards;

e) Demonstrate achievement of at least two (2) peer reviewed publications/products. The publications/products for this requirement do not need to occur during the faculty member's data collection period;

f) Earn an overall average Servant-Leader (S-L) rating of 3.0 or higher on the peer collegiality rating scale (SL2);

g) Earn a pattern of chair's rating of "meets expectations" or higher in the Servant-Leader (S-L) role on overall Servant-Leader (S-L) effectiveness;

h) Earn a chair's (or designated supervisor's) rating of "meets expectations" or higher in faith integration;

i) Demonstrate competence in faith integration by:

   i. Earning an average score of 3.0 (out of 5.0) or higher on the Faith Integration Response Paper (FIRP) (see Section 7.3, item 5.). Once a 3.0 average has been obtained on the FIRP and no further FIRP is therefore required, the faculty member will continue to provide evidence of successful achievement of their faith integration goals over the contract period and the appropriate supervisor will verify proficiency based on criteria established under the direction of the university librarian and consistent with departmental standards. See Section 7.2, item 4. for details.

   (Note: if a faculty member is seeking a rank promotion decision at a time that does not coincide with an extended contract decision, and if the faculty member has already received the required score (3.0 average or higher for promotion to professor) on the Faith Integration Response Paper (FIRP), they will have already met the FIRP requirements and will not be required to submit a new or updated FIRP.)

   and

   ii. Providing a submission that provides evidence of proficient discipline-related faith integration scholarship consistent with the rank of professor/librarian in the faculty member's role(s) by earning an average score of 3.0 (out of 5.0) on the additional requirement for promotion to professor/librarian. (See Section 7.3, item 5. d. for details on rank promotion requirements.)

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Azusa Pacific University Faculty Handbook

Section 7.6 • Appeals Process for the Faculty Evaluation Council Decisions

Revised: March 2017

Appeals Process for the Faculty Evaluation System (FES)

A member of the faculty may appeal goals and expectations set during the goal setting process, contract renewal, and promotion recommendations using the Academic Due Process and Grievance Policies identified in Section 4.2 of the *Faculty Handbook*.

###

Azusa Pacific University Faculty Handbook

Section 8.1 • Principles of Faculty Governance

Revised: March 2018

Principles of Faculty Governance[1]

Sharing in the governance of the institution is a prized faculty privilege and obligation. This section provides information on the Faculty Senate, including councils, committees, and review boards. The following are principles that will guide faculty participation in the governance of the institution.

1. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction and delivery, evaluation of student performance, research and scholarship, and standards for admission of students.

2. The faculty sets the degree requirements, determines when the requirements have been met, and otherwise qualifies students and recommends them, via the provost, to the president and Board of Trustees to grant the degrees thus achieved.

3. Issues that might be of significant concern to faculty may occasionally arise from outside the realm of the traditional faculty interest. As appropriate, and when circumstances permit, administrators will make a good faith effort to inform and seek the input of faculty representatives with the understanding that what constitutes a significant concern is a matter on which reasonable minds may differ.

4. Faculty must exercise diligence and provide oversight to ensure that its agencies act in keeping with its policies and recommendations, and that they are implemented in an appropriate manner.

5. The Faculty Senate is the principal agency of the faculty within the institution that is committed to shared governance. The Faculty Senate may consider any subject pertaining to the interest of the university and to make recommendations to the university administration.

6. Additional appropriate areas for Faculty Senate consultation include significant changes in existing institution-wide policies that deal with faculty evaluations, retention, term tenure, or promotion, with composition of search committees, and with benefits specific to the faculty such as sabbaticals, leaves, and recruitment.

7. Meetings of councils and committees should, if at all possible, not be scheduled at the same time as Faculty Senate or Full Faculty Meetings.

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[1]Adapted from *Principles of Faculty Involvement in Institutional and Academic Unit Governance at the University of Michigan,* 2nd ed., March 2008

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Azusa Pacific University Faculty Handbook

Section 8.2 • Membership

Revised: March 2017

Membership

1. By reason of their rank or of their office, the following shall automatically be entitled to membership in the faculty of APU and shall have the right to vote at all faculty meetings:

    a. Full-time persons and/or persons on a faculty contract at a reduced percentage (see Section 2.7) holding ranks of professor, associate professor, assistant professor, instructor, and administrative/non-classroom faculty.

    b. President, provost, vice provosts, associate provost, assistant provost, academic deans of the colleges or schools, and the senior vice president for Student Life, dean of Students.

2. Exceptions to the above general rule may be allowed voting privileges by a majority vote of faculty. Requests for such exceptions are to be submitted to the faculty by the provost. Exceptions granted are effective for the current academic year.

3. Emeritus professors, teaching assistants, lecturers, and adjunct faculty are not members of the faculty, but shall be entitled to attend all faculty meetings and shall not have voting privileges, nor the right to hold offices.

###

Azusa Pacific University Faculty Handbook

Section 8.3 • Officers

Revised: March 2018

1. Officers

   Provost: The chief officer of the faculty shall be the provost.

2. Faculty Moderator

   a. The presiding officer shall be the faculty moderator, a faculty member who is elected by the faculty-at-large. The faculty moderator shall serve one (1) year as moderator-elect, then two (2) years as moderator followed by one (1) year as past moderator in an advisory capacity. To be eligible for the position, a person must have been a full-time faculty member for a minimum of three (3) years and have served on the Faculty Senate. A faculty member who has been moderator is eligible to run for the position of moderator-elect, but may serve no more than two (2) consecutive terms, after which he/she must wait three (3) years after completing the last term as past moderator before becoming eligible to run again.

   b. In the event that the moderator is reelected, the past moderator may choose to remain in office for another year or a vice moderator may be appointed as indicated in item 4. a. below.

   c. In the event that there are no candidates for the position of faculty moderator, the past moderator will serve as faculty moderator until candidates are nominated and a special election is held. The moderator-elect will then complete the rest of the term as moderator-elect before becoming moderator.

   d. The faculty moderator shall act as chair of the Faculty Senate, voting only in case of ties.

   e. The moderator or designee will represent the Faculty Senate in discussions and decision making regarding the Academic Calendar, and report to the Faculty Senate in order to receive counsel from the senate.

   f. The faculty moderator as the presiding officer of the faculty shall be the representative of the faculty to the administration, to the Board of Trustees, and to the Academic Affairs Committee of the Board of Trustees.

   g. This position is allotted twelve (12) units of release time during one (1) academic year.

3. Moderator-Elect

   a. The faculty moderator-elect shall be a faculty member elected by the faculty-at-large. This is a one (1) year term for the individual to gain firsthand experience learning the role of the moderator.

b. A moderator-elect shall be elected by the full faculty and shall preside over meetings in the absence of the moderator.

c. The moderator-elect assists the faculty moderator in special duties as assigned.

d. At the completion of this one (1) year term, the moderator-elect assumes the moderator position.

e. Should the moderator be unable to serve, the moderator-elect shall preside as faculty moderator and a new moderator-elect shall be elected. This position is allotted six (6) units of release time distributed during one (1) academic year.

4. Past Moderator or Vice Moderator

a. The past moderator serves in this role for one (1) year after having completed a term as faculty moderator. If he/she is unable to fulfill this role, a vice moderator shall be selected from among the senators by the new moderator and ratified by the Faculty Senate.

b. The past moderator shall act as chair of the Faculty Senate during the absence of the faculty moderator and the moderator-elect.

c. The past moderator assists the faculty moderator in duties as assigned.

d. The past moderator is an ex-officio position, with no voting privileges on the senate.

e. This position is allotted six (6) units of release time during one (1) academic year.

5. Senate Secretary

a. The senate secretary shall be a faculty member elected by the Faculty Senate members at the first meeting of the fall semester and shall serve a one (1) year term with no restrictions as to the number of consecutive terms that may be served.

b. The secretary verifies accuracy of the minutes prior to distribution to the Faculty Senate.

c. During Faculty Senate meeting, the secretary utilizes technology to assist senate members in viewing appropriate senate minutes, council minutes, and other essential documents.

6. Senate Assistant

The senate assistant directly reports to the faculty moderator. This person provides administrative and secretarial support, including special projects, office work flow, appointments, correspondence, manuscripts, budgets, data compilation and records control, management, and dissemination. May perform duties of a sensitive and confidential nature, such as scheduling of PARB groups convened for a grievance. This is a part time position provided by the Office of the Provost. As such, annual and other performance evaluations for this position are to be completed by Office of the Provost or designee with input from the faculty moderator. If this employee is also employed by another department, then the supervisor of that department will also complete a performance evaluation for that position. The senate assistant is to adhere to the policy and procedures as outlined the Faculty Senate Assistant Operations Manual.

7. Senate Parliamentarian

    a. The senate parliamentarian shall be a faculty member appointed by the faculty moderator and ratified by the Faculty Senate to serve a one (1) year term with no restrictions as to the number of consecutive terms that may be served.

    b. The parliamentarian ensures that parliamentary procedure is maintained during the course of a meeting. When such procedures are in doubt, the parliamentarian is responsible for conveying and implementing the parliamentary process that should be followed.

8. Senate Historian

    a. The senate historian shall be a faculty member appointed by the faculty moderator and ratified by the Faculty Senate. If appointed from the faculty-at-large, the senate historian shall have no voting privileges in the senate.

    b. The senate historian shall serve a one (1) year term with no restrictions as to the number of consecutive terms that may be served.

    c. The senate historian shall be responsible for:

        1) Keeping the senate informed of the contents of the *Faculty Handbook;*

        2) Keeping an easily accessible historical record of changes effected by the senate.

9. Senate Steering Committee

    a. The Senate Steering Committee shall be composed of the faculty moderator, moderator-elect, or past moderator or vice moderator, secretary, parliamentarian, senate historian, and one senate member elected by the Faculty Senate at the first meeting of the fall semester to serve a one (1) year term on the Senate Steering Committee.

    b. The Senate Steering Committee is responsible for tracking and follow up with the administration (with an approximate sixty (60) day response limitation) on all action items from its councils, committees, and the senate as a whole. This shall be a Faculty Senate agenda setting body.

10. Dean and Associate Dean Participation in Faculty Governance

    a. Deans do not serve on Faculty Senate, councils, or committees except as ex-officio members. Deans may not serve on PARB, TTRPs, or the Faculty Elections Committee.

    b. Associate deans do not serve on Faculty Senate or the Professional Affairs Review Board (PARB), TTRPs, or the Faculty Elections Committee, but they may serve on councils and committees when elected by their college or school.

###

Azusa Pacific University Faculty Handbook

Section 8.4 • Faculty Meetings

Revised: March 2017

Faculty Meetings

1. Calling Meetings of the Full Faculty

   a. The faculty shall meet periodically at least two (2) times each semester for purposes of organizational development and spiritual growth.

   b. Meetings of the faculty shall be called by the faculty moderator as needed to exercise the power of veto over the Faculty Senate on petition of five percent (5%) of the full-time faculty, representing at least two (2) of the nine (9) faculty units. The faculty moderator shall be responsible for scheduling the meeting so as not to conflict with other faculty business. In the event that the five percent (5%) of the faculty is a fraction, the lower whole number will apply.

   c. The faculty moderator or provost may call additional meetings of the faculty as needed.

2. Agenda

   The faculty moderator will be responsible for setting the agenda. A notice and agenda for each business meeting of the full faculty shall be sent to all members by the Friday prior to the meeting.

3. Attendance

   a. To the extent that it is possible, voting members of the faculty are expected to be present at all faculty meetings, and they shall have the right to participate in discussion.

   b. Voting members and others invited by the faculty moderator or provost shall be privileged to participate in the discussion in faculty meetings.

   c. Prior to voting on any business matter, the secretary shall inform the faculty moderator of the presence of a quorum. For votes taken in person, a quorum shall consist of a majority of the voting members of the faculty assigned primarily to the Azusa campus. For votes taken electronically during a defined period of time, a quorum shall consist of a majority of the voting members of the faculty.

   d. Approval by vote shall be done by a simple majority of the members present, except for a vote to suspend the rules, as mentioned below. Proxy votes are not allowed and do not count for decision making.

4. Rules of Order and Suspension of Rules

   a. The current edition of the *Robert's Rules of Order* shall govern the meetings of the faculty.

b. Rules and procedures governing the conduct of faculty meetings may be suspended by two-thirds (2/3) vote of those present.

###

Azusa Pacific University Faculty Handbook

Section 8.5 • Faculty Senate

Revised: March 2018

1. Purpose

    The Senate is convened to govern the faculty by representation and to bring about efficiency in these governance processes and procedures. The Faculty Senate facilitates communication among the various faculty units and other representative groups and represents the faculty to the Board of Trustees, the administration, staff, students, and general community.

2. Membership and Representation

    a. The Faculty Senate shall include representation from the following units, herein known as "faculty unit(s)":

        1) School of Behavioral and Applied Sciences (BAS)
        2) School of Business and Management (SBM)
        3) School of Education (SOE)
        4) Honors College (HC)
        5) College of Liberal Arts and Sciences (CLAS)
        6) University Libraries (UL)
        7) College of the Arts (COTA)
        8) School of Nursing (SON)
        9) School of Theology (SOT)

    b. The number of faculty representing each faculty unit on the senate, as of September 1 of each year, shall be the figure upon which senate representation is based.

    c. Faculty units shall be represented with a ratio one (1) senator per fifteen (15) full-time faculty members comprising that unit as of September 1 of each year. (Unfilled faculty positions will not be considered in determining this number).

    d. Faculty units that fall between multiples of the 1-to-15 ratio shall receive the greater representation (e.g. a unit having sixteen (16) full-time faculty shall be represented by two (2) senators).

    e. Colleges and schools with more than one (1) department have the option to elect representatives by department or from the college or school as a whole, still maintaining the 1-to-15 ratio.

    f. Three (3) at-large members shall be elected by the faculty.

    g. The term of service for senators elected from the faculty units and for senators-at-large shall be three (3) years:

        1) No senator may serve more than two (2) consecutive terms unless there is no other qualified faculty member to serve from that faculty unit;

2) Each faculty unit will elect one-third (1/3) of its senators each year so that a rotational system is established;

3) Each faculty unit will elect a faculty member to fill an unexpired term in the case of a vacancy;

4) Senator-at-large positions will be elected so that a rotational system is established with one (1) senator-at-large position elected each year.

h. The provost and the past moderator are considered ex-officio members of the Faculty Senate, councils and committees, and may be represented at the respective meetings of these groups.

i. The following faculty representatives shall be elected by the faculty-at-large as indicated in the Faculty Elections section.

1) Moderator-elect
2) At-large representatives to senate (three)
3) Members of the Faculty Elections Committee
4) Members of the Professional Affairs Review Board (PARB)

j. The following faculty representatives shall be ratified by the senate:

1) Vice moderator (if needed)
2) Senate Secretary
3) Senate Parliamentarian
4) Senate Historian

k. The following faculty representative shall be elected by the faculty units as indicated in the Faculty Elections Committee section:

1) Faculty unit representatives to the senate;

2) Faculty unit representatives to councils and committees as designated in the *Faculty Handbook* under descriptions of each council and committee.

l. Only faculty members having a full time contract may sit on the Faculty Senate and its councils and committees.

3. Duties

a. Senators have a responsibility to serve as a representative voice of the faculty unit they are representing and to provide communication to their faculty unit regarding senate issues.

1) Senators are expected to be conversant with the issues being discussed in senate;

2) Senators should notify the senate assistant if they are unable to attend a meeting;

3) Senators who cannot regularly attend Senate meetings should recuse themselves so that a replacement can be elected.

b. Enact and review policies on matters of curriculum, faculty governance structure, and other areas as outlined in the Principles of Faculty Governance in Section 8.1.

c. Be assisted by the designated senate councils, committees, and task forces/ad hoc groups to fulfill the purpose and duties of the senate.

d. Delegate tasks to councils and committees, and appoint task forces/ad hoc groups as needed. The Faculty Senate shall see that appointments are equitably distributed according to interest and ability of faculty members.

e. Review and continuously evaluate faculty organization and procedures, recommending needed changes to the entire faculty.

f. Review and recommend to the administration modifications of the *Faculty Handbook.*

   1) Appoint a standing Handbook Review Committee as needed to review and recommend changes to update the *Faculty Handbook.* Members of this committee must be reappointed each year;

   2) All proposed changes are due to the Office of the Provost by February 15. Any changes made to the *Faculty Handbook* are to be completed by April 1 of the academic year previous to the year such changes will take place;

   3) Such changes shall be summarized in a memorandum sent to all faculty.

g. Review and recommend to the administration policies related to working conditions, evaluation procedures, faculty development, faculty promotion, and other items relating to faculty welfare.

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Azusa Pacific University Faculty Handbook

Section 8.6 • Faculty Governance

Revised: March 2013

1. Faculty Action

    a. Only the senators may vote on issues raised during the senate meetings; however, any faculty member may attend Faculty Senate meetings and speak on issues, even if they are not agenda matters.

    b. *Roberts Rules of Order* will be followed in regards to conducting the meetings, voting on senate action items and establishing a quorum.

    c. Power of Veto of Faculty Senate Action

        1) A petition to veto a Faculty Senate action shall be signed by at least twenty (20) full-time faculty members representing at least two (2) of the nine (9) faculty units. In the event that the five percent (5%) of faculty is a fraction, the lower whole number will apply;

        2) Such a petition shall be submitted within seven (7) days after the Faculty Senate minutes are distributed;

        3) A special meeting shall be called by the faculty moderator within ten (10) working days after the petition is filed;

        4) The petition shall be put to electronic vote. A two-thirds (2/3) majority vote of the faculty is needed to veto a Faculty Senate action.

    d. Initiative Proposals

        1) Matters may be brought for faculty action by way of an initiative proposal, which shall be signed by a minimum of five percent (5%) of the faculty members from at least two (2) of the nine (9) faculty units and submitted to the faculty moderator. In the event that the five percent (5%) of faculty is a fraction, the lower whole number will apply.

        2) Petition proposals shall not be amended after submission to the faculty moderator.

        3) A special meeting shall be called by the faculty moderator within ten (10) working days after the petition is filed.

        4) The petition shall be put to electronic vote. A two-thirds (2/3) majority vote of the faculty is needed to veto a Faculty Senate action.

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Azusa Pacific University Faculty Handbook

Section 8.7 • Councils

Revised: March 2018

1. Purpose

   A council is an administrative body of faculty members and administrative personnel, which implements policies set by the Faculty Senate, reports to the Faculty Senate, and is subject (except where exempted in the *Faculty Handbook*) to veto by the senate. Councils will serve as the administrative, academic, and policy advisory assembly to the senate and will assist the senate to fulfill their purpose and duties.

2. Membership and Representation

   a. The faculty moderator or moderator designee or senate representative shall be a voting member on each council and/or:

      1) The moderator designee or the senate representative shall be ratified by the senate and shall serve a one (1) year term, renewable by the senate;

      2) The moderator, the moderator designee, or the senate representative shall present council minutes to the senate when scheduled to be received by the senate body and shall explain any action items requested of the senate by the council.

   b. Specific membership on each council is described under "Membership and Representation".

   c. Voting members consist of the faculty elected to serve on the council as defined under the "Membership and Representation" section of each council.

   d. Ex-officio members are administrative personnel and/or faculty selected to serve on the council as defined under the "Membership and Representation" section of each council. While recognizing the contributions made by ex-officio members of councils and committees, ex-officio members shall be nonvoting.

   e. Nonvoting guests are representatives from the faculty, administration, or support services invited to join a council one (1) semester/term or less to contribute information about a specific issue under council review.

   f. A representative of the provost's office may sit as an ex-officio, nonvoting member on all councils.

   g. Term of office for all faculty serving as council members shall be three (3) years unless otherwise stated. One-third (1/3) of the faculty membership shall be selected or elected (as defined) each year to ensure an equal rotation of faculty joining and exiting the council is implemented each year.

   h. Terms of office for student representatives serving on a council shall be one (1) year.

   i. The council chair shall be a faculty member elected by the last meeting of the spring semester and shall be for a term of one (1) year with no more than three (3)

consecutive years spent as chair. Councils are encouraged to plan for leadership succession and mentor the next chair into the role.

j. Deans may not serve on councils; associate deans may be elected, but not appointed, to serve on councils and committees but they may not serve on the Professional Affairs Review Board (PARB), TTRPs, the Faculty Elections Committee, or Faculty Senate.

k. Membership and representation on councils may not be changed at will.

l. At-large appointments to councils must be ratified by the senate.

m. **Regular attendance at meetings is expected.** The chair or any other council member may be removed by a two-thirds (2/3) majority vote of the council. Replacements for removed or resigned members should be selected using the same process identified in developing membership for each council (see Faculty Elections Committee section). The replacement should be a representative of the same constituency as the member being replaced.

n. All council meetings are open to attendance by APU faculty members.

3. Duties

a. Duties of each council are specified under the description of the council.

b. The council chair has the right to call an executive session of the voting members when confidential issues are being discussed.

c. Councils are expected to create a regular meeting schedule for the current academic year no later than October 1.

d. The moderator shall be informed of all scheduled meetings.

e. No meetings shall deviate from the regular schedule without at least one (1) week notice to council members.

f. Agendas for meetings are to be distributed no later than one (1) day prior to the scheduled meeting.

4. Reporting Relationships

a. Councils function as an extension of the Faculty Senate. All actions taken by the councils must be approved by the Faculty Senate. When confidential matters are discussed, the names of those involved are not to be listed.

b. When councils wish to propose a change to the *Faculty Handbook*, the change should be reported as an item approved by the council, as evidenced by the appropriate minutes, and forwarded to the Handbook Review Committee no later than January 15. Requested changes must include the section number, the page number, and all current and proposed wording. Using the current edition of the *Faculty Handbook* and the three (3) column Handbook Change Form Template (located on the Faculty Senate website). Requested changes must include:

- Deleted phrases to be marked by striking through the deleted text and highlighting the text to be deleted;
- Requested changes in the center column marked in italics and highlighted; and

- Rationale/justification for each change shall be typed into the right hand column along with the date the council approved these changes and the date the minutes were sent to senate.

c. Accurate and complete minutes conforming to the senate template are to be given to the moderator within two (2) weeks of each meeting.

d. As needed, council chairs or their designees will attend senate meetings to provide further insight and information into a council issue that is being brought before the senate.

e. The senate is responsible for maintaining a complete record of all minutes from the councils and committees for archival purposes.

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Azusa Pacific University Faculty Handbook

Section 8.8 • Committees

Revised: March 2018

1. Purpose

    A committee is an integral sub-unit of the Faculty Senate or a council with specific charge as designated in the committee purpose statement.

2. Membership and Representation

    a. Specific membership on each committee is described under "Membership and Representation".

    b. Voting members consist of the faculty elected to or selected to serve on the committee as defined under the "Membership and Representation" section of each committee.

    c. Deans may not serve on committees; associate deans may be elected, but not appointed, to serve on committees. Further, they may not serve on the Professional Affairs Review Board (PARB), TTRPs, Faculty Elections Committee, or Faculty Senate.

    d. Ex-officio members are administrative personnel and/or faculty who serve on the committee as defined under the "Membership and Representation" section of each committee. Their administrative role and work makes their contributions to the council valuable and necessary to the committee fulfilling their purpose and duties. Ex-officio members are nonvoting.

    e. Nonvoting guests are representatives from the faculty, administration, or support services invited to join a committee for one (1) semester or less to contribute information about a specific issue under committee review.

    f. A representative of the provost's office may sit as an ex-officio member on all committees.

    g. Term of office for all faculty serving as committee members shall be three (3) years unless otherwise stated. One-third (1/3) of the faculty membership shall be selected each year to ensure an equal rotation of faculty joining and exiting the committee is implemented each year.

    h. Unless otherwise stated, the committee chair shall be a faculty member who is a member of the council under which the committee functions. This position shall be selected by the council and assigned to the committee at the first meeting of the council held in the fall semester and shall be for a term of one (1) year with no restriction as to the number of consecutive terms that may be served.

    i. The chair or any other member, may be removed by a two-thirds (2/3) majority vote of the council. Replacements for removed or resigned members should be selected by the council. The replacement should be a representative of the same constituency as the member being replaced.

3. Duties

   a. Duties of each committee are specified under the description of the committee.

   b. As needed, committee chairs or their designee will attend senate meetings to provide further insight and information into a committee issue that is being brought before the senate.

4. Reporting Relationships

   a. Committees shall take complete notes of their meetings and submit them to their council within two (2) weeks of the meeting.

   b. Committee minutes come as a motion to the council. They must be seconded and approved by the council to whom the committee reports.

   c. Committee minutes are forwarded to the Faculty Senate along with the council minutes that reflect their approval.

###

Azusa Pacific University Faculty Handbook

Section 8.9 • Review Boards

Revised: March 2017

1. Purpose

    A review board is an administrative body of faculty members that implements specific duties assigned by the senate in regards to faculty issues that are determined by a peer review process.

2. Membership and Representation

    a. Specific membership on each review board is described under "Membership and Representation". Review board members who are elected serve by elections of the faculty-at-large.

    b. Voting members consist of the faculty selected to serve on the review board as defined under the "Membership and Representation" section of each review board.

    c. Deans and associate deans are not eligible to serve on a review board.

    d. Ex-officio members are administrative personnel and/or faculty who serve on the review board as defined under the "Membership and Representation" section of each review board. Their administrative role and work makes their contributions to the review board valuable and necessary to the review board fulfilling their purpose and duties.

    e. Review boards have the right to call witnesses or experts to provide information concerning the issue they are addressing.

    f. Review board meetings shall be closed to non-board members due to the confidentiality of the discussions.

    g. A representative of the provost's office may sit as a nonvoting, ex-officio member on a review board only if stated in the specific description of the review board (see Membership and Representation).

    h. Term of office for all faculty serving as review board members shall be three (3) years unless otherwise specified. One-third (1/3) of the faculty membership shall be selected each year to ensure an equal rotation of faculty joining and exiting the review board is implemented each year.

    i. Except for the Professional Affairs Review Board (PARB), the review board chair shall be a faculty member elected at the first meeting of the fall semester and shall be for a term of one (1) year with no more than three (3) consecutive years as chair.

    j. Any member of a review board may be removed by a two-thirds (2/3) vote of the members of the board. If a member is removed, the board shall ask for a replacement to be appointed by the Faculty Senate.

3. Duties

    a. Duties of each review board are specified under the description of the review board.

    b. A summative report of each semester's meetings is to be given to the moderator of the Faculty Senate within two (2) weeks of each meeting.

4. Reporting Relationships

In general, proceedings of a review board are confidential in nature, and as such, details will not be reported to the senate. The review board does report their deliberations and conclusions to the provost. The review board is accountable to the senate for a general discussion of the number of cases reviewed, etc. The deliberations and conclusions of the review board are not subject to (except where exempted in the *Faculty Handbook*) veto by the Faculty Senate.

###

Azusa Pacific University Faculty Handbook

Section 8.10 • Senate Task Forces and Ad Hoc Committees

Revised: March 2013

1. Purpose

   a. A senate task force or ad hoc committee is similar in construction to a council or committee, but limited in duration. A task force or ad hoc committee shall exist for up to two (2) years, with the possibility of a one (1) year extension, granted by the Faculty Senate.

   b. A task force or ad hoc committee is convened by the Faculty Senate with the membership decided by either the senate or the moderator.

   c. Councils and committees must request the appointment of a task force or ad hoc committee from the Faculty Senate.

###

Azusa Pacific University Faculty Handbook

Section 8.11 • Diversity Council

Revised: March 2018

1. Purpose

    a. The purpose of this council is to affirm and value the nature of diversity and to promote the establishment and further support of university educational policies, practices, and programs related to the understanding and appreciation of diversity from a biblical viewpoint. It is designed to represent the academic arena and extended community of the university in matters pertaining to the diversity and community demographic balance.

2. Membership and Representation

    a. Voting Members:

        1) Faculty moderator or moderator designee or senate representative;

        2) One faculty representative elected from each faculty unit to serve a three (3) year term;

        3) Two (2) faculty-at-large representatives elected by the faculty to serve a one (1) year term. One shall represent undergraduate faculty and one shall represent graduate faculty.

    b. Ex-officio Members:

        1) Vice president, chief diversity officer;

        2) Executive director, Center for Diversity, Equity, and Inclusive Excellence;

        3) Executive director, Student Center for Reconciliation and Diversity.

    c. Nonvoting Guests:

        1) As appropriate, the council shall invite representation from student administration (e.g. the graduate/professional and undergraduate academic support services and the Learning Enrichment Center) and/or support service areas (e.g. University Counseling Center) to attend council meetings.

3. Duties

    a. Review and research campus and academic life to identify and address issues involving diversity.

    b. Propose policy that will promote a clearer understanding of diversity issues affecting the academic community life.

    c. Provide guidance to appropriate groups addressing issues of diversity and, student and faculty recruitment and retention.

    d. Work collaboratively with the Center for Diversity, Equity, and Inclusive Excellence on matters pertaining to diversity and equity, including the proposal and formulation

of policy affecting faculty recruitment, supporting faculty development initiatives and institutional community programming, and fostering a campus climate that contributes to thriving among diverse constituents.

   e. Work collaboratively with the Student Center for Reconciliation and Diversity on matters pertaining to diversity and equity, including fostering a campus climate that contributes to student thriving, pursuing community demographic balance, and advancing initiatives that support the development of diversity knowledge, skills, and dispositions among all students.

   f. Provide yearly reports to the Faculty Senate comparing APU's diversity profile to a selected cohort of like institutions.

4. Reporting Relationships

   a. Diversity Council functions as an extension of the Faculty Senate. All actions taken by councils must be approved by Faculty Senate.

   b. Accurate and complete minutes conforming to the senate template are to be given to the moderator of the senate within two (2) weeks of each meeting.

   c. As needed, the Diversity Council chair or designee will attend senate meetings to provide further insight and information into a council issue that is being brought before the Faculty Senate.

   d. The Diversity Council is responsible for maintaining a complete record of all minutes from the council and its committees for archival purposes.

###

Azusa Pacific University Faculty Handbook

Section 8.12 • Doctoral Studies Council

Revised: March 2017

1. Purpose

   Oversee the quality and effectiveness of doctoral programs through ongoing review and development of academic policies and programs associated with doctoral studies at APU.

2. Membership and Representation

   a. Voting Members:

      1) Faculty moderator or moderator designee or Faculty Senate representative;

      2) Two doctoral faculty will serve as representatives from each discipline granting a doctoral degree: Education (K-12), Higher Education, Ministry, Nursing, Physical Therapy, and Graduate Psychology. In the event of a member's anticipated absence, an alternate may be designated by the department chair;

      3) A library representative who is the liaison to one (1) or more doctoral programs;

      4) One (1) doctoral faculty member from each new doctoral program that has been approved by Faculty Senate, but not yet implemented. The member shall serve for one (1) year.

   b. Ex-officio Members:

      1) Provost or provost designee;

      2) Graduate Registrar;

      3) Representative from the Office of Curricular Support;

      4) Executive director of the Office of Research and Grants.

   c. Nonvoting Guests:

      As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings (e.g. director of Faith Integration, representative from the Diversity Council, director of Graduate and Professional Admissions).

3. Duties

   a. Promote a university-wide culture of scholarship.

   b. Ensure an appropriate level of student and faculty scholarship in all doctoral programs.

   c. Review and approve program specific policies and procedures for doctoral programs.

d. Review and evaluate new and proposed doctoral courses, curricula, and programs, assuring quality control and enhancing interdisciplinary collaboration.

e. Review and evaluate current doctoral academic programs to ensure quality control and effective curricula planning and enhancing interdisciplinary collaboration.

f. Support equitable teaching and research workloads across doctoral faculty.

g. Advise the Faculty Senate and the provost as to appropriate systems and resources for infrastructure to support doctoral programs.

h. Advise the Faculty Senate and the provost as to appropriate systems and resources for libraries and technology to support doctoral programs and research.

i. Advise Faculty Senate on other matters of education concern regarding doctoral and foundational master's programs and research.

j. Empower standing committees to study issues for the council, complete tasks assigned by the council and report recommendations back to the council for approval. Committee meetings are to alternate with the parent council for timely reporting purposes.

k. Doctoral curricular issues that impact master's level programs and/or courses shall be submitted to the Master's Studies Council, with review and approval for changes sought per Master's Studies Council duties.

4. Reporting Relationships

a. Doctoral Studies Council functions as an extension of the Faculty Senate. All actions taken by councils must be approved by Faculty Senate.

b. Accurate and complete minutes conforming to the senate template are to be given to the moderator of the senate within two (2) weeks of each meeting.

c. As needed, the Doctoral Studies Council chair or designee will attend senate meetings to provide further insight and information into a council issue that is being brought before the Faculty Senate.

d. The Doctoral Studies Council is responsible for maintaining a complete record of all minutes from the council and its committees for archival purposes.

5. Committees

a. The four (4) committees of the council are:

1) Curriculum Review Committee;

2) Standards and Policies (including Exceptions);

3) Program Review Committee; and

4) Scholarship and Resources Committee.

6. Reporting Relationships of Committees

a. Committees shall take complete notes of their meetings and submit them to their council at least one (1) week prior to the following meeting.

b. Committee minutes come as a motion to the council. They must be approved by the council to whom the committee reports.

c. Committee minutes are forwarded to the Faculty Senate along with the council minutes that reflect their approval.

7. Curriculum Review Committee

   a. Purpose

   The role of this committee is to review and evaluate doctoral academic programs and course proposals to ensure quality control and effective curricular planning for new and current courses and programs.

   b. Membership and Representation

   1) Members of the committee shall be composed of one (1) voting representative from doctorate-granting discipline.

   2) At least one (1) committee member, preferably the chair, will be currently serving on the Doctoral Studies Council (DSC) and will act as the liaison with the DSC.

   3) The chair shall be elected from the committee membership.

   4) Ex-officio members may be appointed by the Doctoral Studies Council or the committee as needed.

   c. Duties

   1) Report recommendations on doctoral curriculum and program proposals to the Doctoral Studies Council.

   2) Provide updated information and processes to APU faculty and administration of doctoral curriculum and/or program changes.

   3) Serve as contacts to those individuals or programs needing guidance in the process of planning doctoral curriculum and/or program changes.

   4) Preferably meet on a twice-monthly basis unless otherwise determined by the chair of the committee based on demand/workload.

8. Standards and Policy Committee

   a. Purpose

   The purpose of this committee is to recommend to the Doctoral Studies Council graduate academic standards and policies, both university-wide and departmental. This includes processes and procedures to initiate and enforce doctoral academic policies, as well as graduate admissions and degree fulfillment standards.

   b. Membership and Representation

   1) Members of the committee shall be composed of one (1) voting representative from each doctorate-granting discipline.

   2) At least one (1) committee member, preferably the chair, will be currently serving on the Doctoral Studies Council and will act as the liaison with DSC.

   3) The chair shall be elected from the committee membership.

4) Ex-officio members may be appointed by the council or committee, and ratified by the Faculty Senate, as needed.

   c. Duties

     1) Assess, analyze and advise current and future standards and policies that enable APU to manage growth in the doctoral academic domain.

     2) Coordinate with appropriate APU administrative and academic organizations about doctoral standards and policies affecting the university (e.g. provost, deans, Undergraduate Studies Council).

     3) Verify inclusion of standards and policies in the graduate catalog, *Faculty Handbook*, or other appropriate documents.

     4) Determine the individual(s) or organization(s) responsible for implementing doctoral policies and standards.

     5) Establish appropriate timelines for development of doctoral standards and policies.

9. Program Review Committee

   a. Purpose

   The role of this committee is to assess and document the effectiveness of the doctoral curriculum on a regular basis, using the *Program Review Handbook*, to assure that the program goals are being met.

   b. Membership and Representation

     1) Members of the committee shall be composed of one (1) voting representative from each doctorate-granting discipline.

     2) At least one (1) committee member, preferably the chair, will be currently serving on the Doctoral Studies Council and will act as the liaison with DSC.

     3) The chair shall be elected from the committee membership.

     4) Ex-officio members may be appointed by the council or committee, and ratified by the Faculty Senate, as needed.

   c. Duties

   Program reviews are governed by the Program Review Committee according to the following standards and in conjunction with the *Program Review Handbook* requirements.

     1) The chair is responsible for maintaining communication with the programs under review and facilitating timely completion of the program review reports.

     2) The committee reviews the program's report and completes the Program Review Committee Report and Rubric for Assessing a Program Review Report as part of its assessment. Following its review, the committee records its recommendations and forwards them to the council.

     3) Recommendations are also made after each program's follow up review report is submitted.

4) Once the council approves a program's report, the result is communicated by the committee chair to the Office of Institutional Research and Assessment, which initiates the next steps of the process (see *Program Review [Handbook](#)*).

10. Scholarship and Resources Committee

   a. Purpose

   The Doctoral Studies Council Scholarship and Resources committee exists to advance the work of the doctoral level scholarship through education, collaboration, and advocacy.

   b. Membership and Representation

   1) Members of the committee shall be composed of one (1) voting representative from each doctorate-granting discipline.
   2) At least one (1) committee member, preferably the chair, will be currently serving on the Doctoral Studies Council and will act as the liaison with DSC.

   3) The chair shall be elected from the committee membership.

   4) Ex-officio members may be appointed by the council or committee, and ratified by the Faculty Senate, as needed.

   c. Duties

   1) Advocate for resources that will enable doctoral faculty to conduct high quality research including communicating the availability of resources, release time, financial support, and research infrastructure.

   2) Raise consciousness of the potential of research at the doctoral level, including feasibility and benefit to society.

   3) Encourage faculty development in the area of research through information exchange, education, and mentorship.

   4) Represent DSC in reviewing doctoral grant applications submitted to the Faculty Research Council.

###

Azusa Pacific University Faculty Handbook

Section 8.13 • Faculty Development Council

Revised: March 2018

1. Purpose

    To promote a culture of excellence in the practice and scholarship of teaching.

2. Membership and Representation

    a. Voting Members:

        1) Faculty moderator, moderator designee or Faculty Senate representative;

        2) One (1) member shall be elected from each faculty unit for a three (3) year term.

        3) In order to encourage involvement of a faculty member with a special interest in faculty development activities, the council has the right to select one (1) member-at-large for a one (1) year appointment, to be ratified by the Faculty Senate.

    b. Ex-officio Members:

        1) Provost or provost representative;

        2) Executive director, Office of Innovative Teaching and Technology;

        3) Executive director of Curricular and Instructional Effectiveness, Center for Teaching, Learning, and Assessment (CTLA).

    c. Nonvoting Guests:

        As appropriate, the council shall invite representation from administrative and/or support areas to attend council meetings.

3. Duties

    a. Identify needs and priorities for ongoing faculty development within the university.

    b. Based on identified needs and priorities, collaborate with CTLA to develop activities, proposals and programs that effectively enhance faculty practice and scholarship of teaching.

    c. Assist in allocation of intramural financial resources for innovative teaching projects by the faculty that would improve teaching skills, enhance the instructional program, or positively impact student learning.

    d. Facilitate community building, dialogue, and mentorship among faculty.

    e. Review findings from institutional data and other sources of evidence to promote effective teaching practices.

###

Azusa Pacific University Faculty Handbook

Section 8.14 • Faculty Elections Committee

Revised: March 2018

1. Purpose

   Ensure that an efficient and orderly process is implemented to select the faculty moderator-elect and at-large faculty members to serve on the Faculty Senate and designated faculty councils, committees, and review boards.

2. Membership and Representation

   a. Voting Members:

      Membership shall consist of an elected chair and a faculty member representing each faculty units.

   b. Ex-officio Members:

      Faculty moderator, past moderator or moderator designee will serve to provide continuity for work of the committee.

   c. Nonvoting Guests:

      As appropriate, the committee shall invite representation from administrative and/or support service areas to attend committee meetings.

3. Duties

   a. By February 1, identify all eligible positions to be filled for the following academic year.

   b. Prepare a slate of nominees for all eligible positions for the February Full Faculty meeting.

   c. Conduct elections for all eligible positions (see section 5 below).

   d. Assist faculty units in the process of electing members to serve on the Faculty Senate and designated senate councils, boards, and committees to ensure that all positions for the next academic year are filled by September 1.

   e. Verify candidates' eligibility and willingness to run for the office for which they are nominated.

   f. Consult with the moderator to identify openings on all faculty governance councils, committees, and senate seats to assist with elections within faculty units and the university at large.

   g. Review and recommend changes to the election process as needed.

4. Reporting Relationships

   a. The Faculty Elections Committee reports to the Faculty Senate and the faculty-at-large the following:

1) Faculty senate, council and committee member vacancies that need to be filled.

2) Slate of candidates for all faculty-at large elections.

3) Names of candidates elected to fill designated positions.

5. The Election and Selection Process

a. "Election" or "elected" refers to a process conducted by the Faculty Election Committee or faculty unit whereby a formal call for nominees is elicited, a slate of nominees is formed, a ballot is presented to the faculty, faculty submit their completed ballot, and votes are counted with results provided to the full faculty.

b. The Faculty Elections Committee is responsible for initiating elections. The spring election shall serve as the primary election period to fill vacancies for the following fall semester. A special election may be conducted in the fall for the sole purpose of filling any unexpected vacancies. In this case, the individual elected to the position will fill the position until the term expires.

c. The spring election process shall be initiated no later than February 1 of the spring semester. The election schedule is described below. The Faculty Election Committee has the option of moving this schedule forward or backward by one (1) week to accommodate Easter vacation, any special events in the semester, and scheduled faculty meetings.

By February 1: Determine the positions to be filled for university-wide elections;

No later than February 15: Call for nominations are distributed to every full faculty member;

No later than March 1: Nomination forms will be due back to the chair of the Faculty Elections Committee;

No later than March 15: Candidate statements for moderator and Professional Affairs Review Board will be due back to the chair of the Faculty Elections Committee;

No later than April 1: A list of candidate statements will be distributed for review by the full faculty.

No later than April 15: Final ballots are to be collected by the Faculty Elections Committee.

d. The special election process shall be initiated no later than September 15. The election schedule is described below. If any of the following weeks fall during Thanksgiving week, the action will take place during the next week.

No later than September 15: Call for nominations are distributed to every full faculty member.

No later than September 21: Nomination forms and candidate statements will be due back to the chair of the Faculty Elections Committee.

No later than October 1: Candidate statements and ballots will be distributed for review by full faculty.

No later than October 15: Final ballots are to be collected by the Faculty Elections Committee.

e. It is expected that all candidates will have been contacted by those who nominated them to confirm their willingness to serve if elected. The chair of the Faculty Elections Committee will further verify by contacting all nominees by email to confirm their willingness to serve.

f. All positions should be filled in the primary spring election. In the event that there is a need to fill positions that do not qualify for appointment (e.g. newly created positions), outside of the established times for spring or fall elections, the Faculty Elections Committee will facilitate a special election upon request of the Faculty Senate. Special elections should not take place during the last two (2) weeks of a semester unless deemed necessary by the Faculty Senate.

g. In the case where two (2) positions must be filled for the same group and one (1) term is shorter than the other, the person receiving more votes will fill the longer position and the person receiving fewer votes will fill the shorter position.

h. The chair of the Faculty Elections Committee will contact the faculty moderator and the senate assistant to determine the upcoming vacancies on the Faculty Senate and councils. Council chairs are responsible for providing the Faculty Elections Committee with a current membership list of each council and its committees by the end of the fall semester.

i. The faculty moderator, in collaboration with the Faculty Elections Committee, will inform the dean (or dean designee) of each school or college no later than the first week of March regarding council or committee vacancies that need to be filled for the following year. Elections within each faculty unit will be held prior to the beginning of the fall semester in order to facilitate the work of faculty governance to begin on time and to provide an opportunity for the councils to elect chairs for the next academic year.

###

Azusa Pacific University Faculty Handbook

Section 8.15 • Faculty Evaluation Council

Revised: March 2018

1. Purpose

   Oversee the Faculty Evaluation System (FES) and evaluate the quality and effectiveness of all components of FES, and recommend changes to FES including the review of appropriate issues in need of clarification or resolution.

2. Membership and Representation

   a. Voting Members:

      1) Faculty moderator, moderator designee, or Faculty Senate representative.

      2) Membership shall consist of faculty members, elected by each unit, and shall include representation for the following areas:

         • College of Liberal Arts and Sciences: One (1) representative
         • College of the Arts: One (1) representative
         • School of Behavioral and Applied Sciences: One (1) representative
         • School of Business and Management: One (1) representative
         • School of Education: One (1) representative
         • School of Nursing: One (1) representative
         • School of Theology: One (1) representative
         • University Libraries: One (1) representative

         In addition to the above representation, if necessary, the Faculty Senate shall appoint additional members to ensure that each of the three (3) professorial ranks (assistant, associate, and professor), each faculty status (undergraduate, masters, doctoral faculty), and different leadership roles (e.g. department chair, program director, associate dean) are represented. The council may also request, or the senate may determine, that faculty with additional expertise needed by the council be added.

      3) Members shall serve three (3) year term, which is renewable by reelection from the represented unit or subsequent reappointment by the Faculty Senate. Terms shall be staggered so that continuity may be maintained.

      4) Members must be currently serving on an extended contract.

      5) Members of the council will select a chair from the above representatives to serve a one (1) year term with a three (3) year term limit.

   b. Ex-officio Members, Non-Voting Members:

      1) Director of faculty support;

      2) Associate provost or provost designee;

3) Faculty evaluation coordinator.

c. Nonvoting Guests:

Guests may only attend meetings where there are no individual identities or specific departments identified in FES related discussions. Guests must secure advance approval of their attendance from the council chair.

3. Duties

a. Oversee FES, including an evaluation of all support systems.

b. Propose minimum criteria for extended contract and promotion that are fair and within the spirit of FES.

c. Periodically review the results and effectiveness of FES, proposing system changes as needed.

d. When necessary, address questions or appeals of FES related decisions.

e. Review findings from institutional data and other sources of evidence to promote an effective faculty evaluation system.

4. Reporting Relationships

a. Except in the instances involving confidential individual data, the council decisions will be reported to the Faculty Senate. The senate reserves the right to refer such decisions back to the Faculty Evaluation Council for further review and maintains an ultimate veto power over the council's decisions.

b. Council decisions that are faculty related will be reported as appropriate and necessary to faculty members, chairs and/or deans, and to the provost's office for final approval.

5. Process for Individual Review

Faculty needing clarification or asking for an appeal of a decision related to FES data must follow the process outlined in the *Faculty Handbook* (see Section 4.2).

###

Azusa Pacific University Faculty Handbook

Section 8.16 • Faculty Research Council

Revised: March 2016

1. Purpose

   Promote and support a culture of scholarship at the university through the following activities: awarding internal research funds for faculty research, advocating greater institutional support for faculty and graduate and undergraduate student research, promoting safe and ethical conduct and dissemination of research, and affirming and encouraging scholarly activities of the highest quality.

2. Membership and Representation

   a. Voting Members:

      1) Faculty moderator, moderator designee, or Faculty Senate representative.

      2) One (1) member shall be elected from each faculty unit for a three (3) year term. Each member should have a doctorate, substantial progress toward the doctorate, or equivalent research experience or a terminal degree in their field. All members of the council are expected to have met their department chair's scholarship expectations as part of the Faculty Evaluation System (FES).

      3) In order to encourage involvement of any faculty member with a special interest in research or faculty development activities, the council has the right to select three (3) members-at-large for a one (1) year appointment to be ratified by the Faculty Senate. One (1) of these members-at-large is to be selected from the doctoral faculty, one (1) from undergraduate/master's level faculty, and one (1) selected at the council's discretion.

   b. Ex-officio Members:

      1) Provost or provost designee;

      2) Director of sponsored research and grants;

      3) Director of research;

      4) Director of undergraduate research;

      5) Director of faith integration (optional);

      6) Diversity Council representative (optional); and

      7) Representative from Institutional Review Board (IRB).

   c. Nonvoting Guests:

      As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

    a. Solicit and allocate intramural financial and administrative resources to facilitate the development of faculty research.

    b. Work with the university grants coordinator in identifying opportunities for research funding.

    c. Sponsor activities to showcase faculty scholarship and research.

    d. Recognize faculty scholarship and research.

###

Azusa Pacific University Faculty Handbook

Section 8.17 • Faith Integration Council

Revised: March 2017

1. Purpose

    The Faith Integration Council shall govern faith integration and assist the Office of Faith Integration through the following activities: advancing and implementing of faith integration policies, advising the Office of Faith Integration related to faculty development in the area of academic faith integration, and serving as knowledgeable and available resource mentors for departments/schools and the faculty colleagues they serve and represent.

2. Membership and Representation

    a. Qualifications of Members

        Members of the Faith Integration Council serve a vital role within their departments/schools and among their faculty colleagues. The engagement and success of faculty in academic faith integration requires that council members understand, support, and provide guidance in the faith integration portion of the faculty evaluation process.

        Due to this unique contribution in university life, FIC members shall meet the following criteria for service:

        1) Relevant and adequate formal academic preparation

            Prior to a faculty member's participation in the FIC, she/he has:

            a) Completed twelve (12) hours graduate credit hours in one (1) or more of the following areas: biblical studies, theology (systematic, practical, historical, etc.), Christian history, divinity or philosophy, or has

            b) Completed GRAD 501: Faith Integration and Curriculum Development, and GRAD 520: Theological Research in Academic Disciplines, or has

            c) Been approved based on their demonstration of sufficient informal preparation by consensus of the chair and dean from the department/school the faculty member represents, current chair of FIC, the executive director of the Office of Faith Integration, and a representative of the FIC.

        2) Knowledge and commitment

            Prior to a faculty member's participation in the FIC, she/he has:

            a) Demonstrated success and understanding of the faith integration portion of the current evaluation system via a completed FIRP with at minimum score of 3.0, and

            b) Read, understands, and affirmed APU's understanding of academic faith integration as expressed in the current *Faculty Handbook.*

3) Ongoing Learning and Participation

Prior to a faculty member's participation in the FIC, she/he has:

a) Read, understands, and affirmed APU's understanding of academic faith integration as expressed in the current *Faith Integration Faculty [Guidebook](#)*.

b) Demonstrated a pattern of learning and engagement in faith integration within their discipline. Evidence of success in faith integration endeavors includes, but is not limited to, proficient or better performance in the following: professional faith integration demonstration papers; critical bibliographic reviews; literature reviews; creative or scholarly projects and essays; published articles, chapters in books, and artistic works; written articles and books; faith integration coursework; continuing education products, published papers, and presentations; faith integration seminar reflections; participation in a Faculty Learning Community (FLC) with role related outcomes; TED talks; the creation and participation of a YouTube channel for faculty and staff; innovative faith integration grant funded opportunities; peer reviewer for faith-based scholarship; scholarly conference presentations; faith integration related dramatic arts, visual and studio arts, and musical creations and productions; and other forms of activities consistent with scholarly faith integration endeavors within a faculty member's academic field/profession.

b. Voting Members

1) Faculty moderator, moderator designee, or Faculty Senate representative;

2) Faculty members who meet the FIC qualifications, elected from the following faculty units:

- College of Liberal Arts and Sciences;
- College of the Arts;
- School of Behavioral and Applied Sciences;
- School of Business and Management;
- School of Education;
- Honors College (optional);
- School of Nursing;
- School of Theology;
- University Libraries;

c. Ex-officio, Nonvoting Members:

1) Director of Faith Integration;

2) Associate provost, Center for Teaching, Learning, and Assessment;

3) Faith Integration Faculty Evaluation Fellow;

4) Chaplain, faculty, and staff

d. Persistence of Membership

Any member of the council may be voted off the council by a two-thirds (2/3) vote of the membership.

3. Duties of Members

   a. Faith Integration Training and Mentoring

      1) Advise the Office of Faith Integration concerning activities for training faculty in faith integration.

      2) Help create training programs in faith integration for faculty.

      3) Review and evaluate faith integration training efforts.

      4) Ensure a consistent schedule of assistance to departments and individual faculty for the development of faith integration (including both face-to-face and online classes).

      5) Make budget recommendations to the administration regarding faith integration activities.

   b. Faith Integration Evaluation

      1) Assist the Office of Faith Integration in the evaluation process for the required Faith Integration Response Paper (FIRP) submissions within the Faculty Evaluation System (FES).

      2) Assist the Office of Faith Integration and the chairs/deans (supervisors) in creating, refining, and evaluating measures of faculty efforts in faith integration.

      3) Facilitate, with the Office of Faith Integration, the appeal process for faith integration submissions, as descried in the *Faculty Handbook.*

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Azusa Pacific University Faculty Handbook

Section 8.18 • General Education Council

Revised: March 2018

1. Purpose

   The purpose of the General Education Council is to evaluate and approve general education credit and monitor the direction and effectiveness of the general education program.

2. Membership and Representation

   a. Voting Members

      1) Faculty moderator, moderator designee, or Faculty Senate representative;

      2) Seven (7) faculty members shall be selected by the Faculty Senate (with recommendation from the chair of the General Education Council) for a three (3) year term. Overall, these members should represent six (6) different colleges or schools (BAS, CLAS, COTA, SBM, SOT, and SON) within the university. In choosing membership for this council, the Faculty Senate shall be guided by the person's commitment to the goals of the general education program and shall ensure that there is an ability to address the implications of the following areas: biblical, theological, and philosophical formation, humanities, social sciences, natural sciences, personal and social responsibility, and integrative and applied learning. Humanities should be represented by two (2) members from different departments.

      3) One (1) faculty member shall be selected by the senate to represent professional studies programs to serve a three (3) year term.

      4) One (1) student representative shall be appointed by the Student Government Association (SGA).

      5) One (1) faculty member shall serve in the capacity as a writing representative for a three (3) year term.

      6) One (1) faculty member shall serve in the capacity as a member of the Professional Studies Council for a three (3) year term.

      7) One (1) faculty member shall service in the capacity as a library representative for a three (3) year term.

   b. Ex-officio Members

      1) Director of general education;

      2) Vice provost for undergraduate programs;

      3) First Year Seminar administrator or designee;

      4) Associate dean of students or designee;

      5) Writing program administrator or designee;

      6) Director of faith integration or designee;

7) Diversity Council representative;

8) Director of assessment or designee;

9) Office of Curricular Support representative; and

10) OneStop representative.

c. Non-voting Guests

As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

a. Nurture general education at APU by periodically informing both students and faculty of the significance of this component of the curriculum and by sponsoring faculty development activities designed to insure top quality general education curriculum.

b. Publicize the criteria by which courses proposed for general education credit will be evaluated. Faculty members will be encouraged to review and reshape existing courses and, where appropriate, to make them more explicit in addressing the goals of general education.

c. Review existing course syllabi presented by departments and/or faculty members for general education approval as a course. In doing this, the council will preserve the integrity of the stated purposes of the general education program and will guard against course proliferation.

d. Assess and document the effectiveness of the general education curriculum on a regular basis, revising it as appropriate to assure that the general education goals are being met.

e. Collaborate with the Undergraduate Studies Council and the Professional Studies Council on the following duties related to approval and review of new general education courses and general education standards and policies that affect the undergraduate program of study:

1) An elected member of the General Education Council shall serve on the Undergraduate Studies Council as described under "Membership and Representation" as a voting member.

2) A member of the General Education Council shall serve on the Professional Studies Council as described under "Membership and Representation" as a voting member.

3) Report all new program/course syllabi approved as general education courses to the Undergraduate Studies Council.

4) Submit policies and procedures related to academic and programmatic issues to Undergraduate Studies Council for review and approval as needed.

4. General Education Assessment Committee

The purpose and role of the General Education Assessment Committee is to assess and document the effectiveness of the general education curriculum on a regular basis, revising it, as appropriate from time to time, to assure the program goals are being met.

a. Membership and Representation

1) The committee shall be composed of one (1) member who is currently serving on the General Education Council who will serve as chair, and three (3) undergraduate faculty who may or may not be members of the General Education Council.

2) Ex-officio members include:

- The director of General Education;
- A representative from the Center for Teaching, Learning, and Assessment;
- The WSCUC accreditation liaison officer.

3) Ex-officio members may be appointed by the General Education Council or the committee as needed.

4) One (1) of the representatives from the General Education Council shall be the chair.

b. Duties

1) Maintain systems for regular assessment of the general education program.

2) Maintain schedules for assessment that align with WASC accreditation visits.

3) Provide assessment feedback to departments and to the General Education Council.

4) Make assessment procedure suggestions to the General Education Council.

5) Collaborate with the Office of Institutional Research and Assessment to ensure the educational effectiveness of the general education program.

5. General Education Curriculum Committee

a. Membership and Representation

The committee shall be composed of six (6) undergraduate faculty members representing humanities, fine arts, the School of Theology, natural sciences, social sciences, and professional programs, at least one (1) of whom is currently serving on the General Education Council.

1) Ex-officio members may be appointed by the General Education Council or the committee, and ratified by the Faculty Senate, as needed.

2) The chair shall be a representative from the General Education Council.

b. Duties

1) Review and evaluate course applications for certification and recertification to ensure alignment and consistency with the general education outcomes.

2) Report recommendations on course certification to the General Education Council for approval.

3) Serve as contacts to individuals and departments needing guidance in the process of planning for course certification.

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Azusa Pacific University Faculty Handbook

Section 8.19 • Master's Studies Council

Revised: March 2017

1. Purpose

    Oversee the quality and effectiveness of graduate level programs through ongoing review and development of academic policies and programs associated with master's education, graduate continuing education, and master's level accelerated degree programs at APU.

2. Membership and Representation

    a. Voting Members

        1) Faculty moderator, moderator designee, or Faculty Senate representative;

        2) Two (2) members shall be selected from each faculty unit, except as noted below, for a three (3) year term;

            One (1) representative shall be elected by each of the following faculty units: Library and non-classroom faculty.

        3) Up to two (2) faculty members representing areas of new program development and selected by their departments shall be selected to a one (1) year term and ratified by the Faculty Senate. Departments seeking new program development representation shall make their request through their faculty unit representative member of the Master's Studies Council. The Master's Studies Council shall determine which department(s) shall have representation for new program development and request that the department elect their representative;

        4) One (1) member shall be a representative from the International Studies Council and shall serve a three (3) year term;

    b. Ex-officio Members

        1) Representative from the Office of Curricular Support;

        2) Graduate registrar;

        3) Director of graduate admissions;

        4) Provost or provost designee;

        5) Director of International Student Services; and

        6) Executive director of Global Learning and Engagement.

    c. Non-Voting Guests

        As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

   a. Develop policies (for senate approval) in regard to the master's level academic programs approval and standards for continuation.

   b. Develop policies (for senate approval) in regard to master's level continuing education program approval and standards for continuation.

   c. Review and evaluate new and purposed master's courses, programs, curricula, and continuing education, assuring quality control and avoiding duplication.

   d. Review and evaluate current master's academic programs to ensure quality control and effective curricula planning and void duplication.

   e. Assure the academic quality and safety standards of sponsored and endorsed master's domestic and international programs. (See Duties of International Studies Council).

   f. Advise the Faculty Senate on other matters of educational concern regarding master's programs.

   g. Empower standing committees to study issues for the council, complete tasks assigned by the council and report recommendations back to the council for approval. Committee meetings are to alternate with the parent council for timely reporting purposes.

4. Reporting Relationships

   a. Master's Studies Council functions as an extension of the Faculty Senate. All actions taken by councils must be approved by the senate.

   b. Accurate and complete minutes conforming to the senate template are to be given to the moderator of Faculty Senate within two (2) weeks of each meeting.

   c. As needed, the Master's Studies Council chair or designee will attend Faculty Senate meetings to provide further insight and information into a council issue that is being brought before the senate.

   d. The Master's Studies Council is responsible for maintaining a complete record of all minutes from the council and its committees for archival purposes.

   e. Minutes from all committees are to be reported to the council.

   f. All recommendations made by a committee are reported to the Master's Studies Council and approved by the council before advancement to the Faculty Senate for approval.

   g. The Master's Studies Council will receive an annual report from the Graduate Registrar regarding admission exceptions and program exceptions made per school.

5. Committee Structure and Duties

   a. Committees of the Council

      The three (3) committees of the council are:

      1) Curriculum Review Committee

      2) Program Review Committee

      3) Standards and Policies

b. Curriculum Review Committee

   1) Membership and Representation

      a) The committee shall be composed of one (1) voting member who is currently serving on the Master's Studies Council and two (2) other faculty selected from the faculty units who are not members of the Master's Studies Council.

      b) Ex-officio members may be appointed by the Master's Studies Council or the committee as needed.

      c) The chair shall be the representative from the Master's Studies Council.

   2) Duties

      a) Review and evaluate graduate academic programs and course proposals to ensure quality control and effective curricular planning for new courses and programs, including correct paperwork and consistency.

      b) Report recommendations on graduate curriculum and program proposals to the Master's Studies Council for approval.

      c) Provide updated information and processes to APU faculty and administration of graduate curriculum and/or program changes.

      d) Serve as contacts to those individuals or programs needing guidance in the process of planning graduate curriculum and/or program changes.

      e) Preferably meet on a twice-monthly basis unless otherwise determined by the chair of the committee based on demand/workload.

c. Program Review Committee

   1) Purpose

   The role of this committee is to assess and document the effectiveness of the master's curriculum on a regular basis, using the *Program Review Handbook* to assure the program goals are being met.

   2) Membership and Representation

      a) Members will be selected by the council in accordance with the criteria established in the current edition of the *Program Review Handbook*.

      b) Ex-officio members may be appointed by the council or the committee, and ratified by the Faculty Senate, as needed.

      c) The chair shall be a representative from the Master's Studies Council.

   3) Duties

   Program reviews are governed by the program review committee according to the following standards and in conjunction with the *Program Review Handbook* requirements:

      a) According to the program review schedule maintained by the Office of Institutional Research and Assessment, the committee shall select annually one (1) chair per program to serve a one (1) year term. The chair is responsible for maintaining communication with the program under review and facilitating timely completion of the program review report.

b) The committee reviews the program's report and completes the Program Review Committee Report and Rubric for Assessing a Program Review Report as part of its assessment. Following its review, the committee records its recommendations and forwards them to the council.

c) Recommendations are also made after each program's one (1) year follow up report is submitted.

d) Once the council approves a program's report, the result is communicated by the committee chair to the Office of Institutional Research and Assessment, which initiates the next steps of the process (see *Program Review Handbook*).

d. Standards and Policy Committee

1) Membership and Representation

a) The committee shall be composed of one (1) voting member who is currently serving on the Master's Studies Council and two (2) other graduate faculty members selected from the faculty units.

b) Ex-officio members may be appointed by the Master's Studies Council or the committee as needed.

c) The chair shall be a representative from the Master's Studies Council.

2) Duties

a) Recommendation to the Master's Studies Council graduate academic standards and policies, both university-wide and departmental. This includes processes and procedures to initiate and enforce graduate academic policies, as well as graduate admissions and degree fulfillment standards.

b) Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the graduate academic domain.

c) Coordinate with appropriate APU administrative and academic organizations about graduate standards and policies affecting the university (e.g. provost, deans, Undergraduate Studies Council).

d) Verify inclusion of standards and policies in the graduate catalog, *Faculty Handbook*, or other appropriate documents.

e) Determine the individual(s) or organization(s) responsible for implementing graduate policies and standards.

f) Establish appropriate timelines for development of graduate standards and policies.

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Azusa Pacific University Faculty Handbook

Section 8.20 • Professional Studies Council

New: March 2017

1. Purpose

   Oversee the quality and effectiveness of professional programs through ongoing review and development of academic policies and programs associated with professional education at APU. Professional education in this context is defined as non-traditional undergraduate degree programs that are administered through the Graduate and Professional Center.

2. Membership and Representation

   a. Voting Members

      1) Faculty moderator, moderator designee, or Faculty Senate representative;

      2) Two (2) members shall be selected from each faculty unit with a professional program for a three (3) year term:

         a) School of Behavioral and Applied Sciences;

         b) School of Business and Management;

         c) School of Nursing.

      3) One (1) representative shall be elected by the University Libraries;

      4) In order to encourage involvement of any faculty member with a special interest in curriculum development activities, the Professional Studies Council has the right to select one (1) member-at-large for a one (1) year appointment to be ratified by the Faculty Senate;

      5) One (1) member shall be a representative from the General Education Council.

   b. Ex-officio Members

      a) Provost or provost designee;

      b) Graduate and professional registrar or registrar designee;

      c) Executive director of Graduate and Professional Admissions and Regional Campuses;

      d) Executive director of Graduate and Professional Student Support Services; and

      e) Representative from the Office of Curricular Support.

   c. Non-Voting Guests

      As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

   a. Develop policies (for senate approval) in regards to the professional academic programs approval and standards for continuation.

   b. Review and evaluate new and purposed professional courses, programs, and curricula, assuring quality control and avoiding duplication.

   c. Review and evaluate current professional academic programs to ensure quality control and effective curricula planning including avoiding duplication and ensuring learning outcomes are being met.

   d. Assure the academic quality and safety standards of sponsored and endorsed professional off campus domestic and international programs.

   e. Collaborate with the General Education Council on the following duties related to approval and review of new general education courses and general education standards and policies that affect the professional program of study:

      1) One (1) member of the Professional Studies Council shall serve on the General Education Council for a three (3) year term;

      2) New programs and course syllabi submitted for professional studies review and approval that are for general education credit will be reviewed and approved by the General Education Council prior to submission to the Professional Studies Council for review and approval;

      3) Professional studies policies and procedures related to academic and programmatic issues impacting the general education program at APU will be shared with the General Education Council for review and approval or endorsement prior to approval by the Faculty Senate;

      4) In cases where co-curricular issues exist that impact areas of governance shared by, or of mutual concern to, the General Education Council and the Professional Studies Council, a task force will be appointed with members of both councils present to discuss the issues and develop a proposal for review and approval by the respective councils. In the case of disagreement between the councils, the proposal will be forwarded to the Faculty Senate for review and action.

   f. Advise the Faculty Senate on other matters of education concern regarding professional programs.

   g. Empower standing committees to study issues for the council, complete tasks assigned by the council and report recommendations back to the council for approval. Committee meetings are to alternate with the parent council for timely reporting purposes. In order to promote continuity between the committees and the council, each council member will be strongly encouraged to serve on a standing committee.

4. Reporting Relationships

   a. Professional Studies Council functions as an extension of the Faculty Senate. All actions taken by councils must be approved by the senate.

   b. Accurate and complete minutes conforming to the senate template are to be given to the moderator of Faculty Senate within two (2) weeks of each meeting.

c. As needed, the Professional Studies Council chair or designee will attend Faculty Senate meetings to provide further insight and information into a council issue that is being brought before the senate.

d. The Professional Studies Council is responsible for maintaining a complete record of all minutes from the council and its committees for archival purposes.

e. Minutes from all committees are to be reported to the council.

f. All recommendations made by a committee are reported to the Professional Studies Council and approved by the council before advancement to the Faculty Senate for approval.

5) Committee Structure and Duties

a. Curriculum Review Committee

1) Membership and Representation

a) The committee shall be composed of one (1) voting member who is currently serving on the Professional Studies Council and two (2) other professional faculty selected from the faculty units who are not members of the Professional Studies Council;

b) Ex-officio members may be appointed by the Professional Studies Council or the committee and ratified by the Faculty Senate as needed;

c) The chair shall be the representative from the Professional Studies Council.

2) Duties

a) Review and evaluate professional academic programs and course proposals to ensure quality control and effective curricular planning for new courses and programs, including correct paperwork and consistency;

b) Report recommendations on professional curriculum and program proposals to the Professional Studies Council for approval'

c) Provide updated information and processes to APU faculty and administration of professional curriculum and/or program changes;

d) Serve as contacts to those individuals or programs needing guidance in the process of planning professional curriculum and/9or program changes.

e) Preferably meet on a monthly basis unless otherwise determined by the chair of the committee based on demand and workload.

b. Standards and Policy Committee

1) Membership and Representation

a) The committee shall be composed of at least one (1) member who is currently serving on the Professional Studies Council and two (2) other professional faculty members selected from the faculty units, or from members of the Professional Studies Council;

b) Ex-officio members may be appointed by the Professional Studies Council or the committee as needed.

2) Duties

    a) Recommendation to the Professional Studies Council professional academic standards and policies, both university-wide and departmental. This includes processes and procedures to initiate and enforce professional academic policies, as well as graduate admissions and degree fulfillment standards;

    b) Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the graduate academic domain;

    c) Coordinate with appropriate APU administrative and academic organizations about graduate standards and policies affecting the university (e.g. provost, deans, Professional Studies Council).

    d) Verify inclusion of standards and policies in the Graduate and Professional catalog, *Faculty Handbook*, or other appropriate documents.

    e) Determine the individual(s) or organization(s) responsible for implementing professional policies and standards.

    f) Establish appropriate timelines for development of professional standards and policies.

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Azusa Pacific University Faculty Handbook

Section 8.21 • Undergraduate Studies Council

Revised: March 2017

1. Purpose

   Oversee the quality and effectiveness of undergraduate programs through ongoing review and development of academic policies and programs associated with undergraduate education and undergraduate level accelerated degree programs at APU.

2. Membership and Representation

   a. Voting Members

      1) Faculty moderator, moderator designee, or Faculty Senate representative;

      2) Two (2) members shall be selected from each faculty unit, except as noted below, for a three (3) year term;

         One (1) representative shall be elected by each of the following faculty units: Library and non-classroom faculty.

      3) In order to encourage involvement of any faculty member with a special interest in curriculum development activities, the Undergraduate Studies Council has the right to select one (1) member-at-large for a one (1) year appointment, to be ratified by the Faculty Senate;

      4) One (1) student representative shall be appointed by the Student Government Association (SGA). This individual shall also serve on the Standards and Policy Committee;

      5) One (1) member shall be a representative from the General Education Council.

   b. Ex-officio Members

      1) Provost or provost designee;

      2) Representative from the Office of Curricular Support;

      3) Undergraduate registrar;

      4) Director of academic advising;

      5) Director of faith integration or designee (optional);

      6) Representative from the Diversity Council or designee (optional; and

      7) Graduate and Professional Enrollment Services representative.

   c. Non-Voting Guests

      As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

   a. Develop policies (for senate approval) in regard to the undergraduate academic program approval and standards for continuation.

   b. Review and evaluate new and purposed undergraduate courses, programs, and curricula, assuring quality control and avoiding duplication.

   c. Review and evaluate current undergraduate academic programs to ensure quality control and effective curricula planning including avoiding duplication and ensuring learning outcomes are being met.

   d. Assure the academic quality and safety standards of sponsored and endorsed undergraduate off campus domestic and international programs (see Duties of International Studies Council).

   e. Collaborate with the General Education Council on the following duties related to approval and review of new general education courses and general education standards and policies that affect the undergraduate program of study.

      1) One (1) member of the Undergraduate Studies Council shall serve on the General Education Council for a three (3) year term.

      2) New programs/course syllabi submitted for undergraduate studies review and approval that are for general education credit will be reviewed and approved by the General Education Council prior to submission to the Undergraduate Studies Council for review and approval.

      3) Undergraduate studies policies and procedures related to academic and programmatic issues impacting the general education program at APU will be shared with the General Education Council for review and approval or endorsement prior to approval by the Faculty Senate.

      4) In cases where co-curricular issues exist that impact areas of governance shared by (or of mutual concern to) the General Education Council and the Undergraduate Studies Council, a task force will be appointed with members of both councils present to discuss the issues and develop a proposal for review and approval by the respective councils. In the case of disagreement between the councils, the proposal will be forwarded to the senate for review and action.

   f. Advise the Faculty Senate on other matters of education concern regarding undergraduate programs.

   g. Empower standing committees to study issues for the council, complete tasks assigned by the council and report recommendations back to the council for approval. Committee meetings are to alternate with the parent council for timely reporting purposes. In order to promote continuity between the committees and the council, each council member will be strongly encouraged to serve on a standing committee.

4. Reporting Relationships

   a. Undergraduate Studies Council functions as an extension of the Faculty Senate. All actions taken by councils must be approved by the senate.

   b. Accurate and complete minutes conforming to the senate template are to be given to the moderator of Faculty Senate within two (2) weeks of each meeting.

c. As needed, the Undergraduate Studies Council chair or designee will attend Faculty Senate meetings to provide further insight and information into a council issue that is being brought before the senate.

d. The Undergraduate Studies Council is responsible for maintaining a complete record of all minutes from the council and its committees for archival purposes.

e. Minutes from all committees are to be reported to the council.

f. All recommendations made by a committee are reported to the Undergraduate Studies Council and approved by the council before advancement to the Faculty Senate for approval.

g. Report all conclusions and recommendations regarding international program review and curricula changes to the International Studies Council prior to advancement to the Faculty Senate for approval by the International Studies Council.

5. Committee Structure and Duties

   a. Admissions Committee

      1) Membership and Representation

         a) The committee shall be composed of one (1) representative appointed from the College of Liberal Arts and Sciences, School of Theology, School of Business and Management, College of the Arts, School of Behavioral Arts and Applied Sciences, Diversity Council, and Undergraduate Studies Council. The Undergraduate Studies Council may add, as needed, one (1) to three (3) faculty representatives from academic units not listed above. For Undergraduate Studies Council, the committees may be chaired by a non-voting, ex-officio member of the Undergraduate Studies Council.

         b) Ex-officio members include:

            - Director of undergraduate admissions;
            - Director of freshman recruitment;
            - Director of admissions;
            - Representative from the Department of Graduate Psychology;
            - Representative from the Office of Academic Advising and Retention;
            - Representative from the Office of Student Life; and
            - Representative from the Learning Enrichment Center.

      2) Duties

         a) Serve as both proactive and responsive review of individual admissions issues brought to the committee.

         b) Provide ongoing review and development of general policies governing admission including admission criteria, scholarship, and ancillary admissions issues.

   b. Curriculum Review Committee

      1) Membership and Representation

         a) The committee shall be composed of one (1) voting member who is currently serving on the Undergraduate Studies Council and four (4) other undergraduate

faculty selected from the faculty units who are not members of the Undergraduate Studies Council.

b) Ex-officio members may be appointed by the Undergraduate Studies Council or the committee, and ratified by the Faculty Senate as needed.

c) The chair shall be the representative from the Undergraduate Studies Council.

2) Duties

a) Review and evaluate undergraduate academic programs and course proposals to ensure quality control and effective curricular planning for new courses and programs, including correct paperwork and consistency.

b) Report recommendations on undergraduate curriculum and program proposals to the Undergraduate Studies Council for approval.

c) Provide updated information and processes to APU faculty and administration of undergraduate curriculum and/or program changes.

d) Serve as contacts to those individuals or programs needing guidance in the process of planning undergraduate curriculum and/or program changes.

e) Preferably meet on a twice-monthly basis unless otherwise determined by the chair of the committee based on demand/workload.

c. Program Review Committee

1) Purpose

The role of this committee is to assess and document the effectiveness of the undergraduate curriculum on a regular basis, using the *Program Review Handbook,* to assure the program goals are being met.

a) Membership and Representation

i. Members will be selected by the Undergraduate Studies Council in accordance with the criteria established in the current edition of the *Program Review Handbook.*

ii. Ex-officio members may be appointed by the council or the committee and ratified by the Faculty Senate as needed.

iii. The chair shall be the representative from the Undergraduate Studies Guide.

1) Duties

Program reviews are governed by the program review committee according to the following standards and in conjunction with the *Program Review Handbook.*

a) According to the program review schedule maintained by the Office of Institutional Research and Assessment, the committee shall select annually one (1) chair per program to serve a one (1) year term. The chair is responsible for maintaining communication with the program under review and facilitating timely completion of the program review report.

b) The committee reviews the program's report and completes the Program Review Committee Report and Rubric for Assessing a Program Review Report as part of

its assessment. Following its review, the committee records its recommendations and forwards them to the council.

    c) Recommendations are also made after each program's follow up report is submitted.

    d) Once the council approves a program's report, the result is communicated by the committee chair to the Office of Institutional Research and Assessment, which initiates the next steps of the process (see *Program Review Handbook*).

d. Standards and Policy Committee

    1) Membership and Representation

        a) The committee shall be composed of at least one (1) member who is currently serving on the Undergraduate Studies Council and two (2) other undergraduate faculty members selected from the faculty units, or from members of the Undergraduate Studies Council, and the undergraduate studies student representative.

        b) Ex-officio members may be appointed by the Undergraduate Studies Council or the committee and ratified by the Faculty Senate as needed.

        c) The chair shall be a representative from the Undergraduate Studies Council.

    2) Duties

        a) Recommend to the Undergraduate Studies Council undergraduate academic standards and policies, both university-wide and departmental. This includes processes and procedures to initiate and enforce undergraduate academic policies, as well as undergraduate admissions and degree fulfillment standards.

        b) Assess, analyze, and advise current and future standards and policies that enable APU to manage growth in the undergraduate academic domain.

        c) Coordinate with appropriate APU administrative and academic organizations about undergraduate standards and policies affecting the university (e.g. provost, deans, Undergraduate Studies Council).

        d) Verify inclusion of standards and policies in the undergraduate catalog, *Faculty Handbook*, or other appropriate documents.

        e) Determine the individual(s) or organization(s) responsible for implementing undergraduate policies and standards.

        f) Establish appropriate timelines for development of undergraduate standards and policies.

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Azusa Pacific University Faculty Handbook

Section 8.22 • Workload and Compensation Council

Revised: March 2018

1. Purpose

   Provide mechanism for dialogue and policy development on issues related to faculty workload and compensation.

2. Membership and Representation

   a. Voting Members

      1) Faculty moderator, moderator designee, or Faculty Senate representative;

      2) One (1) member selected from each faculty unit for a three (3) year term;

   b. Ex-officio Members

      1) Provost or provost designee;

      2) Human resources representative.

   c. Non-Voting Guests

      As appropriate, the council shall invite representation from administrative and/or support service areas to attend council meetings.

3. Duties

   a. General Duties

      1) Represent the faculty in considerations of compensation and recommend to the Faculty Senate, appropriate changes in faculty compensation.

      2) Review institutional data, such as university wide surveys that relate to faculty workload and compensation concerns that would inform recommendations for policies and procedures.

      3) Review and recommend policies (for senate approval) concerning workload, faculty benefits (e.g. retirement, insurance, health benefits, child care) and other items related to faculty workload, working conditions, and compensation.

   b. Specific Duties

      Prepare an annual report to the Faculty Senate comparing salaries and benefits at APU to a selected cohort of comparable California colleges and universities.

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Azusa Pacific University Faculty Handbook

Section 8.23 • Professional Affairs Review Board

Revised: March 2018

1. Purpose

   To insure fair process, respond, and make recommendations regarding faculty appeals and grievances that are presented to the review board. The board may also refer issues raised to other appropriate bodies within the university.

2. Membership and Representation

   a. Voting Members

   To ensure fairness in the hearing of grievances, a pool of twelve (12) Professional Affairs Review Board (PARB) members shall be created. Eight (8) shall be elected from the general faculty, with no more than one (1) representative from any department or division within a faculty unit. Four (4) faculty members, from different faculty units, shall be appointed by the president. All faculty members serving on PARB must be on extended contract.

   PARB members will serve three (3) year terms, with one (1) appointed member and two (2) elected members rotating off the board each year. A faculty member may serve two (2) consecutive terms, however, he/she will need to rotate off PARB for one (1) year before being eligible to serve a third term. If a faculty member goes on sabbatical or is on leave, the faculty moderator will appoint, with approval of the Faculty Senate, a temporary substitute for an elected member and the president will appoint one (1) for a presidential appointee.

   If a faculty member has gone through the review board process with PARB within the last five (5) years, the faculty member is ineligible for participation.

   Deans and associate deans are ineligible for membership on PARB.

   The processes of the Professional Affairs Review Board are coordinated by the faculty moderator (or moderator designee), who is responsible for assembly of a review board to hear a case.

   The review board assembled to hear a particular case elects a chair for that case at their first meeting. PARB chairs serve on a case-by-case basis.

   b. Ex-officio Members

   None shall be appointed.

   c. Non-voting Guests

   None shall be invited during the deliberations of the review board due to the confidential nature of the meetings.

3. Duties

   a. Serve as the appropriate body for appeals in grievances related to academic and/or contractual issues (e.g., academic freedom, *Faculty Handbook* policies, faculty contracts, and/or academic integrity) (See Section 4.1 of this *handbook*). Any action(s) by this board are not subject to Faculty Senate consideration or veto.

   b. Members of the PARB are expected to recuse themselves from hearings in which there may be a conflict of interest. Conflict of interest is defined as the individual, or one of their family members, having a current or past reporting relationship with one of the parties in the grievance, having any family relationship, financial relationship, or close personal connection outside the university with one of the parties in the grievance, being a party, or witness, to the issue at hand, or having a history of conflict with one or more of the parties involved in the grievance. If you have personally met with the PARB within the last five (5) years, you are ineligible for participation. In the event of a dispute, the faculty moderator and Steering Committee of the Faculty Senate shall make the final determination whether a conflict of interest exists

   c. Except for good cause (e.g., one or more PARB panel members are off contract), conclude its investigation of a grievance within thirty (30) days of receipt of a grievance to the Professional Affairs Review Board.

   d. Matters for consideration by this review board should be brought to the faculty moderator, or in his/her absence, the vice moderator or moderator-elect, within ten (10) working days in the event of termination (see "Termination of An Appointment" section in this handbook). Other matters should be brought to the faculty moderator (or designee) within twenty (20) working days following the resolution process, unless an extension is otherwise requested.* Faculty members, or the other party(ies) involved in the grievance, needing additional time to gather information for their case may request from the PARB chair of their case an extension to the deadline for submission of materials, as long as the request for the extension is made within the appropriate timeline (fourteen (14) days for non-renewal or termination of a contract; thirty (30) days for other matters).

   e. See the "Academic Due Process Statement" in this handbook for further details.

   *The twenty (20) working days period also applies for the request for an extension.

4. Reporting Relationships

   a. The faculty moderator or moderator designee will notify the provost within two (2) weeks of receipt of a grievance. The moderator will meet with the provost's representatives at the provost's discretion.

   b. While recognizing the confidential nature of personnel matters, the review board should still provide general minutes that inform the Faculty Senate regarding the number of cases reviewed and the general nature of these cases.

   c. Review board decisions regarding faculty grievances are not subject to Faculty Senate consideration or veto.

   d. Review board decisions regarding faculty grievances are made directly to the provost.

5. Orientation and Advice

    a. The Office of the Provost, in conjunction with General Counsel and the Office of Human Resources of the university, shall provide an orientation to members of the board regarding relevant provisions of employment law and process.

    b. At the discretion of the chair, the board may consult with a representative of the Office of Human Resources and/or General Counsel for advice regarding the issue that is before the board.

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Azusa Pacific University Faculty Handbook

Section 8.24 • Handbook Review Committee

Revised: March 2018

1. Purpose

   The purpose of the Handbook Review Committee is to ensure that the *Faculty Handbook* provides clear and consistent procedures for faculty as they fulfill their duties at APU.

2. Members

   a. The committee shall be comprised of the moderator, past moderator or moderator-elect, the Faculty Senate historian, and a minimum of two (2) other faculty members.

   b. The chair shall be elected at the first meeting.

3. Duties

   a. Undertake a yearly review of the *Faculty Handbook* to ensure consistency and effectiveness in processes and procedures.

   b. Receive proposed changes from various councils and/or faculty units or representatives by January 15 unless otherwise specified.

   c. Ensure that requested changes do not create inconsistency in procedures.

   d. Present proposed changes to the Faculty Senate for approval.

   e. Forward recommended changes to the provost for final approval before February 15.

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